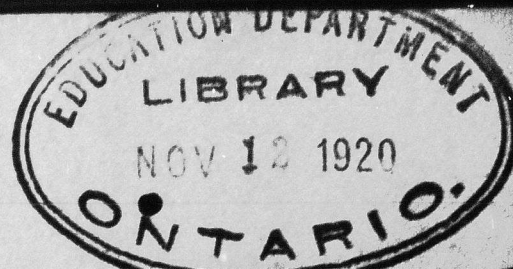


PAGES

MISSING

Educational Review



VOL. XXXV. No. 4

FREDERICTON, N. B., NOVEMBER, 1920

WHOLE NUMBER 408

Headquarters for School Supplies

McMILLAN'S
ST. JOHN, N.B.

PLACE YOUR ORDERS EARLY. We aim to have the best of everything in our line, and our constantly increasing mail order business bears testimony to the prompt and efficient service we give our patrons.

GLOBES, MAPS, HYLOPLATE BLACK BOARD, SCHOOL CRAYONS, SLATES, EXERCISE BOOKS AND SCRIBBLERS, with new, artistic and attractive covers. School Book Lists cheerfully forwarded on application. **ORDER NOW.**

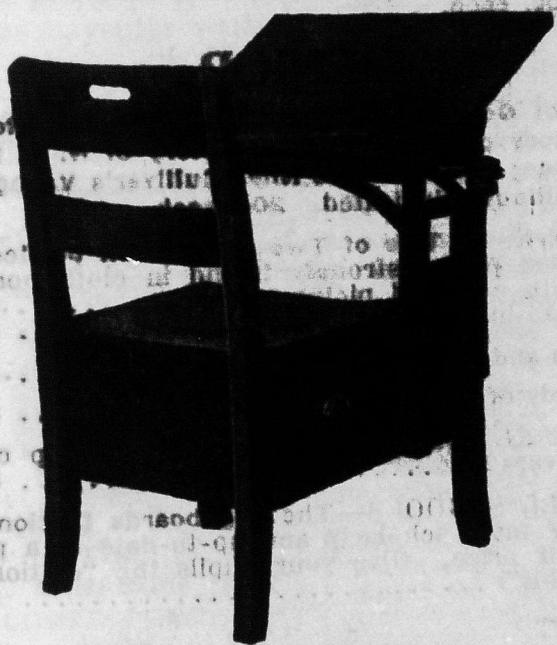
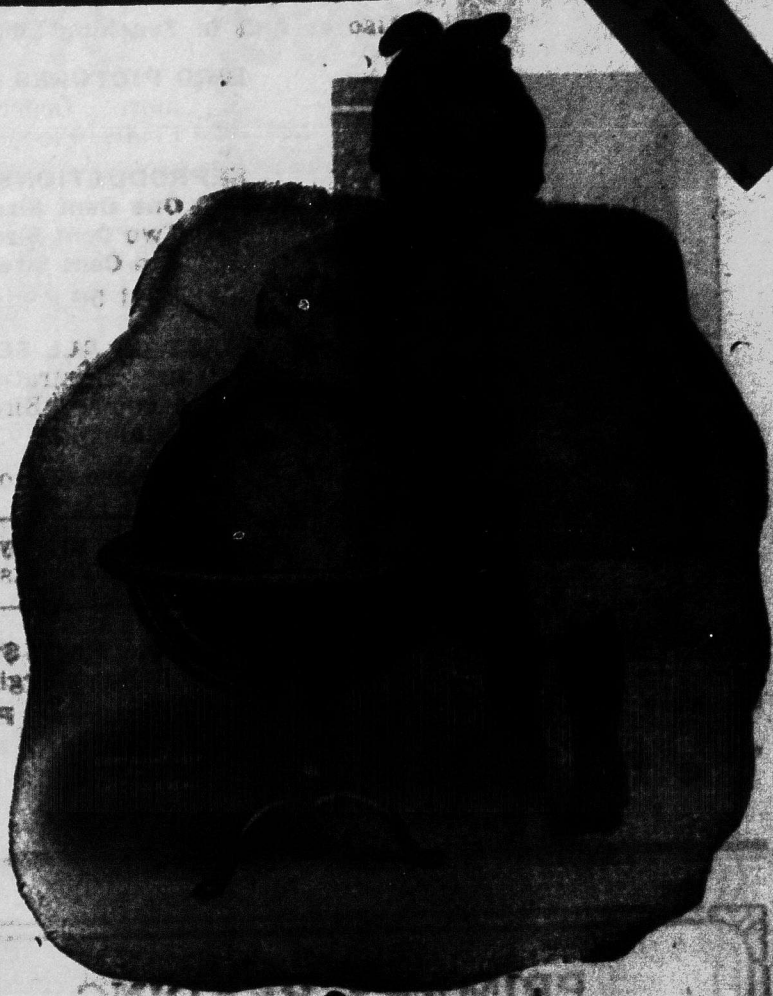
Distributors of Webster Dictionaries for the Maritime Provinces.

Also Chapman's Loose-Leaf Books

McMILLAN'S

J. & A. McMILLAN

98 and 100 Prince Wm. Street, St. John, N. B.



The Moulthrop Movable and Adjustable Desk

MADE OF QUARTERED OAK, GLOSS FINISH

All parts are solidly constructed to withstand hard usage. Adjustable supports for the writing table are of electrically welded steel.

Three simple adjustments are embodied.

The bases of legs are fitted with "domes of silence."

Made in Canada by Canadian Workmen

Write for Special Booklet and Prices

The George M. Hendry Company, Limited

SCHOOL EQUIPMENT OF ALL KINDS

215 Victoria Street

Toronto, Canada

Teach the Thanksgiving Story, and the Christmas Story with

THE PERRY PICTURES

Send 40 Cents for 20 pictures of the Pilgrims, Plymouth Rock, The Mayflower, etc. Each 5 1/2 x 8. Smaller size 3 x 3 1/4. 30 for 30 cents.

Plan to Use Them in Picture Study Throughout the Year.

Also as Aids in Teaching Language, Literature, History and Geography.



Feeding Her Birds Millet

BIRD PICTURES IN NATURAL COLORS. Size 7 x 9. Three Cents Each for 15 or more. Order now for Fall Bird Study. 600 other subjects: Animals, Birds, Fruits, Flowers, Minerals, Mountains, etc., at 3 cents each.

REPRODUCTIONS OF THE WORLD'S GREAT PAINTINGS.

One Cent Size. 3 x 3 1/4. For 50 or more.

Two Cent Size. 5 1/2 x 8. For 25 or more.

Ten Cent Size. 10 x 12. For 5 or more.

Send 50 cents for 25 choice art subjects we have selected, each 5 1/2 x 8.

FIRST OF ALL SEND 15 CENTS FOR OUR 64 PAGE CATALOGUE of 1600 miniature illustrations, a 10 cent picture, 9 x 12, a New York Edition picture, 7 x 9, a colored Bird picture, and 54 pictures each about 2 x 2 1/4. Printed in the Catalogue.

(Please do not send for the Catalogue without sending the 15 cents, in coin.)

May we urge you just as strongly as possible, to send your order NOW for Thanksgiving and Christmas pictures without a day's delay.

ARTOTYPES. Large Pictures for Framing. Price \$1.75 for one; \$1.50 each for 2 or more; 10 for \$13.50. Postpaid. Size, including margin, 22 x 28 inches. 150 subjects.

Decorate your Schoolroom with Beautiful Pictures. Frame at least one of these and hang it on your wall this month.

The Perry Pictures Company

Box 66, Malden, Massachusetts

PRIMARY READING

THE NURSERY RHYME PRIMER. (Coloured Illustrations) 20c.

THE MERRY READERS—Graded Jingles and Nursery Rhymes. Book I, 25c. Books 2 and 3, 30c. each.

NELSON'S PICTURE READERS. Each one a complete story of 16pp. with lots of coloured illustrations. Eight titles. 7c. each or 50c. the set.

"I Read Them Myself" Series—Jack and the Beanstalk, Hop o' My Thumb, The Wolf and the Seven Kids, Little Red Riding Hood, Cinderella. Alternate pages of three illustrations opposite corresponding narrative. 10c. each postpaid. The set 50c. postpaid.

JUNIOR READING

NELSON'S SIMPLE READERS. Linen covers and coloured frontispiece. Water Babies; Book of Fables; Snow Queen; Nature Tales; Undine; King Alfred; Perseus; Robin Hood; Legends of Music; Jason and the Golden Fleece; Children's Fairy Book Pts. I and II; Louey Chisholm Fairy Book Pts. I and II. 15c. each.

INTERMEDIATE

Story of Havelock; King of the Golden River (abr); Pictures of Children; Grimm's Fairy Tales, I and II; Animal Stories; Old Greek Stories. Tales of Southern Seas. Linen illustrated. 20c. each.

SENIOR

Tales of Odysseus; Three Lays of Ancient Rome; Story of N. W. Passage; Story of N. E. Passage; Nelson of the Nile; Gulliver's Voyage to Lilliput. Illustrated. 20c. each.

GRADE X. A Tale of Two Cities, well printed on good paper, strongly bound in cloth boards, with coloured picture wrapper..... 50c. Also in limp cloth, 35c.

Sesame and Lilies, cloth boards, clear type... 30c.

The Lady of the Lake, annotated, limp cloth... 35c.

GRADE XI. Julius Caesar, annotated, limp cloth covers 35c.

FOR ALL SCHOOLS—The Highboards Dictionary, the most scholarly and up-to-date at a popular price. Give your pupils the "dictionary habit" 60c.

THOMAS NELSON & SONS, LTD.

77 Wellington St. West TORONTO

ESTABLISHED A.D. 1798

Three in one family take our teachers' courses

It is a notable commentary upon the thoroughness of our Teachers' Courses that three members of one family took them in succession—and passed their examinations with flying colors. Here are the facts:

In 1916, Mr. _____, of Lloydminster, Alberta, passed the Grade XI examination after taking our course. In 1919, one of this gentleman's sisters enrolled for a course to prepare for Grade X examination which she passed successfully. This year, another sister wrote us, under date of August 23. "I want to thank the College for the help I have received from it in my studies. A few days ago I heard that I passed the Grade X examination successfully. The course was thorough in every way and I have appreciated it."

C. C. C. Students recommend the courses to others

We think we are justified in feeling considerable pride because such a large number of our students are enrolled through the recommendation of other students.

Our files contain innumerable letters of similar purport to these following. The names in each case will be cheerfully furnished on request.

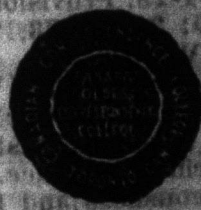
MR. _____, HYMERS, ONT., writes on August 11th, 1920, as follows:—"I am pleased to tell you that I have succeeded in passing the NORMAL ENTRANCE this year and am very grateful for your valuable assistance."

MR. _____, ST. STEPHEN, N.B., took our course for Algebra, Class I., New Brunswick. He writes us on August 13th, 1920:—"I am ready to continue my Junior Algebra Course. I managed to write the July examinations, despite my poisoned hand, and MADE A MARK OF 78 IN ALGEBRA."

