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MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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

EDUCATION AND MOVING PICTURES.

At the National Council of the Women's Convention held at Winnipeg last June, the following resolution was read, as it was feared an outbreak of crime among children owing to indiscriminate visits to moving picture shows was inevitable: "Whereas, moving picture shows can be made of

great educational value and beneficial interest to children, therefore be it resolved that the local councils be asked to interest moving picture theatres and film companies to provide suitable pictures, such as fairy tales, travel, industrial pictures and wholesome humorous sketches for the benefit and pleasure of the children, and that the whole question be considered by local councils."

As the subject is of interest wherever there are children and moving pictures, the editor thought it would be of interest to our readers to have the opinion of both educationists and the moving picture managers, on the subject, more especially in connection with the moving pictures and education. The following question was therefore addressed to a few interested parties.

"Do you consider that the present type of moving pictures, as shown at the average moving picture theatre, is detrimental, or of value to the boy or girl patrons, from an educational view point? If the former, what improvement would you suggest or if valuable, in what way?"

In reply the manager of one of the largest houses in St. John, stated that he could hardly call the question fair as in the first place the films were not chosen strictly from an educational view point, but for their wholesome amusement value.

When it was suggested to him that possibly a show might be given on Saturday mornings when pictures including industries, travel, fairy tales, and suitable comedies might be screened, he replied that before such a venture could be undertaken they would have to guarantee the expenses as he hardly thought that the box office receipts for one show would substantiate the tremendous cost entailed in bringing such special films for exhibition.

The following letter was received from Dr. H. S. Bridges, Superintendent of the City Schools, St. John:

"To the Editor,

"EDUCATIONAL REVIEW.

"DEAR SIR:

"I duly received your letter of August 7th, and will try to answer your queries as best I can.

"As to question No. 1, I may say that I do not

consider the majority of the films of much educational value to the average boy or girl. The moving picture business is one to give the general public amusement, and I do not think that those who compose the scenarios or those who pose for the pictures think of much else than amusement.

"Many of the pictures put out by certain film makers, such as the Mutual and Pathe, Universal, and Famous Players, films which are descriptive of scenery and the habits of animals, and other things of that nature, are in a high degree educational and of great value to those who see them.

"I would like to see the majority of pictures made more educational and I have often talked to the managers of the theatres and others connected with the moving picture business in reference to this, but they all say that if the majority of films are limited simply to educational pictures, the profits made thereby would be so small that they might as well close up at once.

"I may say in conclusion that I do not regard the pictures in which Charlie Chaplin and other actors of that kind figure so much, as of any value to the average boy or girl in our schools. Chaplin's strong points are simply vulgar stunts which I do not think it would be well for our boys to try to imitate.

"Yours truly,

(Signed) H. S. BRIDGES,
Superintendent."

We leave the subject for consideration among our readers and trust to go further into the matter in our next issue, as a special article is being written dealing with the question.

"DON'TS" FOR SEPTEMBER.

Now when the vacation is a thing of the past and the call to school and duty is being answered, it might be appropriate to give a few practical hints for the purpose of increasing your value as a school teacher.

Don't return to school with regrets but rather find pleasure in taking up your work.

When speaking to your pupils don't compare your last class with the one now under your care.

Don't give favors to one pupil and not another, it creates bad feeling among your children.

Don't let yourself be burdened with the thoughts of the year's work. Each day will bring cares, but a bright happy spirit will cause many never to mature.

Don't try out all your new ideas within the first few days. Introducing them at stated periods judiciously will help to keep your class bright and interested.

Don't be continually reminding the class of some offence for which they may previously have been punished. With the completion of the sentence let the crime be forgotten.

Don't stay in doors too much when school is over, and if you have work to do, if possible, take it outdoors for your health's sake.

Don't be annoyed by children asking questions, but rather be ready to help them and other teachers at all times.

Don't conduct your class and school in an aimless manner, but work in a positive way by some pre-arranged plan.

Don't commence to find fault with the town or school where you may be allotted this term. It has

a bad influence and will have detrimental effect on your teaching.

Don't forget to give a little praise when deserved.

Don't speak against the previous teacher of the class, but rather have a good word for the work which they did during the past year.

Don't lose your patience with mischievous boys or giddy and foolish girls. A display of tact goes a long way in correcting and training such.

THE OCTOBER EDUCATIONAL REVIEW.

Among other valuable and instructive articles, which we trust to give our readers in the October number of the REVIEW, are the following:

Nature Study (Illustrated), by Prof. H. G. Perry

In the School Room, by W. C. Moore

Education of the Future, by Mrs. E. Jessen

Household Science for High Schools, by K. T. Connolly.

Thirty Years Ago from REVIEW, 1887

Commercial Art Studies, by the Editor

Practical Notes for Teachers, by the Editor

School Cadet Corps, by W. McL. Barber

Notes on N. B. and N. S. 3rd Readers, by the Editor.

Illustrated Educational Page

Teachers' Institute Notes, by the Editor

and many other contributions written especially for the REVIEW by prominent educators and writers.

YORK AND SUNBURY COUNTY INSTITUTES.

Word has just been received as we go to press that the York and Sunbury County Institute will meet in Fredericton on December 20 and 21, 1917.

Full particulars will appear in the October issue of the REVIEW.

NATURE STUDY OF ANIMALS.

BY PROF. H. G. PERRY.

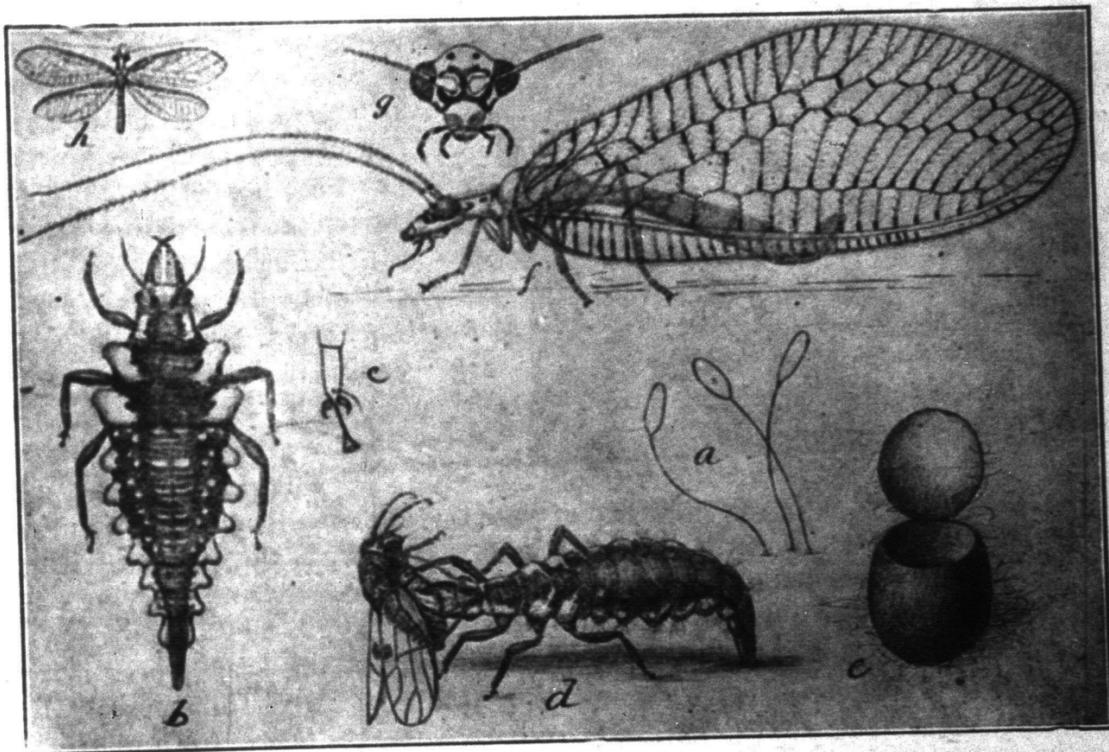
(Special to the EDUCATIONAL REVIEW.)

Many forms of beneficial and injurious insects have previously been mentioned in our Nature Study writings in the REVIEW but to none attaches greater interest than to the little Lace-winged Fly or Golden-eyes, as it is sometimes called.

