

**PAGES**

**MISSING**

# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY  
(Except July)

ST. JOHN, N. B., DECEMBER, 1917

\$1.00 PER YEAR  
(Prepaid)

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PERCY GIBSON, Editor and Manager



## Christmas 1917

Christmas 1917 dawns upon a world of strife and sadness. Many home circles are broken, and there never was a time when more opportunities were afforded for acts of mercy, brotherly love and compassion to be demonstrated. Let us, therefore, carry with us the spirit of

**PEACE AND GOOD-WILL TO ALL.**



### THE ANGELS' MESSAGE.

Undimmed by the ages, shine on, oh star  
That guided the Wise Men from afar!  
To-day, as of old, may thy steady glow  
Reveal the Babe in the manger low!  
And the angels' song ring forth again  
As it rang that night on Judean plain!  
Oh! well for this war-scarred earth, that still  
The Christmas bells chime "Peace, Goodwill!"  
And well for the hearts that are tuned to hear  
Those vibrant notes so sweet and clear;  
For they tell that the Christ of the angels' lay  
Still reigns o'er this saddened earth to-day.

—Emma Veasey.



### CHRISTMAS.

Everywhere, everywhere, Christmas to-night;  
Christmas in lands of the fir tree and pine,  
Christmas in lands of the palm tree and vine,  
Christmas where snow peaks stands solemn and  
white,  
Christmas where cornfields lie sunny and bright;  
Christmas where children are hopeful and gay,  
Christmas where old men are patient and gray,  
Christmas where peace like a dove in his flight,  
Broods o'er brave men in the thick of the fight;  
Everywhere, everywhere, Christmas to-night!  
For the Christ-Child who comes is the Master  
of all;  
No palace too great and no cottage too small.

—Phillips Brooks.



**THE WAR.**

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

By J. VROOM.

## Part II.

Where your study of the war is based upon participants, rather than localities, as it naturally would be with the younger pupils, it touches upon history rather than geography. You will, perhaps, make use of the flags of the Allies to arouse and hold the interest; and I would say in passing that you must be careful to have them fresh and bright, and quietly remove them when they become torn or faded. Old flags, be they ever so cheap and trashy, should never be put to any mean or dishonorable use. The best and most respectful way of disposing of them is to burn them. It needs some care to keep up with the latest information about flags and the changes that are made in them; but so long as we get our own flag correctly made we need not be too particular about the others.

In taking up the Allies, one by one, it might be well to take them in the order of their coming into the war.

(1) The first is Serbia, attacked by Austria on the 28th of July, 1914; ostensibly because she refused to allow an Austrian court to be established in Serbian territory; undoubtedly because she was in the way, blocking the path of Austria and Germany to Constantinople and the East.

(2) Russia is next. Germany declared war upon her on the 1st day of August, because she was preparing to defend Serbia from Austrian aggression. Russia had also been preparing to meet a possible German invasion in the following year, when a certain trade treaty which was very disadvantageous to Russia would expire, and Germany was expected to demand a renewal. It was to Germany's advantage to bring on the war before Russia was ready.

(3) Next is Belgium. Like Serbia, she was in the way; and Germany declared war against her on the 4th of August.

(4) On the same day Germany made war upon the French Republic, France being necessarily involved because of her alliance with Russia.

(5) At midnight on the same day, Great Britain declared war against Germany. Hostilities in this case were not begun by Germany, and were not in accordance with Germany's plans. If Britain had not interfered, the war would have been over long ago, and both France and Russia would have been completely crushed.

(6) Three days later, Montenegro came to the

help of Serbia against Austria, well knowing that in the end she must share Serbia's fate.

(7) On the 23rd of August, Japan, faithful to her alliance with Britain, declared war against Germany, and proceeded to help us in driving German warships from the seas. Thus within a month there were seven nations in arms against the Teutonic Powers.

(8) Italy, formerly in alliance with Germany and Austria for a defensive war, but explicitly not so for aggressive warfare, made a declaration of war against Austria on the 24th of May, 1915; her objects being to recover from Austria the provinces known as Italia Irredenta, that is, Italy Unredeemed, and to join with us in resisting the power of the German autocracy. The lost provinces she could have got without fighting, for they were offered to her as an inducement to remain neutral.

Perhaps to escape the responsibilities of a neutral state, the little republic of San Marino declared war a few days later; but as her total population is only about ten thousand we need not reckon her among the belligerents.

Persia, though she placed no army in the field, gave her adhesion to the Allies and dismissed the German envoy on the 14th of November, 1915. Her territory has been the scene of much fighting in which her government troops have taken no part.

(9) Not counting Persia and Montenegro, the ninth nation to enter the war on the side of the Allies was Portugal, against which Germany declared war on the 9th of March, 1916. You may place Portugal higher up in the list if you choose; for, without any declaration of war on either side, German and Portuguese troops had been in conflict in Africa almost from the beginning of the war.

The new Kingdom of Arabia, fighting for its independence, is next among the belligerents; but it is not in formal alliance with us as yet.

(10) We may count Roumania as the tenth in our list, she having declared war against Austria on the 27th of August, 1916. Her immediate object was to cooperate with Russia in holding the mouth of the Danube.

(11) This year has brought us a notable addition. The United States of America, after long delay, declared war on Germany on the 6th of April last; being the eleventh of the principal Allies, and the one to which we look with the greatest confidence for help in bringing the war to a successful issue.

Cuba, Panama and Liberia have followed the

action of the United States, as San Marino followed that of Italy. Though nominally independent, they are in much the same relation to the United States as India, Canada, Australia, New Zealand, Egypt and the Federated Malay States are to Britain. It would needlessly lengthen our list to include them all.

(12) Brazil we may call the twelfth of the Allies, she having entered the war on the 28th of June, and sent out ships to protect the Atlantic trade routes.

(13) On the following day the new government of Greece declared war against Germany and her allies, after having banished her pro-German king, who had prevented the same action being taken earlier.

(14) Siam, the fourteenth, issued a proclamation of war against Germany on the 22nd of July. She is stronger, more enlightened and more democratic than many of us have supposed; and is ready to send to Europe an army which may be of material aid.

(15) Last, and by no means least, China declared war on Germany and Austria on the 14th of last month, and already has an army on the way to the front.

The length of the list is enough to assure us that we must win the war in the end if we continue to work together. And the list is probably not yet completed, as there are indications that all the leading nations of South America will join us to settle once for all the issue of freedom or submission to German rule, the issue which President Wilson has stated in the words, "to make the world safe for democracy."

How much about each of these nations your pupils can learn will depend upon circumstances. Of course we should chiefly direct their attention to France and the United States; to France because so many Canadians are "somewhere in France," and to the United States because they are our nearest neighbours. If you have only two foreign flags in your schoolroom, let them be those of France and the United States.

Current events of the war will be of interest to pupils of the higher grades. Knowing the benefit to be derived from a thorough study of the particular geography of some limited region, we can turn this interest to permanent use. We can divide and apportion the battle fronts, so that a certain pupil, or, much better, a certain group of pupils who can work together and help each other, shall give special attention to the movements which occur in

a given district. The physical geography of the district, the location of places, the pronunciation of names, and other related matters, would thus be assigned to certain pupils as their special study. The individual benefit derived would be greater than if attention were scattered; while a general recitation, say once a week, would open up to each pupil the work that had been done by others, and give him a fresh interest in his own.

Other plans for a division of topics might be suggested, such as assigning to each group of pupils a certain phase of the war, a certain period, or a certain leader. The subject is too vast for a whole class to take up in a general way with much profit.

To illustrate what I mean by different phases of the war: I have said that thus far Germany is victorious, and that if we were not in it the war would have ended in a complete German victory.

There are virtually two wars in which Germany is engaged, a war with Russia for the control of the Balkans and Western Asia, and a war with us for what the Germans call the freedom of the seas; for both of which the Kaiser and his supporters had made preparation, though they did not intend to bring them both on at the same time. If you accept this view which I have adopted, you will agree with me that if peace comes to-morrow the first war has ended in an overwhelming victory for the Central Powers. Serbia and Montenegro have been completely conquered; Russia has been robbed of her Baltic Provinces and left in ruin; Poland has been occupied, and the greater part of Roumania also; Belgium is occupied; and even with our help the rich coal and iron districts of France have not yet been rescued from the invaders; the consolidation of Middle Europe under German leadership is practically accomplished; the way is open for Germany's proposed march to the East, where the rich lands of Mesopotamia are awaiting irrigation to become once more the greatest wheat producing region in the world. The obstinacy of France in holding out with the help of the British, the closing of German ports by the British blockade, and the beginning of a third war, the war between Austria and Italy, in which Germany is not directly interested, but which has diverted a large part of the Austrian forces, have prevented the first war from coming to an end. The Kaiser now "eagerly desires" peace. Unless some means can be found of bringing about an early peace, all that the Central Powers have won may yet be lost.

(Continued next Month.)

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

### What to do in December.

BY W. CLEMENT MOORE.

(Special to the EDUCATIONAL REVIEW.)

This is the month when winter winds begin to blow; when snow flurries fill the air and when everybody turns to the warmth of the fireside and thoughts concern themselves mainly with indoor life.

Potted plants will accordingly demand attention right now. Of these there are many beautiful varieties of easy culture which will give the most pleasing and satisfactory results.

Among the more common flowers for window or pot culture are geraniums, oxalis, begonias, pinks, fuchsias and palms; but we shall consider in this article a few of the plants which are not generally found in every home and which for that very reason will create more interest among the pupils and also help to enlist the interest of parents in your nature study work and methods.

