

PAGES

MISSING



"HOLY FAMILY"

From Painting by Ghirlandaio

The Educational Review.

Devoted to Advanced Methods of Education and General Culture

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Living Age, p. 147; Youth's Companion, p. 147.

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EDITORIAL NOTES.

The REVIEW wishes all its readers a very happy Christmas and New Year.

The Public Schools will close for the Christmas vacation on December 19th and re-open on the 6th of January.

A THOUGHT FOR THE NEW YEAR.

"There is no learning that may be compared with learning what love and kindness are; no absolute loss or gain except the loss or gain of love and kindness; no real growth or getting on save by growing more sensitive to love and kindness, more loving and more kind. * * * *

Yes, it is the greatest lesson, the greatest gain, the greatest thing in the world; all life is just our chance of attaining it; nothing else will do instead of it, or be of any lasting use without it; neither shall silver be weighed for the price thereof. It is what makes, as we say, all the difference; it is the true standard of real happiness; and we shall do well to have it for the deepest meaning of our words as we wish one another a Happy New Year."

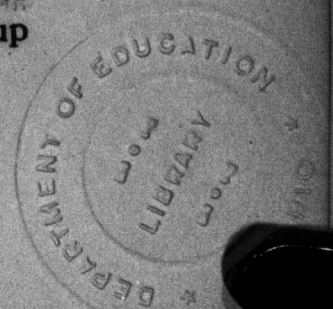
—Francis Paget, Bishop of Oxford.

THE HOLY FAMILY.

The picture chosen for our Christmas supplement is a "Holy Family" by Ghirlandaio (jeer-lan-dah-yo) a Florentine painter of the fifteenth century.

Let us study it for a few minutes, and try to see what the artist meant to show us.

The centre of the picture is the Holy Child, with the light about His head. He looks up into His mother's face, and stretches out His tiny hands to her. Every other look, save one, is bent upon Him. The lamp and the doves look toward Him, even the little bird in the fore-ground turns its head to gaze at Him. The Virgin bends over Him in reverent tenderness. Her cousin Elizabeth regards Him, with sweet, serious countenance, over the head of her own child, the little St. John the Baptist; and he, his little hands folded as in prayer, is looking intently at the infant Saviour. In the background are the angels; one has let his musical instrument hang idle, while he gazes at the Holy Child; another, with arms crossed on his breast, bends in adoration; while the third alone, of all the group, looks away, and his eyes are uplifted to heaven, and carry our thoughts up



to God Almighty, whom he praises with lute and voice.

The lamb is a symbol of innocence, as the dove is of simplicity and purity of heart. The open book represents the Gospel, the story of God's love. The angels are always thought of in three ways. The wings remind us that they are God's messengers; the musical instruments, that they sing praises to Him; and they are also guardians, "they watch and duly ward." In all the great events of our Lord's life, from His birth to His resurrection, and His ascension into heaven, they attended upon Him. They are always represented as young, because they are in the presence of God, with whom is no time nor change.

The old artist reminds us in this picture how all created things, from tiny bird to holy angel, adore as their Creator the Christ Child whose coming to earth "for us men and for our salvation" we celebrate at this time. And as we look, we hear again the Christmas invitation, "O come let us adore Him, Christ the Lord."

A CHRISTMAS CAROL.

In the bleak midwinter
 Frosty winds made moan,
 Earth stood hard as iron,
 Water like a stone;
 Snow had fallen, snow on snow,
 Snow on snow,
 In the bleak midwinter
 Long ago.

Our God, Heaven cannot hold Him,
 Nor earth sustain;
 Heaven and earth shall flee away
 When He comes to reign;
 In the bleak midwinter
 A stable-place sufficed
 The Lord God Almighty
 Jesus Christ.

What can I give Him
 Poor as I am?
 If I were a shepherd
 I would bring a lamb;
 If I were a Wise Man
 I would do my part;
 Yet what can I give Him —
 Give my heart. —C. G. ROSSETTI.

Is the word "succeed" so stale that we must always say "make good?" Is the word "win" so weak that we must always say "win out?"—Youth's Companion.

BOTANY.

L. A. DEWOLFE.

Each teacher, of course, will use her own initiative in choosing nature study topics. Lest someone, however, is at a loss what to do during the winter, I suggest the following experiments.

EXPERIMENT 1.

Take two tomato cans and fill each to within an inch of the top with wet soil well pressed down. Then sprinkle an inch of loose soil on top of one of these, and leave the other as it is. Weigh them. After leaving them two days in the school room, weigh again. Which lost the greater percentage in weight? To what is the loss due? Weigh again at intervals for a week or two. Keep a record of losses. According to this, which dries faster, loose or compact soil? Apply this fact to cultivated and uncultivated garden soil or farm land during dry summer weather. What is one reason for frequent hoeing of the garden? Would hoeing and harrowing aid or prevent loss of water from the soil?

EXPERIMENT 2.

Does soil contain air? Fill a pickle bottle level full of loose soil. Into this slowly pour water until no more will sink into the soil. What does the water replace? Can you pour as much water into compact soil? Actually try it. What percentage of the volume of loose soil was air? How does that compare with the air percentage in compact soil? Try this with soils in various degrees of looseness.

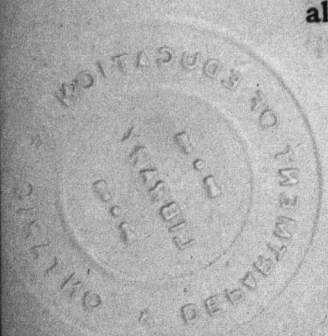
For arithmetic the results might be tabulated thus:—

Volume of soil.....a
 " of water added.....b
 Therefore $\frac{b}{a}$ = air portion of whole volume.
 " $\frac{100b}{a}$ = air percentage of whole volume.

EXPERIMENT 3.

Do plants need air about their roots in order to grow?

Find out by trying to grow them in soil deprived of its air. For this experiment try two plants — say corn — in flower pots. Water when necessary;



but in addition keep one flower pot submerged in a pan of water. Compare the growth of the two plants for a month. In case someone objects on the ground that too much water rather than too little air was the cause of poor growth, try growing one plant in a tomato can, which is not porous, and the other in a porous flower pot.

If we discover that roots need air, what is a strong argument in favor of drainage? If roots need air in a small pot or can, would they also need it in a field or garden? What is the connection between experiments 2 and 3?

Briefly, then, every farm operation can be tried in the school-room, but our acquired knowledge should always be applied to the real operations of life.

EXPERIMENT 4.

Will water rise through soil?

Tie a piece of cheese cloth over the bottom of each of two lamp chimneys, and fill each chimney with soil. In one case press it firmly. In the other, leave it loose. Suspend each chimney so that about an inch of its base dips into a jar of water. Does the water rise through the soil? If so, does it rise with equal rapidity? Let this experiment go on for several days. What change takes place in the level of the water in the jar? After the soil in either lamp chimney becomes moist to the top, does the water still continue to lower in the jar? Why? Try a third chimney with compact soil in its lower half and loose soil on top. To what height does the soil become wet?

The water in the jar corresponds to the natural water in the soil, which accumulates from the rain of all seasons and melting snow of spring. What does experiment 4 teach about the reason for cultivation? It teaches the same as experiment 1; but also shows us the source of water that good cultivation may save.

EXPERIMENT 5.

Does the composition of soil influence its power of absorbing and retaining moisture? Fill one tomato can with fine sand, another with clay, a third with loam (sand and clay in equal parts) and a few others with any one of these soils and a varying amount of humus (black swamp mud, or rotted manure, or leaf-mould). To begin, spread each soil in the sun for a day or two to dry. Then weigh a can of each in its dried condition. Next, add water until each soil is soaked. In this

condition, any additional water would run off. Find the percentage increase of weight in each case. This will show the varying powers of soils to absorb water. By weighing these cans daily, find out which dry out more rapidly. Does this experiment show one use humus would have in garden or farm soil?

As soon as danger of freezing at nights is over, pupils should try growing plants in pots of the foregoing soils under the various conditions outlined, and under any other conditions they think of. Thus they learn, first hand, not only how the soil responds to various treatments; but how plants respond to different conditions of soil.

