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

The REVIEW thanks its readers for the many expressions of kindness and goodwill it has received from them during the past year, and especially during the Christmas season. We wish for all a courageous and brave New Year, every day of which may have some blessing and achievement in store for them. Especially would we desire that the teaching profession may be raised to a higher standard in the estimation

of the public, and that the salaries of the teachers be increased proportionate to the ability, training and self-sacrifice, which such a calling entails.

It is interesting to note that the Sydney Academy is now in line with Halifax and Pictou institutes, by the addition of Greek to the group of academic studies. For a number of years, the latter have been the only academies of secondary education in Nova Scotia giving the full classical course to their students. Apart from experts in the subject, there are few who realize the great practical value of Greek as subservient to the study and teaching of English. English etymology is as a closed book, the technical terms employed in botany, pharmacy, engineering, geology, biology, etc., which in most cases are adaptations from the Greek, are meaningless, without even the knowledge of these so called "dead languages," gained in the high school.

The Sydney Academy class is under the efficient direction of Vice-Principal Oulton, one of the best Greek scholars in the province.

MOTION PICTURES AND CHILD EDUCATION

Out of school hours the average child is never happy unless attending the movies. How do these motion picture visits affect the child? We hear reports that after an evening spent in a photoplay theatre the child is not in a fit mental condition to absorb his school lessons on the next day. Is this true? Whether the effect produced is harmful or not depends almost entirely upon the conditions under which the pictures are seen and the type of picture shown.

The stuffy atmosphere which is the inevitable outcome of poor ventilation causes the average patron to leave the theatre with a tired feeling. This is not natural tiredness — it is the kind which makes the child wake heavy in the morning instead of with a clear head. The reason is therefore not hard to seek why a pupil pays but scant attention to his lessons.

Some assert that motion pictures are hard on the eyes, while others aver that they actually

prove a beneficial exercise. Which version, then, is correct? The eye problem is mainly determined by the projection. If it is poor only harm can result. The main cause of flicker is old films. Films rapidly deteriorate, and when they reach the "rainy" stage they are a menace to the eyesight. The fault, however, does not always arise from this, for the operator may be careless or incompetent.

Another serious defect is "speeding." A reel ordinarily takes from fifteen to eighteen minutes to run off the screen, but the operator sometimes shoots the reels through at almost double the normal speed. The practice of flashing written letters and printed matter on and off the screen with almost lightning celerity puts the greatest strain upon the eyes. The audience in its eagerness to get an intelligent understanding of the action makes a strong effort to read the lines, but in many instances they are given no opportunity to read all of them, and are kept on a strain in the strenuous effort to grasp them at a fleeting glance.

When motion pictures are exhibited under ideal conditions, the only evil to be feared is watching the screen for too long a period.

The average photoplay program occupies about two hours, which has been declared the ideal period in which to view films at one sitting. The eyes are actually rested, but after this period weariness slowly but surely comes on. Even hardened newspaper-critics testify that such is the case. As most theatres are run on the continuous or two-show principle, a child is liable to stay and see the performance more than once, for it is a childish trait to watch a thing as long as possible.

A Cleveland teacher finds room on her schedule for holding an oral expression and story telling period once weekly. In connection with this she encourages her pupils to relate the stories of the photoplays they have seen. It has proved most popular with the children because it is a subject dear to their hearts.

The right kind of films actually assist the education of a child. A sixth grade pupil who

saw a film of the Panama Canal found this engineering wonder so fascinating that he borrowed books on the subject from the public library. Another boy stated that he liked natural history pictures because he was able to see how animals and birds live. A drama appealed to a little girl owing to the kindness and thoughtfulness of a small boy.

Bad films do untold amount of harm. In this category I would include sensational dramas and vulgar comedies, which leave such an impression upon the child's mind that he lies awake half the night thinking about them, and consequently is unable to concentrate at school on the following day.

Not all theatres show such undesirable pictures, so the child should be taught to discriminate

between the good and the bad. The women's clubs are accomplishing a lot of good throughout the country in obtaining suitable pictures for children, and in many cases have induced exhibitors to give special children's performances once weekly.

The Grass Valley California, Board of Education, for instance, is working in co-operation with local motion picture showmen with the

WHAT does your anxiety do? It does not empty to-morrow of its sorrow; but it empties to-day of its strength. It does not make you escape the evil; it makes you unfit to cope with it when it comes. It does not bless to-morrow, and it robs to-day, for every day has its own burden. God gives us power to bear all the sorrows of His making, but He does not give us power to bear the sorrows of our own making, which the anticipation of sorrow most assuredly is.—*Ian Maclaren.*

prime object of securing more "better pictures" for children.

This plan might be adopted with advantage by school authorities elsewhere.

ERNEST A. DENCH,

Author of "Motion Picture Education."

EDITOR'S NOTE.—The difficulty of presenting a special children's performance has to be considered from a financial standpoint as it would cost something like \$75.00 for films alone, for such, but it might be taken up by the local school authorities, and the manager of the theatre guaranteed certain receipts, any deficit, through lack of attendance, to be made good by the authorities. In that way a most educational and instructive program might be arranged for school children.

THE WAR.

(A paper read before the Charlotte County Teachers' Institute.)

By J. VROOM.

PART III.

The second war which Germany wished to undertake, and which by coming too soon has thus interfered with the completion of the first was to have been a war for the freedom of the seas; which means, it if means anything, the restriction of navies and naval stations so that no future war could be decided by sea power, as most great wars have been decided in the past. Of course the Germans did not plan to restrict their own navy too far; for the Kaiser has said that "the future of many lies on the water."

In this war, France, having been already deprived of her coal and iron, so that she would be helpless, the British fleet was to be vanquished, and Britain compelled to give up Canada and some of her other overseas territory in lieu of indemnity. This is but a small part of the ultimate aims, as laid down by German writers who advocate what is called the Pan-German plan, but this is, perhaps, all that it was planned to do in the second war. Afterwards, by further conquests or by peaceful penetration, Africa, India and the greater part of South America could be secured.

But the second war, the war with Britain, has changed its character. The United States and Japan and China are not fighting for British sea power, and Germany is beginning now to see that something more is at stake. That something is the right of nations to exist, the right of peoples to dispose of themselves, as opposed to the right of conquerors to take possession of countries and peoples and rule them as they please. The whole question of German world power or downfall is to be decided now, if we fight until the Germans are overthrown. It will also be decided, and decided against us, if we stop the war and allow the Germans to hold what they have won, or any part of what they have won.

But, though this second phase of the World War is not yet finished, and may not be finished for years, to some extent we can count our gains.

First.—Except for the lurking submarines, which we are now hoping we may be able to control, the seas are cleared of enemy ships, and open to the commerce of the Allies and neutrals.

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Second.—The rebellion in South Africa, upon which Germany counted at the outset, was suppressed by the South Africans themselves, and the war has brought about a closer union between the Mother Country and all her overseas dominions.

Third.—It has brought together the princes of India, as nothing else could, and brought from them willing and generous contributions to the strength of the British armies.

Fourth.—It has delivered China from German domination, which was something more than a remote possibility.

Fifth.—Unless we are obliged in the end to give back the German colonies in Africa, it has delivered the blacks from German rule, and delivered the world from the awful possibility of immense armies of black soldiers under German leaders, which would realize the Kaiser's dream of being the absolute ruler of the world.

Sixth.—It has disclosed German plans and German perfidy, and placed all other nations on the defensive. Hereafter German plots will be dreaded in times of peace as much as German frightfulness in time of war. As instances of the dangers of peaceful penetration, it may be stated that there are four hundred thousand Germans in the south of Brazil, forming a compact

colony, and ready to rise against the Brazilian government, if they have not already done so; and before the war began there were eight hundred thousand Germans in the north of Russia, where German agents have been blamed for the present state of disorganization.

We have been counselled by the highest authority to seek peace without annexations and without indemnities, to return to the *status quo ante bellum*, the condition of things before the war. I think it is President Wilson who has pointed out that all the horrors of the conflict have sprung from the *status quo ante bellum*. Germany might promise not to do it again, but that would not be sufficient if it were the same Germany.

Is there any reason to suppose that Germany has changed very much in the last three years?

Miss Warner, who is known to some of you personally, and to others through her book, "My Beloved Poilus," writes from somewhere in France, "If the Germans are not beaten, the world will be no fit place to live in; and they can only be beaten by every man doing his bit, and every woman helping in every possible way."

The Germans are taunting us with our failure in Flanders; but we shall probably be able to hold out until the American forces can come in to turn the scale. In the meantime, here is the latest statement of the terms of peace which the Germans offer. It is from a pamphlet circulated in Germany, and its purpose may have been to deceive the Germans, but at least it tells us that the Germans are still the same:

An indemnity of \$87,500,000,000.

The greater part of Belgium.

The richest mining regions of France, presumably not so much because Germany needs them as because France needs them.

The Suez Canal.

The ports of Calais and Boulogne.

The Belgian Congo.

The colonies of Portugal.

The English and French colonies in tropical Africa.

Gibraltar, Malta, Aden and Cyprus.
Madeira and the Azores.
Morocco and Tunis.
The Baltic provinces of Russia.

One wonders at the moderation of the terms, for there is no mention of the Panama Canal, or of anything else on this side of the Atlantic. German plans of conquest, however, are not of much importance. The real issue is whether we shall admit the principle of might before right, and agree that any land may be held merely by the right of conquest, or whether nations shall be allowed to govern themselves or choose their own allegiance. There is no present hope of an early peace that will decide this issue.