**FREESIAS.**—Freesias bulbs should be potted in sandy, porous, well drained soil. They are not adapted for growing in water. The bulbs should be set a quarter inch beneath the surface and watered sparingly until roots form and growth begins, when the supply of water should be increased. During this period the pots may occupy a retired situation, but when growth begins set them near to the glass, or where they will get plenty of light, otherwise they will become spindling and the flower buds may blight.

**SCHIZANTHUS.**—I am sure if everyone knew what a lovely flower the hybrid Schizanthus or Butterfly Flower is as a house plant in pots or in a bed outdoors, it would be popular, indeed. The plants are easily grown from the seeds, bloom profusely, and are very handsome.

**LATANIA BORBONICA.**—This is an easily grown palm. Give it a soil composed of sand, leaf mold and fibrous garden loam, equal parts, well mixed, with good drainage. Water rather sparingly until growth begins, and keep the atmosphere moist by shallow pans of water placed upon the radiator, register or stove. In summer set the plants out upon the east porch, where it will be shaded from sun and wind, and cover the soil with sphagnum moss. If the plant is in a pot set it inside of a larger pot, and place sphagnum moss between, also over the soil. An occasional watering with lime water, say once or twice every six months, will be found beneficial.

**IMPATIENS HOLSTI.**—The beautiful hybrids of *Impatiens Holsti* range in color from white to deep purple, and are among the best of pot plants for blooming the window, either in winter or summer. They bloom freely and continuously. The plants, however, will not bear a tenacious, wet soil, nor will they bear extremes of heat and cold. They like a shady situation and a sandy situation, and a sandy, porous soil and good drainage. If the soil is tenacious and the drainage insufficient, the plants are liable to be flowerless, or if buds appear they will fall off prematurely instead of remaining on and developing finally into flowers.

Other very beautiful flowers which may be grown in pots very successfully include: *Collus*, *Clarkia*, *Heliotrope*, *Gypsophila*, *Godetia*, *Lobelia* (dwarf), *Nasturtiums*, *Bartonia*, *Dwarf Scabiosa*, *Virginia Stocks*.

It is not too late to make a bed of spring flowering bulbs such as *Tulips*, *Narcissus*, etc., if you neglected to do it last month.

Trees, bushes of very hard growth, will also bear resetting or removing to new places, provided you move both earth and roots together. The most satisfactory plan is to dig around the bush when the soil is slightly frozen and then remove the entire mass all at one time.

## CHRISTMAS, ITS ORIGIN AND HISTORY.

Although Christmas is the season in which the birth of Christ is commemorated, still it is apparent that the sanctity of this season was recognized in times long antecedent to the birth of Christ.

The Roman winter solstice festival, as celebrated on December 25, in connection with the worship of the sun-god, *Mithra*, appears to have been adopted in its special form by Aurelian about A. D. 273.

Later the festival was adopted by the Western Church with full symbolic appropriateness though not with historic justification. About the fourth century the day was accepted by the Eastern Church as the solemn anniversary of the birth of Christ.

The Christmas tree with its branches gayly illuminated with colored candles and hung with ornaments and little gifts for children is of German origin. *Santa Claus* also has his origin with the Germans.

The Christmas card now an almost universal vehicle for the conveyance of seasonable wishes dates from 1846 when J. C. Horsley designed a card as the suggestion of Sir Henry Cole.

—*Nelson's Encyclopedia.*

## A CHRISTMAS TREE FESTIVAL.

CONSTANCE D'ARCY MACKAY

In November "Popular Educator." Author of "How to Produce Children's Plays," etc.

The festival stage is hung with dark green denim curtains. At first these curtains represent a forest, and next the interior of a home. The protagonist or leading actor in this festival is the *Christmas Tree*. This part will have to be played by one of the tallest boys dressed in dark green. His face is hidden by a green mask, with two slits cut for eyes. Two small fir trees about three feet high, are strapped with dark green canvas straps to his waist or with brown leather straps. They are so firmly fastened that they cannot slip. Each tree must be eight inches, or six inches, from the floor, to allow the wearer's legs and feet to move with comparative freedom.

The *Winter Winds* in gray and white dance about the *Tree*. The *Tree* waves its branches in answer to their wild greeting. Then the *Snow Flakes* whirl about the *Tree* in a swirling dance, pelting him with snowflakes. (Cotton batting snowflakes.) Some of the snowflakes thus thrown lodge in the branches of the *Tree*. Then *Snowflakes* and *Winter Winds* dance madly together, till all end their dance breathlessly.

A tall boy dressed as a peasant, with red coat and navy blue bloomers, now appears. Two other tall boys follow him. All carry axes. The *Winter Winds* perceive these newcomers, and dance about them, trying to impede their progress. The *Snow Flakes* swirl against them, pelting them with snow. But the men keep on till they reach the *Tree*. They look at it, making gestures of surprise and pleasure, the *Tree* stands very still. The men make motions of cutting it down. Two of them then carry the *Tree* between them. The *Snow Flakes* and *Winter Winds* make farewell gestures as the *Tree*, with sorrowful drooping of branch, is borne from their midst.

The next scene in the festival is the man's home. His wife is played by a tall girl in a bright peasant costume. She is watching for the return of the wayfarers. The men come in, bringing the *Tree* with them. The two neighbors leave, and the man and his wife hang a few simple gifts on the tree, gilded gingerbread and nuts. They put presents wrapped in white and brown paper at the foot of the *Tree*. Then they yawn, rub their eyes as if sleepy, and go off to bed.

As soon as they are gone a bell chimes, and in

come the *Christmas Tree Fairies* dressed in green tarlatan, made long—that is, ankle length. Each fairy robe floats unhemmed. Each *Fairy* carries a glittering Christmas tree bauble. They all dance, waving their arms so that the baubles they hold glint and glimmer. As soon as their dance ends they decorate the *Tree* with their baubles.

Again the bell strikes. This time the *Star Fairy* enters, a lovely sprite all in white tarlatan, flecked with silver stars. She wears a silver girdle and a crown of stars. She dances with the *Christmas Fairies* and then places a large silver star on the top of the *Christmas Tree*. Then, in a fantastic march, she leads the *Fairies* from the scene.

A pause of a quarter of a minute.

The man and his wife come in and look about them with wonder. Before they can make up their minds what has happened, in come the children. They clap their hands at sight of the *Tree*, and begin to sing a Christmas Carol as the curtain falls. They continue singing, hidden behind the stage curtain, as the audience puts on its wraps and goes out.

Use the "Kiss Waltz," by Arditi for the first dance, and Dvorak's "Humoresque," for the second dance. For the Christmas Carol use "Holy Night, Silent Night." For the march of the fairies from the scene use Elgar's "Pomp and Circumstance," or the march from "Aida."

## TERRIBLE FOREST FIRES FROM TRIFLING CAUSES.

A man dropped a lighted match on the shore of Kalamalka Lake, British Columbia, on July 8th last. Within an hour a hot fire was racing through the underbrush. For three weeks after that there raged a series of forest fires, defying the organized efforts of hundreds of men.

At one time, twenty-six fire fighters were ringed about with flames while their relatives, shut off from them and helpless to aid, awaited news in terrorized suspense. Only after severe suffering from exhaustion, thirst and hunger did the band of workers force their way through to safety.

That experience is a big price to pay for one person's foolish act in handling matches in a forest. The court fined the careless man \$50 but that does not help the province to bear the enormous loss.

One lighted match dropped on one inch of inflammable ground expanded into fifteen miles of ruin.

**PRIMARY HAND WORK.**

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

In this paper on Primary Hand Work are offered suggestions for work for a whole year in the first and second grades. This work calls for no less than three half hour periods a week in Grade I and two half hour periods a week in Grade II. If possible the Manual work should be given either just before or immediately after the recess, using this time for distributing or collecting necessary materials. To secure unity and flexibility as well, the work should be grouped about literature, history and nature topics, making it an outgrowth of whatever has been under discussion in these various subjects. An attempt is made to give the child as many opportunities as possible for the expression of thought, believing that expression comes only from impression and that thought is not complete until it goes forth in action. These first free expressions will, necessarily, be crude, but, from the comparisons which the child is constantly making through his observations, analysis will follow and soon proportion and symmetry will be more intelligently expressed in his work.

That the child should be happy,— happy in his work as well as in his play — we believe to be his first and rightful prerogative. Only when working in this spirit can we draw out and develop the best that is in him. However, happiness is never secured from wholly selfish interests but comes only in obedience to law and thoughtfulness of others. To have the child taste this real joy is what we would desire for him. Ruskin says: "The entire object of true education is to make people not merely do the right things, but enjoy them, not merely industrious, but to love industry." If Hand Work be of such a nature that it may prove conducive to home work, keeping hands and brain happily employed there as well as at school — if we succeed in this and so bring the school and home into closer harmony, then will it be serving its highest purpose as a factor in character building.

During the first half year, lessons should be made as simple as possible. Perfect and accurate work should not be expected from young children, but let the age and ability of the child be considered and the results judged accordingly. A class should never be given work of such a nature that it means failure to the majority of the pupils. The representation of an object to the best of a child's ability, must be the criterion of success in a primary room. Manual Work offers large opportunities for

profitable instruction. It imparts dexterity and skill. It brings the joy of successful doing. It gives a new thought of himself to every child who is fortunate enough to pursue it, and it applies and gives the most concrete of uses to almost every other subject that is taught in school. It has come into education to stay, and to expand and grow into larger usefulness than it now supplies. Goethe has said:

"If hand and eye you deftly train,  
Firm grows the will and keen the brain."

