

PAGES

MISSING



CHRIST BLESSING LITTLE CHILDREN

Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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NEW ADVERTISEMENTS.— J. & A. MacMillan, p. 121; Ferguson & Page, p. 121; L'Academie DeBrisay, p. 122; Percy Gibson, p. 124; The Geo. M. Hendry & Co., p. 124; Opera House, p. 141; Educational Review, p. 141; Gray & Richey, p. 143; The Living Age Co., p. 143; W. H. Thorne & Co., p. 144.

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THE EDUCATIONAL REVIEW,
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CHILDREN'S DAY.

FOR RELIEF OF DESTITUTE BELGIAN CHILDREN.

In response to the appeal made by the Central Belgian Relief Committee in London to all the Provinces in Canada that a Children's Day be observed, and the proceeds of the efforts of the children of the public schools, assisted by teachers and others, should be given to the destitute children in that part of Belgium occupied by the

Germans,—the sum sent to the Chief Superintendent by the schools of New Brunswick up to this time (December 5) has been \$32,518.32.

This spontaneous and most generous response has been due to the unwearied and self-denying efforts of pupils, teachers, parents and many others. Where all have done so well it would be difficult to particularize.

The amounts received from some small and thinly populated districts were simply astonishing. The smaller sums received from some other places did not always represent the amount of work of those concerned.

The teachers and pupils of New Brunswick may always be relied upon to respond loyally and conscientiously to any appeal made by the Education Department. The response in this case has exceeded the most sanguine expectations of anyone connected with it.

It is not, however, because of the large amount of money contributed, though that is greatly needed, that the greatest satisfaction is felt,—it is because of the education given by such an object in self-denial, feeling for the suffering and miseries of others less fortunately situated, and in the organization necessary to provide the best means of relief.

Returns are still coming in, and it is expected to be possible to close the fund at the end of the present month, when it will be handed to His Honor the Lieutenant-Governor, to forward to its destination.

As soon as all the returns are in and the list of schools contributing can be made, they will be sent to the local press in each county.

Taken altogether this will be regarded as another notable achievement in our educational history.

At the request of a subscriber we have begun a second series of questions in the Current History Class. The answers to this month's questions are all to be found in the Current Events columns of the REVIEW for August, September and October, 1916.

NOTES ON NEW BRUNSWICK HIGH
SCHOOL LITERATURE.

GRADE IX.

BY ELEANOR ROBINSON.

Several requests have come in for notes on the literature for grades IX.

The REVIEWS for August and September, 1914, have very full notes on *The Lay of the Last Minstrel*, including an analysis of the story, suggestions for teaching it, and a number of test questions. Later numbers have articles dealing with Dickens, and especially with *A Christmas Carol*. We cannot give the same space to these lessons again so soon, but will offer a few general suggestions in answer to the definite questions in one letter, whose writer asks: "1. What points should be taken up? 2. What passages should be memorized? 3. Will you give some questions such as might be asked in examinations?"

The first thing to consider in taking up any piece of literature is, What is the writer endeavoring to set before us? The answer, in the case of *The Lay of the Last Minstrel*, is—a story in verse, the first thing to be secured, then, is a firm grasp of the story. This story, like most fictitious narratives, begins with a complication, or difficulty. The interest lies in following the course of events by which this difficulty is at first complicated, and finally solved. The problem is,—Given a death feud between two families, how are they to be reconciled, and especially, how are the two lovers to be united? It is set forth in Canto I, stanza 8, "Can piety the discord heal, etc.," and in the words

Well she knew, her mother dread,
Before Lord Cranstoun she should wed
Would see her on her dying bed.

The mountain spirit says that there will be no peace.

Till pride be quelled and love be free.

And the words are echoed by the Ladye.

For pride is quelled and love is free.

How is this change brought about?

Again in *A Christmas Carol*, the story opens with the picture of a man who, through his devotion to self, and love of money, has separated himself from his fellows, and stands alone in the world. The problem is,—Will Scrooge be brought back into love and fellowship, and by what means?

The incidents which make up the narrative are the steps by which the problem is solved. They should be clear in each student's mind, with their relative importance, and their connection with each other.

Some devices for securing this knowledge are these: 1. Summarize the incidents in each canto, e. g. Canto I. The Ladye overhears the dialogue between the spirits, 12-17. She repels the suggestion of yielding, 18. She sends William of Deloraine for the magic book, 19-24. Deloraine rides to Melrose, 25-31. [Note that stanzas 1-11 are largely descriptive and serve as introduction to put us in possession of the situation. The events recorded in 9 and 10 are antecedent to the opening of the story.] 2. Tell the story orally round the class, as briskly as possible. 3. Give a list of incidents in the wrong order and have them arranged as they are given. 4. Ask such questions as: Could this or that incident be omitted without spoiling the story? What difference would it make? Which incidents make for the healing of the death feud and which hinder it? 5. Give a list of the principal characters and tell what part each plays in the story.

[Note that the complication is cleared up in Canto V. and that Canto VI is a kind of post-script.]

These devices may be used in studying any narrative. In the case of the *Lay*, particular pains should be taken to see that dull pupils do not confuse the *Lay* itself with the setting, which tells the occasion on which it was sung, and many details about the minstrel.

A Christmas Carol was written, as Dickens tells us, with the express design of teaching a lesson. So if we are to be fair to the author, we must have the moral, as well as the incidents, firmly grasped.

WHAT TO MEMORIZE.

In assigning passages to be learned by heart, choose those that are in some sense complete in themselves. For example:—1. Each of the ballads in Canto VI is complete in itself, depending not at all upon the context. 2. The famous passage "Breathes there a man with soul so dead," has a much stronger effect when we read it as the Minstrel's proud answer to the suggestion that he should desert his own country for a richer one, than when it is taken by itself. Still, even with-

out the context, it is complete in itself as a burst of patriotic feeling. 3. Stanza 3, Canto I, "Nine and twenty knights of fame" is part of the description of Branksome Hall under arms, yet it is a complete little piece of description in itself, and in very spirited verse. 4. Stanza 18, Canto I, is a beautiful bit of verse, but standing alone it is meaningless. Numbers 1, 2 and 3 are suitable for memorizing, but not number 4. Other passages that might be learned are:— Introduction, stanza 1; Canto III, 2; Canto V, 1; Canto VI, 2, 6, 31.

QUESTIONS.

1. Describe the Minstrel, and relate the circumstances in which he sang the *Lay*.
2. Give approximately (a) the date of the story. (b.) The date of its recital by the Minstrel. (c.) The date when Scott wrote the poem.
3. Why was William of Deloraine sent to Melrose? Tell the story of his errand, in three parts, the going, the visit to the monk, the return.
 - (a) And of his skill, as bards avow,
He taught that Ladye fair.
 - (b) But well Lord Cranstown served he;
And he of his service was full fain,
For once he had been ta'en or slain,
An it had not been for his ministry.
 - (c) And this fair boy, to London led,
Shall good King Edward's page be bred.
 - (d) Bards long shall tell
How Lord Walter fell.
 - (e) O gallant chief of Otterbourne!
 - (f) Fell by the side of great Dundee.
 - (g) That he may suffer march-treason pain.
5. Describe in your own words the elfin page, Michael Scott as he lay in his tomb, the "English yeoman good."
6. What were the "terms of fight" between Musgrave and Deloraine?

THE YOUTH'S COMPANION CALENDAR
FOR 1917.

The publishers of the Youth's Companion are presenting, as always at this season, to every subscriber whose subscription is paid for 1917, a calendar for the new year. It is decidedly unusual, and strikingly artistic. The colors are well chosen and richly blended. It was made primarily, however, for actual use, and is well named the Practical Home Calendar.

ONTARIO HIGH SCHOOL READERS.

TEST QUESTIONS ON PAGES 168-216.

BY ELEANOR ROBINSON.

1. Arrange the names of the following writers in chronological order and name the chief works of each:— Aytown, Macaulay, Burke, Mrs. Gaskell, Tennyson, Dryden, Keats, Shelley, Keats. Write a paragraph about each of the Canadian writers represented in these pages.

2. Tell in your own words the historic incident on which *The Island of the Scots* is based.

3. What were the accusations brought against Warren Hastings? How long did his trial last, how did it end? Write short notes on (a) Westminster Hall. (b.) Any three famous persons present at the opening of the trial. (c.) The just sentence of Bacon. (d.) Garter King-at-Arms. Quote Macaulay's description of Hastings, or describe him in your own words. Quote from Burke's peroration, "I impeach Warren Hastings" to the end.