Our courses omit nothing that is necessary and contain nothing that is superfluous. They are prepared upon exact information regarding the subjects that must be mastered in order that you may pass your examination with the minimum of effort and the maximum of standing.

What others have done by taking our course, you also can do. Fill in and mail us the coupon below with an "X" marked against the course you are interested in and full particulars will be sent you free by next mail.

FULL INFORMATION FREE—Send this Coupon today



THE CANADIAN CORRESPONDENCE COLLEGE, LTD.

Dept. E. R., Toronto, Canada

THE CANADIAN CORRESPONDENCE COLLEGE, LTD.,
Dept. E. R., Toronto, Canada.

You may send me without charge or obligation, particulars of the course

marked with an X

Teacher's Examinations (any province, specify Exam. required)
Commercial—
Bookkeeping
Commercial Arithmetic
Commercial Law
Letter-Writing
Penmanship
Stenography
Shorthand
Typewriting

Letter-Writing
Spelling
Penmanship and Office Routine
Matriculation (any or all subjects)—
Junior
Senior
Story-Writing
Latin and French
Drawing (Art and Color)
Mechanical Drawing

Architectural Drawing
Special English
Public School Course
High School Entrance
Civil Service
Engineering
Electrical
Automobile
Tractor
Gas and Gasoline
Stationary Steam

Name Address

EDUCATIONAL REVIEW

OFFICIAL NOTICE

Editorial Office - - - - - Moncton, N.B.
Business Office - - - - - Fredericton, N.B.

Published by The McMurray Book and Stationery Co., Ltd.

CONTENTS

Table with 2 columns: Article Title and Page Number. Includes Editorial Notes, Prince Edward Island Teachers' Association, The New Europe, etc.

EDUCATIONAL REVIEW SUBSCRIBERS

The Educational Review is published every month in the year except July—on the 10th of the month.
Change of Address: If you desire the post office address on your Review changed, notify us at once...

Date on Mailing Wrapper. The date under the address on the mailing wrapper shows the time to which your subscription is paid. Prompt payment of subscriptions saves time and postage lost in sending reminders.

Subscription Price. The subscription price is one dollar and twenty-five cents per year, paid in advance; single numbers, 15 cents.

Remit by postal note, post office order, express order, bank note or registered letter. Cash sent in unregistered letters is at the sender's risk. DO NOT send personal cheques as the exchange on them costs more than the other methods of remitting.

Advertising Rates may be obtained on application. No objectionable advertisements will be accepted. Please mention the Educational Review when dealing with our advertisers.

Address all communications and make all payments to

THE EDUCATIONAL REVIEW, P. O. Box 850, Fredericton, N. B.

NOTICE

Watch the label on the front of The Review for the date to which your subscription is paid. If your subscription has expired kindly renew at once.

New Brunswick High School Course in History, 1920-21
Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.
Grade X. Public School History of England—Morang Educational Co., Ltd., Toronto.
Grade XI. Outlines of the World's History—Ancient Oriental Monarchies, Greece and Rome—Sanderson, Blackie & Son, Limited, Glasgow, Scotland. (Beauf Publishing Co., Ltd., Montreal).

(Subject to satisfactory arrangements being made with the Publishers)
W. S. CARTER, Chief Superintendent of Education.
Education Office, Fredericton, N. B., August 2nd, 1920.

New Brunswick School Calendar

- 1920-1921
FIRST TERM
December 14—French Department Normal School Entrance Examinations begin.
December 14—Third Class License Examinations begin.
December 17—Normal and Public Schools close for Xmas Holidays.
1921
SECOND TERM
January 3—Normal and Public Schools re-open after Xmas Holidays.
March 24—Schools close for Easter Holidays.
March 30—Schools re-open after Easter Holidays.
May 18—Loyalist Day (Holiday, St. John City only).
May 23—Empire Day.
May 24—Last day on which inspectors are authorized to receive applications for July Examinations.
May 24—Victoria Day (Public Holiday).
May 24—Third Class License Examinations begin (French Department).
June 3—King's Birthday (Public Holiday).
June 10—Normal School closes.
June 14—License Examinations begin.
June 20—High School Entrance Examinations begin.
June 30—Public Schools close.

DAILY BIBLE READINGS

- December.
First Week—Lessons from Winter.
Wed.—Prov. 6:6-11; 30:24-28. Provision for Winter.
Thu.—Job. 37:5, 6, 9, 10; 38:22, 23, 29, 30. The Wonders of Winter.
Fri.—Ps. 51:6-10; Isa. 1:16-20. The Whiteness of the Snow.
Second Week—Anticipating the Coming Christ.
Mon.—Isa. 9:1-7. The Prince of Peace.
Tue.—Isa. 11:1-9. Righteousness and Peace.
Wed.—Ps. 72:10-19. His Universal Rule.
Thu.—Ps. 2. The Reign of the Lord's Anointed.
Fri.—Isa. 53:1-6. The Servant of Jehovah Suffering for Others.
Third Week—The Advent of the Christ.
Mon.—Luke 2:8-20. The Angels and the Shepherds.
Tue.—Matt. 2:1-12. The Wise Men from the East.
Wed.—Luke 2:22-32. "Mine eyes have seen Thy Salvation."
Thu.—John 1:1-12. God Manifest in the Flesh.
Fri.—1 Tim. 4:12-16; 2:1-5. "One Mediator between God and Man."
—Dr. Calder.

EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

Established in 1887 by Dr. G. U. Hay and Dr. A. H. MacKay

Eleven Issues a Year

FREDERICTON, N. B., NOVEMBER, 1920

\$1.25 a Year (In Advance)

MISS JOSEPHINE MacLATCHY, Editor

W. M. BURNS, Manager

EDITORIAL NOTES.

The Editor of the Educational Review has offered to the executives of the Teachers' Union of each of the three Atlantic Provinces, the privilege of using one page each month for the year, as a means of keeping the members in touch with the work which is being done.

The Vocational Boards of Nova Scotia and New Brunswick are co-operating with the Staff of the Educational Review to prepare a Vocational Education number for December. Considerable space will be given to the work being done in each of these Provinces and reports of the work done in the other Provinces of Canada. Articles by Col. Gill of the Dominion Vocational Boards,

Dr. Miller of Ontario Board of Education, Mr. Bennett, Editor of the Manual Arts Magazine, Mr. Siepert of Bradley Institute, and others, will add much interest to this number.

The attention of our readers is drawn to the Christmas suggestions to be found in this number. An attractive Christmas program has been arranged by Miss Proudfoot, portraying the Christmas customs of England, before the time of the Commonwealth. There are recitations, an article suggesting carols to be used and two short plays, one for the Primary Children, the other for older boys. Miss Baxter of the New Brunswick Normal School, has given us some suggestions for Christmas hand work.

Prince Edward Island Teachers' Association

Report taken largely from The Island Patriot,
Charlottetown.

The annual convention of the Prince Edward Island Teachers' Association opened on the morning of September 29th, at 11 o'clock, in Prince of Wales College, Charlottetown. Inspector Doyle, President of the Association, appointed three members to report to the three Charlottetown newspapers. The Committee on Resolutions appointed was: Principal Seaman, Mr. N. MacConnell and Miss Ethel Duffy. The members of the Finance Committee were: Mr. Charles MacDuff, Inspector Shaw and Mr. Frank MacMillan.

"The President then delivered a splendid address reviewing generally the work of the past year. He referred to the nobility of the teaching profession and emphasized the necessity of the teachers taking a great pride in the important work in which they are engaged.

He suggested also the formation of District Institutes where teachers and parents might meet and take into consideration measures for the improvement of educational conditions. He referred to the resignation of Col. R. H. Campbell from the position of Chief Superintendent of Education and the distinct loss sustained by our educational system in his departure from this Province. He extended congratulations to the new Superintendent of Education, Mr. Rogers, on his appointment and hoped that success might attend his efforts in his new field of labor.

Mrs. Hasbrouch of New York, next delivered an ex-

cellent address on "Child Welfare," referring particularly to the tremendous importance of physical fitness in the battle of life. She spoke of the impossibility of mental attainment on the part of children suffering from physical defects. She referred to the serious effects of many children owing to malnutrition and pointed out what was being done by some countries to offset this. In conclusion she laid stress on the great responsibilities imposed upon the teachers in the execution of their important duties.

After Mrs. Hasbrouch's address, Mr. Rogers, Superintendent of Education, gave a very thoughtful address in which he assured the teachers of his hearty support and urged the members of our Educational System—teachers, trustees, and all officials to stand together and work loyally and unitedly for the betterment of Education in this Province. He referred to the existence of much ill-feeling—particularly in the rural districts—among the members of our educational organizations and trusted that by the exercise of some tact on the part of the teachers this deprecable condition of affairs would shortly be eliminated. He hoped the teachers would act as propagandists to awaken a deeper public interest in behalf of better schools. The meeting then adjourned.

The Session Thursday morning was opened with a

business session. Principal Seaman moved, seconded by Inspector Cairns, the following resolution:

"Resolved that the P. E. I. Provincial Teachers, Association and the P. E. I. Teachers' Union be united under the name of P. E. I. Teachers' Union and that the Union shall have all the rights, privileges and obligations of both bodies that are thus united."

Further Resolved, That the enrolment fee for the year 1920-21 be one dollar.

The resolution was supported by Inspector Shaw, Mr. Leo Nelligan, and on being put was carried.

A general discussion then followed on the Text Books now in use. Those who took part in the discussion were Mr. Charles MacDuff, Miss Webster, Mr. E. J. H. Morrissy, Mr. Neil MacCannell and Principal Seaman. All of these speakers were of the same mind as to the unsuitableness of such text books as Goggin's English Grammar, Hamblin Smith's advanced Arithmetic and the series of Readers, and trusted that soon more suitable text books would be authorized by the Board of Education."

Rev. Dr. McGuigan then gave an excellent address on "The Teachers' Responsibility in Regard to Self-improvement." He urged that each teacher consider his course in College but the beginning of his training. Not only should the teacher carefully prepare the lessons to be taught each day, but should, also, perfect his training by a judicious course of reading. The teacher's responsibility toward the habit and morals of his pupils demands that he develop in himself habits of self-control. The power of knowledge and virtue, wisdom and conduct are needed not only to acquire wealth but to train good men and women, good citizens. The teacher should develop himself that he may better serve the noble cause in which he is engaged, that of developing a greater and nobler Canadian nation.

"The next number was a very practical address by Mr. E. Smith, Superintendent of Schools for the City of Verdum, Quebec. He referred to the low salaries that had been paid to the teachers of the Province and pointed out what had been done during the past two or three years in the matter of providing higher salaries. He dwelt on the power of agitation in order to secure improvement and showed that the teachers must be in earnest and stand loyally together for the advancement of their cause.

The concluding address of this session was given by the Rev. Mr. Freeman, on "The Child versus the Dollar," and was a most forceful and inspiring one. He showed in the first place how money came to be the medium of exchange and that it was valueless apart from the human touch. He emphasized the wisdom of spending money liberally in the education of the boys and girls. Every facility, he declared, should be provided for the proper training of the children. There should be good school buildings, good school grounds, and ample equipment. Medical inspection too is indispensable in order that the child may not be handicapped in his work by physical defects. He pointed out the need of efficient teachers to train the boys and girls and showed that it was impossible to secure such teachers without the payment of adequate salaries. In conclusion he expressed his intense interest in the cause of Education and the high privilege it was to be a teacher."