When garden work begins in the spring, refer back continually to the winter experiments, and ask the children what treatment their garden should have, and why. Be sure that they know what kind of soil they are dealing with. Some will tell you it is rocky soil. Let the children learn to recognize soils by their texture; by their "stickiness" when wet; by their color in the case of humus. Some soils are strongly alkaline or acid. Test with litmus paper, and use your knowledge of chemistry in prescribing a remedy. Find whether humus soils are usually acid or alkaline? Try the same with sandy soil. Notice the relationship between acidity of a soil and the kind of plants it grows. For example, try the soil from a mossy spot in a hayfield. Try also, soil that grows sorrel, or blueberries, or lambkill.

Lessons on the origin of the soil are interesting for advanced grades. But since our business is to get all we can out of the soil already in existence rather than to make more soil, let us learn, first, all we can about the treatment required for any desired results. Its physical condition and its chemical composition are largely under our control. Let us learn to control them wisely.

BEFORE CHRISTMAS CAME.

Say, 'fore Christmas came, what you s'pose they did?
 Didn't they have presents then in their stockings hid?
 Didn't they have dolls and drums? Didn't they have toys
 For their little girls then and 'specially for boys?
 Didn't they go to Grandma's? Didn't they have a tree?
 Didn't they hang their stockings up? Where could Santa be?
 Didn't they have Christmas songs? Did school keep just
 the same?

Well! if all that is true, I'm glad that Christmas came.

—Selected.

NATURE STUDY OF ANIMALS

H. G. PERRY.

The nature study work for December might appropriately be introduced by a review of the work of the term, but space will not permit more than a word.

In the June-July number of the REVIEW our nature work was mostly directed to birds,—spring migrations, nesting, notes on bird banding, etc. The suggestions for August and the months since have been quite definitely assigned to grades or divisions of the school, and have aimed to introduce the pupils to some of our more common animals, both wild and domestic.

For this month it is again proposed to call your attention to the study of birds. December is in many ways a favorable month for this branch of nature study. Since few birds remain with us during the winter the pupils can soon learn to identify the more common ones at sight, and a good opportunity is also afforded to watch their ways and learn something of their habits, and, moreover, through such study the pupils will be ready for the spring migrants when they arrive.

The first step, the A B C, of bird study is identification. This requires some knowledge of the external features of birds, coupled with a fair appreciation of size and color. As general work for the school the chief external features should be taught, either from an outline drawing made on the blackboard, or better from a mounted specimen. In the latter case small pieces of paper with the names of the parts may be pinned to the bird. Good outline drawings of birds are found in most books on the subject, and in most zoologies, e. g. see Chapman's "Handbook of Birds," and Colton's "Descriptive Zoology," page 210. Many children already know the names of the more important parts; their chief difficulty is in not being able to tell where one part ends and another begins. A little practice will soon set them right in this particular.

All pupils should study such common winter birds as the chickadee, nuthatch and downy woodpecker. These birds are readily identified, and they present some striking contrasts. Work first on the identification, then on the contrasts. But aim to learn something more about these birds, find out all you can about their life habits—the

doing, the active life of the bird. This is that phase of the work that gives it interest, that keeps it ever new and fresh, and makes it a perpetual delight to old and young alike.

Advanced grades should extend the work to other species till all the birds of your locality are included. Make a list of your winter birds, with notes about their calls or methods of communication with one another, their food, their haunts, their habits, etc. Which remain the whole year? Which are migrants? Where did the migrants spend last summer? Note that you find the nuthatch much more in evidence about clearings during December than he was three months ago. He spent the nesting season in the quiet of the woods and now has returned to renew old friendships. Is the same true of the chickadee, and the downy woodpecker? Which of these is the most companionable with man? The older boys know well that the ring of the woodman's axe and the smell of the camp fire will soon attract our little feathered friends, and among the first to arrive is the chickadee. Watch this bird as he flits from tree to tree. Why does he examine so closely every branch and twig? What part of tree does the nuthatch inspect with greatest care? Note the position of his body. Does he work up or down the tree? Note that the nuthatch and chickadee do not overlap their inspection to any great degree. How does the woodpecker supplement the work of each? Are these birds a benefit or an injury to our orchards, shade trees and forests? Tell your pupils about the balance of nature, and lead them to see that these birds and others of their kind, in obtaining their food, help to maintain that balance. But for their careful work our orchards and forests would be overrun by insect pests.

Birds are of great assistance to man, and should be carefully protected, and given every encouragement in their work. As a feeding experiment firmly tie pieces of suet in wrapping twine, and secure to branches of trees that grow just outside the school window, and watch for birds. The chickadee is fond of such food and you will soon see him enjoying a feast. Keep suet in the tree for several days and note what other birds come to the feast. How do they act toward one another when near the food? Is selfishness, generosity, or indifference exhibited? You may find some birds hiding pieces of the suet in the snow.

The covering of birds — feathers, kinds, parts, and arrangement — will provide suitable topics for all grades. The material for study is easily obtained, and the subject should be taken up early as an important part of bird study. A pigeon or hen may be used to advantage in most parts of this work, in fact some such specimen is quite indispensable in showing the feather arrangement of the tail, wings and of the general body covering.

Note that the contour feathers are the covering feathers of the body and that in the wings and tail they are modified into long strong quill feathers, made strong to form the beating surface for use in flying. Note the method of overlapping of the contour feathers, and the smooth surface they present to the air. Is this arrangement of advantage to the bird in flying?

A contour feather, in general, consists of a stiff axial rod, the scalpus or stem with flattened sides towards the outer part forming the vane. The proximal portion of this stem by which it is attached to the dermal layers of the bird is hollow and semi-transparent, and is called the quill or calamus; the distal part, between the halves of the flat vane on either side, is called the shaft or rachis.

The vane is made up of a series of parallel barbs right and left of the shaft. The barbs have, on either side a fringe of small processes, called barbules, which bear a series of hooks on one side, and by the interlocking of barbules adjacent barbs are held together. This arrangement gives the upper part of the vane its close, firm texture, while the barbs of the lower part, not being hooked together, form a soft downy part called the fluff. Notice the reduced fluff in the quill feathers of the wing and tail, and the consequent increase of the firm vane. Why should quill feathers be made this way? Insist on sketches of these feathers by the more advanced pupils.

The down feathers differ from the contour feathers chiefly in the loose arrangement of the barbs, making a soft downy feather or plume. They are best seen in the young nestling; in older birds they are found between and under the contour feathers, and in all cases form an excellent covering for the retention of heat.

The third and last kind are filoplumes or pin feathers. They are hair-like structures with few or no barbs and are readily seen when the other feathers are removed.

The term "pin feather" is often popularly applied to young developing contour feathers, rolled up in the feather sheath. Find these "pin feathers" in chickens or turkeys that are being prepared for market, remove one, and cut open the sheath to show your classes the young feather within. Watch nestlings next summer to see when "pin feathers" first appear, also note at what time of year older birds have them in abundance. What fact does this teach about the covering of older birds?

The close overlapping of the feathers may be compared to the shingles on our houses, both as to arrangement and function. Again they may be compared to the clothing of children, the contour feathers to the outer garments, while the fluff and down serve as warm underclothing.

Note how a bird stands in the rain. It takes a position so that the water finds little resting surface, but must roll down the steep sides and fall to the ground. Verify this by watching the hen, and note well the position of the tail feathers. How does the bird waterproof its coat? Where is the oil gland situated, and how is the oil distributed? What does she use as an oil brush? Account for the saying, that when the hen oils her feathers it is sure to rain.

Are all parts of the body covered equally well with feathers? Part the feathers in various places on the body of the pigeon, and you will find only certain portions of the body bear feathers; these are called feather tracts, and the featherless spaces are known as apteria. Feather tracts differ in different species of birds; note such differences as you have opportunity.

