

PAGES

MISSING

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CONTENTS:

Editorial Notes	129
Hints for December.....	130
Use of Garden Text Books	131
History of New Brunswick Education	132
Questions on "A Christmas Carol"	134
Notes on School Readers.....	136
The Question Box.....	137
Who, What and Where.....	137
Christmas Poetry and Stories.....	140
Current Events.....	144
School and College.....	146
Recent Books.....	146
Magazines.....	147

NEW ADVERTISEMENTS:

J. & A. McMillan, p. 125; The Reid Studio, p. 125; H. Mont Jones, p. 125; Ferguson & Page, p. 125; Percy Gibson, p. 128; Geo. M. Hendry Co., p. 128; The Living Age, p. 128; Academie deBrisay, p. 126; D. Boyaner, p. 148; Carnegie College, p. 147.

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THE EDUCATIONAL REVIEW,
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The winter course for teachers in Nature Study and Agriculture at Sussex, N. B., will include class work on Seeds, Plant Diseases, Plant Propagation, Sanitation, Insects, General Nature Study and School Garden Correlation. Already a great many applications have been received, and the number of students is limited to one hundred.

Last summer, although the applicants by far outnumbered the places for them, there were vacancies both at Sussex and Woodstock, and some

applicants were disappointed, because several teachers who applied and afterwards decided not to attend the course did not withdraw their names. It is to be hoped that this will not happen again, but that any who, after they have applied, find it impossible to go to Sussex, will promptly notify the Director and thus make room for others.

It is with deep regret that we record the death of Lieutenant Charles Lawson of the 26th Battalion, who died from his wounds at a clearing hospital on November 26th. He is the first of our New Brunswick teachers to give up his life for his country. Lieutenant Lawson was about thirty years of age. He had a brilliant record at school and college, graduating from the University of New Brunswick in 1903. He was for a time a master at Rothesay College, and later on the staff of Western Canada College, Calgary. It was while on the St. John High School Staff that he volunteered for active service.

OUR CHRISTMAS PICTURE.

The picture supplement to this number of the REVIEW is "L'Arrivée des Bergers" from a painting by Henri Lerolle, a modern French painter. It represents the shepherds coming to the birth-place of the Christ-Child. Mrs. Jameson, in "Legends of the Madonna," says that the Nativity has been painted in two ways: As a mystery, where the artist means to express the coming of God to earth, and the central thought is that of worship; and as an event, in which time, place, and circumstance are considered as in any other actual event. The well-known "Holy Night" by Correggio is an example of the first kind of treatment, as Lerolle's picture is of the second. According to some authorities, the stable at Bethlehem was the interior of a cavern, and so it is shown here. All is bare and hard, as if the painter wished to impress upon us the lowliness of the birth of the Prince of Peace.

HINTS FOR DECEMBER.

BY THE EDITOR.

Lift your thoughts up high,
Great hearts are glad when it is time to give.

Henry Newbolt.

As Christmas draws near we all want to be in the spirit of Friday's child, "loving and giving." There has been a wonderful manifestation of this spirit in the year that is past, drawn out by the war and its call for brotherhood and service. As we think of this aspect of the national struggle, we realize that it is a glorious time for children to be growing up in. It is our business to see that they get this impression of the war, an impression, not of hate and ambition and cruelty, but of love and loyalty, of service and self-sacrifice. But our loving and giving are imperfect, marred by selfishness and weakness and passion. It is only in the coming to earth of the Son of God that we can see perfect love and perfect sacrifice. Do your very best to help your children to see that it is because the Christ Child came in this love for us that we have love in our hearts, and that is why we show our love, especially at the time of His birthday, by trying to make other people happy.

Be particular in your selection of Christmas poems. For several years the REVIEW has printed in December poetry suitable for different ages. For the older ones, I always recommend Ben Jonson's noble verses, "I Sing the Birth." They are set to music by Sullivan. Milton's "Ode" should also be known. Longfellow's "Christmas Bells" is too well known to need quoting. It is well suited to this year, and lends itself to concert recitation. All should learn Phillips Brooks' "O Little Town of Bethlehem."

Apart from the rehearsing of programmes for closing day, certain Christmas preparations may be made part of the regular work for several days before the holidays. For instance, in the time of the regular writing lesson, give a Christmas parcel tag — a large one, with good space for writing — to each child. Write or print on the board several simple greetings or verses; let the children copy these on the tags in their best writing, and take them home to put with their presents for father and mother, or to send as a Christmas card. Even the small ones can print "A Happy Christmas" or, "With love from——." If tags are

not to be had, the children may gum a tiny spray of fir or hemlock to a plain card, and write the greeting below.

Many children are not taught at home how to thank the donor of a gift. They will perhaps say "thank you" if the present is put into their hands, but they do not know how to frame a sentence of thanks, nor to write a courteous note. During the last week of the holidays, have a game of "going to say thank you," on the lines of the game of visiting that most children play. The teacher will be the "lady of the house." Let two children at a time go out of the room, and upon admittance, go through the ceremonies of a call, after the greeting, saying, "I came to thank you for, etc., etc.," according to what has been agreed upon beforehand. A little conversation follows, then the leave-taking. Older children should also be taught to write notes of thanks.

Some people object that drilling in manners makes children stilted, and that if they have the right feeling of what is due to others, it is better to let them express it in their own way. All very well, but some children have the right feeling and are uncomfortable because they do not know how to express it. Better be stilted than rude. And if the right feeling is not there when it ought to be the outward form of courtesy saves other people's feelings, and in time may induce the inward grace.

If you are planning your closing exercises simply to give your children a treat, you will find some suggestions in "A Christmas Surprise," printed on another page. The plan there outlined may be simplified or elaborated. In one school that we know of, an older girl, dressed as Santa Claus, left a package on each desk. When the teacher clapped her hands, the children lifted their heads to see Santa Claus standing in the door, and he waved a farewell and cried "Merry Christmas" as he vanished. In another school the older girls dressed a small Christmas tree for the children. The little ones went through a programme of simple recitations; then the tree was carried in, and the head girl read a funny little verse about each child as she distributed boxes of candy. Another year, the little ones were the givers. They were asked to bring something of their own to give to the children in one of the poorer kindergartens in their town. The gifts — toys, candy, cakes, etc., were put in pretty boxes, made in the manual work hours. Far more pleasure was felt

in this work than in receiving presents for themselves. Such plans as these cannot be carried out everywhere, but try to have as many children as possible share in doing something for others. If one of the class is ill, let fifteen or twenty minutes be spent in writing little Christmas letters to him and send them with a wreath of evergreen to hang in his room, or some other little gift that the children can have a hand in. There will always be someone to be remembered.

If you have not yet made any plans for closing day, and are inclined to think it too much trouble to mark it in any way, think better of it, even now. Remember the children who will have no Christmas pleasures at home, and think how little will make them happy. If you can do no more, at least you can do this. Invite the children all to be present, as for a special occasion. Put on a pretty dress, to do honour to it. Read or tell Christmas stories, sing Christmas hymns, and play games. The simplest refreshments will add to the pleasure, but they are not indispensable.

Where programmes for entertainments to parents and friends are to be carried out, they are probably arranged before this. But you will find some simple recitations that can be quickly got ready, on another page. "Santa Claus' Little Boy" has the advantage of giving an opportunity for the little ones to show what they have learned during the term, and different acquirements of theirs may be introduced.

A word about Christmas decorations. Make up your mind whether you want to make your room look pretty or to display the children's work. You cannot always do both, effectively. It is a good idea to keep one corner for the work. Many things that are pretty when looked at closely do not look well from across the room. In general, aim at getting broad and simple effects. A few yards of red, white and blue scrim, properly placed, are much more effective than the dozens of cheap little flags that we see in so many places; and a few large wreaths of evergreen, or a few large branches of pine or fir, or even two or three small trees are better than a number of niggling little bits of decoration stuck here, there and everywhere. And before you begin to decorate, let the school-room and its approaches be clean. Not with merely negative cleanliness, mere absence of dirt, but with that positive cleanliness which is itself a beauty, and with which Holland is said to shine.

I have seen a bare, shabby country schoolhouse transformed by vigorous use of soap and scrubbing brush and the careful placing of a few flowering plants, into a very pleasant place. "Why," asks a would-be literary lady, in one of Mrs. Whitney's stories, "why was Venus fabled to have risen from the foam of the sea?" "Because," snaps out a practical New England housekeeper, "you must be clean before you can be beautiful."

USE OF GARDEN TEXT BOOKS.

L. A. DEWOLFE.

The chapters of *Beginners' Botany* outlined in the November REVIEW will keep students employed until after Christmas. In the meantime, very helpful lessons for all grades above the third may be found in *Elementary Agriculture and Nature Study*, by Brittain; and *The School Garden*, by Weed and Emerson. Many teachers possess both books. All should have them.

In Brittain's book, a very valuable chapter is that on Contents of a Potato Tuber (page 44). That chapter should be gone over thoroughly. Do everything suggested. No elaborate apparatus is needed. The principles taught and methods used here will assist in similar lessons on page 49-60.

It is not enough to find the composition of a potato. Raise the question of why these elements have been gathered and stored away in the tuber. Did the potato manufacture food for *us* or for *itself*?

Plants, like people, look after their own interests. Do we realize what robbers we are in the matter of food? The potato, through inherited instinct, worked all summer gathering elements from the air and the soil and storing them in the tubers with the apparent hope of a big crop of similar potatoes next year. Every tuber was intended to feed a young potato plant. We steal the tubers from the plant and eat them ourselves.