4. Tell the story of Horatius. To what series of poems does *The Defence of the Bridge* belong?

5. Who were Claverhouse, Derguesclin, the Honorable Mrs. Jamieson, Captain Brown, Cortez, "The English Demosthenes," Mrs. Montague, Lars Porsena, Lord Heathfield?

6. Give examples from the poems in these pages, of (a) alliteration, (b) personification.

7. Explain the following:— 1. When Jubal struck the chorded shell. 2. Orpheus could lead the savage race. 3. Sent to Coventry. 4. The old manse laws. 5. The she-wolf's litter. 6. The beautiful mother of a beautiful race. 7. All they had marched with great Dundee.

8. As we wax hot in faction
In battle we wax cold.

9. *Esprit de corps*. 10. Sedan chairs.

8. What is a sonnet? Name some great sonnet writers. Write out any sonnet you have learned. What is the metre of *Horatius*? of *Sir Galahad*? of *The Island of the Scots*?

A subscriber has kindly written to tell us that the song "Men of the North" is to be found in "New Songs of the University of Toronto," published by Whaley, Royce & Co., Toronto.

CHRISTMAS BELLS AND FAIRIES.

A PLAY FOR LITTLE CHILDREN.

Compiled by JEAN T. LEAVITT.

Scene.— A Wood.*Time.*— Christmas Eve.*Dramatis Personae.*— Six Christmas Bells. Six "Little Men."*Stage Directions.*— Small evergreen trees in tubs or boxes may be disposed at back and sides of stage, or the wood may be represented by green boughs with cotton wool snow here and there.*Costumes.*— The little girls are dressed in red paper costumes to look like the Christmas bells so commonly used in decorations. The little men's green jackets and red caps should also be made of paper, and a white feather is stuck in each cap.*Bells run tiptoeing on to stage, looking about them as if in a pleasant excitement of fright. They recite in chorus, with appropriate gestures:*—

Up the airy mountain
Down the rushy glen,
We daren't go a-playing
For fear of little men.
Wee folk, good folk,
Trooping all together,
Green jacket, red caps
And white owl's feather.

(A rustling and soft footfalls are heard).

FIRST BELL.— Oh! Hark! Did you hear that?

Bells huddle together, looking over shoulders and listening.

SECOND BELL.— Do you suppose the little men can be about on Christmas Eve?

Little men rush in from opposite side. Bells fall back one step and draw in breath with a long soft "Oh-h-h!" They stand and look at each other.

LITTLE MEN.— What queer creatures! Who are you?

BELLS.— We are Christmas decorations from the house on the hill up there (pointing).

FIRST LITTLE MAN.— What are you doing in the glen?

FIRST BELL.— Well, the family are all asleep and won't miss us, so we came out to see what the glen is like on Christmas Eve. But where have you come from?

LITTLE MEN.—

Down along the rocky shore
We make our home,
And live on crispy pancakes
Of yellow tide-foam.

BELLS. (*Looking closely at little men.*)— We really not be afraid of you, after all.

LITTLE MEN.— Oh no! We never do any harm.

FIRST LITTLE MAN.— Do tell us what it is like in the house up there.

FIRST BELL.— Come closer, little men and we'll tell you. (*All draw closer together and sit down.*)BELLS (*Recite in chorus.*)—

Tis the night before Christmas, and all through the house
Not a creature is stirring, not even a mouse;
The stockings are hung by the chimney with care
In hopes that St. Nicholas soon will be there.
The children are nestled all snug in their beds

While visions of sugar plums dance through their heads
(*Sleigh bells are heard and children jump up quickly.*)

FIRST BELL.— "Listen! Listen!"

(All hold hands to ears to listen. Sleigh bells sound louder and St. Nicholas is heard in the distance, crying):—

ST. NICHOLAS.— "Now, Dasher! Now Dancer! Now Prancer! and Vixen!

On, Comet! on, Cupid! on, Dunder! and Blitzen!
To the top of the porch! to the top of the wall!
Now dash away! dash away! dash away all!"
(*Sleigh bells die away.*)

FIRST LITTLE MAN.— "Do let us catch up to him." (*Making as if to follow the sound, and the other little men run after him.*)

FIRST BELL.— Stop! Stop! No one ever watches St. Nicholas. Only naughty children pry into his comings and goings."

ANOTHER BELL.— Come, sit down again and we will tell you all about his visit.

(Children sit down again).

BELLS.—

"Down the chimney St. Nicholas comes with a bound.
He is dressed all in fur from his head to his foot,
And his clothes are all tarnished with ashes and soot;
A bundle of toys he has flung on his back
And he looks like a peddler just opening his pack.

His droll little mouth is drawn up like a bow
And the beard of his chin is as white as the snow.

He speaks not a word, but goes straight to his work
And fills all the stockings; then turns with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he goes.
(*Sleigh bells are heard in the distance and St. Nicholas calling out.*)

Merry Christmas to all, and to all a good-night.
(*Little men jump up and point to sky.*)

FIRST LITTLE MAN.—

"See the sky, it calls the sun,
Darkness soon will have to run;
And with darkness, fairy feet,
Disappear like wind clouds fleet."

(Bells rise quickly and look at sky).

FIRST BELL.— Yes, indeed, Christmas Day will soon be here; but we still have time to dance and sing.

LITTLE MEN.— "Yes, let us dance and let us sing, while we make a fairy ring."

(Children form a ring, run half way round circle and come back again, unclasp hands, right foot advanced in circle, raise left and right toe and revolve, join hands, run round opposite way and back again, singing:—

Let us dance and let us sing
While we make a fairy ring.
Right foot first,
Left foot then,
Round about and back again,
Tra la la, tra la la,
La, la, la, la, tra, la, la.

(Chimes in distance strike five. A clock may be made to strike or a xylophone may be used. Children stop dancing and count 1, 2, 3, 4, 5.)

FIRST BELL.—Five o'clock. Come Bells! We must be back in our places in the house before the children are awake.

FIRST LITTLE MAN.—Before you go, tell us how to greet the fairy folk at home.

BELLS.—Many Christmas and greetings, and best of good cheer, and all good wishes for a happy New Year.

(They bow to each other and run off.)

*This song will be found in the *Dramatic Reader* edited by Florence Holbrook and published by American Book Co. Any pretty motion song may be substituted.

A SCHOOL EXHIBITION.

The following report of the school fair at Belle Cote, Inverness County, N. S., in the autumn of 1916, was sent us by the Director of Rural Science for Nova Scotia.

On the afternoon of the opening day, August 28th, teachers and pupils of both departments visited the neighboring woods and brooks where they made collections of wild flowers, mosses, ferns, and insects. On returning, these first three collections were pressed, and in the evenings, the pupils remained to mount them, this being the first preparation for the school exhibition. The girls then began sewing at home, working centre-pieces, making fancy aprons, cushions, etc. During the drawing periods, they drew a scene showing a busy little girl in three different occupations, washing, ironing and sweeping; afterwards coloring the sketch with crayons or water-colors. At home, the boys made a pencil-box, and at school drew a scene showing a little boy and girl working in a hay field.

On exhibition morning, the children arrived early with poultry, vegetables, grain, cut flowers, pressed plants, mosses, ferns, insects, sewing, cooking, writing, drawing and toys, the latter furnishing a very attractive corner. All these things were tastefully arranged on convenient stands.

There was a Roll of Honor for our boys who had enlisted, which was accompanied by their photos and pennons of their regiments. Besides these exhibits, there were also souvenirs from the war, such as pieces of English and German shells, ornamental flowers from altars of destroyed churches in Belgium, leaves from soldiers' graves in France, and flags of the Allies; all these being sent by one of our boys on the firing line. The

teacher had also for public use an assortment of stereograph views of the present war.

The school flag was hoisted, and shortly before noon, the school had a visit from Rev. Father McDonald, who expressed himself very much pleased with the fine and large varieties of vegetables as well as the exhibits of school work. He congratulated the teachers and pupils on this excellent showing.

At the hour appointed for opening, words of welcome having been addressed to the parents, the teacher moved the appointment of Mr. A. D. McLellan, J. P., as chairman, who after expressing his pleasure at presiding at the annual school fair, his appreciation of the valuable exhibits and the great work done by the Educational Department in encouraging the pupils in agricultural work, announced the different exercises on the opening programme, which consisted of nature, recitations, patriotic songs and gramophone music.

