

**PAGES**

**MISSING**



"CHRIST DISPUTING WITH THE DOCTORS."

—From a Painting by Hans Hofman.

CHRISTMAS NUMBER WITH SUPPLEMENT.

327 PAGES.

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## THE EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW,  
St. John, N. B.

THE REVIEW takes this opportunity to wish all its readers a Merry Christmas and a Happy New Year.

THE first number of the the EDUCATIONAL REVIEW was published in June, 1887. This number begins the second half of the twenty-third volume. After an existence of more than twenty-two years

under the same management it has now a greater circulation and influence than ever before. The interests of the teachers have been served to the best of its ability by the REVIEW, and our intercourse with them has been pleasant. We are thankful that our lot has been cast among so many kind and appreciative teachers.

By request we republish on another page Mr. Kidner's article on "How to Frame the REVIEW Pictures." The value of these pictures in school decoration and in teaching composition and story-writing is evidently appreciated.

DURING the past year more subscribers have paid for the REVIEW in advance than ever before. It is business-like to do this; it saves us time and trouble in writing bills. There is a keener enjoyment in reading the paper when it is paid for in advance, or as soon as possible during the year subscribed for. The next best thing is to pay early after a statement of account is presented, and we hope our subscribers who receive these statements (not duns) enclosed in their papers during this and the following month will remit promptly.

BEGINNING in January the REVIEW will publish a series of articles on the Geology of Acadia, by Dr. L. W. Bailey, who is well known to readers of the REVIEW from the interesting way he has written on various natural features of these provinces in previous numbers. The series will take up "The Beginnings of Acadia," "Beginnings of Life in Acadia," "Early Earth Movements in Acadia," "Acadia in the Coal Era," "Acadia in the New-Red Sandstone Era," and "Acadia in Glacial Times." These subjects will be illustrated as far as possible, written in as simple language as the subjects permit, and will be of great service in teaching how this part of Canada came into existence.

THE death of the Rev. Dr. MacRae at the home of his son, Principal A. O. MacRae, of Calgary, will recall to many friends the memory of an eloquent preacher and a genial, pleasant man. Although past the allotted age, he preserved his rare intellectual powers to the last. Dr. MacRae was born at Pictou in 1833, and for many years held important pastorates in the Maritime Provinces. He was for several years the president of Morin College, Quebec.

THE Summer School of Science will meet at Liverpool, N. S., in July next. The choice is an excellent one. The town is beautifully situated, well built, attractive, in the midst of fine natural scenery, and is historically interesting. It will give the opportunity to many teachers to study the geography and natural history of a portion of Nova Scotia which is more accessible now than a few years ago.

THE too lavish and indiscriminate giving of presents at this time of year has become burdensome to many who feel the demands on their purses and time. To some this joyous season is looked forward to with feelings of dread and anxiety lest the proper thing may not be done, or that some one may be overlooked. There is a growing feeling that some children are surfeited with Christmas presents and that others in less fortunate families are neglected. But Santa Claus is always generous, and as each festive season comes round he brings more and more good cheer into the homes of the poor and unfortunate. The advocates of Santa Claus need only to be reminded of his visits to needy and neglected places since his reign began.

THE article on another page of this month's REVIEW on Children's Reading indicates some books in which all children take delight. No parent or teacher makes a mistake who recommends reading of this character. But older children, especially those who will soon leave school, require guidance in their choice of books. The masterpieces of literature, books on travel, on patriotic subjects relating to Canada and the Empire, should be accessible to children in the school and home, to stimulate a wholesome love and respect for their country.

THERE are some schoolroom punishments that recall the barbarous methods of the middle ages. A teacher in Queens County, N. B., a few weeks ago punished a lad of seven years by putting his head in a stove, scorching his hair. The lad was taken seriously ill, and it required the services of two physicians to restore him. The matter has been referred to the Chief Superintendent, who has ordered an investigation. It is to be hoped that the details of this unpleasant incident are not as bad as stated.

### The Art of Speaking.

We want more education of the ear and mouth, said Chancellor Jones in a recent educational address. He might have added—especially of the mouth.

Think of the time wasted and the discomfort caused in churches, schools and public places on account of the lack of clear speaking. It is an art that every teacher and public speaker is capable of cultivating, and yet how few exert themselves to produce those well modulated tones, which are a delight to every listener. Public lectures are in a fair way to become unpopular, because there are too many of them, and because speakers rush upon the platform with too little attention paid to the art of delivery. Some pitch their voices too high, others too low; but the equally pitched, well modulated tones that penetrate into every corner of an audience room are rare to hear.

If speakers realized the comfort and pleasure derived from words rightly spoken they would pay more attention to what is in a fair way to become a lost art—the art of a clear and pleasing style of speaking. A lecturer on art in one of our principal cities recently spoke so indistinctly that many of his words were not heard by the audience whose attention was thus kept constantly on the strain. Surely one of the highest forms of art should be the art of public speaking,—to clothe one's thoughts in pure, simple English, and express them in tones that will instruct and charm an audience.

Teachers have it in their power to make the voices of their pupils effective. The most potent way is to train themselves to speak in clear, leisurely, well-modulated tones, which will compel interest and attention. Gradually by the force of example and a little good teaching they will lead their pupils into lasting habits of good, clear speech. Is it not worth the effort?

**The Farmer's Friends and Enemies.**

By A. D. JONAH, Sackville, N. B.

Through reading the REVIEW the writer became interested in the study of bird life and incidentally has been able to interest others in the subject. I knew nothing of birds to begin with. The robin and a few grey birds were my stock in trade. Of the warblers and others of our pretty songsters which add such a charm to summer I knew nothing. Teachers should not plead in excuse that they cannot teach about the birds because they do not know them. Ignorance is no disgrace, but to remain ignorant after we see our ignorance is the real disgrace. Begin with the pupils and let them help you. You will be surprised to find out how much they can help.

In my study of birds I have paid some attention to their economic value to the farmer, gardener and fruit raiser, and in this short article I wish to make one or two points.

How often we hear farmers say that it is harder to grow anything now than it used to be, because the grubs and bugs and weeds are so much more plentiful than they were in times past. Yes, these pests have increased and added to the labour and cost of farming. How many farmers realize that the increase of grubs and bugs are due to the senseless destruction of our birds. An incessant warfare has always been waged by the birds against insects. The latter have increased and will continue to increase in proportion as the former decreases.

Birds are becoming scarcer from three main causes: (1) To gratify the requirements of fashion. (2) Through sport. (3) On account of ignorance.

Let us take up each of these causes as briefly as possible:

(1). How many of us realize the fact that 300,000,000 birds of various kinds are slaughtered annually to gratify the whims of fashion. Think of it! 300,000,000 of "our little brothers of the air" killed to adorn a modern holiday or church-going hat!

(2). Hawks, owls and woodpeckers are shot down "just for fun," and to show "how well I can shoot." These birds with perhaps two exceptions among the hawks, and one among the woodpeckers are useful to the farmer. Hawks and owls destroy field mice which are as destructive as ordinary mice when they become numerous. Woodpeckers destroy the larvae which bore into trees. Besides they destroy many other insects for food.

(3). Through ignorance, farmers and fruit raisers, shoot the birds that they see in their grain fields and orchards. If after shooting one bird the farmer would open its crop he would find a very much larger proportion of grubs and bugs than he would of vegetable food. He would no doubt find some grain, but he would also find a large amount of weed seeds. Would he continue shooting if he did this? The bird was doing good in two ways, eating the grubs that destroy the grain, and eating the weed seeds which will cause more work for the farmer, loss of food and water supply to the growing plants and help smother the young seedlings next year.

Among birds killed through ignorance I will mention only two. The beautiful cedar wax-wing is shot in the spring because it frequents orchards and thus gets blamed for destroying blossoms. It is true that this bird does frequent orchards. It is also true that he sometimes picks the petals, but petals do not produce fruit. These birds are searching for the codling moths, the larvae of which causes the annual loss of many million dollars to the fruit raisers of North America. The codling moth lays its eggs upon the little apple as it stands upright. The larva feed in the newly formed fruit thus arresting its growth and causing it to die before the time of ripening. The larva when its work is done crawls out, forms a cocoon and in about two weeks comes out a moth and begins to lay eggs. (If some wormy apples are placed in a box, the larva will crawl out and you can see it form its cocoon and a little later see the moth without waiting until spring.)

One summer I watched a pair of cedar wax-wings which had a nest in an apple tree. After the young birds were hatched I used to climb the tree several times a day to watch the parent birds feed the young. They soon became accustomed to me and did not show any fear. I was surprised to see the large number of tent caterpillars that the young birds would eat. This caterpillar is one of the most destructive pests of fruit orchards. Most of the readers of this paper have seen their white silky web, or tent, on fruit trees. The tent caterpillar attacks the foliage of the trees.

One fall a friend and I were out near a piece of woods, adjoining a field of ripe grain. The wax-wings were present in large flocks. Several were shot and their crops examined. Nothing but

mountain-ash berries and a few insects were found in them.

Another useful bird is the robin. The writer has seen the farmers shooting them to keep them out of the cherry trees. Yet it has been found by careful observation that each robin eats on an average seventeen quarts of insects during the season and about the same amount of weed seeds.

There is much more that could be written in defence of the birds but this will suffice for the present. Shall we preserve the birds that destroy so many insect pests or kill the birds because they eat some grain and berries, leaving the pests to destroy vegetation? Which will be true economy?

### An Autumn Thought.

The trees had long since changed their colour,

As through the woods I took my way,  
October's hand had pressed so surely,  
That leaf on leaf around me lay,  
October's frosts had turned so purely  
The ferns from green to white that day.

Undimmed as yet by forest fires

The sun peered through the branches brown,  
Its face as usual round and yellow,  
Smiling so warmly with never a frown,  
Making this day in the fall so mellow  
As onward I walked far out from town.

How calmly it shines on the world and its troubles,

How humble we feel as we gaze on its face,  
How surely it teaches us strength and endurance,  
Shining serenely through infinite space,  
How, triumphant, it brings to us all the assurance  
That God is behind it preparing our place!

No one can doubt for all must believe it—

We can see for ourselves—the words are God's own.  
And surely with such an inducement before us,  
Our tasks should be rendered with never a moan—  
We might care less for self and more for our neighbour  
For that only is reaped which ourselves have sown.

— M. L. S.

Fredericton, N. B., October, 1909.

Little three-year old Elner received a dime for taking a dose of castor-oil. The next day her big brother Fred asked her to pick up a basket of cobs. "How much will you give me?" she asked. "A nickle," replied her brother. "Humph!" said Elner, "I can make more than that taking castor-oil."—*The Delineator*.

### Books for Children.

The following chief portions of a paper read by Miss Ethel G. Hannah at the meeting of the St. John, N. B., Teachers' Institute give the impressions of a young teacher who is still in touch with the books she loved to read as a child, in a home where ideal relations between parents and children seem to exist. The course of reading here outlined is an attractive one, and the REVIEW hopes that it may prove suggestive to children as well as to teachers. Miss Hannah's treatment of her subject is partly eclectic, giving, in addition to her own clear impressions, the opinions of authorities which she has selected in preparing her paper. After deploring the evil effects on the minds of children of the comic supplement, certain classes of moving pictures, the dime novel and sensational love stories, the writer says:

There are plenty of innocently funny things in this world without dragging in subjects that have a demoralizing tendency. With the present almost inexhaustible store of good literature for children the task of awakening their taste for it must certainly be a pleasure . . . .