The bill, legs, and feet are usually without feathers. The scales of the legs and feet are inherited from their scale covered, reptile-like ancestors of remote geological ages. Fossils of the oldest birds known to man have been found in the early Devonian rocks, and seem much more like reptiles than any of our present day birds. From certain characteristics of the fossils this form is believed to have been a land bird, arboreal in its habits, and of about the size of the crow. It had true feathers, but differed from our birds in that it possessed teeth, and had a long lizard-like tail of about twenty vertebrae, along the sides of which the short tail feathers were arranged. Have our birds teeth? What has become of the long vertebral tail? Note the part to which the

tail feathers are arranged in our birds. Other fossil forms from the later part of the Devonian Age show that some had already, through loss of teeth, and long tail, approached forms similar to those of our time.

Take up the subject of the ornamental feathers of birds, those ornamental in color or in shape. Note this ornamentation in both domestic and in wild birds. In which sex is it the more pronounced?

The general spindle shape of the body, and the location of the parts and organs will afford topics of interest. Note well the location of the ears, and the thin covering of feathers around them; the eyes with the third eyelid coming out from the inner corner, (we find the remnant of a similar lid in our own eyes); the nostrils, bill, tongue, etc. Expand the wings and hold the bird in a position for flight, and note that the centre of gravity of the bird's body is well below the point of wing attachment. Of what advantage is this to the bird in flying? Does man use the same mechanical device in the construction of his air ships? Watch birds in flight to see if they are all built upon this general plan. At this stage correlate some lessons in physics. The internal structure will also afford some good illustrations for this subject, especially in the line of levers.

The homologies between the legs of the bird and the hind legs of other animals, and between their wings, and the fore legs of quadrupeds, should be made out. In this work first locate the joints, beginning with those next the body. Perhaps the best results are obtained by comparing both wings of birds and fore legs of other animals, with the human arm and hand. In all this work correlate lessons in anatomy and physiology wherever possible, being careful to foster and not to crush the taste for nature study.

CRADLE HYMN.

Away in a manger, no crib for a bed,
The little Lord Jesus laid down His sweet head.
The stars in the bright sky looked down where He lay —
The little Lord Jesus asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus no crying He makes.
I love Thee, Lord Jesus! Look down from the sky
And stay by my cradle till morning is nigh.

—MARTIN LUTHER.

CENTENNIAL ANNIVERSARIES OF THE WAR OF 1812

J. VROOM.

XVII.—The Capture of Fort Niagara, and the Burning of Lewiston, Black Rock and Buffalo.

December 19.—Colonel Murray, having taken possession of Fort George when it was abandoned by the invaders, immediately formed his plans to follow them across the river and attack Fort Niagara.

Lieutenant-General Drummond, a distinguished soldier better known as Sir Gordon Drummond, had come to take command of the forces in Upper Canada. When he reached the Niagara frontier, he adopted Colonel Murray's plan of attacking the fort, and resolved to punish the enemy for the wanton destruction of Newark by invading their territory and burning their towns. Where peaceable inhabitants were to be the sufferers, the punishment, of course, would fall upon the wrong persons; but even Sir George Prevost, though always ready for a suspension of hostilities and accused of being too lenient, approved of General Drummond's harsh measures in this case, saying that it lay with the United States government to decide whether the war should be so conducted in the future as to render such acts of retaliation unnecessary. We may or we may not excuse this attitude; but there can be no doubt that at the time of its occurrence the fierce indignation aroused by the burning of Newark called for vengeance.

On the night of the eighteenth of December, Colonel Murray's expedition against Fort Niagara, consisting of about six hundred men, crossed the river and quietly landed some three miles above the fort. At four o'clock on the morning of the nineteenth, the attack was made. The fighting lasted but a few minutes. The fort was taken, and over three hundred of the garrison made prisoners, while twenty-seven cannon and a large quantity of rifles and other military stores fell into the hands of the British. Fort Niagara was held until the close of the war.

On the nineteenth also, as soon as the fort was taken, another detachment of the British crossed from Queenston to carry out the plan of retaliation.

This party burned Lewiston and some of the neighbouring villages, and captured and destroyed Fort Schlosser, near Niagara Falls. Only a broken bridge stopped them from going right on to Buffalo.

December 30.—Ten days later, the British general, having followed up the river on the Canadian side, looking for further revenge, sent a strong force across at midnight about two miles below Black Rock; and on the morning of the thirtieth another detachment crossed above that place. There was some little show of resistance as they landed, but the defenders soon fled to Buffalo. The British followed in pursuit. Again an attempt was made to check them; then the retreating enemy took to the woods and Buffalo was left to its fate. Both Black Rock and Buffalo were relentlessly burned to the ground. The last day of the year saw the whole of the New York frontier along the Niagara, from lake to lake, a waste of charred and blackened or still smouldering ruins; and four of the vessels that had fought in the battle of Lake Erie were included in the destruction.

But this did not end the matter. The next year was to bring still another invasion at Niagara and the burning of another Canadian village, followed by reprisals along the Atlantic coast.

NOTE.

An Ontario correspondent, referring to the REVIEW'S Centennial Anniversary series, thinks that to most students the battles of Chateaugay and Chrystler's Farm will appear to be "incorrectly reported;" and is of opinion that the latter was the decisive battle of the war.

The Battle of Chateaugay turned back an invading army, or by coincidence the army turned back just when it met with a show of resistance at Chateaugay; while the sharp encounter on the banks of the St. Lawrence did not turn back the larger army of invaders, nor materially check its advance. These are the essential facts; the rest is a matter of opinion. We may take the view that if the Canadians had fallen back before Hampton's advance at Chateaugay he would have kept right on to the St. Lawrence and there waited for Wilkinson, and that the projected attack upon Montreal would have been made, and would inevitably have been successful; or we may choose to think that Hampton, having effected his full object by making a diversion, would have turned back at the same place or a little farther on if he had met with no opposition. In the first view of the matter, which is the one commonly held in Canada, the little skirmish at Chateaugay was decisive; in the other view, it was of trifling importance. And, in respect to the battle at Chrystler's, or Crysler's, (the latter is said to be the correct spelling of the name according to family tradition—the former is from a contemporary map,) we may suppose that Morrison's attack upon his rear had the effect of changing

Wilkinson's plans and keeping him from going right on to Montreal; or we may conclude that if not attacked he would have halted all the same when he found that Hampton was not waiting to join him. In the one case, Morrison's victory was decisive; in the other, it was but an incident of travel. There is still another view not wholly untenable, which is that both expeditions broke down under their own weight, and the final results would have been just the same if neither had met with any opposition; but this is a view which will not be very generally adopted among Canadians.

NOTES AND COMMENTS.

The Alumnae Society of the St. John High School are to be congratulated upon their enterprise in bringing Mr. Alfred Noyes to address his first Canadian audience in St. John. Those who had the pleasure of hearing Mr. Noyes lecture, and were charmed by his reading of his poems, will be glad to hear that there is a possibility of his paying another visit to this part of Canada before he returns to England.

In an article headed "No Minstrel of the Camp" the Toronto Mail and Empire writes as follows:—

'Mr. Alfred Noyes' "The Winepress," in the October number of Blackwood's Magazine, is a most moving tale of war. By this composition Mr. Noyes, who is one of the greatest of living English poets, has made himself the laureate of the peace movement. The eight parts of this powerful poem are so many graphic pictures, all but the first two showing vividly the "hell" which war has been declared to be. Through the several infernos of the campaigns the young peasant passes without understanding or will of his own—as if he were in the hands of a Fate, a fate which in the last analysis might turn out to be no more than an armament firm. At the same time, so far as the private in the ranks could bear, all was done in the name of Freedom and Religion.

'Matthew Arnold has said: "We should conceive of poetry worthily, and more highly than it has been the custom to conceive of it. We should conceive of it as capable of higher uses, and called to higher destinies, than those which in general men have assigned to it hitherto. More and more mankind will discover that we have to turn to poetry to interpret life for us, to console us, to sustain us." The celebrating of heroic deeds and the stirring of the heroic spirit in men have always been high uses of poetry, but Mr. Noyes has found a still higher use for poetry if he has made it such a criticism, not of life, but

of war, as shall help to bring about the permanent establishment of the truce of God.'

The Alumnae, not satisfied with past achievements, are going on with another good piece of work. They are writing and compiling a history of the St. John High School from 1805 to the present time. It is hoped that this book, which will be of interest to a great many people, will be ready for sale before Christmas.