Possibly, however, we more than pay for the damage we do by selecting the best tubers, multiplying them by cuttings, and thereby not only perpetuate the potato race, but improve it. This, however, we do, not for the potato but for ourselves. The potato has in this country become our servant. During its period of servitude it has changed vastly from the wild potato of the south. From our standpoint, we have improved it. I don't know what the potato thinks about it.

Children take cultivated plants and domestic

animals as a matter of course. It is well to call attention to the influence we have had in changing the characteristics of wild plants, wild animals and wild races of men. Some are so susceptible to external influences that they soon lose their wild characteristics. Others either resist our influences, or they have had no virtues that made it worth our while to bother with them.

But even in all this, the law of compensation works. The more civilized plants and people become, the less native hardiness they retain. Have you noticed, too, how in many cases both like to get back to their native simplicity? "Reversion to type" it is called in the plant kingdom. "Back to the land" describes the corresponding tendency among people.

Coming to the Weed and Emerson book, one of its strong features is the outline of garden work month by month. For the winter months, it describes good house plants. Read the chapters beginning on page 35, 89 and 103. These deal with suitable house plants.

During the summer months, house plants seem unnecessary; for the garden supplies everything one can desire. But in winter, we turn to house plants.

The omnipresent geranium is good. But why not enjoy some of the more beautiful, because less common, plants? A good Azalea costs two dollars. But it is worth it. These are not so easily multiplied as we wish; but a single plant will last a number of years if allowed to rest in the summer.

The Cyclamen and Cineraria are easily grown from seed. Both are very desirable house plants. A Calceolaria is worth all it costs.

On account of the ease of growing from cuttings, every school child should have Impatiens, Gloxina, Fuchsia, and Begonia. These are all familiar plants, and cuttings can be obtained from friends.

Personally, I like the Snap-dragon. Dwarf varieties are best for the house. Snap-dragons are perennials, but can't stand our winters. Therefore, they may be grown in the garden in the summer, potted for winter growth in the house, and then returned to the garden the following summer. These plants will bloom nearly all the time if handled in this way. They grow easily from seed and from cuttings.

No teacher should miss the exercises and hints given in the second part of the book (pages 245-314). The book is not prescribed for use in schools but should be used by the teacher as a book of reference.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHINE H. McLATCHY.

(Continued.)

In this act we find alternate provisions for the raising of money for school purposes. The trustees were authorized to call a meeting of the freeholder of the district "having a yearly income in real or personal estate to the value of forty shillings for the purpose of subscribing or voting for the raising of money by assessments."¹ If, however, the school money were raised by subscription the trustees were charged "to take care that the benefit of such schools should be confined to the youth of such persons as contributed to their support."²

Several sections were concerned with school-support by assessment. All money necessary for school purposes, *i. e.*, building and repairing school premises, teachers' salary, etc., was to be raised by assessment.³ The rate was to be levied as were the poor taxes, and limited to persons living within three miles of the school house.⁴ Scholars were to be taught free from all expenses "other than their own books and stationery and individual portion of fuel," in assessment-supported schools.⁵

This act was to continue in force for four years, but when the legislature met in 1818, it made haste to annul that portion of the act which authorized town or parish assessment for school purposes because "it has been found by experience, to be inexpedient to allow the inhabitants of the several towns and parishes, the power of raising money by assessment for the establishment and support of schools."⁶

The privilege of supporting schools by taxation was not again introduced until 1858, when an increase of ten per cent on the provincial aid was promised to the teacher of the district in which the school was so supported.⁷ The inhabitants in general looked upon this method of school support with disfavor and the ancient custom of subscription support was not relinquished without great protest when demanded by the government in 1871.

¹Ibid. Sect. 2. ²Ibid. Sect. 3. ³Ibid. Sect. 11.

⁴Ibid. Sect. 6. ⁵Ibid. Sect. 5.

⁶58 G. III, Cap. XVI, Sect. I. See Part II, No. II (3) of this paper. ⁷See 21 V, Cap. XI, Sect. 6. "Trustees."

This act of 1818 was not entirely reprehensible since it increased the maximum provincial grant from £60 to £100 for each parish, giving as its reason "that it had been found necessary to increase the number of schools in some of the larger towns and parishes."¹ The sum of £20 continued to be the largest grant allowed to any one school.

The necessity of making reports was extended by an act passed in 1823 to the Justices of the General Sessions. They were required to incorporate the reports rendered by the trustees of the several parishes into a general report for the county. A certain form was prepared for this purpose.² The grant from the provincial treasury could only be secured by making such report to the Lieutenant Governor. This act was, with the exception of the above provision, practically a reprint of the act of 1816 and its amendment, (1818). The law of 1823 was continued by two subsequent enactments to 1833.³

The Lieutenant Governor, Sir Howard Douglas,⁴ in his speech to the House in 1828, referred to the condition of schools in the province, and a committee was appointed to make an investigation and report on this matter. The section of this report, dealing with parish schools, spoke most encouragingly. "The committee have also had under their consideration the operation of the Act for the Encouragement of Parish Schools, and have much pleasure in stating that from information received from every town in this province, it appears that very great and lasting benefits have been derived from operation of the said Act, and they have therefore prepared a Bill⁵ to continue and amend the same, which they beg leave, respectfully, to submit to the consideration of the House."⁶

The Act of 1823 was amended by an Act passed in 1829.⁷ By the latter Act the trustees were

empowered to admit any number of free scholars, "being the children of indigent parents."¹ The Justices "are hereby authorized, if they think proper, to appoint a committee of two or more persons to inspect parish schools, in their respective counties and if necessary, to report the state of the same to the Lieutenant Governor."²

The power of displacing the teacher "for misconduct or neglect" was extended to the trustees by Section 2 of this Act. The conditions of such procedure must be reported to the Lieutenant Governor by the way of the Justices. Another new measure proposed by this law was instigated by the difficulties which "have frequently arisen from school houses being the property of private individuals as built on their land." This Section enacted "that the Justices of the Peace and the Trustees shall endeavor to cause the school houses to be built on the public ground of any county or on property conveyed to the Justices who are to receive conveyance of the same, and that no school house shall be removed from one part of the parish to another part without the order of the Justices."³

Female teachers were first mentioned in the Act of 1833. Section 4 of this Act⁴ provided for a difference not only in the parish salary but in the provincial grant for men and women. A man was to receive from the legislature £20 for twelve months or £10 for six months, while a woman was to receive £10 for twelve months, £5 for six months. The above sums were stated as the least that a parish could give for the support of the teacher. A provision was also included in this Act whereby the inhabitants of the parish might provide "board, washing and lodging," in lieu of the share of the salary to be raised by the town. This pernicious clause persisted in the legislation for some years after the end of the period under consideration. By this Act the teacher was required to send a semi-annual report,⁵ to the Justices of the Peace, who, in turn, were accountable to the Lieutenant Governor.

An important journal enactment⁶ regarding schools was passed in 1837. It was amend-

¹Ibid. Sect. 1 and 2.

²4 G. IV, Cap. XXV, Sect. 4. See Part II, No. IV (1).

³9 Geo. IV, Cap. XXX (1828) to 1830. 1 Wm. IV, Cap. XXX (1831) to 1835.

⁴Sir Howard Douglas (1823-31) and his predecessor, Gen. Geo. Stracey Smyth, 1812-1823, were keenly interested in educational matters in the province.

⁵Referred to above, 9 Geo. IV, Cap. XXX (1828) only a continuation of the Act, 4 Geo. IV, Cap. XXV (1823).

⁶Jour. of the House of Assembly, 1828, p. 89. (Mar. 14).

⁷10 Geo. IV, Cap. XXII, Act, etc., of New Brunswick, 1829, Lugrien.

¹Ibid., Sect. 3. ²Ibid., Sect. 6. ³Ibid., Sect. 4.

⁴3 Wm. IV, Cap. XXXI, Acts, etc., of New Brunswick, 1833.

⁵Ibid., Sect. 3.

⁶7 Wm. IV, Cap. 8, Act, etc., of New Brunswick, 1837.

ed by 3 Vic., Cap. 39,¹ which provided for an equal amount of provincial aid to both men and women, at the same time increasing a maximum grant for any parish to 260 pounds. This Act of 1837 was three times continued,² but was finally superseded by the Act of 1847.

By this Act of 1837³ the trustees were authorized and empowered to divide the parish into districts, "as may be found convenient and necessary."⁴ They were required to visit and inspect the schools once in three months.⁵ The schedule of the Justices was to be filed twice a year with the Lieutenant Governor. The number of female teachers was limited to three in each parish. The most important innovation in this Act was that of the appointment of a Board of Education for each county by the Lieutenant Governor in Council.⁶ With this Board was vested the duty of licensing teachers, for "it is expedient that the applicants for parish school licenses shall undergo an examination as to moral character, literary attainments and loyal principles, before obtaining legal authority to undertake the highly important and responsible duty of teaching."⁷

Governor Colebrooke in his speech before the House in 1844, commended the legislature for its liberality in educational matters. "The liberal appropriations you have made for the support of schools attest the importance which you justly attach to the education of the people. As the Act⁸ for the support of parish schools will expire in 1845, a careful inspection during the present year of the whole of the parish schools throughout the province, would, with the aid of a training and model schools facilitate the adoption of an improved and comprehensive system for their more efficient management."⁹ A commission was appointed "consisting of James Brown, M. P., John Gregory, and S. Z. Earle, M. D., to make a careful inspection of all grammar and parish schools and other institutions receiving provincial aid for educational purposes."

¹See Act, etc., 1840.

²By 2 Vic., Cap. 10, to 1843, by 6 Vic., Cap. 38 until 1845, and by 8 Vic. 96, to 1847.