The public meeting held that evening was presided over by Judge Warburton. Interesting addresses were given by the Chairman, Rev. G. C. Taylor, Superintendent Smith, and Mr. R. H. Rogers, Chief Superintendent of Education for the Province.

The Session on Friday morning was held under the auspices of the Teachers' Union.

THE NEW EUROPE

(Continued from the October Number.)

Professor G. A. Cornish.

Faculty of Education, University of Toronto.

FINLAND—In area Finland is one of the large countries of Europe. It is almost as large as the British Islands or Norway and is not much smaller than Sweden. The Gulf of Bothnia lies to the west and the Gulf of Finland to the south. In the north it reaches to within thirteen miles of the Arctic Ocean and extends almost to the Atlantic.

The surface has a considerable resemblance to the Laurentian areas in Canada. The whole central part is occupied by very ancient crystalline rocks and shows many evidences of glacial action. Long moraines ex-

tend across the country, many boulders are scattered over its surface, and lakes are as numerous as in the northern parts of Canada. The south-western part is comparatively low and largely occupied by lakes, some of which are large. These lakes with their river connections form excellent internal waterways, which are still further improved by canals. The northern part is higher and rougher.

The prevalence of moist, westerly winds from the Atlantic causes the winter temperature to be less severe than farther east. The winters, however, are cold; all

lakes and rivers are frozen for four or five months; and the country is covered with a foot or more of snow. In the summer, which is short, the weather is warm. There is an adequate amount of rainfall.

The soil is so poor and infertile that less than one-

raised, but little wheat. Within recent years the rearing of dairy cattle has been actively undertaken; and Finland has exported butter in considerable quantities during the last decade.

After agriculture the most important industry is

WHEAT



OATS



(By Courtesy of "The School.")

fortieth of it is under crop and only one-twentieth is used for pasturage. The cultivation is chiefly in the south. Oats and rye, which can thrive on poor soil and in a cold climate, are the chief crops; some barley is

lumbering, which is carried on much as in Canada. The trees growing in the forests are of about the same kinds as in our country; the larger ones are cut into lumber and the smaller ones are ground into pulp. As no coal is

mined, wood is the fuel almost exclusively used in the country. Formerly gold was extensively mined, but now the amount obtained is inconsiderable. Indeed, no minerals are extensively mined.

Although fishing is carried on extensively in the boundary waters and lakes, considerable quantities of fish have still to be imported to meet the demands of the people.

The inhabitants of Finland, who are as numerous as the people of Ontario, are chiefly Finns and Swedes. Seven-eighths of them are Finns and one-eighth Swedes, the latter living chiefly on the coast. The Finns do not belong to the white but to the yellow race and have been in the country for many centuries. Their nearest relations are the inhabitants of Hungary. They are short and stout, with round heads, high cheek bones, slanting eyes, and scant beard. They are upright, faithful, submissive, but somewhat stolid, revengeful, and indolent. They have excellent schools and education is universal. They are especially proficient in science. Their one university is situated at Helsingfors, the capital. Both the Swedes and the Finns are largely Protestant in religion.

Finland was conquered by the Swedes during the twelfth century and has always been in subjection to some of its neighbors until it separated from Russia at the collapse of that nation.

Helsingfors, the capital, is a fine city of almost 200,000 inhabitants on the Gulf of Finland. Abo is an important port on the Gulf of Bothnia.

ESTHONIA, LATVIA, AND LITHUANIA—The three new countries that, as a result of the Russian revolution, have arisen on the Baltic are inhabited by three of the most remarkable races in Europe. In the north are the Esthonians or Esths, a race closely related to the Finns; farther south are the Letts along the Baltic Coast and the Lithuanians farther inland. The two latter races are closely related to each other and to the original Prussians. As to their origin before they appeared on the Baltic we are entirely in the dark but the Lithuanian language is more nearly related to Latin and Sanscrit than to the surrounding languages.

These three border states are comparatively low and are largely covered by glacial deposits, including many granite boulders from Finland.

The climate is severe in the winter but warm in the summer. The moist, westerly winds, however, diminish the cold of winter and the heat of summer.

The soil is stony and not very fertile and the chief crops are rye, oats, barley, and potatoes, with flax in the east. Besides, large numbers of cattle are reared and dairy farming is carried on extensively. Nowhere in Russia is so little of the land owned by the peasants. Almost all of it is owned by German landlords in the north

and German and Polish landlords in the south, who form the nobility of these states. The peasants, who work as tenants, are in a condition of great wretchedness and poverty, being little better than serfs to the landowners. Since the educated nobility directs the farm operations, nowhere in Russia is agriculture conducted with greater efficiency.

Along the coast large numbers are engaged in fishing, especially for anchovies. As these three states lie in the forest belt, the manufacture of lumber and pulp is important. Since the harbors along the Baltic are well situated for the importation of coal and other raw material, manufactures, especially of textiles, are growing in the coast towns of these states. Reval, on the Gulf of Finland, is the chief port and the capital of Esthonia. It exports grain, flax, lumber, hides, etc., and imports manufactured articles. Riga, on the Gulf of Riga, is the capital of Latvia and before the separation was one of the greatest Russian seaports—next to Petrograd it is the greatest seaport on the Baltic. Its situation on the Dwina River gives it direct boat connection with both the Dneister and the Volga, for canals connect these three rivers. Vilna, an old historic town, is the capital of Lithuania.

The following were inadvertently omitted from the list given on page 72, the October issue:

Countries of Europe	Area	Population	Capitals
Sweden	173,000	5,500,000	Stockholm
Switzerland	16,000	4,000,000	Berne
Italy	120,000	37,000,000	Rome
Montenegro	6,000	500,000	Cettinje

A NEW MAP.

A new map of the world in hemispheres has been projected and copyrighted by James D. Gillis, of Sask., but formerly of Nova Scotia. This map gives the hemispheres a diameter of 18 inches. It has two equators, the old one and a new one passing through South America, Lon. 70 degrees and Borneo 110 degrees. Lines are drawn parallel to both equators one inch apart. The old lines of lon. are in a different color. Mr. Gillis, among other evident claims, holds that lat. are earlier remembered owing to the lines of lon. converging, so he projects this map giving east and west latitude. Moreover, the length of any country or water east and west may be seen at a glance. Will any of our map makers investigate? Moreover, a point north or south of the equator has the long. of east or west lat. multiplied by the ratio of the diameter of a circle to its semi-circumference. All lines on this map and all spaces are constant to the distances they represent, the same as if they were straight lines in the concrete. The price in blue type form is \$3.00.

OFFICIAL PAGE
OF THE

New Brunswick Teachers' Association

OFFICERS.

- President—Dr. B. C. Foster, Fredericton.
 1st Vice-President—Miss E. L. Thorne, Fredericton.
 2nd Vice-President—Miss Sarah Fullerton, St. John
 Sec'y-Treas.—A. S. McFarlane, Fredericton.

CHAIRMEN OF LOCAL COMMITTEES.

- Restigouche—Miss Kathleen K. Kirk, Campbellton.
 Gloucester—Inspector J. F. Doucet, Bathurst.
 Northumberland—G. H. Harrison, Chatham.
 Kent—Miss Nessie Ferguson, Richibucto.
 Westmorland—William McL. Barker, Moncton.
 Albert—Amos O'Blenes, Moncton.
 St. John—W. J. S. Myles, St. John.
 Charlotte—Miss Grace Coughlin, Milltown.
 Kings—C. T. Wetmore, Rothesay.
 Queens—Miss Anna L. Jackson, Gagetown.
 Sunbury—Miss Anita Gallagher, Tracey Station.
 York—W. M. Burns, Fredericton.
 Carleton—C. D. Dickson, Hartland.
 Victoria—Miss Bessie M. Fraser, Grand Falls.
 Madawaska—Miss Anna C. Kelly, Edmundston.
 St. John City—Joseph Harrington, St. John.
 Moncton—Dr. G. J. Oulton, Moncton.
 Fredericton, Dr. B. C. Foster, Fredericton.

YOUR NEW CONTRACT.

The Act establishing minimum salaries for teachers, passed at the last session of the Legislature, becomes effective on the first day of January. It is important that teachers should understand thoroughly its provisions.

There is an impression among some, who are receiving a larger salary now than the minimum provided in the Act for the district in which they are teaching, that they will have to teach for a smaller salary next term than they are receiving this term. That is not so. All salaries established by the Act are minimum salaries, the smallest salary the teacher will be allowed to accept, the smallest salary the district will be allowed to pay.

Teachers who are being paid a larger salary this term than the minimum provided for the district in which they are teaching should not sign a contract to teach next

term for less than they are being paid this term. Teachers should place a proper value on their services. Now is the time for them to insist that they be given adequate remuneration for their services.

REWARD FOR ABILITY AND SUCCESS.

The Act passed at the last session of the Legislature establishes minimum salaries. This is excellent. It is a great step forward; but more than minimum salaries must be provided. The salaries of those occupying the highest positions must be sufficiently attractive to retain our best teachers in the profession, and to induce ambitious young men and women to choose teaching as their life work. This the New Brunswick Teachers' Association is trying to do and its efforts are meeting with a large measure of success.

Does the pay of our best teachers compare favourably with the pay of the best in other occupations? In Fredericton carpenters are receiving \$34.80 a week, masons \$43.20 a week, nurses \$35.00 a week and their board. How does your pay compare with this? The New Brunswick Teachers' Association is striving to make the comparison more favourable. It is striving to lift the teacher's position in New Brunswick from its former low level to a higher plane. In so doing it is performing a valuable service both to the teachers and to the cause of education.

JOIN NOW.

Every teacher in New Brunswick should have a share in the important work that is being accomplished by the New Brunswick Teachers' Association. Those who are not members should fill out the following blank and mail it at once to the Secretary, A. S. McFarlane, Fredericton.

NEW BRUNSWICK TEACHERS' ASSOCIATION ENROLMENT SLIP.

Name of Teacher, Mr. or Miss

Class of License held

Address for year 1920

Home Address

Number of years in the profession

Present salary from Trustees

Present salary from Government

Date of enrolment

Fee Enclosed, One Dollar.

Illustration: Drawing from Memory

By Harriet Cecil Magee.

All drawing is, in a way, *drawing from memory*. For when a child uses brush, pencil, crayon or any medium that leaves significant marks, he does not look at the object or objects he represents by his drawing; he attempts to express the image or images formed in his mind by previous observation of the object or objects; and he draws these objects by the exercise of his memory of them. If the drawing is a correct representation, we exclaim: "How well he had drawn. What a good picture he has made."

A child asked to define the word *Drawing* replied, "you think and think and then draw round the think."

This is absolutely true of the process of what we usually call drawing or free art expression. The drawing lesson or art lesson in any form of manual expression known as the *Manual Arts* should rouse the mind to action and make the child think, or it is a failure as an educational factor.