I should deprecate any mention in the school-room of German plans until they are finally defeated. It is not well to familiarize the children with the thought of German rule. We must carry into school as little of the gloom and horror of the war as possible, and no false rejoicings. The spirit that we should have, and which our pupils should share with us, is

YOUR WORK.

Do it cheerfully, even if it is not congenial.

Make it a stepping-stone to something higher.

Endeavor to do it better than it has ever been done before.

Make perfection your aim and be satisfied with nothing less.

Recognize that work is the thing that dignifies and ennobles life.

Regard yourself as a co-worker with the Creator of the universe.

Keep yourself in a condition to do it as well as it can be done.

Accept the disagreeable part of it as cheerfully as the agreeable.— Ex.

that of dogged determination and self-sacrifice, sustained by the hope that "somehow good will be the final end of ill." We should instill not hatred, but resistance. We should cultivate feelings of mercy and pity, and of love to all men; but especially to the sailors and soldiers of our king and his Allies. God save the King.

TO OUR READERS.

The pressure on our space has been abnormal this month, and we exceedingly regret that answers submitted in connection with the Question Box, a most interesting letter making suggestions regarding Primary Work, by one of our N. S. readers, the paper on "Commercial Art, and a number of other important features, have had to be held over until next month.

We ask the forbearance of our subscribers, as, during the present time of stress it is imperative that costs should be kept as low as possible. Under ordinary circumstances a few additional pages would have carried this matter.

NATURE STUDY OF ANIMALS.

By H. G. PERRY.

(Special to the EDUCATIONAL REVIEW.)

Winter is the most barren season of the year in point of numbers and variety of active animal forms available for nature study. The birds we greeted so eagerly during the spring are gone; the toads, frogs and creeping things have also

summer, is filled with interesting secrets in animal nature study.

First, there are the active forms, domestic and wild, with their many interesting problems of food and protection from the frosts. With a thought of them, the wild forms especially, Darwin's theory of Natural Selection, or as it was so aptly styled by Herbert Spencer, the "Survival of the Fittest," looms large in our minds. In earlier numbers of the REVIEW we touched upon some of these winter animals, so we leave them for the present.

Second, the summer migratory animals. This group takes in most of our summer birds. The "why" of their coming and their going are

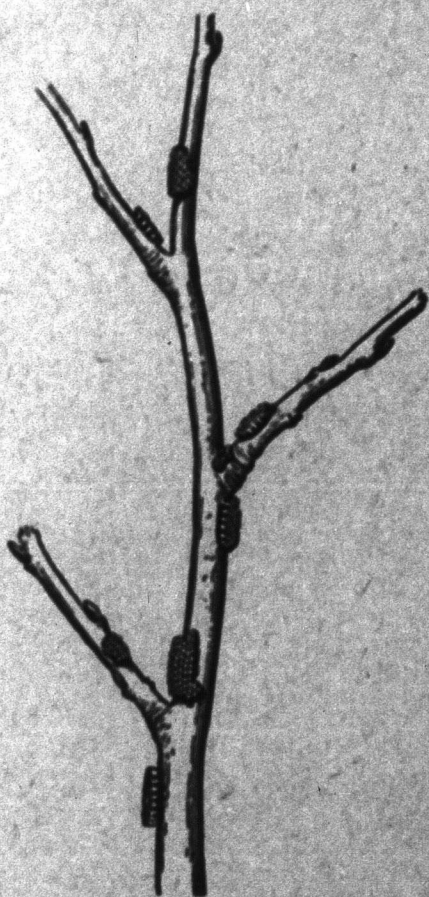


Fig. 1.—Apple twig (winter condition) with clusters of canker worm eggs. Each cluster was laid by one female. These clusters are much more numerous than you will usually find in the same areas.

disappeared; and even the hum of the busy insects is now nothing more than a memory. The stillness is oppressive, and will be for many weeks to come.

We sometimes think and talk as though we understood the change that has taken place, what it means for us, and has meant for all the little creatures whose presence helped to fill the summer with joy and interest. But of their going we know but little; from most of us they slipped away so naturally and quietly that it was weeks before we realized they were gone. He is fortunate who marked their passing, who heard,

"Small feet . . . pattering . . .
And little tongues chattering."

But it is not the true spirit of nature study to dwell upon losses of the past and make them an excuse for present inaction. Winter, though it has very little active life when compared with



Fig. 2.—Canker worms eating the leaves of apple tree, and two spinning down to the ground in which they pupate

yet unanswered questions. We were pleased to have them with us last summer; and over and above their beauty, sweet songs and gladsome ways, they were of great economic importance to our country—of great benefit in keeping down insect pests. Our thoughts follow them to their winter home, and we would gladly know the whole story of their wanderings. Of these, too, we have had something to say in earlier numbers of the REVIEW.

But there is one migratory form, not a bird, that we must mention at this time, one of the insects, the beautiful monarch butterfly, that annually visits Canada from the Southern States. In the south they remain active throughout

the winter, and upon the approach of spring work their way northward, the females laying eggs upon milkweed in different places in the course of the journey. This form passes through the four great stages of insect life in about eight weeks—the egg, the larva or caterpillar, the pupa, or chrysalis as it is often called in this particular species on account of its golden spots, and the adult or imago. The new

amples of these we might name—frogs, toads, snakes and (among mammals) the chipmunk, ground-hog, muskrat, raccoon, bear, beaver, etc. But among the smaller forms to consider, only the largest class, the insects, we find conditions changed. These animals have four well marked distinct stages in their life cycle, and the different species pass the winter in that stage that seems to suit them best—some in the egg stage, others as larvae (caterpillars, grubs, etc.), some in the pupal or resting stage, and others in the adult or winged form.

Many species in their selected winter stage enjoy a good degree of protective coloration, and hence they are often overlooked, even when in exposed situations; others are hidden away in cracks and crevices and in the most out of the way places imaginable. Winter nature study of this third group calls for patience and sharp eyes, it has its own problems quite different from those of summer, and has its own rewards. Let no teacher make the mistake of dropping the nature study of animals during the winter. It is the period best fitted for the mental adjustment of our summer study; it is filled with new problems of insect life, interesting and important both from the biological and economic side; and in many ways the winter work gives the highest mental rewards obtainable from nature study—awakening the spirit of research, and fostering the virtue of patient study.

The only way to find material for winter study is to go out and search for it. The

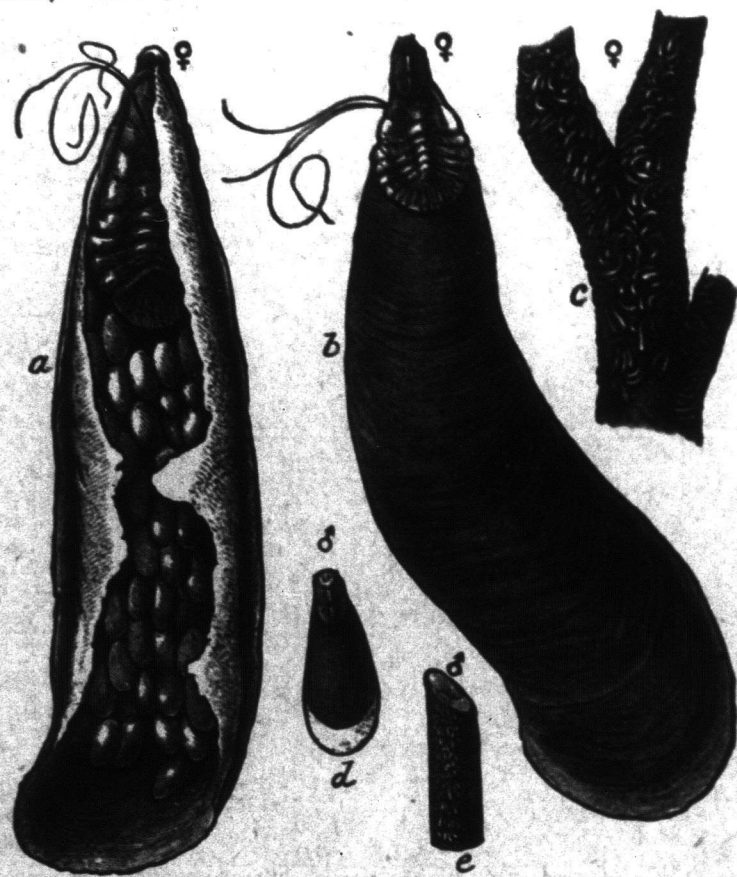


Fig. 3.—Oyster-shell Scale.—a, female from beneath, showing eggs protected by scale, x24; b, female from above, x24; c, female scales on branch, natural size; d, male scale, x12; e, male scales on twig, natural size. (Copied from General Zoology by Linville & Kelly, Ginn & Co.)

generation, as soon as it is on the wing, heads northward. Again the females deposit their eggs on the milkweed, and in due time another generation appears and directs its flight northward too. They are strong fliers, so in a very few generations by this system of relays they reach Canada by midsummer, and have been found as far north as the southern end of Hudson Bay.

The third group of animals we have to mention in this connection is composed of a great number of species, with representatives in almost every phylum, but chiefly concerned with members belonging to the *Arthropoda* and the *Chordata*.