³7 Wm. IV, Cap. VIII, Acts, etc., of New Brunswick, 1837. See Part II, No. II (4) of this paper.

⁴Ibid., Sect. 3.

⁵Duties of Trustees, Ibid., Sect. 3.

⁶Ibid., Sect. 10. ⁷Ibid., Sect. 10.

⁸7 Wm. IV, Cap. VIII.

⁹Journal of the House of Assembly, 1844, p. 16.

QUESTIONS ON "A CHRISTMAS CAROL."

M. W. McGRAY.

1. When was Dickens born? When did he die? Who was reigning in England during this interval? Name some of Dickens' contemporaries. Give any great events which took place during Dickens' lifetime.

2. Write a short history of the life of Charles Dickens.

3. What books did Dickens read in his youth? How many of these have you read?

4. Dickens worked for several newspapers. Name them. Name several of the best newspapers and magazines published in England at the present time; in Canada; in the United States of America.

5. Name six of Dickens' novels. Which have you read? Which one do you like best? Give reason for your preference. Which novel did Dickens say that he liked best?

6. In which of his novels does Dickens call attention to the evil effects of imprisonment for debt? In which does he describe life in a workhouse? Which novel tells the story of Dickens' life? Which gives an unfavorable impression of the United States of America? Which novel describes a wretched boarding-school for boys? Which novel is a story of the French Revolution? Which is woven around the Gordon Riots of 1780?

7. In which of Dickens' novels do the following characters figure: Little Paul, Tiny Tim, Pip, Little Nell, The Doll's Dressmaker, Jo, Mrs. Jarley, Little Em'ly?

8. Dickens was very particular about the names he gave his characters. Describe the sort of person to whom the name Gradgrind would apply. Do the same for the following: Mr. Bumble, Uriah Heep, Harold Skimpole, Jeremiah Flintwinch, Sairey Gamp, Major Joe Bagstock.

Give examples of names that fit the characters from "A Christmas Carol," and explain wherein lies their peculiar fitness.

9. Boz was the nom-de-plume of Dickens. Explain nom-de-plume. Why did he choose that name?

Give the real name or the nom-de-plume of the following: Thackeray, George Eliot, Mark Twain, Washington Irving, Owen Meredith, Marion Crawford, Ian Maclaren.

10. Is "A Christmas Carol" a novel? Give reasons for your answer. What is a novel? Explain carol, glee, catch, air. What is the moral of "A Christmas Carol?"

11. Give examples of humor and pathos from this story.

12. Dickens' father earned £200 a year. How much is that? What does the average man in your town earn? Account for the extreme poverty of the Dickens family. Young Dickens at eleven years of age earned six shillings a week. How much is that? About how much could an eleven year old boy earn now? How much did Scrooge's clerk earn? Explain: Crown, farthing, five-and-sixpence, bob, guinea. Is the guinea in use at the present time?

13. Where is the British Museum? Why did Dickens frequent this building? What would you want to see if you went there?

Taking the British Museum as a starting place, in what direction and about how far are the following: Westminster Abbey, St. Paul's Cathedral, Mansion House, Tower of Lon-

don, Houses of Parliament, Cornhill, Whitechapel? Write a few lines on each of these last seven places of interest.

14. "Pickwick Papers" came out as a serial. Name others of Dickens' novels that came out in this form. Name half a dozen famous modern novels that have been serials in magazines. What do you think of this method of publication?

15. What good lessons did Dickens' business experience teach him?

16. Fleet Street leads from _____ to the _____. Fill in the blanks. Name some of the literary associations that cluster round its courts and by-ways. Name some of the lanes and streets leading into Fleet Street. Name six other well known London streets.

17. Quote six lines from "A Christmas Carol" and tell why you chose those particular lines.

18. Explain cockney, woodcuts, ironmongery, flaring links, gothic window, solicitor's office, articulated clerk, pawnbroker's shop, picturesque post-chaise, block of cake, fashionable parks, fifteen Bob, Welsh wig, Scrooge's dip, postboy, garden sweep, country gigs, beetling shop, pent-house roof and fire-guard.

19. Dickens "was accustomed to talk and write a great deal about eating and drinking, but I have never seen a man drink or eat less. It was the sentiment of the thing and not the thing itself that engaged his attention." What sentiment is attached to eating and drinking? Quote some of these passages from "A Christmas Carol." From other of Dickens' works.

20. How was Scrooge's counting-house lighted? How did Marley wear his hair? Scrooge had his coal in a _____. We have ours in _____. Scrooge's nephew greeted his uncle with _____. We would say _____. "He double-locked himself in." Who did? How did he do it?

20. Describe Scrooge's fireplace. Describe his bed. Where/did the apprentice lads sleep? Who were these lads? When Scrooge went to see his nephew on Christmas Day why did the maid offer to show him upstairs?

21. Write a note on Dickens' adjectives and give some examples like the following: Melancholy dinner, ghostly spectacles, facetious snowball, apoplectic opulence, meagre servant, despondent poplar.

22. What did they drink at Bob Cratchit's? Who drank the mixture? What did they drink at Scrooge's nephew's? At the lighthouse? At any other place? Explain "smoking bishop."

23. Name the games played at the Christmas parties. How many of these do you know how to play? Name some popular modern games. What did they dance at these Christmas parties? Name some of the modern dances.

24. Explain: "The chimes of a neighboring church struck the four quarters." "He sat upon a form." "Poulterers' and grocers' trades." "Pensioned by the government." "Arrested for debt." "Minded the younger children." "Arbitrary signs of shorthand." "People carrying their dinners to the bakers' shops." "She rallied him on his credulity." "Pudding singing in the copper."

25. Compare the ideas of old Scrooge and his nephew on Christmas.

26. Describe and name each of the three ghosts and tell the mission of each. What signs did Scrooge give that he was learning the lessons they came to teach?

27. Has Shakespeare any ghosts? Scott? Are ghost stories popular with modern authors? What different names are applied to ghosts beside spirit and ghost?

28. What characters of the "Arabian Nights" did Scrooge know? You?

29. How does Dickens describe the onions on their shelves? The piles of filberts? Suppose you try to write a few interesting lines on some vegetable and compare your composition with that of Dickens.

30. How were some of the shop windows dressed. Describe the best dressed one you have ever seen.

31. Compare Christmas Eve at Fezziwig's warehouse with Christmas Eve at Scrooge's nephew's.

32. Describe the closing of Fezziwig's warehouse; Fezziwig's voice; Mrs. Fezziwig's smile.

33. Pronounce and give the meaning of: Squalor, fêted, clerk, executor, assign, pageant, tacitly, jocund, ubiquitous, two-pence.

34. Scrooge's rooms consisted of _____. What did Scrooge have for supper on Christmas Eve? How was he dressed? How was Marley's ghost dressed? How did it come? How did it go? Why was it doomed to walk abroad?

35. Explain: Lord Mayor, aldermen, livery, ward, Corporation of the City of London.

36. Who in "A Christmas Carol" had the sunniest pair of eyes you ever saw in any little creature's head?

Who was "brave in ribbons?"
Who stole *what* from the dead Scrooge?
Who "sweetened up the apple-sauce for the Christmas dinner?"

Who sat "in a shivering best parlor?"
Who "was blest with a most contagious laugh?"
Who wore "a monstrous shirt-collar?"
Who "played well upon a harp?"
Who lived at Gad's Hill Place?
Who was "as good as gold at church?"
Who made "a perfect Laocoön of himself with his stockings?"

Who wore a head-dress?
Who was a poor apprentice at a milliner's?
Who carved at the Cratchit's?
Who felt emotion when hearing that Scrooge was dead?
Who lived in Camden town?

HOW DO YOUR PUPILS WRITE.

Are they acquiring careless, scribbly habits? Do they form their letters evenly, correctly and legibly? Are you noticing whether they hand in neat papers?

If they can not write when they leave you they have not been well taught, for by their writing and talking will they be judged and so will you. It pays to teach your pupils to write carefully and well.

Not only have a writing lesson every day for all, if there is time, but notice all papers and do not give so much written work that they cannot do it as it should be done.—*Philippine Educator.*

NOTES ON SCHOOL READERS.

BY THE EDITOR.

INCIDENT OF THE FRENCH CAMP. Robert Browning, N. S. Reader IV, p. 356. N. B. Reader III, p. 75.

The title given above is the correct one. "An Incident at Ratisbon" is the title in the New Brunswick Reader.

As this is a historical ballad the setting must be known. If you have a map of Europe on the board, mark the countries conquered by Napoleon, with the tricolour done in crayons; or, have them pointed out on a wall map. Show pictures of Napoleon. Give a sketch of his life, emphasizing the fact of his influence over his soldiers.

Napoleon was one of the greatest soldiers and leaders that ever lived. Born in Corsica, he entered the army while very young, and rapidly rose to power. After the French Revolution he led the French armies against the other powers of Europe, and won victory after victory. His ambition was never satisfied, and he cared nothing for the misery he worked. But his soldiers adored him, and believed him to be invincible. He was made Emperor of France in 1804. After he had conquered nearly all Europe, he was defeated by the Allies at Leipzig, and forced to abdicate. He was sent to the island of Elba, but escaped, and his old soldiers flocked to fight under him. For one hundred days he was again Emperor, but he was defeated at the battle of Waterloo, 1815, and sent as a prisoner of the British to the island of St. Helena, where he died in 1821.

The story told in the poem is true, but the hero was a man, not a boy. The incident took place when Napoleon was conquering Austria. Ratisbon was taken in May, 1809.