Little children in the first and second grades of the elementary school do not like to look at an object placed before them and then attempt to represent it. If an object is placed before a class of children of six or seven years of age they will take a quick glance at it and then pay no more attention to it but "draw out of their heads" as we say. Young children do not like to make close observations, draw for a few minutes, recording what they can remember and then look again at the object for further suggestions and go on drawing a little more. Older children will do this naturally and eagerly, but it is not the case with young children in the first and second years of school. They do not do so naturally; and much effort on the part of faithful teachers has been wasted in order to secure fairly passible results. These children are too young to be taught what is generally known as *object drawing*; *memory drawing* or *illustration*, as such drawing should be called is by far better as a means of Art Education to young children.

Plastic material is the easiest material for young children to use in illustration or memory drawing. Drawing on the blackboard or on paper comes next in order of simplicity. *Dry color*, such as pastello No. 5 (a preparation a little harder than the ordinary colored chalk and not so hard and oily as crayola) is the most desirable medium. When pastello is used on gray bogus paper a soft tone is given to the otherwise crude color and a picture of bright and harmonious color is made by even a young child. The pastello made for the use of children is the first and second grades of the Chicago Public Schools is about three inches long and half an inch or more in diameter and is hexagonal. There are six sticks in a box, red, yellow, blue, green, black and white. The

child is asked to pick up a piece of the color desired, and holding it as he has picked it up, with two or three finger tips on one side and thumb on the opposite side to work with the side of the blunt end. The other end equally blunt is under the palm of the hand. Colored chalk and charcoal used in grades three to eight are held in the same manner and worked in the same way.

In beginning work in *Illustration or Memory Drawing* the wise teacher begins with questions which will recall images of observations and experiences in the homes of the children. She will ask such questions as: "What was mother doing just before you left home for school?" "What did you do this morning before you left home?" "What did mother do for you this morning?"

One subject is quite enough for a lesson—the lesson time being about twenty-five minutes. As material should be distributed and collected in the lesson period the time for drawing is not too long for children in the first and second years.

The art instruction given in the first few months of a child's school life should be devoted to the encouragement of free expression of his observations and experiences at home, in school and out of doors. The subjects should be chosen from every day activities, holiday experiences and school entertainments, etc., etc. No subject is too difficult for a child to draw if he has been greatly interested in it at the time of its occurrence. In the Italian districts of large cities the children are particularly interested in drawing wedding scenes, visits to the parks, the errands to the meat market, the grocery and the interior of a hat shop, when the mother is buying the child or herself a new hat. Plays and games in playground or on the streets are also favorite subjects for story telling with pastello or on blackboard.

Form Study is carried on alternating somewhat with *Illustration* as the teacher sees the children's need of better forms in their pictures.

Form Study lessons may be given in work in plastic material, paper tearing and paper cutting. In plastic material the child represents the forms of things. In paper tearing and cutting he shows the shape only. We class each exercise under the general head, *Form Study*. Paper tearing is better than paper cutting, when human figures, animals, trees, etc., are represented. Paper cutting should be used by the children after they have learned the correct handling of the scissors, in hand work other than those forms that come under the head of *drawing* and *form study*. Objects having straight even edges such as houses, toys, etc., are better cut than torn.

The illustrations made in the latter half of the first school year and in the second and succeeding years should

show the results of training in ability to illustrate an increased variety of experiences and observations and to express more clearly the characters and actions represented. Improvement should be constantly aimed at, along these lines, also in attention given to the form and proportions of figures and objects and to the *control* of the *medium* used. Paper of good size, 9 x 12 inches, should be used and the children should be encouraged to work as large as possible on paper of this size or larger. At the close of each lesson the drawing should be criticized and the good points brought to the attention of the children. Young children should not be called upon to notice errors in their pictures. Three questions are in general sufficient to set a standard of excellence in the first and second grades.

First—Is this a good story?

Second—Are the figures in the picture large enough?

The drawings of the pictures and objects represented in the pictures should be large enough to make the whole picture fill the paper in an agreeable manner, not so large as to make the figures look crowded, or so small as to make them look cramped.

Third—Is the drawing clean?

This last question covers all phases of technique the teacher desires to emphasize.

Good story, large and clean are the three things to be kept in the minds of the children.

In criticising the work of a class it is well for the teacher to select two or three of the best pictures, ask the three questions suggested above, place these illustrations up in a conspicuous place and then have ten or fifteen children come up before the class holding their drawings so that all the other children may see them. Then call upon the children seated to choose those drawings that tell the best story and are the largest and cleanest. As these drawings are selected they are placed up with the two or three previously selected by the teacher. Those not chosen are placed in another part of the room at the side or back of the room where they are not so conspicuous. This plan is followed until every child in the room has had the pleasure of showing his picture to his classmates and of seeing it put up about the room. This is an important part of a lesson in illustrative drawing for a child learns so much from what he sees. He is taught over and over again to look for the good story, the larger figures and the clean, neatly drawn picture. A child is influenced by the drawings of his classmates, much more than he is by the drawings made by his teacher.

Illustration in the third and succeeding grades follow the same plan. The children are asked to tell their own observations and experiences. In the latter half of the third school year and in succeeding years subjects selected from the history and literature of the grade may be added.

Memory drawing of *individual objects* is given in these grades in connection with object drawing. By *object drawing* the writer means drawing from an object or objects placed before the child. In the case of memory drawing from an object, the object is placed before the class, studied for a brief period and then withdrawn, the class being asked to draw the object as correctly as possible without looking at it again until the drawing is finished. A number of memory drawings of single objects may be made in one lesson period of thirty minutes.

CHRISTMAS WORK FOR THE SCHOOL ROOM.

Iva A. Baxter, Provincial Normal School.

The Christmas season abounds with interest to every child, and the wise teacher makes use of this interest to promote the work of the school. The stories, songs and literature lessons all bear upon this festive time of the year. Through them the Christmas spirit is aroused, and with it comes the desire to express good-will, in some tangible form, to parents and to friends—hence the making of simple gifts in the school room.



The illustration shows an attractive Christmas card or poster that may be adapted to several grades. As it is pictured here it is quite suitable for grade IV.

The materials required are: Red cover paper for the background and fire place—cream colored cover paper or drawing paper for the second piece—gray cover paper on which the fire place is mounted—green paper for the holly wreath. Instead of using cover paper for the fire place red Kindergarten folding paper may be used.

The dimensions of the pieces are as follows: The fire place, $3\frac{1}{4}$ in. by $1\frac{3}{4}$ in.—the gray paper on which this is mounted, $5\frac{1}{4}$ in. by $3\frac{3}{4}$ in. The cream colored piece is large enough to allow $\frac{1}{4}$ in. border around the gray, and the red, to give $\frac{1}{8}$ in. border around the cream colored piece. These dimensions may be changed. Some might like the poster a little longer and not quite so wide.

After the proportion of the different parts is decided upon the fire place is cut—either free-hand or from a pattern.

To get the pieces for the holly wreath, take a 2 in. square of green Kindergarten cutting paper, or other suitable green paper—fold on diameters so as to get four-ply of paper one inch square—mark the holly leaf on one side of this and cut. This gives a circle of conventionalized holly leaves that can be cut and arranged over the fire place to form a wreath. A little experimenting will give a pleasing shape. The holly berries can be cut with a paper punch.

In mounting the wreath and the fire place, use a tooth pick for applying the paste or glue. In this way it is not so easy for the children to use too much. In placing the different pieces for the background paste only at one edge. This will keep the different parts flat. No paste or glue should show when the work is finished.

For grades V. or VI. the wreath may be made a drawing exercise and the drawing colored with crayons or water color. Stockings, hanging up, may be added to the fire place, also ornaments like a clock, a vase or candle sticks may be placed on the top of the mantel. A suitable Xmas wish may be printed each side of the fire place.

Three sheets of cover paper, one each of red, cream and gray will make twenty posters. This does not include fire place and wreath.

In Grades I. and II. paper cuttings, either free-hand or from patterns may be used to make Christmas cards. A Christmas stocking, with a doll's head protruding, a simple tree, a star or a bugle may be mounted on pieces of cover paper, either red or green. Candy boxes make suitable work for grades III. and IV. Suggestions for these will be found in Stage III. (a) of Educational Handwork. Some of the articles spoken of there are attractive if made from a 6 in. square, instead of 8 in. These grades may also make booklets with a Christmas verse written or printed inside and the cover decorated with cut out holly leaves, trees, etc.

While it is necessary to encourage the scholars to do their best, the idea of exactness should not be carried far enough to take away the interest in the work or to discourage a backward pupil. The children should get enjoyment out of their work—joy in the work itself, also in the thought that they are making these gifts for father, mother or friends, because they desire in that way to express their love for them.

MUSIC AND THE CHRISTMAS PROGRAM.

Miss Catherine Robinson,

Musical Director, St. John Public Schools.

A few remarks of a general nature may not be out of place in an article of this kind, for it is being more

and more acknowledged that as a factor in Education, music ranks high; not only because of the mental training involved in its pursuit, but chiefly on account of its influence on the spiritual and emotional parts of our nature. It teaches our boys and girls to appreciate the beautiful and the good and helps them to choose and adapt to their own needs the best with which they come in contact. It deserves, therefore, a more worthy place in our life, but it is to those who have tasted of its beauties that its power most appeals. They who know its worth and love its leading must become its missionaries and preach the gospel of music throughout the length and breadth of our land. Rightly used, it can aid tremendously in building up a true Canadian spirit, therefore, let us talk music, teach music, play, sing, nor grow weary in the task, and soon or late the reward will come. It is hard to imagine "This Canada of Ours" deaf to the lure of music, but such is indeed the danger if our educational leaders do not pursue a more progressive policy with regard to it.

Community-singing, so called, is a movement which is spreading rapidly over the United States and we would do well to adopt the same plan. In the rural districts, let the school be a place for the people to meet and sing. A teacher who has a little musical talent and some power of leadership can make herself invaluable by helping in this work. It is one of the crying needs of country life today, when the old singing-school has gone and the day school is not yet able to take its place. C. C. Birchard & Co., Boston, publish a little book especially for Community-singing. Price 10 cents. It contains such songs as "Sweet and Low," "Soldier's Farewell," "Drink to me Only with Thine Eyes," and "Love's Old Sweet Song;" the first few pages are devoted to American National Airs, but for these our own could be substituted. Mr. A. J. Gantvort of the College of Music, Cincinnati, in an address on "Music for Citizenship," says: "Let me ask you if there is a greater factor in life for the making of sympathy and human brotherhood than music. Is there a greater general means of inspiration and encouragement? Music has no creed, Jew, Gentile, Catholic and Protestant, yea, even Buddhist and Mohammedan may voice their praises in song, or send up on wings of song prayers for strength and fortitude. What man needs here below is a world that is a reality to the inner man. Music can give us such a world.

May I venture a plea for more music in our daily work. Every school should know the National Songs, "God Save the King," "The Maple Leaf Forever," "O Canada," "My Own Canadian Home." This latter song is New Brunswick's own product and should be much better known than it is. The words by E. G. Nelson, the founder of Nelson's Book Store, St. John,

and the music by Morley McLaughlin, also of St. John, are both worthy of a high place in our Canadian Songs; let us be loyal and use it in our schools.