I have suggested the following devices for work for Grade I: Stick and Pea Work, Paper Tearing, Paper Cutting, Paper Folding, Sewing Card Work and Work for Special Days.

The materials needed for the Stick and Pea Work are round and very thin sticks and soaked peas. The sticks come in different lengths from one to five inches,— or ordinary toothpicks may be used. Selected peas may be purchased from the Milton Bradley Company at twenty cents a pint. The sticks cost from twenty to thirty-five cents a thousand according to the length, while a box containing one thousand of the best toothpicks may be had for twenty-five cents. Use small empty boxes for distributing and holding materials. The peas sometimes split or the toothpicks are broken, and the fragments should be placed carefully in the box. A few peas and some toothpicks are given at first, and the children learn to thrust the stick into the pea by holding it near the end and working on the desk. The peas must previously be soaked in water for eight or ten hours. The models made are skeleton forms of different objects such as: a hammer, ladder, hat-pin, cane, poker dumbell, wagon, wigwam, bear's trap, chicken coop, Christmas toys, house, chair, table, stool, bed, cradle, church, star, garden tools, etc. "The interior of things is known only by its exterior manifestations," says Froebel, and the skeleton bodies made with sticks and peas are so much more instructive as they allow the observation of the outer form in its outlines, and at the same time bring to view the inner structure and being of the body. All children love stories, and most stories, for instance the story of Hiawatha, may be used as an historic basis for much interesting work. The dramatic power of the tale, its wealth of symbolism and imagery, and fascination for all young people, make it a mine of pictorial material. The babies enjoy hearing of the Indian's way of building his house, the description of Hiawatha's wigwam, its location.

(Continued next month.)



## SUGGESTIONS FOR DECEMBER.

HELPS AND HINTS FOR THE RURAL AND PRIMARY GRADE  
TEACHERS CLIPPED AND CONTRIBUTED FROM VARIOUS  
SOURCES.

## For Nature Studies.

1. Study of the trees and birds.
2. Study of snow crystals, formation of ice, frost, etc.
3. Study of winter stars.
4. Study of buds that remain with us all winter.
5. Changing of fur on animals.
6. Study of evergreens.
7. Study of weather phenomena.
8. Habits of rabbits.
9. Where animals find food in winter.
10. Growing bulbs.
11. Care of farm animals.

## For Geography Lesson.

1. December in other lands —
  - (1) Australia.
  - (2) Among the Eskimos.
  - (3) In England.
2. Day and night —
  - (a) Shortest day and longest night.
  - (b) At the poles.
3. Seasons.
4. Lumbering.
5. Coal mining.
6. The ice trade.
7. Fishing in Manitoba lakes and the banks of Newfoundland.
8. The fur trade in Canada.
9. The first winter spent in Canada by (a) Champlain, (b) Selkirk settlers.
10. Our Indians in winter.
11. Glaciers.
12. Discovery of (a) the North Pole, (b) South Pole.

## Drawing and Painting.

1. Drawing and painting Christmas trees.
2. Drawing December calendar.
3. Drawing holly wreaths on the board.
4. Drawing Christmas stockings.

## For Language Lesson.

Cut the pictures out of the REVIEW and other illustrated papers, and mount on cards. For these you will find abundance of use as subjects for language lessons.

## Pictures for the Month.

Sister Madonna.  
Holy Night (Muller).  
The Flight Into Egypt.  
In the Temple With the Doctors.  
Holy Night (Kurtham).  
The Shepherdess (Millet).  
The Sheperdess (Lerolle).  
The Stag at Bay.  
The Monarch of the Glen.

## Language Lessons for Seat Work.

I.

Write three sentences to show the proper use of these words:

in, into  
these, those,  
much, many,  
who, which,  
sit, set,  
rise, raise,  
of, off,  
teach, learn,

this, that,  
between, among,  
good, well,  
lie, lay,  
fall, fell,  
farther, further,  
less, fewer,  
older, elder.

II.

Use the following phrases (1) as adjectives, (2) as adverbs:

on the fence,  
among the trees,  
behind the sofa,  
beside the house,  
at the store,  
around this school,

by the fence,  
in the cellar,  
along the road,  
above the picture,  
under the stove,  
near the town.

III.

Write sentences to show the difference between:

overcome by,  
divide between,  
familiar with,  
differ from,  
live in,  
agree with,  
careful of,  
angry with,  
disappointed at,  
consist of,  
compare to,  
grateful to,  
ask of,

overcome with,  
divide among,  
familiar to,  
differ with,  
live at,  
agree to,  
careful in,  
angry at,  
disappointed in,  
consist in,  
compare with,  
grateful for,  
ask after.

Change the singular to the plural:

- (1) A black man is called a negro.
- (2) The lady sings a solo at the concert.
- (3) That man has an industrious wife.
- (4) This Indian tribe has a fierce chief.
- (5) A deer or a chamois is a gentle animal.
- (6) The ox knocked my tooth out with his foot.
- (7) A volcano is a burning mountain.
- (8) The Governor-General is a statesman.
- (9) Percy was a headstrong man.
- (10) Mr. Smith says it is a wonderful phenomenon.

## -THE WORLD BOOK.

It had been our intention to give a somewhat lengthy review of "The World Book," which is being issued in eight elaborately bound and well illustrated volumes, some copies of which have reached us, but lack of space has made it imperative that this should be held over until next month. We would, however, draw the attention of our readers to the advertisement of the "World Book," given on page 173. We would also heartily recommend that the publishers, Messrs. Hanson-Roach-Fowler Co., of Chicago, be communicated with by means of the coupon with a view to purchasing, as no more valuable or comprehensive works have been published dealing with organized knowledge in story and picture.

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### USING THE SAND TABLE.

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#### Our Stockade.

JESSIE WAKEMAN AND ALLE MacLOUGHLIN.

Our nation will never again do without universal military training, thinking people tell us. We will be prepared for war just as we buy insurance, they say, but the glamour of war is gone, the glory of arms will never be sung any more — according to Richard Harding Davis, and he knows, for he has been there.

The trenches and vermin and atrocities have stamped war as barbarous — and so the American or Canadian school teacher is going to be up against a hard proposition when she finds herself teaching children that it is their duty to die for their country and at the same time teach them that America and the Dominion opposed war.

With all this in mind, I, at last, decided to teach about soldiers and forts and all the paraphernalia of battles, from the standpoint of protection, and for that reason started in with the first white people in our land building their little homes in the wilder-

ness surrounded by a stockade, because this was the first example of preparedness for protection only

To be sure, even here is the question of who had the right to this land; whether it was the original owners, the Indians, or the pioneer palefaces. But with paleface cunning, I did not bring up this point with my little citizens in the First Grade, for First Graders have the primitive ideas of right and wrong and fail to discern the niceties of adult ethics.

The picture, as shown, is not the complete sand-table representation, since we had to remove part of the stockade and surrounding woods in order to get a plain photograph. The log cabin was built in real log cabin fashion from sticks brought by a small boy, and he broke them from branches that he found, about half an inch in diameter. They were built around a chalk box and plastered with concrete from a nearby mixer where a new building was being put up — for we requisition anything or everything that we need.

The roof was made of drawing paper and painted to represent bark, so that it would show in the picture, but the real roof can just as easily and much more appropriately be built of this paper for

a foundation and then have real bark fastened to it.

The stockade is made of sticks about four inches long and stuck upright in the sand and it either completely surrounds the cabin, with a gate in front, or it protects it at the back and two sides and the yard then fronts on a river in imitation of the "ribbon farms" of the French along the St. Lawrence or the River Raisin at Detroit.

I used that idea, because my forefathers were French and my mother has told me such fascinating tales of these old days, and I needed the setting to make plain my stories for my little folk.

Around the stockade is a "dense and beastly forest" peopled by Indians and animals of our American woods, according to the fancy of the youngsters, for these miniature woods are conducive to the most delicious imaginings and consequent thrills for the First Graders, and you little know what adventures overtake the owners of the cabin when they venture forth.

Daily drawing lessons alone show some marvelous feats of strength and wily escapes from savage and secret foes, and triumphal returns laden with spoils, still retaining scalp locks, for these early settlers.

Half way down the hill, a tiny spring rests buried half in the sand and filled with clear water. (Really a glass cup buried in the sand, glass being used to show the sand in the bottom of the spring.) And one day when two bits of baby rabbits were brought to school and let run loose on the sand-table and they had the great kindness to drink from this

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spring, there were absolutely no boundaries to the glee of my lads and lassies. We found unlimited usefulness in this sand-table for the basis of nature and history and good health activities.



## RIGHT METHODS OF READING.

"Concentration is the secret of strength."—Emerson.

"Lack of concentration" is a trite phrase, to be sure, but as I heard an Inspector use it the other night at a high school concert it impressed itself on me with very much more meaning than I had ever put into it in my school days.

I remember years ago in the public school hearing a teacher talk a whole period on "Concentrating," but we girls thought it was particularly tiresome and partook something of the proverbial "tempest in a teapot." Indeed, when he finished, I doubt if we had any clear idea of the real meaning of the word. Of course we knew we should apply our minds to our lessons when we opened our books to study — that is, we knew it in a vague, indefinite sort of way; but the knowledge didn't keep us from dawdling two hours that same evening over a history lesson which could have been well digested in twenty minutes.