None of this group has undertaken to migrate in order to escape the winter, they have simply dropped out of sight, ceased active life for the time. The larger forms have hidden themselves, gone into partial or complete hibernation until the weather becomes favorable again. As ex-

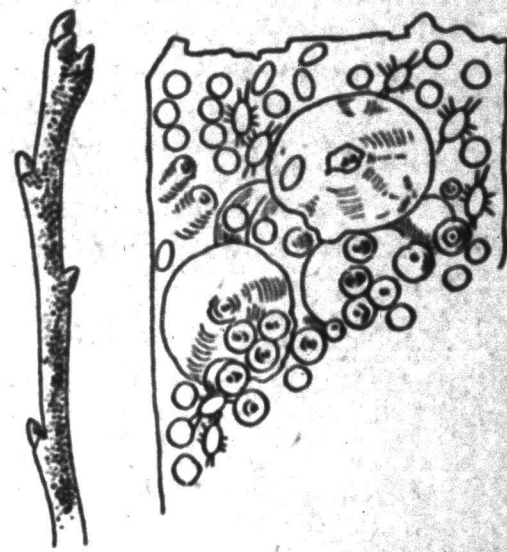


Fig. 4.—The San Jose Scale, natural size and magnified. (Copied from Hodge's Nature Study and Life, Ginn & Co.)

following notes and illustrations are added to help teachers to find materials for first lessons. After the interest is once aroused it is surprising how readily material is found.

On the first excursion visit the orchard and

inspect closely the young twigs of the apple trees. Unless the trunks have been banded with "tanglefoot," to keep insects down, you will be apt to find on many of the twigs one or more masses of eggs, similar to those pictured in Figure 1. These are the eggs of the canker-worm moth. The females are wingless, and

you have already seen these forms in mild spells during the fall. They are most active during warm rainy nights.

There are two species of this insect—the fall and the spring canker-worms. Note how near the egg masses are to the leaf-buds. On what do the larvae feed? They are the green measuring worms so plentiful in some orchards about the time the petals are falling, and lasting for several weeks later. The tanglefoot band is the most effective way in dealing with this pest. In badly infested orchards one frequently finds hundreds of the females caught in the band of a single tree.

Another form that passes the winter in the egg stage, and in our orchards too, is the oyster-shell scale. On an average there are between forty and fifty eggs under each female scale. "The eggs hatch about the time the petals are falling from the apple tree. The tiny white or cream colored larvae move around for about a day then settle down permanently, work their long, slender, bristle-like mouth parts through the bark, and gradually cover their bodies over with wax that forms the protecting scale. The females become full grown and begin to lay their eggs in August. Soon after the eggs are laid the insects themselves die." There is probably not more than one generation of this insect per year in the Acadia area. Select some of the newer, fresher looking scales, remove them from the bark and examine their contents with a hand lens. Note the effect of these insects upon badly infested trees.

Another scale insect found on apple trees in some parts, usually on the young trees of recent importation, is the San Jose scale. "The full-grown female scale is nearly flat, circular, about the diameter of the head of a pin, ashy-brown in color with the central area usually yellowish, though often about the same color as the rest of the scale. The males are much smaller, oblong and usually blackish in color."

The insect passes the winter in "a black immature stage. This is in size a mere dot, but when examined with a hand lens it seems to be circular and to have a little nipple in the centre with a depression or groove around it."

If you find this scale report at once, with specimens of the same, to your Provincial Entomologist.

The old cocoons of the Tussock moths, with their covering of encrusted eggs, are also often found in apple trees as well as around buildings



Fig. 5.—Mourning Cloak Butterfly. 7 Partly grown caterpillars (larvae); pupa, empty pupa, and newly emerged winged form (imago); and adult spread showing wing markings.

during mild weather in November and December, after the ground has once been frozen to the depth of an inch or two, and thawed soft again, they leave off their rest in the ground and crawl up the trees and deposit their eggs on the twigs. The male is winged and escorts the female in her journey up the tree. Perhaps

close to their summer haunts. The female is wingless, and lays her eggs upon her old cocoon soon after she emerges from it, and, in one species, the white-marked Tussock moth, covers them over with a white substance that looks like frosting.

Gather the old nests with their eggs for further study. If plentiful organize a crusade against them before they hatch, for the larvae in numbers are very destructive to shrubs, fruit trees and shade trees.

The tent-caterpillar egg-rings are found around the twigs of apple and shade trees, and are covered over with a resinous substance for protection. This resin dissolves readily in alcohol.

We have two species of tent-caterpillars, the apple tree and the forest tent-caterpillars. The larvae of the former construct tents for their colony, and are marked by a white strip down the centre of the back; the larvae of the latter never build tents, and have a row of white dots down the back. Both forms are local and periodic in their occurrence.

Infested orchards may be defoliated by these pests, and when continued for two or three years in succession, the trees are sometimes killed.

It is a relief to turn from these destructive forms to one that is comparatively harmless, and moreover possesses considerable beauty,—the mourning cloak butterfly. The larvae feed chiefly on the elm, but are occasionally found on the willow, and are generally known as the spiny elm caterpillars.

The accompanying illustration shows the life history of this form very well.

This insect passes the winter in the winged form. "Under the side of a log, beneath the loose bark of a dead tree, in woodpiles, and in similar situations the butterflies are to be found during the winter lying flat on the side, suspended under a culvert, or in a hollow tree. Apparently they are dead, but if taken into a warm room they will quickly revive and fly about, and if given a little sugar-water for food will live for some time."

The hibernating forms are occasionally found, and one frequently finds the butterfly on the wing on the bright warm days of early spring even while the snow is yet on the ground. Look for them in sunny situations, among wounded young maples from which the sap is flowing.

(Continued next month.)

[The cuts in this article, if not otherwise mentioned, have been copied from *Elementary Entomology* by Sanderson & Jackson, through permission of their publishers, Ginn & Co., Boston, Mass.]

ST. JOHN COUNTY AND CITY TEACHERS' INSTITUTE.

The St. John City and County Teachers' Institute held sessions in the High School assembly hall December 20-21.

The first item of business was the address of the president. Mr. Shea dealt with the methods to be used in imparting knowledge to the pupils and contended the meaning of the word education was the drawing out not telling the pupil things. He also advocated the paying of as much attention as possible to the individual if the best results were to be obtained.

This was followed by a paper on history by J. W. Tait of the High School staff. History was one of the most important subjects in the curriculum. It was one which called for the best efforts of the teachers in order that the best results be obtained.

The afternoon session convened at two o'clock.

The first number was a paper by Miss Keigan on arithmetic for grades one to four. The paper dealt very fully with the best methods of teaching the primary grades the rudiments of this branch of knowledge and contained a number of helpful suggestions.

At three o'clock A. Gordon Leavitt, secretary of the School Board gave a most interesting and instructive paper on nature study. This paper was illustrated by a number of specimens gathered by Mr. Leavitt himself in the vicinity of the city.

The election of officers was held at the opening of the afternoon session, December 21, and resulted as follows: President Miss Ida A. Keigan; additional members of executive, Miss Ella McAlary, Miss Bessie H. Wilson.

The morning session convened at 9 o'clock. The first thing on the programme was a paper on English composition by J. A. Edmonds. This paper dealt very fully with this important subject and contained some very valuable suggestions as to the teaching of it in the best manner.

This was followed by an address from Dr. H. S. Bridges, superintendent of schools for the city, on the best methods of handling the children while under the care of the teacher and also a most interesting chat regarding changes in text books, etc., and the education situation in the province, by Dr. W. S. Carter.

Joseph Harrington read a paper on home study. This the speaker claimed was a most important part of the curriculum and one to which the teacher should pay particular attention if the best results were to be obtained from the pupils.

At the afternoon session J. A. Gunter read a paper on manual training and the place it should occupy in the curriculum.

The closing address of the Institute was given by Hon. Dr. Roberts, who dealt with the subject of public health.

At the close of the address a vote of thanks to the speaker was moved by Dr. Bridges.

ED. NOTE.—We trust to publish several of the above mentioned papers, including that of Dr. Roberts, in future issues of the REVIEW.

In a speech to lawyers at Gray's Inn, Premier Lloyd-George declares that England is entirely in accord with President Wilson's statement of war aims. He denounces peace talk now as futile, and says the Prussian military spirit is "drunk with boastfulness." He warns the nation that greater sacrifices will be required until the American forces arrive to offset the burden cast upon the Allies by the defection of Russia and the reverses in Italy.

SAND-TABLE MODEL.

ROBINSON CRUSOE AND HIS RAFT.

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The children were already familiar with the opening chapters of this fascinating story, consequently the plan of the model was quickly drawn, and eager little hands were soon at work on the table itself.

THE MODEL ITSELF.

The Sea.—Sheets of blue tissue paper were obtained and arranged to represent the waves.

that a clay-board should cover it met with approval, and the small scholar was happy in that his effort was made use of and not discarded altogether.

The Chest.—Paper required $8\frac{3}{4}'' \times 7\frac{1}{2}''$.

1. Fold down $\frac{1}{4}''$ on the longest side to make lid. Then fold paper in four each way.
2. Cut on the dotted lines A, B. Fold in crease to make sides of lid.
3. Cut at C, D, E.
4. Fold under G.
5. Pin or paste in position.

The Barrel, Two Rifles, Bag of Shot, and Length of Rope.—This formed a clay modeling



Many of the children were unfamiliar with the names of the shells brought by them to place on the seashore, so the teacher added to their knowledge in this respect.

The Hill.—This was made and covered with moss (a gift from one of the children); it gave a natural effect which was much appreciated.

The Background.—Here was an opportunity for the children to exercise the muscles of their fingers. How hard they worked to get the sea the true blue! The teacher added the palm trees and gave the finishing touches to sea and sky.

THE MODEL IN DETAIL.

The Raft.—A little boy made a raft of wood. The class voted it too small. A suggestion

exercise. The best specimens were placed on the raft.

The Dog.—Cut from a picture book, brought by one of the children.