The Lace-winged Fly has pale green wings about half an inch in length, all through which runs a net-work of dark green veins. The body is slender and also pale green, and the antennae are brown.

inch high. Groups of these eggs are very pretty, looking like a tiny forest of white stems bearing on their summits round glistening fruit. When the first of the brood hatches, he scrambles down as best he can from his egg-perch to the surface of the leaf, and runs off, quite unconscious that the rest of his family are reposing on perches high above his head!

These larvae of the Lace-wing are odd looking fellows indeed, and one would never guess from their appearance that they were the children of such a beautiful mother. They are short legged, spindle shaped little fellows with no signs of wings



The eyes are large and of great beauty, shining and glowing like liquid gems. It is common in our fields and gardens from July till the frosts of fall. It had been described as "a pretty, tiny creature dainty enough to belong to the court of a fairy queen." Look for them about plants infested with aphids. They always seem conspicuous after you have once found them.

THEIR HABITS.

Speaking of their habits in general, Comstock says:—"The Lace-wing is a prudent mother; she knows that if she lays her eggs together on a leaf the first larva that hatches will eat for his first meal all his unhatched brothers and sisters. She guards against this fratricide by laying each egg on the top of a stiff stalk of hard silk about half an

but with great sickle-shaped jaws. Since the form of an insect's jaws is an unfailing index of its character one may rightly guess that these larvae deal death and destruction to the smaller insects that are unfortunate enough to cross their path. The aphids or plant-lice are their most common prey; and so destructive to the aphids are these blood thirsty creatures that they are commonly known as aphid-lions.

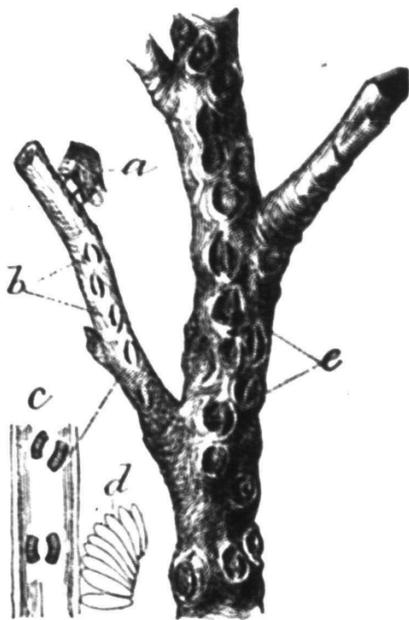
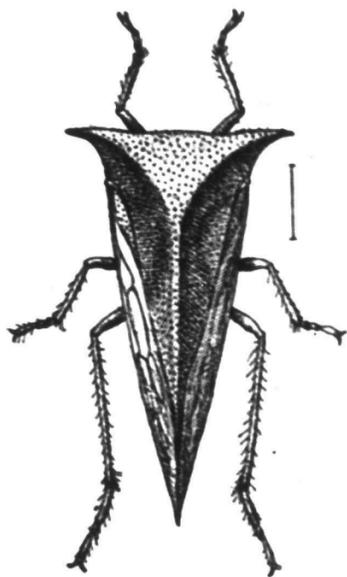
But the mother herself is not without faults, dainty and attractive though she is to look upon, for when angered or disturbed she exhales a most disagreeable odor. Test this characteristic for yourself. Of what use is this odor to the Lace-wing? How does it compare with the odor of other insects with which you are familiar?

Look for the aphid-lions and note how they act

among aphids. Find also the ladybird larvae, which also has a strong liking for plant-lice, and note how the two kinds of larvae differ from one another.

RATE OF REPRODUCTION AMONG APHIDS.

To the larvae of these two insects, the Lacewing and the Ladybird, we owe much more than a vote of thanks for their destruction of plant-lice which infest almost every plant and tree that we



try to cultivate. We gain some idea of the magnitude and importance of this work only as we come to learn something of the destructive powers and the rate of reproduction among aphids. As an example of the latter, Professor Forbes has estimated that in the case of the corn aphid, that "if all the plant-lice descending from a single mother were to live and reproduce throughout the year, we should have the following spring 9,500,000,000,000 young. As each aphid measures about 1.4 m. in length and 0.93 mm. in width, an easy calculation shows that these possible descendants of a single female would, if closely placed end to end, form a procession 7,850,000 miles in length."

What a tangle of threads in the "web of life" even these small creatures make. We see something of our debt; the "survival of the fittest" takes on new meaning, when we begin to realize how much our lives depend on these things.

"When the aphid-lion is full grown it rolls itself up into a tiny ball and weaves around itself a glistening, white cocoon, which looks like a seed pearl. It may be supposed that while the aphid-

lion is secluded in its pearly cell it repents its greedy, murderous ways and changes its spirit; at least the body changes greatly, for after a time a circular lid is made in the cocoon and out of this emerges the beautiful dainty creature we have described above.

FORMS OF INSECT LIFE.

There are many other curious forms of insect life abundant at this time of year among which may be mentioned the spittle bugs, the larvae of which are abundant in masses of white froth on grass and other plants. These are not young grasshoppers as some have conjectured, neither is the froth the "frog spittle" of the tree toad as others have supposed. These little creatures are the larval form of a family of insects called Spittle Insects or Frog-hoppers, and the froth is derived from plant juice, formed by the insect pumping it out from the plant by means of its beak, and passing it through its alimentary canal. The larvae are said to undergo all their transformations in this froth mass; from it, upon drying, forming even a cocoon, from which they finally emerge as adults, with the power of leaping well de-

veloped, to lead a wandering life on herbage and trees.

The body of the Frog-hopper is oval in outline and rather short. Examine several of the more advanced stages in the froth masses. How many do you find in each mass of froth?

The Leaf-hoppers and the Tree-hoppers are both closely related to the Frog-hoppers. The Leaf-



hoppers are more slender than the Frog-hoppers. They are easily collected in large numbers by

sweeping the grass with a net. The Tree-hoppers on the other hand are the brownies of the insect world, and are most comical and grotesque in appearance. "In general outline they resemble beech-nuts, except that many have lumps on their backs. . . . If the young entomologist wishes to laugh let him look at the faces of Tree-hoppers through a lens. Their eyes always have a keen droll look, and the line that separates the head from the prothorax gives them the appearance of wearing spectacles."

THIRTY YEARS AGO.

(EDUCATIONAL REVIEW, September, 1887.)

TONIC SOL-FA NOTATION OF MUSIC.

Music should have a place in the school-room — in every school-room, in every home. Music makes the work of the school-room more cheerful, and has a soothing, restful, invigorating influence. Further it is helpful to discipline. By its pleasant rhythmic flow it secures order in the various necessary class movements. These in themselves should be sufficient to secure a place for it in the school-room.

But music has an educational power apart from and more important than this; of helping on the other work of the school. At this time I shall only speak of its aid towards physical culture, and development. It is well to have a sound cultivated, educated mind, in a strong healthy body. In large towns and cities intellectual education is cared for without sufficient opportunity for the proper development of the body. This partly accounts for the unfavorable comparison of the city with country children, and also for much of the sickness attending or following work in high school and colleges.

Correct breathing is an important factor towards securing good health. Vocal music, with the preparatory drill necessary for the production of good, pure musical sound, strengthens and increases the breathing capacity of the lungs. Voice training, and the physical exercise attending it, secure right position of the shoulders, broad chest, deep, steady breathing, and so reduce to a minimum the evil effects of sitting so many hours at the desk. Further, the distinctly marked rhythm in music is conducive to the rhythmic action of the vital forces.

Each issue of the REVIEW is eagerly read. I find it very helpful.—G. S. K.

COURSES OF STUDY IN THE JUNIOR HIGH SCHOOL.

By MARY JENNISON, TRURO.

(Special to the EDUCATIONAL REVIEW.)
(Concluded from last month.)

For those who are likely to leave before graduation a short business course is scheduled. This consists of business English and Arithmetic with business training along one particular line, whether industrial or commercial, by which the student will be able to support himself on leaving.

And lastly, for those who leave when the compulsory age limit is reached, is planned a thorough industrial course suited to the needs of the community, combining Industrial English; good grounding in mathematics as applied to trades, *i. e.* papering, plastering, board-measure, per cent; Manual Training and Household Science for the muscular control so obtained; and if possible knowledge of the principles of one or more trades.

