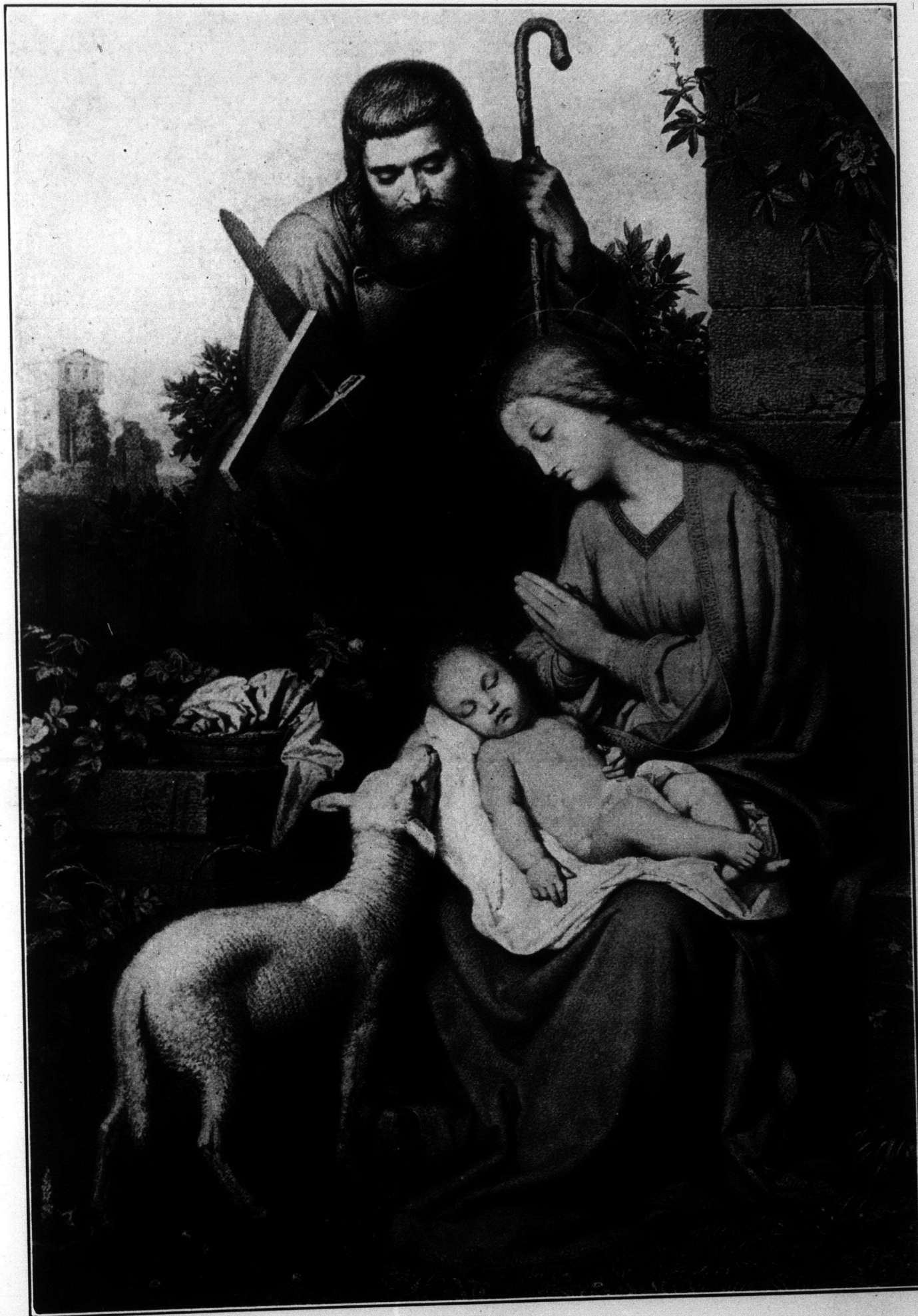


**PAGES**

**MISSING**



**HOLY FAMILY**

*Franz Ittenbach, 1813-1879*

"Thou, who liest slumbering there  
Art King of kings, earth, stars and air,  
Sleep, baby, sleep."

# Educational Review.

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St. John, N. B.

The attention of all our subscribers is directed to the very important notice addressed to them on page 151.

New Brunswick teachers are asked to read the official notices for December on pages 149 and 151.

Will those who are interested in the "Who, What and Where" questions, remember that answers must reach this office not later than the first of the month. Also, will new contest-

ants kindly sign with pseudonyms, which are less likely to be confused than initials.

The teachers who have asked for help with winter Nature Study lessons, will find it given abundantly by Professor Perry and Mr. DeWolfe in this issue.

Preach to all around you the "glorious right" of this war, in which we had to take our part or else for ever hang our heads in shame. . . . Cheer others on, and help them to bear hardships, privations and sorrow in the spirit of true patriotism. *Lord Robert's message to Eton Boys Clubs, 1914.*

There is but one duty for the British citizen at the present time—men and women, young and old, rich and poor, all alike must place everything at the service of the state. Nothing must be kept back—time, energy, money, talents, even life itself, must be freely offered in this supreme crisis.—*Lord Roberts, The Supreme Duty of the Empire.*

Christmas—and the war! Can we keep Christmas this year? Has the birthday of the Prince of Peace been kept for nineteen hundred years in vain? Ah, if there were no Christmas Day, if Christ had never come to dwell with men, whence would spring those acts of mercy and compassion, of generosity and self denial, of forgiveness and brotherly love, that shine out like stars against the blackness of the war? Whence would come that deep and increasing desire for peace, not merely because war interferes with comfort and prosperity, but because it is unworthy of men, who are the children of God?

It will be a blessed Christmas Day, if we begin to realize how much we need the rule of the Prince of Peace in our own hearts, and in the world, to overcome envy and hatred and malice and the love of power, and if we all pray more earnestly than ever before, "Thy Kingdom Come."

## NATURE STUDY OF ANIMALS.

H. G. PERRY.

No teacher need suspend, even for the winter months, animal nature-study. A moment of reflection dissipates all fear of the stillness, dreariness, and cold of this vigorous season. The forbidding snows tell many stories of comedy and tragedy in the lives of the creatures around us that the summer fields forever wrap in mystic silence; and besides, for many forms, it may prove to be the most convenient time, and for others the most natural.

## THE CANKER-WORM.

The canker-worm moth should naturally be studied at this time of year. Mention was made of this insect in an earlier issue of these articles, but as little was said of it at that time we venture to select it as our chief subject for this issue.

On mild days and evenings during November and December, one frequently finds ashy-grey silken-winged moths, flitting about in the vicinity of shade trees and orchards. A captured specimen shows that the wings are almost transparent, and one wonders why so frail a creature selects so bleak a season in which to appear. But delicate though it seems to be, it is nevertheless one of the hardiest of its race or order, and seems to require a considerable degree of cold for its perfect development. Compare its active season with the active period of other moths and butterflies.

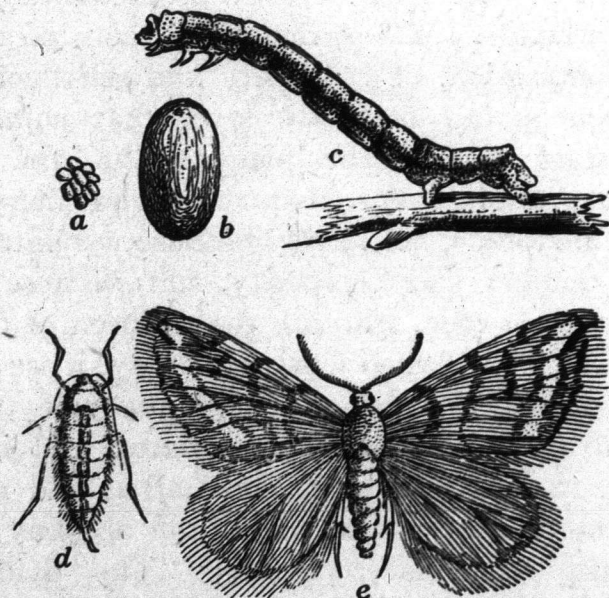


Fig. 1. The Spring Canker-worm. a, egg mass; b, egg (magnified); c, larva; d, female moth; e, male moth.

Where has the canker-worm moth spent the summer? Where was the cocoon through all the warmth of summer and the beautiful days of early autumn?

Note that these moths are never seen till after the first severe frost of fall or early winter, a frost heavy enough to freeze the ground; then during the first warm spell they appear, and continue to arrive during every mild spell of winter and early spring, that is warm enough to soften the ground to the depth of an inch or so. One naturalist suggests that it shows its wisdom in putting off its arrival till after the summer birds have left. In many other ways also it is one of the most remarkable little insects that we could select at any time of year for nature-study work.

After a few further descriptive features, just enough for you to recognize it when you find it, we prefer to leave the whole subject in your hands, and you may go out and observe the color markings on its wings, the shape and position of the antennae, its power of flight, its food; the time of day it is most active, and many other interesting facts about it not recorded in books. Make drawings, write descriptions, and record facts from your own investigation.

The forms we find flying are all males; no one has ever yet found the female flying. She is entirely wingless, and has a body larger than that of the male. While the male is sporting on his beautiful wings, she is also taking active exercise in travelling up the tree, on her way to the upper branches. In this journey she is usually accompanied by one or more males flitting close around, and is then easily located; when alone she is correspondingly hard to find on account of her protective coloration, her body being about the same shade of color as the bark of the tree.

Collect several and cage securely in fruit jars, along with apple tree twigs stood upright. They are most abundant on the trunks of apple trees during mild evenings, and may be easily located with a lantern. Watch them closely and you will soon find masses of eggs on the twigs. Notice their arrangement. Are they in regular or irregular masses? How do they compare with those pictured in Fig. 2? Each female is said to lay over one hundred eggs, some say they average as many as one hundred and eighty-five.

Examine the eggs with a magnifying glass. They are flattened above, have a central puncture, and a brown circle near the border.

There are two species of canker-worms, the fall canker-worm, and the spring canker-worm. If the egg masses are like those described above

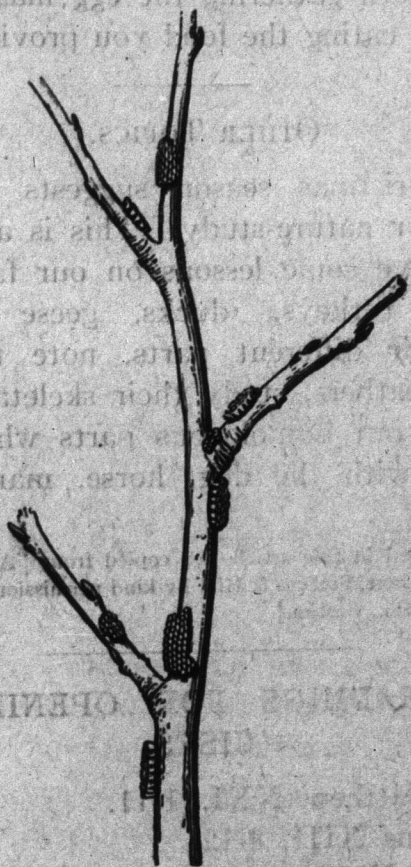


Fig. 2.

your specimen is the fall canker-worm; but if like those pictured in Fig. 1., you have the spring canker-worm.