Robinson Crusoe.—Children cut out and colored the hektographed copies supplied to them. The best one was accorded the place of honor on the raft.

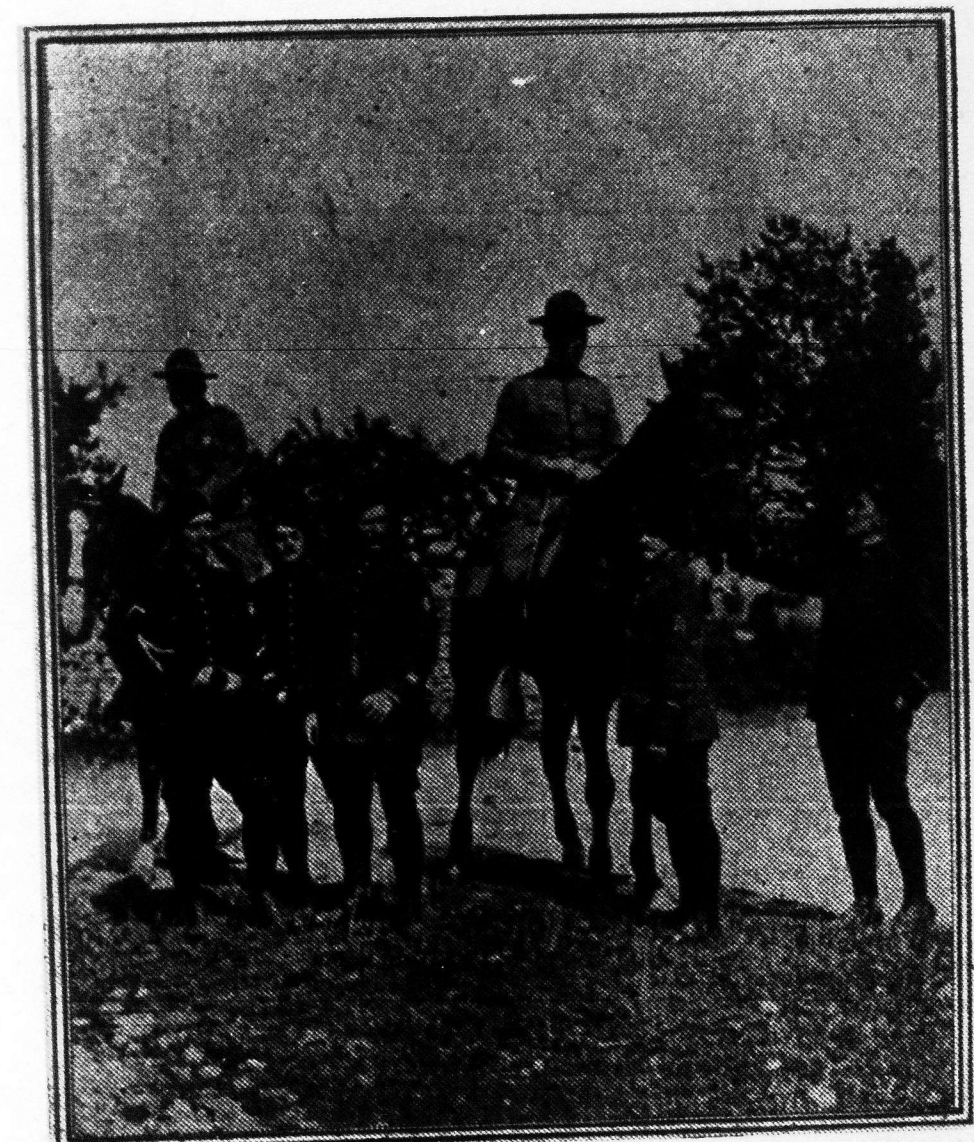
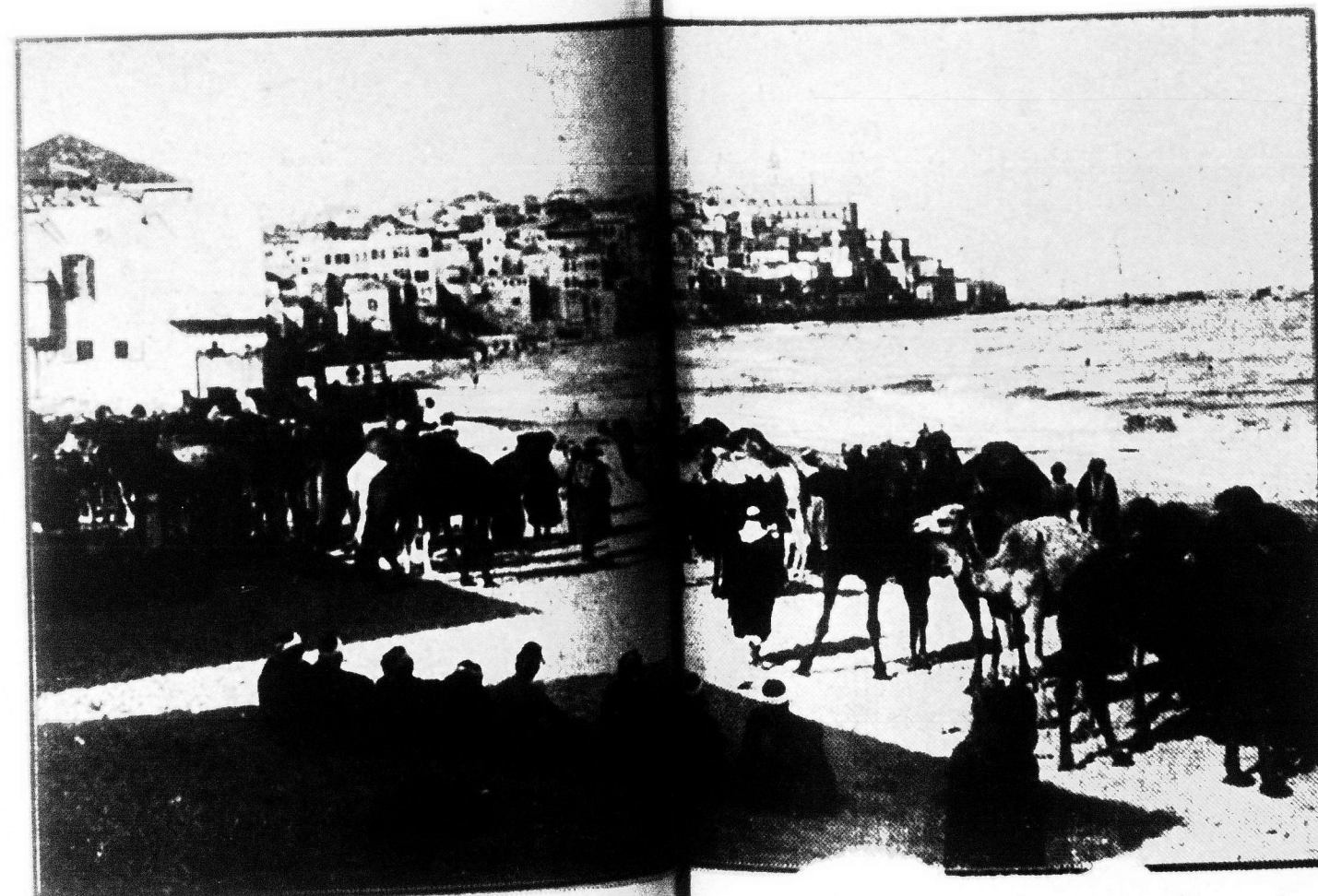
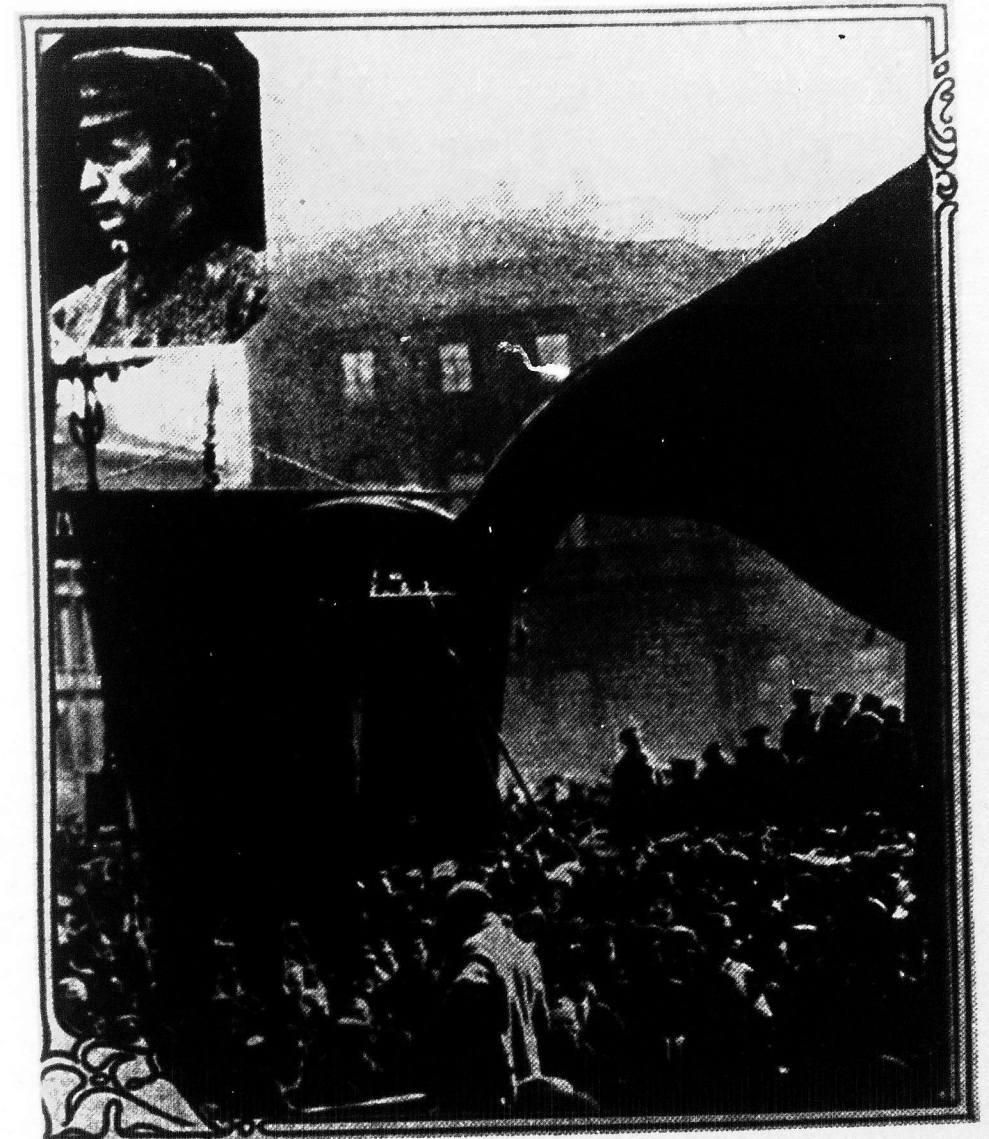
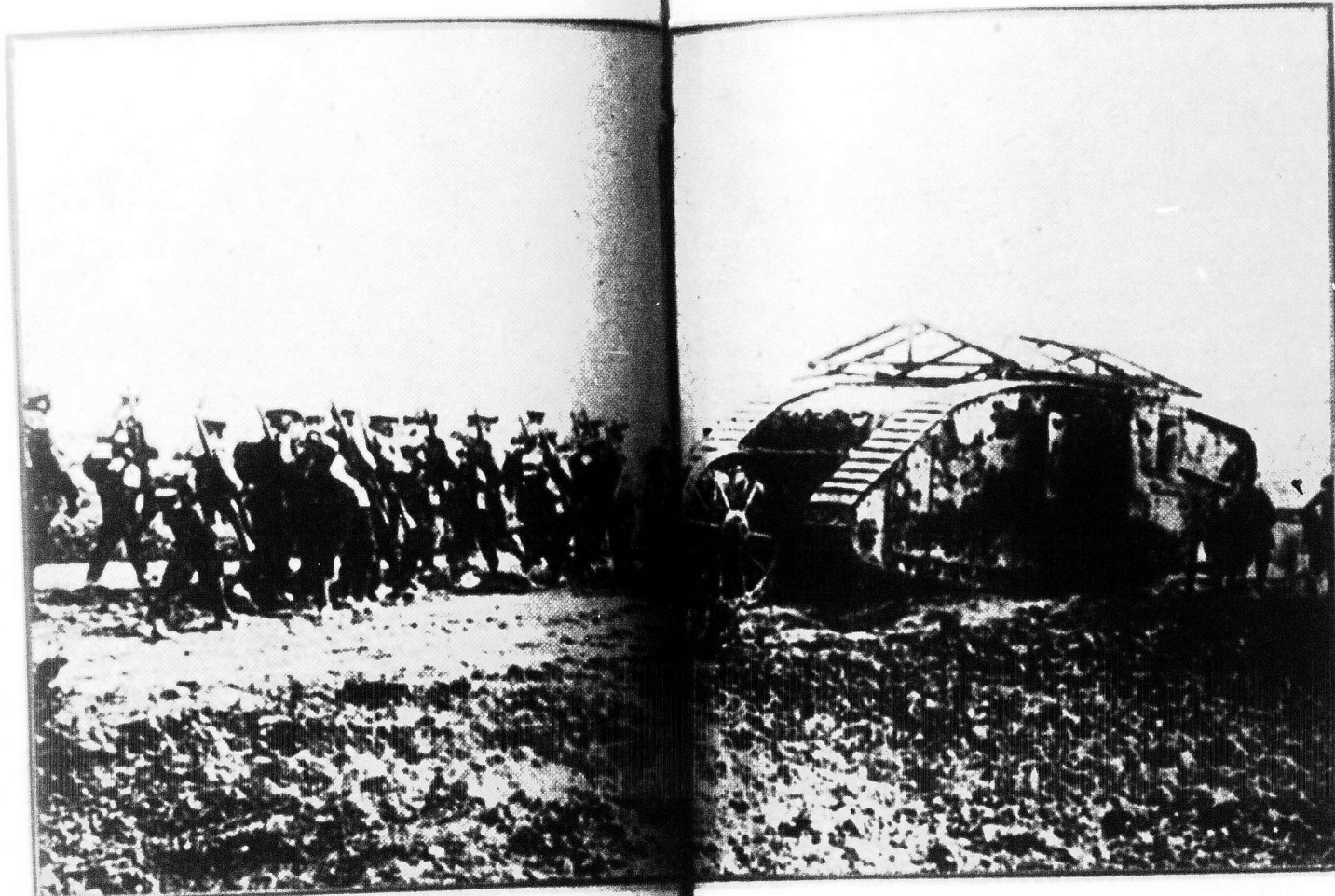
The Wrecked Ship.—An old boat was loaned by one of the children and placed in position.