(Connect this with what the pupils already know, *e. g.*, this was while the English under Wellesley were fighting against Napoleon in the Peninsular War. The battle of Corunna was fought by Sir John Moore, four months earlier).

The teacher reads, or, much better, recites the poem. The pupils then read it silently. Teacher asks questions to be answered in the words of the poem, *e. g.*, Where was Napoleon? Describe him as he stood. What was he thinking?

Teacher asks questions to be answered in pupils' own words, *e. g.*, who tells the story? Why does he put a "perhaps" in "Just as perhaps he

mused?" Where is the teller supposed to be? How do you know? Describe Napoleon; the boy. What feelings does the boy show?

Do you think the boy was a hero? Why?

The teacher should use her discretion in discussing the last two lines of the poem from the point of view taken by Owen Wister's *Virginian*:

"The last part drops. The soldier should not have told the general he was killed," stated the cow-puncher. "What should he have told him, I'd like to know?" said Molly. "Why, just nothing. If the soldier could ride out of the battle all shot up, and tell this general about their taking the town—that was being gritty, yu' see. But that truck at the finish—Will yu' please read it again."

So Molly read the last two lines.

"Nay, I'm killed, sire," drawled the *Virginian*. "Now a man who was man enough to act like he did, yu' see, would fall dead without mentioning it."

Can you find in the poem any reason why Napoleon's soldiers were so faithful to him.

Explain: Incident, stormed (a town), prone, anon, vans, touched to the quick, to hearts' desire ("Vans" = wings, is an old use of the word in poetry). What was the "flag-bird"? Is the military title "marshal" still used?

Name poems that tell a short, exciting story of (a) war; (b) the sea; (c) love.

Pick out the words and expressions that seem to you most descriptive. Note: The motion in the last half of stanza 2; the number of short and simple words. The poem has no lines noticeable for beauty of sound. Its merit lies in the directness and vigour with which the story is told.

For composition. Tell the story in about 120 words, beginning thus: A boy soldier of the army of Napoleon received his death wound in planting the imperial flag within the walls of Ratisbon. Write out any other story of heroism in war that you remember, using not more than 150 words.

The *Incident* is, as has been said, founded on fact; but concerning *How they brought the Good News from Ghent to Aix*, N. S. Reader IV, p. 351, Browning himself wrote: "There is no sort of historical foundation for the poem. I wrote it under the bulwark of a vessel, off the African coast, after I had been at sea long enough to appreciate even the fancy of a gallop on the back of a certain good horse 'York,' then in my stable at home." It is, however, thought that Browning had in mind the Pacification of Ghent, which was a union in 1576, of the southern Netherlands

(Belgium) with Holland and Zealand, under the leadership of William of Orange, in their struggle against Philip II of Spain. Browning's explanation directs attention to the main points in the poem, the delight of riding and the rider's love of his horse. The ride from Ghent to Aix-la-Chapelle goes west and southwest across Belgium.

Robert Browning lived from 1812 to 1889. A sketch of his life and a portrait appeared in the REVIEW for April, 1912.

In the notes on these two poems in *Select Poems of Robert Browning* (Longman's English Classics), we find the following directions: *Incident of the French Camp*. "The speaker and the scene must be vividly imagined. We may suppose a little group of French veterans smoking their pipes over a glass of wine at an inn, and recalling incidents in their glorious campaigning with the little general. The speaker is standing, and begins in familiar story telling fashion, 'You know we French stormed Ratisbon,' and continuing, he insensibly assumes dramatically Napoleon's customary attitude, 'legs wide, arms locked behind.' The poem * * * needs careful reading, especially in the fourth and fifth stanzas — the desperate effort of the dying lad to deliver his message — and the transition to the quieter, slower, tenderer manner of the concluding stanza."

How they brought the Good News. "Again, essentially a poem for dramatic realization. The rhythm is the chief factor. The pauses of the opening stanza are important until as the more even swing of the lines intimates, the horses settle down to a steady gallop."

[The notes for January will be on *St Agnes Eve* and *Sir Galahad*.]

THE QUESTION BOX.

SHYLOCK (a misnomer, we trust).—Suitable passages for memorizing in *The Merchant of Venice* are: Act I, Sc. 1, "In Belmont is a lady," eleven lines; Sc. 2, "If to do were as easy" to "mine own teaching;" Act II, Sc. 6, "Who riseth from a feast," six lines; Act III, Sc. 1, "He hath disgraced me" to "better the instruction;" Sc. 2, "You see me Lord Bassanio," seventeen lines. "Is it your dear friend?" to "in Italy;" Sc. 4, "I never did repent," nine lines; Act IV, Sc. 1, "You may as well go stand," ten lines; "The quality of mercy" to "the deeds of mercy;" Act V, Sc. 1, lines one to fourteen; "How sweet the moonlight," twelve lines; "The poet did feign," nine lines; "How far that little candle," nineteen lines.

WHO, WHAT AND WHERE?

QUESTIONS FOR DECEMBER.

(All from one author.)

1. Where does the winter thorn blossom at Christmas?
2. What story was read aloud by the author at Francis Allen's on Christmas Eve?
3. To whom did the merry bells of Yule bring "sorrow touched with joy?"
4. Who were "sick for the hollies and the yews of home" at Christmas time?
5. What happened on "that day when the great light of heaven burned at his lowest in the rolling year?"

QUESTIONS FOR NOVEMBER.

(All from one author.)

1. Where were: (a) Salem House, (b) the Nuns' House, and who was the favourite pupil at each?
2. Who went to school to (a) Dr. Blimber, (b) Dr. Strong, (c) Mr. Wopsle's great aunt?
3. Who said that Watts' verses on "The Little Busy Bee" were applicable only to genteel children?
4. Of what schoolmaster or mistress was it said that:
 - (a). The habit of questioning and of being questioned had given him a suspicious manner, or a manner that would be better described as one of lying in wait.
 - (b). It was part of her system not to encourage a child's mind to expand like a flower, but to open it by force like an oyster.
 - (c). He was a kind of human barrel-organ with a little list of tunes, at which he was continually working over and over again, without any variation?

ANSWERS.

(All from Dickens.)

1. (a). David Copperfield's first school, at Blackheath. Steerforth was accused by Mr. Mell of making use of his position of favouritism. — *David Copperfield*.
(b). At Cloisterham (Rochester). "The pet pupil of the Nuns' House is Miss Rosa Bud." — *Mystery of Edwin Drood*.
2. (a). Paul Dombey, (b) David Copperfield, (c) Pip, in *Great Expectations*.
3. Miss Monflathers said: 'The Little Busy

Bee' is applicable only to genteel children. In such cases as these," pointing to Nell with her parasol, "and in the case of all poor people's children, we should read it thus:

'In work, work, work, in work alway,
Let my first years be passed.'

— *Old Curiosity Shop*.

4. (a). Bradley Headstone, the schoolmaster in *Our Mutual Friend*.

(b). Mrs. Pipchin, Paul Dombey's schoolmistress.— *Dombey and Son*.

(c). Mr. Feeder, B. A., Dr. Blimber's Assistant.— *Dombey and Son*.

Seven sets of answers came in this month, and two were perfect. It is a pleasure to find that some people still read Dickens. No doubt they were glad of an excuse for hunting through their favorite volumes. "The Little Busy Bee" and "The Nun's House" eluded several.

Marks allowed 15.

Anon. Alert, 15; M. L. L. Club, 13; A. A. M., D. H., Jill, Dick 11.

BIBLE READINGS FOR OPENING EXERCISES.

- | | |
|---------------------------|--------------------------|
| 1. Isaiah 43:1-8. | 11. St. Luke 2:15-21. |
| 2. Romans 13:8-14. | 12. St. Luke 2:25-33. |
| 3. St. Matthew 21:1-11. | 13. St. Matthew 2:1-12. |
| 4. Psalm 33:1-12. | 14. St. Matthew 2:13-23. |
| 5. St. Matthew 11:2-10. | 15. St. Luke 2:40-52. |
| 6. Philippians 4:4-8. | 16. St. John 2:1-11. |
| 7. Isaiah 58:6-8, 13, 14. | 17. Romans 12:16-21. |
| 8. Malachi 3:16; 4:2. | 18. St. Matthew 8:1-13. |
| 9. Isaiah 9:2, 3, 6, 7. | 19. St. Matthew 8:23-27. |
| 10. St. Luke 1:46-55. | 20. Psalm 85. |

THE CURRENT HISTORY CLASS.

1. What is the main object of the German invasion of Serbia? For how long has Constantinople been in possession of the Turks?

2. Has the landslide in the Panama canal had any effect upon the progress of the war?

3. On November 12, Sir Edward Grey wrote: "In our view, the conditions of peace must fulfil those laid down by the Prime Minister on November 9, 1914." Name these conditions.

4. What do you know of Lemnos, Italia irredenta, Cyprus?

5. What were the chief events of the war from November 25 to December 25, 1914?

MACHINE GUN.

TO THE EDITOR OF THE EDUCATIONAL REVIEW.

Will you kindly permit me through the columns of the REVIEW to acquaint the teachers of the province with the fact that we have been successful in raising \$1,000 for a machine gun. A cheque for that amount was forwarded to the Minister of Militia on November 15.

In acknowledging the cheque on November 19, the Minister uses these words: "On behalf of the Government of the Dominion of Canada, I desire to thank you, and through you, the contributors for their generous gift." I trust that our gun will soon be in the possession of one of our own battalions.

When sending their contributions many teachers expressed a desire that these funds be given to the Red Cross Society. I have yet on hand upwards of \$60, which will be given for Red Cross work.