As a rule the fall canker-worm appears and deposits its eggs in fall and early winter, though a few belated ones may be left over till spring; on the other hand the spring canker-worm appears and deposits its eggs in the spring, though at times a few in the scouting line may appear in the fall.

The adult forms of these two species are much alike to the casual observer, but on close examination it is found that in both sexes of the spring species there are two transverse rows of small reddish spines pointing backwards on each of the first seven abdominal segments; no such spines are found on the fall species.

The eggs of both species hatch into greenish larvae about the time the buds are bursting. They have appetites, and soon cut the tender leaves to such an extent that the crop is destroyed, and permanent injury is done the trees.

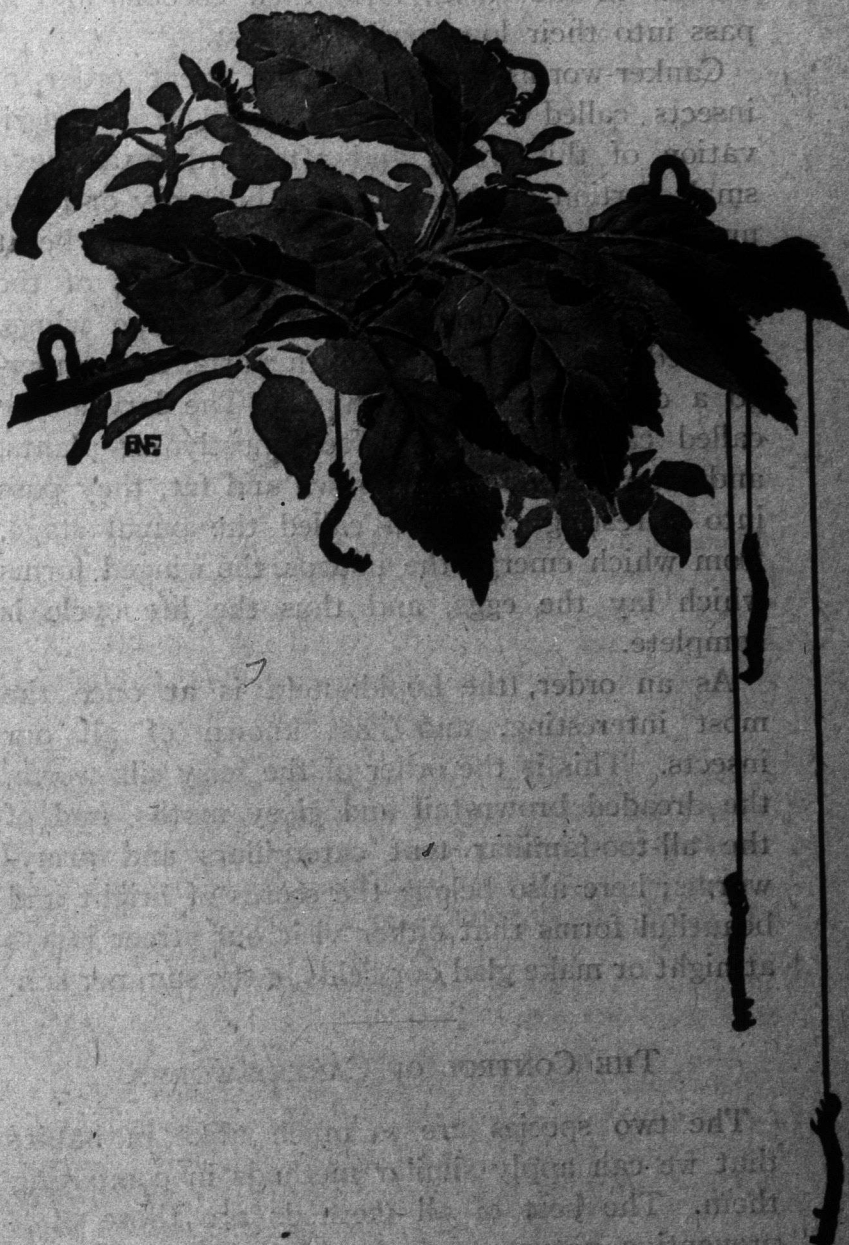


Fig. 3. The Canker-worm feeding, and "spinning down" from the tree.

In three weeks they are full grown, and are then about an inch long, and are the familiar loopers or measuring worms found on apple-trees in the spring. (See Fig. 3). The larvae of these two species are easily distinguished. Note in Fig. 1., the larva of the spring species shows but two pairs of prolegs, the legs by which it is attached to the twig, but the larva of the fall species always has three pairs of prolegs. Watch for these larvae next spring, and note that they also enjoy protective coloration. Their presence is readily detected by jarring the tree. Strike a limb with a walking stick and note how they drop from the branch, and suspend themselves by a silk thread. This is the "spinning down" that is shown in Fig. 3.

In early summer they descend to the ground,

burrow in the earth, form their cocoons and so pass into their long period of rest.

Canker-worms belong to the great order of insects called Lepidoptera. Look up the derivation of this word, and afterwards examine a small portion of the wing of a butterfly or moth under a compound microscope and you will be at once impressed with the appropriateness of the name. The Lepidoptera have four large wings, covered scales, sucking mouth parts, and undergo a complete metamorphosis. The larvae are called caterpillars; they feed mostly on plants, and after becoming full grown and fat, they pass into a resting condition called the pupal stage, from which emerge the imagos, the winged forms which lay the eggs, and thus the life cycle is complete.

As an order, the Lepidoptera is at once the most interesting, and best known of all our insects. This is the order of the busy silk-worm, the dreaded brown-tail and gipsy moths, and of the all-too-familiar tent caterpillars and army-worms; here also belong the scores of bright and beautiful forms that either visit our street lamps at night or make glad our fields in the summer sun.

#### THE CONTROL OF CANKER-WORMS.

The two species are so much alike in habits that we can apply similar methods in combating them. The best of all methods are those of a preventive nature, and should be begun in the fall. A band of tangle-foot around the trunk of the tree forms a zone in which the females perish. The writer has a record of 125 captured on one tree in one season in this way. If each female lays on an average 125 eggs, it is easy to compute the number of the army of green measuring worms we might have expected in the spring. How then can any tree escape that is not guarded by tangle-foot? Only by the constant care of silent workers, our winter birds. "Nearly all of the common birds feed freely upon the canker-worm, and benefit the orchard by so doing. The chickadee is perhaps the most useful,"—*Agriculture for Beginners*. Another writer says that an orchard can be practically rid of canker-worms by protecting chickadees and attracting them with food. Chickadees are not only fond of the eggs but are said to devour on an average, when they are available, thirty female canker-worm moths a day. These little

bird friends need protection against cats, shrikes, and even thoughtless boys. They are fond of suet, which can be fastened to the trees, and always proves a good drawing card. When suet is plentiful, note how they pick off tiny pieces and hide in crevices in the bark. Watch them at their work gathering the egg masses from the twigs, and eating the food you provide.

#### OTHER TOPICS.

The Christmas season suggests many other subjects for nature-study. This is an opportune time to give some lessons on our farm animals, especially turkeys, ducks, geese and hens. Name their different parts, note the different kinds of feathers, study their skeletal structures, and point out homologous parts when they are compared with the dog, horse, man and other animals.

[The cuts used in this article are copied from "Agriculture for Beginners," by Burkett, Steeves & Hill, by kind permission of the publishers, Messrs. Ginn & Co., Boston.]

#### BIBLE READINGS FOR OPENING EXERCISES.

1. St. Matthew XXI, 1-11.
2. Romans XIII, 8-12.
3. Isaiah XXXV, 4-10.
4. St. Matthew XI, 1-5.
5. Revelations XV, 2-8.
6. St. Luke II, 1-15.
7. Isaiah IX, 2-7.
8. St. Matthew II, 1-11.
9. St. Luke II, 15-21.
10. Psalm LXXXV.
11. Acts VII, 55-60.
12. St. John XXI, 19-25.
13. St. Matthew II, 13-23.
14. Psalm LXXXIX, 1-9.
15. St. Luke II, 41-52.
16. Romans XII, 16-20.
17. Psalm CXIII, 1-6.
18. St. Matthew VIII, 5-13.
19. I Samuel III, 1-10.
20. Isaiah LXI, 18-22.

Then let every heart keep its Christmas within,  
Christ's pity for sorrow, Christ's hatred for sin,  
Christ's care for the weakest, Christ's courage for right  
Christ's dread of the darkness, Christ's love of the light,  
Everywhere, everywhere, Christmas tonight.

—Phillips Brooks.

CENTENNIAL ANNIVERSARIES OF THE  
WAR OF 1812.

J. VROOM.

XXVIII.—The Treaty of Ghent.

December 24.—Month by month we have followed the tales of

“Old, unhappy, far-off things,  
And battles long ago.”

Now December brings us the anniversary of the peace.

The Treaty of Ghent, which brought the war to an end, was signed on Christmas Eve, 1814. True, the battle of New Orleans, the last great battle of the war, and the most disastrous for British arms, was fought after the treaty was signed; and hostilities continued along the Atlantic and Gulf coasts until news of President Madison having signed the ratification of the treaty brought them to a close. True, also, the subsequent years of peace have not been wholly free from alarms. There have been ominous clouds at times on our southern horizon—the Aroostook war; the Oregon boundary dispute, with its election cry of “Fifty-four forty or fight;” the Trent affair, which compelled us to make hurried preparations for defence; the rumours of secret plans for invasion suddenly stopped by the death of President Lincoln; not to mention those of lesser portent. But again and again the threatening clouds dispersed; and all the more may we rejoice now that we escaped so often, and be ready to join with sincere good will in recognizing the completion of a hundred years of peace. The great international celebrations which had been planned for that occasion will not take place, because of the terrible war with Germany and her allies, in which we are now engaged; but we have the general sympathy of the people of the United States with us in the present struggle, and that is more acceptable than costly demonstrations of friendship, and a more convincing proof that the old animosities have passed away.

When the first news of the peace was brought across the Atlantic, it was joyfully welcomed by the seaport towns in the northern part of the United States, without waiting for the President's approval. The following, taken from a New York paper, gives a tradition probably founded on fact:

Years ago, the office of the old New York Gazette was in Hanover Square, near the corner of Pearl Street. It was a place of resort for news and conversation, especially in the evening.

The evening of February 15, 1815, was cold; and at a late hour only Alderman Cebra and another gentleman were left with Father Lang, the venerable genius of the place. The office was about to be closed, when a pilot rushed in, and stood for a moment so entirely exhausted as to be unable to speak.

“He has great news,” exclaimed Mr. Lang.

Presently the pilot, gasping for breath, whispered intelligibly, “Peace, peace!”

The gentlemen lost their breath as fast as the pilot gained his. Directly the pilot was able to say: “An English sloop-of-war is below with news of a treaty of peace.” They say that Mr. Lang exclaimed in greater words than he ever used before or after. All hands rushed into Hanover Square, crying, “Peace, peace, peace!”