It is probable that many of our readers have been reading and discussing Winston Churchill's "The Inside of the Cup." The picture that the writer gives of the present day attitude towards religion is unquestionably a realistic and convincing one. About his solution of the problem presented there are different opinions. Perhaps some readers accept it as satisfactory. Those who cannot do so, or who are puzzled what to think, are advised to read an interesting article in the Sunday School Times for November 22nd, where Edward Everett Hale, Jr., writes briefly and directly on the subject from the standpoint of orthodox Christianity.

A lucid and arresting treatment of the main contention of the book will be found in the William Belden Noble lectures for 1911, delivered at Harvard University by Dr. J. N. Figgis, and published by Longmans.

How do you pronounce the name of the author of "John Gilpin?" Webster gives (1) Kooper, (2) Kouper. The writer was taught as a child the first pronunciation, and remembers hearing some one say that the second was adopted to distinguish the poet's name from Fennimore Cooper. The late Alfred Ainger, an authority in literary matters, wrote, "I certainly pronounce his name *Cooper*, because to the best of one's knowledge he so called *himself*, as certainly others called him.

'A riddle by Cowper

Made me swear like a *trooper*,

are the first lines of a contemporary answer in verse to one of Cowper's poetical charades."

Christmas peace is God's; and He must give it Himself, with His own hand, or we shall never get it. Go then to God Himself. Thou art His child, as Christmas Day declares; be not afraid to go unto thy Father.—Charles Kingsley.

ELEMENTARY AGRICULTURAL EDUCATION.

The N. S. Agricultural College opened at Truro on November 4th, for the regular winter course, with an enrolment of over eighty, of whom quite a number are from New Brunswick and a few from Prince Edward Island. Students completing the two years course at Truro can enter the third year at Guelph or Ste. Anne de Bellevue.

A new building, to be used for investigation and experiment in entomology and horticulture, is to be put up on Bible Hill, directly east of the present Horticultural Building. The expense of this addition to the outfit of the Agricultural College is to be borne by the Dominion Department of Agriculture.

The Agricultural School for New Brunswick will probably be open for the short courses in February.

The P. E. Island Provincial Department of Agriculture is arranging for a long course in agriculture this winter to be held in Charlottetown. It will begin about the middle of November and will be concluded early in April. The subjects included in the course will be Animal Husbandry, Horticulture, Dairying, Poultry, Agronomy, English, Mathematics, Book-keeping, Chemistry and Economics. The practical work will be given in the Agricultural Building, and provision is being made for live stock of all the different classes and breeds, etc. The lectures will be given in Prince of Wales College. A competent staff is already in the Province, and the course will be quite equal to any First Year's Course in Agriculture given at any of the Agricultural Colleges. A limited number of students only can be taken for the first year, not more than forty-six, as some of the rooms are built and equipped to accommodate just this number.

We have heard much of the boys' corn clubs in the corn belt of the United States. The Youths' Companion says: It is not only boys' corn clubs that are showing farmers the way to larger crops and larger profits. Last year a group of school-boys in Cumberland County, Tennessee, formed a potato club. The best yield was 384 bushels to the acre; the next best, 379 bushels; the average for the club, 258 bushels. For the state, the average is only about 80 bushels. All Tennessee now perceives new possibilities in potato-culture.

ENGLISH COMPOSITION FOR DECEMBER.

We know that the minds of all our pupils are full of Christmas,—the holidays, the festivities, and perhaps most of all, the presents to be given or received. Why not turn this to account, and teach something that they will soon need to put into practice, by setting for Composition work "thank you" notes and letters? Incidentally, an important lesson in manners may be learned. "He gives twice who gives quickly," and recognition of a gift is gracious in proportion as it comes promptly or tardily. An older person is gratified by a polite note from a younger one, and the little ones may be impressed with the idea that they can give real pleasure by a careful little letter.

Small people, who have just learned to write, should be allowed pencil letters, or the practice ones may be written on slates.

Give a preliminary lesson, using the blackboard, for the placing of date and address. Another may be necessary for the signature. But with younger children, and for notes of this kind, do not give too much drill on these points. They will understand that a letter ought to show: (a) Where it comes from, (b) when it was written, and (c) who wrote it. A form may be put on the board to be copied.

When they are ready to write, talk to them a little about how they feel when they give a present. Do they want to know whether the other person got it or not? If she liked it? If it was new to her, or if she had another like it? What she was going to do with it? If it made her glad to have them think of her?

Do not tell them to dwell upon these points in their notes. The little talk, which should be as informal as possible, will probably put them in the right mood for producing an acceptable epistle.

Then call each child up separately and whisper in his or her ear what the present is, and who has sent it. e. g. "Pretend that your Aunt in Montreal has sent you a doll." (Care should be taken not to suggest infringement on the prerogative of Santa Claus. There is generally some older person who might frankly send a present in person.)

Then the date and address may be copied from the board, and the "My dear Aunt," or "Dear Mary" with attention to capital letters. Then let them write their thanks in their own words.

The younger children will generally be so proud

of the ability to write a letter of any kind that they will need no urging that it is the right thing to do. At a later stage self consciousness and awkwardness come in, and the excuses "I didn't know what to say," or "I can't write a decent letter," are offered. These difficulties should be anticipated by giving a good deal of practice in note writing; and right feeling in the matter should be stimulated by appealing to the imagination, and a reminder of the Golden Rule. A letter need not be in perfect form to give pleasure, but we owe it to ourselves and to our friends to take pains with it.

The exercises may be varied by having pupils write notes to each other accompanying imaginary gifts; then these notes may be answered. Messages to accompany a gift or a card may be written, and some of the older boys and girls may be glad of help in composing a letter to go with a subscription present, or a missionary donation.

A CHRISTMAS LEGEND.

The Italians have a pretty story about why children get presents at Christmas.

They say that when the Wise Men were on their way to find the Christ Child they were stopped by a woman who was standing in the door of her house.

"Where are you going?" she asked them. "We are going to find the Christ Child," they answered.

"And what are you carrying?" she enquired. "These are our gifts," they said, "for He is born a King, and we must offer Him the most precious things we have."

"I should like to go with you, and take my gift to Him," said the woman; "but first I must sweep my house. Do not wait for me; I will come after you."

So the Wise Men went on their way.

When the woman's house was all in order, it was nearly dark. She made ready her gift, and started after the Wise Men, but they were out of sight. She wandered far and wide, seeking the way to the new-born King, but she never found it.

And now, they say, she comes every year with gifts for all the children, and hopes that some little child may be the Christ Child.

BUSY WORK.

GERTRUDE COUGHLIN.

(Continued.)

Busy Work in Spelling.

Grade 1.—Save the large type letters that appear in the newspapers; many will be found in the advertisements. Handbills may be utilized in this way. When these have been cut out give them to the children to build up words from. For instance, a lesson in spelling has been assigned to a class. Require the pupils to form the words from the letters given. As review work have the pupils build words from a list of printed letters from the board.

Example:—C. O. M. A. T. N. R. H. L. P. E. F. U. S.

Words that may be built: Come, Eat, Get, Mine, For, He.

Grade 2.—Print the endings, at, an, un, on. Make a list of words ending in each:—Ex. cat, mat, pat, rat, that, spat, fan, man, pan, tan, span, gun, sun, fun, nun, run.

Grade 3.—Print a word on the board, and from the letters used in forming the word build words. No letter to be used more than once in the same word. Ex. Congregational. Cat, can, cage, gone, great.

From the reading lesson select the words having two syllables or those having three syllables.

2 syllables.

cun-ning

dow-ny

nic-est

ten-der

wag-gon.

3 syllables.

beau-ti-ful

Un-cle Bob

fu-ner-al

Make a list of the words that begin with a capital letter. A list of the words of four, five or six letters.

Constructive Work.