This part of the exercises over, judges were appointed and the awarding of prizes was carried on. Mr. J. R. Sweeney, Government Creamery Manager at Margaree Forks, judged vegetables, pressed plants and construction work; the names of prize winners were read, after the girls' cooking was sold at auction, the young men showing themselves very generous in this work, and thus a handsome sum of money was the possession of the happy children. Part of this money is to be forwarded to a patriotic fund.

At the close, Mr. Sweeney delivered a most encouraging talk to the pupils, showing his appreciation of the work done at this the third annual school fair and at previous exhibitions, giving plain and sound advice to the school on the carrying on of this important work for the next school fair.

Mr. Constant AuCoin, Municipal Councillor, then followed with encouraging remarks in French.

The interest taken by the children in preparing their exhibits, their joy on exhibition day, as well as the interest of the parents, were very noticeable, and the teachers realize that the present year has thus begun most pleasantly for their pupils, that their profession has become more enjoyable than ever and they attribute this result to Rural Science.

After the tendering of a vote of thanks to Rev. Dr. McDonald, Mr. McLellan, the chairman, Mr. Sweeney, Mr. AuCoin and to all those who had helped to make the exhibition a success, the fair closed with "God Save the King."

MEASURING UNITS.**In General Use.**

The business world employs many measuring units. The dry goods merchant uses the yard stick, the farmer the bushel measure, the land agent the acre, and all of us the dollar. Children do a vast amount of work manipulating values with these measuring units. Some investigation has led me to think that if some of the time now given to manipulating values were spent in getting a more definite and uniform notion of the units of measurement the children would be much better equipped to think, to judge, or in other words — to measure.

Tests Made.

A class of young people estimating the value of a certain school building that cost about a hundred thousand dollars submitted guesses ranging all the way from three hundred dollars up to one million dollars. They were tested in local distances, the height of a tall tree, the number of bricks in a paved street, stalks of corn on an acre and so on. Their answers continued to be surprising. A million to them was ten hundred thousand or some other term equally as abstract and as meaningless. They seemed to be much interested in finding out that there were about a million bricks in a mile of paved street, or about a million cornstalks on a hundred acres of corn land. This hundred acres would accommodate about the same number of soldiers standing in solid formation.

The District Full of Various Units.

The district in which we are working may seem very plain and monotonous yet it is full of objects and opportunities for getting clear and definite units of measurement. However, if the children are left to acquire these units by chance they will probably get vague and erroneous ones. A square rod can be marked on the floor in one corner of the school-room, and you have the unit of land measurement. A better one is to get a boy to stand with one heel just a yard ahead of the other. With a string tie his feet so that they can get no farther apart. Start him in at the corner of the field and have him take full-length steps out towards the opposite corner. When he has taken ninety-five steps have him put up a marker for

this in the opposite corner of a square acre. Another marker placed ninety-five steps farther is at the opposite corner of a four-acre plot. The value of land per acre can be impressed by ascertaining the average value of land in your district and then measuring off enough space on the school floor to represent the amount of land that can be purchased for a nickle, or even a penny. If land is fifty dollars an acre it is worth about a penny a square yard, or five square yards for a nickle. If the land is a hundred dollars an acre the penny or nickle will pay for only half as much land and so on.

Other Units.

A mile should be pointed out as the distance between two definite places. Then the children are ready to get some meaning out of the length of the Equator or the distance to the moon. The population of your district can be summed up in a few minutes and then you have a unit for understanding the numbers that represent the populations of cities and of countries. These facts are easy to obtain. In a single day that I spent in a country school I noted over six hundred facts.

A Large Subject.

As one studies this subject it grows larger and larger. The local stories could be collected, refined and left in some permanent form. These would serve as measuring units in determining the quality and quantity of our literature. Units for measuring geographical facts can be found in your district, and so on with units for various other subjects. In teaching facts about the district one does not need to treat it as if it were the whole world, but he should treat it as containing the measuring units which with the help of the multiplication table will equal the whole world.—*School News and Practical Educator.*

RATHER HARD.

They gave him whistles and a drum,
Two big tin tops that buzz and hum,
A ninepin set, some squeaking toys;
Then said: "Now, Tom, don't make a noise!"
They gave her paints, a sewing-box,
Four dolls and stuff to make their frocks,
A set of books with pictures gay;
Then said: "Now, Madge, run out and play!"

— *St. Nicholas.*

FOR THE MONTH.

BIBLE READINGS FOR OPENING EXERCISES.

- | | |
|---------------------------|--------------------------|
| 1. Isaiah, ii, 1-5. | 10. St. Matt. ii, 16-23. |
| 2. Isaiah, vi, 1-8. | 11. Isaiah, xxvi, 1-9. |
| 3. Isaiah, xi, 1-9. | 12. Isaiah, xxx, 18-21. |
| 4. Isaiah, xii. | 13. Isaiah, xxxv. |
| 5. Isaiah, xxv, 1-9. | 14. Isaiah, xl, 1-11. |
| 6. St. Luke, ii, 8-20. | 15. Isaiah, xl, 21-31. |
| 7. St. Luke, i, 46-55. | 16. Acts, vi, 8-15. |
| 8. St. Luke, ii, 25-33. | 17. Acts, vii, 54-60. |
| 9. St. Matthew, ii, 1-15. | 18. St. Luke, ii, 40-52. |

CAROL.

God rest ye, little children, let nothing you affright,
 For Jesus Christ, your Saviour, was born this
 happy night;
 Along the hills of Galilee the white flocks sleeping
 lay,
 When Christ, the Child of Nazareth, was born on
 Christmas Day!—*Dinah Maria Mullock.*

THE FIRST SNOW.

All day the west wind moaned and sighed;
 All day the heavy clouds hung low;
 Too soon the dark day waned and died,
 And silently down sped the snow.

All through the watches of the night,
 Those wonder-workers, wind and snow,
 Together wrought, till morning's light
 Revealed a world we did not know.

Each gate through marble portals led,
 Each humble roof was spotless white,
 And far an untracked highway led
 To unknown space beyond our sight.

Each pile a pedestal became
 Where some fantastic statue stood;
 The hillside flashed reflected flame,
 And pendent jewels crowned the wood.

High rose in air the pillared smoke,
 Like signals of a coming foe;
 And silence reigned, though men awoke
 And moved like ghosts across the snow.

FLAG DRILL.

Eight children carry Union Jacks and eight, Canadian flags. Flags must be held over shoulder till last position.

Children carrying Canadian flags march in at back of stage, from opposite directions. Form straight line and mark time while Union Jack children march in behind. Children in front row pace off and back row step forward into spaces between Canadian children. All mark time, then march from left and right toward center, and cross alternately to opposite corners, down sides, across back to form twos and march up center. Next, first pair going towards right corner and second pair crossing to left corner, march round and form fours. (Now a square has been formed with Union Jacks on left and right sides). March up to center and then space off to form a double V. Union Jack children in front move three paces to left and right; second two pace off two paces, and third two, one pace; fourth two mark time. Canadian flag children step back one pace, and then first two move three paces to right and left; second two move two paces and third two two paces to right and left; fourth two mark time. Union Jacks are now raised and Canadian flags held across chests.

Any appropriate patriotic song makes a pretty ending to the drill.

THE ANIMALS' CHRISTMAS TREE.

Mother, may I buy a Christmas tree with the money that Aunt Mary gave me?" asked John one morning.

"Why, what do you want a Christmas tree for, John? You know that Santa Claus always brings you one."

"It isn't for me," answered John. "I want it for the animals in the barn."

"But John," replied Mother, "a Christmas tree wouldn't mean anything to the animals."

"Oh, yes it would, Mother, because I am going to put presents on it," answered John.

"All right," said Mother, smiling. "You may get it."

John bought the tree; and that evening asked Father to fasten it into a block of wood, so that it would stand firmly in the middle of the barn floor.

The next day he asked Mother if she would save all the bones, parings, and other leavings

from the table for him. He also asked her to give him some milk, cube sugar, apples, and nuts.

"What do you intend to do with these?" asked Mother.

"Wait until tomorrow, and you shall see," answered John.

Christmas morning came, and John hurried out to the barn to trim his tree for the animals.

Under the tree he placed a large bowl full of milk for Kitty, and next to it a box of full parings for Piggywee. On one branch he tied a bunch of hay and some cubes of sugar for the horse, Old Bob. On another he fastened several apples for Boss, and some bones for Rover. On the top of the tree he set a basketful of nuts for his pet squirrel, Bushy-tail.