The windows flew up, for families lived there then. No sooner were the inmates sure of the sweet sound of peace, than the windows began to glow with brilliant illuminations. The cry of “Peace, peace, peace!” spread through the city at the top of all voices. No one stopped to inquire about “free trade and sailors' rights.” No one inquired whether even the national honour had been preserved. The matters by which politicians had irritated the nation into war had lost all their importance. It was enough that the ruinous war was over. An old man on Broadway, attracted by the noise to his door, was seen to pull down immediately a placard, “To let,” which had long been posted up. Never was there such joy in the city.

A few evenings after, there was a general illumination; and, although the snow was a foot deep, and soaked with rain, yet the streets were crowded with men and women eager to see and partake of everything which had in it the sight or taste of peace.

The first article of the Treaty of Ghent stipulated that territory taken by either party from the other should be restored. While this sounds fair, it was rather a one-sided provision. It meant that Britain should give up Eastern Maine, Fort Niagara, Michilimackinac, Fort Boyer and Isle Dauphin at Mobile, and Cumberland Island off the coast of Georgia. The United States, having already abandoned Fort Erie, had nothing to restore excepting Amherstburg and the adjoining territory in the southwestern part of Upper Canada.

But the British commissioners were willing, for the sake of peace, to agree to this restitution of territory, and let the boundary line remain as before. They only insisted that the United States should include the Indians in the peace. The other provisions of the Treaty were of comparatively little moment.

So the cruel, needless, fruitless war was ended.

The British and Canadians had lost nothing beyond the cost of carrying on the war. This terrific cost, in men and money, had fallen heavily upon both parties. The United States had lost certain trade privileges in British India, and certain fishing privileges in British American waters. What were the gains?

Britain had gained nothing of material advantage, either to herself or to her colonies. The United States had gained nothing. The disputed maritime rights which had been the ostensible cause of the war were not mentioned in the treaty of peace. Canada, regarded by anticipation, as the helpless victim of the war, was the one to profit by it in the end. Terrible as that war had been to her, a nation had been forged and shaped beneath its blows. English and French were thus welded together as they could have been in no other way; their union making possible the Confederation of the Provinces and the Greater Canada of to-day. Therefore it has well been called the national war of Canada.

Even so may the great imperial war in which we are now involved be the means of uniting the Empire; and, though the end may be yet far off, we may well hope that it will be followed by more than a hundred years of peace.

#### THE DATES UPON WHICH GIFTS ARE GIVEN.

In Holland, on St. Nicholas's birthday, three weeks before Christmas.

In Belgium, also on St. Nicholas eve.

In Switzerland the shoes are set outside the door on the two Saturdays preceding Christmas. These are filled with candies and nuts, but the chief gifts are found on a Christmas tree on Christmas morning.

In Denmark and Germany, Norway and Sweden, the tree is a fixed institution, being lighted on Christmas eve and often kept until Epiphany.

In Spain and Italy, gifts are given on Epiphany, twelve days after Christmas, to commemorate the gifts presented on that day by the Wise Men to the infant Jesus. This is also true of Russia.—*Selected.*

#### HIGH SCHOOL LITERATURE.

##### SUGGESTIONS FOR TEACHING SHAKESPEAR'S "JULIUS CÆSAR."

Some knowledge of historical fact is necessary. The essential points are:—1. The tyranny of their early kings had made the Romans hate the very name of king. 2. Rome had risen to greatness under a republican form of government which lasted for nearly 500 years. 3. During the last century of this period, the ruling power passed more and more into the hands of one or the other great soldier. 4. There were still patriotic men at Rome, who tried to uphold the republic, and resist a one-man rule.

The steps immediately leading to the situation at the opening of the play are:—

59, B. C.—Formation of the first triumvirate, Cæsar, Pompey and Crassus. These three men secure for themselves the control of the state.

54, B. C.—Crassus is killed in war against the Parthians.

49-48, B. C.—Civil war between Cæsar and Pompey, ending in Pompey's defeat and death, and leaving Cæsar master of the Roman world.

The references in the play to Greek and Roman history, must be mastered. But do not divert attention from the play itself to studies of the state of Rome or the comparative merits of different forms of government.

Read the play through rapidly to get the action. Stop at the end of each scene to be sure that its main significance has been noted. *e. g.*; Act 1., Sc. 1., shows the fickleness of the mob, and the fact that there are two parties in Rome. Cæsar is popular, but has enemies. Which party will prevail? In this first reading, be satisfied if the incidents, and *the order in which they occur* are clearly grasped. The class should see how the question at issue is shown in I. 1., then follow scenes showing Cæsar's position, the reasons of the conspirators, progress of the conspiracy, failure of attempts to baffle it, its success, the suspense after Cæsar's death, then the turning point in the effect of the two orations; after that, the steady rise of the party of Antony and Octavius, and the corresponding fall in the fortunes of the conspirators, culminating, as Shakespeare's tragedies always culminate, in the death of the hero.



This rapid reading should not have more than two periods given to it.

For careful study, assign parts, and expect each reader to prepare his or her part, knowing the pronunciation and meaning of all words, so that it may be fluently and intelligently read. If the class is large, divide it into groups according to ability, information and tastes. To each group give one question or topic to be got up for discussion, varying your questions in subject matter and in difficulty for the different groups. Some pupils will have access to other books, and may be given questions involving comparisons. Others will be limited to the text-book and should have questions that can be answered from the play itself. To get variety and prevent one-sided study, set questions on, (a) The plot; (b) Character; (c) Style; (d) Versification; (e) references and allusions. A certain number of lines should be memorized for every lesson, and these should be set, or a small number of passages suggested for pupils to choose from. Have these lines written out from memory and collected in the first five minutes; then take about half the time for discussion of the questions, the rest for reading.

#### TYPICAL QUESTIONS AND POINTS FOR DISCUSSION.

1. The action. What events are made known in narration, not in action? Suggest any reason for this. Discuss Portia's position in the play. What would be lost if she were left out? What is the significance of II, 3? Of III, 3? Do these scenes advance the action or throw light on character? Name, in order, the different indications in Act IV. of the falling fortunes of Brutus and Cassius. Note that, besides the outward conflict between two parties, there is a conflict in the hero's mind. See I. II. 6, and collect other indications of this. Where is the crisis, or turning point of the play? How does it end — in excitement or in quiet?

2. Character. What speeches and actions show the influence that Brutus had among the conspirators? Can you account for this influence? Was it felt when he was not present? "Cassius, Cinna, Clitus and Antony all apply the same adjective to him. What is it? Did Brutus understand Cassius? Antony? The mob? Did the mob understand his speech? Prove your answers. When Brutus and Cassius differed about the policy of an action, which was right? Contrast the motives of Brutus and Cassius in killing Cæsar. Why does Cassius so often give in to Brutus? Compare closely the speeches of Brutus and Antony in Act III. Discuss (a) the truth and (b) the effect, of Antony's words beginning, "I am no orator," and ending "stir men's blood." Can you show from the play that Antony was unscrupulous, cruel, self-

indulgent, self-reliant, brave, resourceful, keen in understanding men, devoted to Cæsar?

3. Style and versification. Bring to class a passage that seems to you particularly striking or beautiful. What characters speak prose, and when? What is the regular number of syllables in a line? Collect lines with extra syllables; short lines. Do you find that the use of a short line corresponds with anything in the sense? Compare the uses of the following words with our modern use:—Discomfort, his, climate, color, emulation, fond, knave, merely, nice, prevent. Give examples of puns.

4. Miscellaneous. "I cannot, by the progress of the stars, give guess how near to-day." What other speeches tell us whether it is day or night? Why were such speeches necessary on Shakespear's stage? What does Brutus think about suicide? Compare what is said on the subject by Macbeth, Hamlet, Imogen. What is the happiest speech that Brutus makes? With the conversation between Brutus and Portia compare I. Henry IV. II. 3. With Brutus' speech, IV. III. "Why farewell Portia." Compare Macbeth V. 5. "She should have died," etc. Collect references to Julius Cæsar from other plays of Shakespeare.

[The REVIEW for January, 1911, has other notes and questions on this play, and can be had from this office. Price ten cents.]

#### QUESTIONS ON DICKENS.

1. Dickens was born in whose reign? In the year that what war began? What greater war was going on? Name two great English poets and one great novelist who were writing at this time. What poet was born in the same year? What great novelist born the year before? What famous event took place when Dickens was three years old? What do you know of the conditions of your own town or the surrounding country, at the time of Dickens' birth? At the time he was writing his greatest books? At the time of his death? Dickens was born in war time. Did any great wars take place when he was a man? Do any of his books deal with war? What aspect of the present war would, in your opinion, have impressed him most? What two novels of his may be called historical novels? Did he write anything but novels? What help could a historian of English life, writing a hundred years from now, get from Dickens?

2. Where was Dickens born? What do you know of his birth-place? Of the town in which he lived when a little boy? Is either of these places mentioned in his writings? Where did he spend nearly all his life? What is the chief scene of his stories? What schooling had he? What books did he read when a child? How many of these have you read? What different occupations did he follow? What opportunities did he have in early life to become familiar with, (a) Legal terms and the ways of lawyers; (b) Country towns and local politics; (c) Post-chaise and stage coach journeys and inns. How long ago was his first book published? To what quality are we told his success in early life was due? How did most of his books come out? Do you know anyone who read them as they came out? With what different magazines was Dickens

connected? What particular desire of his boyhood was fulfilled in 1856?

3. In what novels do the following people appear:—Sairey Gamp, the Micawbers, Mrs. Wilfer, Betsey Trotwood, Grip the Raven, Dolly Varden, Mrs. Gummidge, Sam Weller, the Fat Boy, Little Nell, Silas Wegg, Mr. F.'s Aunt, Uriah Heep, Mrs. Jellyby, Mr. Bumble, Mr. Squeers, Mark Tapley, Susan Nipper, Sydney Carton, "The boofer lady?" Tell the class something about one of the following schools:—Dotheboys' Hall, Mr. Creakle's, Dr. Blimber's, Dr. Strong's, Miss Tomkins' Academy; about one of these boys or girls:—Pip, Traddles, Jo (in Bleak House,) Rosa Bud, Caddy Jellyby, Charley Hexam, Charles Bates, Kit Nubbles, the Marchioness, Harry Walmers, Jr. Dickens preferred "David Copperfield" before all his other books. Do readers agree with him? What is your favourite among his books? Select from one of his books, and bring to class, a description of an out-door scene; of an indoor scene; of a person; of things to eat; a conversation. Name what you consider the funniest passage in his books; the most amusing person.

4. When did Dickens write "A Christmas Carol"? What did he declare to be his purpose in writing it? What other book was he writing at the time? Name his other Christmas books. In a "A Christmas Carol" he dwells upon unpleasant cheerless weather. Why does he do so? Mr. Chesterton says that "cosiness" is comfort depending upon surroundings of discomfort. Where in Dickens do we get this kind of cosiness? About how old is Scrooge? How long had Marley been dead? What was "nuts" to Scrooge? What did Marley's Ghost say was "required of every man?" What does the prophet Micah say on the subject? With what Scrooge says in the three interviews in his office, compare the closing words of "The Chimes."—"May not the meanest of our brethren or sisterhood be debarred their rightful share in what our great Creator formed them to enjoy." Note the changing attitude of Scrooge towards the different Spirits. Tell in detail what brought about that change. If you have read "Silas Marner" compare the change in the miser. What part does music play in the story? What does Dickens say about laughter?