Palm Trees.—Made from odd pieces of brown paper.

Following the direction of the teacher the fronds were planned as in the diagram, leaving a space in the center. The children dotted round where the paper was to be cut, and

Educational Review War Pictures

DESCRIPTIVE MATTER REGARDING PICTURES ON PAGE 202.

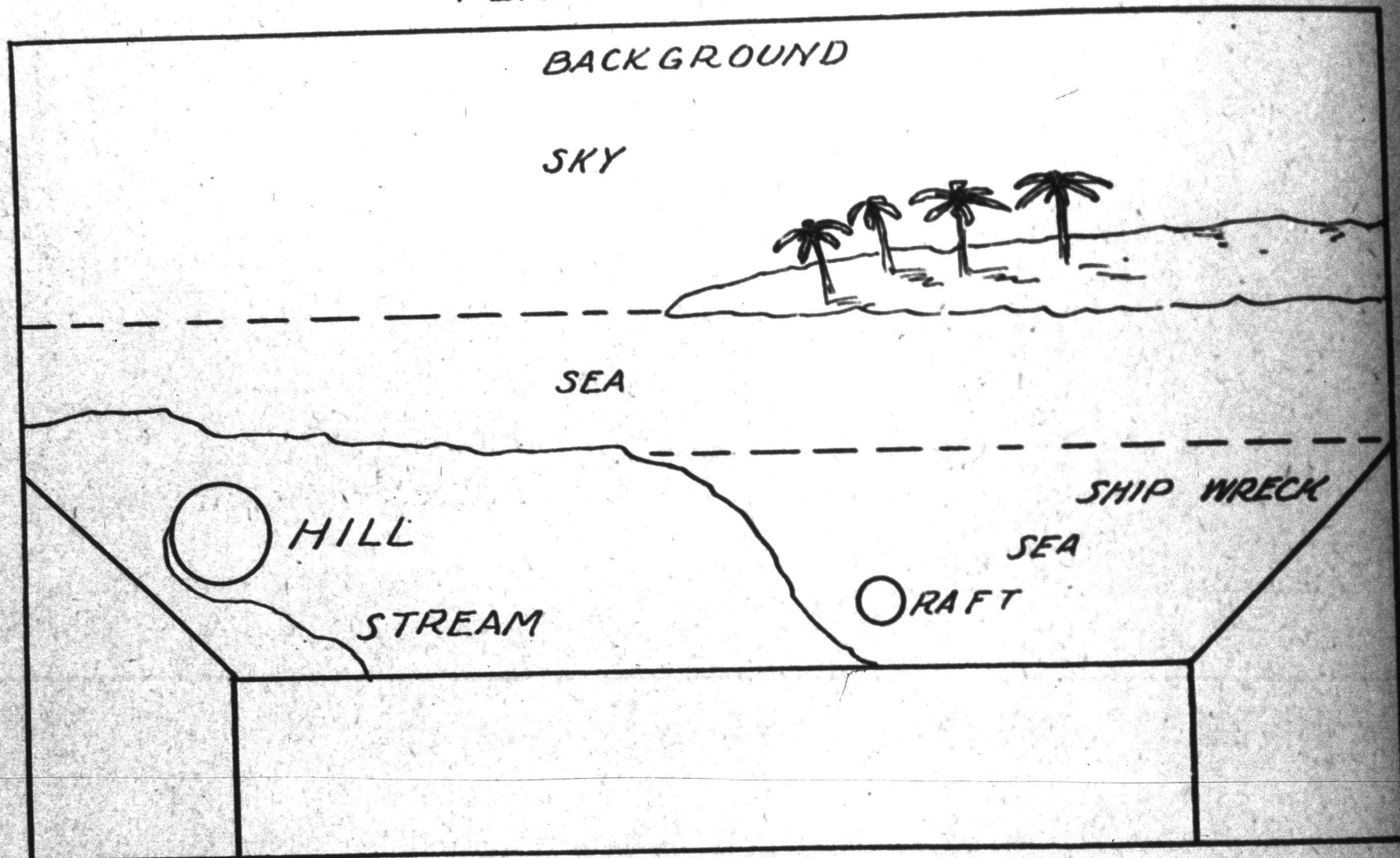


afterwards cut up each frond. They were then lightly colored on each side. Woody stems were brought to form the trunk. The leaves were fixed on the top of these and bent down to give the desired effect.