When all was finished, John ran and called Mother and Father, and they laughed aloud when they saw what he had done. It was the funniest Christmas tree they had ever seen.

Then they helped John bring in the animals, and before long, Kitty, Piggywee, Old Bob, Boss, Rover, and Bushy-tail were enjoying their Christmas presents. It was a happy sight to see all the animals eating and drinking on or under the one tree.

Mother, Father, and John were so pleased that they decided to have a Christmas tree for the animals every year.— *Our Dumb Friends*.

THE CURRENT HISTORY CLASS.

1. What is the latest nation to enter the war? What is its geographical position, and why should the Central Powers wish to hold it? How many nations are now at war?
2. When did Italy declare war against Germany?
3. Where and what is Transylvania? The Dobreedja?
4. What is the principal port of German East Africa, and in whose hands is it now?
5. What people are fighting in the most difficult region in the world?
6. What Asiatic country has lately entered into alliance with Great Britain and Russia?
7. What was (a) the first great Italian victory? (b) The greatest German success of the war?
8. When did the battle of Verdun begin? The battle of the Somme?

THE QUESTION BOX.

A. P. S. Kindly parse in your columns the word "apt" in the sentence "where the gloominess of the place and the use to which it is applied, with the solemnity of the building and the condition of the people who lie in it, are *apt* to fill the mind with a kind of melancholy."

Apt. Adjective, qualitative, positive, predicative, qualifying the compound subject gloominess of the place, etc.

R. M. Please give the correct forms of the following sentences:

Correct forms. 1. The flowers smelled sweet as they nodded in the breeze.

2. The flowers looked beautiful as they were arranged.

3. How sweet the flowers smell!

4. He stood firm in spite of opposition.

NATURE NOTES.

The nest of the crow is usually built in spruce or fir trees, and placed from twenty to thirty-five feet from the ground—it is occasionally found in willow trees. The foundation is from twelve to twenty inches in diameter and made of sticks and twigs. On this are frequently placed old sods, and the nest proper is made of strips of bark, (cedar bark is used in localities where that tree grows), grass, moss and horsehair.

The eggs (4-6) are pale bluish green to white, with brownish markings. The young hatch about the first part of May, the date varying somewhat for latitude.

The crow is reported as not building "a new nest every year," but repairing the old one, "makes use of it for as many seasons as possible." I am not able to verify this statement, for my observation, as far as it has gone, seems to indicate that they build a new nest every year.— *H. G. P.*

WORLD'S RECORD WHEAT CROP.

In view of various claims of world's record wheat crops for large areas, the Crowfoot Farming Company, of Crowfoot, Alberta, submit a sworn statement of their results for the year 1915, which probably surpass all properly authenticated claims from other sources. From 1,356 acres the Crowfoot Farming Company received an average yield of fifty-one bushels, fifty-six and one-third pounds per acre of number one spring wheat, by actual selling weight; 400 acres wheat averaged fifty-nine and one-half bushels per acre. These records were established in the Canadian Pacific Railway Irrigation Block, in southern Alberta.

ANIMAL NATURE STUDY.

THE WINTER LIFE OF ANIMALS.

H. A. PERRY.

In these December days the subject of the winter life of animals is full of interest for every student of nature. It is a subject of wide and varied interest and in the hands of the skilful teacher leads to an extensive correlation with many other school subjects.

Since we find our domestic animals during the winter housed and fed, and objects of thought and care, we are apt to think of the wild animals as being without care, and as left to shift for themselves; for them winter must be an exacting struggle, with famine and cold ever close on the trail.

But in this we are wrong, for nature in her way is still

"A mother, kind alike to all."

In what a variety of ways she has fitted her children of the forest, stream and plain against the inexorable demands of winter! The story of the process recounts the history of the development of the different species.

Nature began her modifying and changing work long ages ago, and little by little she has left her stamp and influence upon the animals of the wild. It is long and hard to say how it all came about, but of the results we are more certain, for in the process of time she has woven into the animal webs of life, something of resourcefulness and cunning, and something of courage and strength. So today it is no surprise for us to find that some animals have learned to hide away from the frosts of winter in dens and burrows; and others, with courage of heart and strength of muscle, to brave the cold of winter, and to contend boldly with their most unrelenting enemy, hunger, and struggle on and worst him in the game.

Scientists speak of this fitting and becoming process in a variety of ways. To some it is nature's selection — "natural selection;" to others, viewing the whole process from a slightly different angle, it is a "survival of the fittest." On the whole it is much like the method Mr. Burbank is said to follow in growing a new fruit. From the tens of thousands he selects the one that most nearly approaches what he has in mind, propagates

this and selects again, and so on selecting and propagating till he at last reaches his ideal.

In some similar way man, during the comparatively short period in which he has been domesticating animals, from four to ten thousand years, has produced many changes in their form and disposition. It is quite worthy of note that his selection has so seldom been along the same lines that nature follows, that in most instances we find it puzzling to pick out the wild progenitors of our common domesticated forms.

What we have said of animals is also true of our cultivated plants. The factors or characteristics that they have received through man's artificial selection often places them at a disadvantage, when through accident or otherwise, they return to the wild again. They are largely the products of human thought and they need constant care, otherwise they are soon "swamped out."

How does man care for domestic animals?

Discussions on the proper housing and feeding of farm animals should be taken up in this connection. This is quite as important as to know the points of distinction and the relative value of the different breeds. The Central Experimental Farm, Ottawa, will supply, upon request, valuable suggestions upon these points.

It is high time that our country was thoroughly aroused to meet the great after-war demands. We must aim at increasing production at a decreased cost. In no way can we reach the agriculturalists so readily and so effectively as through the common schools.

Let the teacher become informed along these and other lines, and learn what is being done in other places. The interest will spread from teacher to children, and from children to parents. Here the interest must be followed up, and grow into real enthusiasm in order to get results.

The different species of our domesticated animals are good subjects for nature study. The lighting, ventilation and proper care of farm buildings are subjects calculated to set many a boy thinking, and to lead eventually to improvement in the condition of our farm animals. "Ill ventilated, dark, uncomfortable, foul stables are the cause of loss annually of one-third of the winter feed given to our live stock, and are also the cause of thin, unthrifty animals so commonly found therein. Such conditions are responsible

for the rapid spread of diseases, such as tuberculosis * * *, which annually cause the loss of millions of dollars for Canadian stockmen." E. S. ARCHIBALD, Dom. Animal Husbandman.

But our wild animals, too, call for some attention, and on the whole young people are more easily interested in them than in domesticated forms. There is a fascination about their wild free ways, their life of continuous peril and constant watchfulness, that touches the imagination and thrills one. What boy, however dull or inattentive, is not wide awake and all attention as you tell a good animal story. Long before the Animal Story Book had found a place in our literature, the boys and girls for generations had eagerly listened to stories of wolves and bears. As they gathered round the open-fire the "bear story" was always considered the luxury of the evening.

There is a great variety of animal story books on the market today, and many of them are good. Some writers, however, seem to have written, not so much to portray life in the wild as it really is, as to give to a certain class of readers a substitute for the dime novel and other cheap stories in general. No amount of reading such wild imaginative stories can ever form nature study; and even the reading of the better animal books, should not be allowed to take the place of first hand study of the animals in the wild.

This animal study brings to the country boy a joy in his natural surroundings, and converts the hills and valleys of his locality into so many natural museums, where he may wander at will, and learn the wonderful secrets of nature and her children; and it leads the town or city boy away from the artificiality with which he is surrounded. A far call comes to him, and it is a joy to spend a day in the "bush," to follow a trail, to squat round a fire and feel the glow of its warmth and smell the smoke, to catch the whisper of the winds in the tree-tops, to learn the ways of the wild-folk, little and big, and then reach home hungry and tired — tired with a new weariness that is nine-tenths a tonic for the next week's work.

To all students animal study should give a greater respect for life among the lower creatures, a sympathy for the weak in their struggles, and a kindness of heart and a feeling of knighterrantry, and be a preparation for a nobler and better citizenship.

"He prayeth best who loveth best,
All things both great and small."

Many of our summer birds are not native throughout the year, but migrate upon the approach of winter to other countries. These animals escape the winter in a way that is denied their four-footed cousins. But many of the latter have learned a very good substitute for migration, they "dig themselves in" or crawl into dens and caves upon the approach of cold weather and go quietly off to sleep, and in many instances it is just one good long nap, lasting for months. This is hibernation, and is the way the bear, raccoon, skunk, turtle, frog and some others pass the winter.