If a literary taste is acquired by browsing among books when young, there is imperative need of cultivating that taste before the child is too old to yield to guidance. Clara Barton, founder of the Red Cross Society of America has said, "not alone the character of what is read, but the period in the life of the reader, will have much to do with the potency of results. The little girl who is so fortunate as to clasp her child fingers around a copy of 'Little Women' or 'Little Men' is in small danger from the effects of the literature she may afterwards meet. Her tastes are formed for wholesome food." Others than Clara Barton have blessed the memory of that beloved writer for children. Who does not know the "March Family." How we all loved and sympathized with Jo and rejoiced when she attained her heart's desire in having the "Little Men" around her. I shall never forget the feeling of sadness and regret which came over me on reading the closing words of "Jo's Boys" where the author says, "The curtain falls forever on the March Family." No doubt Miss Alcott felt that four volumes on the same subject were sufficient, but the charm of the tale was such that we always longed for more.

Sarah Maud, in "The Bird's Christmas Carol," was, in my estimation, a girl to be envied in receiving on that memorable Christmas a whole set of Miss Alcott's books. In what better way can we recall the joy these books afforded us than by instilling a longing for them in the minds of the children with whom we come in contact?

To attempt to give a list of desirable books for children would be hardly necessary, but we might mention a few which always prove interesting to children and very often to the grown folks as well. Some of Mrs. Burnett's, as "Little Lord Fauntleroy," "Two Little Pilgrims' Progress," "Editha's Burglar" and best of all "Sarah Crewe." Though I read it many times I never failed to enjoy the surprise which Sarah received on reaching her little attic bedroom on that never-to-be forgotten evening. The cozy fire, dainty supper, comfortable gown and slippers, the precious books and poor little Sarah standing with her back against the door in speechless astonishment, form a picture the little reader never forgets. The most imaginative child could think of nothing to improve that scene.

In the writings of Mrs. Ewing are some of the best loved and brightest stories in the English language. Mrs. Ewing seems especially dear to Canadians, having spent two years in Fredericton where her husband, Major Ewing, was stationed in 1867. Some of her most interesting sketches are those of animals, in which she shows her deep interest in their welfare and insight into their habits. This marvellous charm of her writing is seen in the story of 'Kerguelen's Land,' where there is a charming description of the mysterious albatross, and the fascinating conversation about the castaway man, carried on between Father and Mother Albatross over their nest of little ones, is most delightful.

Her great fondness for flowers is seen all through her writings. And in her walks about the little town, she found many new flower friends. The trillium which she first saw here, inspired her to write the beautiful legend of the Trinity Flower in which she immortalizes this pure blossom of our wilds—thus describing its beauty—"Every part was three-fold. The leaves were three, the petals three, the sepals three. The flower was snow-white but on each of the three parts it was shaded with crimson stripes, like white garments dyed in blood."

But in her love for children is manifested her greatest gift,—that of story-telling. And the stories were so wonderful, and told in her own sweet manner so irresistible, that a group of grown folks usually crowded about the door of the room where the eager little listeners were gathered. It is not hard to understand the deep hold she obtained on the hearts of her Canadian friends, in the all too short years she spent on this continent.

Some of Mrs. Molesworth's books, as, "Carrots," "The Cuckoo Clock," "The Children of the Castle" and "A Christmas Child," are always favourites with the children, while time would fail to mention those little gems of Laura E. Richards, as "Captain January," "Melodie," "Snow White" and many others. Ethel Turner, author of "The Family at Misrule," "Seven Little Australians" and "Little Mother Meg,"

has proved such an acceptable writer for children, that she has been called a second Miss Alcott.

Whenever there are lists made of books for young readers, "The Life and Strange Surprising Adventures of the York Mariner, Robinson Crusoe" is sure to be among the most popular. The book appeared in 1719, and was read with delight by persons of all ages.

Then just think of the almost inexhaustible supply of animal stories and those of plant life—not to mention the old standards, as "Lamb's Tales," "Short Stories from Dickens" and the "Child Classics." Some would contend that the classics lose something of their charm when presented in editions prepared for young readers. One recognizes the force of this suggestion and agrees it would be best for all reasons, if children knew nothing of many classic works, until they could be read just as the authors wrote them. But unfortunately it too often happens that as boys and girls grow up and assume the burdens of maturity, they do not find time to read widely; they read for amusement, and feeling that there is no leisure to cover the field of literature at all completely, they make no attempt to test the better books. So it happens that unless the knowledge that the best books are also the most interesting is gained in childhood, the busier grown-up years allow no time to make this discovery.

This is also seen in the poor quarters of most of the large cities. It has been found that children are the most numerous patrons of the library, since the adults, not having acquired the habit of reading when young, now take little personal interest in books. That is, whoever does not learn to love books when young loses the power to gain in later life the pleasure and profit coming from the habit of reading.

But young readers are often afraid of the very best books. They think there must be something forbidding in writings that have been looked up to for so many years, and decide to wait until they are wiser before reading the great author. A great author will say some things which children may not understand but he will tell them a great many more truths which they can share with him. Let us try to impress upon our pupils the fact, that in reading nothing is too good for them. Fortunately the best reading is really the most fun; only poor books are truly dull.

A good pronouncing game for Friday afternoons is to send the class out of the room, write on the board a dozen words commonly used and commonly mispronounced, call in the class one at a time and let each one in turn pronounce the list. The teacher may announce in each case how many were correctly pronounced. Here is a good list to begin with: Peremptory, often, patron, sinew, jugular, extol, docile, illustrate, breeches, inquiry, address, sacrifice, consummate, finance, area, ally, exquisite, suggestive, magazine, abdomen, revolt.—*Selected*

## Lessons in English Literature—XIV.

BY ELEANOR ROBINSON.

### THE FAERIE QUEENE—*Concluded.*

#### The Story of the Red Cross Knight.

Prince Arthur and the Red Cross Knight became great friends while they were resting at the castle, and, when they parted, gave each other goodly gifts. Arthur went on his way to seek the Faerie Queene, and St. George set forth again to deliver Una's father and mother from the dragon. Very soon he met a knight named Sir Trevisan, who was fleeing in great terror from the Cave of Despair. St. George persuaded him to show the way to the cave. Sir Trevisan would not enter it again, and urged St. George not to, but the Red Cross Knight was curious to see Despair, and quite sure that he was running into no danger. Now Despair did not fight with arms, but with his wicked and clever words he almost succeeded in making St. George kill himself. But Una snatched the dagger out of his hand and cried:

*Fie, fie, faint-hearted Knight!*  
 What meanst thou by this reproachful strife?  
 Is this the battle which thou vauntst to fight.  
 With that fire-mouthed Dragon, horrible and bright?  
 Come; come away.

So they rode away. But Una saw that her Knight was still too weak after his long imprisonment to continue the journey. She took him to a house that stood near, ruled over by a lady called Caelia, which means "heavenly." This good and kind lady had three daughters—Faith, Hope and Charity. They received the Knight kindly, and in their house he was taught, cheered and encouraged by Faith and Hope, a wise old doctor named Patience, and a sad and stern one called Repentance. Then when he had seen and confessed his sins, Charity taught him how to work love and righteousness. Then the lady Mercy led him to a Holy Hospital, where from seven holy men he learned all manner of good works. After this he was taken up a very steep hill, on the top of which dwelt the aged man Contemplation, who showed him in the distance the Heavenly Jerusalem. It was more beautiful even than the city of the Faerie Queene, and St. George could see the blessed angels coming and going on their errands. Contemplation told St. George that when he had finished his earthly task he could find the way to that Heavenly City.

Then seek this path that I to thee presage,  
 Which after all to heaven shall thee send;  
 Then peaceably thy painful pilgrimage  
 To yonder same Jerusalem do bend,  
 Where is for thee ordained a blessed end;  
 For thou, among those Saints that thou dost see,  
 Shall be a Saint, and thine own nation's friend  
 And Patron; thou Saint George shalt called be,  
 Saint George of merry England, the sign of victory.

St. George wanted very much to stay on the hill-top, and not to go back to the world, to fight and perhaps fall again into sin; but Contemplation told him to remember Una, and how he had promised to deliver her. So now, having learned the way to Heaven, and strengthened against temptation, he was ready for the last great struggle. He and Una went at once to the Dragon's tower. The Dragon was even more fearful than St. George had imagined. They fought for two whole days, and St. George would have died if he had not been refreshed at night from a magic fountain. Una prayed for him all the time, and at last, on the third morning, the Knight was victorious and the Dragon fell dead.

So down he fell, and like an heaped mountain lay.

Then the King and Queen, Una's parents, dared at last to unbar the gates, and come forth; and all the people who lived near, men, women and children, flocked with great rejoicing to see the dead monster; but he was so frightful, even in death, that they dared not come near him.

Una and the Red Cross Knight were brought into the palace with music and singing and great triumph, and preparations were made for the wedding. Even now, their troubles were not quite over, for just as all was ready, and fair Una had come into the hall all beautiful in her shining white wedding gown, a messenger hurried into the hall bringing a letter to the King. It was from the wicked Fidessa, and said that St. George had promised to marry her, and that he was a liar and a traitor. The King was much amazed, but Una stepped forth and told him all about the evil deeds of Fidessa and Archimago. The messenger was seized, and found to be no other than the false Archimago himself. So they cast him into a dungeon.

The wedding went on, but St. George was not yet free to enjoy a peaceful life. He had promised to serve the Faerie Queene for six years more, and he did not forget his promise, but went back to the court, leaving Una to wait until he had finished his work, and could come back to her.

**Two Beautiful Christmas Hymns.**

Probably the following are the most beautiful carols that have been handed down to us from the past. The first is by the saintly Bishop Heber, author of "From Greenland's Icy Mountains." The second is by the ill-fated Henry Kirke White, who died at Cambridge, England, from consumption, brought on by over-study, at the early age of twenty-one:

**Bishop Heber's Carol.**

Oh, Saviour, Whom this holy morn  
Gave to our world below,  
To mortal want and labour born,  
And more than mortal woe.

• Incarnate Word! by every grief,  
By sore temptations tried,  
Who lived to yield our ills relief,  
And to redeem us died.

If gaily clothed and proudly fed,  
In dangerous wealth we dwell,  
Remind us of Thy manger bed,  
And lowly cottage cell.

If pressed by poverty severe,  
In envious want we pine,  
Oh, may the Spirit whisper near,  
How poor a lot was Thine!

Through fickle fortune's various scene,  
From sin preserve us free,  
Like us Thou hast a mourner been,  
May we rejoice with Thee!

**Star of Bethlehem.**

When marshalled on the nightly plain,  
The glittering hosts bestud the sky,  
One star alone of all the train  
Can fix the sinner's wandering eye.  
Hark! Hark! To God the chorus breaks,  
From every host, from every gem;  
But one alone, the Saviour, speaks;  
It is the Star of Bethlehem.

Once on the raging seas I rode,  
The storm was loud, the night was dark,  
The ocean yawn'd, and rudely blowed  
The wind, that toss'd my foundering bark.  
Deep horror then my vitals froze;  
Death struck, I ceased the tide to stem;  
Then suddenly a star arose—  
It was the Star of Bethlehem!

It was my guide, my light, my all,  
It bade my dark forebodings cease;  
And through the storm and danger's thrall  
It led me to the port of peace.  
Now, safely moor'd, my perils o'er,  
I'll sing, first in night's diadem,  
For ever and for evermore,  
The Star! the Star of Bethlehem!