Large Leaves Growing on the Side of the Hill.—The children cut a square of brown paper and folded it diagonally. They drew in the

the next says "Two," the next "Three," etc. until the number "Seven" is reached, when the word "Buzz" is substituted for it. The next player says "Eight," and so on up to a multiple of seven, such as fourteen, twenty-one, twenty-eight, etc., on each of which the word "Buzz" should be used instead of the right number.

PLAN OF MODEL



shape, cut and colored them, and by fixing a pin through the center, arranged them in a natural position in the ground.

The Stream.—This was supposed to be a stream of fresh water trickling down from the hill-top. It was made with a thin strip of silver paper, to the extreme left of the model. When all was finished the children were very delighted and looked forward to the next Friday afternoon "Story Hour" when they would hear more of Robinson Crusoe's wonderful adventures.

BUZZ.

This is a quiet game, as distinguished from those requiring much muscular activity. One of the players starts the game by saying "One,"

The word "Buzz" is also substituted for any number in which the word seven occurs, even though it should not be a multiple of seven, such as seventeen, twenty-seven, thirty-seven, etc. When seventy is reached, the counting proceeds as "Buzz-one," "Buzz-two," etc., and seventy-seven is "Buzz-buzz."

Whenever a player says a number instead of "Buzz," or says "Buzz" in the wrong place, or calls out a wrong number, he must pay a forfeit and start the game over again by saying "One."

The game may also be played by having each player who misses drop from the game. Where this is done, and the player retains his seat but is silent, the game becomes even more confusing for the players who remain.

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PRIMARY HAND WORK.

A Paper read before the Charlotte County Teachers' Institute) by
Miss F. A. Osborne.
(Continued from last month.)

For Hiawatha's wigwam, use three sticks to form tripod and secure at top by means of a soft pea. The hammer and ladder will be of course implements used by the Indian. The hammer is simply formed of one soft pea and one toothpick; for the ladder are needed eight peas and twelve toothpicks. Show how hunting was a serious business with the Indian, since upon his success depended the life and comfort of his family. The necessity of learning the habits of different wild animals in order to capture or kill them. The bear's trap will prove to be doubly interesting. Its foundation is a hollow cube formed of two squares; the spring is indicated by means of an extra toothpick attached to one of the corners. The children are soon able to construct the square, oblong and triangle independently. Upon these they will be able to build many things. The house is made by constructing a hollow square and adding a sloping roof. The order of work for the church is the same as for the house with the addition of the steeple. The story of Hiawatha offers many suggestions regarding the study of the stars, which will be appropriate for the month of January. Tell how Nokomis showed Hiawatha many things in the shining heavens; the stars shining bright in the frosty winter nights, the bright comet, Ishkoodah, with the fiery tresses, and the broad road running straight across the heavens white with stars. Also tell about the "star of the forest" as Nokomis called the little fire-fly, Wah-wah-tay-see — how at the dusk of evening Hiawatha saw its little candle while it was flitting through the forest lighting up the bushes; how the little Indian children sang to the dancing firefly. Our nature leaflet calls for observation of four insects in the month of September; here is a chance to review the study of the little fire-fly insect. The star may be formed by laying two isosceles triangles one upon the other. This Stick and Pea Work as a beginning of Manual Work in Grade I is of great value in that the child enters into the industrial commercial activity, and the life of the world, through his hands and his brain. He has very little interest in general in things outside of his own environment, until that interest is stimulated through the work of his hands.

The second device for Grade I Hand Work is Paper Tearing. This is a preparation for Paper Cutting and need only be given for a short period

of time. Any soft paper is suitable for this work. The models suggested may all be torn from a square of paper doubled. The children may first be given squares of paper, but they will readily learn to make their own squares of different sizes from an oblong sheet of paper. In tearing, work from the closed edge. Emphasize use of the tips of the thumb and four fingers of each hand. At first the object should be torn for the children, then with them. Place emphasis on the point of incision, the general direction and the point of completion. Include short talks about the fairies who live in our fingers; the sunshine and shadow fairies who change our faces; the sunshine fairy who lives in some of our hearts; the fairies who work for Mother Nature and paint the apples and leaves red. Some models which may be torn from the doubled square are a wigwam, canoe, paddle, moon, star (thus illustrating Hiawatha); Christmas toys such as a ball, balloon, top, doll, stocking, watch; Hallowe'en models such as an apple, candle, Jack-o-lantern, tree; forms of shelter other than the Indian wigwam as the tent and house; models illustrating the story of the wind as the sailboat, windmill and kite; Easter models as the rabbit, flower pot, egg; spring or Arbor Day models as the spade, hoe, rake, hatchet, umbrella, and birdhouse. If desired, crayons may be used for coloring trees, tents, eggs, etc. The umbrella, open or closed, also the sailboat, may serve as a unit and be repeated to form a border for a book cover or the blackboard. The bird house embodies the vital principle of separation and return. The birds fly from their houses over the fields but return at night. Discuss the migration of birds in the fall and their return in the spring. Let children suggest other things that come and go as: the moon, stars, rain, the seasons, etc. Remember that "for him who can find in some tiny flower or bird, food for a day's study and a week's thought is opened a field of happiness whose confines are well nigh limitless." The double tearing always permits of two representations: a shadow picture and a silhouette. Both may be preserved as both are equally pleasing. Encourage original work in tearing, knowing that in all forms of imaginative or creative work, the child must have the ideas before he can express them. Encourage this free expression along any line, also any co-operative work:

"The things a child can make
May crude and worthless be;
It is his impulse to create
Should gladden thee."

(Continued in February Review.)

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BRANCHES IN ALL CITIES

THINGS TO GROW IN THE SCHOOL ROOM AND ON THE SCHOOL GROUNDS.

What to do in January.

BY W. CLEMENT MOORE.

(Special to the EDUCATIONAL REVIEW.)

Every teacher and pupil of North America will get more pleasure out of growing things indoors this month than in any month of the year, because the contrast between growing, living plants and the cold, frozen or snow laden ground out-of-doors is so great that your work will seem so much more productive.

THINGS OF VALUE.

It might be well for us to first consider the things which may be started in pots this month and which at some time in the future may develop into real value.

SOME TROPICAL FRUITS.

Some of the tropical fruits can be successfully grown in pots at the north. Among these are Guavas, both the Cattle and Common sorts. The Cattle Guava is dwarf in growth, has glossy, evergreen foliage, and is perhaps the most desirable for pot culture. The fruits come in clusters, are about the size of a hulled walnut, very fragrant and of fine flavor. The Common Guava grows larger, is not so compact, and bears larger fruits. The Surinan Cherry is a fine pot plant, and, like the Guava, is readily grown from seeds. The foliage is dark green, glossy and dense. The plant is of compact habit, and will produce its scarlet "cherries" during summer. The Florida Pawpaw is also easily grown from seeds, but the plants are either pistillate or staminate, and a plant of each must be grown together to obtain fruit. All of these plants like a sunny situation and sandy soil, and can be grown by any person.

Of course lemon trees and other dwarf fruit plants may also be grown successfully in the sunny corners of large school halls.

THINGS OF BEAUTY.

You will want, above all other things, to have some flowers which will bloom continuously, so that the reward for your labor will be always in sight. For such purposes you should secure at once from your nearest nurseryman two or three good stocky, two-year dormant rose bushes of the tea or ever-blooming variety. Among the best are Kaiserin Victoria, Lady

Hillingdon, Mrs. Aaron Ward, LaFrance and Betty. Put them in large pots and place them where they will get the morning sun.

IMPATIENS SULTANA.—This lovely South African plant, which is of recent introduction, is truly continuous blooming. It is never without flowers either in summer or winter when fairly treated. The flowers are bright and beautiful, and in all the shades from pure white to deep carmine. It does well in partial shade, branches, bears lovely foliage, and an abundance of flowers without cessation. Try a few plants in your window this winter. They will reward you abundantly for the care given.

BLACKBERRY LILY.—In botany this is known as *Pardanthus Chinensis*, pard, meaning leopard, and anthus, meaning flower—leopard flowers, because of its spots. The flowers are shaped somewhat like a lily, orange with red-brown spots, and the plant is of the lily family, two feet high, each stem branching and bearing many handsome flowers. The foliage is sword-like, mostly issuing from the crown. When the big seed-like pods burst, they resembled a blackberry.

OTHER FINE WINDOW BLOOMING PLANTS.

In order to start your work it will, of course, be necessary to purchase seeds and bulbs or roots of the rare plants from dealers, but after the first year you may save your own seed or bulbs and have enough for your own use without expense.

A writer in one of the leading magazines on the culture of flowers, suggests the following for window culture to be planted during January and February. More of these will be given in our next chapter for February planting.

PRIMULA SENENSIS.—This is the Chinese primrose, generally considered one of our best winter-blooming plants. Some persons get a dozen or even fifteen or twenty of these handsome, easily grown, sure-blooming plants and devote an entire window with shelves to them. The plants have a rosette of pretty foliage, from which the branching stems push up, bearing lovely fringed flowers in clusters throughout the winter. The colors range in color from white to deep red, and from lilac to blue. A windowful of these primroses well-grown is wonderfully attractive. The plants will thrive in either sun or partial shade, and if you give them a medium of care they will reward you with an abundance of exquisite flowers.