5. Who:—(a) Was blest in a laugh? (b) Were portly gentlemen, pleasant to behold. (Name other portly gentlemen in Dickens' books. Does he agree with Julius Cæsar?) (c) Nipped the evil spirit by the nose? (d) Lived in Camden Town? (e) Wore a Welsh wig? (f) Was one vast substantial smile? (g) Was brave in ribbons?

6. Select from "A Christmas Carol" or "The Chimes" two descriptive passages from which a picture might be painted. Let one be a beautiful or cheerful scene, and the other contrast with it. Quote a passage that appeals especially to the ear. Do you find many such? Compare the descriptions of Dot Peerybingle and Scrooges' niece. Give examples of Dickens' use of personification.

Chill December brings the sleet,  
Blazing fire and Christmas treat.

—Old Rhyme.

## NATURE TOPICS FOR WINTER MONTHS.

L. A. DEWOLFE.

Within five weeks, thirteen teachers have asked the indefinite question, "What nature work can I teach during the winter?" As all were Nova Scotia teachers, I could have quite consistently referred them to the public school course of study. There topics are suggested for each season. Some of these topics are given under the nature study prescriptions for the various grades, and others under the geography prescriptions.

Possibly, however, these teachers do not want the bare topics; but, rather, an amplified lesson. If so, one cannot in the limited space available in the REVIEW, outline a lesson on every topic.

During fine weather throughout the winter, the children can collect material almost as well as in the summer. Teachers sometimes confine nature study to the collecting and naming of flowers. But that is a very small part of the subject. Mosses, lichens and club-mosses are more attractive in winter than in summer. We have five or six evergreen ferns. To get acquainted with them now is a good start towards a further acquaintance next spring.

Then, again, winter is the best time to study trees. In summer, the leaves help to identify a tree at close range; but the mode of branching is, at that time, largely hidden. Why not have your children draw trees now; and in June draw them again? Copy the trees; not pictures of them.

No teacher can teach everything about a tree in one lesson. A good field lesson would be to have the children identify trees by their shape. Notice the size of the branches in comparison with the trunk; the angle at which the branch meets the trunk; whether the trunk continues as such to the top of the tree; whether the branches are stiff or drooping, etc. Then, for the next week, have tree-naming and tree-drawing contests. Search for or originate tree games.

In some future lesson, identify trees at close range by their bark or twigs or buds.

In still other lessons, study in detail the bud coverings and contents. Study also the lenticels; the annual growth in the length of twigs; the wood in cross-sections and length-wise sections, the thickness, texture, taste, etc., of bark; and

then find out all you can about the economic uses of the tree in question.

I fancy some teachers exclaiming, "I can't teach this because I don't know it myself!" Then study with the pupils. Let them give you an oral examination occasionally.

How many kinds of lichens and mosses can you find growing on trees? Are any of these useful to us?

Besides tree-study, one can teach useful lessons on snow, frost and ice. In advanced classes, the *artificial* production of ice is a good lesson. The effects of ancient glaciers are in evidence all over the Maritime Provinces. Read something on that subject.

In winter, schools can add to their museum collections through exchange with other schools. Industrial collections, such as the one outlined last month, are possible everywhere.

Search apple trees now, for the egg-masses of the codling moth, cocoons of the tussock moth, or, even, nests of the brown-tail moth caterpillars. Children will be interested to find the various wintering habits of insects. When they find the eggs of one moth, the pupa of another, and the larva of another, they will wonder if any insects spend the winter in the adult form. The house-fly will give the most familiar answer to that question; though it is possible to find the mourning cloak and one or two other butterflies clinging to the inside of barns and sheds during winter. Frequently one finds them in attics of our houses.

On the seashore, there are often opportunities to collect seaweeds and seashells; or to study the barnacles and other small animals so common there. Even the ice-cakes and the bowlders on the beach have their lessons. An interest in these outdoor objects and forces will do much to drive away homesickness — so common to young teachers who have uncongenial associates.

Why not spend a month this winter learning all you can about the common articles in the kitchen or pantry? What about our fruits and spices? How much do you know about cloves, nutmegs, cinnamon, ginger? Even the broom with which one sweeps the floor, represents at least a half-dozen industries. Where did the plant grow that furnished the "broom?" When one hears the word "sorghum" one is more likely to think of something to eat than to

think of sweeping the kitchen. The twine and the wire used in making a broom furnish two good lessons.

Teach lessons about the clothes we wear. Wool, cotton, linen, leather, rubber and jewelry, will keep any school busy for a month. The tools we use in our daily work, our dishes, our furniture, in fact, everything we see or use has behind it a nature lesson. It will require work on the teacher's part to prepare the lesson; and it will take much of the pupils' time to search for information relative to it. I take it that a nature lesson includes first-hand knowledge of the object or phenomenon — investigation, examination, reflection — followed by a search for what others have found out about it or have done with it.

The question, then, is not "What nature work can we do?" but "What can we afford to neglect?"

#### ANSWERS TO QUESTIONS.

I can answer the questions that have been asked relative to apples by grouping all into one paragraph. I need not repeat the questions. They can be found in the October REVIEW.

Apple-trees will bear at least for one-hundred years. It would not be profitable, however, to keep them in bearing so long if younger trees would do better. The fruit-buds are at the ends of the twigs — usually the short, stout, wrinkled side twigs called spurs — and are larger and more spherical than the leaf buds. A leaf-bud is somewhat pointed, A fruit-bud is blunt.

Sunlight influences the color of an apple. Those getting best light will be most highly colored. The size of an apple is influenced by the seed. If the seed is not fertilized, and, therefore, does not develop, the apple will not develop so well. The apple scab is a fungus disease and spreads by spores. Proper spraying prevents the spores from germinating.

A teacher asks if oak acorns mature in one year, or if they require two years. Before answering, I'll pass the question along to REVIEW readers for a month.

Another teacher wants to know how dangerously poison a lizard is. She says she found one in a well. Do you believe her?

In the November number of the REVIEW,

Principal Jonah, of Woodstock, had a good suggestion about a nature study club. Does anyone else want it? A lady, this week, told me how a toad shed his skin. Does anyone else know? She gave only the report of her own observation.

### FOREIGN NAMES.

J. VROOM.

The war news brings us many unfamiliar names of places. Sometimes they are spelled correctly as we see them in print, and sometimes they are misprinted. Frequently this makes little difference, as we do not know the places, and so the names have but little meaning for us in their correct form. We may look at such a name in the newspaper without attempting to pronounce it, quite content if we can find it on the map; for it will then have served its purpose as a place name by pointing out to us the place mentioned. But we must pronounce some of them at times, and we would like to get them right. This brings up the whole question of the correct pronunciation of foreign geographical names.

Where there is an accepted English name for a place, differing in spelling and pronunciation from the true local name, we must, of course, use the English form; as Antwerp, not Anvers; Vienna, not Wien. Where the foreign spelling is preserved, but there is a well established English pronunciation, we should follow the English usage. Thus Rheims should be pronounced Reems, instead of trying to imitate the French pronunciation, which would sound something like an attempt to say Rems without closing the lips. Where there is no English form in general use, we may have to make our best effort to give the native pronunciation, as nearly as we can learn it; and must expect that to be far from correct unless we speak the language of the place.

Take for instance the name of that fortress in Austrian Poland which has been more or less threatened by the Russian advance for the last two months, and which we have come to know by sight as Przemysl. The p, we are told, should be pronounced even more strongly and clearly than it usually is in English; the rz sounds like sh, or perhaps it is more correct to say that the r is silent and the z sounds like sh; the e is the Polish modified e, which should be marked with a small vertical line above the letter, and which is described as like a prolonged sound of the English short e modified by the back part of the tongue being raised toward the hard palate; (and, by the way, if the vowel were not so modified the r would be sounded, in the Polish fashion, a sound produced in the back of the mouth by the vibration of the soft palate;) the m is sounded as in English; the y like our short i; the s like sh; and the l has a value not far from the English w or y. Perhaps pshem-ish with the accent on the first syllable, is near enough to the true pronunciation. If we add the sound of the letter l as we usually pronounce it, it will be incorrect. We might need a short course in vocal gymnastics to enable us to pronounce the name so that a resident of the place would recognize it.

The new Standard Dictionary says that the awe-inspiring phrase "correct pronunciation" has no other meaning than the pronunciation usual with educated speakers. If a word is not pronounced or is pronounced very rarely by speakers of English, there is no usage, no convention, hence no standard of correctness. Let it not be supposed that the native or local pronunciation affords an ideal standard. The ideal is really the phonetic form which the word is destined to take should it become completely Anglicized. It is impossible to learn exactly how the words of a foreign language are pronounced, except by studying the language long and carefully. This being so, there is little use of meticulous exactness in giving the native or local pronunciation of foreign words that have no real currency in English.

When we look up a word in our gazetteer, therefore, we may take the pronunciation given there as approximately correct; but we must remember that it does not pretend to be quite so, and that in many cases, if the right sounds could be expressed in type, our untrained vocal organs could not reproduce them. Let us try to be as near the right as possible; and, above all, where there is no accepted English pronunciation of a word, let us not try to invent one for ourselves.

### HOW TO KEEP THE PICTURE SUPPLEMENTS.

Doubtless many teachers passe-partout the picture supplements which come with the EDUCATIONAL REVIEW, to adorn the walls of their school-rooms. I have lately learned a new way of finishing these pictures. It is new to me, and although I know that many teachers have done them in this way, as I have never seen directions in the REVIEW, I will share my knowledge.

First, choose a suitable picture, not too large, that would fit on an oval plaque (I find heads look best done this way) and trim the outline neatly with scissors. Next, get a platter, one having the centre oval, about seven or eight inches long is a good size; wet your picture and platter and lay the former face down on the platter. Now mix some plaster of Paris with cold water, making the consistency of thin batter, and pour on the platter, covering picture. This should be from one-quarter to one-half inch in depth. Immediately on pouring mixture on platter, have a piece of cord or picture wire ready and press it down into plaster to make a loop to hang plaque by. Be sure to remember which part of plaque will be the top as you have no way of knowing when the mixture has been poured on.

Allow this to remain undisturbed for at least

twenty-four hours, then insert the point of a knife-blade around edges and remove from plate. The picture will adhere to the plaster of Paris.

If you have a little skill with the brush, make a plaque without any picture on it and sketch a little scene, flower, etc. These look very nice.

Also, if one wishes to tint the plaque, it is very easy to do so by adding a little of the desired color to the water with which plaster is mixed.

This work must be done rapidly as the mixture "sets" quickly. A. I. R.

### SOME BOOKS ON THE WAR.

From a bewildering list of books on the war, we have selected the names of the following small and inexpensive volumes, all published under names that are a guarantee for their trustworthiness, and all, we believe, likely to be especially useful to teachers.

**OUR JUST CAUSE.** Prepared under the auspices of the Royal Colonial Institute. (Heinemann, 1s. net). "Appropriately described as 'Ammunition for Citizens'—A perfect storehouse of facts."

**THE OXFORD WAR PAMPHLETS.** (Oxford University Press).

1. The War and the British Dominions. (2d. net). "should be in the hands of all teachers."
2. The Deeper Causes of the War. (3d. net).
3. Just for a Scrap of Paper. (1d. net).