During the period of hibernation warm blooded animals become cold blooded for the time, the temperature sinking nearly to the freezing point; the respiration is very slow, and the heart beats only a few times per minute, and all the vital activities are practically at a stand still.

Frogs hide away in the soft mud at the bottom of pools, and obtain what little oxygen they need, from the water, through the skin — a cutaneous respiration. The frog takes advantage of this power, in active life, in escaping from land enemies by hiding away at the bottom of ponds and streams, remaining under water for several minutes at a time, but sooner or later he grows uncomfortable and must come to the surface for air, for the ordinary adult respiration is carried on by the lungs.

It may be interesting to know that for the purpose of cutaneous respiration, a large branch from each pulmonary artery, the cutaneous artery, carries the blood to the skin.

The toad too literally "digs itself in" by the aid of its hind feet, digging and backing in as it digs. If you imprison one on a small bit of garden ground, not more than two feet square, surrounding it with wire netting, you will be surprised to find how quickly it can dig itself out. The writer has known a toad to dig under the edge of the wire, when it was placed several inches below the surface, in the course of a few hours. He has also found toads in early April completely surrounded by frozen garden earth not more than eight inches below the surface. When taken from this cold-storage retreat, and, with the earth carefully removed, placed in an atmosphere

some degrees above the freezing point, it began at once, in less than two minutes, to show signs of life, twisting and stretching itself and putting out its "arms" and legs, much like a healthy child rousing itself from an afternoon nap. In a few hours it was wide awake again.

On the other hand many of our wild animals, though they hide away upon the approach of cold weather, do not seem to be good sleepers, but remain more or less active throughout the winter, feeding on the food they gathered during the summer and fall. The chipmunk, muskrat and beaver are good examples.

In tropical and sub-tropical countries we find, where wet and dry seasons alternate with one another, many animals hiding away and remaining torpid during the dry period, only reserving active life upon the return of wet conditions. This resting stage is known as *æstivation*. Why can we not properly speak of it as hibernation? Look up the derivation of these terms in a dictionary.

In passing, we may add that hibernation is not confined to the higher animals, but is very common among insects. Biologists tell us that "hibernating insects can be frozen solid and remain frozen for weeks and months, and still retain the power of actively living again in the following spring." And in the case of some minute forms, animalcules, that live in water, the body may so dry up, and become dessicated, that it is simply a bit of organic dust. "Now, if after a long time — years even — one of these organic dust particles is put into water, a strange thing happens. The body smells and stretches out, the skin becomes smooth instead of all wrinkled and folded, and the legs appear in normal shape. The body is again as it was years before, and after a quarter of an hour to several hours (depending on the length of time the animal has lain dormant and dried) slow movements of the body parts begin, and soon the animalcule crawls about and begins life where it had been interrupted." The little vinegar eels, the very minute forms we see wiggling up the sides of the glass at the surface of vinegar, and which are in reality well organized animals belonging to the Round Worms, are said to possess similar powers.

Apart from all these animals we have a number of others that remain active throughout the year. A list would include our winter birds, and such four-footed forms as the moose, caribou, deer,

foxes, wild cats, rabbits, squirrels (red and gray) rats, mice and several others.

These and the hibernating forms may be studied at this time of year.

For a discussion of the habits, etc., of many of our native wild animals see the REVIEW for February, March and April, 1914.

Morang's *Modern Nature Study*, by Silcox and Stephenson, contains interesting accounts of many of our wild animals. It is a good book for teachers.

BEAVERS.

"The most expert lumber-jack is inferior to the beaver as a tree-feller. He cuts down trees in the most scientific way. He can fell a tree so it will fall toward the pond where he wishes to construct his home, thus saving himself unnecessary work.

"After the trees are felled the construction work begins. He works chiefly by night, for he is a nocturnal prowler. The moon is his lantern, the quiet of the night his inspiration his sharp teeth are his hatchet and chisel, and his little paws are his means of conveyance, his spade, his hammer, and his trowel. His hard, flat, hairless and scaly tail is a propeller when swimming and a balance when he is cutting timber, for he stands on his hind legs while gnawing down trees.

"The beaver is a strict vegetarian and his diet consists chiefly of barks, tender shoots, and water-plants. The trees which furnish the bark he most likes are the cottonwood, poplar, elm, willow, birch, aspen, and box-elder. The bark of the oak, ash, and hickory he does not eat.

"To flood low ground, the beavers sometimes have to build a dam exceeding fifty feet in length. They usually lay it out with the curve facing up-stream. The foundation is built of poles, four or five feet long by an inch or two thick. These they lay crosswise, filling all crevices with mud.

"The beaver digs up mud with his fore feet, then holds it close to his breast with his fore legs, swims to where he has started his dam, and, having deposited it in its proper place, beats the mud down with his paws — *not with his tail* as has been believed." — From the December *St. Nicholas*.

CHRISTMAS SCHEME FOR THE KINDERGARTEN.

Now that Christmas is drawing near, and a festive air hovers over the school, the little ones begin to talk eagerly of what they hope Santa Claus will bring them, and also of the jolly times they hope to have at school. Although war may make some difference to children of older years, most of the little ones will receive their usual gifts from school.

The wise teacher will therefore introduce into the ordinary curriculum in good time seasonable talks and lessons, and thus combine work and pleasure.

The following scheme for the six-year-old class has proved a great success, says *The Teachers' World* (England), and is well worthy of a trial.

RECITATION.

The recitation chosen is a selection from "A Visit from St. Nicholas," by C. Moore.

An interesting talk of the names by which other little children call Santa Claus will prove a good introduction, *i. e.*, "Saint Nicholas," by the American and Dutch little ones, "Noel" by the French, and "Santa Claus" or "Father Christmas" by our own, are all one and the same magic person.

A VISIT FROM ST. NICHOLAS.

By CLEMENT MOORE.

Down the chimney St. Nicholas came with a bound,
He was dressed all in fur from his head to his foot,
And his clothes are all tarnished with ashes and soot,
A bundle of toys he had hung on his back,
And he looked like a pedlar just opening his pack.
His eyes how they twinkled! His dimples how merry!
His cheeks were like roses, his nose like a cherry.
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself
He spoke not a word, but went straight to his work,
And filled all the stockings, then turned with a jerk,
And, laying his finger aside of his nose,
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
And I heard him exclaim as he drove out of sight,
"Merry Christmas to all, and to all a good-night."

PICTURE DRAWING.

To add to the joy and attraction of learning about his visit, teacher should draw in coloured chalks the picture of Santa Claus driving his

reindeer in a sledge. This can be sketched in rough outline whilst the children are repeating the words of the recitation. It illustrates the recitation remarkably well, and helps in the recital of the poem.

PICTURE STORY READINGS.

It may also be used in the reading on the blackboard as a picture story lesson. For instance:

- (1) "This is Santa Claus."
- (2) "He has four reindeer."
- (3) "They pull the sledge along."
- (4) "Santa Claus has a bag of toys on his back."
- (5) "There are ships, bonbons, flags, sweets, drums, and dolls."
- (6) "I hope he will not forget to come to us."

It is not necessary for the children to learn all the hard words. "Santa Claus" they will easily recognise, because they know the name so well. Such picture lessons prove an admirable aid to fluency in reading.

SONG.

An easy Christmas song with a swing is greatly appreciated, and sung with enthusiasm.

A very good one, quite suited to children of this age, is "The Christmas Stocking," in Book 3, "Action Songs," by Annie Armstrong and M. Gillington. For those unable to obtain this, there are plenty of Christmas songs, and one at least should be taught at this time.

FREE PAPER CUTTING AND COLOURING.

An extra lesson connected with the subject might be taken in free paper cutting.

A fir-tree will be roughly drawn on a large sheet of brown paper by teacher. Children will cut out and colour any toy which they would like Father Christmas to bring them. These toys are then pasted on the tree by the children themselves.

The effect is very pretty and attractive, whilst the educational value of free cutting is too well known to require demonstration. Such articles, as a drum, whistle, whip, top, boat, boxes, bonbons, Christmas stockings, etc., are very easy to cut and colour, and even those of more difficult shape are attempted by the children simply because they are so interested in their work.

A LETTER TO COUNTRY TEACHERS.

MARGERY K. COLE in "The School."

The Castle on the Hill.

Dear Girls:

After Four.

Can you hear the school clock ticking loud, insistent ticks as Emmy Lou disappears over the next hill?