Material used — beans, peas, cucumber, pumpkin, squash seeds, corn, apple, orange, lemon seeds. All these require soaking overnight, so that they can be readily pierced. Strip the bark off corn stalks, color the pith with Diamond dyes, cut in inch cubes. Gather acorns, horsechestnuts, beech nuts, rosebuds, mountain ash-berries. The nuts must be pierced with a darning needle while

green. A darning needle must be used because the hole thus made is large enough to allow for shrinkage in drying.

Pretty necklaces are made from the smaller seeds, alternate with beads or with larger seeds. String nuts on colored cord, ten or twelve on each cord. String rosebuds ten or twelve on each cord. Hang these alternately to make a portiere for the windows or plant shelf. Another pretty portiere is made with colored paper squares, and one inch pieces of colored straw. Paste straw on the centre of the top of the square and one on the centre of the bottom of the square, paste squares and straws until the string is long enough. This may be varied by pasting straws on the corners of the squares. Circles, triangles, oblongs, ellipses may be used instead of the squares. These make pretty garlands for Christmas tree trimmings.

Pith cubes of different colors and berries, or rosebuds make very pretty garlands. Make a house of cardboard and furniture for the house. At first the work is done under direction and afterwards the child constructs what he wishes. At Christmas time paper boxes may be made by class, paper dolls for baby sisters, paper sleds, skates, tops, in fact numberless toys.

There is an infinite number of varieties of this work. This paper may give you a few new ideas. You will find that by a little thought you will be able to arrange a programme that will help you to accomplish a goodly amount of work in the limited space of time that you have. When you have arranged your programme, follow it systematically, substitute new plans occasionally and success will crown your efforts.

(To be Continued.)

CHRISTMAS READINGS.

In addition to the very full list of Christmas readings published in the Bulletin issued in March, 1909, by the St. John Free Public Library, the librarian has very kindly furnished us with the names of the following books, which are to be found in the library. "The Reciter's Treasury of Verse," containing many poems suitable for Christmas recitations, R. L. P. 27. "Christmas Poems," R. L. P. 27, 2. "The Book of Christmas" by Hamilton Mabie, G. 673.

SOME QUESTIONS FOR COUNTRY TEACHERS TO THINK ABOUT.

"If you cannot make room for agriculture by displacing something else, can you not at least make some of the work you now do face the farms rather than the cities?"

"Can you not draw some of your material for arithmetic from the products of the garden, the field, and the herd, as well as from the store, the bank, or the factory?"

"Can you not make book-keeping, as a record of transactions on the farm, fully as educational as to make it a record of mercantile transactions?"

"Is it not possible to make language lessons more nearly descriptive of what the children see and do in their daily lives, writing up the episodes of vacation with less of the bookish work now done in the name of language?"

"Will not an outline of the farm boundaries with the proper location of the buildings, roadways, gardens, orchards, pastures, meadows, grain-fields, and groves afford ample materials for elementary work in both drawing and geography?"

"Is there not fully as much botany in ragweeds and dog fennel as in ferns and mosses, in corn and cabbage as in seaweeds and pond scum?"

"Is there not some zoology in a brood of chickens as well as in the minute animals found in stagnant water?"

"Is there not something about the winds, the rain, the heat, the cold, the light, the dark, quite as worthy of consideration as the motions of the stars, or perchance the movements of Caesar's army in Gaul?"

"Is not the chemistry of soil-improvement which looks farmward fully as educational as the chemistry of soap-improvement which looks factoryward?"

—Professor Hart, Amherst Agricultural College

THE SINGING WIRES.

Most of us have wondered at the curious "singing" of the telegraph and telephone-wires often heard along quiet country roads. Professor Field of the University of Ottawa suggests that the noises are due to vibrations transmitted to the wires by the posts, which receive them from the earth, and that they are the results of earth vibrations identical with those that the seismograph, or earthquake-detector, records. "The song of the wires," Professor Field adds, "is the song of the barometer; if it is low, a change in the weather may come in two days; if sharp, it may be immediate."—Y. C.

CHRISTMAS QUOTATIONS.

Ye who have scorned each other
Or injured friend or brother,
In this fast fading year;
Ye who, by word or deed,
Have made a kind heart bleed,
Come, gather here.

Let sinned against and sinning
Forget their strife's beginning;
Be links no longer broken
Be sweet forgiveness spoken,
Under the holly bough.

—Charles MacKay.

Dimmest and brightest month am I,
My short days end, my lengthening days begin;
What matters more or less sun in the sky
When all is sun within?—C. G. Rossetti.

Thou whose birth on earth
Angels sang to men,
While thy stars made mirth,
Saviour, at thy birth
This day born again.

As this night was bright
With thy cradle-ray
Very Light of Light
Turn the wild world's night
To thy perfect day.—Swinburne.

Thou whose face gives grace
As the sun's doth heat,
Let thy sunbright face
Lighten time and space
Here beneath thy feet.

Bid our peace increase
Thou that madest morn;
Bid oppressions cease,
Bid the night be peace,
Bid the day be born.—Swinburne.

Rise happy morn; rise, holy morn;
Draw forth the cheerful day from night.
O Father, touch the east, and light
The light that shone when Hope was born.

—Tennyson.

Faint hearts! Christ's message wings not to the glad.
He calls the blind, the lame, the sick, the sad.
The Christmas of the Sorrowful, for sure,
Within His own short span did He endure.

His hours as holy stairs led up to God—
Steps that His aching, bruised feet slow trod.
Dwell ye on this, ye that repine and fret,
That He may lift and walk beside you yet.

PRIMARY NUMBER WORK.

A successful primary teacher recommends the use of the following tables taken from the "Popular Educator."

A few minutes every day spent on tables will not be lost time. If this is dropped, of course the children will forget and not do accurate work. If your children have not had combination work in addition and subtraction, it will be wise to take a little time and teach those tables now. I know I never was sure of my addition until I knew those tables. After I began teaching, an older teacher taught them to me and I felt like singing,

"This is a way I long have sought,
And mourned because I found it not."

As these tables may be new to some of you, I will give them again.

0	{	9+1	1	{	9+2	2	{	9+3	3	{	9+4
		8+2			8+3			8+4			8+5
		7+3			7+4			7+5			7+6
		6+4			6+5			6+6			2+1
		5+5						1+1			
4	{	9+5	5	{	9+6	6	{	9+7	7	{	9+8
		8+6			8+7			8+8			6+1
		7+7			4+1			5+1			5+2
		3+1			3+2			4+2			4+3
		2+2						3+3			
8	{	9+9	9	{	8+1						
		7+1			7+2						
		6+2			6+3						
		5+3			5+4						
		4+4									

These are learned 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5, always make the right-hand figure 0. If thoroughly known and drilled, and repeated whenever a mistake is made, there will soon be no mistakes. Your children ought to tell you 94 plus 8, as easily as 4 plus 8; 72 minus 9 as easily as 12 minus 9.

Many plants, trees and flowers owe their peculiarities to their connection with the birth or the childhood of Christ. The *Ornithogalum umbellatum* is called the "Star of Bethlehem" according to Folkard, because "its white stellate powers resemble the pictures of the star that indicated the birth of the Saviour of mankind." The *Galium verum*, "Our Lady's Bedstraw," receives its name from the belief that the manger in which the infant Jesus lay was filled with this plant.—From the *Book of Christmas*.

TEACHERS' INSTITUTES.

The thirty-sixth annual meeting of the Northumberland County Teachers' Institute was held in Blackville, N. B., on October 30th and 31st. Principal G. H. Harrison presided, and Inspector Mersereau and Director Steeves were present at all sessions. At the opening meeting Inspector Mersereau spoke on the importance of teachers' influence, and the increasing burden thrown upon them by the parents of the present day. He deprecated "fancy" work being done by the teacher at recess.

Director Steeves urged the correlation of school work with home interests, especially along agricultural lines. Teachers' salaries will increase, he said, as soon as the home realizes the direct benefit of the school work.

Excellent model lessons were given by the Blackville teachers, as follows:—

Number Work with Primary Children, Miss May A. Underhill.

Writing, Grade IV, Miss Stella C. Power.

Current Topics, Grades VII and VIII, Principal Ryder.

In the afternoon these lessons were discussed, and the lesson on current topics, which covered a wide range, won particular approval from Inspector Mersereau and others. The Inspector said that every teacher should take a daily paper to school and use it. Principal Stuart emphasized the importance of teaching current history.