**Merry Christmas.**

"What is going on to-day, Little Cat asked Little Dog. "Every one seems to be happy and merry. I had chicken-bones for breakfast, with ever so much meat on them!"

"I had creamed fish," said Little Cat; "and it was real cream. Look! Little Girl tied a ribbon around my neck, and said I was a beauty. Am I, Little Dog?"

"Yes, for a cat!" said Little Dog. "Am I?"

"Yes, for a dog!" said Little Cat.

"I have a new collar, you see," said Little Dog. "And your girl has on a new blue dress, and my boy a velvet jacket. And they are not going to say one cross word all day; I heard them tell their mother so."

"I was in the nursery this morning," said Little Cat. "The children's stockings were full of toys and sugar-plums, and they kissed each other and said, 'Merry'—something! What can it all mean?"

"Let us ask Great Old Dog!" said Little Dog. "He knows almost everything, and he can surely tell us."

Great Old Dog was asleep, but he woke up and heard their story patiently. "It was 'Merry Christmas!' that the children said," he told them. "This is Christmas Day!"

"What does it mean?" asked Little Cat.

"I don't understand all about it," said Great Old Dog; "but it is the best day in the whole year, for everybody is happy and kind, and tries to do pleasant things for everybody else. I think some one was born who brought kindness into the world."

"Well," said Little Dog, "if everybody is going to be good, we must be good, too. Little Cat, I will not growl at you once to-day, even if they put our dinner on the same plate!"

"Nor I at you," said Little Cat, "even if there is only one cushion by the fireside."

"Nice Little Cat!" said Little Dog.

"Nice Little Dog!" said Little Cat.

Just then in came Little Girl in her blue dress and Little Boy in his velvet jacket. "Merry Christmas!" they cried: "Little Cat and Little Dog, and dear, good Great Old Dog!

We wish you Merry Christmas,  
And a Happy New Year;  
A pocket full of money,  
And a heart full of cheer!

"Merry Christmas!" said Little Dog (but it sounded like "Yap! yap!")

"Merry Christmas!" said Little Cat (but it sounded like Pur-r-r-r!")

"Merry Christmas!" said Great Old Dog, deep down in his great old throat (but it sounded like "Wuff! Wuff! WUFF!")—*L. E. R.*

The following poem is probably an exaggeration, but there may be some people whom it fits—those who are so full of good works for others that they neglect their own homes. There is a happy medium. Look after the poor and unfortunate, but remember the dear ones at home:

#### How We Spent Christmas.

We didn't have much of a Christmas,  
My papa and Rosie and me,  
For mama'd gone out to the prison  
To trim up the poor pris'ners' tree;  
And Ethel, my big grown-up sister,  
Was down at the 'sylum all day,  
To help at the great turkey-dinner,  
And teach games for the orphans to play.  
She belongs to a club of young ladies,  
With a "beautiful object," they say,  
'Tis to go among poor lonesome children  
And make all their sad hearts more gay.

\* \* \* \* \*

My pap had bought a big turkey,  
And had it sent home Christmas Eve;  
But there wasn't a soul there to cook it.  
You see Bridget had threatened to leave  
If she couldn't go off with her cousin  
(He doesn't look like her a bit.)  
She says she belongs to a "union,"  
And the union won't let her submit.  
So we ate bread and milk for our dinner  
And some raisins and candy, and then  
Rose and me went down-stairs to the pantry  
To look at the turkey again.

Papa said he would take us out riding—  
Then he thought that he didn't quite dare,  
For Rosie'd got cold and kept coughing;  
There was dampness and chills in the air.  
Oh, the day was so long and so lonesome!  
And our papa was lonesome as we;  
And the parlor was dreary—no sunshine,  
And all the sweet roses—the tea,  
And the red ones, and ferns, and carnations  
That have made our bay window so bright,  
Mamma'd picked for the men at the prison,  
To make their bad hearts pure and white.

And we all sat close to the window,  
Rose and me on our papa's two knees,  
And we counted the dear little birdies  
That were hopping about on the trees.  
Rose wanted to be a brown sparrow,  
But I thought I would rather, by far,

Be a robin that flies away winters  
Where the sunshine and gay blossoms are;  
And papa wished he was a jail-bird,  
'Cause he thought that they fared the best;  
But all were real glad we weren't turkeys,  
For then we'd be killed with the rest.

That night I put into my prayers—  
"Dear God, we've been lonesome today,  
For Mamma, Ethel, and Bridget,  
Every one of them all went away.  
Won't you please make a club or society,  
'Fore it's time for next Christmas to be,  
To take care of philantrpist's families,  
Like Papa, and Rosie, and me?"

—*Julia Walcott.*

#### The King.

There came a King to Bethlehem town  
Two thousand years gone by,  
Who had no ermine, robe or crown  
To mark his royalty;

Who found no throng to pave His road  
With palms or carpets gay,  
Nor palace rich for His abode,  
Nor courtiers to obey.

Yet empire vast awaited Him,  
On mountain, moor, and main;  
E'en Europe's tangled forests dim  
Held subjects for His reign.

And soon confusion ceased to hold  
Uninterrupted power,  
And some of earth's oppressions old  
Began to cringe and cower.

There came a King to Bethlehem town  
Two thousand years gone by,  
And angels from the heavens spoke down  
A royal prophecy;

That while the red sun's central flame  
Should warm the peopled spheres,  
Though every other kingly name  
Lay dead among dead years,

This King should hold His state above  
The weakness of decay,  
Because the eternal power of love  
Should base His throne away.

There came a King to Bethlehem town  
Two thousand years gone by,  
And still He reigns and still speak down  
The Angel's prophecy;

And some fair century yet to rise  
His power complete shall show,  
And all earth's sceptred cruelties  
Before His throne lie low.

—*Arthur Wentworth Eaton.*

**Winter Homes of Insects.**

Of the millions of insects and ephemera that filled the air, covered vegetation, or swarmed over the earth, a few weeks ago, but few can now be found.

It is interesting to study how they house themselves and how they protect their eggs and larvæ for the winter.

Have you ever thought what becomes of all the bumble-bees? All die when the cold weather comes except the queen. Before the severe weather sets in, the queen bumble-bees select some comfortable place—a deserted field mouse's nest, or a hollow stump or log—where they secrete themselves and lie dormant through the whole winter. They do not prepare food for the winter as do the honey-bees. When the warm weather comes, you may see a queen bumble-bee busily seeking a home where she may start her household.

The mud-wasps build their nests in as protected a place as they can find, lay their eggs, putting into each mud compartment food—spiders and worms—that the grubs may have a supply when they hatch from the eggs. Whether any of this class of insects ever live over winter, *i. e.*, the old ones, or not, I am unable to say. I have never been able to find any specimens during the cold weather.

The leaf-cutting bees select any opening they may find, from an unused keyhole to the hole of the wood worm. Here they fit bits of leaves which they cut to suit the size of the hole, packing their eggs in snugly between layers of leaves and mud, making a warm nest for their young. Examine the fallen leaves and you will find many of them have little knobs on them. Examine these carefully and you will find an egg or a grub of some insect inside the knob.

Did you ever see a mother grasshopper depositing her eggs in the earth? She must die when the cold comes; but she forces her eggs into the earth where they are safe until the warm weather comes.

Spiders are rather tenacious of life, and many of them survive the cold. Go to the dark corners of the garret or cellar; look into hollow trees or logs, and you will find suspended little grayish colored balls in an old web. Open these and you will find hundreds of eggs which the warm weather will hatch into young spiders.

The butterflies and moths have all perished, but before going they have all left their eggs deposited on leaf, or bark, or board, or fence, or somewhere.

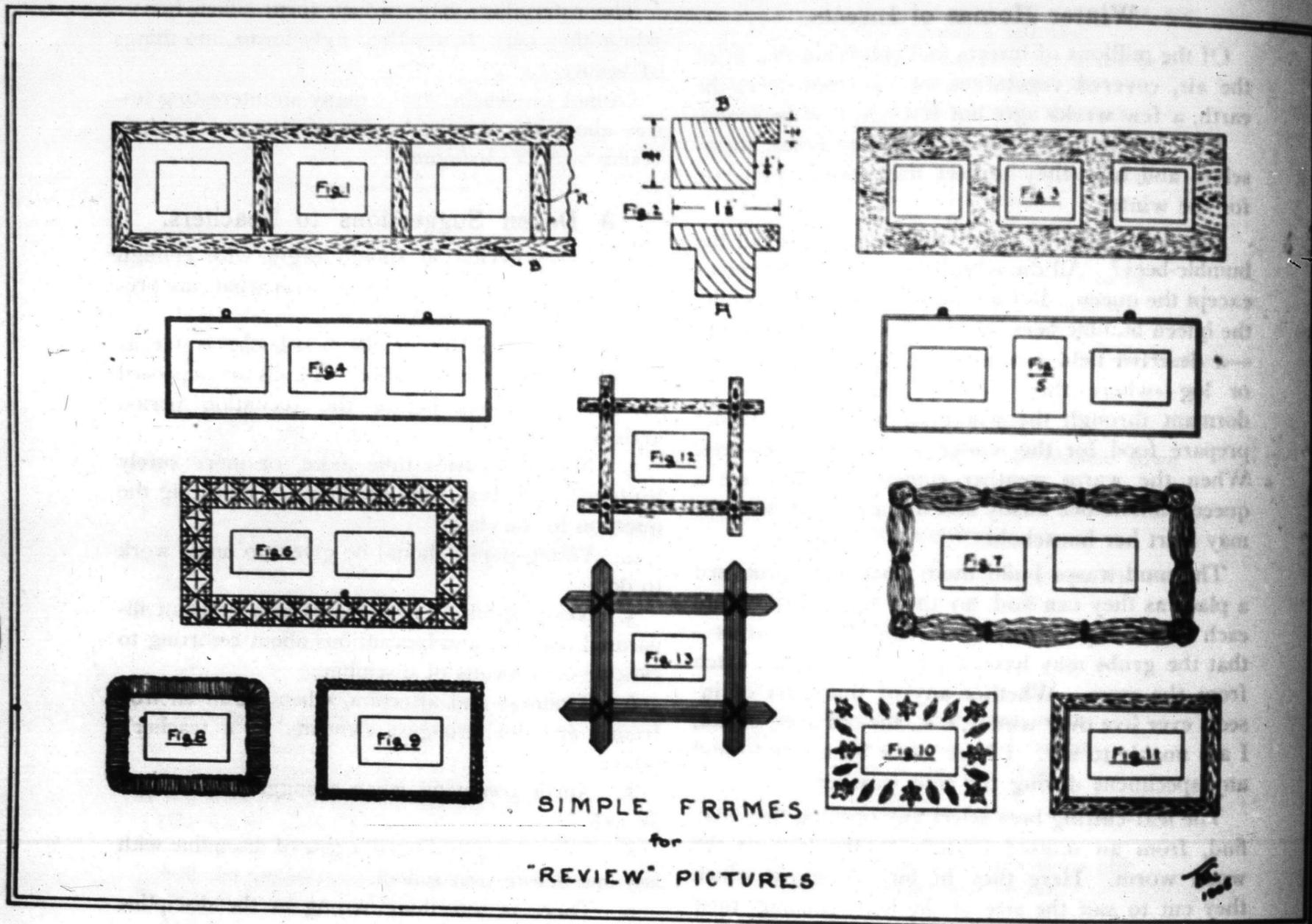
The caterpillars have woven them silken houses where they may change their ugly forms into things of beauty.