It was Emmy Lou who made me want to write to you. Have you read *Emmy Lou* by George Madden Martin? If you read it long before you were teaching that doesn't count. It is not on the lists of books for children but for those who love children. It enables you to see a little child's point of view as could perhaps no other book of its kind. You see with Emmy Lou's own wondering eyes the teacher who made the wee cramped fingers weary with the copying of many digits which were only to be sponged off to make room for yet more digits. Throughout her school experience you never fail to see this teacher or that in a strong light; her weakness or strength in regard to Emmy Lou's upbringing is fully exposed. The book is a veritable inspiration in making you want to emulate one teacher above all others. To read *Emmy Lou* is "to see ourselves as others see us."

The book to help you prevent Emmy Lou from copying digits for naught is Sarah Louise Arnold's *Plans for Busy Work*. It is full of suggestions in number work, language, and reading for seat work. The charts described for drawing and phonics are not too ingenious to copy.

For your awkward second class—or do you like your second class?—in geography our Inspector recommends "Our Home and Its Surroundings." It is more than merely suggestive; the questions at the back which are divided into two groups, those to guide home observation and those for oral or written review, are most practical.

While talking about books—if you went to Normal doubtless you have the *First Book of Farming* by Charles L. Goodrich. Do you get the grant for teaching agriculture. Even if you're teaching nature study, soil tillage, osmosis, and capillarity are beautifully illustrated in their relation to plant life. I have given the book to the boys for a rainy noon hour.

All of these books with the exception of the

last one are not over fifty cents. As Dr. Sandiford said, we must own books to appreciate and assimilate them properly. When your "per annum" is raised, buy Smith's *Systematic Methodology*. It was written for you by a Columbia professor. While it covers nearly everything, it tells you specially how to start the little ones, an art of which every country teacher is not the mistress. Isn't this good? In approaching print "if the teacher does not previously announce that now the child is about to undertake a task that will tax his powers to the utmost, he will make the transition with little difficulty. I was once guilty of printing an *M* on the board!

If you are booky won't you write and tell me about your particular cronies? Those of which I have told you are the ones which have made easy sailing of some rough places over which I had to steer my bark canoe.

The clock insists? I must stop.

Your co-worker,

A SOMETIME FACULTY GIRL.

THE LIVING AGE.

To busy people who desire to do some reading on topics of the day, and find themselves bewildered by the great number of articles pouring from the press, *The Living Age* is a boon. It presents every week the very best articles from English magazines and papers of such standing as *Blackwood's Magazine*, *The Fortnightly Review*, *The Athenaeum*, and of widely varying opinions. Especially since the war, this publication has been invaluable. The issues for November contain among other articles, "Anglo-American Relations" by James Davenport Whelpley; "Japan's Part in the War," by Robert Machray; "The Governance of Ireland," by Sir Francis Vane; "China's New President and the Political Outlook," by E. C. Cooper. Nor is the range confined to politics and current history. Literary and educational articles, admirable short stories, and the cream of the poetry of today, appear in these pages. We can hardly commend *The Living Age* too highly. It is published every Saturday by The Living Age Company, 6 Beacon Street, Boston. Subscription price, six dollars a year. Postage to Canada fifty cents in addition.

The Allies are now at open war with the government of Greece, though it is believed that a great majority of the people are in full sympathy with the insurrectionists who think that Greece should long ago have joined the Allies.

POETRY IN THE PRIMARY GRADES.

THE RETIRED CAT.

Who has a pet cat? Hands up. Let us hear some of the things you have noticed about your cat. Is she fond of you? How do you know? Is she quiet and sober, or frisky and mischievous? How old is she? Does she like to be with you, or with other cats, or does she like to be alone? There is a verse that says

"The dog will come when he is called
The cat will walk away."

Is that true? Where does your cat like to sleep? Do you ever find her sleeping in queer places? A cat that we had liked to curl up in the kitchen dipper, until she got too big. Once we found her asleep in a man's boot, and once we saw a gray tail hanging down from the roller towel, and there was pussy lying in the towel, as if it were a hammock.

More than a hundred years ago there lived a very good man named Cowper, who wrote beautiful poetry. He was ill a good deal of the time, and had to live very quietly in the country but he was not lonely, for he loved animals, and always had pets. He took very good care of them, and noticed all their funny ways. Listen to this story, that he wrote about his cat:

A poet's cat, sedate and grave,
As poet well could wish to have,
Was much addicted to inquire,
For nooks to which she might retire;
And where, secure as mouse in chink,
She might repose, or sit and think.
Sometimes ascending, debonnair,
An apple-tree, or lofty pear,
Lodged with convenience in the fork,
She watched the gardener at his work;
Sometimes her ease and solace sought
In an old empty watering pot.
But love of change, it seems, has place
Not only in our wiser race;
Cats also feel as well as we,
That passion's force, and so did she.
Her climbing, she began to find,
Exposed her too much to the wind,
And the old utensil of tin
Was cold and comfortless within;
She therefore wished instead of those
Some place of more serene repose.
Where neither cold might come, nor air
Too rudely wanton with her hair,
And sought it in the likeliest mode,

Within her master's snug abode.
A drawer, it chanced, at bottom lined
With linen of the softest kind,
A drawer impending o'er the rest,
Half open in the topmost chest,
Of depth enough, and none to spare,
Invited her to slumber there;
Puss, with delight beyond expression,
Surveyed the scene, and took possession.
Reclining at her ease, ere long,
And lulled by her own humdrum song,
She left the cares of life behind,
And slept as she would sleep her last,
When in came, housewifely inclined,
The chambermaid, and shut it fast;
By no malignity impelled,
But all unconscious whom it held.
Awakened by the shock (cried Puss)
Was ever cat attended thus?
The open drawer was left, I see,
Merely to prove a nest for me.
For soon as I was well composed,
Then came the maid and it was closed,
How smooth these kerchiefs, and how sweet!
O what a delicate retreat!
I will resign myself to rest,
Till Sol, declining in the west,
Shall call to supper, when, no doubt,
Susan will come, and let me out.
The evening came, the sun descended,
And Puss remained still unattended,
The night rolled tardily away,
(With her indeed, 'twas never day)
The sprightly morn her course renewed,
The evening grey again ensued.
And Puss came into mind or more,
Than if entombed the day before,
With hunger pinched, and pinched for room,
She now presaged approaching doom,
Nor slept a single wink, nor purred,
Conscious of jeopardy incurred.
That night, by chance, the poet, watching,
Heard an inexplicable stretching;
His noble heart went pit-apat,
And to himself he said, "What's that?"
He drew the curtain at his side,
And forth he peeped, but nothing spied,
At length a voice which well he knew,
A long and melancholy mew,
Saluting his poetic ears,
Consoled him and dispelled his fears;
He left his bed, he trod the floor,
And gan in haste the drawers explore,
The lowest first, and without stop
The rest in order to the top,
Forth skipped the cat, not now replete,
As erst, with airy self-conceit,
Nor, in her own foud apprehension,
A theme for all the world's attention,
But modest, sober, cured of all
Her notions hyperbolical,

And wishing for a place of rest,
Anything rather than a chest,
Then stepped the poet into bed,
With this reflection in his head:

Moral.

Beware of too sublime a sense,
Of your own worth and consequence.

Let us see how well you know the story. Whose cat was this? What does "sedate and grave" mean? Are all cats like that? Cowper wrote a letter to his cousin, telling about a very pretty kitten, and her tricks and games. "But time," he said, "that spoils everything, will turn her into a cat, and then no more fun." Tell two places where the cat liked to be? Why did she want to find another place? Where did she look for a place, and what place did she find? What made the drawer a very comfortable bed? What happened soon after the cat went to sleep? What did she think about then? Did Susan know that she was in the drawer? What do we call a person who is sure that every one else is thinking about her? How long was Puss in the drawer? How did she feel? Tell how she was let out. Was she changed at all? Learn the words that the poet said as he stepped into bed.

To the Teacher: [There are many words in this poem that the children will not understand, but do not explain any more than is necessary for them to get the facts of the story. Keep steadily in mind that the object is not to teach them words and definitions, but to interest them in reading. Encourage them to talk freely about the story. Read them Cowper's "Columbriad," another cat story, and be sure to read them "John Gilpin."]

PUZZLE GAMES FOR "BREAKING-UP" DAY AND HOLIDAYS.

(a) WORD SQUARES.

In a word square the first row and the first column form the same word; the second row and the second column, the same; and so on. Children will be delighted to puzzle out fitting words. They should begin with words of four letters, and continue to those of five or six letters, Examples:

M E A D
E D G E
A G U E
D E E D

Four letters.—1. A river in Oxfordshire. I S I S
2. A part of our body. S I D E
3. A thought. I D E A
4. A chair. S E A J

(b) ARITHMOREMS.