In some schools the following place has been proposed. Taking one and one-half years in the Junior High School, divided with periods of nine weeks, the elements of six industrial courses are taught. In this way printing, pattern-making, upholstering, book-binding, etc., are learned so that at the end of the prescribed time one may be followed either from choice or necessity. In our part of the world, I suppose the principles of agriculture should be the first problem, together with the knowledge of the machinery and works of the largest industrial concern in the community.

So much then for the different types of students for whose various peculiarities of circumstance we must make provision. Just a word more about the subjects themselves.

We hear and read much at the present time of prevocational studies. I have used the term in the preceding pages. What does it mean?

Subjects which may be classed as "prevocational" are those which prepare the way for choice of vocation rather than assist in training once the choice has been made. Chief among them may be classed manual training, music, art, mechanical drawing and elementary book-keeping, because in these subjects acquaintance is made with a set of instruments or principles which may act as guides in the choice of vocation.

Household Science, on the other hand, as well as telegraphy, typewriting and stenography, is more nearly vocational in that it is the earliest beginning of a possible vocation in life.

In all these subjects the question of making lesson contest balance muscular activity is the

paramount difficulty, and for this reason in the Junior High School much work is done in the study of materials, transportation, distribution, why used, where made, use of tools, implements, and machines, and care of the same. The same end may be accomplished in music by the study of lives of composers, theory and harmony.

In the social studies, *i. e.* history and geography, the subject matter is so unorganized that methods of teaching are difficult to formulate; but the keynote of the Junior High School method where one has been originated is to arouse interest by relating wherever possible to the experience of the child.

In science, the method is that known as the "Heur Ictic" or "find out for yourself" aiming as elsewhere at interesting first and teaching through interest. In language the newest method is the "Direct" which cannot be dealt with in this article.

In mathematics and in English the aim is "Be practical." In the former some reorganization is necessary in order to relate the subject to the needs of the pupil. To do this the following measures will be necessary: the elimination of that which belongs to other times and peoples — the obsolete; the introduction of new material from our newer life, environment and conditions; relation of this material to the actual interests of life on the part of the pupil.

To give some idea of the reorganization of English in the Junior High School, I shall quote from the Los Angeles course of study.

SUBJECT MATTER IN ENGLISH.

Grade VII.

1. Grammar.—The sentence, subject and predicate.
2. Spelling.—Sixty lessons.
3. Composition.—Narration, description, simple exposition and argument.
4. Literature.—World Literature, The Odyssey, Lays of Ancient Rome.
5. Oral English.
6. Home Reading.
7. Elective.

Grade VIII.

1. Grammar.—Modifiers of subject and predicate.
2. Spelling.—Sixty lessons.
3. Composition.—Narration based on experience, and stories read and heard.

4. Literature.—National, Evangeline, Snow-bound, etc.

5. Oral English
6. Home Reading
7. Elective.

Grade IX

1. Grammar.—Review of the unit of the sentence, modifying and connective parts.

2. Spelling.—Lists of words from lessons.
3. Literature.—Race Literature, Lady of the Lake, Myths, etc.
4. Composition.—Narration, with emphasis on dialogue forms, descriptions, landscapes, interiors, etc.

5. Oral English
6. Home Reading
7. Elective.

The Elective Course in each grade embraces special work in Literature, Industrial or Commercial English.

Speaking conservatively, such a course as is sketched above, which has been tried and found satisfactory, with various modifications to suit the community, in many sections of the United States, is brimful of interest to tomorrow's men and women now plastic in our hands; whether it fulfills all its promises of preparation for the future can only be measured by results, and these results have shown themselves time and again overwhelmingly satisfactory! Do we desire to take any steps in the right direction? If so, when? And how?

"THANK YOU."

The following are extracts from a few of the many letters received in the REVIEW office expressing appreciation for the magazine, and which are much valued by the publisher.

"I enjoy your paper very much and find it helpful in my work."—N. R. P.

"Wishing your magazine the continued success it so well deserves."—M. B.

"Enclosed please find one dollar subscription to the EDUCATIONAL REVIEW. It was loaned to me every month by a friend and I feel I cannot get along without it now."—N. E. B.

"Please find enclosed one dollar as renewal of our subscription to the REVIEW, which we esteem very highly."—M. S.

"Let me say in closing that I think your paper is greatly improved in the last year."—B. T.

"I might say in regard to the REVIEW that I find it very helpful in my school work."—L. A.

THE EDUCATION OF THE FUTURE.

By Mrs. E. JESSEN.

(Special to the EDUCATIONAL REVIEW.)
(Continued from last month.)

But what is to be the education of the future? I warn you I am an optimist of the extreme type and fanatical enough to be an enthusiast for a perfect system of education.

I see in imagination a being so trained and educated that his body is systematically developed, with every voluntary muscle exercised until it is strong and supple; with every organ of sense developed to its greatest power, and trained to an acuteness of perception and differentiation at present unthought of; with the functions of the body kept in the best possible working order by attention to proper habits of life in relation to food, drink, sleep, pure air, sunshine, warmth, bathing, exercise, social pleasures, play, constructive work, hobbies, etc.

As this part of education is the most important because it is fundamental, and the proper consideration of it would make this article too long, a sketch of a system which will help in its accomplishment will be given at another time.

Because the body and mind are so closely inter-related, the training of the bodily senses, and in fact of the whole body contributes largely to the development of the mind. A portion of our ideal structure produced by a correct system of education is "*Mens sana in corpore sano*"—a sound mind in a sound body.

REVOLUTIONARY PROCESS OF THE NEW EDUCATION.

I also see in imagination a being whose mental faculties are developed as systematically as his bodily muscles and senses, and here will occur the most revolutionary process of the new education.

Each faculty of mind has its own laws of development and these laws must be discovered and obeyed. Take for instance Attention, which in an infant is a momentary inhibition, but which may be developed, in a great thinker, into a profound concentration. In the case of the infant, to awaken attention one of the senses, as sight, hearing, etc., must be stimulated. Later novelty will arrest attention; later still a pleasurable interest will arouse it until finally a person may be able to concentrate his mind for a long time upon abstruse subjects.

In early childhood the faculty of observation is being intuitively exercised almost constantly. A child is always seeing and perceiving the objects which surround him, wishing to see and handle

everything that he may learn about it. This inquisitiveness, as some call it, is usually repressed and thwarted until it becomes dulled and so it grows smaller and smaller as the child grows older. Adults, as a rule, do not notice things minutely as children do. As it is upon this very faculty of mind that all real knowledge depends, how much wiser it would be if parents and educators would avail themselves of its power and use, and would develop and train it. Teach the child by allowing it to see and handle every object you can possibly provide for its study. This is done in a small degree in the kindergarten, and such work as modeling, but there it usually stops; whereas it should not only be continued through school-life, but it should be systematically increased. Exercises should be graduated to the progressive development of the faculty so that it may be cultivated as nearly to perfection as personal limitations will allow.

THE RESULTS.

Consider what would result in one life if such a natural and rational course were pursued. What would result if every child were so developed? And what might it lead to if the posterity of such people, for a few generations were so trained? At this present time we cannot conceive of such results. Suppose a score of such children were so trained and each took for his life work a different line of investigation, what marvels of discovery might be the result! And this is only one of the wonderful faculties of the mind.

God has given us these mental powers to be developed and not to be thwarted, and if we educators were sufficiently alive to the possibilities of our science, if we were consecrated to our duty, if our imagination were capable of forming a sufficiently high ideal of attainment and if our enthusiasm and energy were untiring enough to reach that ideal, what marvelously developed faculties we might produce in the course of a few generations.

FACULTY OF MEMORY.

Again take the important faculty of memory. If it were systematically trained from childhood according to its laws of growth, with exercises graduated to suit its progressive development, it would increase through life, *i. e.* to maturity, instead of diminishing as it does at present with most people.