Several teachers have asked why my name has never appeared in the published lists of contributors. I wish to state that my expenses for postage, war tax on checks received, exchange, etc., are now something over \$8.00. This I give as my contribution.

On behalf of the committee I wish to thank all those who have assisted in raising our funds to the required amount.

Very truly yours,

H. C. RICKER.

Kingston, N. B., November 25, 1915.

Winter.

Snowflakes flutter down from the clouds
And icicles hang from the eaves,
But the sleeping flowers never know
And lie warm beneath the leaves.

The children polish skates and sleds,
They never find it drear;
The house is full of spicy smells,
And Christmas-time draws near.

St. Nicholas.

A little tree grew in the midst of the wood
Contented and happy, as little trees should,
His body was straight and his branches were green;
And summer and winter the bountiful sheen
Of his needles bedecked him, from top to root,
In a beautiful, all-the-year holiday suit.

— Henry Van Dyke.

SOME DECEMBER SUGGESTIONS.

Now that the beginning children have learned several words in their reading work, it is necessary for them to review these almost daily, in order to learn to call them quickly. Different ways of conducting this word drill are necessary to keep it from becoming monotonous, and here are a few ways that help give variety to this kind of work. If the words are on the board let some children give them all, beginning at the first word; let others give all beginning at the last word; let one child give three or four, the next three or four, and so on; have them begin with a certain word; one may find the words the teacher or pupils ask him to find; two children may have pointers and see who can find a given word first; children may close their eyes, the teacher erases a word, then the children are to discover which word is gone; while their eyes are closed or backs turned the teacher may write a word, and they tell what it is as soon as they turn; or she may write it while they watch, then erase immediately, and have them tell. Sometimes she may let them ask to erase words on the board; these may be a regular list of words or they may be a reading lesson, and they may say, "Please may I erase flower?" This helps fix a good form for their use in asking other privileges. Or the teacher or pupils may ask a child to erase a certain word.— *Exchange.*

MEANING OF HALF-MAST

You have noticed that whenever a prominent person dies, the flags on public buildings are hoisted only half way up. This is called "half-mast." Did you ever stop to think what connection there could be between a flag that was not properly hoisted and the death of a great man? Ever since flags were used in war, it has been the custom to have the flag of the superior or conquering nation above that of the inferior or vanquished. When an army found itself hopelessly beaten it hauled its flag down far enough for the flag of the victors to be placed above it on the pole. This was a token, not only of submission, but of respect. In those days when a famous soldier died, flags were lowered out of respect to his memory. The custom long ago passed from purely military usage to public life of all kinds, the flag flying at half-mast being a sign that the dead man was worthy of universal respect. The space left above it is for the flag of the great conqueror of all — the Angel of Death.— *Selected.*

WHAT WE LEARN FROM EXAMINATION PAPERS.

1. The common house-fly is an injurious insect. To get rid of the fly, kill it.
2. We eat to fill us up. The lining of the stomach keeps it warm.
3. Augustine went to England in 596 to chastise the people.
4. Cartier went back to France and left us a fatal account of all he saw.
5. Ypres is a poisonous gas first used in the Great European War.
6. Many of the passengers of the Lusitania received unanimous letters before sailing.
7. Of all the books I have read, I like "Jessica's Prayer" the best because it has big print.
8. William Wallace sailed into Minas Basin and forced between seven and eight thousand persons on board his boat, because they wouldn't take the oath of elegance.
9. O is an indigestion.
10. Scott read many of the old writers and of the old ballots, so that he soon became a member of the bar.
11. Alfred the Great was so badly defeated by the Danes that he flew in the skies (fled in disguise).

BLACKBOARD ARITHMETIC.

"Do a great deal of blackboard work in arithmetic," says the supervisor. And blackboard space is limited.

While teaching multiplication by two and three figures, I found the following plan very good.

Sixteen children were sent to the blackboard, and worked an example such as this:

$$\begin{array}{r} 257 \\ \times 928 \\ \hline \end{array}$$

The children at their seats proved the example in this way:

$$\begin{array}{r} 928 \\ \times 257 \\ \hline \end{array}$$

Sometimes half the children were sent to the board — the class numbered twenty-eight — and each worked a different example. Each child at his seat proved his partner's example. When work was finished, partners changed places, and did another example.— *Primary Education.*

PRIMARY NUMBER WORK.

I once visited a primary school where the children sat in stiff positions and kept their hands folded behind them a great part of the time. The principal seemed to think this prevented mischief and also helped the children to sit up well. She was a good woman and meant well, but let us hope she has left no descendants to perpetuate such methods of discipline.

The primary teacher of today has learned to utilize the natural activity of the child in teaching every subject. The hands love to touch.

In counting, for variety appeal occasionally to the sense of hearing, as clap three times, 1, 2, 3. Clap four times.

Let the children close their eyes and listen while another child taps on the floor with a stick. How many times? Let them count as the clock strikes if there is one to be heard. Let them also find the figures on the face of the clock if Roman numbers have been discarded.

Do not confuse them with both kinds of numbers until later.

When Roman numbers must be introduced, tell a story about how people who lived far away used to write numbers. Teach the strokes first 1 11 111 1111.

Then as the Romans did not want to go on making strokes, they made something that looks like a hand for five. Look at your hand. Hold the thumb out as far as you can. What letter do you see? V. So they made the letter V for five.

Then can you guess what they added to V for six? etc.?

Later show that those people chose the letter X for ten because it has two fives.

Who can find them? One is upside down.

Then someone said when we put I after X it means eleven, but when we put I before X it will mean to subtract I.

Then they thought of putting I before V. What would that mean? and so on?

These are mere hints to give the spirit of number work in the first year. Begin slowly. If you do, you can double the work later on.—KINDERGARTEN PRIMARY MAGAZINE.

It has been asked why it was worse to send the German armies through Belgium in violation of Belgian neutrality than it is to send French and British troops through Greece without permission. Perhaps the question needs no answer, as the troops of the Allies had permission to land in Greece, and were sent there at the request of Premier Venizelos before he resigned. But there is an answer. Great Britain and France were not bound by treaty to respect the neutrality of Greece; and in infringing upon Greek neutrality, if they chose to do so, they would not be violating their treaty obligations. It might, indeed, be considered a violation of international law; but they have not even infringed in this way by landing troops at Saloniki to aid the Serbians, for Serbia has a treaty right to free access to the sea over Greek territory, and it is strictly in accordance with international law for the Allies to take advantage of their privilege.

The Christmas Story.

(Give the Christmas story in the beautiful wording of the Bible. The following is arranged from *St. Luke ii*. It should be given understandingly and reverently by the children, or groups of children.)

First:

There were shepherds keeping watch over their flocks by night.

Second:

And lo — the angel of the Lord came upon them.

Third:

And the angel said, Fear not — for behold I bring you good tidings of great joy.

Fourth:

For unto you is born this day — a Saviour which is Christ the Lord!

Fifth:

Ye shall find the Babe . . . lying in a manger.

Sixth:

And suddenly there was with the angel a multitude of the heavenly host praising God and saying —

All:

Glory to God in the highest and on earth peace, good will toward men!

A Christmas Carol.

RECITATION — FOR FIVE CHILDREN.

(Repeat the last verse in concert, join hands.)

First:

"What means this glory round our feet,"
The magi mused, "more bright than morn?"
And voices chanted, clear and sweet,

All: "Today the Prince of Peace is born."

Second:

"What means that star," the shepherds said,
"That brightens through the rocky glen?"
And angels answering overhead

Sang, (*All*) "Peace on earth, good-will to men!"

Third:

'Tis eighteen hundred years and more
Since those sweet oracles were dumb;
We wait for Him like those of yore;
Alas! He seems so slow to come.

Fourth:

But it was said in words of gold
No time or sorrow e'er shall dim,
That little children might be bold
In perfect trust to come to Him.

Fifth:

All round about our feet shall shine
A light like that the Wise Men saw,
If we our loving wills incline
To that sweet life which is the law.

All:

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

—James Russell Lowell.

Christmas Carol.

Before the paling of the stars,
Before the winter morn,
Before the earliest cock-crow,
Jesus Christ was born —

Born in a stable,
Cradled in a manger;
In the world His hands had made
Born a stranger.

Priest and king lay fast asleep
In Jerusalem;
Young and old lay fast asleep
In crowded Bethlehem.

Saint and angel, ox and ass,
Kept a watch together,
Before the Christmas day-break,
In the winter weather.

Jesus on His mother's breast
In the stable cold.
Spotless Lamb of God was He,
Shepherd of the fold.

Let us kneel with Mary, maid,
With Joseph, bent and hoary,
With saint and angel, ox and ass,
To hail the King of Glory.

—Christina Rossetti.

An Old French Cradle Song.

Entre le boeuf et l'âne gris
Dort, dort le petit fils.
Mille anges divins
Mille séraphim
Volent alentour
De ce Dieu d'amour.

Entre les deux bras de Marie
Dort, dort le petit fils.
Mille anges, etc.

Entre les roses et les lis,
Dort, dort le petit fils.
Mille anges, etc.

—Exchange.

A Christmas Carol.

The Shepherds had an Angel,
The Wise Men had a star,
But what have I, a little child,
To guide me home from far,
Where glad stars sing together
And singing angels are?

The Wise Men left their country
To journey morn by morn,
With gold and frankincense and myrrh,
Because the Lord was born;
God sent a star to guide them
And sent a dream to warn.

My life is like their journey,
Their star is like God's book;
I must be like those good Wise Men
With heavenward heart and look:
But shall I give no gifts to God?—
What precious gifts they took!

—Christina Rossetti.