Cannot the teacher make many an interesting lesson about the winter homes of insects or their young?—*S. S. Milligan.*

**A Dozen Suggestions to Teachers.**

1. Every recitation should begin with enough of review to connect the lesson with what has preceded.
2. Be independent of the text-book, as far as possible, during the recitation. Pupils are supposed to use text-books before the recitation period arrives.
3. Nothing wastes time more, or more surely leads to inattention, than the habit of repeating the question to the class.
4. Young pupils should be given no home work to do.
5. Never speak to your pupils in a petulant ill-natured manner, and be cautious about resorting to ridicule as a means of discipline.
6. Kindness and affection, when set in an iron frame, are the strongest elements of a teacher's power.
7. Never command when a suggestion will do as well.
8. It is wrong to discuss a case of discipline with any one before your school.
9. There is something wrong in the discipline that would be subverted by a hearty laugh.
10. Avoid all loud, harsh tones of voice; cultivate gentleness of speech and pleasantness of expression.
11. No communication from parents should be treated with disrespect.
12. It never pays to show your temper in dealing with a parent.—*Selected.*

Patrons are critical, and young teachers—teachers whose reputation is not pretty well established in the district—must forego some of these pleasures or pay the price which is frequently costly enough. Be sociable without being frivolous; be talkative without being pert; be friendly without being familiar. Mind your own business and remember a good listener is often more entertaining than a great talker. Keep your character unquestioned and look to your reputation, for without these you had far better leave the schoolroom.—*T. E. Sanders, in Progressive Teacher.*



### Framing the "Review" Pictures.

T. B. KIDNER, DIRECTOR OF MANUAL TRAINING.

The educational value of a well decorated room cannot be over-estimated. Some of the simple frames suggested above may help teachers and pupils towards more helpful surroundings—more inspiring thoughts.

If your school has a regular manual training department, where wood and tools are available, several sorts of frames are possible. At the Kingston Consolidated School, a continuous frame (Fig. 1) was fixed along the tops of the blackboards and inclined forward slightly. The frames are of whitewood, stained a dark brown, the section of the mouldings being shown in Fig. 2. The pictures are not fastened in, and thus may be taken out for closer study or exchanged with other rooms. A better plan still is to put these continuous frames

over the dado in the school hall; this being at a more convenient height for the children.

Another good plan is to frame the pictures in groups of three, as in Fig. 3. Openings of suitable size are cut in a plain board, one-quarter of an inch thick, small strips being tacked to the back to form the places for the pictures and glass.

"Oxford" frames (Fig. 12) and plain mitred frames (Fig. 11) are also easily constructed in the manual training room.

If wood be not available, cardboard will prove a satisfactory and suitable substitute. A piece of grey "mounting board," 22 x 28 inches, costs 15 cents, and will cut into four mats or mounts. The pictures should be trimmed so as to have a white margin of three-quarters of an inch in width and then pasted carefully upon the grey cardboard. Thus mounted, several methods of framing are possible.

The popular "passe-partout" binding may be used

with good effect, the binding serving to hold the glass and cardboard together. Various arrangements of the picture may be made (see Figs. 4 and 5), such as grouping them according to artist, subject or shape, as the case may be.

Another simple plan is to take stout straws—rye preferably—and to sew them side by side as in Fig. 13. Very effective frames can be made in this way, as the straw can be dyed in pleasing colours and the corners of the frame embellished with ribbons.

Recently, while visiting a primary department where the handwork is a specialty, the writer saw a pleasing frame formed by passing a number of the small folded paper frames (stage 4 [b] in the New Brunswick manual training schedule) round the edges of the cardboard mount (Fig. 6). Another simple but good frame was made by using white cardboard for a mat and pasting leaves cut out of coloured paper all round the borders (Fig. 10).

A good edging for the card mounts can be made by sewing the folded paper "cat's ladder" round the edges (Fig. 9). Such a finish would be quite suitable outside the leaves of Fig. 10.

Raffia, that useful and charming material, offers many possibilities for simple frames. Many of our teachers are already familiar with it and its manifold uses; but those who are not can easily obtain some from the nearest florist. It is sold in one pound hanks, and in its natural state is a pale golden yellow, but can be obtained from certain school supply houses dyed in several colours. Woven or braided into suitable widths it can be sewed to the cardboard mount of a picture with good effect. A more simple method is to use common "straw" board—the yellow material used in making milliners' boxes, etc.—in which to cut an opening of suitable size for the picture, a margin being left, say, two inches in width. Round this margin the strands of raffia are wound as shown in Fig. 8. By rounding the outer corners, the difficulty occasioned by the slipping of the raffia at the angles can be obviated.

A substitute for raffia in the last method may be found in the leaves of the common "cat-tail," which are readily obtainable in most districts. They should be gathered in the autumn and dried, but must be dampened slightly before winding on the cardboard frame. A few crimson maple leaves glued to the face of the frame after the cat-tail leaves are in place will complete a very attractive frame at a trifling cost.

### The Ships of Yule.

When I was just a little boy,  
Before I went to school,  
I had a fleet of forty sail  
I called the Ships of Yule.

Of every rig, from rakish brig  
And gallant barkentine  
To little Fundy fishing boats,  
With gunboats painted green.

They used to go on trading trips  
Around the world for me,  
For though I had to stay on shore  
My heart was on the sea.

They stopped at every port of call  
From Babylon to Rome,  
To load with all the lovely things  
We never had at home;

With elephants and ivory  
Bought from the King of Tyre,  
And sheets and silk and sandal-wood  
What sailor men admire;

With figs and dates from Samarcand,  
And squatty ginger jars,  
And scented silver amulets  
From Indian bazaars;

With sugar-cane from Port of Spain,  
With monkeys from Ceylon,  
And paper lanterns from Peking  
With painted dragons on;

With cocoanuts from Zanzibar,  
And pines from Singapore;  
And when they had unloaded these  
They could go back for more.

And even after I was big  
And had to go to school,  
My mind was often far away  
Aboard the Ships of Yule.

—Bliss Carman, in *December Delineator*.

Say informed, not posted; try to go, and not try and go; you ought, not you had ought; the foregoing, not the above; I think or suspect (not expect) a thing has occurred; seldom if ever, not seldom or never; feel well, not feel good; feel bad, not feel badly; I must go, not I have got to go; fewer (not less) pupils or members; just as lief, not just as soon; really good, not real good; a person, not a party; wholesome food, healthful climate, not healthy food or climate; make an experiment, not try an experiment; arrange, prepare or mend, not fix.—*Western Teacher*.

### Outdoor Games for Primary Schools

When it was first proposed to the Brookline teachers that they should take the children out of doors for games during school hours, most of them felt, I am afraid, that another burden was to be put upon their shoulders. It was so much easier to have exercises in the class rooms! And besides, the children had plenty of time between half-past twelve and supper time for mere play.

But after the outdoor plan had had several trials, the teachers began to think differently about it. They found that the children worked better when they came in from the games. The change of scene, the relaxation and exercise, and, almost the best of all, filling their lungs with pure fresh air, not only rested the children but gave them new energy. We found that we could take a class of thirty or forty children, have them put their hats on, file out, play a game or two, and be back in the schoolroom in fifteen minutes.

In a school with five or six rooms, and not a very large yard, all cannot, of course, have their games at the same time, as when they play in the schoolrooms. In such cases, the teachers have different times for going out of doors.

One teacher in Brookline, who is a great believer in out-of-door games, was asked at what time she took her pupils out and how long they were allowed to stay. She replied that she took them out whenever she thought they needed it—sometimes more than once a day. Often, if they came to school in a mood unfit for work, she took them out to play a game before beginning lessons. This, to me, is the ideal way of using the lessons. The teacher derived from the games not only physical benefit for her pupils, but, as she expressed it, "economy of time;" for she found that her pupils could do more and better work by giving fifteen minutes to out-of-door play than they could by using all the day for work.

Probably a good many teachers think and say: "But we have no place large enough to play in." Nevertheless, it really takes very little space. I know of one school where they play (one room at a time) on an asphalt pavement at the rear of the school. Almost every teacher can find a place as large as that, if she only looks for it.

It is best to explain the game to the pupils before going out. First choose your captain, or the one

who is to be "it." Then let them all understand where they are to go, and what they are to do, and there will be almost no trouble or confusion.

The game, *Lame Fox and Chickens*, is an easy one to teach, and it is always enjoyed by the children. One child is chosen for the lame fox, and the others are all chickens. At one end of the yard the children have their house marked off by a stick, or its place designated by the fence or a tree. The lame fox has his den at the other end of the yard.

The chickens go first to their house, and the fox to his den. When the teacher blows her whistle, the chickens run from their house to the fox's den; while he, hopping on one foot, tries to tag them before they can touch his den. If he tags them, they become foxes. If the chickens touch the den without being tagged, they return to their house. The game is repeated until all the chickens have become foxes. The fox must not run; he can only hop and change from one foot to the other.

*London Loo* is a game which is very well suited for the first and second grades, because it is so simple. All the children stand at the end of the yard, except the child who is "it." He stands in the centre and calls out "London!" The others reply "Loo!" and try to reach the opposite goal before they are tagged. The one who is "it" may tag as many as he can before they reach the goal. All who are tagged join hands and stand in the centre of the yard between the two goals. They call "London!" The others reply "Loo!" and run; whereupon the children in the centre let go each others' hands and try to tag as many as they can. The last child caught is "it" for the new game.

*Fisherman* is an exceptionally good game, since it brings in not only a run but also a heave movement. One child is chosen for the fisherman. He has his goal near the centre of the yard. All the others are fish, and have their goal at one end of the yard. At a signal, the fish are supposed to swim from their goal to the opposite end of the yard, while the fisherman runs out and tries to tag as many as he can as they swim by. The fish make the swimming movement with their arms as they run. All the fish who are tagged turn into fishermen and help to catch the others, who run again at the signal. The game is continued until all are caught.

*Black and Red* is a more complicated game, and better suited for the third and fourth grades. The children are divided into two sides, one the Reds and the others the Blacks. They stand back to back in the middle of the yard. The teacher stands between the lines and tosses up a stick marked red on one side and black on the other. If the stick falls with the red side up, she calls "red!" at which the Reds turn and pursue the Blacks, trying to tag them before they reach their goal. If a Black is tagged he becomes a Red and must go to the opposite side.

If the stick falls with the black side up, the Blacks are the pursuers, and the Reds try to reach their goal without being tagged. This is repeated five or six times. The side with the greatest number wins the game.

All who have been tagged turn into bears, and return to the bear's goal. At the signal the cattle again change places, the bear tagging as many as he can. The last one caught, of the cattle, is bear in the next game.

*Dare Base* is a game better fitted for the third and fourth grades than for the first and second. Mark off a goal at each end of the yard; and, midway between, mark a long line called the dare base. Place a catcher at each end of the dare base. The other players stand in the two goals. At a signal, they pass from one goal to the other; as they cross over the dare base they can be tagged by the two catchers. If they are tagged they become catchers and stand on the dare base. They can only be tagged as they are passing over the dare base. After they have crossed it, they are safe.

In these few games which I have described, I have tried to select representative outdoor games, and games that are not as well known as some others. Everyone remembers tag, stoop tag, prisoner's base, hill dill, etc. Strange as it may seem, these old games are enjoyed to-day just as much as they were ten or fifteen years ago.