In an arithmorem figures are substitutes for Roman numerals, and letters are added to complete the word it is desired to disguise. To make the riddle more difficult these letters should be transposed out of their proper order. Examples:

1. (a) 54 and e—LIVE.
2. (b) 57 and ten song (a famous traveller)—LIVINGSTONE.

(c) THE ALPHABETICAL PUZZLE.

The puzzle consists in the choice of a word the sound of which when uttered shall be comprised in the naming of one or more letters of the alphabet, says the *Teachers' World* (Eng.)

Examples:—A word denoting a volume of water spelt with three letters, but that can be expressed with one. Answer: C.

(a) Words containing three letters which can be expressed in one:—

1. A famous garden. Answer: Kew. Q.
2. English rivers. Answer: Dee and Wye. D and Y.

(b) Words containing four letters, etc.:—

1. An adjective. Answer: Wise. Y. Y.
2. A prophet. Answer: Seer. C. R.

One may continue the list with words of five, six, and seven letters; and so on.

(d) MENTAL SCENES.

The aim is to paint in words a mental scene, leaving out all such clues as proper names, which the listeners must discover, as, for instance, the description of the English camp before Agincourt.

Similarly, character sketches may be drawn, with the name of the hero or heroine omitted. Great scope for ingenuity is given in these and other games of the same type.

Bukharest, the capital of Roumania, has often been besieged and taken. Now that it has fallen into the hands of the invaders, Yassy, the chief city of Moldavia, is made the temporary capital.

WHO, WHAT AND WHERE?

SEARCH QUESTIONS FOR COMPETITION.

Questions will appear in each issue from November to April. Marks are given for correct answers, and in May a prize, consisting of one year's free subscription to Review, is awarded to the winner of the highest marks. Answers to each month's questions are given in the following issue.

The competition is open to all readers of the REVIEW. All answers must reach this office not later than the first of the month. Number your answers. Sign with pseudonym.

II.

DREAMS.

1. What unfinished poem by a celebrated English poet was conceived in a dream?
2. "Your dreams came through the gate of horn, my pretty darling." Woodstock, Ch. xix. What is the gate of horn?
3. What murderer told the story of his crime, under the guise of a dream, to a child?
4. What children were nothing, less than nothing, and dreams?
5. Who vainly sought to strike into that "wondrous track of dreams again?"
6. Who is called "the immortal dreamer?"

QUESTIONS FOR NOVEMBER.

1. Where did Kipling get the title of his story "Captains Courageous?"
2. Where was the battle of four kings against five?
3. Who was "The King over the Water?"
4. What child bore the title "King of Rome?"
5. Who was the Black Captain who ran away with little Miss Jessamine?

ANSWERS.

1. From the famous ballad "Mary Ambree."
"When captains courageous, whom death could not daunt,
Did march to the siege of the city of Gaunt,
They mustered their soldiers by two and by three,
And the foremost in battle was Mary Ambree.
2. In the Vale of Siddim. Genesis xiv, 8, 9.
3. Charles Edward Stuart. See Redgauntlet, Letter v.
4. The title "King of Rome" was conferred by Napoleon I on his son on the day of the child's birth.
5. The father of Jackanapes, in Mrs. Ewing's story of that name.

Three sets of answers received. No one got No. 1. Marks allowed 10. V. P. C. T. B., 8; Rose, 8; Reader, 5. Will contributors be kind enough to sign with a pseudonym rather than with initials.

Down the dark future, through long generations,
The echoing sounds grow fainter and then cease,
And like a bell, with solemn sweet vibrations,
I hear once more the voice of Christ say—"Peace."
—Longfellow.

SANTA CLAUS AND HIS WHIP.

A recitation for boys. Each one will be provided with a whip, and all will crack whips together exactly on the word "crack" at the end of each verse. Each of the boys will recite one verse.

Oh, Santa Claus is on his way!
His prancing steeds are near,
We hear the sounds of the silver bells
His sleigh is almost here.
A load of gifts is stored for all
Securely in his pack,
For he travels like the lightning,
While his whip goes CRACK!

Through all the year with plane and saw
He worked in his wondrous shop,
So much there was for him to do
That he never dared to stop.
But when the gifts were all complete
They made a mighty stack—
He will surely bring them with him
When his whip goes CRACK!

Now, when we light our Christmas-tree,
Oh, what a glorious sight,
With countless waxen candles lit,
All burning there so bright.
Our good old friend will load it down,
There will surely be no lack;
He always keeps his promise
When his whip goes CRACK!

So hang your stockings, large and small,
On the bed-post in a row,
For they will look so tempting when
They're filled from top to toe.
Our generous saint will never fail;
He has a splendid knack
Of giving right good measure
When his whip goes CRACK!

CURRENT EVENTS.

Since the beginning of the war, about sixty-five thousand casualties among Canadian troops have been reported, and nearly ten thousand of them have been killed in action.

Recruiting has of late fallen off in Canada, but, as the need of men is more keenly felt, more are now coming forward to enlist. We have not yet sent the full number of half a million men which has been promised by the Canadian Government, but it is hoped that the total will soon reach that number.

It is hard to find anything encouraging in the latest war news, except that Britain still controls the sea, or at least the surface of the sea. German submarines are a growing menace, and the number of ships destroyed by them has brought about a shortage of merchant vessels which is seriously felt by neutrals as well as by the Allies.

After five months of fierce attack, the Germans succeeded in taking only two of the permanent forts around Verdun

and these two have now been recaptured by the French. This is the third great defeat which the Germans have suffered in the west. The first was at the Marne, in 1914, when the German armies were thrown back and Paris was saved; the second was at Ypres, when they failed to break through to Calais.

The battle of the Somme still continues, with the British and French lines making slight gains. Though the loss of men has been heavy here, the Allied forces have met with no serious reverse. Wet weather is hampering the movements of the armies, and the campaign is probably over for this year.

On the Italian front the situation is practically unchanged, and here also military operations have been brought to a standstill by the weather.

The Serbs, with the assistance of the French and Russians, have won an important victory in Macedonia, by which they have come into possession of Monastir, the most important city in southern Serbia. The Germans and Bulgars who held the city were compelled to leave it on the nineteenth of November, and retired to the mountainous region farther north, where they are being attacked by the French and Russians from the south, the Serbs from the east, and the Italians from the west.

The Teutonic forces have swept over western Roumania, as they swept over Belgium, Poland and Serbia. If the Roumanians and the Russians who have come to their assistance can check and turn back this invasion, it will be a victory as important as the battle of the Marne. If not, Roumania will share the fate of Serbia and Belgium.

The part of Poland occupied by the troops of the Central Powers has, by joint proclamation of the German and Austrian Emperors, been made an independent kingdom, which means independent of Russia. The new kingdom is expected to raise an army of its own and fight for the Germans. As to that part of ancient Poland which was under German rule before the war, that is to remain German, of course; and if the Poles do not show their gratitude by giving sufficient help to the Teutonic cause the proclamation is to be rescinded.

The death of the Emperor Francis Joseph, which took place on the twenty-first of November, is one of the notable events of the month. He was quietly succeeded by his grandnephew, the Archduke Charles Francis Joseph, who becomes Emperor Charles I. of Austria and King Charles IV. of Hungary. The wife of the new sovereign, now the Empress Zita, was born in Italy, and her two brothers are serving in the Belgian army.

The Greek revolutionists have declared war against Bulgaria, but the royalists are in sympathy with the Central Powers, and causing much trouble to the Allies at Salonika.

The revolution against the Turks in Arabia, led by the Grand Shereef of Mecca, has so far succeeded that the new government set up by the Arabs claims recognition as the independent kingdom of Arabia. (Shereef is a title of nobility given to certain descendants of Mohammed, and the word is not related to our word sheriff).

News of the Theatres.

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Both British and Portuguese forces have recently won small, but important, victories in German East Africa.

The deportation of Belgians for forced labor in Germany is one of the latest horrors of the war. Thousands of Belgian workmen are being thus reduced to slavery. The only excuse is that the movement is in the interest of Germany. It will permit the release of German workmen for active military service.

Baron Shaughnessy has formally taken his seat in the House of Lords, having made a special visit to England for that purpose. Speaking of Canadian affairs, Lord Shaughnessy says it is essential to the development of Canadian trade that both English and French be made compulsory subjects in Canadian schools.