STORIES TO BE TOLD.

Piccola.

Piccola was a little girl who lived in a country named France, which is away across the sea. Her father and her mother worked very hard, for they were very poor. They could not afford to buy beautiful books and toys such as you have, for their little girl, although Piccola was just as fond of such things as you are. She didn't have a toy of any kind. But Christmas was near and she felt sure that something beautiful would happen to every child on Christmas day. She hoped that Santa Claus would bring her something with which she could play.

As Christmas drew nearer and nearer she became more anxious. At last Christmas Eve came. She didn't hang up her stocking as you do on Christmas Eve, but she put her wooden shoe by the fireplace. All the poor people in her country wore wooden shoes. While she was putting her shoe in what she thought was the best place, her father and her mother looked on. But they were not joyful as Piccola was. They felt sad because they hadn't anything to put into the shoe. The mother thought to herself: "Oh, if I had only a little cake to put into it!" She knew how disappointed Piccola would be in the morning if she found the shoe empty.

When Piccola was satisfied with the placing of the shoe, she went to bed. I suspect that she felt just as you feel on Christmas Eve, that she could hardly wait until the morning came.

She slept soundly all night, and just as daylight came she awoke. Then she jumped out of bed and ran to her shoe. When she had peeped into the shoe, she clapped her hands and shouted and danced for joy. What do you think she found in it? There was a little live bird in it! It was a little sparrow that had flown against the window during the night; the window was open, so it flew inside. It was shivering

with cold, and the first thing that it did was to search for a warm place. It found Piccola's little wooden shoe which felt warm, so it gladly crept into it.

Piccola then hastened to bring her father and her mother to see what she had found. You may be sure that they rejoiced over it too. As Piccola petted, and warmed, and fed the bird, she said again and again, "This is the best kind of a toy, for it is a live one."

The Christmas Tree.

The little boy and the little girl owned a tiny evergreen. It stood in a grass plot between the sundial, the arbor and the pigeon cote.

The sun warmed it, the rain washed it, the soil fed it, and so it grew straight and beautiful and green.

The year that its tip was as high as the children could reach, the little girl said to her brother, "I have a fine idea. We will give our friends a Christmas tree. We will hang presents for them."

"Yes," said the little boy, "but we must plan about it in the house, or the pigeons will hear us. They would tell all the others before we are ready."

"That is true," said the little girl; "we must surprise them."

On Christmas morning, when the sun sparkled on the snow, the little girl and the little boy began to decorate the tree.

They hung bright-colored boxes of grain and lumps of white suet from every branch. With ears of corn, bunches of wheat heads and rings of bread they made the little tree so gay that it thrilled through all its branches. They tucked away a cabbage, some turnips, more corn and a goodly store of nuts under the lower branches. On the very top they placed a gilded star that shone in the sun.

It was a splendid little Christmas tree!

"Pigeons, pigeons! white and blue!
Here's an errand now for you!"

chanted the children.

"Tell every squirrel and rabbit and bird,
Everything feathered and everything furred,
To come as quick as they can to see
The finest sort of Christmas tree!"

Away whirred the pigeons, and soon there was a fluttering of wings, a pitpat of all sorts of little quick feet; there was a squeaking and piping and peeping when all the little wild things began to gather under the evergreen tree.

The little boy and girl shouted with laughter as they saw the barnyard tribe scramble across the snow, under the leadership of the old gander. How they all clucked and gabbled about the good Christmas corn on the crusty snow! How the little wild rabbits liked the cabbage and turnips, and how the squirrels stuffed their cheeks with nuts! The birds pecked the suet and ate the grain, and fluttered and sang and twittered round the little boy and the little girl. The children danced and clapped their hands; the little evergreen tree glowed and sparkled, and seemed to understand their fun.

The children's mother smiled from the kitchen door, and called out, "What are you little people doing now? Are you having another Christmas?"

"Having a Christmas tree for our friends," they said.

—*The Youth's Companion.*

Paganini, the great musician, once did a great kindness. As he was passing through a street in London one bitter cold Christmas day, he saw a poor blind man standing in the roadway playing on a violin. He was trying to earn a little money to buy some food. But he did not play well, and people hurried by without stopping to listen to his music. No one came to the windows to throw him a penny, and so the poor blind man stood hungry in the cold. Paganini stopped and tapped him on the shoulder, saying, "Well, won't the people give you any money?" "No," was the answer, "they won't open their windows. It is too cold." "Lend me your violin," said the great musician, "and let us see if they will open them for me." Paganini played wonderfully. Everybody stopped to listen; the windows flew open, and plenty of money was thrown to the player. Paganini picked up the silver, gave it to the blind man, and told him to go home out of the cold.

This is like what Christ did for man. He opened men's hearts, that would otherwise have been closed to the poor.

Christmas.

C hrist, Christ is born today!
H oly be thy holiday,
R ise betimes and haste away,
I n the church to kneel and pray,
S urely from thine heart to say
T hou, oh Lord, will I obey.
M any poor around there be
A lms give thou and sympathy.
S o God's blessing light on thee.

—*Lady Lindsay.*

This beautiful acrostic may be used as a Christmas exercise. Make the letters of the word Christmas in either red or black or of evergreen, upon squares of white cardboard about 14 x 14 in. The nine children stand in a row holding their letters behind them. As each child says the line beginning with his letter, he holds it out in sight of the audience. When the lines have all been spoken and the word Christmas is completed, the children repeat the verse in concert, being careful to hold the letters in a straight line. The recitation may be ended with any Christmas text.

—*Alice L. Fairweather.*

Santa Claus' Little Boy and His Dolls.

(*Enter small boy wearing overcoat, cap and mittens.*)

I am Santa Claus' little boy. When my father started out he forgot one load of dolls, so mother said I could take two of the young reindeer and follow him. I came along all right until the moon went under a cloud, then we were stuck in the snow. Those dolls are so cold, I'd like to bring them in and warm them. May I?

Children: O, yes, yes, bring them in.

S. L. B. All right, and I'll wind them up so you can see what clever dolls they are. (*Goes out and returns with ten of the smallest children.*)

S. L. B. Now, just you wait a minute, and we'll be ready. (*Winds them up and dolls straighten out in one line across stage.*)

S. L. B. Now, dollikins, are you warm, and ready to help these children have a merry Christmas? (*Dolls nod. They obey all orders given.*)

1 You may stand like soldiers. 2 March front. 3 March back. 4 Whirl. 5 Look pleasant. 6 Look cross. 7 Laugh. 8 Cry. 9 Face right. 10 March around once. 11 Dance. 12 Straighten your line and tell us some of the things you learned at school. Give me the cross kitty sound. (*Dolls sound f.*) 13 The wind sound. (*Dolls raise arms, sway from side to side, and sound w.*) 14 Now be grandfather frogs. (*Dolls sound g.*) 15 The old cow. (*Dolls sound m.*) 16 The tired dog sound. (*Dolls sound h.*) 17 The clock sound. (*Dolls make movement of pendulum with right arm and sound t.*) 18 The cross dog sound. (*Dolls sound r.*) 20 You may sing your song. (*They sing.*) 21 Well done, dollikins. Wish the children a Merry Christmas, then we must travel along or we'll never catch Santa Claus.

Dolls: Merry Christmas, children.

Children: Merry Christmas, Dollies.

S. L. B. Good-bye, children.

Children: Good-bye, little boy, come again next year.

(*S. L. B. and dolls march out.*)

—Primary Education.

A Christmas Surprise.

Last year, as Christmas drew near, a certain little teacher tried to think of some treat for the last day before the holidays for her pupils who were second and third grade children.

There had been a programme for the parents at Thanksgiving, so at Christmas she did not have the pupils make presents for their mothers and fathers. The drawing periods for several days were devoted to paper cutting and drawing suitable to the season; beyond that the little folks made no preparation at school for Christmas; but their teacher urged them to be present on Friday before the holidays. She wanted each one to be there.

On Thursday after school, one of the older boys tacked curtains made of dark red percale over the windows and covered the two transoms. The curtains were looped back, letting the light enter as usual, and the schoolhouse was closed.

That night at home the teacher and her very loyal family made for each child a pretty paper package of candy and popcorn, and a half pound Christmas box was filled with animal cakes for each one. These were put in two baskets and carried to the schoolhouse early the next morning and covered with the teacher's raincoat.

School opened, the children seeing nothing unusual. After the morning exercises and the roll call, the teacher told the story of Christ's birth as Saint Luke records it. This was followed by the reading of two Christmas stories. Some Christmas songs and some good-night songs were sung, and the teacher went about the room dropping the dark curtains,

and then she lighted four pretty wax candles and placed them on her desk. As the good-night songs continued, each little head dropped on its owner's desk and all "went to sleep."

The teacher sang alone "The Slumber Boat" and went quietly about the room, leaving on each desk a box of cakes and one of the tissue paper packages of popcorn and candy. She clapped her hands and all awoke. What a pretty scene the candle-lit room filled with children with surprised, happy faces made!

Good wishes were exchanged, some songs were sung, a short prayer, asking for God's care over each one while they were separated, was made, and the children were dismissed; but they lingered long enough for the teacher to know that her plan had been successful—*Exchange.*

Shoe or Stocking.

A dialogue suitable for two little boys or girls. The chorus of children speak from their seats in the audience.

First Child:

In Holland, every Christmas Eve
Are set outside the door
Queer wooden shoes, which Santa sees
And fills them from his store.

Second Child:

But here, we hang our stockings up
On handy hook or nail,
And Santa Claus, when all is still,
Will fill them, without fail.