Under our present system the memory is gorged with a heterogeneous jumble of facts and the result is a breakdown, or, at least, a weakening of this wonderful faculty. Children are given so

many lessons to learn (?) that the memory revolts in an instinctive effort at self-preservation, and as a result we are actually teaching the mind to *forget* instead of to *remember*. This process is continued throughout school life, to the detriment of the mental habits of the children. The heavy burdens of school life cause the memory to have spinal trouble, and so extravagant systems of mnemonics are formulated, like braces or corsets for the weak back of memory. As corsets or braces tend to weaken the muscles of the back, so too much dependence upon mnemonics will weaken memory. I do not wish to be understood as undervaluing the use of mnemonics. They have a large place in the training of memory but their value is often over-estimated.

So with the imagination, the process of abstraction and conception, the judgment, the reason, the will and the feelings, each have their laws of growth which must be followed systematically.

LAW OF DEVELOPMENT.

The chief law of all development is exercise, and each faculty should be exercised in the most efficient manner, neither too little, or it will remain weak, nor too much or its over-development will interfere with that of other faculties.

If such a course be pursued, and the mind receive an ample education or training to foster, to the utmost, the power inherent in each individual, the learning of history, geography, mathematics, etc., may be left, to a large extent, to take care of itself. Not that these subjects should not be taught, but they should be used as a means to the all-important *end* of the development of faculty.

The reasoning power is popularly supposed to develop rather late in childhood, but such must surely be a mistake or the age-long "Why" of childhood would not exist. This faculty is perhaps the most repressed of all mental activities because we think a little child cannot understand the answers to the questions he asks. The fault is probably ours, because we do not frame our answers to suit his, as yet untrained, reasoning power.

(Concluded next month.)

This should be taught to every child, that it is wicked to shoot any harmless animal — of the field, forest, or air — except for necessary food. It is recognized that all animals which are in danger to human life should be destroyed. In the days to come, the wanton destruction of animal life for sport will be considered a savage custom, out of harmony with Christian principles.

MAKING OF MOTION PICTURES.

(Concluded from last month.)

In every part of the world pictures are being taken for our entertainment, amusement, or information, and no exploring expedition is now considered complete without a suitable outfit. Sometimes the pictures are taken at very great risks. To get a picture of mountain scenery the operator may have to ride with his camera fastened to the cow-catcher of a locomotive; to get pictures of wild animals in their homes he may be in danger of an attack from his subjects; in war he faces death in common with the soldiers; and in one way and another he has need for endurance, courage, and presence of mind above the average.

Moving pictures give employment to thousands of persons. In the United States alone several million people are engaged directly or indirectly in the business, making appliances and producing and exhibiting pictures.

Sometimes you may have wondered how some of the pictures are obtained. All the details of Fenimore Cooper episodes are reproduced with marvellous realism. Of course, the people are only actors, but the stage and surroundings are not artificial: they are real. No expense is spared to get a really good picture. Skilled actors study their parts with as much care as do the actors in a theatre. Rehearsal follows rehearsal until everything is as perfect as possible, and the picture is then taken.

Some of the pictures you see are, of course, taken inside, and for this purpose special theatres have been built. The stage is usually very large, and windows are so plentiful that the building resembles a lofty greenhouse. When necessary, strong electric lights are thrown upon the actors to give the brilliance necessary for a good picture.

When, often after weeks of preparation, all is ready and all the actors know their parts thoroughly the operator sets up his camera and focuses exactly. A coil of film is slipped into the camera and placed in position. The electricians turn on their lights, and the manager takes a last look round to see that everything is in perfect order and that no hitch is likely to occur:

"All ready?" he asks. "Go ahead!"

The play starts, and the purring of the camera is heard as the operator turns the handle (or if interior location, a motor may be used) steadily and regularly, taking some twelve or sixteen pictures per second. One and all of the actors speak the

dialogue, as you may see from the movements of their lips.

"Right!" shouts the manager. The camera ceases its purring, and the cap is put on. In a second everything on the stage is hustle and bustle — the scene-shifters getting new scenery ready, and the actors changing their costumes if necessary. Meanwhile the operator quietly sees that he has got everything ready for the next scene.

In this way the whole of the pictures are taken, and if the play is a long one the strain on those engaged is very great. If the movements are too slow or too hurried the camera will not be able to do its work well, and the operator must take the pictures at exactly the rate required, for any irregularity will spoil the film. Sometimes the pictures are condemned as unsatisfactory, and the whole thing may have to be gone over again. Portions of the film may be cut away to shorten it, for, except in special circumstances, long films are not popular. At last the film meets with approval, and copies are sent to the picture-theatres throughout the world.

Sometimes very puzzling pictures are shown. For instance, some one is supposed to discover a fluid that will cause anything sprinkled with it to disappear. He sprinkles a baby, and it disappears from its perambulator; a lady loses her dog; a man his motor-car, into which he is about to step; and so on, much to the amusement of the spectators. This is done in the following way: When the wag sprinkles the baby the camera stops working, and the cap is put on. The baby is lifted out of the perambulator, while the attendant nurse stands rigidly still. Then when the camera is set to work again she moves on, and to those looking at the picture it appears that the baby has mysteriously vanished.

The cost of preparing some films is enormous, being occasionally tens of thousands of pounds. Actors have to be paid during long weeks of preparation, and some of them ask high salaries; expensive scenery and effects have to be provided; and if the pictures are taken in the open, the whole company must be transported to suitable surroundings. The rapidity with which the films are prepared for exhibition is astonishing, for a scene that has taken place in the morning may be exhibited the same evening to admiring spectators a hundred miles away.

When you have looked at a picture and seen the lips of the actors moving, have you not thought that you would like to hear what they say? Well, if you have, you are not the first to think of it. Indeed, for some time inventors have been at work

trying to make the phonograph and the lantern work together, so that at the same time it may be possible to see a great actor and hear his words, or a great singer and hear his song. The chief trouble is to get a device for making the pictures and the phonograph keep exact time, but such a difficulty will no doubt be overcome.

And moving pictures do not provide entertainment only. By their help the movements of machinery and human muscles may be studied in detail to aid mechanical or medical education, rare and interesting experiments may be recorded and exhibited to students all the world over, and movements of animals too quick for the human eye to detect may be carefully studied on the screen. Indeed, there can be no doubt that moving pictures will in time prove an invaluable aid to education.

HINTS FOR THE BUSY TEACHER.

PURE AIR.

See that your school-room is well ventilated. A dislike of the school may be the result of foul air. Good air, cheerful work and attractive walls make pleasant impressions that will last through the term.

BIRD MIGRATION.

The season of bird migration has now begun. Many birds are already assembling for the journey to the south. Where do they go? When will they return? These and many other questions in relation to birds will furnish occasions for September talks.

TEACHING AND TALKING.

The young teacher should learn early that teaching and talking are quite different. Almost any recitation in which the teacher talks half the time is a failure. It seems that the teacher thinks the pouring out of knowledge is the main thing.

I heard a recitation in a fraction once in which the teacher went to the board, took the crayon from each child that failed, and did the work herself, with a continuous string of questions, which the child was supposed to answer in monosyllables, but half of which he did not answer at all. This teacher did not care whether their answers were good or bad.

The school should train for accuracy. The work of every pupil should be done right the first time. The habit of being wrong half the time in arithmetic and spelling is bad. The teacher should know the difference between teaching and talking.