Further, our boys and girls should be able to include in their memory gems, some of the old favorites, such as "Annie Laurie," "Nancy Lee," and the Darkie Melodies, like "Swanee River," and "Old Black Joe." If something modern is desired, Lauder's "Wee House Mang the Heather" and "Long, Long Trail" might be used. "My Ain Folk" is also good.

Christmas, the children's festival, is fast approaching, and let us, as teachers, help to bring to those about us a clearer vision of what the message of peace and good will really means, and feel with Dickens "there is a magic in the very name of Christmas." As a beginning we cannot do better than read Dickens' Christmas Carol, if possible to the children, if not to ourselves. In a school where there are older children, parts of the story might be dramatized, e.g. the office scene, showing Caatchit chilled and weary but withal radiant on Christmas Eve and Scrooge the scoffer. Then Scrooge's conversion and the happy ending. A pupil might read or tell the story of the visits of the three ghosts.

Christmas without music is like day without sunshine and though our facilities be limited and our talents few we should bring to the Christmas Festival all we can of music, and let it be the best. The old traditional Carols are known and loved today and Carols if sweetly sung will always find appreciative listeners. On no account choose the cheap modern Christmas Song, which is at best only a jingle and a rhyme, but aim to procure something recommended by musicians of good standing or by the good Publishing Houses. To get best results only the melody should be taught and teachers should see that the children sing with a sweet, rather soft tone having the mouth well open and the tone forward, not back of the throat. As an exercise for good tone production let the pupils sing the air of any song on the syllable "oo" with mouth rounded and well open and good control of breath. It will aid very much in taking out the harsh sounds. Some of the Hymn Books now in use contain many fine Carols. "While Shepherds Watched Their Flocks by Night," is one that always pleases. Goss' tune to "See Amid the Winter's Snow" is more difficult, but well worth learning.

"The First Noel," an old French Carol, has a charm all its own and will appeal very strongly to children. It can be found in the Presbyterian, Methodist and Church of England Hymn Books.

For little ones, "There Came a Little Child to Earth" and "Once in Royal David's City," are very sweet. Both of these are in the Presbyterian and Church of England Book. The Presbyterian also con-

tains a sweet setting of Luther's Cradle Hymn: "Away in a Manger," almost any child will love, but it is especially for little ones. "O Little Town of Bethlehem," is more difficult than most Carols, but it will pay the effort required to learn it. The first tune in the Church of England Hymn Book, by Redner, is more simple and a very tuneful setting.

"Brightest and Best of the Sons of the Morning," has good settings in all the Hymn Books. The Second Tune in the Methodist Book is especially attractive. "Silent Night" will be found in most Hymn Books. "In the Field With Their Flocks Abiding," from "Christ and His Soldiers," by Farmer, is a great favorite wherever it is learned. It is bright and has a catchy air. "Good King Wenceslas" is a fine old Story Carol. The story element makes its appeal strongly to children.

Collections of Carols, cheap in price may be had from many music publishers in Canada and United States. Novello & Co., England, have as their agents, The H. W. Gray Co., 2 West 45th St., New York City. They publish a collection called "Adeste Fidelis," which contains "O Come All Ye Faithful," "First Noel," "Good King Wenceslas," "Silent Night," "God Rest Ye, Merry Gentlemen," &c., price 10 cents per copy. And the collection at the same price entitled "Community Christmas Carols" contains "We Three Kings of Orient Are," "What Child is This," and the "Wassail Song," in addition to some mentioned above.

They have other collections equally good at \$5.00 per 100 copies.

"Thirteen Christmas Carols, New and Old," is a collection published by the Hawkes & Harris Music Co., Queen St., Toronto. It contains among others, "First Noel," "Good King Wenceslas," "While Shepherds Watched," "Christians Awake." Price 10 cents.

The National Song Book of Carols, Rounds and Catches, can be procured from Boosey & Co., Toronto; it contains "Three Kings of Orient," "Wassail Song," "Good Christian Men Rejoice," and some of the above mentioned Carols.

Other excellent Carols are: "Carol, Brother, Carol," "Come ye Lofty, Come ye Lowly," "Good Christian Men Rejoice," "Listen Lordlings, Unto Me." These are not usually found in Carol collection with the exception of "Good Christian Men Rejoice," which is in some Hymn Books.

May I, in closing, urge the use of some of these Carols. There is a wonderful joy in this type of song and no amount of trouble is wasted if it creates a wider interest in and deeper love of Christmas Music.

For Christmas Entertainments

WHEN SANTA NEEDED HELP.

Emma Veazey.

(This little playlet requires scarcely anything in the way of special costumes or staging. It was written for children of the first four grades with that thought especially in mind. If desired it can easily be elaborated. Time: Twenty minutes.)

Scene 1—Sitting Room; Christmas Eve.

Two little girls as occupants. Ruth, aged 8, is reading; Helen, 7, is playing with her doll.

Helen (laying aside doll)—“It must be nearly tea-time and Mamma hasn't got back yet. I do wish she would hurry.”

Ruth (looking up from book)—“This is Christmas Eve, Helen, and grown-up folks are always dreadfully busy on Christmas Eve. I just love the Christmas season, though, don't you?”

Helen—“I should say I did. There are so many nice things coming all at once. There's the getting ready for weeks ahead. Then there is Christmas Eve, when you hang up your stockings; and the Christmas tree; and the Christmas dinner, and Christmas Carols. I just love every bit of it.”

Ruth—“So do I. Let's try over our Christmas Carol now, while we're waiting for Mamma to come.”

(They sing any one of the old carols, “Carol, Children Carol,” “Luthers Cradle Hymn,” or “God Rest Ye Merry Gentlemen,” just as they wish. A knock is heard at the door.)

Ruth (opening door)—“Why! It's Laura and Fred with the clothes. Come in children! Mother isn't home yet, but we're expecting her every minute, and I know she will want to see you and pay you.”

(Children enter and take seats. Laura is 8 and Fred 6. They are dressed rather shabbily.)

Helen (addressing Laura)—“We were just saying how much we liked Christmas. Don't you think its the very nicest time in the whole year?”

Laura (slowly)—“Ye-es, we always used to think so, didn't we, Fred? But its different since father has been sick. Mother says we musn't expect much this Christmas, or we'll be disappointed.”

Fred—“I can't see why Santa Claus should forget us just because father is sick. I tell you what I'm afraid of though. We've had to move since last Christmas, and I'm afraid he won't know where we live now.”

Ruth—“I never thought of that; but I should think he might make mistakes just like other people.”

Helen (clapping hands)—“I know what we can do. We can write a letter to Santa Claus and explain exactly where Laura and Fred live. Then we can put his name on it and pin it over our stockings where he can't possibly help seeing it.”

Ruth—“That's just what we will do. There I think I hear Mamma at last. We'll all go and find her.” (Exeunt children).

Scene 2—Same room. (Ruth and Helen in their night clothes hanging up stockings).

Ruth—“There! The stockings are all ready for Santa Claus to fill; and here's the note.” (pins it above the stockings) “He can't help seeing that, I'm sure. I think wed better go to bed now and give him a chance to work.”

Helen—“I'd love to sit up and watch him; but I know we musn't peek, or he wouldn't like it.” (They skip off to bed).

Enter Santa Clause—“Oh, ho! Ruth and Helen haven't forgotten to hang up their stockings, I see. What's this? A note?” Reads:

“Dear Santa Claus:—

Fred and Laura Burton, who used to live on South street, right next the church, have moved to Union street, in the little house three doors from the shoe factory. Their father is sick, so please don't forget them. Fred wants a pair of skates and Laura a sled and a new dress. Please see that they have a merry Christmas.

Your little friends,

Helen and Ruth Reynolds.”

Santa Claus—“Well! Well! Of all things! Not a word about themselves! I'll see what my Brownies and Fairies can do for Laura and Fred before I get there. I'll set them to work at once.” (Claps his hands. Six or eight little girls dressed in white as Fairies, and an equal number of boys dressed as Brownies appear). “Ho, there Fairies and Brownies, I want you to go at once to Union Street—let me see (consults paper) three doors from the shoe factory—are you listening Brownies?—and get ready a tree, just the very nicest little tree you can find, for a little boy and girl who live there. Make everything bright and jolly for Christmas. I'll be 'round about midnight to fill the stockings. Now, I must get busy or there will be some disappointed children tomorrow. Off you go!” (Fairies and Brownies disappear.)

Scene 3—

(A small room, poorly furnished. Two stockings hanging from the mantel. Fairies and Brownies are working industriously to trim a Christmas tree. The Fairies are working steadily but the Brownies stop to cut all sorts of capers as they work).

Enter Santa Claus—“Good little Fairies, you're working well. Here you little rascals (to the Brownies) don't waste your time cutting capers, but finish trimming that tree. There! that's better—Popcorn, oranges, apples, candy, all there—and a star and some candles.

Good! Now, I'll fill these stockings and leave these larger bundles and we'll be off. Let me see. A sled for Fred, yes! And I've brought a pair of skates and some toys too. A dress for Laura, and a doll and a sled. And here are some things for the father and mother too. Now, I guess we're about done here. You'll have to hurry on to the next place. There's so much work to be done."

(Fairies and Brownies join hands and sing softly to the tune of Auld Lang Syne).

"On Christmas Eve, we little folk
Must work with all our might,
To help old Santa fill each sock,
Before the dawn of light.
All snug in bed the children lie,
And dream about the joys,
That Christmas Merry Christmas brings,
To little girls and boys."

(Fairies and Brownies trip off.)

Scene 4—Same room. (Laura and Fred are discovered dancing excitedly around the tree).

Fred—"He didn't forget us Laura! He must have got the letter for he found the house alright. See my skates, Laura! And just look at my sled!"

Laura—"I've got a sled too. Such a beauty! And a doll! I did so want a doll. Isn't Santa Claus a dear? (Spying package and tearing off paper) "What's in this package? A new dress, Fred!"

Fred (diving into his stocking and bringing out toys and candy)—"Goody! Goody! This is the very bestest Christmas yet. Let's go and get Mother and Daddy to come and see our things."

They go out. Curtain.

THE SPIRIT OF GIVING.

Marion Hopkins.

Scene 1.—

Enter Jack Barrington (rather excited, pulls off cap). "Hi! Guess I'm the first one here. Good enough! Hope nobody comes 'till I read Dad's letter." (tears open large envelope and reads):

Halifax, N. S.,

Sept. 2nd, 1920.

My Dear Jack—

Surely it is not necessary for me to again tell you how much I regret the circumstances which have so unexpectedly separated us; yet, my son, you must try to believe it is for the best; especially do I ask that you will depend on your father's wisdom in sending you into the country, insisting that you make your way, not by your father's money and influence, but by your own wits and determination. When I was a lad of your age, I went to sea and earned every penny I had. The experience has been so useful I want you to have the same. (interrupting himself). 'Bi-carbonate of soda! And now he's commander of the finest ship sailing out of Halifax!"

"It may not be a long experience—your success from now 'till the end of the year will determine that. I do not wish you to follow the sea as I have done; but, for the next few months, you must make your way as a poor country boy. Your clothes will be rough, and Grannie's food is simple—your spending money what you earn for it. But if by Christmas you have done well in school, made friends with the village boys, kept your grandmother happy and saved ten dollars, you shall have the Christmas gift that your proud father has planned for just such a son.