Chorus of Children:

Come, tell us, little girl; be quick,
There is no time to lose.
Between a stocking and a shoe
Which do you think you'd choose?

First Child:

If Santa Claus asked which I'd like
I'd soon a stocking fetch;
It seems to me a stocking's best,
For wooden shoes *won't stretch!*

—Adapted from verses by Edith M. Thomas.

Christmas Dolls.

A recitation for ten or more little girls, each holding a doll, except one, who holds a Teddy Bear behind her back until her turn comes to recite. As each child recites, she steps forward, holds up her doll and points to each article of dress as she names it.

All sing: Tune, "Here we go round the Mulberry Bush."

Here we come with our Christmas dolls,
Christmas dolls, Christmas dolls,
Here we come with our Christmas dolls,
Wouldn't you like to see them?

First Child:

This is my Christmas dolly;
Her name is French,—Celeste;
And of my many children,
She is the very best.
This dress, you see, is finest silk,
Her shoes are dainty kid,
And underneath this pretty hat
Her golden curls are hid.

Second Child:

My dolly is an Eskimo,
From near the Arctic Sea;
Kris Kringle brought her in his sleigh,
On Christmas Eve, for me.
She always wears this dress of fur,
Because, where she was born
It is so very very cold
Thin clothes won't keep you warm.

Third Child:

This is Miss Lucindy Ann —
And though she's black as jet,
She's just as good as any doll
To love and hug, and pet. (*Hugs and pets doll.*)
I found her in my stocking, dressed
In this gay calico,
With bright bandanna on her head,
And orange ribbon bow.

Fourth Child: (Holding up rag doll, or any kind of Canadian made doll).

My dolly did not come from France,
Nor far away Japan;
She's neither Spanish, Dutch, nor Swiss,
But just Ca-na-di-an.
I know she is not beautiful,
Nor very finely dressed,
But I don't care for that — I think
Canadian dolls are best.

Fifth Child: (Holding Teddy Bear behind her.)

Oh, you all think your dolls are fine,
Of that I'm well aware,
But I have one to beat them all,
For mine's a Teddy Bear. (*Holds it up.*)
He doesn't wear a fancy dress,
He likes his coat of brown
And he is just as handsome
As any doll in town.

(*All children hold dolls in sleeping position and sing softly, swaying arms back and forth, to the tune of Hush-a-by-Baby.*)

Hush-a-by dolly, asleep on my arm,
I'll watch you so closely and keep you from harm.
Now you are sleepy, to bed you must go,
Hush-a-by dolly, hush-a-by low.

(*They tip-toe off the stage, humming the air.*)

Abridged and adapted from Elizabeth J. Rook.

KENT COUNTY TEACHERS' INSTITUTE.

A very interesting and instructive meeting of the teachers of Kent county, N. B., took place in Rexton, on October 28 and 29. At the first session, an address was given by Dr. Carter, Chief Superintendent of Education, and a paper was read by Mr. Thomas Bowser of the Rexton Board of Trustees, on "Some Rural School Problems," which was enjoyed by the rural school teachers. A very well attended evening meeting was addressed by the local clergy, by Director Steeves, Director Peacock, and the Chief Superintendent.

Among the papers and lessons given, two deserve special mention; the lesson on Analysis in Grade VII, given by Miss Louise Crocker, and the paper on School Gardens read by Miss Georgie Marr. On Thursday morning the institute divided into French and English sections. In the afternoon, Director Peacock gave an interesting address, and Miss Eleanor Robinson of the EDUCATIONAL REVIEW offered a few suggestions on teaching English composition. A noticeable feature of this institute was the freedom and fulness of some of the discussions. Especially after Miss Crocker's lesson, many pertinent questions were asked, drawing out useful information and advice. Fifty-four teachers were in attendance.

CURRENT EVENTS.

Two Swedish army officers have proved that wireless telephone messages can be despatched from railway trains or automobiles moving at the highest speed. The invention may revolutionize the present signaling system.

The narrow straight lines which astronomers have seen in their observations of the planet Mars, and which are known as the canals of Mars, have proved to be mere optical illusions. The great telescope at Meudon, near Paris, shows no trace of them.

During the twenty-five years ending with 1911, more than half a million human beings were killed by snakes in India. It is now announced that antidotes have been prepared against the bites of two of the most dangerous species, the cobra and one of the vipers.

The dignified and solemn ceremonies attending the coronation, or rather the enthronement, of the Emperor of Japan, and the subsequent celebrations throughout the country, took place last month, although his reign actually began three years ago. There was some ritual reason for the delay, connected with the growing of the rice which was to be used in the ceremonies. Emperor Yoshihito is the one-hundred-and-twenty-second sovereign in an unbroken line extending over two thousand five hundred years; and the

sacred treasures which he has now formally acquired consist of a mirror, a sword and a necklace said to have come down to him from the first of these rulers.

Sir Charles Tupper, the last of the Canadian statesmen who brought about the Confederation of the Provinces, died at his English residence on the twenty-ninth of October, and his remains were brought to Canada for burial. A state funeral took place in Halifax on the sixteenth of last month, at which the governments of the Dominion and of the several provinces were represented. His grandson, Charles Stewart Tupper, of Winnipeg, succeeds to the baronetcy.

The death of Booker T. Washington removes the most eminent man of the negro race in the United States. Born a slave, he made himself a leader of men, and built up at Tuskegee, Alabama, the largest negro school in the world. His work in behalf of his people was recognized and supported by the white people of the country, both South and North. Honorary degrees were conferred upon him by Harvard and Dartmouth, he was consulted by political leaders, and, as the last, and perhaps the greatest honour, a special train was run from Montgomery to Tuskegee to carry state officials and others to his funeral.

So far as the censor permits us to know, there has been nothing of much importance in last month's war news from France and Flanders, except the negative statement that the Germans have not been able to gain a foot of ground in that region since last April. Along the Russian lines, from the Gulf of Riga to Roumania, the armies of the Central Powers have practically abandoned the offensive, and are preparing entrenchments for the winter. On both these fronts, it is believed, the armies of the Allies are increasing in strength, while the German and Austrian armies are weakening.

The most alarming news of the month has come from the Balkan regions. Serbia has been completely overrun by the Austrians, with the assistance of the Germans and Bulgarians, excepting a narrow strip in Macedonia which is held by the French and British forces that have come to the assistance of the Serbians. The Serbian armies, driven out of their own country, have retired to Montenegro and Albania. While the Austrians remain in possession in old Serbia, and the Bulgarians in Serbian Macedonia, the Germans are making an attempt to conquer Montenegro, the only part of the Balkans which the Turks were never able to subdue.

The conquest of Serbia opens up communication between Austria and Turkey; or will do so, as soon as the railway, which was destroyed by the fleeing Serbians, can be repaired. But the British are sending more troops to Saloniki, the Italians are supposed to be landing troops at Avlona, the Russians have promised to send an army against the Bulgarians, and the defeated Serbians themselves are determined to fight until they regain their independence.

The fiercest fighting of the month, and perhaps the fiercest fighting of the war, has been in Austria, where the Italian army is making slow and costly advances against the Austrian town of Gorizia. The fall of this fortress would probably enable the Italians to occupy all the Austrian coast line on the Adriatic.

Italy has given adhesion to the agreement not to make a separate peace; and the Triple Entente, which became quadruple when Japan made the same agreement, may now be called the Quintuple Entente.

The British army in the valley of the Tigris is now within a short distance of Bagdad. The Russians advancing into Mesopotamia from the Caucasus are only three hundred miles to the north. An effort has been made by the German, Austrian and Turkish representatives in Teheran to induce the Persian authorities to oppose these armies; but the Shah has declared himself in favour of the Allies. On their way toward Bagdad, the British have captured Ctesiphon, which was one of the richest cities of the ancient world.

Germany has been conducting secret warfare in the United States against those who were making or sending munitions to the Allies, and the results so far are said to be eight explosions in the Du Pont powder works, nine in other large plants, twenty in smaller factories, nineteen ships set on fire, sixty-nine men killed and many others maimed, and a property loss of six million dollars. The United States Government is making an investigation.

The managing director of the Hamburg-American Line in New York has been convicted in the United States courts of sending coal and provisions to German ships in the North Atlantic after the outbreak of the war. He was commissioned by the German government to do this two years before the war began — a proof that Germany was then planning for the war, and probably planning for the invasion of Canada or the raiding of Canadian ports.

That Greece is friendly to the Allies, though not openly in league with them, is shown by the report that after the fall of Monastir, the chief city of Macedonia, which is about ten miles from the Greek frontier, many Serbian soldiers retreated through Greek territory to reach the French encampment, and that the Greek soldiers did not attempt to disarm them, but showed them every kindness and attention.

It is officially announced that the list of casualties from the Persian Gulf includes the names of ten lieutenant-colonels, showing the severe nature of the recent fighting near Bagdad. Latest despatches from that region say the British forces are retreating. There has been fierce fighting at different points on the Dardanelles, in which the Turks claim the advantage. Activities on the Caucasian front have been checked by the snow, which is said to be ten feet deep. Snow has also hindered operations in the Balkans, where winter seems to have set in early, and on the Italian front.

King Peter of Serbia and his government are now at Scutari, in Albania, near the Adriatic coast.

The Canadian Government has called for a war loan of fifty million dollars, and the subscriptions tendered amount to over a hundred million.

Australia, with a population of four and a half millions, has sent three hundred thousand men to the war. Canada, with a larger population, has not yet sent two hundred thousand.

The government of the Union of South Africa has decided to send a military expedition against German East Africa, and General Smuts, Minister of Defence, will be placed in command.