THE EDUCATIONAL REVIEW

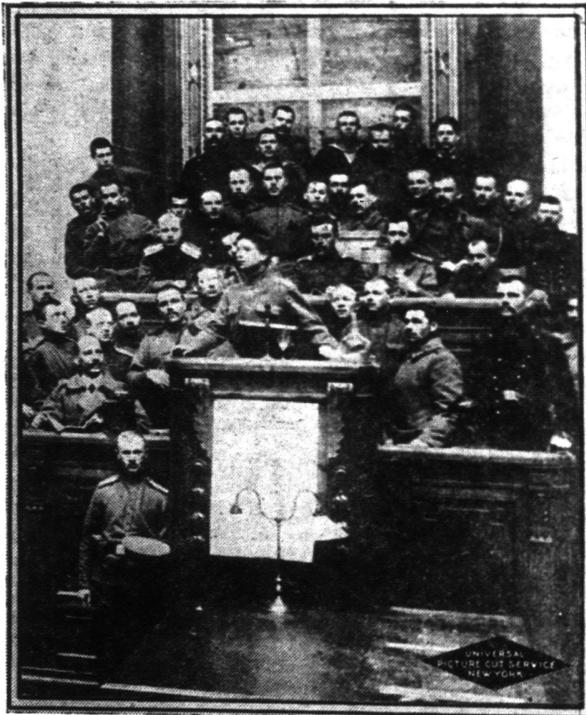
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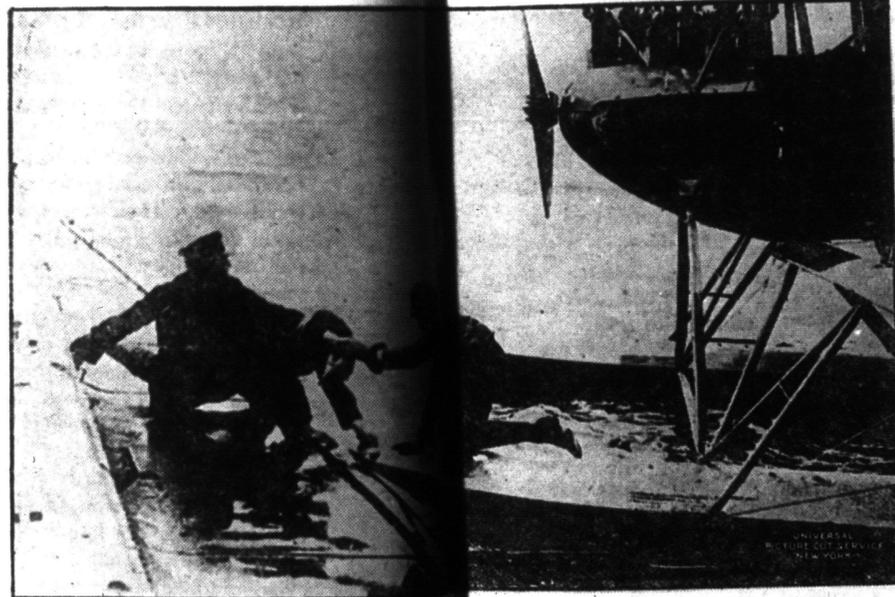
THE RURAL SCIENCE SCHOOL, TRURO, N. S., 1917.



REMODELLING RUSSIAN RULE

Picture shows Delegates of the Workmen's and Soldiers' Council holding a meeting in the Duma. They have issued a stirring call to their comrades at the front to fight for liberty.

When showing these pictures to the class they can be used to illustrate talks on the various uniforms, as the Russian Aviator's, American and British uniforms are all depicted. Parts of planes, etc., can also be pointed out.



SUBMARINES AND MEN WORK TOGETHER

The above picture shows a German man getting aboard a submarine.

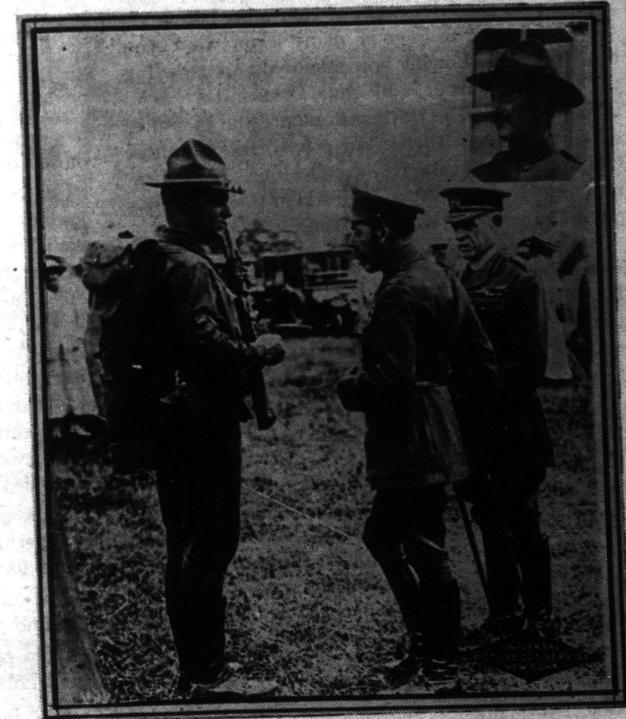
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Means of illustrating the current topics of the day.



SHOW THESE PICTURES TO YOUR PUPILS, THEY WILL BE INTERESTED, AS THEY ILLUSTRATE CURRENT HISTORY VERY CLEARLY.

The Editor is always pleased to consider pictures of school events submitted to him



KING GEORGE INSPECTING KIT OF U. S. SOLDIER

of an engineer regiment now encamped at Camp Borden, England. Insert: Kermit Roosevelt, now on the way to the Mesopotamian front to serve under General Maude of the British Army.

THE CHILDREN'S HOUR

DEAR BOYS AND GIRLS:

Now that you are back at school again and all the pleasures of vacation are left behind I hope that you will make up your minds to do your very best during the present term. Don't have any regrets, because you can't expect to have holidays all the year around, as if such was the case when you grew up into young men and young women and you would be expected to take your place in the business sphere you would find lack of education would be a burden to both yourself and everyone else.

Therefore, now that work has been resumed have the determined purpose to make most of your days of study, then when you get older you will be able to reap the full benefit of your school days.

I am pleased to have so many letters from you boys and girls showing how much you are enjoying the Children's Hour, and would esteem it a special favor if you will get others to share the pleasures with you. Show them your copy of the REVIEW. Get them to read the Children's Hour. Ask them to enter the contests. Tell them I am always pleased to hear from new readers.

I am sure you will enjoy the story entitled "The Secret" written especially for the REVIEW by Jean T. Matthews of St. John, who is only ten years of age.

THE EDITOR (CHILDREN'S HOUR),
EDUCATIONAL REVIEW,
ST. JOHN, N. B.

Contest for Boys and Girls.

The result of the contest which appeared in the August REVIEW will be given in the October issue but meanwhile the REVIEW will award a splendid camera to the school boy or girl who succeeds in writing the best and most original short story of not more than 300 words which has as the principal characters a boy and two girls.

Each story must be written on one side of the paper in good hand writing and reach this office not later than September 30th, addressed to the

EDITOR (CHILDREN'S HOUR),
EDUCATIONAL REVIEW,
ST. JOHN, N. B.

The Secret.

BY JEAN T. MATTHEWS, AGE 10.

"What will they be like," said Violet and Jack Saunders. "I hope that they are going to be nice." The two children were very excited as they waited for the afternoon train to come in, because it was going to bring a new family to live in the little village. They were going to stay in a place called "The Hall." The Hall was very old, but it was also very beautiful. It has been vacant for many years.

At last the train steamed into the station and a woman and two children stepped off. They walked along the road till they came to Violet and Jack's house.

Seeing the children the woman said, "Could you please tell me where the Hall is? It has been such a long time since I have seen Portown, that I forget the exact place where it stands." Violet and Jack showed them the way, and in this way they became acquainted with the other children whose names were Louise and Virginia.

The next afternoon the four children played together and Violet, who was twelve years old, asked Louise and Virginia to come and sit in her favorite seat in the trees. When they were seated Louise said, "I am going to tell you a secret but you must promise not to tell." The others promised; so Louise began—"Long ago, my great, great grandfather lived in the Hall and mother said that in some secret hiding place there are hidden some very valuable papers and also some costly jewels, and my plan was for all of us to try and find them."

"I am going to help too," said little Virginia, "and perhaps I shall find them." Everybody laughed for Virginia was only three years old.

"You can help hunt," said Louise, "but you will never find them, you are so small."

All the children ran into the house and began the search whilst mother was out shopping. At last they got tired of looking for their secret, so they decided to have a game of hide and seek. It was Louise's turn to hide her eyes, and the others ran to the different parts of the house. Violet hid behind a door, and Virginia and Jack were just trying to find a place, when accidentally Virginia pushed Jack against the wall. "Oh, I am awful

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sorry, she said, "but I think that I see a dandy place so hurry."

"Virginia what is this," cried Jack. "come here quick." Virginia came as fast as she could, and there she saw Jack climbing through a little door in the wall. "Oh Virginia, what if this is the secret way and what if we happen to find the jewels and papers in here." They crept along through a narrow dark tunnel, at the end was a little room. There was a picture hanging on the wall in a corner near a table and a chair. Jack and Virginia

examined everything closely and in the table they found a bundle of papers and also the box with jewels. They took them all to show the others. Each one of the children got their share of praise for finding the lovely old-fashioned jewels.