Charles Dudley Warner, in a lecture on the "Art of Writing," says: "You must enjoy yourself before you can make others enjoy you." This is very true in regard to playing games; you must enjoy them yourself if you want to make the children enjoy them.—*Kindergarten Review*.

The bubonic plague is spreading in Equador, and yellow fever is also prevalent there.

### A Children's Book-mark.

The schools of Cleveland, Dayton, Milwaukee, and other cities are using a very unique and appropriate book-mark in the juvenile books of their respective city libraries. The book-mark embodies a very suggestive little sermon, to which all juvenile readers would do well to listen.

#### Bookmark.

"Once on a time," a library book was overheard talking to a little boy who had just borrowed it. The words seemed worth recording, and here they are:

"Please don't handle me with dirty hands. I should feel ashamed to be seen when the next little boy borrowed me.

"Or leave me out in the rain. Books can catch cold as well as children.

"Or make marks on me with your pen or pencil. It would spoil my looks.

"Or lean on me with your elbows when you are reading me. It hurts.

"Or open me and lay me face down on the table. You wouldn't like to be treated so.

"Or put between my leaves a pencil or anything thicker than a single sheet of paper. It would strain my back.

"Whenever you are through reading me, if you are afraid of losing your place, don't turn down the corner of one of my leaves, but have a neat little book-mark to put in where you stop, and then close me and lay me down on my side so that I can have a good comfortable rest.

"Remember that I want to visit a great many other little boys after you are through with me. Besides, I may meet you again some day, and you would be sorry to see me looking old and torn and soiled. Help me to keep fresh and clean, and I will help you to be happy."

SPELLING CONTEST.—Faucet, parallel, chestnut, knuckles, measles, isthmus, knobs, raspberries, quotient, sieve, caterpillar, niece, massacre, campaign, immigrate, composite, postscript, poultice, tasseled, bureau, skein, receiving, believing, definitely, almond, hyphen, cipher, salmon, pidgeon, ancient.

PRIMARY SPELLING CONTEST.—Chat, neck, jest, crib, skip, kick, dock, reap, leaf, lime, goat, pew, glue, new, stew, sue, jail, bray, paid, yeast, spear, cheat, creep, swine, chide, soak, scald, crawl.—*Western School Journal*.

**The Play Hour.****The Tennyson Puzzle.**

Guess the name of the poem that sings down the vale,  
The poem whose father is King,  
The poem that honours the friend who is gone,  
The poem that rules in the Spring.

The poem that lives in the depths of the sea,  
The poem once baked in a pie,  
The poem from which all its dwellers have gone,  
The poem that is a goodbye.

The poem whose dress was but tatters and rags,  
The poem that lets in the light,  
The poem in which we see "castles in Spain,"  
The poem that sees in the night.

Answers.—The Brook, The Princess, In Memoriam,  
The May Queen, The Mermaid, The Blackbird, The  
Deserted House, A Farewell, The Beggar Maid, The  
Window, The Day Dream, The Owl.

**Girls' and Boys' Nicknames.**

Guess the name of the girl that attends one at golf,  
The girl when they dance 'round the pole,  
The girl that is never afraid of a mouse,  
The girl that transfixes the sole.

The girl that is seen in a frame behind glass,  
The girl that's a trap or a snare,  
The boy that's a crowbar for breaking in doors,  
The boy that's a swirl in the air.

Answers.—Caddie, May, Kitty, Peg, Mat, Net,  
Jimmy, Eddy.

**Boys' Nicknames.**

Guess the boy that's a garment worn under the coat,  
The boy that's the beak of a crow,  
The boy that's a sailor afloat or ashore,  
The boy that's a light, loving blow.

The boy that's a notch in the blade of a knife,  
The boy that's a jerk of the head,  
The boy that's a wooden tub, small at the top,  
The boy colored light yellow red.

Answers.—Dickie, Bill, Jack, Pat, Nick, Bob, Kit,  
Sandy.

**The Mountain Puzzle.**

Guess the name of the mountains abounding in maps,  
The mountains that always look white,  
The mountains whose waters fall over the cliffs,  
The mountains that shine in the night.

The mountains of metal that's eagerly sought,  
The mountains whose spirits are low,  
The mountains first seen when the ship comes to port,  
The mountains near which there are fires.

Answers.—Atlas, Snow, Cascade, Moon, Gold, Blue,  
Coast, Smoky.

**A Floral Bouquet.**

1. Oh tell me the flower that is queen of them all.
2. And the flower dedicated to brides.
3. The flower that stands up so stately and tall.
4. And one that's a colour besides.
5. The flower that's a parent, loving and fond.
6. The flower that's just made to kiss.
7. The flower that's a weapon from over beyond.
8. One worn by a dainty young miss.
9. Though flower with eyes so snapping and bright.
10. The flower that soothes the sad heart.
11. The flower that blooms only at night.
12. The one that we say when we part.
13. The one that Br'er Fox draws on as he walks.
14. The one that the chancleers use.
15. The one that on smoking and whisky e'er talks.
16. The one that's the dropping of dews.
17. The flowers that ring as they wave in the breeze.
18. The flowers that tell you the time.
19. The flowers that bloom on tropical trees.
20. And the flower of morning sublime.
21. The flower that Johnnie can use when he writes.
22. The flower you wear in your hat.
23. The flower that blossoms on bright moonlight nights.
24. And the one that's the end of a cat.
25. The vine you blow on to make a loud noise.
26. And the one that blooms close to the ground.
27. The one that's unpleasant when thrown by small boys.
28. And the ones that in sweetness abound.
29. The one Joseph's brethren were tendering of old.
30. And the one that does preach night and day.
31. The one that makes you think of the cold.
32. And the one that's a dude, blithe and gay.
33. One borne by those disappointed in love.
34. One a boon to the bachelor lone.
35. Some often fall from the heavens above.
36. Some like precious metal has shone.
37. The ones that are now called bachelor girls.
38. And what they'd all do if they could.

—*Woman's Home Companion.*

[Answers in a future number.]

**Sir Frederick Macmillan.**

From England comes the announcement that King Edward has knighted Frederick Macmillan, the present head of the English publishing house of Macmillan & Company, and a director of The Macmillan Company, of New York and Toronto. Mr. Macmillan is the son of the original founder, Daniel Macmillan. In 1843 there appeared a little volume, *The Philosophy of Training*, by A. R. Craig, bearing this imprint: "Published by D. & A. Macmillan, 57 Aldersgate Street." That was the first the reading public heard of a name which has since become so familiar to all in England and America.

**Christmas Selections.**

**Song—Christmas Day.**

(Air: There is a Happy Day.)

There is a happy day, coming, coming near,  
When jingling on their way, Christmas bells we hear,  
Oh, how they sweetly ring, while all the children sing,  
And, oh, what gifts they bring—Santa, deer, and sleigh.

Bright on that happy day beams every eye;  
Gone every care away, each tear and sigh.  
Oh, Christmas, Christmas bells! What a joy your music  
tells.

Each heart with rapture swells,—  
Christmas is nigh.

There was a Saviour born, on Christmas day;  
Born on a winter morn, far, far away;  
Oh, lowly lay the child, near by his mother mild.  
While angels sang and smiled on Christmas day.

**Recitation—What the Winter Brings.**

What does the winter bring?  
Berries red on the holly spray,  
Gems of ice in the clear, cold day,  
That gleam on the tall fir trees;  
Over the world with its laden skies,  
Dainty snow like a blessing lies,  
But it bringeth more than these.  
Time for the busy hands to rest,  
For the cozy seats in the dear home nest,  
With blazing logs piled high.  
And no regrets for the parting year  
Happy hearts for the Christmas cheer  
As you bid its hours good-bye.

—Mary R. Corley.

**Recitation—Christmas Day.**

December is not a nice warm month,  
Like May, or June, I remember;  
And it doesn't ever bring apples and nuts  
Like soft and sweet September.  
And never a tree or grass blade is green,  
And never a flower blossom shy,  
But we love it so much, in spite of its storms,  
Do you want me to tell you why?  
The very best time of the year comes now  
All are happy and kind and gay,  
And presents and kisses and love  
Make up the very best Christmas Day.

There's a song in the air!  
There's a star in the sky!  
There's a mother's deep prayer  
And a baby's low cry!  
And the star rains its fire, while the Beautiful sing,  
For the manger of Bethlehem cradles a King.

—Josiah Gilbert Holland.

**Christmas Time.**

The frost is here,  
And fires burn clear,  
The fuel is dear, the woods are sear,  
And frost is here  
And has bitten the heel of the going year.

Bite, frost, bite!  
You roll up away from the light;  
The blue wood-louse and the plump dormouse

And the bees are still'd and the flies are kill'd,  
And you bite far into the heart of the house,  
But not into mine.

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

—Alfred Lord Tennyson.

**Old Santa Claus in His Den.**

Sing this to the song, "Vive la Compagnie," repeating  
the last two lines.

Old Santa Claus sat in his den all alone,  
With his leg crossed over his knee;  
And a comical look peeped out of his eye  
For a funny old fellow was he.

His little old cap was twisted and torn  
And his wig was all awry  
For he'd sat and thought the whole day long,  
As the hours went gliding by.

He had been busy, as busy could be  
Filling his pack with toys;  
He had gathered his nuts and made his sweets  
To take the girls and boys.

There were dolls for the girls and toys for the boys  
And wheelbarrows, horses and drays;  
And bureaus and trunks for dolly's new clothes  
All here in his pack he displays.

And candy, too, both twisted and straight,  
He had furnished a plentiful store;  
And figs and raisins and prunes and dates,  
All hung on a peg by the door.

And when all the children are sleeping in bed  
Old Santa Claus comes without noise  
And round about, round about softly he creeps,  
And fills all the stocking with toys.

**Santa Claus on the Train.**

On a Christmas eve an emigrant train  
Sped on through the blackness of night,  
And cleft the pitchy dark in twain  
With the gleam of its fierce headlight.

In a crowded car, a noisome place,  
Sat a mother and her child;  
The woman's face bore want's wan trace  
But the little one only smiled.

And tugged and pulled at her mother's dress,  
And her voice had a merry ring,  
As she lisped, "Now mamma come and guess  
What Santa Claus'll bring."

But sadly the mother shook her head,  
As she thought of a happier past;  
"He never can catch us here," she said,  
"The train is going too fast."

"O, mamma, yes, he'll come, I say,  
So swift are his little deer,  
They runs all over the world to-day.—  
I'll hang my stocking up here."

She pinned her stocking to the seat,  
And closed her tired eyes,  
And soon she saw each longed-for sweet  
In dreamland's paradise.

On a seat behind the little maid  
A rough man sat apart,  
But a soft light o'er his features played,  
And stole into his heart.

As the cars drew up at a busy town,  
The rough man left the train,  
But scarce had from the steps jumped down  
Ere he was back again.

And a great big bundle of Christmas joys  
Bulged out from his pockets wide;  
He filled the stocking with sweets and toys  
He laid by the dreamer's side.

At dawn the little one woke with a shout,  
'Twas sweet to hear her glee;  
"I knowed that Santa would find me out;  
He caught the train you see."

Though some from smiling may scarce refrain  
The child was surely right,  
The good Saint Nicholas caught the train,  
And came aboard that night.

For the saint is fond of masquerade  
And may fool the old and wise,  
And so he came to the little maid  
In an emigrant's disguise.

And he dresses in many ways because  
He wishes no one to know him,  
For he never says, "I am Santa Claus,"  
But his good deeds always show him.