Director Steeves gave a full and instructive address on Agricultural Education, insisting especially on the importance of school gardens. He hopes to see 100 school gardens in New Brunswick next year, where now there are but twenty-three.

At the Public Meeting on Thursday evening, the opening address was given by the Inspector; Mr. D. G. Schofield, Secretary of the School Board, gave the address of welcome. Music was provided by the Blackville orchestra and several soloists, and speeches given by President Harrison, Principal Stuart, Director Steeves and others.

In an interesting address on Vocational and Industrial Education, Mr. Herman S. Murray of Chatham, drew attention to the need of this branch of education to prevent idleness and poverty.

Principal Stuart pleaded for intelligently effective compulsory attendance laws, and for more consolidation. He pointed out that Blackville is an ideal place for a consolidated school. Director Steeves, at the request of the Inspector, supplemented Mr. Murray's address by speaking on the Agricultural side of the question.

On Friday morning Miss Ida C. Lynch read a paper showing how she and several other Chatham teachers had taught primary nature work. This paper was very favourably commented on. Mr. Murray then read a paper on Manual Training. He said that forty-five per cent. of those who leave school too early do so because they find it dull. The present system, he said, tends to discourage manual work. But if boys were properly taught it in school, it would hold their interest; they would feel that they were learning something useful, and take to manual work more readily when they left school.

Principal Hetherington graphically described some of the great technical schools in Liverpool, Belfast, Hamburg and Geneva.

A valuable paper on How to teach Bailey's Botany to advanced grades, was sent by Dr. Cox of the University of New Brunswick, and read by Inspector Mersereau. It was resolved to ask the Chief Superintendent to have this paper printed in the Educational Report.

On Friday afternoon Mr. Barry, in a paper on Physical Training, dwelt upon the importance of such training to the physical, mental and moral health of the child.

The following officers were elected for the coming year. President, L. R. Hetherington, M. A.; Vice-President, Miss Ida C. Lynch; Secretary-Treasurer, H. H. Stuart; Members of Executive, Miss Sadie B. Hogan and Miss Jessie Fowlie. The next meeting will be held in Chatham on the last Thursday and Friday in September.

The first session of the Albert County Institute opened at ten a. m. with an address on Agricultural Education by Director R. P. Steeves. This talk was filled with valuable information and suggestion, and much interest was shown in the discussion which followed. As long as he could remain Mr. Steeves was kept busy answering questions.

The afternoon session opened with the President's address dealing with the advantages of the small

institute and urging the addition of a Trustees' Section.

A paper on Plasticine written by Miss Grace McIntyre, Riverside, was read by Miss M. A. Patterson, and models were exhibited which had been made by the writer's pupils. The educative value of plasticine modelling was emphasized as well as its use in providing profitable and attractive employment for the smaller pupils on the many occasions when this is difficult to find.

Inspector F. A. Dixon followed with a talk on what an inspector expects of a teacher, asking also for some views of what the teacher expects of the inspector. Mr. Dixon's address was illuminated with anecdotes both humorous and illustrative. A rather interesting discussion followed in which Mr. Edmunds and others answered the Inspector's question.

The rest of this session was taken up with a question box which evoked more general discussion than any other number on the programme.

On account of the fact that Friday's sessions must close early for the train's departure, Thursday's evening session had to be partly devoted to the regular programme. It opened with an address by the President, A. W. Seaman, M. A., "Responsibilities of Parents," in which an attempt was made to show from the teacher's point of view the duties of parenthood.

Then followed brief but interesting addresses by Councillor Killam and R. E. Smith, expressing a hearty welcome to the teachers.

Mr. Bruce E. Berry, Hopewell Cape, then gave an interesting paper on Literature in Country Schools, dwelling on the importance of the subject and the necessity of considerable supplementary reading.

Miss Mills read an instructive paper on the teaching of writing. She advocated the universal use above Grade IV, of muscular movement and more earnest attention to the subject than is usual in our schools.

Both papers were discussed by Mr. Edmunds, Mr. Dixon and others. This meeting was held in the Agricultural Hall and was largely attended by an appreciative audience. The proceedings were enlivened by a number of old songs sung by the whole audience.

The first session on Friday morning was taken up with the election of officers for the ensuing year and a talk and lesson on the teaching of music

by Principal Edmunds of Hillsboro. The speaker illustrated his method of teaching sight-reading very clearly, and a great deal of valuable information was crowded into a short time.

On opening again Mr. A. S. McFarlane of the Provincial Normal School was heard in a fine paper on "History, Why and How to Teach it." It was replete with useful suggestions for practical work, and the ultimate educative purpose of the subject was strongly emphasized.

Votes of thanks were tendered to Mr. McFarlane, the people of Elgin, the Press and the retiring officers.

The Institute then closed in time to catch the afternoon train.

Considering the difficulty of reaching and leaving Elgin and of making the time-table suit the trains, this institute was largely attended and interesting throughout; and it is a notable fact that every member attended every session.

The officers for 1914 are:—President, Principal Edmunds, Hillsboro; Vice-President, Miss M. A. Patterson, Riverside; Secretary, Miss Alice Thistle, Hillsboro;

Riverside was chosen as the next place of meeting and the week preceding Thanksgiving as the date (subject to change by the executive.)

HANDS ACROSS THE SEA.

The circular of the Hands Across the Sea movement for 1914 has been received, and can be had from the honorary local secretaries, Mr. G. A. Inch, Normal School, Fredericton, and Miss C. A. James, 135 Lockeman Street, Halifax, or from the REVIEW office. The programme of the tour is similar to that of former years, and will include visits to England, Scotland, Wales, and possibly Ireland. The entire cost from Montreal will be about \$235.00, and the party will sail on or about July 3rd. Details of arrangements will be published in supplementary circulars. All who wish to make the tour should send in their applications early, together with the registration fee of \$1.00.

WHERE THE POETS WORKED.

The sixth grade of a certain school in a foreign settlement in South Dakota was learning the use of possessives.

The book required the pupils to correct and expand into a complete sentence the following expression: "Milton and Shakespeare's works." Joseph Nikodym handed in this sentence: "Milton and Shakespeare work in a coal mine."

GETTING READY FOR SANTA CLAUS.

CHARACTERS.—(Four little girls.)

AGNES, BELLE,
CORR, DOROTHY.

SCENE.—A room containing table. Around this are four dolls propped up in chairs. A fireplace is in the room. (The latter can be imitated by pasteboard.)

AGNES.—Of course our dolls must have Christmas.

BELLE.—Yes, and we must hang up their stockings this very night.

CORA.—Let's take our doll's stockings right off and hang them up. (Girls stoop and take off the doll's stockings.)

DOROTHY.—Let us hang them in a row by this fireplace.

AGNES (peeping up chimney).—How do you suppose Santa Claus ever gets down this chimney.

BELLE (All the little girls peep up the chimney).—Oh, I should think that he would stick on the sides.

CORA.—What if he should get stuck here when he was half way down!

DOROTHY.—Then he couldn't get up and he couldn't get down.

AGNES.—What if Santa Claus' reindeer should run away with him?

BELLE.—Then all the lovely presents would be spilled out.

CORA.—That would be dreadful; wouldn't it?

DOROTHY.—Now I will stand up on this chair and hang up all the stockings. (Hangs up the tiny stockings.)

AGNES.—My doll wants a new piano.

BELLE.—My doll wants a workbasket.

CORA.—My doll wants a box of water color paints!

DOROTHY.—And my doll wants a sled and game of Jack Straws.

AGNES.—Now how can Santa Claus get all those things in those stockings!

Those wee, tiny stockings!

BELLE.—I don't really see myself. Let's run and ask Mama how he can do it. She will know. Mama knows everything.

(Little girls all run off.)

The regular Bi-annual Meeting of the
Saint John County Institute
 will be held in the Saint John High School Building
December 18th and 19th

THURSDAY, DECEMBER 18.