"And Virginia deserves the most," said Jack, "for she really was the one who found the secret."

"So Virginia found it after all," said Louise, "and I will never say she is too small again, for she has done more than any of us."

RURAL SCIENCE SCHOOLS

Woodstock, N. B.

The Rural Science School closed on August 9, 1917, after a successful term. Forty teachers took the course and their deep interest was plainly evident in the earnestness of the students and in their appreciation of the importance of school gardening at the present time. Assistant Director of Agriculture Dixon presided, and the following programme was carried out. Chorus; reading by Miss McIsaac; essay by Perley Quail; solo by Miss Hummel; reading by Miss D. Miller; essay by Miss Colpitts; duet by Mr. Quail and Miss Gibson; essay by Miss Gillet; reading by Miss Tilley; essay by Miss Hanselbacher; valedictory by Miss H. Grey.

Addresses were given by Messrs. Dixon, McFarlane, King and Professor Baird. Mr. Dixon said that the attendance of the school this year compared very favorably with attendance of other years. The first year's attendance was larger because this was the only school in the province at the time. The province is calling for a great deal from the teachers, and those that attended the rural science school are able to give good service. He said that he was pleased to announce that the whole class had passed successfully. The following second-year students were presented with certificates: Miss Colpitts, Miss Pauline Grey, Miss Harriet Grey, Miss Una Kirkpatrick, Miss Beatrice Miller, Miss Faye Scott, Miss C. Tilley, Miss Catherine Weyman, Perley Quail.

Sussex, N. B.

The closing exercises of the rural science school was held August 8, 1917, in the agricultural building. Besides the teachers in attendance a

number of town people were present who much enjoyed the programme of the evening.

Upwards of fifty-three teachers were in attendance at the school for the four weeks and nearly half of these were second year students. Much interest was taken in the school gardening and the students' work throughout the entire course was marked with success.

Director of Agriculture R. P. Steeves presided and the following programme was carried out: National anthem, solo by Mrs. Gorham, address by Mayor J. D. McKenna, essay by Miss Lulu Murray on chemistry, essay, Miss Greta Currie, nature's study; solo, D. J. Gulliver; essay, L. A. Gilbert, physical nature; solo, Miss Green; report of school work by Director R. P. Steeves; chorus by school; address by Secretary Reek, of Fredericton; valedictory, Geo. V. Chapman; solo, Miss Colpitts; God Save the King.

Those responsible for the success of the school were R. P. Steeves, H. H. Hagerman, Dr. F. E. Wheelock, Wm. McIntosh and R. P. Gorham.

Truro, N. S.

The summer school of rural science which holds its annual session in Truro during the months of July and August, had this year about 150 students in attendance, showing that the interest in this school and the work for which it stands is steadily increasing throughout the Province.

Although the course offered is fairly comprehensive of the sciences, enthusiasm seemed chiefly to centre around "bugs and botany," and at almost any hour of the day or night students might be seen about the streets of Truro carrying plant presses or flocking about the electric lights, in search of moths. Professor DeWolfe gave a piece

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BRANCHES IN ALL CITIES

of wholesome advice at the beginning of the term. "Don't be afraid of what people will think of you," he said. "When they see you carrying anything from a gnat to a window-box about the streets. They will merely smile and say 'That must be a Rural Science Student!'" In connection with the moth collections, one or two rather rare specimens were obtained, among them the Luna Moth.

One of the most interesting phases of the botany course was the field trips to many beautiful spots near Truro. One of these was an all day trip by train to Folleigh Lake in the Cobequid Mountains, where besides serious work in collecting, some delightful outing, rowing and swimming were enjoyed. During the botany course students became familiar with the names and appearance

the new students while renewing acquaintances with old friends.

Another social function well worthy of mention was the recital given by Miss Jean McDonald, soprano, of the Boston Conservatory of Music, assisted by Prof. H. A. Welland at the piano.

Many of the students attended the meetings of the Provincial Entomological Society held August 2nd and 3rd at the Agricultural and Normal Colleges, where most interesting reports of the work of that society were read.

The usual physical drill classes were under the direction of Sergeant Ham, and were well attended. An opportunity for practical application of botany was given in the care of window boxes and garden plots, nor was it forgotten that such subjects as



RURAL SCIENCE SCHOOL, SUSSEX, 1916.

of many garden flowers, especially some exceptionally fine roses from the gardens of Professor DeWolfe and the Agricultural College; information which will be of great practical value to all in planning the school and home gardens for next year.

The annual exhibition of work done during the summer was well worth seeing, giving as it did an idea of how an exhibition should be conducted as well as a chance for many of the students to show their originality and industry.

A reception was held in the Assembly Hall of the Normal College near the close of the term, helping students to become better acquainted with

chemistry, biology, horticulture and nature study appeared on the time-tables. But in spite, or perhaps because of the hard work, and because of the long hours in the open air, the students were sorry to say good-bye to the rural Science summer school of 1917.

M. I. JENNISON.

RURAL SCIENCE SCHOOL GROUPS.

All those interested should make a special point of getting a copy of the Sussex and Truro Rural Science Groups. Printed on art paper, they will be well worth preserving as a memento of the instructive and happy time spent at the 1917 schools. Price 10c. from EDUCATIONAL REVIEW Office.



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It will be seen that the series contains many titles for younger children, as for instance, Andersen, and Grimm's "Fairy Tales," "Arabian Nights," "Alice in Wonderland," and a number of others. A full list of titles will be sent on application. Study Outlines to accompany the Pocket Classics, each 5 cents.

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| 2. Isa. vi, 1-8; Rom. xii. | 2. Matt. v, 38-48; Rom. xii. |
| 3. Isa. v, 8-25; Prov. xx, 1-11. | 3. 9-21 |
| 4. Isa. xl. | 3. Matt. vi. |
| 5. Isa. liii; Mark xv, 22-47. | 4. Matt. vii. |
| 1. Matt. xviii, 21-35. | 5. 1 Cor. xii, 31; xiii. |
| 2. Luke x, 25-37; Matt. xx, 25-28. | 1. Ex. xx, 1-20. |
| 3. Luke xviii, 9-14; Psalm li, 1-19. | 2. Psalm cxix, 1-32. |
| 4. John x, 1-18; Psalm xxiii. | 3. Psalm xxxii. |
| 5. Matt. xxv, 31-46. | 4. Prov. xxii. |
| | 5. Prov. iii. |

September Calendar.

September 29th is Michaelmas Day.
September 30th is the first day of the Jewish New Year.

A Lesson on the Month.

To introduce a lesson on the month of September, have a short interesting talk on the year as a whole, with the number of months and seasons in it. Name and tell the characteristics of each season, and the holidays and birthdays of each month.

Get from the pupils, by questioning, the name of the month, and that it is the first month of autumn; what they have observed of the increasing chilliness of the nights and the shortening of the days; of the quiet of noon-day which is so suggestive of the coming of autumn; of the changes of colour in the trees now beginning to be seen; of the decorations to be seen on the apple and other fruit trees; of the flowers in bloom and the prevailing colours; of the birds which have reared their young and are now preparing for their homes in the south; of the lazy-flowing brooks; of the what farmers are now doing. Compare their work with that of August. Make a summary of the essential points of the lesson. Have the pupils repeat stories or poems appropriate to the month.

September.

While summer days grew brown and old,
A wizard delved in mines of gold;
No idler he — by night, by day,
He smiled and sang and worked away.
And, scorning thrift, with lavish hand
He cast his gold across the land.

Still smiling, o'er the trees he wound
Long russet scarfs with crimson bound;
He drew a veil of purple haze
O'er distant hills where cattle graze;
He bathed the sun in amber mist,
And steeped the sky in amethyst.

Low in the east, for crowning boon,
He hung the golden harvest moon;
And donned his coat of frosty white
As twilight deepened into night.
Then to the roll call of the year
September answered, "I am here!"

Fall Games For Six Little Children.

First Child

Come, children, tell me, each and all,
What do you like to play in the fall?

Second Child

I like to play horse and I think it is fun
To gallop as fast as I can run.