The above are all strongly recommended by "The Federal Magazine," the organ of the League of the Empire.

The MacMillan Co., of Canada, offer to send the following five books post paid on receipt of 50 cents.

**WHY THE EMPIRE IS AT WAR.** The causes and the issues. Set out, in brief form, from the diplomatic correspondence and speeches of Ministers. By Sir Edward Cook. Post paid, 5 cents.

**THE MEANING OF THE WAR.** For labour, freedom and country. By Frederic Harrison. Post paid, 5 cents.

**MODERN GERMANY AND THE MODERN WORLD.** By Professor M. E. Sadler, C. B. Post paid, 10 cents.

**THE COUNTRY'S CALL.** A short selection of patriotic verse. Chosen and edited by E. B. and Marie Sargant. Post paid, 10 cents. A collection of famous and stirring poems of this description by writers from Shakespeare to the present day.

**THE CASE OF BELGIUM IN THE PRESENT WAR.** An account of the violation of the neutrality of Belgium and of the laws of war on Belgian territory. Published for the Belgian delegates to the United States. Paper. Post paid, 25 cents.

**GERMANY AND ENGLAND.** J. A. Cramb. The English edition, which is the one all Canadians should read, has a preface by Dr. A. C. Bradley, and is published by John Murray. (2s. 6d.).

**A SCRAP OF PAPER.** E. J. Dillon. (Daily Telegraph War books). Hodder and Stoughton. 35 cents.

Interesting magazines articles are countless, but every one should read Lord Roberts' last message, "The Supreme Duty of the Citizen in the Present Crisis," written for the "Hibbert Journal," and reprinted in "The Living Age" for November.

### TEACHERS' INSTITUTE.

At the thirty-first annual convention of the teachers of Kings and Queens Counties, N. B., at Sussex, October 29 and 30, excellent work was done both in the sectional and general meetings. In the trustees and ratepayers section, the following important resolution was passed:—Resolved, that the Board of Education be requested to add to the school regulations that, in the order of business of the annual school meeting, one or more delegates be appointed in every school district to attend the County Teachers' Institute, and that the respective districts be authorized to pay the expenses.

At the public meeting on Thursday evening, the Chief Superintendent of Education urged the importance of this step, pointing out how greatly improvement in the school would be hastened if expressions of opinion could be got from trustees and parents, as well as from teachers and school officers. Dr. Carter explained that the reason the Western provinces can outbid the East in the matter of teachers' salaries, is because they have very valuable school lands, for which the Maritime provinces have no equivalent, and that representations on behalf of the East are now being made at Ottawa. He also touched upon, among other subjects, the waste of time and service caused by the constant changing about of teachers, and the duty of teachers to read for information.

The President, Mr. N. S. Fraser, in his introductory speech, spoke of the improvement in the schools by the introduction of school gardening, physical drill, household science and manual training. He strongly advocated consolidated schools as a means of attracting trained teachers and keeping them in the profession. Inspector Brooks pleaded for military training for our boys, and spoke very impressively of the solemn obligation resting upon us all to do everything in our power for education. In a brisk and practical discussion rising out of Miss Burgess's excellent paper on household economics, a suggestion was made that the girls in country

schools should be encouraged to knit for our soldiers, or for the Red Cross Society, the object being one sure to enlist their interest.

Much of the time of the convention was devoted to lessons given in the different sections. Many of these were admirably taught, and drew out useful discussions. Papers were read on English literature, school gardening, and the dull pupil. A lesson in physical drill was given by Mr. R. K. Nevers to a class of boys. Directors Steeves and Peacock addressed the Institute on their respective subjects. At the public meeting, the address of welcome was delivered by Mayor W. B. McKay, and the high school orchestra furnished music.

The attendance of 131 was the largest this Institute has ever had. The officers for next year were elected as follows:—President, C. T. Wetmore, Principal Hampton Consolidated School; Vice-President, A. B. Brooks, Apohaqui; Secretary-Treasurer, W. N. Biggar, Sussex; additional members of executive, Miss Hattie McMurray, Rothesay; E. J. Chambers, Havelock. At the closing meeting the sum of twenty dollars was donated to the Belgian Relief Fund.

#### NEW BRUNSWICK HIGH SCHOOL TEACHERS' ASSOCIATION.

Last week considerable space in the EDUCATIONAL REVIEW was used by the High School Association, in an attempt to bring the aims of this organization before the teachers of New Brunswick. We recognize that all teachers are busy at this time of year, but if this Association is to do the work for which it was intended, it must receive assistance from all parts of our province.

Following, will be found some articles of the constitution of the High School Teachers' Association. Read them over carefully. If you consider the aims worthy of support, if you believe in the importance of united effort, send your name and membership fee to the secretary-treasurer or to one of the following:—W. H. Elgee, Moore's Mills, Charlotte Co., N. B.; J. C. Hanson, Riverside, Albert Co., N. B.; J. H. Barnett, Hartland, Carleton Co., N. B.; L. R. Hetherington, Newcastle, Northumberland Co., N. B.

#### Articles from Constitution.

1. MEMBERSHIP: All teachers holding Superior or Grammar School licenses are eligible for membership.

2. AIM: The purpose of this Association is to promote the best interests of the teachers of N. B. The following platform has been adopted as primary aims of the Association:

(a) Equal salaries from School Boards for male and female teachers.

(b) A higher standard for Superior License.

(c) An annual increase of salary to a teacher, who remains in a district, until a minimum of one thousand dollars per annum has been reached — this sum to include provincial and local grants.

3. FEE: The membership fee shall be \$1.00 per year, to be paid not later than October 1.

4. It shall be the duty of the Executive:

(a) To obtain a list of all Superior and Grammar Schools in the province, together with salary paid last teacher. Such list to be available at any time by any member of the Association.

(b) To make such arrangements for advertising and promoting the Association as they deem advisable.

10. No member shall accept a school at a salary lower than that paid to the previous teacher; but any school which provides a regular increase in salary due to experience and time of service in the district shall be excepted.

With your assistance we shall have a progressive organization. Do not procrastinate, send your names at once to some member of the Executive.

The Secretary acknowledges with thanks the receipt of membership fee from Miss Jean McNaughton, Moncton, N. B.

E. D. MACPHEE,  
Secretary-Treasurer.

Sackville, N. B.,

November, 24, 1914.

Following the example of Canada, the Australian Senate has voted to prohibit the sale of alcoholic liquors in military encampments. In Canada, a man who returns to the barracks drunk is placed in the guardroom for his first offence. The second time he comes back drunk, he is dismissed from the service. It is proposed to adopt the same rule in the United States military and naval service.

Over one hundred new post offices have been established in Canada since last July; most of them, of course, along the new lines of railway.

### PREPARATION FOR CHRISTMAS IN THE PRIMARY GRADES.

"It is Christmas in the Mansion,  
Yule-log fires and silken frocks;  
It is Christmas in the cottage,  
Mothers filling little socks.

It is Christmas on the highway,  
In the thronging, busy mart;  
But the dearest, truest Christmas  
Is the Christmas in the heart.

The mention of December calls forth a pleasant thrill of anticipation. It is the crowning month of the year for the children, for does not December bring Christmas, and does not Christmas suggest all kinds of fun and mystery, including Santa Claus with his reindeer and pack of toys?

In preparing for Christmas in the school-room, it is a good plan to begin early in the month, otherwise the Christmas preparations may become a burden and the Christmas spirit be lost. How can we best give to the children the true meaning of Christmas? The first morning let us attempt the story of the Christ-Child. Tell how the people of Bethlehem were looking forward to the coming of a great and good King; how one night when all the houses were filled with visitors, a little Baby came to Bethlehem, and for lack of room was laid in a manger. This little Baby when He grew up was the good King looked for. Impress on the children, the fact that the Christmas so looked forward to by them is this little Baby's birthday. Show the school a picture of the "Nativity," and begin to teach the Christmas story as found in St. Luke II. 8-14. Luther's "Cradle Hymn" seems very appropriate at this point.

The next morning continue the story by telling about the shepherds of Bethlehem. Tell how they were out all night caring for the sheep and the little lambs; how they were startled by a bright light in the sky. Tell of the chorus of angels, and the angel who came to them and told them of the little Baby lying in the manger in the town.

"The Apparition to the Shepherds"—Plockhurst; "Adoration of the Shepherds"—Murillo; or "Holy Night"—Corregio, are good pictures to show at this time. Teach the words sung by the chorus of angels. They form one of the verses

of the passage the school is learning from St. Luke.

Another morning we might show the picture, "The Worship of the Magi"—Hoffman; or "Adoration of the Magi," Durer, and continue with the story of the Wise men. Picture the long journey across the desert on camels, the bright star that guided them to the Christ Child, and the gifts brought by the Wise men. Here we have the first Christmas gifts. This is a good time to speak about the pleasure of giving. What makes Christmas.

"Little wishes on white wings,  
Little gifts—such little things—  
Just one little heart that sings,  
Makes a Merry Christmas."

Yes! Merry Christmas let it be:  
A day to love and give.

—Lucy Larcom.

Other mornings the children will enjoy hearing about Christmas as kept by the children in other lands,—in Holland, France, Germany and Norway. Again, the custom of carol-singing by the children of England is interesting, and this verse from "The Waits" by Margaret Deland illustrates the custom.

"At the break of Christmas Day  
Through the frosty starlight singing,  
Faint and sweet and far away,  
Comes the sound of children singing, singing,  
Chanting, *singing*."

We all believe in the influence of environment, so we must begin early to make the school-room suggest Christmas. Christmas decorations should have a meaning and teach something to the children. As our Christmas talks go on, the star or angel at the top of the Christmas tree gathers new meaning; the bells swinging in the door or window call up some of the Christmas verses. Here is one of many about bells.

"In a chime of bells  
So sweet and clear  
The song of the Angels  
You can hear;  
As if each little glad-hearted bell  
The story of Christmas tried to tell."

The picture "Christmas Chimes," Bashfield, goes nicely with this verse.

Each teacher has her own idea of school-room decoration. The chief essential is that the decorations be simple and largely of the children's

handiwork. If possible, have a Madonna hung where the children can see it. A drawing on the board of Santa Claus and his reindeer, or Santa going down the chimney is always appreciated.

One of the first things to claim our attention is a Christmas border for the blackboard. Here, a variety of subjects present themselves. Our border may be holly, mistletoe, ringing bells or stars; or the reindeer and camels cut from paper by the children may be utilized for this purpose. The smallest child can make paper chains, and one year we had full length curtains for our windows of chains in holly red made by the children; another year, we used a good sized fir tree for decoration, trimmed with the results of our paper-folding and cutting for the month, which consisted of green and red paper sleds, stars with a small picture of the Madonna pasted in the centre, bells, stockings, etc.

There is no necessity in this article for mentioning Christmas music. Anyone wishing suggestions on that subject has but to read Mrs. Lawrence's "Christmas Carols for Schools" in the November "REVIEW;" but I would like to add this selection from "A Christmas Party," by Lizzie Haley. It seems to embrace the whole Christmas story in verse.