We sail today at 3 p.m. You already have my London address.

God bless you, my boy, and remember you hold in your keeping the pride and happiness of

Your Loving Dad."

(Looking for more). "It's mighty short—um—sailed at three, that was Tuesday; must be off Newfoundland by now. Say, but I wish I was with him! Guess he'll be pretty lonesome—without me—(swallows hard). Anyhow (stuffs letter and hands in pockets) wonder what that present is; I'll bet it's a dandy! but, let's see, what did he say? (consults letter) Do well in school, make friends of the boys, keep Grandma happy, and save ten dollars. Jumping gewlikers! I guess I'll need a couple of spare tires to do that little stunt. Why, I never earned a cent in my life! (reads silently on to the end and proudly raises head) but, Old Dad, I'LL DO that little thing for you, present or no present, and here goes!"

(Exit, whistling "It's a long way to Tipperary").

Scene 2.—

Teacher (behind desk on which are two piles of essays—glancing at Oct. calendar). "and, now we have come to Oct. 14th, the day you have looked forward to. This essay-question has been hard for me to decide. I know how much my decision means to each one and only four could be chosen, but I'm ready to assert that these four are easily the best. Those who have failed will not be discouraged, but, when you have heard what these boys have written on "Keeping Thanksgiving in the Maritime Provinces" you will agree with me. As you know, the contestants for the Christmas essay honors, are limited to these four. Will these boys please come forward? (Pins a small medal on each.)

Willie Barnes, Matthew Henderson, James Crowell, Jack Barrington. (Boys look proud, but act awkwardly).

"You four will be especially interested in the announcements I have now to make:

1st The title of the Christmas Essay is to be "The Spirit of Giving."

2nd Essays must be handed in by Dec. 18th.

3rd Results will be announced Dec. 21st.

4th A gentleman whose name I may not tell, has

offered a prize of TEN DOLLARS IN GOLD to the writer of the winning essay."

(Boys look excited, scholars gasp).

(Very kindly) "Is there any question?"

M. H.—"H'H'How l'long m'must t't't' they b'be?"

Teacher—"There are no restrictions; as long or as short as you wish." (Class is dismissed.)

Same boys (evidently recess, eating apples, etc).

W. B.—"Say boys, I'm sorry for you, but I'VE just GOT to win that prize; ten dollars will be just the help I want toward my hockey boots and skates."

J. C.—"Skates nothing! How about my tobogan I've been saving for all summer! A tenner would be the finishing touch."

M. H.—"H'h' hear 'em r'rave! Y'you k'kids 'd f'feel f'funny if I b'b'beat you both t't'to it and b'bought m'm'my t'talking m'machine."

J. B. (slowly)—"Well, boys, I dunno, but it just seems as if I had to have that prize myself. Small chance though."

Boys—"But what for, Jack, old sport?"

J. B. (reluctantly)—"for—Dad." (moves off).

W. B.— (slowly)—"I almost wish he'd get it. He's awful poor. Pays his board to his grandmother, mind you, and earns it all himself, working after school, currying those blooming old ponies for Jones and Boyd and sweeping the school house n' everything."

M. H.—"W'w'hy d'does h'he want the m'money f'for his dad? s'spose he's s'sick or anything?"

W. B.—"Like enough; maybe in the poor-house. I say its a blooming shame. He ought to get the prize for the Spirit of Giving anyway. He's always giving something. Minnie Snow told me when Jim broke his ankle, Jack brought him a quarter's worth of candy ALL AT ONCE."

M. H.—"N'no s'such thing! T'twas fifty cents worth; h'his s'sister S'Sadie told ME s'so."

J. C.—"Well anyway, I say its a shame and they say he's going away after Christmas."

W. B.—"AW! and just when we wanted him for Captain of the hockey team!"

J. C.—"Jewilikers! I'll tell you what let's do—(getting excited) the very thing! I will if you fellers will?"

M. H.—"H'h'he's c'crazy—what y'you talking about J'Jim?"

J. C.—"Well, er, I er, well more'n likely I wouldn't get the old prize anyway—what do I know about the Spirit of Giving? But I just thought I'd give in my share if you fellows would and then he'd HAVE to get the prize. See?"

W. B. (weakly)—"You mean you WOULDNT WRITE AT ALL?"

J. C.—"Uh-huh, and if you didn't and Mat didn't,

why see, he'd be the only one and he couldn't help but get it, for his old Dad that's more'n likely in the poor-house. Fat old Christmas, Jack'll have *this* year! I guess I can slide on my bob-sled one more winter an'—an' (glancing out window) they say we're not going to have much snow anyway.

M. H.—"I'I g'guess that IS the S'Spirit of G'Giving isn't it? B'but I'm w'with y'you Jim. S,so l'long g'gramophone! (lays his hand solemnly on Jim's open palm) B'be a s'sport W'Willie and 'JINE UP.'"

W. B.—"Good-bye hockey boots! (lays his hand on Jim's) Won't Jack be tickled! but say, suppose teacher's mad about it?"

(Boys look dismayed, but W. B. adds) "We'll tell her we tried to ACT IT, instead of WRITING IT. Hark!"

Girls in dressing room sing—Tune, Dix.

"For the joy of human love,
Brother, sister, parent, child,
Friends on earth and friends above,
For all gentle thoughts and mild,
Christ our Lord to Thee we raise,
This our hymn of grateful praise."

"That's the girls practising for the Sunday School concert. Let's go meet 'em." (Exeunt).

Scene 3.—

J. B. (dusts and arranges teacher's desk, talks to himself).

"I hate to leave Miss Blank and all the boys so soon—but I just can't wait for tomorrow to see my Dad. Hope he's here in time for the school celebration. It's time that express man showed up. I'm sure father will do as I wrote and send those things to the boys instead of giving me my present. But wasn't it the limit the way it leaked out about that essay business? They don't know that I know why they didn't write, but bicarbonate of soda! won't their eyes stick out tomorrow! I still feel mean about taking the prize, but teacher said it was fair. Money's awful hard to earn in this old burg—I wish that express.— (loud knock)

Expressman (briskly)—"These things are prepaid. Do you sign? Hustle kid, I've got—"

J. B.—"Yeh, I sign"— (Delightedly handling parcels.)

"That Matt's talking machine—he'll stutter worse than ever when he sees it—and that's Jimmie's tobogan—I'll bet it'll go some—wish—and that's Willie's hockey boots and skates—and—(Does not notice tall man in furs peeking in at door) and what's this?? Looks like a pail of candy—(reading address) 'Children of Sunny Glen School.' It IS candy! Now isn't Dad a peach! And here's another—'Miss Susie Blank.' That's for teacher; oh, I'm SO glad—Oh, if Dad could ONLY be here to see everybody get their things! I wish he was

coming today. I wish he was here this minute. I———"
(Spies father in doorway and rushes into his arms)

"Dad." (Door closes on them.)

Group or school sing softly:

"ALL Glory be to God on high,
And to the earth be peace;
Goodwill henceforth from heaven to men,
Begin and never cease."

SANTA CLAUS.

He comes in the night! He comes in the night
He softly, silently comes,
While the little brown heads on the pillows so white
Are dreaming of bugles and drums.
He cuts through the snow like a ship through the
foam.

While the white flakes around him whirl,
Who tells him I know not, but he findeth the home
Of each good little boy and girl.

His sleigh it is long, and deep and wide;
It will carry a host of things,
While dozens of drums hang over the side,
With the sticks sticking under the strings.
And yet not the sound of a drum is heard,
Not a bugle blast is blown,
As he mounts to the chimney-top like a bird,
And drops to the hearth like a stone.

The little red stockings he silently fills,
Till the stockings will hold no more;
The bright little sleds for the great snow hills
Are quickly set down on the floor.
Then Santa Claus mounts to the roof like a bird,
And glides to his seat in the sleigh;
Not the sound of a bugle or drum is heard
As he noiselessly gallops away.

He rides to the East, and he rides to the West,
Of his goodies he touches not one;
He eateth the crumbs of the Christmas feast
When the dear little folks are done.
Old Santa Claus doeth all that he can;
This beautiful mission is his;
Then, children, be good to the little old man
When you find who the little man is.—Anon.

KRISS KINGLE.

Just as the moon was fading,
Amid her misty rings,
And every stocking was stuffed
With childhood's precious things.

Old Kriss Kingle looked around,
And saw on the elm tree bough,
High hung, an oriole's nest,
Silent and empty now.

"Quite like a stocking," he laughed,
"Pinned up there on the tree!
Little I thought the birds
Expected a present from me!"

Then old Kriss Kingle, who loves,
A joke as well as the best,
Dropped a handful of flakes
In the oriole's empty nest.

—Thomas Bailey Aldrich.

BEFORE THE PALING OF THE STARS.

Before the paling of the stars,
Before the winter morn,
Before the earliest cock-crow,
Jesus Christ was born.
Born in a stable,
Cradled in a manger,

In the world His hands had made
Born a stranger.

Priest and King lay fast asleep
In Jerusalem,
Young and old lay fast asleep
In crowded Bethlehem.
Saint and Angel, ox and ass,
Kept a watch together
Before the Christmas daybreak
In the winter weather.

Jesus on His Mother's breast
In the stable cold,
Spotless Lamb of God was He,
Shepherd of the fold,
Let us kneel with Mary Maid,
With Joseph bent and hoary
With Saint and Angel, ox and ass,
To Hail the King of Glory.

—Christina G. Rossetti.

SHOE OR STOCKING.

In Holland, children set their shoes,
This night, outside the door;
The wooden shoes, Knecht Clobes sees,
And fills them from his store.

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

Speak out, you "Sober-sides," speak out,
And let us hear your views;
Between a stocking and a shoe,
What do you see to choose?

One instant pauses Sober sides,
A little sigh to fetch—
"Well, seems to me a stocking's best,
For wooden shoes won't stretch."

—Edith M. Thomas.

THE DREAM OF A TOY.

The sandman lost a dream one night,
A dream meant for a boy,
It floated round a while, and then,
It settled on a toy.

The Toy dreamed that it stood in class,
With quite a row of boys;
The teacher rapped upon his desk,
And cried, "Less noise! Less noise!"

Then looking at the Toy, he scowled,
And said "Next boy, fortell."
"Oh, please sir," cried the little Toy,
"I don't know how to spell."

"Indeed, I don't know how it is,
I'm sure I am a toy,
Although I seem to be in class,
And dressed up like a boy."

"What's that? What's that?" the teacher cried
In awful tones he spoke;
He came with strides across the floor,
And then the Toy awoke.

There lay the nursery, very still,
The shelf above its head,
The fire burnt dimly on the hearth,
The children were in bed.

There lay the dolls and Noah's Ark,
"Oh, dear me," said the Toy,
"I just had such a dreadful dream!
I dreamed I was a boy."

—Katherine Pyle.

GATHER AROUND THE CHRISTMAS TREE.

Gather around the Christmas Tree,
Evergreen have its branches been,
It is the King of all the woodland scene.
For Christ our King is born today
His reign shall never pass away.
Hosanna, Hosanna, Hosanna in the highest.