Third Child

I like to play at crack the whip,
I laugh and shout when down we slip.

Fourth Child

I like to throw my ball so high
It meets the birds up in the sky.

Fifth Child

I like to play at keeping house
With dolly children as still as a mouse.

Sixth Child

O there is fun in all kinds of plays
That the children have these bright fall days.

O sweet September, thy first breezes bring
The dry leaf's rustle and the squirrel's laughter,
The cool fresh air whence health and vigor spring,
And promise of exceeding joy hereafter.

—GEORGE ARNOLD.

'Tis the golden gleam of an autumn day
With the soft rain raining as if in play,
And the tender touch on everything
As if autumn remembered the days of spring.
The buds may blow and the fruit may grow,
And the autumn leaves drop crisp and sore;
But whether the sun, or the rain, or the snow,
There is ever a song somewhere, my dear.

—RILEY.

THE QUESTION BOX.

L. R. P.—What is meant by the zero zone?

ANSWER.—We have never heard of the zero zone. The 180th meridian is called time zero because the 165th meridian west is the 23rd hour meridian and the 165th meridian east in the 1st hour meridian.

R. J.—I notice in the photos showing King George that he frequently has his right hand gloved whilst the other is bare. Can you explain the reason, if any?

ANSWER.—So far as we know he is fulfilling a custom which is the survival of the habit found necessary in the days when the king's touch was held to be a cure for certain diseases and the glove was worn to avoid the danger of infection.

A. C. R.—During the past few months I have found the REVIEW increasingly interesting and would like to know if you intend giving any articles on the N. B. readers?

ANSWER.—It is our plan to include a special series of articles on both the N. B. and N. S. third readers, during the course of the next few months.



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THE MARVEN BISCUIT FACTORY.

It is our intention to give brief articles month by month dealing with the various factories and business establishments commencing with this issue, as we feel sure that our readers will find much instruction, and knowledge will be increased regarding many lines of industry, of which little is known by the average public. The following is a short pen picture of the making of a biscuit as witnessed by the writer when kindly conducted by Mr. J. A. Marven through his splendid factory at Moncton.

From the cars the flour is taken by an elevator to the third floor. Here it is placed in the flour room where twelve car loads can be stored. It is then taken to the larger mixing room and mixed in one or another of the mixing machines, thence passing through the rollers and cutters, is placed in one of the three ovens. Coming cooked from the ovens, the trays containing the biscuits are placed in special inter-floor carriers, which are in the form of an endless chain, and deliver thousands of biscuits automatically. While the loaded trays are passing down one side, the empties are coming up the other, and are being piled again, ready for use, near the ovens.

After leaving the trays, the biscuit are carried by broad canvas belts, which deposit them, after descents from one floor to another, upon moving tables, also actuated by an endless chain mechanism, and from which they are packed

by the workers into the waiting boxes, ready for shipment.

One feature which should not be overlooked when speaking of the biscuit factory is the sanitary condition as found in the Marven Plant. Female help is supplied with two clean caps and two clean aprons each week and one of the strict rules of the house is that of the employees always keeping neat and tidy. The writer was particularly struck with this, and in closing would recommend any teacher interested to pay a visit to this up-to-date factory as Mr. Marven extends a most hearty welcome to visitors, who will, I am sure, leave with a most favorable impression regarding the White Lily Brand of Biscuits.

Rev. Benedict addressed to the belligerents and neutrals an appeal for peace, suggesting the restoration of Belgian, Serbia and Roumania and a peaceful solution of the problems of Alsace-Lorraine, Trente, Trieste and Poland.

Rev. W. Quinten Genge, a graduate of Mount Allison University, has been appointed pastor of the Grace Methodist Church of Bangor. Mrs. Genge was educated in the Mount Allison Ladies College.

New York and other parts of the States have suffered extensively under the tremendous temperature, which in some cases reaching to 106 in the shade, many deaths being reported.

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RESULTS OF "SHORT LINE" CONTEST.

Awards Given in Connection with the "Short Lines" Contest

It had been our intention to publish the names of the prize winners in connection with the "Short Lines" contest as given in the May issue of the REVIEW, last month, but owing to the large number of entries received, the careful judgment necessary prevented our doing as anticipated.

The first prize of \$15.00 is being divided as two of the entries received gave the correct number of lines 1297, whilst others were disqualified owing to the fact that in sending one dollar (\$1.00) they neglected to pay outstanding accounts for previous years.

PRIZE WINNERS.

Prize winners to whom checks are being sent are as follows: First prize, Miss Jessie A. Lutes (\$7.50) Manhurst, N. B.; Miss Bessie M. Stairs (\$7.50) Lower Southampton, N. B.

The second, third and fourth added together and giving a total of ten dollars (\$10.00) is being evenly divided between Hazel P. Crewdson, Prince William, N. B.; Russell T. Bennett, St. John, West; Miss Daisy V. Rogers, Woodstock, N. B., R. R. 4; Lona B. Laverty, Debec, N. B.

The list which follows comprises the names of the twenty-five next in order of merit, whose subscriptions to the REVIEW, are being advanced one year, in other words, they receive one year's free subscription to the REVIEW.

Miss Oressa B. Earnst, Mahone Bay, N. S.; Miss Minnie McMann, Newcastle Creek, N. B.; Miss D. Marguerite Gillies, Cupid, N. B.; Miss Margaret Cotter, Inlah, N. B.; Milford E. Filmore, Albert Mines, N. B.; Gertrude E. Reid, Stanley, N. B.; Annie J. Tuttle, Kensington, St. James, Man.; Helen V. Burnett, Box 72, St. Stephen, N. B.; Nellie L. Trites, Lutes Mountain, West. Co., N. B.; Nina E. Carmichael, Mill Cove, B. N.; Claude H. McNutt, Elm Valley, N. B.; M. May Upton, Fredericton, N. B., R. F. D. No. 2; Ida L. Mitchell, Wallbrook, N. B.; Annie I. Rice, Benton, N. B.; Bonar F. Mundle, Bass River, N. B.; Mrs. M. I. Dunbar, St. George, N. B.; Mrs. Bertram H. Kelly, Oromocto, N. B.; Laura E. McMann, The Range, N. B.; Jessie H. Boyd, Rolling Dam Station, N. B.; L. Etta Thorne, Evansdale, N. B.; Ruby M. Murray, Little She-mogue, R. R. 1, N. B.; Ida H. Williams, Pleasant Villa, N. B.; Elizabeth J. McDonald, N. B.; Miss Louise Woodworth, Cook Brook, N. S.

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PROGRAMME OF CHARLOTTE COUNTY TEACHERS' INSTITUTE, TO BE HELD AT ST. ANDREWS, SEPT. 27th and 28th, 1917.

FIRST SESSION, THURSDAY, 10.00 A. M.

Enrolment, Appointment of Committees, etc., President's Address.

SECOND SESSION, 2.00 P. M.

PAPER — Nature Study, School Gardens, etc,
Miss Gertrude C. Coughlin, St Stephen.

PAPER — English Composition, Grades 6, 7 and 8,
Miss Sara McCaffrey, St Andrews.

THIRD SESSION, 8.00 P. M.

Public Meeting.

FOURTH SESSION, FRIDAY, 9.00 A. M.

PAPER — "Primary Hand Work."
Miss Florence A. Osborne, Milltown.

PAPER — Writing,
Miss Helen Young, Bocabec.

PAPER — "The War,"
James Vroom, M. A., Secretary, St. Stephen School Board.

FIFTH SESSION, 2.00 P. M.

PAPER — High School Mathematics,
Principal Gilbert, St. Stephen.

READING — Expression, etc.,
Miss Margaret Lynds, Normal School, Fredericton.

Election of officers, etc.

Usual travelling arrangements will be made.

MISS EDNA A. GIBERSON, St. Andrews,
President.

F. O. SULLIVAN, St. Stephen,
Secretary-Treasurer.

CURRENT HISTORY CLASS.

1. To what town in Siberia is it reported that the ex-Czar and ex-Czarina have been taken?
2. What famous hill has been captured by the Canadian troops?
3. What is the name of the Russian Premier who is restoring order and discipline among the Russian troops?
4. What is the name of the former member of the British War cabinet, who has resigned after a visit to Petrograd and Scandinavian Towns?
5. Name the various countries now involved in the world war, describing to which side they belong.