FRIDAY, DECEMBER 19

10 a. m. Opening and Enrolment
 Music by High School Orchestra
 Address by President
 INSPECTOR W. M. McLEAN
 11 a. m. "Manual Training in Primary Grades"....
 DIRECTOR F. PEACOCK
 2 p. m. "Composition"....
 Primary Grades — MISS J. MILLIGAN
 Advanced Grades — PRINCIPAL W. H. PARLEE
 3 p. m. "Arithmetic"....
 MISS GERTRUDE WEBB
 Question Box

9 a. m. "Drawing"
 MISS T. McCLELLAND
 10 a. m. "Writing"
 PRINCIPAL M. D. BROWN
 11 a. m. "Nature Work"
 MR. A. GORDON LEAVITT
 2 p. m. "School Gardening"
 DIRECTOR R. P. STEEVES
 3 p. m. "Rewards and Punishments"
 PRINCIPAL S. A. WORRELL
 Discussion DR. H. S. BRIDGES
 General Business. Election of Officers.

W. M. McLEAN, B.A., President

IDA A. KEAGIN, Secretary

A CHRISTMAS CAROL FOR CHILDREN.

TUNE — OLD HUNDRED.

(This might be put on blackboard in large letters and sung by everyone present at the end of the Christmas exercises.)

Good news from heaven the angels bring,
 Glad tidings to the earth they sing;
 To us this day a Child is given
 To crown us with the joy of heaven.

Praise God upon His heavenly throne,
 Who gave to us His only Son;
 For this His hosts, on hoyful wing,
 A blest New Year of mercy sing.

—MARTIN LUTHER.

One Christmas Eve a peasant felt a great desire to eat cabbage and, having none himself, he slipped into a neighbour's garden to cut some. Just as he had filled his basket the Christ Child rode past on His white horse, and said: "Because thou hast stolen on the holy night, thou shalt immediately sit in the moon with thy basket of cabbage." And so, we are told, "the culprit was immediately wafted up to the moon" and there he can still be seen as "the man in the moon."—*From the Book of Christmas.*

SCHOOL AND COLLEGE.

It has been agreed that the "Interprovincial Education Convention of the three Atlantic Provinces will be held in Halifax on the 26th, 27th and 28th of August, 1914, instead of on the alternative dates suggested on the October "Journal of Education" for Nova Scotia.

A Joint Institute of the teachers of South Colchester and East Hants was held on the 27th and 28th of November at Stewiacke, N. S. About 100 teachers were present, with Inspectors Campbell and Robinson.

An Institute of teachers for the six Eastern Counties of Nova Scotia, will be held during the last week before the Christmas vacation at Hawkesbury, Inverness Co.

Mr. Arthur Carter, the Rhodes Scholar for 1913 from the University of New Brunswick, has begun his residence at University College, Oxford. The University's Rhodes Scholar for 1911, Mr. Jack McNair, is at the same College. Mr. McNair took first class honors in jurisprudence in two years, and is now reading for the degree of B. C. L. He is a member of University College football team and also President of the Colonial Club.

Dr. G. R. Parkin, speaking recently in Montreal of the progress of Rhodes Scholars at Oxford, said: Canadians have been particularly successful in the schools during the past year. They have taken nine firsts in the honor schools, the Newdigate prize poem, the Gladstone prize, and one or two law exhibitions. Our scholars find that strenuous work from beginning to end of the three years course is necessary, if they are to compete successfully with men from the English public schools. No effort should be spared in Canada to send first rate representatives to Oxford. We can't keep the standard too high."

Dr. Parkin adds that the Rhodes men draw other students to Oxford from their respective countries and that last year there were over fifty Canadians studying there.

The regular bi-ennial meeting of the Saint John County Institute will be held in the Saint John High School Building December 18 and 19.

Sir Maxwell Aitken has offered one thousand dollars a year for scholarships to pupils of Harkin's Academy, Newcastle, N. B. Messrs. A. A. Davidson, E. A. McCurdy and W. A. Parke are named as trustees to control the funds and allot

the scholarships. This generous gift gives the Academy a prize list much more valuable than is possessed by any preparatory school in the Maritime Provinces, and should be a means of bringing talent to the front.

Dr. Silas Alward, Dean of King's College Law School opened the lecture course of the school in St. John on Tuesday, November 11th, with a lecture on the Evolution of Chancery.

Professor Chesley Martin of the University of Manitoba, formerly of St. John, and the first Rhodes Scholar from New Brunswick, is winning great success in Winnipeg, as a history lecturer. Last winter he gave a course of the lectures on "Conflicts in Manitoba," which are to appear in book form. He has now begun a course of six lectures on social and political conditions in Manitoba. These lectures are open to the public, and are given with the avowed object of popularizing the study of the history of Western Canada.

The official report of the Mount Allison Institutions for last year gives the number of students in attendance as follows:—Arts and Engineering 196; Theology 45; Ladies College 422; Academy 195. Total 858. Allowance for students counted twice makes the total number enrolled 733.—Sackville Tribune.

From the Acadia Bulletins for October and November we glean the following facts about the Acadia Institutions. There are seven buildings used for teaching, and forty-seven professors and teachers. The trust funds have been increased this year by over one hundred thousand dollars, and the total is now over half a million.

Two new classes have been formed in the Technical School in Yarmouth, N. S. One is a Millinery class, and the other is instructed in the Isaac Pitman System of Stenography.

Calgary is reported as the first Canadian city to establish a pre-vocational educational system. The system will be put in operation early in 1914. The idea has been fostered by Mr. T. B. Kidner, director of Technical Education.

Calgary has a supervisor of play grounds, and has gone far to solve the problem of how to keep boys and girls out of the streets. To meet this difficulty in winter time the playgrounds committee of the Board of Education propose to establish two open air skating rinks, one for boys and one for girls, for every public school having more than eight rooms.

Wolfville High School Commencement exercises took place in the Opera House, Wolfville, N. S., on the evening of October 14th. After an excellent musical programme, prizes to the amount of one hundred and twenty-five dollars were presented to the students of last year for high standing at the Provincial examinations. By frequent applause, the enthusiastic audience which filled the Opera House, attested its appreciation of the work of Principal Ford and his pupils.

Professor S. M. Dixon, who is well known in Canada, has received the important appointment of Professor of civil engineering at the Imperial College of Science and Technology in London. Professor Dixon, when at the University of New Brunswick, was one of the most popular of the University Extension lecturers. He was afterwards on the staff of Dalhousie University. Of late years he has been Dean of the Science Faculty of Birmingham University.

The Lieutenant Governor's silver medal awarded to the pupil who wrote the best papers for entrance at Fredericton High School, was won by Miss Helen Richardson, daughter of the Bishop of Fredericton.

Fredericton High School has organized a debating society, with Mr. J. T. Hebert as President.

His friends are congratulating Mr. Sydney Ingraham, who won the Asa Dow Scholarship at the University of New Brunswick. Mr. Ingraham's early home was Temple, N. B.

Miss Faith D. Henderson of St. John High School, daughter of Mr. George A. Henderson, is the winner of the gold medal offered by the late Hon. John V. Ellis for the best English essay. The subject was Ideals, and their value.

The Fortnightly Club prize for English in Grade XII of the same school was won by Miss Mattie Levi.

Bridgewater, N. S., is to have a new school building. Many people were present at the laying of the corner stone and speeches were made by the Superintendent of Education, Inspector McIntosh, Principal McKittrick of Lunenburg, and others.

The Natural History Society of St. John offers in all four courses of lectures this winter. The Tuesday evening lectures are very much along the lines of the regular work of the society, and the first course given on Thursday afternoons consists of six lectures illustrative of objects in the Museum. In the free afternoon lectures to be given after Christmas the Ladies' Association are taking up the timely and important topic of Home Economics. Some of the lectures are to be delivered by teachers of the subjects treated, and they should all be largely attended. It is coming to be recognized more and more that the Society is doing valuable educational work in St. John.

St. John teachers are likely to have an increase of salary. The teachers' Committee of the Board of School Trustees passed a resolution recommending an increase of \$100 a year to the salaries of all teachers in the public schools. If the resolution is adopted the principal of the High School is to have an increase of \$200, and reserve teachers will get \$50 extra pay.

