

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., OCTOBER, 1920

\$1.25 a Year (In Advance)

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EDITORIAL NOTES.

The index of volumes 33 or 34 of The Educational Review in typewritten form may be obtained on request, from the Editor.

The November number of The Educational Review will contain a number of Christmas suggestions. A very interesting and unusually attractive program will be given by Miss Proudfoot in the Playground Section. This program, using Scott's description of an old-fashioned English Christmas, given in Marmion, Canto VI., portrays the customs of Christmas as observed during the 16th Century. Three folk-dances are used, the description of which will be found in Kimmins, Guild of Play Book, Part 2, published by J. Curwen & Sons, 24 Barnes Sreet, W., London, England, price 6 shillings. These dances which are quite simple and very plainly described in this book, will be a change from the drills which have, for some time, formed a part of Christmas programs. This program will be not only entertaining but educative, as well.

The book referred to above is a valued addition to any teacher's library, because it contains many folk dances described so plainly that any one can use them. There are also programs for Christmas, Empire Day and other occasions.

The teacher who is interested to obtain suggestions regarding songs and carols for the Christmas program must not fail to read Miss Robinson's article.

The Editor calls the attention of the readers of The Educational Review to an important note which the printer omitted in the September number. The article, "The Practical Value of Geography," by Prof. Goode, was given by the Magazine Service of the National (U. S.) Council of Geography Teachers, A. E. Parkins, Director, George Peabody College for Teachers.

Subscribers to The Educational Review should consult the label on the front page, for it tells just when the subscription is paid to. It is also a receipt for the last payment. No other receipt should be necessary, unless the date on the label is wrong, when The Review would be glad to make any corrections.

EDITORIALS.

The Autumn is a gypsy, when the frost is in the air;
A joyous, tattered wanderer, with sumac in her hair.

—H. Anundsen.

Monday, October eighteenth, has been set apart as Thanksgiving Day in Canada, this year. Since so few of our Patriotic holidays fall within the school year the teacher may find it advisable to combine the Thanksgiving celebration of the school with a patriotic program.

The Ages of the Child.

For many generations, six years has been considered the proper age for a child to begin his school education.

The age of school entrance has been determined entirely by the chronological age of the child. Recent studies of childhood have brought to our attention two other ages of greater significance to the school. These are the physiological and mental ages of the individual. If it is found that there is often little relation between the child's age in years and his physiological or mental ages.

Physiological age is determined by the child's physical condition, dependent upon the activity and functions of the different organs of the body. Physicians from careful study have been able to determine the proper weight of a child in relation to his height and age. In recent studies of height and weight there is found to be a direct correlation between these physical measurements and the child's standing in school. Other signs of physiological age are the time of the appearance of the second teeth; X-Ray examination of the development of the bones of the wrist and outward signs of development at the age of puberty. It has been found that there is a direct correlation between physiological age and mental maturity. Many physicians believe that the child who has not his six year molars is not physiologically six years old and is therefore not physically strong enough to withstand the shock of the change from the home to the school environment.

Mental age is of utmost significance to the school, yet many educators do not recognize the scientific facts which have been developed by this field of physiological study. Mental age is determined by the ability of the child to solve certain problems. Some individuals never pass beyond the mental age of childhood. These fre-