There is a beautiful Christmas legend which is told in Germany. To an orphanage one Christmas Eve came a little boy, cold and hungry, knocking for admission. The children were at their supper, and, according to the old German custom, had set a chair at the table for Jesus. When this boy was brought in, they gave him the empty chair. "Jesus could not come Himself," they said, "So He sent this boy in His place." This was precisely true; Jesus could not come, for He was no longer a little Child on the earth, suffering from cold and hunger, needing human love and care. He did indeed send the boy in His place, asking for him just what would have been gladly done for Himself if He had been out in the storm that bitter winter night. In receiving the child, the children received Christ Himself. If they had turned him away, it would have been the same as if they had turned the Master away.—*J. R. M.*

**Then Let Us All Be Merry.**

Christmas is a day in which we all have a share, in which all can rejoice. It comes in the "winter month," of all the months the gloomiest in the year. Surrounded by nothing that is attractive in nature, when—

No mark of vegetable life is seen,  
Save the dark leaves of some rude evergreen.

There is, however, a joy within, inspired by the thoughts and associations to which the season gives birth.

On this festival we would all join in saying with honest George Wither:

Without the door let sorrow lie;  
And if for cold it hap to die,  
We'll bury't in Christmas pie,  
And evermore be merry.

The young kindergarten teacher was trying to impress upon her wee charges the value of having the full number of fingers bestowed upon them by good Mother Nature. "Just turn in all your fingers but one and play that it is the only one you have. Now what could any of you do with only one finger?" True to her expectations all looked down at their lone digit in a panic of helplessness. But Mickey Finn was not troubled for long. As he pondered the subject, a great possibility dawned upon him. "Shure an' Oi cud sthick ut in th' jam an' git soom an' nivver be throubled wit' th' rist av thim."—*The Delineator for November.*

**Gloucester County Teachers' Institute.**

This met at Caraquet on the 21st and 22nd October. President F A Dixon in the chair. Thirty-seven teachers enrolled. After a brief address by the president, Mr. A. E. Daigle, of Tracadie, gave a clearly expressed paper on the introduction of English in Acadian schools, which was fully discussed. Rev. S. J. Doucet, of Grand Anse, held the attention of teachers and visitors for over two hours with a lecture on Glimpses of Astronomy. The lecture was illustrated by a planetarium of Mr. Doucet's own invention. In the evening a public meeting was held in the C. M. B. A. Hall, in Upper Caraquet. The hall was filled and interesting and practical addresses delivered by the president, Rev. Father Albert of Pokemouche, Mr. Girdwood and P. J. Veniot.

At Friday's session C. C. Poirier read a common sense paper on teachers and parents, which was followed by a most animated discussion. Miss Zita London, read a concise but clearly expressed paper on Nature Study. This was warmly commended by those taking part in the discussion. The election of officers resulted as follows: President, Mr. A. E. Daigle; Vice-President, Miss Cormier; Secretary-Treasurer, C. C. Poirier. F. A. Dixon, Miss London, additional members of Executive. Grand Anse was selected as next place of meeting.

At the concluding session a resolution introduced by Mr. Daigle asking the Board of Education to authorize the use of M. Bourgeois's abridged History of Canada in the lower grades of Acadian schools, was passed unanimously. Miss B. Cormier gave a lesson in French Grammar to a class, which attracted much attention and provoked considerable discussion. This closed a most interesting meeting of the Institute. The unavoidable absence of Chief Superintendent and Inspector was much regretted.

**Teachers' Institute At Great Village.**

The teachers of West Colchester held a most successful Institute at the Consolidated School at Great Village, N. S., on Thursday and Friday, November 18th and 19th. Lessons were conducted as follows:

Drawing, by Miss Georgie Stevens, Londonderry; Primary-Number Work, Miss Fulton, Bass River; Reading, Mrs. Morrison, Lower Economy; Advanced Number Work, Miss Johnson, Great Village; Physical Drill, Principal Tibert, Londonderry; History, Miss Davidson, Central Economy; Geography, Principal Tibert, Londonderry; English Literature, Miss Creelman, Great Village; Nature Study, Grains, Miss O'Brien, Five Islands; Nature Study, Roots, Miss Lightbody, Debert; Nature Study, Seed Dispersals, Miss Cottle, Upper Economy.

Inspector Campbell outlined a series of lessons in Nature Study and which might be carried on successfully throughout the year. Almost the entire lecturing staff of the district was present, and the Institute was most pleasant and profitable throughout.—Truro-News.

**SCHOOL AND COLLEGE.**

Mr. W. B. Shaw has resigned the principalship of the public schools in Nelson, B. C., to devote his time to the Teachers' Agency business at Calgary.

Rev. George Barton Cutten, Ph.D., B.D., has been appointed president of Acadia University, and will enter on his duties February 1st. Dr. Cutten is a native of Amherst, N. S., a graduate of Acadia ('96), a Ph.D. and B.A. of Yale University, and has been pastor of several churches in the United States, including that of Columbus, Ohio, the pulpit of which he now occupies. He is about thirty-five years of age, an earnest student, and a writer of considerable force. He won renown as a foot-ball player on the Yale team a few years ago. In 1898, he married Miss Minnie W. Brown, of Wolfville, a graduate of his class.

The Western Canada College at Calgary, is steadily improving in efficiency and numbers under the principalship of Dr. A. O. MacRae. There are now over one hundred on the roll and the number is increasing. Within the next few years new college buildings will be erected, as well equipped as any in Canada, and with from fifty to one hundred acres of land there will be abundant room for the college to grow. A number of its students passed creditably the McGill matriculation examinations last year and the examiner in arithmetic noted that they were the best prepared in that branch of any students in all Canada.

Miss Emma Ellis, who has been a successful teacher in South Africa for a number of years, leaves Pretoria for her home in Truro, N. S., this month, the second "long leave" which she has enjoyed since leaving Nova Scotia. Teaching in South Africa is not without its compensations.

Dr. Wm. T. Harris, former U. S. Commissioner of Education, died early in November. He was probably the widest known educator in America with the exception of President Eliot. His fame extended to other countries. His greatest literary monument is the International Dictionary, of which he was editor-in-chief.

Mr. G. Fred McNally, B. A., has been appointed inspector of schools in the province of Alberta, at a salary of \$2,400 a year. Mr. McNally is at present the English master in the collegiate institute at Strathcona, and was for five years a member of the Moncton high school staff. He was selected for the position of inspector from a large number of applicants, and his promotion was won by merit and is well deserved.

The trustees of St. Stephen and Milltown, N. B., hope to be able to introduce domestic science into their schools next year.

From a recent account in the Herald of the education exercises in Yarmouth Academy, it would seem that there is no more popular and important evening event of the year in that town. Trials in oratory, reading, spelling, for which handsome prizes are offered, and the applause of listening multitudes urge ambitious students to do their utmost to carry off the

palm. Usually distinguished speakers are present to make addresses and this year Professor Magill and Principal Soloan spoke encouraging words. Yarmouth's citizens every year grow more interested in these school contests, and prouder of the efforts of Principal Kempton and his excellent staff of teachers.

Rev. Clarence McKinnon, D. D., has assumed the principalship of Pine Hill Theological College, Halifax.

The Carleton County, N. B., Teachers' Institute will be held in the new Broadway School building at Woodstock, on Thursday and Friday, December 16th and 17th.

The fourth session of the Teachers' Normal Institute of the six eastern counties of Nova Scotia, including Antigonish, Guysboro and the four counties of Cape Breton, will be held in Sydney, beginning on Monday, December 20, and ending on the following Thursday. The work of the institute will consist of an exemplification of the best methods of teaching under experienced and capable instructors. The biennial sessions of this institute for the past six years have been of great service to the teachers of the east, and it is hoped that the approaching session will be even more largely attended and useful than those of former years.

Miss Margaret Lynds, teacher of elocution and physical culture in the N. B. Normal School, has had her salary increased from \$800 to \$900.

The formal opening of the new school building at Grand Falls, N. B., will take place on Tuesday, December 14th. A good programme is being prepared for the occasion. Chief Superintendent W. S. Carter will be present and make an address.

The semi-annual conference of the Chief Superintendent of Education of New Brunswick with the Inspectors has been called for December 28th, at 10 a. m., at the Education Office, Fredericton.

A meeting of the Executive of the Provincial Teachers' Institute will be held in the library of the Normal School, Fredericton, December 28th, at 8 p. m.

A meeting of the text book committee will be held in the Education Office, Fredericton, on December 29th, at 10 a. m.

Thomas A. Edison says: "My mother was a Canadian girl. She used to teach school in Nova Scotia. She believed that many of the boys who turned out badly, by the time they grew to manhood would have become valuable citizens if they had been handled in the right way when they were young. My mother was the making of me. She was so true, so sure of me. I felt I had some one to live for, some one I must not disappoint. The memory of her will always be a blessing to me."—*Truro News*.

## REVIEW'S QUESTION BOX.

(Questions by subscribers will be answered as space permits.)

E. M. F.—In the next issue will you please discuss this:—In "St. Agnes' Eve," what does Tennyson mean by "yonder argent round?" Does the word "Argent" mean the moon, or is it an adjective going with "round," taken here as a noun and meaning the moon?

Either reading is possible, and a difference of opinion is found on the point. Van Dyke, in his notes on the poem, says: "*Argent round*, the silver moon at the full," which makes "argent" the adjective. As we can say, "a round," and not "a silver," perhaps this reading is the better.

Subscriber.—Will you kindly explain the following:  
(a) "Tears from the depths of some divine despair."

(b) "With thunders from her native oak  
She quells the floods below."

(a) In the poem, "Tears, Idle Tears," from which this line is taken, the poet is speaking of the indescribable feeling of mingled sweetness and sadness that seizes him as he looks on an autumn landscape and thinks of "the days that are no more." It was written at Tintern when the woods were all yellowing, with autumn seen through the ruined windows. Tennyson told his son that it expressed "the passion of the past," and said to a friend: "It is in a way like St. Paul's 'groanings that cannot be uttered.'" Dr. Van Dyke, in his note on the poem, suggests a comparison with a passage in "The Ancient Sage," beginning "To-day? but what of yesterday?" and ending—

The first gray streak of earliest summer-dawn.  
The last long strip of waning crimson gloom,  
As if the late and early were but one—  
A height, a broken grange, a grove, a flower,  
Had murmured, "Lost and gone and lost and gone!"  
A breath, a whisper,—some divine farewell,—  
Desolate sweetness—far and far away—

Perhaps, too, Browning's words,

Infinite passion, and the pain  
Of finite hearts.

may help us to understand "some divine despair." The capacity for such feeling is one of our links with the Divine.

(b) The thunder of the guns, from Britannia's ships (then made of oak) is even more terrible than the fury of the stormy sea.

C. A.—Is the word "alright" a correct abbreviated form of "all right." I have often seen it used and by those who profess to be good spellers?

There is no authority, so far as we know, for the form "alright."

E. A. P.—On October 30th, last, about 11 p. m., I observed a rather unusual appearance of the moon. I have seen nothing about it in any of the periodicals, nor did any one to whom I have spoken or written concerning it observe the phenomenon. Just before retiring I happened to look out of my window and noticed a brilliant circle around the moon. It was coloured the same as a rainbow showing the seven hues very plainly. The circle was apparently quite close to the moon, and in the intervening space was a yellowish haze. It lasted only about ten minutes from the time I first saw it, and disappeared very quickly. I would like to know whether or not this is a very remarkable occurrence, and what caused it.