There is such an appalling amount of time and energy wasted by students of all ages. The average public or high school pupil will begin studying at seven or eight o'clock in the evening and sit bent double over homework until ten or eleven. Tired and dissatisfied with the night's work they will drag themselves off to bed, knowing full well that the next day's lessons are poorly prepared. And why? Simply because their minds have been wandering to last week's baseball or next week's hockey as the case may be. The main reason for lack of concentration is lack of interest. The boys and girls are not interested in their studies in the same way that they get enthused over other things. Take for instance Field Day. Is there one able-bodied boy or girl in school who is not most wildly enthusiastic over the footraces, basketball matches, etc., that are booked for that day? Not one. And that is as it should be; but it is also right that they should carry the same enthusiasm into their class rooms and this they do not do. Why? The reason is not hard to find. Their work is not made interesting; it is not practical enough, it is too theoretical. If instead of six hours studying and listening to lectures they could be given three hours of that and three hours of manual work how much more interesting it would all be! The putting into practice the principles they have learned would add a zest that is conspicuous now only by its absence. As an example, if a lecture in botany could be followed by an hour spent gardening wouldn't there be more

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interest shown in the lecture? Without any doubt, yes.

Again, when high school is done with, the same methods of half-interest are carried — perhaps unwittingly — into the university and the work there, and often with disastrous results. Later on in life how much time is spent in undue dawdling over books and how little is really learned just because there is a lack of interest!

Also, the benefit gained from re-reading a lesson or article is seldom estimated properly by those who have not given it a fair trial. As for myself, I am naturally a rapid reader and am inclined to skim over an article, only grasping the main outline while the vast detail (which may be far more important for my particular purpose) is as if it had never been, for all the impression it has left on my brain. If, however, I lay the book down and come back to it in an hour, a day, or a week, and re-read it carefully I find that I derive infinitely more benefit from it than I would have believed possible at first reading.

T. D. McGregor, a modern American writer of considerable note, has well said — "A man of average ability, *with concentration*, can accomplish more than a man of unusual talents without it."

### IDEAS TO TRY FOR CHRISTMAS.

[For several of the following items, we are indebted to the "Primary Education Co." Boston, by whom permission was granted to publish in the REVIEW.]

#### Christmas Treating.

"Salaries are low, and the cost of living is high," I said, as the teachers settled down to see what the superintendent was going to say on the subject of Christmas treats. Here every head bobbed approvingly.

"The high cost of living does not affect only the teachers. It is an unwelcome tip on parents, also, to be asked for money to contribute to a teacher's present; and the pupil who cannot contribute feels that he has not been fair to his fellows, nor shown proper appreciation of his teachers. So I feel that we ought to banish treats and teachers' presents together."

"But there are some children who have such a little Christmas, and I like to make them happy," objected a kind-hearted primary teacher.

This is the way it started, and it kept up in this vein for some time. When it was over, we had made this compromise. There were some very poor pupils who were to have little or no Christmas. We planned to make the season happier for these few, instead of giving a small amount of unappreciated candy to so many.

We bought drums and tops, horses, dolls, books, wagons, a cap, and toys of all kinds. Then there was a complete Christmas dinner for some children whose mother was dead, and a bolt of cloth for some fatherless ones.

These things came from Santa Claus; and, where it was possible, no more definite information as to the source of the gifts was given than this. They were put on the community Christmas tree.

We feel that we have helped make Christmas brighter for some little folks, and it did not cost so much as the "treat." The teachers received no gifts. The reciprocal nature of the matter seemed to appeal to all, and there were no complaints from disappointed pupils.—Belmont Farley.

#### Stories by the Fireplace.

If you have no fireplace about which to tell stories, try making your own.

Make a drawing on a piece of cardboard 36" x 27". It is better to use heavy cardboard. Color it in suitable colors, then with a sharp knife cut out the flames. On another paper draw flames to fit the openings, color them with yellow, red and a touch of blue and paste them on the back side of the fireplace, so that they cover the openings.

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With a paint brush, paint over the back of the flames, using melted lard. This will make them transparent.

When ready for use, draw all the shades and, having placed the fireplace on a table in front of the children, light a candle to "start the fire." This makes a dim light when placed behind the flames. Now light several from this one and the flicker of the row of candles makes the fireplace very realistic to the children. If you use candlesticks, all danger is avoided, for you can place them a safe distance from the greased paper.

Our story telling and poem reproduction was greatly improved and also this served to entertain visiting grades.—C. E. M.

#### The Story.

(For eight little folks, each saying a line or two, and all the last four lines.)

First	A manger,	Seventh	Glad tidings
Second	A star,	Eighth	And glory!
Third	Three kings;	All	These words
	From afar;		Tell the story
Fourth	A shepherd,		Of that long-ago morn,
Fifth	A song,		When the Christ-Child
Sixth	A bright		was born!
	Angel throng!		—A. E. A.