CURRENT EVENTS

Some of the most fierce fighting of the world war has taken place since the last issue of the REVIEW. On all fronts after tremendous cannonading, infantry attacks have been launched, wrenching shell shattered and blood stained grounds from the opposing forces.

On the Western Front, General Haig's men began a drive in Flanders in which the Canadians participated, and this extensive battle is still going on, with the British in possession of considerable ground near Ypres, and the Canadians after capturing the famous Hill 70 progressing into the outskirts of the City of Lens. Although bitter and determined counter attacks were launched by the enemy no material results were obtained.

In conjunction with this the French forces have made extensive progress on both banks of the Meuse, whilst the Italians, driving from three fronts, have completely defeated the Austrian force near Isonzo which has resulted in some 100,000 casualties to the enemy.

The Germans have been making some progress, occupying Riga, also capturing Czernowitz, but this has been offset by the determined resistance on the Russo-Roumanian battle fields, where the Eastern Allies are stubbornly repelling the men of the Central Powers.

Teuton troops in East Africa have been driven from their position on the Lugunzy River, and Kilwa and Ntuliras regions.

Germany is reported as forming plans to elude the British cordon and strike with maximum power in American waters.

Matters are somewhat serious in Russia, even under the stern hand of Prime Minister Kerensky.

Attempts have been made to again reach London but the reorganized air defence proved much more adequate.

According to a report, the former Emperor Nicholas and his family have been removed to Tobolsk in Siberia.

According to the London Times the three years of the war

cost Great Britain \$25,750,000,000, whilst the present daily cost is estimated at \$35,000,000.

Elihu Root and other members of the American mission to Russia have returned.

In a recent speech on the occasion of the third anniversary of the war Premier David Lloyd George declared that victory for the Allies was near.

Prince George, former prince of Serbia, had his horse killed under him whilst inspecting his troops recently.

40,000 Greeks have starved in Eastern Macedonia under the Bulgarian occupation.

According to reports China has declared war on Germany.

Liberia, a negro republic on the west coast of Africa, has declared war on the Central powers.

At a meeting of the Board of School Trustees of St. John, held on the 27th of August it was decided not to increase the salaries of the lady teachers but to give a bonus of \$60.

In St. John and some other districts the schools did not open until Sept. 4th.

About seventy candidates made sixty-five per cent. and upwards in the second class Normal School examinations, Fredericton, held in June.

Elaine Allison, daughter of Dr. B. L. Borden, President of Mount Allison University, Sackville, was united in marriage to Frank Dickie, Shawinigan Falls.

As uprising among the Apache Indians in Sierra Auchas Mts., has been quenched by the Mountain Rangers.

Sir Robert McBride, former Premier of British Columbia, died in London recently.

H. L. Williams of St. John, was found in his store shot. No arrests have been made so far.

Joseph T. Sears of Barker's Point led in the U. N. B. matriculation examinations.

FROM THE NEW BOOKS

We published in the May number of THE EDUCATIONAL REVIEW a description of a Living Union Jack which reached us in a letter from the headmaster of a school in England. We think it well to mention that the description and accompanying illustration appear in "The Book of the School Concert," published by Evans Brothers (London) Limited, Montague House, Russell Square, London, price sixty cents net, sixty-eight cents post free.

We gladly take this opportunity of acknowledging the original source of the description of the Living Union Jack and we take pleasure in directing the attention of all our readers to "The Book of the School Concert." It contains a choice selection of songs, plays, recitations, patriotic tableaux, opening and closing items, etc., etc. We understand the demand for the book has been so great that no less than four editions have already been called for.

During the course of an investigation at Ottawa one of the witnesses, in reply to a question, said that the person in charge of a Canadian hospital abroad should be a professional soldier. Mr. Pardee, chief Liberal whip, pointed out that in Canada we have no professional soldiers, and with that fact in mind Mr. Edward W. Reynolds has contributed to THE CANADIAN MAGAZINE for August an article telling who

are the men who, though amateurs, have made good as soldiers at the Front. He gives sketches of the careers and military exploits of men such as Lieutenant-General Curry, Brigadier-General Mercer, Brigadier-General McRae, Lieutenant-Colonel Dr. Herbert Bruce and others who have helped to make the name of Canada famous, not only at the Front, but all over the world.

The real experts in office management are few, and the publication of a book by one of them is an event of interest. "Office Organization and Management" by C. C. Parsons, just published, is a book that will appeal to many thousands of readers.

"The successful organization of the present day is a complex affair. It is well-done, finished compound that issues from the business caldron into which has been thrown such a diversity of ingredients as would have astonished the business men of an earlier generation."

That the author does not shrink from this complexity is shown by the list of chapter headings: Organization; Laying Out of Office; Office Employees; Office Training; Rules and Regulations; Discipline; Methods of Payment; Promotions; Increasing Efficiency; Suggestions and Ideas, etc.

The book is published by LaSalle Extension University, Chicago, and forms part of the material in its course on Business Administration.

SCHOOL BOOK NOTICE.

Pursuant to the provisions of an Order-in-Council, the Government School Book Business has been placed on a cash basis in lieu of the Vendorship system, which has not been satisfactory.

A discount of 15 per cent. on the selling price of the books will be allowed to the dealer. Freight will be prepaid to the nearest Railway Station by the Department, only on orders amounting to \$5.00 and over. All remittances must be made to the Superintendent of the School Book Department and only by Post Office Order, Express Money Order, or Cash by Registered Letter. No order less than \$5.00 will be received.

The present Vendors can return the books in their possession, or, if they wish to retain them, will be allowed a reasonable time to settle for same.

The following are the prices of books sold by the Department, and the prices at which they are to be sold by Dealers:

1st Primer.....	3c	Copy Books —	
2nd Primer.....	7c.	Nos. 1, 2, 3, 4, 5.....	3c.
1st Reader.....	10c.		
2nd Reader.....	15c.	History	
3rd Reader.....	20c.	England and Canada...	20c.
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Scribblers —		No. 2.....	18c.
Nos. 1, 2, 3, 4.....	3c.	No. 3.....	23c.
Grammar.....	30c.	No. 4.....	25c.
Arithmetics —			
Nos. 1, 2, 3.....	10c.	French Elementary His-	
Health Reader.....		tory of Canada.....	45c.
No. 1.....	15c.		
Health Reader,		Augsberg's Drawing-	
No. 2.....	25c.	Books,	
Geometry,		Nos. 1, 2, 3, 4, 5, 6, 7,	
1 to 4.....	40c.	8.....	10c.
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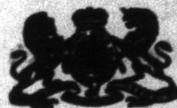
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The Commandant and military instructors are all officers on the active list of the Imperial army, lent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds, ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario it obtains the same exemptions as a B.A. degree.

The length of the course is three years in three terms of 9½ months each.

The total cost of the course including board, uniform, instructional material and all extras is about \$800.

The annual competitive examination for admission to the College takes place in May of each year, at the headquarters of the several military districts.

For full particulars regarding this examination and for any other information, application should be made to the Secretary of the Militia Council, Ottawa, Ont., or to the Commandant, Royal Military College, Kingston, Ont.

OFFICIAL NOTICE.

New Brunswick School Calendar.

1917

1917. FIRST TERM.

- Sept. 3 — Labor Day. (Public Holiday)
 Sept. 4 — Normal School opens.
 — Thanksgiving Day. (Public Holiday).
 Dec. 18 — Class III License Examinations begin.
 Dec. 21 — Normal and Public Schools close for Christmas Vacation.

1918. SECOND TERM.

- Jan. 7 — Normal and Public Schools re-open.
 Mar. 28 — Schools close for Easter Vacation.
 April 3 — Schools open after Easter Vacation.
 May 20 — Loyalist Day. (Holiday for St. John City only).
 May 23 — Empire Day.
 May 24 — Victoria Day. (Public Holiday).
 May 24 — Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
 May 28 — Examinations for Class III License begin.
 June 3 — King's Birthday. (Public Holiday).
 June 7 — Normal School Closing.
 June 11 — Final Examinations for License begin.
 June 17 — High School Entrance Examinations begin.
 June 28 — Public Schools close for Term



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