The appearance observed by our correspondent was a rainbow, which is formed by the refraction or reflection of the sun's rays in drops of rain. But similar arcs or circles of coloured light may be formed by the moon or any source of light. We frequently see such rainbow hues in the mist or spray of waterfalls.

E. A. R. asks some interesting questions which will be answered as space permits. The first are:

1. Why is Greenland not called a continent as well as Australia?
2. When and where was Samuel Clemens born? What are his chief works?
3. Give a brief sketch of the life of Cecil Rhodes and Sir Percy Girouard.
4. What is the capital of Australia? Its relative size?

1. The term continent is used relatively. In its widest sense it is a great extent of land (*L. continens*, holding together), a great basin bordered by mountains, as the Eastern Continent (Europe, Asia, Africa), and the Western Continent (North and South America). But it is usual to speak of six continents, the five divisions named above, with Australia. Other large bodies of land are also referred to as continents, as the Antarctic Continent and Greenland, or the Arctic Continent. Europe and Asia are sometimes referred to as the Eurasian Continent, or Eurasia. In Britain Europe is referred to as the "Continent."

2. Samuel L. Clemens (Mark Twain) was born at Florida, Mo., November 30, 1835. His chief

works are: *The Innocents Abroad*, *Roughing It*, *Adventures of Tom Sawyer*, *A Tramp Abroad*, *Huckleberry Finn*, etc.

3. Cecil John Rhodes was born in Hertfordshire, England, July 5th, 1853. He amassed a great fortune in South Africa chiefly through his interest in the Kimberley mines. Entering into politics he was chosen prime minister of Cape Colony in 1890. He favoured the removal of race prejudices, especially between colonists of English and Dutch descent, and the establishment under the British flag of a federal dominion composed of the South African States. This has recently been accomplished. He devoted a part of his immense fortune to the foundation of the Rhodes scholarships, by which students from the British Empire and other countries are educated at Oxford.

Lieut. E. P. C. Girouard was born in Montreal, May 26, 1867. He was educated by private tuition and at the seminary of Three Rivers. He entered the Royal Military College at Kingston, from which he was graduated in 1886. After spending two years on the engineering staff of the Canadian Pacific Railway, he went to England and took service in the Royal Arsenal, Woolwich. He was promoted to a lieutenancy in 1891. In 1896 he joined General Kitchener's force in Africa, where he performed distinguished and valuable services.

4. Melbourne is for the time the capital of Australia; or it is more correct to say that the Australian parliament is meeting there. The selection of a capital for the Commonwealth is not without its difficulties. For the last place chosen, see *Current Events* in this number.

The size of Australia is about 3,000,000 square miles.

E. C. R.—In making a copying pad according to instructions published in the *REVIEW*, I have no trouble in making pad, but I can get no ink which will work successfully. Can you furnish any information regarding the special kind of paper or ink, and where to procure it?

Any ordinary writing paper is satisfactory for making the first copy. Either printing paper or writing paper may be used for the copies. A paper that yields easily prints better than a stiff paper. Sometimes unsatisfactory results are caused by the pad's becoming too dry. I use Carter's purple hektograph ink. Any stationer can supply it. There are other kinds which are equally good.

J. DEARNESS,

## CURRENT EVENTS.

A bill before the Australian parliament last month fixes the site of the federal capital in the Yass-Canberra district of New South Wales, and will settle a dispute which has continued too long. By its provisions, nine hundred square miles of territory ceded by the State of New South Wales will be taken over by the Commonwealth.

It is just twenty years since the British South Africa Company received its charter and took control of the enormous territory now known as Rhodesia, till then under native rule. Now that territory consists sixteen hundred miles of railway, and a population of sixteen thousand of European descent.

The trustworthiness of Dr. Cook's claim to the honour of being the discoverer of the North Pole will soon be determined by competent authority. He has submitted his records to the Danish geographers who are to judge of their value, and will patiently await their decision. Meanwhile, whether he really had reached the North Pole or not, no one doubts that Peary and Henson were at or near the place later. This will, however, not put an end to polar expeditions of the more sober sort, in which scientific investigation is the object, and not sensational achievement. Captain Amundsen is preparing for a five years' cruise in the Arctic Ocean, in the course of which he hopes to drift across the Pole, entering the Polar sea at Behring Strait and coming out at Greenland.

The idea of a conveyance that would be a motor boat when afloat and a motor car on land is not new, but the first really successful application of the idea has been recently patented in the United States. A large wheel on each side of the boat enables it to propel itself on dry land, the tires being very wide, so that it can travel over a sandy beach; and the same wheels serve as paddle wheels when the vessel is afloat. A long tail dragging in the water holds the stern of the strange craft deep enough to enable it to make a landing in bad weather, or to make its way through heavy surf in leaving shore. The proposed name of the thing is *amphi*; which, perhaps, is no worse than *auto*, the widely accepted name for the motor car.

Over nine thousand immigrants from the United States arrived in Canada in the month of October last, which is about twice as many as in the corresponding month of last year.

It is proposed to start a line of refrigerator ships between London and Buenos Ayres, as England is now largely dependent upon the Argentine for her meat supply. Buenos Ayres is now one of the most rapidly growing cities in the world. It may soon find a formidable rival in the beautiful city of Montevideo, on the opposite side of the river where excavations for making a deep water channel and docks in front of the city are nearly completed.

Germany, which a year ago was fourth among the naval powers of the world, now ranks second. The

tonnage of her ships in active service and under construction is four-fifths that of Great Britain.

The keels of two more British battle ships have been recently laid, the ships to be completed within two years. One, called the *Lion*, is to be seven hundred feet long, and will be the largest and most powerful battle ship in the world.

An agreement has been signed settling questions of long standing in respect to the boundaries between British Uganda, German East Africa and the Congo State.

By improved methods of cultivation, the average yield of wheat per acre in Germany has been increased from eighteen bushels to thirty bushels within the last twenty-five years, and during the same period the yields have been decidedly increased in other European countries.

Australia, once called New Holland, is generally supposed to have been first discovered by the Dutch, but it is now claimed that there are traces of an earlier discovery by the Spaniards, who may have gone there from Peru about the close of the sixteenth century.

With the consent of the Turkish government, a British syndicate is excavating on the eastern slope of Mount Zion, expecting, it is said, to open up the treasure chamber of King Solomon.

A new volcano is in action on the island of Teneriffe, and the villages near it have been abandoned.

In rebuilding Messina, which was destroyed by earthquake near the close of last year, it is provided that only the churches and other public buildings may be over thirty feet in height.

The injection of a drug called *stovaine* is found to make the patient undergoing a surgical operation insensible to pain, without making him unconscious. By its use, a famous surgeon in Roumania, it is reported, operated on himself, and lectured to a class of students while doing so.

Herbert Gladstone, a member of the Imperial Government, will resign his office to accept the appointment of Governor-General of United South Africa. More than five-sixths of the inhabitants of the new commonwealth belong to the native races, but under the constitution the right of election to parliament is limited to persons of European descent. This excludes Asiatic residents, as well as natives, from the legislature; not by denying them representation, but by requiring them to choose white men as their representatives.

The premier has announced in parliament that it is the policy of the Canadian Government to organize a Canadian navy in co-operation with the British Admiralty. Australia is adopting the same plan; and New Zealand will probably decide either in favour of a local navy or of joint action with Australia. These local fleets will form parts of the British navy for any duties that may be needed.

The new form of government in India, which came into effect last month, gives natives of India an independent share in the legislation of the country. The Viceroy's Council has been enlarged, and the number

## SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

THE TWENTY - FOURTH ANNUAL SESSION WILL BE HELD AT  
*Liverpool, N. S., July 13th to August 3rd, 1910.*

In the school prominence is given to Nature Study and Physical Culture. All the Physical Sciences required in the schools of the Maritime Provinces are taught at the Summer School.

Ten (10) scholarships of from \$5.00 to \$20.00 are offered for competition.

Liverpool offers many attractions of climate and scenery for a Summer School.

The school is an inexpensive one.

Calendars of the school can be had on application to the Secretary,

J. D. SEAMAN,

63 Bayfield Street, Charlottetown, P. E. I.

of its elected members increased. Its functions have also been so much enlarged that India may now be said to have a representative government in which all the native interests are represented. The new council will assemble in January.

Following the example of Finland, Norway has given to women the right to vote for members of parliament.

It is claimed that the systematic training of youth in the study of foreign languages is responsible for the rapid advance of Germany in supplying the foreign markets of the world. It is considered a necessary part of a young man's commercial education that he shall have command of one or two languages other than his native tongue.

A Japanese chemist has discovered a new chemical element, which is to be known as nipporium. It occurs in molybdenite and other rare minerals.

Experiments in Finland have led to the belief that the rapid growth of plants in Arctic regions is in great measure due to the influence of atmospheric electricity.

Vitralin and resinit are two new German products. The latter is an artificial resin which will take the place of glass, celluloid or hard rubber for many uses. Vitralin is an antiseptic paint which has the power of killing disease germs that come in contact with it.

There is very little market in Japan for potatoes, onions or cabbages, but the Japanese farmers are raising them for export to Siberia, Australia and the Philippines.

An Austrian inventor has produced an aerial torpedo, which can be discharged from an ordinary rifle, and is capable of bringing down the largest airship.

Arms for the Nicaraguan rebels have been allowed to leave a United States port against the protest of the Nicaraguan consul. Two United States citizens were executed for complicity in the insurrection, and the United States government is demanding repara-

tion. Thus supported, the rebels, whose cause seemed hopeless, will probably make another effort to overturn the government; and it is predicted that the movement will spread to other Central American States. The French government has been drawn into the matter through outrages on French citizens by government troops. It is probable that the insurgents will be recognized as the rulers of the country.

The principle of the steam turbine is to be applied to locomotives. The steam from the boiler is led to a turbine revolving at high speed, with which is directly connected a dynamo, and the electric energy produced by the dynamo is the driving power of the locomotive.

Two new steamships for the White Star line which will be completed next year will each have nine steel decks, and carry five thousand persons. They are not designed for great speed, but are to be larger than any passenger ship now afloat, and to have every possible provision for the comfort and luxury of travellers. Even gardens and playgrounds are to be provided on the upper decks.

The Canadian Pacific Railway, which has beautified its station grounds from coast to coast with summer blooming plants, has this year sent out packages of spring flowering bulbs, so that the patrons of the road next spring will see beds of tulips, hyacinths and daffodils and other spring plants along the way.

The centenary of the first steamboat travel on the St. Lawrence was recognized by a display of flags on the steamships in port at Montreal.

Efforts are being made to preserve the fine old ruins of the Spanish missions in California. The buildings are remarkable for their simple beauty of form, as well as historically interesting.

Unusual interest will be taken in the approaching general election in the United Kingdom, as the question of whether the House of Lords shall or shall not have any control of money is one that comes up

for decision by the electors. Since the Commons first took in their own hands the matter of the public revenue, the consent of the House of Lords has been regarded as a mere form. The refusal of their consent to the revenue bill now before parliament is revolutionary, in the opinion of the supporters of the government; while in the opposing view the peers are merely exercising a veto which has always been within their rights. Elections will take place January 13 to 24.

Promising oil wells and anthracite coal fields have been discovered in Newfoundland.

Great Britain is establishing a new naval base in the Orkney Islands, where a good harbour is found ready for the purpose. The harbour at Dover, on which a large amount of money has been expended, and the new base in the Orkneys, will give command of both the entrances to the North Sea.