St. John is not alone in this movement in the Maritime Provinces. If the new schedule approved by the Committee of the Halifax Board is adopted by the Trustees, the teachers of Halifax will also receive a substantial addition to their present salaries. The scale for teachers in the common schools below Grade VIII is as follows:—First Class A teachers will begin with \$500, increasing in four years to \$650; for Class B salaries will range from \$470 to \$570; and for Class C, from \$440 to \$520.

Mr. Sydney Jones of Springhill has won the Stevenson Scholarship, tenable for two years, at the University of King's College.

Miss Vera H. Brooks has been engaged by the School Board at Southampton, N. B.

McGill University has conferred the honorary degree of Doctor of Laws on Sir Gilbert Parker and Mr. F. R. Benson, the Shakespearean Scholar.

THE YOUTH'S COMPANION CALENDAR FOR 1914.

The publishers of The Youth's Companion will, as always at this season, present to every subscriber whose subscription is paid for 1914, a Calendar for the new year. It is a gem of calendar-making. The decorative mounting is rich, but it is subordinated to the main purpose to produce a calendar that is useful.

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CURRENT EVENTS.

An Austrian scientist has made a discovery which, it is believed, will make it possible to extract radium from a new source and at a much lower cost of production.

A new method of typhoid vaccination, more efficacious than any of the other methods in use, is reported from California.

A Canadian physician has found a cure for leprosy, and several patients under treatment in the Tracadie hospital are said to be either completely cured or much improved.

Red rain, a very rare phenomenon, recently fell at Gibraltar. The colouring matter is supposed in this case to have come from a sand storm in Africa.

Enough bones of the horned dinosaur to form a complete skeleton have been found in Alberta. The prehistoric creature, the remains of which were first discovered in 1876, stood about five feet high, and was fifteen feet long.

The whale is disappearing, on account of the very active whale hunting being carried on at present. No less than thirty Norwegian companies are engaged in this work off the eastern and western coasts of Africa.

The census shows a slight increase in the Indian population of Canada, and an improvement in general conditions. There is an increase in their cattle industry, in their area of cultivated land, and in their income from hunting and fishing.

It has taken three years to construct the piers for the Quebec bridge, which are now finished; and it is expected that three years more will elapse before trains can run over the bridge.

Armored aeroplanes are built in both France and Germany. In Russia an aeroplane has carried ten passengers, in addition to its crew, and enough fuel for twenty-four hours. Yet it is said that Great Britain leads in the construction of military aeroplanes, which will be an essential part of the equipment of every army in the future.

A railway now extends along the coast of Chile from Iquique to Puerto Montt, a distance of over eighteen hundred miles. When completed, this line will run from the frontier of Peru to the Strait of Magellan.

Over a very large area of Australia, and especially where the rainfall is light, there is an apparently inexhaustible supply of water which can be reached by boring. In this way much has been added to the value of large tracts of country, both for stock raising and for general productive purposes. For some time the South Australian government has been boring for water on the southern limits of the artesian basin, in the neighborhood of Lake Frome; and last month a supply of good water was tapped yielding two thousand three hundred gallons a day.

It has been found that rubber of good quality can be made from the milky juice of our common wild lettuce.

Hudson Bay fisheries are to be thoroughly investigated by the Canadian government, as it is expected that with the opening of the Hudson Bay Railway a large fishing industry will be developed. The number of steamers entering Hudson Bay this year has been the largest on record.

It is claimed that some of the eucalyptus trees of Australia are taller than the California redwoods, which are commonly considered the tallest trees in the world.

The Russian government has established wireless stations to notify vessels when the entrances to the Kara Sea are free from ice.

The F-rays, which are said to be capable of igniting explosives at a distance, may put an end to war as it is now conducted and take us back to the days of hand to hand fighting. The stores of ammunition upon which our fleets and armies now depend would be useless if they could be exploded by an enemy long before the hostile fleets or armies came within range. It is not strange that forms of radiant energy which we can neither see nor feel should have remained so long unknown. The waves of wireless telegraphy are many miles in length; those of light only about one-fifty-thousandth part of an inch long. Between these there must be many rays capable of producing effects hitherto unrecognized; and it is not incredible that we may yet discover and use other forms of radiation, the waves of which we can neither see nor hear nor feel.

The world's greatest living poet is a Hindu named Tanore, to whom the Nobel prize for the best literature of the year has been awarded. Some of his works have been translated into English.

A hundred and forty thousand Asiatics in Natal demand the removal of race distinction in the new immigration act which prohibits migration from one province to another. The situation is very grave, and there is strong feeling in India that the Imperial Government should intervene. Such intervention would in itself be a serious matter, as in South Africa the question is held to be of purely local concern.

On the twenty-fourth of November Californians celebrated the two-hundredth anniversary of the birth of Serra, the Franciscan missionary who founded many of the old missions for which California is famous. He and his followers brought the Indians under control, and introduced the cultivation of the olive and the grape. The beautiful buildings which they erected are still the pride of that country, and have given rise to a style of architecture now widely adopted throughout southern California and the adjacent states.

An aerial cableway seventy-five miles long will be built in northern India, where conditions make a railroad impracticable.

The British and German governments have sent war ships to Mexican waters to protect their national interests. The government of Japan is also sending a ship, which is important as an indication that Japan claims the right to be consulted in international affairs.

The President of the United States has declared in his last message to Congress that there is no government in Mexico, the rule of General Huerta being only a military despotism with the collapse not far away. What will happen then perhaps he knows. Many think that the Mexicans themselves will be unable to restore order and set up a stable government, and that the United States, if called upon to do so, would find it a long and difficult task. Meanwhile it is reported that seven generals of the Mexican government forces have surrendered themselves to the rebels, and that the latter are practically in full control of all the northern part of Mexico.

The course of events in Mexico has found a remarkable parallel in the recent occurrences in China. The Chinese parliament has been suspended by presidential decree, and replaced by an administrative conference more ready to carry

out the wishes of their ruler. And, though there are no revolutionists at present in the field in China, a wide-spread plot to overthrow the government has been discovered.

THE MAGAZINES.

With such names in the list of contributors as Archibald Lampman, Wilfred Campbell, Pauline Johnson, J. D. Logan, Jean Blewett, Arnold Haultain, Isabel Ecclestone Mackay, Madge Macbeth, Virna Sheard, Robert Barr, and Mrs. Arthur Murphy, THE CANADIAN MAGAZINE for December is a noteworthy number. Because of the eminence and long silence of the author, the ballad, "The Settler's Tale," by Archibald Lampman, is given first place. It is a sad tale of a pioneer who first digs a grave in the wood to bury the wife who had borne a child, and then, after a few years, he has to dig a grave for the child. The simple pathos of this ballad is very touching. Although Lampman has been dead more than ten years, this ballad never before has appeared in print. The whole number is one of unusual interest, with beautiful reproductions of paintings by J. W. Morrice, John Russell, Archibald Browne, Laura Muntz, Lawren Harris, Gertrude Des Clayes, J. E. H. Macdonald, R. E. Johnston, and a silver medal photograph by M. O. Hammond.

The "Christmas Stocking" number of "St. Nicholas" is a foretaste of the holidays' treats. There are some charming illustrations by Arthur Rackham, other funny pictures and verses, the usual short stories, one of a little girl who fell asleep over "Through the Looking Glass" and met "Alice" in dreamland. "Miss Santa Claus of the Pullman" is finished, and there is an interesting sketch of the author, who is a great favourite with "St. Nicholas" readers.

TO OUR SUBSCRIBERS.

Statements of accounts will be sent out to our subscribers, as usual, in December and January. To the individual the amounts are small, but they are large in the aggregate, and prompt remittances will be appreciated.

It is especially important that those who are in arrears should send in their dues, in order that the old management may be closed, and the new arrangements fairly started.

The "Review" is sent to an address until ordered to be stopped. Naturally we wish to keep our subscribers as long as possible, but if they wish us to discontinue the paper, it may easily be done by sending a request to that effect.

We thank those of our readers who have already sent in their subscriptions for the current year. We appreciate their continued interest in the "Review", and trust that they will find it as useful in the future as it has been in the past.