(CHILDREN)—

Oh, don't you know the story  
Of the first Christmas time?  
Then listen, we will tell it,  
While the bells so sweetly chime"

(FIRST CHILD)

We count the years by hundreds,  
Since that first Christmas day  
When in a lowly manger  
The little Christ-Child lay.

(SECOND CHILD)

That night, some shepherds tending  
Their flocks upon the hill,  
Heard heavenly voices singing  
"Peace, peace! On earth good-will."

(THIRD CHILD)

All bright as noon-tide splendour  
A light above them shone,  
While louder sang the angels  
"A Saviour hath been born."

(FOURTH CHILD)

And then a sudden darkness—  
The voices died away,  
The wondering shepherds hurried  
To where the young Child lay

(FIFTH CHILD)

Their flocks were all untended,  
While filled with love and awe,  
They bent above the manger  
And the Baby Jesus saw.

(SIXTH CHILD)

Then too, the wise men watching  
Beheld a star that shone  
In the blue heavens above them  
To tell that Christ was born

(SEVENTH CHILD)

And with their camels laden  
With spices and with gold  
They came from Eastern countries  
The young King to behold.

(EIGHTH CHILD)

The star still went before them  
And pointing out the way  
It shone upon the stable  
Where the Babe of Bethlehem lay

(NINTH CHILD)

And then all lowly bending,  
They worshipped the young King,  
And gave Him from their treasures  
Full many an offering.

(CHILD REPRESENTING ST. NICHOLAS)

Oh children, we have numbered  
Long centuries since then,  
But we see at every Christmas  
That little Child again.  
And we bring to all good Children  
In memory of that time  
Some pretty Christmas present  
While the joy-bells gladly chime.

### SNOWFLAKES.

Little white feathers, filling the air—  
Little white feathers! how came ye there?  
"We came from the cloud-birds sailing so high;  
They're shaking their white wings up in the sky."

Little white feathers, how swift you go—  
Little white feathers, I love you so!  
"We are swift because we have work to do;  
But hold up your face, and we'll kiss you true."  
—Mary Mapes Dodge.



### THE BIRDS' CHRISTMAS TREE AND DINNER.

It is not necessary that the birds' Christmas tree be a spruce or a pine. Any little tree growing in the home or school yard will do. If a branch is used instead of a tree, it may be fastened to one of the window boxes outside. It will be a pleasure to watch, from the window, the bird visitors as they remove their gifts from day to day. If the tree is placed in the yard an opera glass kept on the window-sill will be a great help.

One gift the birds will enjoy is a large piece of suet, or several small pieces. These may be tied to the tree. The popcorn strings used for decoration of the children's tree may be given the birds after it has served its purpose in the home or school.

Save bits of bread and scrapings from the table, mince these fine, and mix with them canary seed, hemp, sunflower seed, peameal, buckwheat, cracked corn or other cereals, broken nuts and dried fruits, and place them where the birds will find them. One or more little baskets of seeds may be fastened to the tree, or a little basket of crumbs or grain. The bluejays are fond of chestnuts and corn, and pine cone seeds.

Ask at home for unsalted meat bones that have had the meat cut from them, and tie these to the trees. The birds like to pick them.

The birds are fond of frozen milk, and a little cup or tin of this might be added to the Christmas feast. But the most acceptable food one can offer is the oily peanut. Crush the nuts and place them in the tree boxes or on the ground, or tie the unroasted peanuts by strings to the tips of as many twigs as can be reached. Then watch the fun. There will be no lack of guests at this feast.

In Norway, Sweden and France the animals are always remembered at Christmas time, an extra portion of food being provided for them. A sheaf of wheat is placed in front of each house for the birds. The horses, the cows, and the dogs and cats are given a fine supper at Christmas.—*Western School Journal.*

The Christmas Bells, so soft and clear,  
To high and low glad tidings tell,  
How God the Father loved us well.

—JOHN KEBLE.

### CHRISTMAS POEMS AND QUOTATIONS.

Rejoice and be merry, set sorrow aside,  
Christ Jesus, our Saviour, was born at this tide.

In Bethlehem, in Jewry,  
This blessed Babe was born,  
And laid within a manger,  
Upon this blessed morn.

Rejoice, O Earth, thy Lord  
Hath chosen Him his holy resting-place.

Shepherds and kings, with lambs and frankincense  
Go and atone for mankind's ignorance:  
Make ye soft savour from your ruddy myrrh.  
Lo, how God's son is turned God's almoner,  
Give ye this little  
Ere He give ye all.

"Remember the poor when the snow comes down,  
And covers the earth with a Christmas crown,  
Ye watchers and workers about the town.

"Remember the poor in the great highway,  
The pitiful waifs that a-hungered stray.  
For the sake of the Christ-child born to-day.

"Remember the poor where the board is spread,  
When there's plenty of meat and plenty of bread,  
By Him was the needy multitude fed.

"The Holy Supper is kept indeed  
In whatso we share with another's need;  
Not what we give, but what we share,  
For the gift without the giver is bare;  
Who gives himself with his alms feeds three,  
Himself, his hungering neighbor, and Me."

In comes Christmas, like a king,  
Dressed in white and crowned with gold;  
In his kindly arms he'll bring  
Gifts of love for young and old.

### CRADLE HYMN.

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

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

—MARTIN LUTHER.

## THE STAR.

When the birds and bees and flowers  
All have gone to bed,  
Did you ever see a star  
Shining overhead?

Many, many years ago  
In a land afar,  
Wise men followed all the night  
Such a little star.

And it led them to a barn,  
Where among the hay  
Safe within His mother's arms  
Christ, a Baby lay.

—FLORENCE L. PATTERSON.

## CHRISTMAS SONG.

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

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

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

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

—EUGENE FIELD.

Then pealed the bells more loud and deep,  
"God is not dead, nor doth He sleep!  
The Wrong shall fail,  
The Right prevail,  
With peace on earth, good-will to men.

—LONGFELLOW.

## CHRISTMAS.

Christ, Christ is born today!  
Holy be thy holiday,  
Rise betimes, and haste away,  
In thy church to kneel and pray,  
Surely from thine heart to say;  
Thou, O Lord, will I obey.

Many poor around there be—  
Alms give thou, and sympathy,  
So God's blessing light on thee.

—LADY LINDSAY.

## WHO, WHAT AND WHERE.

No. III.

## CONCERNING CHRISTMAS.

1. What king of England was crowned on Christmas Day?

2. What king ministered to the poor on the day after Christmas?

3. What are the traditional names of the "three kings of Orient?"

4. In what Christmas stories or poems do the following appear:—Mrs. Fezziwig, Prince Bulbo, the Tetterbys, Sarah Maud Ruggles, Prancer and Dancer?

5. Complete the following quotations, and name the author:

(a). Some say that ever 'gainst that season comes, wherein our Saviour's birth is celebrated—

(b). But peaceful was the night,  
Wherein the Prince of light—

(c). Heap on more wood, the wind is chill,  
But let it whistle as it will—

(d). Again at Christmas did we weave the holly—

6. What Treaty of Peace was signed on Christmas Eve?

## ANSWERS TO NOVEMBER QUESTIONS.

1. Tennyson.—"I do but sing because I must." *In Memoriam*. 21.

2. William Morris.—"The idle singer of an empty day." *Apology. The Earthly Paradise*.

3. Milton.—"That one talent which is death to hide  
Lodged with me useless."

—Sonnet on his own Blindness.

4. Chaucer.—"——ther is game noon  
That fro my bokes maketh me to goon,  
Save, certaynly, when that the month of  
May

Is comen—Farewell my book."

—Prologue to Legend of Good Women.

5. Longfellow.—"More than this; thy name reminds me  
Of three friends, all true and tried;  
And that name, like magic, binds me  
Closer, closer to thy side."

—To the River Charles.

6. Wordsworth.—"Two shall be named, pre-eminently  
dear,—

The gentle lady married to the Moor,  
And heavenly Una, with her milk-  
white Lamb."

—Personal Talk III.

7. Browning.—"Open my heart and you will see  
Graved inside of it, "Italy,"  
—*De Gustibus.*
8. Kipling.—"So thank I God my birth  
Fell not in isles aside —  
\* \* \* \* \*  
Comfort it is to say  
Of no mean city am I."  
—*Dedication of the Seven Seas.*
9. Scott—"Because Byron bet me."
10. (a). Gray.—"Here rests his head, etc."  
—*Elegy in a Country Churchyard.*
- (b). Keats.—"Here lies one whose name was writ  
in water."  
—*Milner's Life of Keats.*
- (c). Stevenson.—"This be the verse you grave for me  
Here he lies where he longed to be."  
—*Requiem.*

COMMENTS ON ANSWERS TO OCTOBER QUESTIONS.

Numbers 3 and 8b, were not attempted, and 8e, by only one. Scott's fine passage on Pitt, Nelson and Fox ought to be better known. "The Loss of the Birkenhead" is familiar to people trained in the "Royal Readers." M. V. L. gave Josiah, king of Judah, as well as Ahab, in answer to 2, and gets double marks. M. V. L. also gave "Reverence for the laws ourselves have made;" a good answer to 7, but the line we chose is more obviously applicable, and is given by several persons. "A kingdom topples over with a shriek," seems hardly fair to the loyal and valiant Belgians. Some people lost marks in 8 by careless reading of the question. "The Battle of Dorking," has been found in a book called "Our Children's Songs" but is anonymous. Prince Rupert was not "King Charles' son" but his nephew. "Lord Alfred Tennyson" is an incorrect form of the poet's title.

MARKS. 30 allowed. M. L. L. Club, 19; M. V. L., 13; B. H. C., 11; G. B., 7; J. E. M., 6; M. L. M., 15; A. L. F., 12.

COMMENTS ON ANSWERS TO NOVEMBER QUESTIONS.

No. 4. Jill quotes from Wordsworth's "It is the first mild day of March," and gets half marks.

No. 5. Was not attempted, and No. 8, not correctly answered. The quotation from St. Paul from whom, of course, Kipling, quoted, does not quite fit the wording of the question.

No. 10. Coleridge's "Stop, Christian passer-by" and the epitaph on Shakespeare in Stratford church, "good friend, for Jesus' sake forbear," were cited, as well as the words of Keats and Stevenson.

Jill's very good paper is welcome.

It is hoped that the Christmas questions will bring more answers. Will correspondents please read the rules and questions carefully.

Marks allowed, 20. M. V. L. 11; M. L. L. Club, 14; Morleena Kenwigs 9. Jill. 13.

LORD ROBERTS.

Sir Frederick Sleigh Roberts, Baron Roberts of Kandahar and Waterford, K. P.; G. C. B.; G. C. I. E.; V. C.; D. C. L.; LL. D., the son of General Sir Abraham Roberts, was born at Cawnpore, India, in 1832, and educated at Clifton, Eton and Sandhurst. In 1852 he went to India as second lieutenant in the Bengal artillery. He served with distinction during the Indian Mutiny, going to the relief of Lucknow under Sir Hope Grant, and after that winning his Victoria Cross by rescuing the colours from the Sepoys. In 1863 he was sent on special service against the hill tribes on the northwest frontier of India, and in 1868 he joined the expedition of Sir Robert Napier (afterwards Lord Napier of Magdala) to Abyssinia, and was sent as the bearer of final despatches to London.