Gather around the Christmas Tree,
Once the pride of the mountain side
Now cut down to grace our Christmastide.
For Christ from Heaven to earth came down,
To gain through death a noble crown.
Hosanna, Hosanna, Hosanna in the highest.

Gather around the Christmas Tree,
Every bough bears a burden now,
There are gifts of love for us we trow
For Christ came down His love to show
And give good gifts to men below.
Hosanna, Hosanna, Hosanna in the highest.

Farewell to thee, O Christmas Tree;
Twelve months o'er, we shall meet once more,
Merry welcome singing, as of yore.
For Christ now lives our Saviour dear
And gives us Christmas every year.
Hosanna, Hosanna, Hosanna in the highest.

—Selected.

CHRISTMAS IN MERRY ENGLAND

Lucy Proudfoot.

First recitation:

Heap on more wood!—the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still,
Each age has deemed the new-born year
The fittest time for festal cheer.

Full well our Christian sires of old
Loved when the year its course had rolled,
And brought blithe Christmas back again,
With all his hospitable train.
Domestic and religious rite,
Gave honor to the holy night.
On Christmas Eve the bells were rung,
On Christmas Eve the mass was sung;
That only night in all the year,
Saw the stoled priest the chalice rear.
The damsel donned her kirtle sheen,
The hall was dressed with holly green;
Forth to the woods did merry-men go,
To gather in the mistletoe.

Second Recitation:

Then opened wide the Baron's hall,
To vassal, tenant, serf and all;
Power laid his rod of rule aside,
And Ceremony doffed his pride.
The heir, with roses in his shoes,
That night, might village partner choose
The lord, underogating, share
The vulgar game of "post and pair."
All hailed, with uncontrolled delight,
And general voice, the happy night,
That to the cottage, as the crown,
Brought tidings of salvation down.

Third Recitation:

The fire, with well-dried logs supplied,
Went roaring up the chimney—wide;
The huge hall table's oaken face,
Scrubbed till it shone the day to grace,
Bore then upon its massive board
No mark to part the squire and lord.
Then was brought in the lusty brawn,
By old blue-coated serving man;
Then the grim boar's head frowned on high,
Crested with bays and rosemary,
Well can the green-garbed ranger tell,

How, when and where the monster fell,
What dogs before his death he tore,
And all the baiting of the boar.
The wassel round in good brown bowls,
Garnished with ribbon, blithely trowls,
There the huge sirloin reeked; hard by
Plum-porridge stood, and Christmas pie;
Ner failed old Scotland to produce,
At such high-tide, her savoury goose.
Then came the merry masquers in
And carols roared with blithesome din;
If unmelodious was the song,
It was a hearty note, and strong.
Who lists may in their mummung see
Traces of ancient mystery:
White shirts supplied the masquerade,
And smutted cheeks the visor made;
But O! what masquers richly dight,
Can boast of bosoms half so light!
England was merry England, when
Old Christmas bought his sports again,
'Twas Christmas, broached the mightiest gale,
'Twas Christmas, told the merriest tale,
A Christmas gambol, oft could cheer,
The poor man's heart through half the year.

THE DANCES.

Scene I.—

"Sellenger's Round," one of the oldest known
Described in "Guild of Play Book of Festival and
Dance, Part 1," by G. T. Kimmins. Music in same
book. N. B.—Music is also on Victor Record No. 18010.
Price 85c.

Scene II.—

"Cushion Dance"—Description and music given in
"Guild of Play Book, Part 1," by G. T. Kimmins.

Scene III.—

"Sir Roger de Coverley"—Description and music
given in "Guild of Play Book, Part 1," by G. T. Kim-
mins; also given in Musical Games, Educational Re-
view, October, 1920.

The "Guild of Play Book, Part 1," is published by
J. Curwen & Sons, 24 Berners St., W. London. Price
5 shillings. May be obtained from Hawkes & Harris
Music Co., 49 Queen St., Toronto, Ont.

COSTUMES.

Color for villager's costumes should be bright blue,
scarlet, brown and dark green.

Girls wear full gathered skirt, white guimpe, colored
bodice and white apron.

Boys wear short trousers and gaily colored vests.
The materials which may be used are: Silkoline, muslin,
cambric, galatea, sateen and canton flannel.

DECORATING.

Green "Roping" makes attractive festoons. Candles
should be used wherever possible. Small evergreen trees
set up in the corners are effective. The Christmas greens,
holly, mistletoe and ivy should not be omitted.

STAGE SETTING.

A rather bare room with several windows and a fire
place at one end. The fire place may be made by
stretching red paper over a frame and sketching in the
bricks with white.

Scene I.— CAROLS.

Carols by the waits. "God Rest ye, Merry Gentlemen," and "The First Nowell," are very old carols and will add much to the attractiveness of the program. A stanza or two of the first may be sung from a distance. A stanza of the second just before the door is opened to invite the waits in.

"Good King Wenceslas" may be used for the carol sung by all on the stage during this scene.

Scene II.—

"The Holly and Ivy," another old folk-song carol, may be used for the song by the villagers in this scene.

Scene III.—

When the "Boar's-head" is being carried in by the "blue-coated serving men," all may join in The Boar's-head Carol. After the Baron speaks all may join in "The Wassail Song."

All the carols suggested are old, having been sung by many generations of English people at their Christmas celebrations. All are found in "Popular Christmas Carols, Set 6, (School Song Book No. 188) published by Novello & Co., 160 Wardour St., W. London, England. Price 25. May be obtained from Hawker & Harris Music Co., 49 Queen St., Toronto, Ont.

First Scene.

The program opens with First Recitation. (taken from Scott's Marmion). At the close of the recitation several children run in laden with garlands of holly, ivy, and evergreens. They decorate the room, placing greens at the windows, over the fire place, etc.

As they work, carolers (or waits) are heard singing "God Rest ye, Merry Gentlemen." The carolers pause outside and sing "The First Nowell." One of the boys runs and throws open the door and the carolers enter singing.

The carolers and children form a circle and dance "Sellenger's Round." At the close of the dance carolers troop out singing. (Christmas Carol).

The children resume their tasks, placing wreaths, tying up bundles of twigs to be used as kindling in the fire place.

Enter four boys drawing the Yule log, which may be arranged on small invisible wheels. A very tiny child is seated upon the log. All the boys gather round the Yule log and one child says:

Come bring with a noise,
My merrie, merrie boys,
The Christmas log to the firing;
While my good Dame, she
Bids ye all be free,
And drink to your heart's desiring.

With the last year's brand
Light the new block, and
For good success in the spending,
On your Psaltries play,
That sweet luck may
Come while the log is attending.

—Robert Herrick.

All prepare to lift it into the fire place.

Curtain.

(It will be well to have a large piece of charred wood in the fire place to represent "last year's brand.")

Second Scene.—

A child recites:

"Then opened wide the Baron's hall"

to "Brought tiding of salvation down."

The curtain rises upon a room filled with gaily dressed villagers of all classes.

One child represents the Baron. At a signal from the Baron old and young join in the "Cushion Dance." At the close of the dance the Baron says:

"All hail the shining holly,
All hail the mistletoe,
With carol gay, all hail the day
That cometh o'er the snow.

Long may the Christmas spirit,
Of kindness and good will
Through joy and pain, with us remain,
Our hearts with warmth to fill."

(From "Festivals and Plays" by Chubb).

All the villagers sing a Christmas Carol (Holly and Ivy) while the Baron distributes presents to all.

Third Scene.

A child recites:

"The fire, with well dried logs,"

to "The poor man's heart through half the year."

A long table has been placed in the room and about it are gathered the guests with the Baron at the head.

An "old, blue-coated servingman" enters with the boar's head on a huge tray decked with greens. He is followed by servants bearing a decorated plum pudding, a huge pie and a cake decorated with colored candles. (Boar's-head Carol may be sung during this either by servants or by all.)

The Baron exclaims:

"Now all our neighbors' chimneys smoke,
And Christmas logs are burning.
Their ovens with baked meats choke,
And all their spits are turning.
Without the door let sorrow lie,
And if with cold it hap to die,
We'll bury it in a Christmas pie,
And ever more be merry!"

The guests arise and sing: "The Wassail Song."

While they are still standing a group of mummers enter, seize partners from among the guests and swing them into formation of "Sir Roger de Coverley." All dance "Sir Roger" with much frolic and laughter.

Curtain.

Mummer: One of a number of persons in fantastic disguises who go about from house to house at Christmas performing a kind of play. Any fantastic or funny costume may be used.

A CHRISTMAS READING LIST.

St. John Free Public Library.

Arranged by Miss E. M. A. Vaughan, Librarian

Celebration and Customs, etc.:

Brand's Antiquities, V. 1.

Chambers' Book of Days, V. 2.

Chambers' Universal Knowledge, Vols 3, 14.

Child's Book of Knowledge.

Christmas—Encyclopedia Britannica, V. 6.

Christmas in Ritual and Tradition—Miles.

The Book of Christmas—Mabic.

Old Christmas—Irving.

Stories, Plays and Poetry:

Anson, W. S. W.—The Christmas Book of Carols.

Field, Eugene—Christmas Eve (in Second Book of Verse).

Bethlehem Town (in Second Book of Verse).

Jest 'fore Christmas, in Love Songs of Childhood.

Christmas Tales and Christmas Verse.

Johnson, Pauline—Christmas Tide.

Moore, C. C.—A Visit from Santa Claus ('Twas the Night Before Christmas).

Riley, J. W.—Last Christmas was a Year Ago.

Scott, Temple—Christmas Treasury.

See also Collected Poems of Longfellow.

Mulock.

Tennyson.

Whittier.

Kellogg, A. M.—Christmas Entertainments.

Pemberton, May.—Christmas Plays for Children.

Beard, D. C.—Christmas Novelties for Boys (in Jack of All Trades).

Beard, A. B.—Christmas Decorations (in What a Girl Can Make and Do).

Christmas Devices (in What a Girl Can Make and Do).

Christmas Festivities (in What a Girl Can Make and Do).

New Christmas Decorations.

Dickens, Charles—Christmas Stories.

Dickinson, A. D.—The Children's Book of Christmas Stories.

Dodge, M. N.—Hans Brinker (Christmas in Holland).

Fox, John—Christmas Eve on Lonesome.

Hale, E. E.—Christmas in a Palace.

Hoxie, B. D.—Christmas in Denmark.

Kingsley, Charles—At Last (Christmas in the West Indies).

Murray, W. H. H.—How John Norton kept his Christmas.

Pomeroy, S. G.—Christmas in Holland.
Christmas in Japan.

Smith, E. S.—Christmas in Legend and Story.

Stuart, Esme—The good old Times, or Christmas under Queen Elizabeth.

Thackery, W. P.—Christmas Stories; Around a Christmas Tree.

VanDyke, Henry—The First Christmas Tree
The Other Wise Man.

The Spirit of Christmas.

Walsh, W. S.—The Story of Santa Claus.

Williamson, C. N.—An Angel Unawares.

Wiggin, K. D.—Bird's Christmas Carol.

CURRENT EVENTS.