PRIMULA OBCONIGA.—Equally valuable for

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winter-blooming in the amateur's window is *Primula Obconiga*. This primrose has been greatly improved, so that the flowers are now rivals of the Chinese primrose in size, color and beauty. It is as easily grown as the Chinese primrose, blooms as freely, and is sure to bloom. The flowers are both plain and fringed, and range from white to crimson. The stems are not branched, but the plants stool out, making a dense tuft of foliage, from which the stems push up in great number, and each stem bears a big cluster of bloom. This is surely one of our finest and most dependable of window plants for winter-blooming, and it is freely recommended.

PRIMULA MALACOIDES.—This is a new primrose bearing white and lilac flowers which are smaller than those of *Primula Senensis* and *Primula Obconiga*, but it throws up quantities of branching flowing stems and bears a profusion of its lovely flowers. It is of easy culture, and a group of the plants blooming in the window in winter is enchanting. Everybody who cultivates window plants should have a few plants of *Primula Malacoides* for a fine flower display. You can't keep them from blooming if given but "half a chance."

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CURRENT EVENTS

Diary of the War.

Dec. 1.—London dispatches report that by fierce fighting the British succeed in regaining nearly a mile of the front lost near Gouzeaucourt.

Dec. 2.—London reports that Germans in the most desperate fighting of the war are endeavoring to recapture the ground taken last week by the British, west and south of Cambrai.

Dec. 3.—A dispatch received from Berlin by way of Amsterdam, states that an actual armistice is in operation in sections of the Russo-German front and fraternizing is said to be increasing.

London announces officially that "East Africa has been completely cleared of the enemy." Every German colony is now occupied by the Allied forces.

Dec. 4.—Reports from British headquarters in France state that the great German counter-offensive has ceased. The drive is declared to have missed its end and at enormous sacrifice of life.

The French Foreign Office officially announces that at the recent inter-allied conference in Paris, agreements were concluded on the basis of a complete understanding and close solidarity among the Allies.

Dec. 5.—London reports that the concentration of men and guns by the enemy for an assault on the Asiago Plateau is tremendous, but states that there is no reason to fear that the Italians are either surprised or shaken.

A statement admitting the capture of some British guns says that they are the first that have been taken in more than thirty months.

A dispatch from a Pacific post states that members of the American Red Cross mission to Roumania are bringing to President Wilson a message from King Ferdinand, stating that his country will never make a separate peace.

Dec. 6.—The Berlin War Office announces the suspension of hostilities along the entire Russian front for a

period of ten days, during which negotiations for an armistice will be concluded, it is expected.

As the result of a collision between a French munition ship, Mont Blanc, and the Belgian Relief ship, Imo, in the harbor of Halifax, thousands of tons of high explosive on the Mont Blanc blew up, killing more than 1,226 persons, injuring thousands, and destroying millions of dollars in property.

Dec. 7.—Portion of the city of Halifax from the waterfront west on Russell St., north of Gottingen Street to the Narrows completely devastated two square miles. Twenty thousand persons destitute and homeless. Hospitals and other large buildings filled to overflowing with wounded, many of the cases having since died. Search for bodies among the ruins of the buildings continues. Shipping destroyed, two steamers beached on the Dartmouth side, and several other large freighters at anchor in the stream wrecked, whole crews being lost. Dominion Government voted one million dollars as a preliminary grant towards relief. Free food depots have been established. Fully 5,000 injured. Judge Drysdale will commence an investigation into cause of explosion at once.

A report from Jassy states that at the suggestion of the Russian command hostilities have been suspended on the entire Roumanian front.

Dec. 8.—Rome dispatches announce that the Italian resistance on the Asiago Plateau has not been weakened.

Dec. 9.—Reports from Italian army headquarters in northern Italy state that the Austro-German advance has been checked, and that the enemy has been defeated in his main design.

Dec. 10.—Paris reports state that semi-official dispatches from the Italian headquarters say the Austro-German offensive has subsided.

Dec. 11.—A dispatch from London states that the city of Jerusalem has surrendered to the British and Entente



MAP OF ITALIAN CAMPAIGN AND RETREAT.

xxxxxx Indicates the battle line where the Italians heroically defended Northern Italy against the Germans, killing thousands of the enemy as they attempted to take the passes.

forces, and that for the first time since the days of the Crusaders the city is in the hands of Christian troops.

Dec. 12.— Reuter's correspondent at British headquarters in France reports a fierce mass attack by the German forces against the elbow in the British line between Bullecourt and Queant, ten miles west of Cambrai.

President Wilson formally issues a proclamation declaring a state of war between the United States and Austria-Hungary.

Dec. 13.— A dispatch from Peking states that Chinese troops have arrived at Harbin Manchuria, ousting the Russian commander and preventing the Bolshevich forces from gaining control of the city. This is China's first military move in the war.

Dec. 14.— The Cuban Senate unanimously declares that a state of war exist between Cuba and Austria-Hungary.

Dec. 15.— Paris reports the fighting on the northern Italian front renewed with redoubled fury, the Austro-German forces making a slight advance to Col. Caprille.

Dec. 16.— Formal announcement is made by Berlin that an armistice between Russia and Germany has been signed, and that peace negotiations will begin immediately.

Dec. 17.— Announcement is made in London that a convoyed merchant fleet of six ships, one British and five neutral, with a British destroyer and four armed trawlers, was destroyed by a German raid in the North Sea. A cruiser squadron arrived too late to aid, but picked up the survivors.

Dec. 18.— A London dispatch tells of an air raid over the city in which sixteen to twenty large German Gothas took part. Two raiders were brought down. Ten persons were killed, and seventy injured by bombs.

Dec. 19.— The triumph of the Union Government of Canada appears to be to the extent of some sixty seats. An air raid is reported from the southeast coast of England with some of the planes reaching London.

Dec. 20.— The Italian Army is compelled to fall back slightly in the region of Bassino.

Dec. 21.— Important peace terms are announced by the belligerent powers, Premier Lloyd George announcing that Teutons must restore captured territory and make restitution. Great Britain to dispose of enemy's colonies through peace congress, but Jerusalem will not be handed back to the Ottoman Empire. Heavy fighting is in progress between the Cossacks and the Maximilists.

Dec. 22.— Italians attack fiercely between the Brenta and Piava Rivers, with signal successes.

Dec. 23.— The British make further gains in Palestine.

Dec. 24.— Reports state that the Krupp plant in Essen is burning.

Dec. 25.— Another air raid takes place in London, one aeroplane being brought down. Peace negotiations with Russia at Brest-Litovsk, the German commander-in-chief on the Russian front presiding.

Dec. 26.— The Allies expect a Hun drive in France. The desperate fighting on the Asiago Plateau continues.

Dec. 27.— British bombard city of Mannheim. Vice-admiral Weymes succeeds Admiral Jellicoe as first Sea Lord, the latter being elevated to the peerage.

Dec. 28.— Chinese forces defeat the Bolsheviki at Harbin. German air squadron is shattered on Italian front.

Dec. 29.— It is reported that the New Year will see sweeping changes in the British staff, and possibly a great drive by sea and air.

Dec. 30.— British forces push back the Turks northwest of Jerusalem two and one-half miles on a nine mile front.

Dec. 31.— Guatemala city, Central America, is in ruins from an earthquake resulting in a number of lives being lost and 125,000 people homeless.

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School, College and Other Items of Interest

The Board of Education of New Brunswick met December 20, in connection with the sitting of the provincial government. His Honor Lieutenant-Governor Pugsley presided. A large quantity of routine business was transacted. An addition of much interest to many of the teachers of the province was made to Regulation 23, sub-section 8, as follows:

"It shall form no part of the duties of any teacher or pupil to make the fires, sweep or clean the school room. Though any teacher or pupil may be employed by the trustees to attend to any or all of these matters at a suitable compensation."

The Chief Superintendent of Education, Dr. W. S. Carter, who recently returned from the Canadian west, reported upon free text books and other matters which came to notice during his visit. His report contained certain recommendations.

A special committee composed of Premier Foster, Hon. P. J. Veniot, Hon. W. F. Roberts and Dr. Carter was appointed to deal with these recommendations.

The Board, considering the matter of text books, authorized the text book on algebra now in use in Ontario and Nova Scotia.

The death occurred recently at Montreal of Professor Clark Murray, professor of McGill University in mental and moral philosophy. He was eighty-two years old and was born in Paisley, Scotland.

Three ten days' courses in Home Economics under the auspices of the Women's Institute of the New Brunswick Department of Agriculture will be held at the Agricultural School, Sussex, January 8 to 18; Public School, Chatham, January 22 to February 1, and Agricultural School, Woodstock, February 5 to 15.

Each course will include:

CLASS I.

Home Nursing and First Aid.—Teacher, Miss Gertrude M. MacKinnon, Graduate Nurse, Fredericton, 9.00-10.00 a. m.

CLASS II.

Theoretical and Practical Cookery.—Teacher, Miss Ada B. Saunders, Assistant Supervisor of Women's Institutes, 10.00 a. m.-1.00 p. m.

CLASS III.

Personal Talks to Mothers and Girls.—Teacher, Miss Gertrude MacKinnon, 2.00-3.00 p. m.

CLASS IV.

Millinery.—Teacher, Miss Minnie McConaghy, Milliner, Fredericton, assisted by Miss Jennie Alward, Havelock, 3.00-4.30 p. m.

CLASS V.

Dressmaking.—Teacher, Miss Jennie P. Alward, Dressmaker, Havelock, assisted by Miss Minnie McConaghy, Fredericton.