The United States has nine small war vessels on the Great Lakes. We have none, and as yet it is not proposed that we shall follow their lead in this matter. The new Canadian navy advocated in parliament is to be composed of two squadrons, one on the Atlantic and one on the Pacific coast.

In the last eight years, Canada has received over half a million immigrants from the British Isles, nearly that many from the United States, and less than a quarter of a million from other countries. More than four-fifths of them, therefore, speak English as their mother tongue.

### RECENT BOOKS.

The REVIEW has frequently condemned the use of so-called "scribblers" in which the scholars of our schools enter their exercises. These cheap note-books, of poor paper, are a temptation to careless writing and careless habits on the part of pupils. The Chas. Chapman Company, of London, Ontario, has been doing a real service for schools in providing a series of loose leaf note-books, which are now being extensively used in the upper grades of public schools, and in high schools and colleges throughout Canada. They are manufactured in Canada, and are the results of years of trial and experience. They have become so popular with teachers that their wider introduction is only a question of a fuller knowledge of their advantages. They encourage pupils to do neat, satisfactory and permanent work. For this reason they are popular with teachers, and also because they greatly lighten the teacher's task in correcting exercises and helping pupils to do better work. Trustees and ratepayers like them because after a slight initial cost they are the cheapest note-books in the market. The publishers have sent a set of these books to the REVIEW, which has no hesitation in recommending them to the favourable consideration of teachers. (The Chas. Chapman Company, London, Ontario).

The words and music of the *Canadian Flag-Song*, words by "Katherine Hale" (Miss A. B. Warnock), music by J. W. Garvin, B.A., are inspiring, and well fitted to

awaken the feelings of patriotism. (The Primrose Music and Book Concern, Toronto, Ont.)

In issuing his revised third edition of *The Nature-Study Idea*, Professor L. H. Bailey makes but few changes, and says he is content to leave the book much as it was originally prepared. Nothing could be much better than his definition of nature study,— "to put the pupil in a sympathetic attitude toward nature for the purpose of increasing his joy of living;" or, "to open the pupil's mind by direct observation to a knowledge and love of the common things and experiences in the child's life and environment." This, and not formal science, belongs to the elementary grades, and one is disposed to accept Dr. Bailey's teaching and to welcome his book in a new dress. (Cloth, pages 246, price \$1.00. The Macmillan Company of Canada, Toronto).

Herberston's *Descriptive Geography of the British Isles* is a book that teacher and scholar have long been looking for. Its pages have all the fascination that attaches to a good book of travel. Instead of the trite and threadbare treatment that we usually find in text-books on geography, this is replete with the interest of first-hand information, and will prove a stimulus to classes glad to get out of ruts. (Cloth, pages 286, price 2s. 6d. Adam and Charles Black, Soho Square, London).

Philips' *Handy Scripture Atlas* contains a series of twenty-four maps, illustrating Bible geography, including the Temple of Solomon and the Tabernacle. The printing is very clear and distinct. (Price 6d. George Philip & Son, 32 Fleet Street, London).

Philips' *Method of Teaching Writing to Children*, and the semi-upright copy books which are designed to put the system in practice, should receive attention from teachers. The letters are simply formed, and pupils trained by this system should write in a legible style. (Method 6d.; copy books (5) 1d, each Geo. Philip & Son, 32 Fleet Street, London, E. C.)

*The Invicta Number Scheme* is a method of teaching the foundation principles of arithmetic by reference to our decimal system of notation, and by the eye, hand and ear. The hand-book (9d.) explaining the scheme may be had of Geo. Philip & Son, London).

Glouvet's *Trois Héros de l'Ancienne France* contains interesting sketches of St. Louis, du Guesclin and Joan of Arc, with useful notes and grammatical exercises on the text. (Price 9d. Adam and Charles Black, London, W.)

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Two new manuals of *Qualitative Chemical Analysis* have been published by Ginn & Company. The elementary treatise, revised edition, by J. F. Sellers (cloth, 176 pages, mailing price \$1.05), is a text-book concise in treatment, thoroughly up-to-date in matter, and accurate—a judicious combination of theory and practical chemistry. The Manual (revised, cloth, 133 pages, price \$1.10), by Professor J. E. McGregory, assumes that the student has learned the properties and relations of the common elements and compounds. The book is divided into four parts. Part I contains the reactions with all important reagents for the common metals and acids in solution. Part II gives the reactions employed in the analysis of simple dry substances, and is commonly called Blowpipe Analysis. Part III contains the approved methods for separating the metals and acids in solution; and Part IV, the methods employed in the systematic examination of complex solids. The complete book is intended to cover one year of work as commonly given in colleges. (Ginn & Co., Boston).

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### N. B. School Calendar, 1909-1910

Note—That the Number of School Days in this term (ending 31st December) is 80, both for city and country schools.

- Dec. 14th—Examinations begin for Teachers' License, (Class III.)
- Dec. 17th—Schools close for Christmas Vacation.
- Jan. 3rd—Schools open after Christmas Vacation.
- March 24th—Schools Close for Easter Vacation.
- March 30th—Schools open after Easter Vacation.
- May 18th—Loyalist Day, (Holiday in St. John City.)
- May 24th—Victoria Day.
- May 25th—Examinations for Teachers' License, (French Department.)
- May 31st—Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 10th—Normal School Closing.
- June 14th—Final Examinations for License begin.
- June 18th—Annual School Meetings.
- June 30th—Schools close for the Year.

### Popular Pictures of the I. C. R.

At one of the principal Bulletin Stations of the New York Herald on election night, the waiting thousands on the street, eager for the election returns, had also an opportunity of viewing some very beautiful pictures of the scenery along the line of the Intercolonial Railway. It is the custom at the Bulletin displays to entertain the crowd, during the period between bulletins, with a series of pleasing and instructive views, the New York Herald management never permitting anything in the nature of low comedy, or any direct advertising. On this occasion the operator decided upon the Intercolonial pictures which had been gladly furnished at his request. Twenty-four views were flashed upon the screens, these being selected from every portion of the line. In a letter thanking the I. C. R. authorities for the use of the slides the operator observes that the pictures proved most interesting, and were viewed by no less than 50,000 people.

Several noted lecturers will use Intercolonial Railway views to illustrate their lectures this winter, and the attractions of the "People's Railway" will thus be displayed to audiences of a refined and cultured class.

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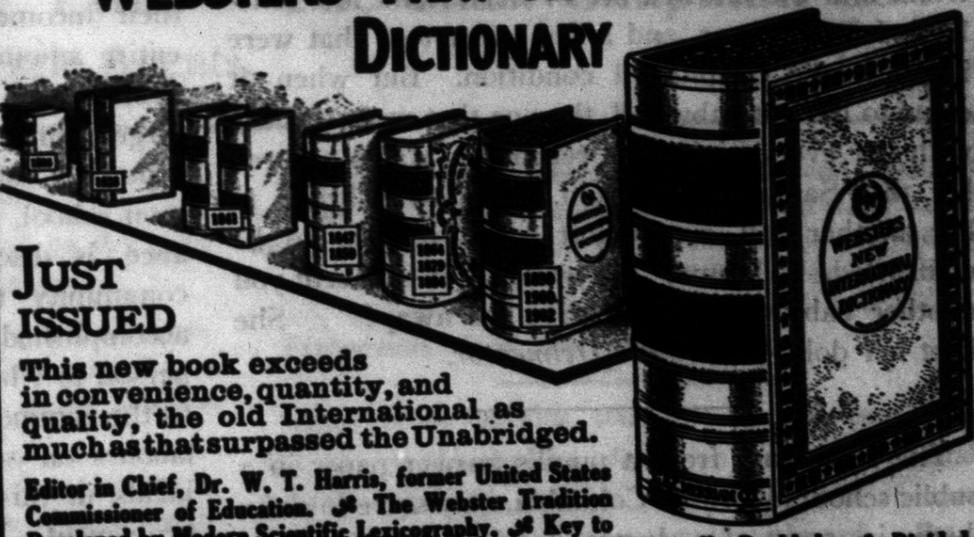
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The purple haze  
Of Autumn days  
Soft o'er the Earth is falling.  
The mournful trees  
Sigh in the breeze;  
For Earth their leaves are calling.

In vain we pray  
The leaves to stay,  
They heed the winds' caresses,  
And sink to sleep,  
In shadows deep,  
Clad in their gorgeous dresses.

The mountains seem  
Wrapt in a dream,  
The air is full of mourning;  
The children fair  
Of Autumn rare  
To dust are now returning.

The birds of song  
Were with us long,  
They see the land grows dreary;  
With morning light  
Begin their flight  
With wings that never weary.

MARY A. SCULLIN.

Greenock, N. B.

Anna Margaret had a great many toys, and her mother thought she ought to give some of them away before Christmas to less fortunate children. Anna Margaret was willing to part with the broken trunk and the cracked set of dishes and the one-legged Teddy bear, and a few other toys that were in the same dilapidated condition. But when it came to her pet baby doll, the one that went to sleep with her every night, she rebelled. Mama assured her that Santa Claus would undoubtedly bring to her another doll, even better. She refused to be comforted. "Mama," she wailed, "if God sent you another baby, would you give me away?" She kept her doll.—*December Delineator*.

The following, from a pupil's answer paper in a public school in British Columbia, may serve to show there is room for better teaching of Canadian geography:

Montreal is a small province on the St. Lawrence River. Its capital and chief city is Winnipeg. It does not grow fruit, but grain, chiefly wheat. They have dry hot summers and very cold winters.

**Bring the School to the Boy.**

Back to every question that has to do with better farming, better homes and better lives, is the question of better rural schools. If we are to have better farming we must begin with the boys and grow them. There is no other way. The problem that is now before our people is how to bring the best school to the boy or girl right where they are, on the farm, and to so revise its curriculum that valuable time shall not be wasted in teaching studies in which the average country boy has no interest and which he will never make good use of. There is need that even the elementary text books shall be revised, shortened and simplified so that more time can be given to elementary agriculture, nature studies and practical demonstrations in these subjects that will fit him for country life and make him see the value of this life rightly lived and to love it. It seems almost incredible that the farmers are not asking for this reformation of the rural schools and that they themselves are the greatest hindrance to the needed changes.—*Calvin J. Hudson*.

At the meeting of the Dominion Educational Association held at Vancouver, B. C., recently, Prof. Robertson, of Macdonald College, is credited with saying that no people on the face of the globe claiming to be intelligent spent a smaller portion of their income upon schools than Canadians. The entire amount of our outlay for last year was \$12,000,000, and when the liberality of some of the larger centres is accounted for the general attitude, especially that of rural districts, towards the common school, as expressed in their cost of maintenance, is discouraging. There is no work in the community to be compared with that which is accomplished by the common school. There is no person to whom society is under as great obligation as the common school teacher, and yet the man who labours on our streets is paid better wages. Our ideals in this respect are certainly capable of improvement.—*Home Journal*.

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The county fund does not at all depend upon the average but is apportioned upon the total days' attendance, and every half day attendance helps increase it.

W. S. Carter,

Chief Superintendent of Education.

Fredericton, N. B., December 1, 1909.

Venus is the evening star, and is very conspicuous. She was at the greatest elongation (apparent distance) from the sun on the 2nd, but far south, and becomes still more prominent as she comes northward. By the end of the month she remains in sight until after 8 p. m. and is very bright.—*Scientific American*.

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