His most brilliant feats of arms were performed in Afghanistan. The Afghan war broke out in 1878. Roberts, in command of the British force, traversed the wild and difficult Kurram valley, forced the Afghan fortress of Kotul, and occupied Kandahar. Peace was proclaimed, but in the following year Roberts was called upon to avenge the slaughter of the British Embassy at Cabul and to take possession of that city. In 1880, the Afghans under Ayoob Khan, proclaimed a holy war against the British and inflicted a crushing defeat on General Burrows at Maiwand. A remnant of the British made their escape to Kandahar, which was threatened by the Afghans. But Sir Frederick Roberts, with 10,000 picked men, marched to relieve it from Cabul. A march of 318 miles through a trackless and dangerous mountain country, infested by hostile tribes, and cut off from all communication, was made in twenty-three days. Kandahar was relieved, the Afghan force cut to pieces and all their artillery captured. This is one of the greatest military exploits of modern times. General Roberts received the thanks of both houses of Parliament, the freedom of the city of London, and was summoned to Windsor by Queen Victoria. After the disaster of Majuba Hill, he was sent to South Africa as commander, but peace was made while he was on his way out. In 1881 he returned to India as commander-in-chief of the Madras army. From 1885 to 1893 he was commander-in-chief in India. He

was raised to the peerage in 1892, with the title of Baron of Kandahar and Waterford. In 1893 he left India; in 1895 he was made a field marshal, and appointed commander-in-chief of the forces in Ireland. After the first serious reverses of the British in the South African war, Lord Roberts was appointed commander-in-chief, superseding General Buller, and went to the front with Lord Kitchener as his chief of staff. Defeat was soon turned into victory, and after the relief of Kimberley and the surrender of Cronje, Lord Roberts returned to England, where he was created Earl of Kandahar, Pretoria and Waterford, and Knight of the Garter. He held the post of commander-in-chief of the British army from 1901 until 1904, when he retired from active service. He never ceased to work for his country but after his retirement, did his utmost by speaking, writing, and organizing, to encourage military training and to prepare the nation for the present ordeal, which he clearly foresaw. His last utterances in print were, the message about the war to the children of the Empire, referred to in the November REVIEW, and "the Supreme Duty of the Citizen at the Present Crisis," an article written for the Hibbert Journal from which we quote on another page. His last public speech was made at Salisbury Plain on October 24th, to the Canadian troops, of whom he was Honorary Colonel. He died on November 14th, in France, where he had gone to greet the Indian troops who had come to the service of the Empire. He was buried in St. Paul's Cathedral, beside Nelson and Wellington, with whose names and examples his will live.

"—his work is done  
But let his great example stand  
Till through all lands, and in all human story  
The path of duty be the way to glory."

We quote the following verses from Kipling's poem on Lord Roberts in the London "Daily Telegraph" of November 19th.

Clean, simple, valiant, well-beloved,  
Flawless in faith and fame  
Whom neither ease nor honours moved  
A hair's breadth from his aim.  
Never again the war-wise face,  
The weighed and urgent word  
That pleaded in the market-place,  
Pleaded and was not heard.

Yet from his life, a new life springs  
Through all the hosts to come,  
And glory is the least of things  
That follow this man home.

### LORD MEATH EMPIRE DAY CHALLENGE CUP AND LEAGUE OF THE EMPIRE PRIZES.

ESSAY COMPETITION FOR EMPIRE DAY, 1915.

The following are the subjects and conditions for the Essay Competitions inter-all Schools of the Empire for 1915:—

#### A. SENIOR COMPETITION.

SUBJECT: "For what principles do the British Empire and its Allies stand in the present War?"

PRIZES: A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the school, and a prize of £5. 5s., given by the League of the Empire, is offered for competition to pupils throughout the Empire, who are over 14 and under 20 on January 1st, 1915. The essay must not exceed 2,000 words.

#### B. JUNIOR COMPETITION.

SUBJECT: "What has been done and what can be done by your country, town or district to help in the present War?"

PRIZES: A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the school, and a prize of £3. 3s., given by the League of the Empire, is offered for competition to pupils throughout the Empire, who are under 14 years of age on January 1st, 1915. The essay must not exceed 1,000 words.

#### CONDITIONS.

1. All essays must be certified by the teacher, parent or guardian of a child in the following terms:—

"I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in."

Signed.....  
Teacher, parent or guardian.

All essays must reach the Central Office of the League of the Empire, 28 Buckingham Gate, Westminster, S. W. London, England, by March 31, 1915.

Further particulars may be had from the REVIEW.

## CALLED UP.

(By Dudley Clark in the London Times).

[The following poem takes its title from the lines in Henry Newbolt's "Drake's Drum."

"Call him on the deep sea, call him up the Sound.  
Call him when ye sail to meet the foe;  
Where the old trade's plyin' an' the old flag flyin'  
They shall find him ware an' wakin' as they found him long ago!"

Drake's Drum still hangs at Buckland Abbey. According to legend it is to sound again when England is in danger]

Come, tumble up, Lord Nelson, the British Fleet's a-loom-  
ing!

Come, show a leg, Lord Nelson, the guns, they are a-boom-  
ing!

'Tis a longish line of battle—such as we did never see;  
An' 'tis not the same old round-shot as was fired by you  
an' me.

What seest thou, Sir Francis?—Strange things I see  
appearing!

What hearest thou, Sir Francis?—Strange sounds I do be  
hearing!

They are fighting in the heavens; they're at war beneath  
the sea!

Ay, their ways are mighty different from the ways o' you  
an' me!

Seest thou nought else, Sir Francis?—I see great lights  
a-seeking!

Hearest thou nought else, Sir Francis?—I hear thin wires  
a-speaking!

Three leagues that shot hath carried!—God, that such  
could ever be!

There's no mortal doubt, Lord Nelson—they ha' done  
wi' you an' me!

Look thou again, Sir Francis—I see the flags a-flapping!  
Hearken once more, Sir Francis!—I hear the sticks a-  
tapping!

'Tis a sight that calls me thither!—'Tis a sound that bids  
Me "Come!"

'Tis the old Trafalgar signal!—'Tis the beating of my  
drum!

Art thou ready, good Sir Francis? See they wait upon the  
quay!

Praise be to God, Lord Nelson, they ha' thought of you  
an' me!

In God's name cheerly on, courageous friends,  
To reap the harvest of perpetual peace  
By this one bloody trial of sharp war.

—Shakespeare.

You cannot think that the buckling on of  
a knight's armour by his lady's hand was a mere  
caprice of romantic fashion. It is the type of  
an eternal truth—that the soul's armour is  
never well set to the heart, unless a woman's  
hand has braced it; and it is only when she  
braces it loosely that the honour of manhood  
fails.—*Ruskin.*

ENGLISH COMPOSITION IN UNGRADED  
SCHOOLS.

## SUGGESTIONS FOR EXERCISES.

1. Find five questions in any book, and copy  
them, making neat question marks.

2. Copy five sentences from the board, and  
under each one write the statement turned into  
a question, like this:

The leaves are red and yellow.

Are the leaves red and yellow?

3. Write questions to fit these answers:

(1). I have done five examples. (2). I saw two  
ducks. (3). It is half-past ten. (4). I like apples  
best. (5). That is a maple. (6). Mary is ten  
years old.

4. Copy the following, dividing it into six  
sentences. Begin each sentence on a new line,  
and with a capital, and put a full stop at the  
end of each. The room is dark it is going to  
rain the birds have gone to their nests there are  
no leaves on the trees I can see the river a man  
is driving up the hill.

5. Write ten sentences beginning with "Shall  
I?" asking your teacher if you are to do certain  
things; like this:—Shall I open the window?  
Shall I collect the books?

6. Write ten or twelve lines about a dog that  
you know. Tell his name, his colour, what he  
likes to eat, where he sleeps. What he can do.

7. Write sentences telling in what way each  
of these creatures is useful:—cat, hen, cow, pig,  
horse, duck; like this:—The cat catches mice.

8. Write in full; isn't, wasn't, doesn't, hasn't,  
haven't, aren't, weren't, don't. Use each of  
these contractions in a sentence, placing the  
apostrophe properly.

9. Pick out ten contracted forms from any  
book; write them in a list, and put the full form  
after each.

10. For what do the following abbreviations  
stand:—a.m., Ave., anon., bbl., A. D., Co., cwt.,  
Esq., etc., O.H.M.S., B.A., M.P., MS., R.F.D.?

11. Write a little story containing these  
words:—writer, boy, brother, school, snow, deep,  
dangerous, return, excuse, honour.

12. Write a telegram containing an important  
message, in ten words. (The message may be  
suggested by the teacher.)

## CURRENT EVENTS.

The antimony mines in New Brunswick are to be reopened and can probably now be made to yield some profit, the price of the metal having advanced because of the war.

The number of immigrants reaching the United States from Europe since the war began is less than one-fifth of the number in the corresponding period last year. Immigration to Canada has practically ceased.

That the war injures other nations besides those actively engaged in hostilities is strikingly shown by the passage of an emergency war tax bill in the United States. This measure provides for a stamp tax, which is expected to yield a hundred million dollars to make up for the loss of revenue on imports.

The United States troops have been recalled from Mexico. Just why they should be recalled now, when affairs in Mexico are in greater confusion than ever, is hard for us to understand. Their presence at Vera Cruz would seem to be more needed now than it was when they landed there, seven months ago. Carranza, who assumed the government of the country after the departure of Huerta, has been driven from Mexico City by the approach of the rebels from north and south. Three days after the United States soldiers and marines left Vera Cruz, Carranza entered, and proclaimed that city the capital of the republic. Meanwhile Zapata, the leader of the southern rebels, and Villa, the leader of those in the north, reached the suburbs of Mexico City; and the Zapata forces took possession and preserved order. Carranza expected that Villa and Zapata would quarrel; but they seem to be working in harmony, apparently both recognizing the authority of Gutierrez, who was appointed Provisional President by the recent peace convention with a hope of uniting all parties. A third government is said to have been added to these two by the action of General Gonzales in proclaiming himself Provisional President and appointing a cabinet. He is now approaching the city of Mexico with an army of ten thousand men.

Theodore, a successful revolutionist, is now in full control of the government of Haiti. In Santo Domingo, there has been an election for president, the result of which is still in doubt; and a United States ship has been sent to the capital to preserve order.

The island of Cyprus, which nominally formed a part of the Turkish Empire, was formally annexed by Great Britain on the fifth of November. The island has been occupied and administered by Great Britain since 1878.

The fourth month of the war has come and gone with little change in the situation in France and Belgium. The fighting has been continuous and heavy; but the efforts of the Germans to break through the lines of the Allies and reach Dunkirk and Calais were without avail. Here time is telling in favour of the Allies. The French army is kept at its full strength, and will soon be provided with the field guns of which it was in need. The British army has been largely reinforced by the arrival of fresh troops from England; and the Belgian army is reformed, making a valuable addition to the forces. The Germans are now outnumbered, but will probably not be forced to retire until spring, when the Allied armies will be ready to follow them across the Rhine.

We know less of the movements in Russian Poland, where the second advance of the Germans against Warsaw has been checked, and where one of the greatest battles in the history of the world has occurred, or is still in progress.