The closing exercises of Miss Elsie Trentowsky's kindergarten, St. John, took place on December 19, at the

schoolroom in the Church of England Institute and were much enjoyed by the parents of the children and their friends. Miss Trentowsky was ably assisted by Miss Ada Farwell, and the programme and discipline of the children reflected the greatest credit on their instructors.

Rothsay College students, teachers and friends enjoyed their annual Christmas supper recently. Instead of the usual Christmas turkey, the boys contributed to the Halifax Relief Fund, and had roast beef as the principal dish. Over one hundred guests were present. Rev. E. R. Hibbard presided. Football prizes and the cup for interscholastic league cup were presented.

The Sussex schools closed for Christmas holidays on December 21, the closing exercises being held in the assembly hall in the morning.

The Charlottetown Springfield School concert, in the Temperance Hall, at Springfield, Lot 67, took place December. An excellent program was carried out.

The Teachers' Winter Short Course, to begin at Woodstock on January 9 at 9 o'clock in the morning, is to be of more than usual interest. Some new features of value are to be added to the regular nature study work. Specially prepared chart and stencil plans of work are to be used and lantern slides will be on hand to illustrate lessons.

It has been practically decided that the temporary location of Canada's naval college, destroyed at Halifax, will be at the Royal Military College, Kingston, Ont.

The fine school building at Port Greville, Parrsboro, was totally destroyed by fire on Monday evening, December 17. It is thought that the fire originated from the furnace. The teaching staff was composed of Principal Lent, Miss Blenkhorn and Miss Kerr.

The net proceeds of the concert, given by the pupils of the Charlotte Street school, Fredericton, on December 19, in the assembly hall, in aid of the Halifax sufferers, amounted to \$125.90. This amount was handed to Ald. Jos. Walker, treasurer of the relief committee, by Miss Sadie Thompson, principal of the school.

Text books used in the New York high schools in teaching German, which contain laudatory references to the Kaiser, or the history of the Hohenzollerns, or any statements which may be used by teachers so inclined as a basis for German propaganda, will be eliminated from the course of study.

A very enjoyable concert was held in the Belleville School House on December 5, consisting of recitations and dialogues, rendered by the scholars, under the charge of their teacher, Miss Mildred I. Williams. Before and after the programme the audience was entertained by excellent selections of music on the new Edison Recreation, rendered by Mr. J. McDougall of Woodstock, which was very much appreciated by all. A very pretty centre-piece was donated by Mrs. LeRoy, London, and sold by lottery. The receipts of the evening were thirty-four dollars and five cents (\$34.05) which was given to the Belleville Red Cross Society.

The Christmas closing of the kindergarten, Charlottetown, this year, was, as usual, most interesting and enter-

taining for all who attended. The children entered heartily into the spirit of the occasion and the excellent manner in which they rendered the programme indicates most effective training on the part of Miss Barrett and her assistants.

Thursday afternoon, December 20, a large number of ratepayers and other visitors assembled at Rice Point school, Charlottetown, the occasion being their semi-annual examination. The school was artistically decorated with evergreen, roses and flags. The pupils were thoroughly examined in the various branches by Miss Grace Inman and Miss E. McPhail, teachers. This district is certainly to be congratulated on having secured such an efficient and painstaking teacher as Miss Gallant.

The Teachers' Institute, for the counties of York and Sunbury, met at the assembly hall, York Street School, Fredericton, December 20 and 21.

At the morning session there were 14 teachers enrolled, 136 ladies and 8 men.

The following committees were elected for the session:

Nominating Committee—Dr. Foster, Miss Mary Gallagher, Miss Mildred Lawson.

Committee on Resolutions—E. J. Patterson, Miss Sadie Thompson, James Hughes.

Enrollment Committee—Russel Bennett, Roy Kitchen, Alonzo Stiles.

Auditing Committee—J. E. Page, Miss McElveney.

Scrutinizers—Alonzo Stiles, Roy Kitchen, Miss Margaret Baird.

The President, W. M. Burns, of this city, took for his address the subject, "Rural Schools and Their Problems." (Extracts from this and other addresses will be published in later issues of the REVIEW.)

A large number of important and instructive papers, given by prominent educators, comprised the programme and many of those who were fortunate enough to be present expressed their opinion that seldom had there been a more profitable session of the Institute.

The Provincial Dairy School building at Sussex, owned by the provincial government, and the plant and contents for making butter, cheese and ice cream, conducted and owned by the Sussex Cheese & Butter Company, was destroyed by fire December 25.

A very successful concert was held in the Holtville School House, Thursday, December 20, under the management of the teacher, Miss Bessie Flewelling. The school room was attractively decorated with red and green and lighted with Japanese lanterns. The music was furnished by local talent, Mrs. A. B. Holt presiding at the organ.

The December meeting of the School Board, Fredericton, was held December 26, when considerable business was dealt with. Dr. VanWart presided and among the other members in attendance were Mrs. Clark, Mrs. Cox, Mr. Weddall, Dr. Crocket, Mr. Lemont and Mr. Shute.

At this meeting reports of committees and discussion thereon entered largely into the business of the session. High school matters proved to be a live theme, and there is a strong feeling at the Board to have a more elastic time table so that those students who are not looking to the university for the completion of their education may be allowed to emphasize on special subjects.

The public closing of the Upper School, Sackville, took place Thursday afternoon, December 20, in the presence of about sixty visitors.

EDUCATIONAL REVIEW WAR PICTURES.

Descriptive Matter regarding Pictures on pages 190-191.

ROOSEVELT'S SON AN AVIATOR IN FRANCE.

Top left.—Quentin Roosevelt, Colonel Theodore Roosevelt's aviator son, about to make his first flight in France in a Caudron biplane.

PROBABLE FACTOR IN RUSSIA'S FUTURE.

Bottom Left.—General Korniloff (central figure) and bodyguard. The Russian Loyalist General is shown with members of the "Wild Division."

WHAT LED UP TO THE BOBSHEVIKI REVOLUTION.

Top Left.—Photo shows Lenine addressing a crowd in the streets of Petrograd during a recent demonstration against the Kerensky Government. Insert photo of Kerensky.

FRIENDS AS WELL AS ALLIES.

Bottom Right.—Members of the famous Alpine Chasseurs "The Blue Devils," admiring the mounts of two of United States cavalymen over there. Sammies and the French Poilus finding they have much in common.

ADVANCING BEHIND TANKS.

Top Centre.—Photo shows British soldiers advancing under cover of tanks during the great smash toward Cambrai. These tanks destroy the barb wire defenses of the Germans and clear a path for the infantry.

BRITISH TAKE JAFFA FROM THE TURKS.

Bottom Centre.—Jaffa the port of Jerusalem on the east coast of Palestine, has been captured by the British. The Turks are continuing their retreat northward. Australians and New Zealanders accomplished the capture.

OFFICIAL NOTICES.

The Board of Education has authorized the following texts: Allen's Latin Grammar (Clarendon Press) for use in Grades XI and XII; Algebra (Crawford) (The MacMillan Co. of Canada, Ltd.), to come into use July 1, 1918.

The Board of Education has ordered:

That all the school days in the week beginning August 26, 1918, shall be allowed to those teachers who may attend the Maritime Teachers' Institute, beginning at Moncton, August 27, 1918.

The Board of Education has ordered, Reg. 23 (8) amended, by the following addition:

But it shall form no part of the duty of any teacher (or pupil) to make the fires, sweep or clean the school room, though any teacher or pupil may be employed by the Trustees to attend to any or all of these matters, at a suitable compensation.

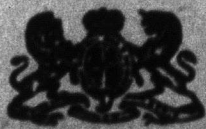
No changes will be made in the English Literature Course of Instruction for next year, nor probably until after the war.

Education Office,
January 4, 1918.

W. S. CARTER,
Chief Supt. Education.

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THE ROYAL MILITARY COLLEGE OF CANADA.

There are few national institutions of more value and interest to the country than the Royal Military College of Canada. Notwithstanding this, its object and the work it is accomplishing are not sufficiently understood by the general public.

The College is a Government Institution, designed primarily for the purpose of giving instruction in all branches of military science to Cadets and Officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandment 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 Commandment, Royal Military College, Kingston, Ont.

SNOW.

By BERNICE POWELL PEABODY, Hartford, Conn.

The ground's all covered
With downy little things;
I think they must be feathers,
From the snow birds' wings.

The quality of mercy is not strained;
It droppeth like the gentle rain from heaven
Upon the place beneath; it is twice blessed;
It blesseth him that gives, and him that takes.
— Shakespeare.

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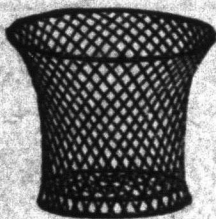
New Brunswick School Calendar.

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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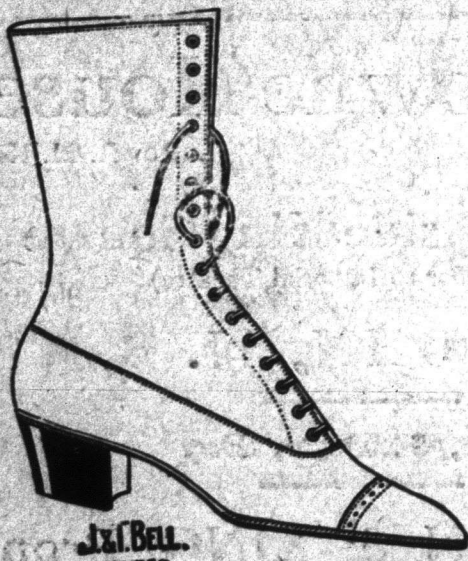
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