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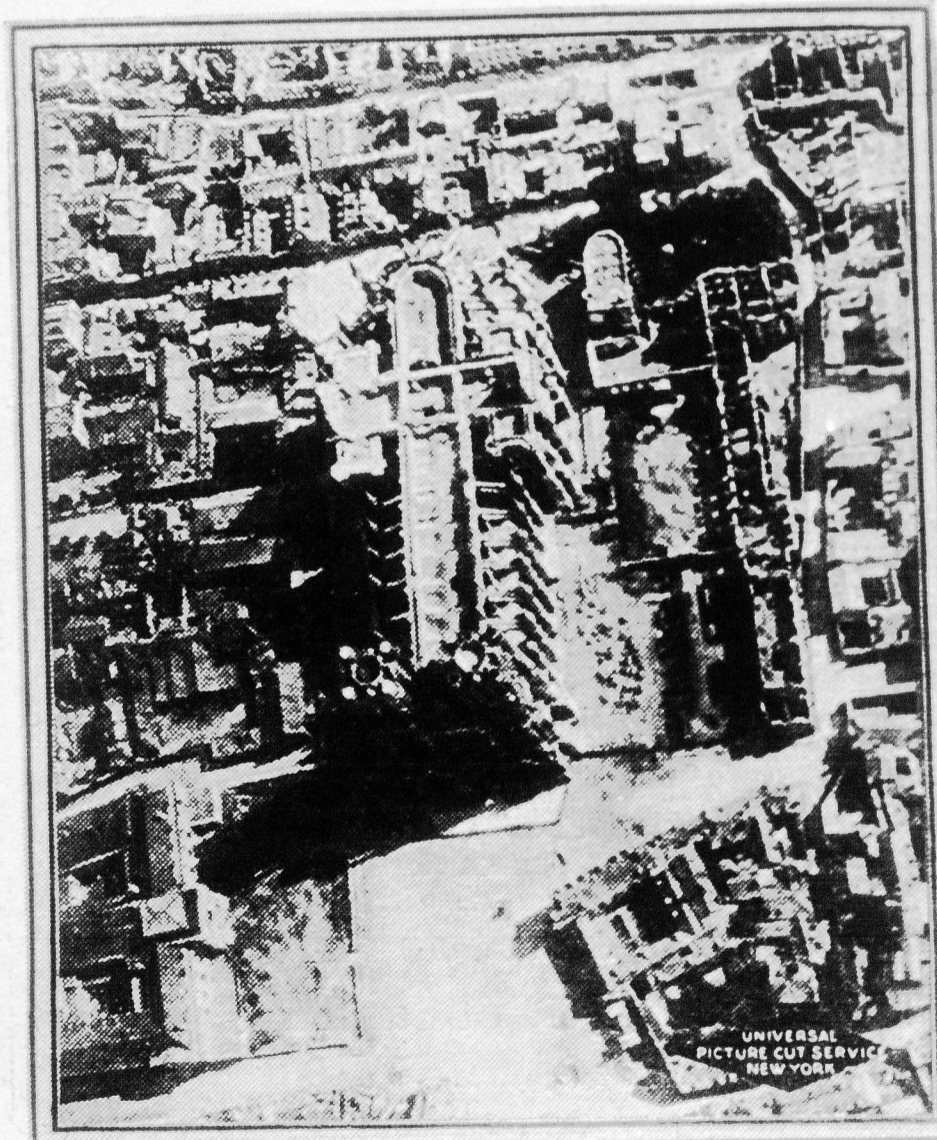
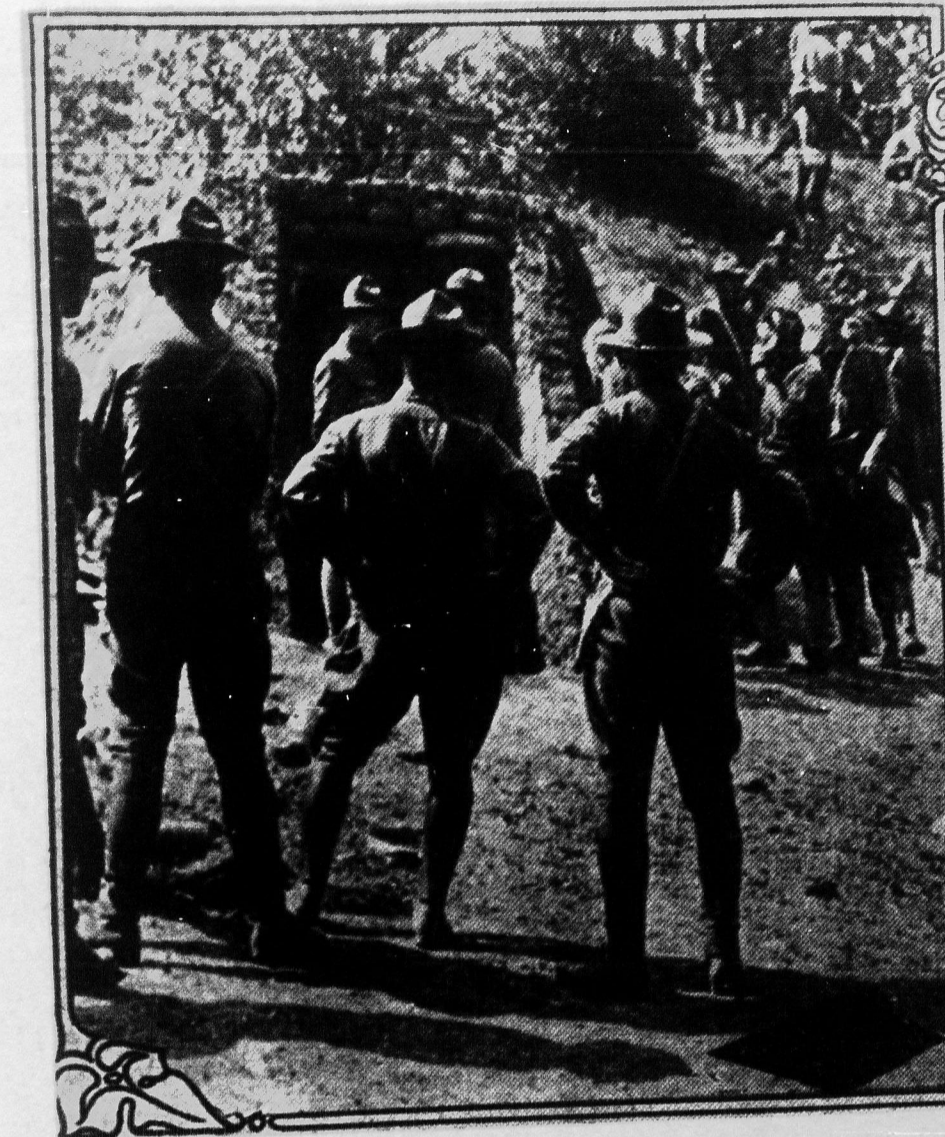
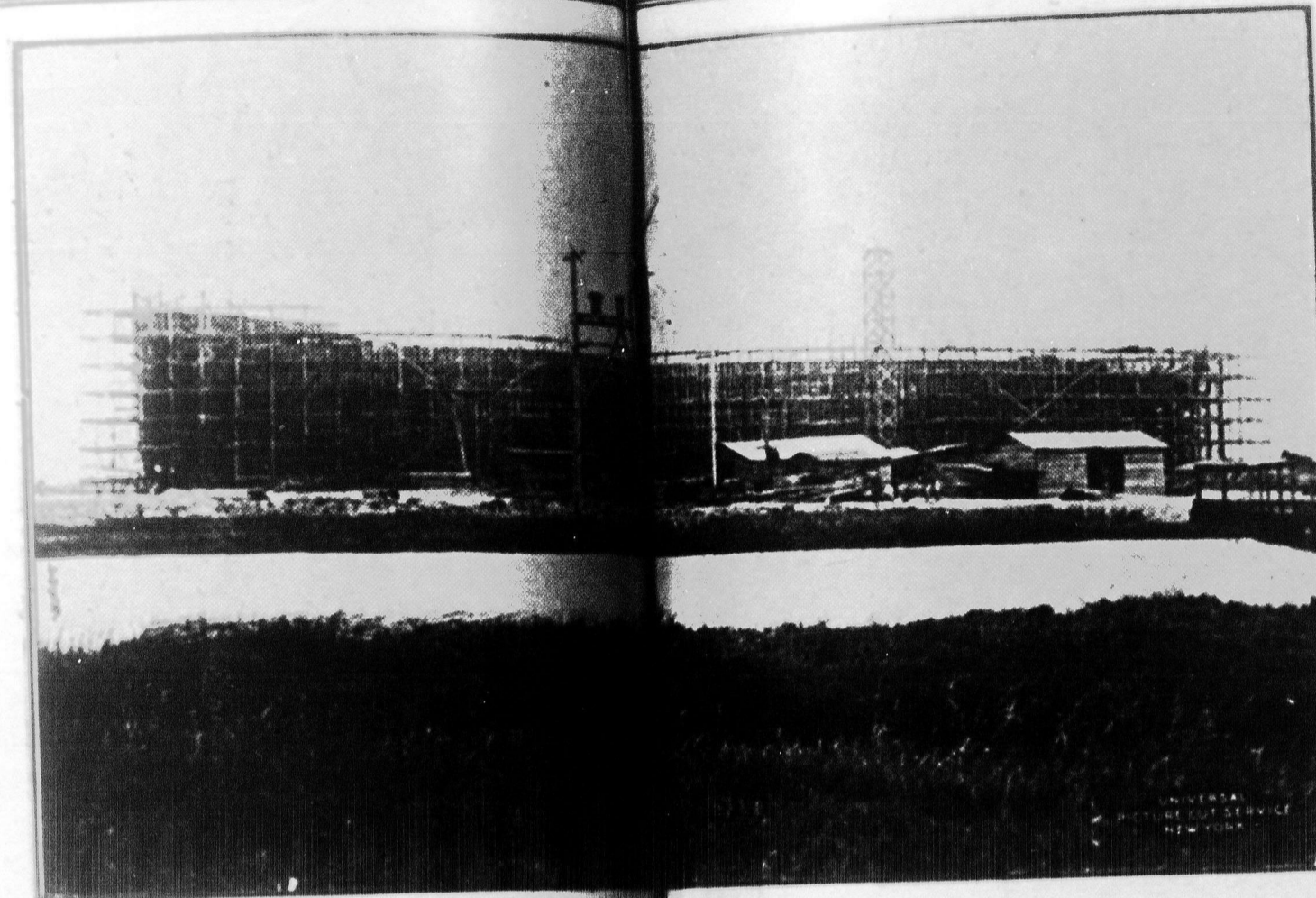
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## A PAGE OF NEWS PICTURES

Especially adapted for use in the Class Room as means of illustrating the current topics of the day



**ENORMOUS SHELL HOLES.**  
**TOP LEFT.**—The new British and French guns are firing shells that blast out holes large enough for the advancing soldiers to find shelter and camp in, until orders to advance are given.

**BUILDS REINFORCED CONCRETE SHIPS.**

**TOP CENTRE.**—Mr. Alan MacDonald is constructing a ship 350 feet long, 5000 tons capacity, of reinforced concrete. The ship has the same appearance as a steel ship, but is constructed just the same as a reinforced concrete building.

**AMERICAN SOLDIERS ENTER GAS CHAMBER.**

**TOP RIGHT.**—American soldiers in their training camp behind the lines in France putting on masks, preparatory to entering a trial gas chamber specially arranged to enable them to become accustomed to the masks.



**THE CROSS OF RHEIMS AS SEEN FROM AN AIRPLANE.**

**BOTTOM LEFT.**—Shattered and despoiled by the continuous German bombardment, Rheims Cathedral still bears some resemblance to its once magnificent state. Here is an interesting picture taken from an airplane showing the famous cathedral.

**OFFICERS OF THE FAMOUS DON COSSACK REGIMENT.**

**BOTTOM CENTRE.**—Officers of the famous Don Cossack regiment, the most noted cavalry regiment in the world, which was loyal to the Kerensky Government and one of its chief supports.

**GERMAN PILL BOXES.**

**BOTTOM RIGHT.**—Photo shows demolished Pill Boxes, the latest method of defense used by the Germans in place of trench defenses in their attempt to save men, which has proved futile.



### GAMES FOR CHRISTMAS PARTIES.

COLLECTED FROM VARIOUS SOURCES.

Suitable indoor games for children ranging in age as follows:

The Odd Squirrel.	Ages 6-7	Bean Bag Box.	Ages 8-9
The Race	Ages 7-8	Hands Up.	Ages 9-10

#### The Odd Squirrel.

This game is very like Hound and Rabbit, but is a little less exciting, and under some circumstances better adapted to very young children.

Most of the players stand in groups of three, with hands on each other's shoulders, forming hollow trees. In each tree is a player representing a squirrel, and there is also one odd squirrel without a tree. The teacher or leader claps her hands, when all of the players must run for others trees, and the odd squirrel tries to secure a tree, the one who is left out being the odd squirrel next time.

#### The Race.

This schoolroom game is played with most of the class sitting, being a relay race between alternate rows. The first child in each alternate row, at a signal from the teacher, leaves his seat on the right side, runs forward around his seat and then to the rear, completely encircling his row of seats, until his own is again reached. As soon as he is seated, the child next behind him encircles the row of seats, starting to the front on the right side and running to the rear on the left side. This continues until the last child has encircled the row and regained his seat. The row wins whose last player is first seated. The remaining alternate rows then play, and lastly the two winning rows may complete for the championship.

The interest may be increased by calling the race an international one, the teacher providing small flags of different nations, or the children may cut and paint these of paper. The first child in each row chooses the country he will represent by the selection of a flag at the beginning of the game. This he places on the rear desk, and it is held aloft by the last player when he regains his seat, indicating that his country has come in first, second, etc., in the race.

#### Bean Bag Box.

A small box measuring not less than six inches square should be fastened inside of one about twice the size and that in a third, leaving at least six inches margin between the boxes. This is set up on a slight incline with a stone or

other object under its further end, or tipped up against the wall. From ten to twenty feet away from this a throwing line is drawn. Each player is provided with five bean bags and takes his place in turn on the throwing line, throwing all five bags at each turn. A bag thrown into the smallest box scores five points, one into the middle box ten points, and into the outside box fifteen points. The player who first scores one hundred wins.

This is a very popular game, and the paraphernalia for it may be easily improvised.