NEW
REPUBLICS

The four new independent republics of Finland, Esthonia, Latvia and Lithuania lie to the west of Russia around the Baltic Sea. Finland, the largest, is farthest north. South of it on any map of Russia will be found the provinces of Esthonia, Livonia and Courland. The present republic of Esthonia takes in the old province of that name and the northern half of Livonia. The capital is Reval. Latvia includes the southern half of Livonia, all of Courland, and on the east a section known as Letgalia. Riga is the capital of Latvia.

Lithuania lies south of Latvia and east of Prussia. Its southern and eastern boundaries are as yet undetermined and its capital, Vilna, is claimed by Poland.



More than 80 per cent of the inhabitants of these new republics belong to a distinct race, neither Slavic nor Teutonic, and speak a distinct language. Finnish languages are highly inflected, the nouns having sixteen cases.

In the fourteenth century the shores of the Baltic from Danzig to the Gulf of Finland were brought un-

der the sway of the Germans. The rise of Sweden and Poland prevented Finland and Lithuania from becoming thoroughly Teutonized, but in Esthonia and Latvia the Teutonic knights and German immigrants seized the land before the war (1914), the language and law of these two republics was German, the universities and high schools were German, and over three-quarters of the land was owned by German Barons.

Unfortunately after the armistice the German troops were allowed to remain in these countries to "protect" them against the Bolshevists. These German armies, undermined by Bolshevism, retreated, taking all the money, food and rolling stock they could lay hands on. The Esthonians organized a provisional government at Reval. Finland sent 2500 volunteers and in some way held back the Russian Reds until the Esthonians could be armed and mobilized. In 1920 Esthonia was forced to sign a separate peace with Russia, obtaining recognition of its independence.

Latvia has had even a worse experience. The Bolshevik invasion pushed the Lett government back to Liban at the western edge of the country. Then the Germans returned—bandits under von der Goltz, who went to Latvia in hope of plunder. In May, 1919, the Germans took Riga and tried to exterminate the Lettish population. This was stopped but, emboldened by the apparent indifference of the larger countries, the Germans attacked Esthonia. The Allies then ordered the Germans out. Von der Goltz went to Mitau and said he was there to fight Bolshevists. Instead, he attacked Riga. This time, a small Lettish army, helped by Esthonians, drove the Germans back to Prussia, killing and plundering as they went. That was in last November. Since then the Letts have driven out the Bolshevists and made peace with Russia.

The seaports of these countries are essential to Russia. Liban in Latvia is one of the three ice-free ports of the Russian Empire; Riga, capital of Latvia, was the chief export city. Russia must have access to these ports. Esthonia and Latvia moreover cannot gain prosperity without the Russian trade. Efforts are already being made to settle the problem of the relations between Russia and these republics.

SCHOLARSHIPS FOR CANADIAN STUDENTS. The efforts of the Hon. Phillippe Roy to secure foundation in France of scholarships for Canadian students have been successful and the Provincial Legislatures have voted the necessary funds. There is difficulty in housing these students, but the French government has given a very valuable site and subscriptions are to be asked to help build a chub house.

ENTRANCE TO R. M. C. The new regulations governing entrance into the Royal Military College come into force in 1922. These regulations abolish the present entrance examination and substitute the matriculation certificate from the province in which candidate lives. This certificate will enable the candidate to appear before the nominating committee of his province for decision as to his eligibility.

LEAGUE OF NATIONS. The Council of the League of Nations met at Paris Sept. 16th. Before it adjourned it induced the representatives from Poland and Lithuania to promise that hostilities between their countries should cease until the League tries to settle matters. Sweden and Finland also agreed to leave their dispute over the Aland Islands to the investigation of the League.

The Department of Education of Ontario has issued a pamphlet "Geographical Changes Due to the Great War." It has three sketch maps and gives a clear statement of changes in boundaries.

SCHOOL AND COLLEGE.

Miss Frances E. Rogers of Hopewell Hill, has been engaged as a substitute teacher for Grade V. in the Edith Cavell School, Moncton. Miss Rogers, in addition to her Normal School License, holds a certificate in Domestic Science from Macdonald College.

Miss Nina Steeves of Hopewell Hill, and Miss Létitia Downey of Gurryville, graduates in Domestic Science from Acadia and Mt. Allison, respectively, have accepted positions in Manitoba.

Lawrence M. Colpitts, M. A., a graduate of Mt. Allison, and who was formerly engaged in the teaching profession in this province, is now Secretary-Treasurer of the Municipality of Sounding Creek, Alberta, and has recently entered upon the study of law. Mr. Colpitts is a veteran of the Great War, and was severely wounded at Vimy Ridge.

The Parents' and Teachers' Association of St. Stephen, which was discontinued during the summer months, resumed its meetings on Tuesday, Oct. 12th. In the absence of the President, J. D. Lawson, M. D., the chair was taken by Rev. Dr. Goucher.

An interesting feature of the evening was a debate on the following subject: "Resolved that in the preparation of the child for Citizenship, the influence of the Home is stronger than that of the School."

The affirmative was taken by Mrs. A. E. Veazey, who brought out some very strong arguments to support

TEACHERS' EXCHANGE

A BRANCH OF
THE DEPARTMENT OF EDUCATION

We can offer a minimum initial salary of \$1200 per year to experienced teachers who hold second class certificates for Saskatchewan. We will require about 1000 teachers next year and can place about 100 male teachers, married or single, in schools where teachers' residences are supplied. These houses are of from one to five rooms, fully furnished, and the fuel is supplied free. Terms open January 1st to February 15th, and at midsummer, July 15th to September 1st. If you cannot come for January 1st, register now for midsummer 1921.

All teachers must be Normal-trained—no others need apply. No action can be taken towards placing you in a school until your standing for Saskatchewan has been decided. Write now for full information.

Attention is drawn to the fact that this is the only teachers' employment agency in Saskatchewan that has any connection with the Department of Education. No commission is charged on the teachers' salary. Address all communications—Teachers' Exchange, Department of Education, Regina, Sask.

SERVICES FREE



**4 WEEKS—
2 YEARS**

"I have learned more Latin by your method in the past four weeks than I did in two years at school, and I understand everything better."

W. S., Wilmot, N.S.

Latin, French, German, Spanish, by Mail

L'ACADEMIE DE BRISAY
414 Bank Street, Ottawa

Rhodes, Curry, Limited

(Established 1877)

Woodworkers, Contractors, Builders' Supplies

Manufacturers of

School Desks, Teachers' Desks, Black Boards

BUILDING MATERIAL GENERALLY

Amherst and Sydney, Nova Scotia

Halifax Office—Metropole Bldg.

NEEDED BY MOTORISTS

Regardless of the H. P. of your new machine, or the number of miles it will go on a gallon of gas, you will need a plaid rug of heavy wool to carry at all times.

For these delightful impromptu parties in the country are English willow hampers, thermos bottles, and many other necessities. Week-end jaunts are much more enjoyable when one has all these splendid motor conveniences.

MANCHESTER ROBERTSON ALLISON LTD
ST. JOHN, N.B.

A Bright, Clean School-Room

In a school-room free from dust, with plenty of clean, pure air, children are contented, happy, responsive—they progress rapidly. Learning is more pleasant, less trying on patience as well as on health.

IMPERIAL STANDARD Floor Dressing

has proved of inestimable value to the school-room. It's a cleaner; it holds down dust. It keeps woodwork and school-room equipment clean and attractive. Frees the air of all germs. And it preserves as well as it cleans.

One application spread evenly over the floor lasts for months. One gallon treats 500 to 700 square feet of floor space. Imperial Standard Floor Dressing is used in hundreds of schools, offices, halls and public buildings.

For sale by dealers everywhere. In one and four gallon sealed cans.

IMPERIAL OIL LIMITED

Power · Heat · Light · Lubrication

BRANCHES IN ALL CITIES

UNIVERSITY OF NEW BRUNSWICK

At the beginning of the next Academic year **FOURTEEN COUNTY SCHOLARSHIPS** will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Matriculation Examination to be held in July at all Grammar School centres. An Asa Dow Scholarship (value \$90) will be offered in competition in September. This Scholarship is open only to male teachers holding a First Class License. The St. Andrew's Scholarship and the Highland Society Scholarship will also be available for next year.

Departments of Arts and Applied Science
The Science Courses include Civil and Electrical Engineering and Forestry

Copies of Calendar containing full information may be obtained from the Chancellor of the University or the undersigned,

HAVELOCK COY, Esq., M. A.
Registrar of the University.
Fredericton, N. B.

ACADIA UNIVERSITY

WOLFVILLE, Nova Scotia

Large Staff of Professors and Instructors; Well Equipped Laboratories; also large Manual Training Building, with instruction in Wood Working, Iron Working and Drawing.

THE FOLLOWING COURSES
ARE OFFERED:

- (1) Course Leading to Degree of Bachelor of Arts
- (2) Course leading to Degree Bachelor of Science.
- (3) Abbreviated Science Course without diploma
- (4) Special Course of Selected Studies

Either of the Courses (2) and (3) qualifies for admission to the third year of the Faculty of Applied Science, McGill University, without examination.

SEND FOR CALENDAR

McGILL UNIVERSITY

MONTREAL

Agriculture Arts (Men and Women)		
Applied Science	Commerce	Law
Dentistry		Medicine
		Music
		Pharmacy
Architecture; Chemistry;		
Civil, Electrical, Mechanical,		
Mining and Railway Engineering.		

The Calendar containing full particulars regarding Matriculation, Courses of Study, Etc., may be obtained from

J. A. Nicholson, LL.D., Registrar

JOHN J. WEDDALL & SON

Fredericton, N. B.

We carry a very large stock of **READY-TO-WEAR GOODS** at prices as low as foreign houses, taking quality into consideration.

When in the city let us show you goods and prices.

We are agents for Pictorial Review Patterns. Fashion Sheets free.

JOHN J. WEDDALL & SON

DISCRIMINATING PEOPLE

Choose our school because we give quality instruction. That's why our graduates are in demand and our students are so successful. For satisfactory results, it pays to attend our school.

MODERN BUSINESS COLLEGE, LTD.

St. John, N.B.

OR

Success Business College, Ltd.

Moncton, N.B.

Chemicals and School Supplies

as used in Nature Studies and Chemistry

Will be pleased to send Price List for same on application to

WILEY'S PHARMACY

YORK ST.,

FREDERICTON, N.B.

NOW READY

Teacher's Illustrated Price List

It gives you up-to-date prices on Supplies of Special Interest to the Teacher

PRIMARY AIDS

INDUSTRIAL ART SUPPLIES

DRAWING PAPERS

KINDERGARTEN MATERIAL

CONSTRUCTION PAPER

CRAYONS, WATER-COLORS

SCHOOL SUNDRIES

SOMETHING NEW ON EVERY PAGE

GENERAL ILLUSTRATED PRICE LIST

Covering Maps, Globes, Blackboards, Furniture and General Equip-

ment usually purchased by the Trustees

Write to-day for Your Copy of One or Both

Please Mention the Educational Journal

E. N. Moyer Company, Limited

WINNIPEG

110-120 Princess Street

Business College, Ltd.

TORONTO

100 FRONT ST. WEST

OPPOSITE NEW UNION STATION

EDMONTON

10187 50th Street