A new Nurses' Home connected with the London Hospital was to have been called the Alexandra Home, in honour of Queen Alexandra; but, at Her Majesty's request, it will now be called the Edith Cavell Home, as a fitting memorial of Miss Cavell.

SCHOOL AND COLLEGE.

Mr. G. C. Beazley, of the staff of Mount Allison Academy, Sackville, N. B., has resigned his position to join the Dalhousie Medical Corps for overseas service. The teachers and students of the academy gave a farewell dinner to Mr. Beazley on November 12th.

Mr. Bruce Berry, Principal of the Hartland, N. B., schools, has enlisted in the 115th New Brunswick Battalion.

The full amount required to purchase a regulation ambulance has been subscribed by the school children of Nova Scotia, and forwarded to the war office as their gift to the Empire. Nearly five hundred schools sent contributions and the total amount collected was \$2,238.37.

Mr. George G. Perry, Principal of schools at Petitcodiac, N. B., has enlisted for overseas service in the 104th Battalion. Miss Perry will take her brother's duties for the remainder of the term.

At a concert held recently in Gibbon District, King's Co., N. B., by the pupils of the school under the direction of their teacher, Miss Agnes E. Reynolds, a considerable sum of money was realized. The fund was used to purchase a Union Jack, a set of minerals, a table desk and a dictionary for the school. The Trustees are providing a flag-pole.

At the fair at St. Stephen, N. B., the children of Miss Emma Veazey's school earned nine dollars in prizes by their maps, paper cutting and other work, and with the money have added a number of books to the school library.

Principal W. A. Creelman of Sydney, N. S., Academy, reports a record attendance since the occupation of the new academy building, and also the best results on record in the quarterly examinations.

At the meeting of the Board of Education for New Brunswick on November 3rd, a committee consisting of his Lordship Bishop Richardson, Very Rev. Dean Neales, and Rev. F. S. Porter, presented a memorial asking for the introduction of Bible teaching in the public schools. No action was taken, but Lieutenant Governor Wood assured the committee that this matter would have careful consideration.

EMPIRE DAY ESSAY COMPETITION 1915.

Junior Competition.

The Lord Meath Empire Day Challenge Cup and League of the Empire personal prize of £3.3.0 inter all schools of the Empire has been won by John E. Thomas, State School No. 376, Happy Valley, via Ballarat, Victoria, Australia. The following have received honorable mention: *Joan Foster, Witanstede Private School, Saint John, New Brunswick, Canada*; *Annie B. M. Baxter, Convent High School, Townsville, Queensland, Australia.*

The judges were Prof. E. A. Gardner, M. A., University of London, and Sir Philip Hutchins, K. C. S. I.

The subject set for Junior Essays was, "What has been done and what can be done by your country, town or district to help in the present war?" Joan Foster wrote on "What Canada has done in the war." It is no slight distinction to win honorable mention in a competition open to the schools of the Empire, and we congratulate Miss Lawson, Principal of Witanstede School, and her pupil, on this success.

THE TURNING POINT IN MY LIFE.

"The turning point in my life," said the head of a department in one of the world's largest corporations, "was when I was in the grammar school and Miss McDonald insisted on my doing just what was requested, exactly as requested. I learned from her to obey orders. That is better than anything else I learned in all my school days."

A world-wide business is profoundly influenced today by the act of a teacher nearly a quarter of a century ago. She little knew what a great man she was making. But she did know she was trying to do her duty in training boys and girls to obey.—*Selected.*

Don't wait for mud, nor for the board, before you have a door-scraper. The large boys will gladly help you. Stretch old iron hoops between two stakes and there you are. Not very ornamental, perhaps, but much mud is kept out of the school-room.

RECENT BOOKS.

Canadian Commercial Correspondence and Business Training, by H. J. Russell, is written by a Canadian for use in Canada, and is based on the business customs practised in this country. In this respect, we believe it to be the first in the field and we will indicate the ground covered. First comes a thorough drill on writing business letters, including instruction as to form, language, commercial terms and abbreviations and punctuation. This is followed by a chapter of advice on the use and tone of collection letters. Post cards, telegrams, circular letters, letters of application, inquiry and introduction are all dealt with. Instruction is given for proof reading, and modern business methods of ordering, remitting, copying, indexing and filing are explained. Advertising has a chapter to itself. Much valuable information is given about commercial law, banking, insurance, finance and postal regulations. The chapters are short, and each is followed by an excellent set of questions and exercises. Besides these, we find at the end of the book ten pages of general questions and exercises from the examination papers of the Canadian Civil Service Commission, the London Chamber of Commerce, and other institutions, commercial and educational. The book is clearly and forcibly written and well indexed. As a text book in commercial schools, and a handbook in business houses, it can be cordially recommended. [294 pages. The MacMillan Company of Canada. Price, 75 cents.]

An Anthology of English Prose, compiled by S. E. Goggin and A. R. Weekes, gives short extracts from English prose writers, from Mandeville to Kipling. It is prefaced by a sketch of the history of English prose, and to each extract is prefixed an outline of critical biography of the author.

Such of the selections as we have had time to look at seem to us well chosen for the purpose of giving the reader an appetite for fuller reading. A good book for supplementary reading for senior classes. [University Tutorial Press. 315 pages. Price, 2s. 6d.]

Select Poems of Robert Browning edited with notes and an introduction, by Percival Chubb.

This is an admirable introduction to Browning. A selection from the shorter dramatic poems, it includes not only the sixteen poems specified in the College Entrance Requirements of the United States, but as many others chosen by the editor. The introduction contains the most practical advice to readers of Browning that we have ever seen, and we advise anyone who finds Browning hard, or who has hesitated to begin reading him, for fear of finding him hard, to get this little book at once. There is a short biographical sketch, and the notes could hardly be bettered. [Longman's English Classics. Price, 25 cents.]

Notes on Fishes, by George C. Embury, Assistant Professor of Agriculture, Cornell University, has recently been issued by The Comstock Publishing Company, Ithaca, New York. It is the latest number of *The Nature Note Book Series*, edited by Anna Botsford Comstock, and its subject matter is arranged according to the general plan of the other numbers of that series. It contains outline studies and pictures of over fifty fish, many of which are found in our rivers and lakes. The book is essentially a guide to practical work in its subject, and calls for independent study and investigation; it is a book that takes one to the ponds and streams with net and hook, and makes attractive a line of nature-study that has been too long neglected in most of our schools.

Price by mail, 30 cents.

H. G. P.

WITH THE MAGAZINES.

The *Canadian Forestry Journal* for October contains valuable information. An illustrated account of how Father Lefebvre, by employing Indians and school children to plant pines and firs, protected the village of Oka, Que., from drifting sands, is of great interest. The laws of Ontario for the protection of shade trees are quoted, with comments, and Mr. Whitman, President of the Canadian Forestry Association, tells what can be done by municipal ownership and protection of woodlands.

World Wide continues to furnish its readers with the best comment, culled from far and wide, on the matters of the day. The issue for November 20th has a long review, with copious extracts, of Lord Redesdale's Memoirs, giving a very interesting picture of King Edward VII. It also has a notable protest by a German professor against the "bluff" of German writers on the war.

The December *St. Nicholas* is altogether a Christmas number, dressed up for the occasion and offering many gifts appropriate to the season. In "Anna Belle's Christmas Eve," by Josephine Scribner Gates, author of "The Live Dolls" series, Anna Belle interviews a Christmas fairy and discovers just what the holiday means and how to observe it. "The Spirit of Christmas," by Dora H. Hooker, tells how old Mr. Grouch went on a trip and was cured of his bad



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temper. This story is illustrated in two colors by C. Clyde Squires. Carolyn Wells contributes "The Little Fir Tree," a parable as beautiful as one of Hans Andersen's. "The Fate of the Christmas Pie" is a rollicking ballad by Ellen Manly, with illustrations in color by Reginald B. Birch. Mrs. Reeve Burton's amusing verses, "When Christmas Comes," are illustrated by Fanny Y. Cory. "Will Bradley's Wonder Box" will be opened for Christmas,—and will stay open for many months to come; while J. D. Whitney offers in "Mr. S. Claus's Predicament" a Christmas play which groups of children the country over will find just the right play to give themselves. And there are other seasonable features too: a special Christmas cover designed by Will Bradley, an Arthur Rackham frontispiece, and a colored picture, "An Old English Christmas," by Maurice L. Bower.

New Brunswick School Calendar

1915-1916

1915. FIRST TERM.
- Dec. 14th.—Examinations for Class III License begin.
- Dec. 17th.—Normal and Public Schools close for Christmas Vacation.
1916. SECOND TERM.
- Jan. 3rd.—Normal and Public Schools open.
- Apr. 20th.—Schools close for Easter Vacation.
- Apr. 26th.—Schools re-open after Easter Vacation.
- May 18th.—Loyalist Day (Holiday for St. John City only).
- May 23rd.—Empire Day.
- May 23rd.—Examinations for Class III License begin.
- May 24th.—Victoria Day (Public Holiday).
- May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- June 5th.—King's Birthday observed (Public Holiday).
- June 9th.—Normal School Closing.
- June 13th.—Final Examinations for License begin.
- June 19th.—High School Entrance Examinations begin.
- June 30th.—Public Schools close for the term.

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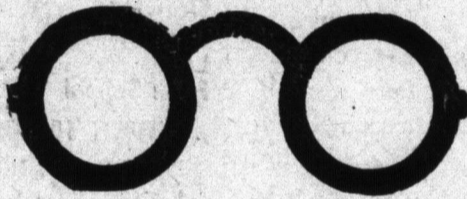
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