#### Hands Up.

The players stand in a circle, with one in the center. Those in the circle bend their elbows, which should touch the sides, and extend their hands in front, with palms downward. The object of the one in the center is to slap the hands of any player in the circle while thus extended. The circle players may bend the hands downward or sideways at the wrist, but may not withdraw the arms, or change the position of the elbow. Any one slapped in this way changes places with the one in the center.

The success of this game will depend upon the alertness of the one who is in the center, who should dodge quickly and unexpectedly from one part of the circle to another, with many feints and false moves that will keep the circle players uncertain where he is going to slap next. Played in this way, the game calls for much alertness on the part of all concerned. The circle should not be too large, or the action will be too slow to be interesting.

Schoolroom.—In the schoolroom this is played in groups with the players seated instead of in a circle. Two rows face each other to form a group, with feet drawn well under the seats. The one who is It walks up and down the aisle.

#### A CHRISTMAS SUGGESTION.

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Office 102 Prince William Street, St. John, N. B.  
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Printed by BARNES & Co., Ltd., St. John, N. B.

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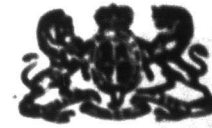
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If we our willing hearts incline  
To that sweet life which is the law,  
All round about our feet shall shine  
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So shall we learn to understand  
The simple faith of shepherds then,  
And kindly clasping hand in hand,  
Sing "Peace on earth, good-will to men."

For they who to their childhood cling,  
And keep their natures fresh as morn,  
Once more shall hear the angels sing,  
"To-day the Prince of Peace is born."  
—James Russell Lowell.



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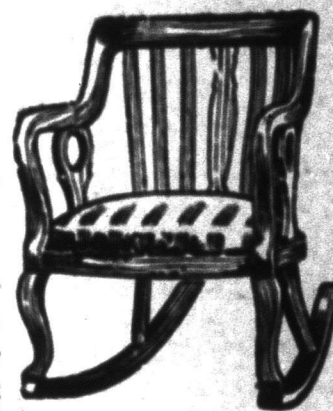
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(A tiny pageant arranged for four small boys and a children's chorus. Adaptable for use by a large or small number.)

The four small boys (six years old) will wear costumes made after the fashion of the old-fashioned doublet and hose, two of white, one of scarlet and one of pine-tree green. A chorus of children dressed in white and carrying ropes of sleighbells may be added with good effect.

#### CHARACTERS.

**JINGLE BELL** will wear a white suit dotted with bells and will carry a rope of bells.

**CHRISTMAS TREE** will wear a suit of green, flecked with silver snow and will carry a branch of pine laced with tinsel and hung with bright colored balls.

**HOLLY BERRY**'s suit of white will be trimmed with holly and he will carry a huge wreath of artificial holly with very shiny red berries.

**PLUM PUDDING**, in scarlet suit, will carry high a wide platter whereon is arranged a plum pudding decorated with holly and mistletoe.

#### The Roundelay.

##### *Jingle Bell (recites)*

I jingle in the morning,  
I jingle in the night,

I jingle on the flying sleighs  
When Christmas snows are white.

##### *Christmas Tree (recites)*

I lift my rich green branches,  
My arms are full of toys,  
I am the loaded Christmas Tree  
Beloved of girls and boys.

##### *Holly Berry (recites)*

I am the Christmas holly,  
I make the season gay,  
I trim the Christmas pudding  
On Merry Christmas Day.

##### *Plum Pudding (recites)*

I am the fat plum pudding,  
The big black raisins' lair;  
A Christmas dinner without me,  
Would be a queer affair.

(The four small boys go marching to the extreme right and left of the stage, while the chorus sing the old Christmas carol:)

Merry, merry Christmas everywhere,  
Cheerily it ringeth through the air,  
Christmas bells, Christmas trees,  
Christmas odors on the breeze,  
Merry, merry Christmas everywhere,  
Cheerily it ringeth through the air.

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**BOOK AND MAGAZINE NOTES.**

The following are a list of books which have been received during the past month, but which pressure on space prevents making special mention of. However, we can heartily recommend them to our readers, and shall be glad to furnish information regarding same if so desired, before ordering from the publishers.

Wister's *The Virginian*, by Owen Wister. Cloth, 423 pages. Price 25c. Published by the MacMillan Co., of Canada, St. Martin's House, Toronto, Ont.

*The Yale Review*, by Wilbur Cross. Paper, 224 pages. Price 75c. Published by The Yale Publishing Association, Inc., 120 High Street, New Haven, Connecticut.

*The Teachers' Book of Bible Lessons*, by Evans Bros., London, England. Paper, 131 pages. Published by Evans Bros., London, England. Price 50c.

*The Ontario High School Chemistry*, by George A. Cornish, B. A., Cloth, 297 pages. Price 50c. Published by The MacMillan Co., of Canada, St. Martin's House, Toronto, Ont.

*A Child's Own Book of Verse*, by Ada M. Skinner and Frances Gillespy Wickes. Paper, 130 pages. Price 40c. Published by The MacMillan Co., of Canada, St. Martin's House, Toronto, Canada.

*A Child's Own Book of Verse, Book 2*, by Ada M. Skinner. Paper, 92 pages. Price 45c. Published by The MacMillan Co., of Canada, St. Martin's House, Toronto, Canada.

*A Child's Own Book of Verse, Book 3*, by Ada M. Skinner and Frances Gillespy Wickes. Paper, 130 pages. Price 50c. Published by The MacMillan Co., of Canada, St. Martin's House, Toronto, Canada.

*The Canadian Magazine* for November. Paper, 50 pages. Price 25c. Published by the Ontario Publishing Co., Ltd., Toronto, Canada.

*The Art of Teaching Arithmetic*, by J. B. Thompson. Paper, 295 pages. Price \$1.35. Published by Longmans, Green & Co., 39 Paternoster Row, London, Fourth Avenue and 30th Street, New York.

**QUESTION BOX.**

Instead of giving the answers to the various problems submitted by many of our subscribers, we have decided to give the questions received during the preceding month, in each issue of the REVIEW, and allow our readers to send in solutions. Whilst we will not be held responsible for the answers published, we feel sure that this addition to a feature which has proved so helpful in the past, will be of still further value to those seeking information, and at the same time afford an opportunity for teachers and others to work out the problems, etc., for themselves. The answers will be published in the proceeding month after the questions have appeared, if such answers have been received from our readers.

We ask for the co-operation of our subscribers, and invite solutions, etc. to the questions printed

below. Address all communications to the "Question Box." EDUCATIONAL REVIEW, St. John, N. B.

FROM ELEMENTARY PHYSICS FOR HIGH SCHOOLS.

Page 26. Problem 2.  
A rifle weighing 8 lbs. delivers a bullet weighing 1 ounce with a velocity of 1500 feet per second. Find the velocity with which the gun recoils.

Page 40. Problem 5.  
A uniform iron bar weighs 4 pounds per foot of its length. A weight of 5 pounds is hung from one end, and the rod balances about a point which is 2 feet from that end. Find the length of the bar.

Page 48. Problem 3.  
A cubical block of granite, whose edge is 3 feet in length and which weighs 4500 pounds, is raised by thrusting one end of a crowbar 40 inches long under it to the distance of 4 inches, and then lifting on the other end. What force must be exerted? What class of levers is it?

Page 139. Problem 8.  
Find the resulting temperature when 40 grams of ice are dropped into 180 grams of water at 90°C.

13TH QUESTION IN ALGEBRA. PAGE 11.

When  $a=1, b=2, c=3, d=5, e=8$  find the value of  $\sqrt[3]{d^2-3e} + \sqrt[3]{d^2+3e}$ .

STEVENS MENSURATION FOR BEGINNERS.

8th page 67.  
The arc of a sector is 12 chains 10 links, and its angle is 14° 24'. Find the radius of a circle of equal area.

2nd page 99.  
A square court-yard, each side of which is 63 feet, is to be enclosed by a wall 5 feet 3 inches high and of standard thickness. How many bricks will be required?

11th page 112.  
A marble column, 6 feet high, having a square cross section on a side of 15 inches, is surmounted by a pyramid whose height is 1 foot 6 inches. Find the weight of the whole, having given 1 cubic foot of marble weighs 170 pounds.

TODHUNTER AND LOVEYS ALGEBRA FOR BEGINNERS.

Question 31	Example 37	Page 102.
" 15	" 47	" 124.
" 31	" 48	" 127.
" 33	" 48	" 127.

Please solve the above.

1. Please explain through your columns what Standard Time is, giving the different "time belts" for Canada.
2. Please show me also how to work the following problems from Geometry:
  - (a) Construct a triangle having its perimeter equal to given straight line and its angles respectively equal to the given angles of a triangle.
  - (b) Construct a triangle in which  $a=8\text{ cm}, b-c=2\text{ cm},$  angle  $c=50^\circ$ .

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## CURRENT EVENTS

### Diary of the War.

Nov. 1.—Sir Eric Geddes, First Lord of the British Admiralty announces in Parliament that nearly fifty per cent of the German submarines operating in the Atlantic, the North Sea and the Arctic Oceans have been sunk.

British and French reinforcements arrived on the Italian front and it is expected that 30,000 will be available within four or five days.

Twenty-nine persons are reported to have been killed and injured in a German air raid on London.

British forces in Palestine have captured Beersheba, capturing 1,800 prisoners.

Nov. 2.—Large German forces are being rushed to the Trentino front.

Nov. 3.—British forces in a sharp naval battle in the Kattegat, sunk the German auxiliary cruiser "Marie," and ten armed patrol vessels. The Germans are retreating on the Aisne front for the distance of thirteen miles, followed closely by the French forces, who have captured considerable war material.