In Galicia, the main Russian campaign is against Cracow, which is strongly fortified and will not be easily reduced. One Russian army is approaching it from the east, and another from the north. Cracow is the capital of Austrian Poland, and the Poles may surrender the city to the Russians to save it from destruction. The fortress of

Przemysl, which the Russians have passed on their way to Cracow, is still under siege. A small Russian force which crossed the Carpathians is said to have been defeated by the Austrians on the plains of Hungary.

Servia is in great danger of being conquered by the Austrians, and has appealed to Russia for help. Belgrade, the former capital, has been captured; and the Servian army has been reduced from two hundred thousand to half that number by the three months fighting. (By the way, Servia is another name that has been changed by the war. We must write it Serbia now, for the Serbs very strongly object to our way of spelling it.)

The war in Asia Minor thus far consists of the march of a Russian army towards Erzerum, without much opposition. The Armenians welcome the Russians as deliverers from the Turkish yoke. Just as Poland was divided between Russia, Austria and Germany, so Armenia was divided between Turkey, Persia and Russia; and just as Russia has promised, if victorious in the war, to unite Poland again under the Russian crown, so she may be expected to reunite Armenia, for Persian Armenia is virtually already in Russian hands.

A Turkish army is threatening the Suez Canal; but this movement was expected, and the place is strongly defended by Indian and Australian troops. British Indian troops have also occupied a Turkish stronghold at the head of the Persian Gulf.

The first great victory for the Allies has been won by the Japanese, with the assistance of British and French warships and a few British troops from India. After a siege of seventy-four days, the Japanese troops entered the fortress of Tsing-tao on the morning of the sixth of November; and with it the Chinese territory of Kiao-chau was lost to Germany. Japan will administer the territory until the close of the war, and then will open negotiations for its restoration to China.

At sea, the British have lost two ships in a battle with a German fleet off the coast of Chile, and a swift German cruiser which had been preying upon British commerce in the Indian Ocean has been destroyed by an Australian cruiser.

Portugal is ready to enter the war, both for the protection of her own territories in Africa, which have already been invaded by the Germans, and because of an alliance with Great Britain which dates from 1703, under the terms of which Wellington and his army went to the assistance of Portugal a hundred years ago. The proclamation of a holy war by the Sultan of Turkey may lead to an uprising in Africa which will bring Italy into the conflict on the side of the Allies.

The French government, which moved to Bordeaux when the Germans were near Paris, has now returned, and Paris is once more the capital of the country.

On the first news of famine in Belgium, the San Francisco chamber of commerce collected in one hour a hundred thousand dollars for the purchase of food supplies. Other places were as quick to respond, and ships loaded with food and clothing from both the United States and Canada have gone across the ocean on their errand of mercy. More must go, for the need is urgent. Many of the stricken Belgians have taken refuge in England, and many more in Holland, where the government is providing for their support. In Galicia, also, where the country has been swept by two armies, there is great distress.

General DeWet, the rebel leader in South Africa, has been captured, and the rebellion may be considered as ended. His few followers are so scattered that they will probably not rally again.

Twenty-four hour time has been officially adopted in France, and a watch dial is made on which by a slight movement the figures from 13 to 24 are brought into view instead of the figures for the morning hours, 1 to 12. The plan more generally adopted, however, is that which came into use here when twenty-four hour time was first

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**N. B. OFFICIAL NOTICE.**

It has come to the notice of this department that certain book agents are improperly taking up the regular time of the schools and imposing books or apparatus upon teachers and trustees, alleging that the same has the approval of school officers of the Education Department.

No agents for Books or apparatus have received the endorsement or approval of this department. No books so purchased will receive the library grants given under section 96, School Manual.

W. S. CARTER,  
Chief Superintendent of Education.  
Education Office, Nov. 4, 1914.

**Nova Scotia School Calendar, 1914-1915.**

Dec. 19—First day of Christmas vacation.

1915.

Jan. 4.—Public Schools re-open.

Jan. 5.—Normal College re-opens.

Jan. 29.—Last teaching day of first half school year.

The full number of teaching days in the half school year ending January 29th is 103.

**The Teachers' Institute**

— OF —  
**CARLETON and VICTORIA COUNTIES**

WILL MEET IN THE

**Fisher Memorial School, Woodstock,**

**On December 17th and 18th.**

**F. C. SQUIRES,**  
President.

**W. S. DALEY,**  
Sec'y-Treas.

used on the Intercolonial Railway, by which the figures for the morning hours remain in their places, and those for the afternoon appear in an inner circle.

Three expeditions were sent to Hudson Bay last summer to report upon the fisheries. The party which went to the east coast of James Bay found conditions excellent for establishing a whitefish industry north of the East Main river; and the Indians say that large quantities of cod can be obtained there in February and March. It may be assumed that the latter statement needs confirmation.

It is stated that not a drop of strong liquor can be obtained anywhere in the Russian dominions. The sale of intoxicants was forbidden as a war measure at the time of the mobilization of troops; and it worked so well that the prohibition will be continued at least until the end of the war. In France, also, the sale of absinthe and similar drinks is prohibited during the war.

Arizona, Colorado, Oregon, Virginia and Washington voted for prohibition of the liquor traffic at the late fall elections. With Georgia, Kansas, Maine, Mississippi, North Carolina, North Dakota, Oklahoma, Tennessee and

West Virginia, which had already voted out the traffic, this makes fourteen prohibition states; and it is probable that two more, Idaho and Alabama, will soon be added.

The following kindly notice of the REVIEW appeared among the Literary Notes of the St. John Globe on Saturday, October 24th.

A little magazine that escapes general attention, or is perhaps regarded solely as a technical production, is the EDUCATIONAL REVIEW, edited and published by two Saint John women, Miss Eleanor Robinson and Mrs. George U. Hay. Of course, this magazine is intended for the use and benefit of teachers in city and country schools, and for others who are directly interested in the education of the young. In addition, however, to the specific value of the magazine, it has a literary and educational value that should appeal to many outside the direct field of its present range. In recent issues a carefully compiled column of Current Events, just now chiefly devoted to war notes, is a distinct advantage to the teacher who has to answer many questions or who wants to keep her pupils alive to that which is happening beyond the covers of his school books. A series of notes on High School Literature, dealing especially with The Lay of the Last Minstrel, are especially to be commended because they deal with many points not to be found in the annotated editions of the poem, and because they are presumably from the pen of an able student of English literature, Miss Eleanor Robinson. Two series of nature studies by Mr. Perry and Mr. DeWolfe, and a literary contest, Who, What and Where, begun in the October issue, are other notable features of the REVIEW. The high standard to which the paper attained under its founder, the late Dr. G. U. Hay, is being admirably maintained by Miss Robinson. The EDUCATIONAL REVIEW occasionally issues a presentation photo. With the October number an excellent portrait of the King is printed on a loose sheet, and is admirable for school or home use.

## SCHOOL AND COLLEGE.

At the close of the Westmorland County Teachers' Institute, the teachers of Sackville Parish in private session formed a Sackville Parish Teachers' Association.

The offices elected were: President, E. D. MacPhee; Vice-President, Miss Mollie Peacock; Secretary-Treasurer, Miss Hattie I. Milner.

The first sessions of the Association were held in the library of the Sackville High School on November 13th and 14th. Teachers were present from almost all parts of the Parish.

The programme was as follows:

1st Session, 7.30 p. m., November 13th.  
Address — President, E. D. MacPhee.  
Nature Study — J. A. Edmonds.  
Question Box.

2nd Session, 9.00 a. m., November 14th.  
Writing in Elementary Grades — Miss Rheta Inch.  
Metric System — Miss Mayme V. Alward.  
Composition in Intermediate Grades — Miss Mollie Peacock.

The subjects chosen were handled very efficiently, and evoked very general practical discussions. The Association, though somewhat of a venture, in so far that it is believed to be the only Parish Association in existence, has shown itself to be of as much practical value as any Teachers' Institute.

The next session of the Association will be held in late February or early March.

Mr. Carl W. Borden, a graduate of Mount Allison, has been engaged as Instructor in Manual Training on the Sackville High School Staff.

Miss Henrietta Thompson, of West St. John, has resigned, after teaching for thirty-six years.

The regular course at the Nova Scotia Agriculture College opened on November 3rd, with a very good enrolment.

Miss Borden has taken the place in the primary department of the Hantsport, N. S., school, left vacant by Miss V. Davison's resignation on account of illness.

King's College is represented on the chaplain's list of the Canadian contingent by Rev. D. V. Warner, Rev. G. M. Ambrose and Rev. A. L. L. Skerry. Other graduates and under-graduates who are now on service at home or abroad, are E. Jeffrey, G. Mason, H. W. Campbell, A. L. Collett, L. deV. Chipman, A. C. Morris, Major J. P. Silver, A. W. Cunningham, J. R. Jones, C. M. Bowman, and Colin Campbell.

There has been a very large increase in the number of students attending the evening classes of the Technical College continuation schools in Halifax.

As a result of the war, there will be only seven cadets for the graduating classes at the Royal Military College this year. Over twenty are now at the front. There is

a movement on foot to have the present college course discontinued this term and the whole time of the staff given to the training of officers for the war. — "*Acadian Recorder*."

The Ontario Department of Education, following the example of the British Minister of Education, is making arrangements to send a large number of circulars to the teachers, giving them, in brief form, information on the causes of the war and the Empire's share therein, and advising them to discuss the subject with their classes.

In Yarmouth, N. S., the evening classes in sewing, under Miss Perry and in electricity under Mr. John Ross, have grown so large that they have had to be divided.

The Yarmouth School Board lately passed a resolution to appoint no teacher who does not hold a B certificate, or higher, with first class professional qualification.

Charlottetown, P. E. I., has organized a school and home association, with the object of increasing understanding and sympathy among parents and teachers. The meetings are held in the School Board rooms. On October 30, Mrs. J. A. Matheson addressed the society, describing schools that she had lately visited in Western Canada.

The people of Wolfville, N. S., lately expressed in a formal resolution at a public meeting their hearty appreciation of the excellent work accomplished by Mr. Ford, as principal of the High School during the last eighteen years.

Miss Jessie Weyman, B. A., is principal of the Gagetown, N. B., Grammar School.

J. C. Hanson, B. A., is principal of the Consolidated School at Riverside, N. B.

Miss Kathleen Kirk, B. A., is teaching Latin, English and History in the Sussex Grammar School.

Rev. Canon Powell has resigned the Presidency of King's College, Windsor, N. S., in order to take up parish work. His resignation takes effect in May, 1915, at the end of five years of service as College President.

Mr. Leo Moore, principal of the Marysville, N. B., school, has resigned.

Mr. A. J. Finlay has been elected chairman of the School Board in Halifax, N. S.

Mr. W. H. Waddell, for many years a prominent teacher in Halifax, died in Florida last month. Mr. Waddell was the last surviving member of the first managing committee of the Protestant Industrial School. He was first assistant-master in the old Grammar School, and then principal of the Arnold School, and not only an admirable teacher, but a public-spirited worker in educational and philanthropic circles.

The Senate of the University of N. B., has decided to grant degrees to members of the senior class, enlisting with the second Canadian contingent. To recruits from the junior class will be granted their year, and from the other two classes, credit for their full term's work.