Just as the Mexican delegates were entering into an agreement with the United States for the removal of their troops from Mexico because they were no longer needed, Villa's forces have captured the city of Chihuahua (Chewawa), and are threatening the border town of Juarez

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(hwarrez). What the effect will be it is impossible to predict, but precautions, of course, cannot be relaxed at present.

The adoption of prohibition of the liquor traffic by five more states at a recent elections has brought exactly half of the states of the American Union into line for prohibition. A movement has been organized in the Province of Quebec, which if successful, will bring all Canada under prohibition.

The new tungsten mines near Burnt Church, N. B., are being operated on a large scale, and the whole of the product is being disposed of in England.

SCHOOL AND COLLEGE NOTES.

The Nepisiquit Bridge School under the direction of Miss Lillian Patterson, Miss R. Jean Miller and Miss Mabel E. Eddy, has forwarded the sum of eighty dollars to Dr. W. S. Carter, as its contribution to the Belgian Relief Fund.

A very successful and enjoyable entertainment was given in Wallace's Hall, Gardner's Creek, N. B., by the school children of that place, under the direction of their teacher, Miss Kelly. The sum of twenty-seven dollars was raised for the Belgian Fund.

On Wednesday, November 22nd, the pupils of the Sackville High School presented their concert, in aid of the Belgian children, at the Opera House. Before the curtain went up every seat had been occupied, and many people had to stand. The concert was a decided success both financially and otherwise, and the sum of \$180.00, which has been forwarded to the education office, was cleared above expenses.

Mr. Russell T. Bennett is the principal of Sackville High School, having taken that position at the beginning of the term.

A fair in aid of the destitute children of Belgium was held at Sussex in the High School Assembly Hall on Wednesday, November 15th, and the girls of the High School served afternoon tea in the library. The amount realized for the fund was slightly over two hundred dollars.

The Joseph Howe School, Halifax, is one of those that had worked and contributed toward the comfort of former members of the school who are now on active service. Fifteen

Christmas boxes have been packed and sent to France and England. In the year ending June, 1916, the school has contributed to various war funds about three hundred and forty dollars, besides sending by each mail bundles of newspapers to Canadian hospitals abroad.

On Friday, November 10th, a meeting of the Parent Teachers' Association was held in Milltown, N. B. A musical and literary programme was carried out and instructive addresses were given by the Chief Superintendent of Education, by the Director of Manual Training, and by G. W. Ganong, Esq., chairman of the St. Stephen School Board.

RECENT BOOKS.

One cent per line will be paid for all contributions sent in by subscribers and used in this column.

Two pretty books in the Everychild's series are *Old Stories for Young Readers*, and *A Visit to the Farm*. The one compiled, written by Laura A. Large. The first contains thirty-four well known stories such as the Fox and the Crow, The Hare and the Tortoise, The Wind and the Sun, in simple language and is suitable for very little ones. The second tells of a town boy's visit to his country cousin, and of all that he found out about the ways of farm creatures and farm work. It is for intermediate grades. Both are prettily illustrated and have large clear print and attractive covers. They are good for supplementary reading. [The MacMillan Company of Canada, 70 Broad Street, Toronto, 40 cents each.]

Teachers who are looking for supplementary reading, or suggestions for story telling in the lower grades are advised to write to the MacMillan Company for a list of the "A. L." Bright Story Readers. These little books in strong paper covers, give a great variety of favourite and classic tales, for the low price of from six to eleven cents each. The volumes now number between two and three hundred. We have received numbers 101, 102 and 115. No. 101 has the story of the *Golden Fleece*; 102 called *Once upon a Time*, give three other myths, and 115 is a charming long story *The Christmas Cuckoo*, by Frances Browne.

[The "A. L." Bright Story Readers. The MacMillan Company of Canada, 70 Bond Street, Toronto.]

Miss Helen Kinnie and Miss Anna M. Clooey, respectively professor and assistant professor of Household Arts Education in Teachers' College, Columbia University, have written a book for the *Home Making Series*, published by the MacMillan Company, which should prove very useful in schools where domestic science is taught, and for Women's Institutes. The book is called *Food and Health*, an elementary text book of home making, and is intended for use in country homes and as well as in schools. It deals with food problems, including raising of food and selling it, preparation of food in schools and house, care of food, prevention of waste and water supply. A large number of simple recipes are given with thoroughly practical directions, as well as suggestions for bills of fare, buying cooking utensils, etc. The book is written in a pleasant and entertaining style, and very fully illustrated. It would be a welcome present for the girl at home on a farm. [312 pages, 65 cents. The MacMillan Company of Canada, 70 Bond Street, Toronto.]

The latest issue of *Black's History Pictures* that has been received has seventy-nine pictures illustrating events from

1715-1815, including the Jacobite Rebellions, the French Revolution. There are many portraits, and the pictures of sea fights are especially interesting just now when sea warfare is so different from that of a century ago. No one who has once used these pictures will want to teach history without them. A. & C. Black, London, one shilling.

Heroes of Conquest and Empire is another volume in the Everychild's Series. It gives us in simple language the stories of the life and work of six famous men:—William the Conqueror, Mahomet, Kublai Khan, Gustavus Adolphus, Alexander the Great, Peter the Great. These are linked, the compiler tells us, by the fact that each was living and working for the success of a great idea. [The MacMillan Company of Canada, 176 pages, 40 cents.]

In *The Rambles of a Canadian Naturalist* we find a collection of short papers recording the walks of a nature lover in the suburbs of an Ontario city, presumably Toronto. They are written in a quiet and unpretentious style, and show close and sympathetic observation. Among the subjects dealt with are The Pitcher Plant, The Night Hawk, The Great Blue Heron, The Haunt of the Loon, The Tussock Moth. In Preparing for Spring, Early Winter and Winter Buds, the writer dwells on aspects of nature that go unnoticed by many. In some of the chapters, notably in "Don't Pluck It," he pleads with the lover of flowers to learn to love them in their own surroundings and not to let the lust of possession lead to destruction. "Let all lovers of flowers learn the generous selfishness of renunciation." The man or woman who can pass a Trailing Arbutus in flower and not pluck it is as near to perfection as it is possible for weak humanity to approach. The charms of this modest little book will unfold itself to the reader who finds in it reminders of his own wanderings afield. It has six colour illustrations by Robert Holmes, and the chapter headings are by the students of the Ontario College of Arts.

[The Rambles of a Canadian Naturalist, S. T. Wood, 246 pages, I. M. Dent & Sons, Toronto.]

WITH THE MAGAZINES.

The Christmas number of *The Canadian Magazine* begins with a short story by a Canadian writer, Isabel Ecclestone Mackay, author of "The House of Windows," with accompanying illustrations by the talented young artist Dorothy Stevens, who won the scholarship awarded last year by the Royal Canadian Academy of Art. There are other excellent short stories by various writers, including Alan Sullivan, Margaret Bell, Mazo de la Roche, Jessie Pope and Mabel Quiller-Couch. The snappy chronicle entitled "The First Canadians in France," by F. McKelvey Bell, is continued, as well as Lacey Amy's admirable series entitled "With Canadians from the Front." In his "Re-Views of the Literary History of Canada," Dr. J. D. Logan considers Canadian fictionists and other creative prose writers. There is a fine, whimsical sketch, "Spider Island," by Patric Harrison, with pen and ink drawings by the veteran, C. W. Jeffreys. The art features are usually good, including reproductions of paintings by Maurice Cullen, Paul Helleu, W. Bouguereau, Tom Thomson, and of etchings by Ivan Neilson, Dorothy Stevens, Herbert Raine and W. J. Thomson.

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OFFICIAL NOTICE.

New Brunswick School Calendar.

1916-1917

1916. FIRST TERM.

- Dec. 19 — Exams. for Class III License begins.
 Dec. 22 — Normal and Public Schools close for Christmas Vacation.

1917. SECOND TERM.

- Jan. 8 — Normal and Public Schools re-open.
 April 5 — Schools close for Easter Vacation.
 April 11 — Schools re-open after Easter Vacation.
 May 18 — Loyalist Day (Holiday for St. John City only).
 May 22 — Exams. for Class III License begin.
 May 23 — Empire Day.
 May 24 — Victoria Day (Public Holiday).
 May 24 — Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.
 June 3 — King's Birthday observed (Public Holiday).
 June 8 — Normal School Closing.
 June 12 — Final Exams. for License begin.
 June 18 — High School Entrance Exams. begin.
 June 29 — Public Schools close for Term.

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