In reply to Premier Kerensky, it is announced by the British Lord of the Admiralty that it would be madness for the British fleet to enter the Baltic Sea.

Nov. 4.—The French advance on the Chemin des Dames, Craonne and other villages being captured by them.

Nov. 5.—Austria-German forces have crossed the Tagliamento River in their invasion of Italy.

Nov. 6.—Passchendaele, on the point of the ridge north-east of Ypres is taken by the British forces.

Nov. 7.—A new revolutionary movement is commenced in Russia, under orders of the Maximalist Committee.

Nov. 8.—Petrograd has now complete control of Bolsheviki forces. Austro-German forces pursuing the Italian forces have crossed the Livenza River, capturing 17,000 men, guns and considerable war material. Gaza is captured by the British forces.

Nov. 9.—The Maximalist leader suggests an immediate armistice of three months, for the purpose of discussing the question of peace. Premier Kerensky is being searched for.

Nov. 10.—The Italians, with allied troops, have established themselves on the lower part of the Piave. British troops advance slightly in Flanders.

Nov. 11.—Italian resistance is stiffening.

Nov. 12.—A fierce battle is reported near Petrograd between loyal troops under Kerensky and Bolsheviki forces. Heavy fighting takes place in Moscow with about 3,000 casualties. British forces are within thirty miles of Jerusalem.

Nov. 13.—The German drive on Venice is breaking down under fierce Italian resistance.

Nov. 14.—Reports from Russia are still very meager. British troops in Palestine advance seven miles nearer Jerusalem.

Nov. 15.—Italians give a little ground, but fight tenaciously.

Nov. 16.—A new government with representatives of all parties except the well-to-do is reported from Petrograd, with peace as their object.

Nov. 17.—Heavy cannonading is in progress on the western front. The flood gates of the Piave, north-east of Venice, have been opened by Italian engineers.

Nov. 19.—British troops have taken the city of Jaffa. Russian Revolutionists control Petrograd, Moscow, Sebastopol. British forces are progressing in East Africa.

Nov. 20.—General Maude, British Commander in Mesopotamia, has died.

Nov. 21.—Italians have trapped 12,000 Austrians who crossed the Piave. British troops are twelve miles from Jerusalem. In contradiction to previous pro-German reports to the effect that England was allowing Scotland, Ireland, and her Dominions to bear the brunt of the fighting, it is announced that seventy-five per cent of her manhood is in military array.

Nov. 22.—A great British victory is announced. The powerful Hindenburg line is smashed for thirty-two miles front, extending from the Scarpe River to St. Quentin to a depth of six miles. 9,000 prisoners and huge quantities of war material have passed into the hands of the victors. No usual artillery preparation preceded this attack, but the fleet of tanks broke their way through the German defences for the British infantry and cavalry to follow. Many villages have already been taken.

Nov. 23.—The British drive on Cambrai continues. The fighting on the Piave line continues to be desperate, but the Italians are holding their own.

Nov. 24.—Joy bells are rung in London to celebrate the glorious victory of Palestine and Flanders, whilst British troops not only hold all ground taken, but are creeping forward. Italian forces hurled back dense waves of the Teutonic infantry between Brenta and the Piave. It is reported that German officers are on their way to meet Russian officials with the purpose of considering a truce.

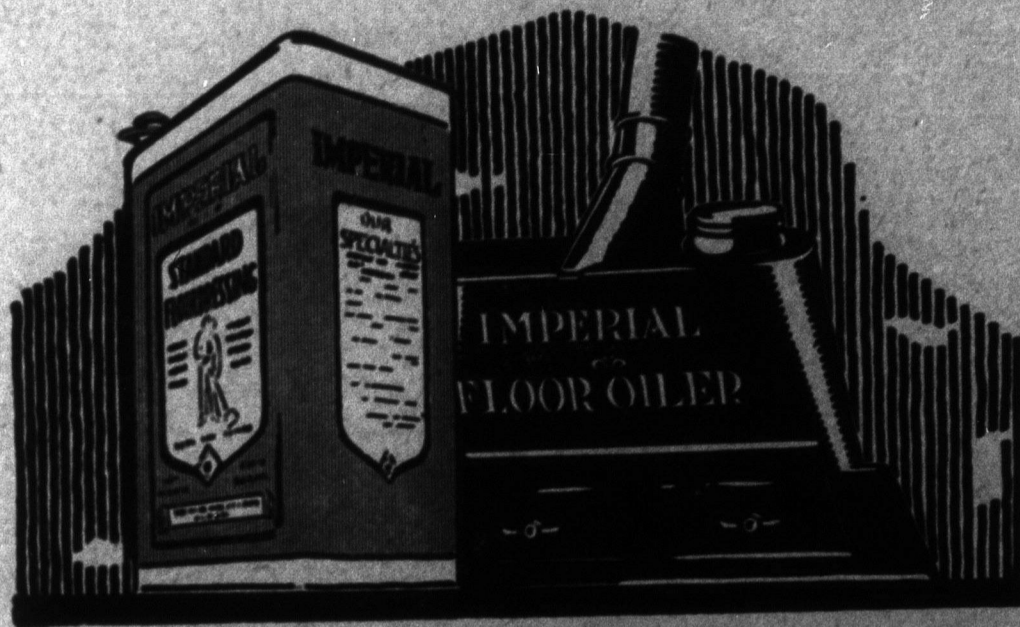
Nov. 26.—The British in spite of violent attacks, are holding their ground in front of Cambrai, whilst on the Italian front the presence of British and French troops is resulting in stern resistance against the invaders.

Nov. 27.—The peril of the Italian Piave River line is thought to be ended by the arrival of large numbers of British and French reinforcements. The fall of Jerusalem is expected very shortly.

Sir Leander Starr Jameson, leader of the Jameson raid in the Transvaal in 1895, died in London yesterday.

Nov. 28.—The British on the Cambrai front have advanced through the northwestern part of Fontaine Notre Dame, five fierce attacks on the left wing near Mont Pertica are resisted, and broken up, by the Italian forces.





## LESSONS

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## FOR THE STORY HOUR.

## The Real Gift.

BY ESTELLA IRENE FOX.

Hester was busily engaged in tying up her Christmas gifts. Tissue paper, ribbon, holly and tags were strewn about in bright profusion.

Aunt Fan stood by the fireplace, casually examining Hester's Christmas list. At length, she glanced questioningly at her niece.

"I do not see Marjorie Dales' name on your list, Hetty," she remarked. "If I am not mistaken you gave her a gift last year, did you not?"

"Well, yes I did," she answered, vexatiously, "but that doesn't say I must give her one this year."

"I suppose not, but I thought you were good friends. You haven't had a falling out, surely?"

Hester did not answer immediately, but puckered up her brow in a disapproving frown. However, Aunt Fan was waiting so she was compelled to say, though rather crossly, "No, it isn't just that, but last year I gave her a lovely box of note-paper and she didn't give me anything.

Aunt Fan stared at her niece in amazement.

"Hester Clarke," she exclaimed, "I am ashamed of you. If I were you I would blush to own up to such a selfish plan. As for wasting your money, your father can give you lots of it, and to what better use could you put it than to carry out that command, 'It is more blessed to give than to receive?'"

"Oh, Aunt Fan," she said, "please stop preaching, for pity's sake. If I did give her a present, no doubt she'd only feel bad because she can't return it."

"Ah! That is no excuse, Hester," her aunt replied. "I am afraid your father is spoiling you. All the lessons in goodness that your dear mother taught you seem to have been forgotten;" and two tears stood in Aunt Fan's eyes at the recollection of the gentle sister.

Aunt Fan was spending Christmas with the Clarkes, as was her yearly custom.

Since Mrs. Clarke's death, three years before, Mr. Clarke had centred his affections on his only child, and as he was a rich man, all Hester's desires and fancies were unstintingly fulfilled. As a result, she was growing up as a selfish girl.

After Hester went out to deliver some of her gifts, Aunt Fan sat by the fire, thinking the matter over, sighing often as she thought of her sister. Her reflections were suddenly disturbed by the ringing of the door-bell, and several minutes later Margaret, the maid, entered the room saying,

"There's a young lady at the door — Miss Dales I think her name is — who wishes to see Hester. Do you know if she is in, Miss Arnold?"

"No, Hester left not long ago," she answered. Then as Margaret was about to return to the hall, she added, "I'll see Miss Dales myself. Please tell her to come in here."

Now, Aunt Fan had very winning ways when she chose to make them so, and it was not long before "Miss Dales" was seated in the cozy living-room, talking very confidentially to Aunt Fan.

"I'm sorry Hester is not at home," she began. "I just called to give her a little Christmas gift," and she laid a very pretty parcel on the table. "It isn't very much, but I know Hester will understand. I was so sorry I couldn't give her anything last year, but you see, — father — father died in the fall and we had a hard time to get along. It was so kind of her to remember me, then."

While Marjorie was speaking, Aunt Fan found herself opening the parcel; something seemed to tell her to do so. When the white wrapping was taken off, she gave an exclamation of pleased surprise.

"Irish crochet," she cried, taking up a beautiful bag, lined with rose silk. "How lovely! You surely did not work this yourself, Miss Dales?"

"Oh yes," she said lightly, "I never could afford to buy one ready-made," she acknowledged laughingly. "It didn't cost me very much as it is, you know."

"No, not in money, perhaps; but if I am not mistaken you've spent loads of time on it. It is remarkably well done. Who ever taught you Irish crochet?"

"My mother. And I just loved to do it for Hester. She is such a good friend of mine. I sort of hoped this would make up for both last year and this. Well, I must go now. Mother will need me. Thank you for your kindness, and — Merry Christmas, Miss Arnold."

"Same to yourself, my dear girl, and many of them."

When Hester returned from her expedition, and heard the whole story (which Aunt Fan made as forcible as she could), she turned to Aunt Fan in dismay, tears filling her blue eyes.

"Oh Auntie!" she cried, "to think that I was so mean! I see I was wrong — and what a beautiful gift! What shall I do? Will you come out with me until I get the very best present obtainable for Marjorie?"

Aunt Fan was more than willing, and together

(Continued on Page 174).

# CHEAPEST and BEST ARE ALWAYS MACMILLAN'S

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## School, College and Other Items of Interest

Miss Terry, of the Lake school, Wakefield, held a social and dance at the schoolhouse on November 3, and realized nearly \$100 for the Red Cross. A large number of young people from town attended.

The Y. M. C. I. night school started in the season's work November 19, in St. Malachi's Hall, St. John, with a good attendance.

The Grammar school, Chatham, was closed November 19 owing to the outbreak of diphtheria in the family of the janitor. The school will be closed about two weeks.

The teachers of the Summerside High School, P. E. Island, have made a good move in placing banks in the different school rooms where pupils may drop their spare pennies—the funds thus provided to go to the support of a prisoner of war.

The teaching staff of Hampton Consolidated School was entertained very pleasantly on November 5, by one of its members, Miss Bessie G. Howard.

The Normal School, Fredericton, cadets are attracting attention on the barracks drill grounds. They are put through a course of instruction each morning, and their military movements are highly commented upon by those versed in tactics.

The New Glasgow School Board have ordered 144 boxes of Dustless Crayons from the George McHendy, Co., of Toronto. Members of this school board evidently read the advertisements in the REVIEW.

With more than eighty-five per cent of its students enlisted for service in the war and its income greatly reduced, King's College, Windsor, N. S., the oldest in the Dominion, may have to close its doors unless it receives financial assistance, Rev. Dr. T. S. Boyne declared in a sermon, at New York, November 12. He appealed especially to the large number of Canadians living in the United States to save the College.

The St. John High School Alumnae took charge of Mr. Douglas McArthur's store, King street, on November 15, 16, 17. Mr. McArthur offered a large percentage on all goods sold for the local Red Cross.

Dr. W. S. Carter, superintendent of education for the province, was in St. John recently, and in conversation with The Standard discussed the teacher problem which is facing the province. The attendance at the Normal

School this year is fifty below the average, and this together with the drain caused by the exodus of New Brunswick teachers to the West, is likely in the near future to cause a shortage of teachers at home. Dr. Carter said in spite of the large attendance at the Normal School of the last few years there had not been at any time plenty of teachers.

Dr. Carter said the provinces west of Manitoba had decided to all use the same text books and he thought it would be a good idea for the province of New Brunswick to try and get in on this pool as books could be bought much cheaper in this way.

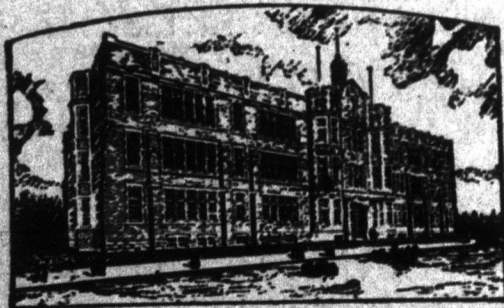
A report of the work of the public school and college cadet corps throughout the Maritime Provinces has been compiled by Captain Robinson Black, organizer and instructor of cadet corps for military district No. 6, which includes New Brunswick, Nova Scotia and Prince Edward Island. In the results of the competition for military drill for the year 1916-17, St. Andrew's cadet corps, of St. John won the "McLean Cup," the Normal school cadet corps leads the province in the drill competition, winning first prize, and the Rothesay Collegiate school, takes second position and the Aberdeen high school, Moncton, secures third prize.

Rev. Father Costello, of the staff of St. Thomas College, Chatham, has been appointed overseas chaplain and is now preparing to cross to the other side.

Mrs. Herbert M. Wood gave a pleasant tea November 1, in honor of the faculty of Mount Allison Ladies' College and a few friends from the town. The tea table, which was centered with yellow chrysanthemums, was presided over by Mrs. H. E. Bigelow, assisted by Miss Marie DesBarres, Miss Edith Hunton and Miss Gladys Borden.

The free night school conducted by the School Board, St. John, opened on November 1, in the Assembly Hall of the Centennial school on Brussels street. The instructors, W. S. Vial and Rex R. Cormier, were both present completing organization and enrolling the pupils in mechanical drawing, arithmetic and writing.

On Saturday afternoon, November 3, girls from Fairville school, grades VII. and VIII., held a bazaar in the hall of the Good Shepherd church, in aid of the junior branch of the Lancaster Red Cross Society, and the large sum of \$35.70 was realized.



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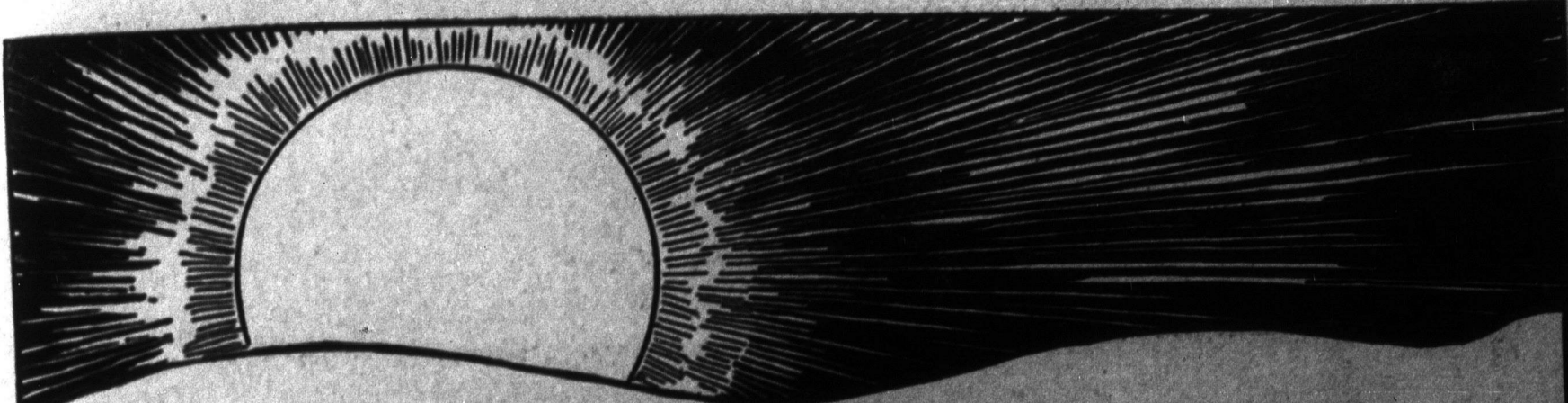
These two volumes cover the war, both topically and chronologically, to April 30th, 1917 (all the events for every day are given), and furnish in concise form all that is necessary for teaching the subject.

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#### PROGRAM.

Thursday, 10.00 a. m.—Enrolment, Appointment of Committees. President's Address. Address, by Dr. H. V. B. Bridges. Miscellaneous Business.

Thursday, 2.00 p. m.—"Expression" with an illustrative Lesson, Miss Lynds, P. N. S. "Production of Citizenship," Director Steeves.

#### QUESTION BOX.

Thursday, 8.00 p. m.—A Public Meeting. "Ford Conservation," Dr. Keirstead. A Short Musical Program.

Friday, 9.00 a. m.—Section A (including Grades I to IV.) Number and Reading. Section B (including from Grade V. upward.) "History and Geography in Relation to the War." A lesson by F. J. Patterson, B. A. "Local Geography in Relation to Nature Work." Mr. Russell Bennett. Election of Officers and Executive.

Friday, 2.00 p. m.—"Economic Value of Education." Mr. Fletcher Peacock, Director of Manual Training. "Some Recent Educational Adventures." Five Minutes Talks: by Mrs. Phillip Cox of the Fredericton School Board; Dr. B. C. Foster of the High School Staff; Mr. James Hughes of St. Dunstan's School; Mr. Barnes, Manual Training Department; Miss Gillies, Domestic Science Department; Dr. Roberts, Director of the School Gardens; Miscellaneous Business.

N. B. Secure Standard Certificates when buying Railway Tickets.

Come prepared to ask questions, and to discuss the topics on the program.

ELLEN L. THORNE, Secretary.  
W. M. BURNS, President.

### THE REAL GIFT.

(Continued from Page 170).

they drove up town, Hester clasping her coin purse lovingly in her hand, under her muff. Aunt Fan wished to help her; so, that the gift might be a handsome one, they clubbed together at the best jewelry store in town, and soon returned home happy and overjoyed, a dear little silver watch safely hidden in Hester's muff. She confessed in a whisper to Aunt Fan that she was happier on account of that one gift, purchased so willingly and for such a true friend as Marjorie had proved to be, than for the many others she had given to more fortunate girls.

At first, Marjorie looked very dubious about accepting so fine a gift, but Hester quickly exclaimed, "Oh! you mustn't refuse it, Marjie dear. It can't begin to make up for the horrid thoughts I had for you," and she then confessed it all.

As usual, she had her own way in the end, and a most enjoyable way it proved for all concerned especially Aunt Fan.

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**OFFICIAL NOTICE.**  
**New Brunswick School Calendar.**

1917. FIRST TERM.  
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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