

**PAGES**

**MISSING**

# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW,  
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### YOUR DUTY.

In an address given towards the end of last year before a meeting of the Canadian Club, St. John, N. B., Professor A. MacMechan of Dalhousie University, Halifax, emphasized the fact that Canada had not really felt the pinch of war, that the places of amusement were making more money than ever before, and the sale of automobiles had not fallen the least since the beginning of the conflict. He further said: "The time has come when we must not only

take off our coats to the task but strip to it, or deserve to be in the thrall of the Prussian-ruled world."

Professor MacMechan's call for sacrifice comes with equal application to you teachers who are the molders of the destiny of the world. To you who are leaders in the army of soldiers of the common-good,—the public school army. You are called to give the fullest measure of sacrifice and service.

Mary C. C. Bradford, President of the National Educational Association, in a paper which she has issued to the school teachers of United States, states the case when she says, "A new and fairer civilization will not take the place of the one that has broken down under the stress of conflict unless the molders of the soul-stuff of the world — teachers — dedicate themselves afresh to the mighty task of rebuilding the national institutions as an expression of the highest ideal of humanity," and goes on to say that you are called to the colors by all the great ideals through which Today is acting on Tomorrow to the end that Tomorrow may see the sunrise of a world-life dedicated to straight thinking, hard work, mighty loving; and that you are also called by the needs of childhood, by the Soul of Civilization. Yours is the privilege of sacrificing, serving and loving.

Teachers of Canada, your task is great, the demand for self-sacrifice and devotion to duty, which, in many cases, takes you into isolation, is strong. But the nation having committed the charge and care of its rising generation to you, depends upon you to accomplish that task — that demand. Assume it.

### FOOD PRODUCTION.

Last summer a large number of the school gardens were devoted to the raising of potatoes and vegetables. In many cases it was an experiment which had been tried for the first time. This year the clarion call for greater food production is sounding throughout the Dominion and it is highly important that not only those school gardens which, last year, were cultivated

for vegetable products, but that others should be devoted to the growing of good potatoes, and all kinds of vegetables. The experience of last year will be of value and the results should be in proportion to the proficiency.

The writer has before him a circular letter sent out by the ex-food controller for Canada, W. J. Hanna, in which he makes an urgent appeal for greater food production, and points out the fact that besides the cultivation of market gardens, poultry keeping within municipal areas under reasonable restrictions would also be of great benefit. An opportunity is thus afforded to not only fulfil the crying need for greater food production but to give the children practical demonstration along these lines.

In many cases the raising of poultry, the attendance to and the direction of work in the school gardens will add more duties in the already over-crowded program, but surely that is all the more opportunity for further self-sacrifice and devotion of the teachers who have already done so much to strengthen the industrial and fighting armies Overseas.

In future numbers of the REVIEW, throughout the summer, timely articles will be contributed which ought to prove of much assistance and value in the work of greater food production, giving practical advice to teachers and children. The first will appear in the March issue.

### LIVING IN THE PAST BY THE MOVIES

BY ERNEST A. DENCH.

(Special to the EDUCATIONAL REVIEW.)

However good the printed page or still photograph may be in recalling the past, there is nothing to equal, yet excel, the film. The dead come to life again, and pleasant events in one's lifetime can be recalled.

To begin with history first, the only way by which we can learn the history of our forefathers is through the historian's facile pen. Word painting has its limitations,— that is, we miss the actual seeing of things.

But the camera cannot lie. What better sight could one have than to be treated to seeing the fight for independence in motion pictures, or the Civil War? I am not alluding to the 'historical picture produced by the manufacturers to-day, for these are only based on history, but I refer to genuine films taken at the time these great events took place. Alas, the cinematograph was not thought of then, so these things will never become a reality.

Then, again, what could be better than seeing our ancestors come to life again? How amusing it would be to see them in their quaint dresses, amid an archaic environment and the customs that prevailed at that time.

This brings me down to modern times. What about the events that occur day by day and are duly recorded by the cinematograph camera? Beyond them interesting us, nothing is apparently being done to preserve these films for the sake of posterity. The American government has ordered films of the red Indians to be taken, but practically no move has been made in other directions. A good law would be to compel film producers to forward a copy of every topic they make to their respective government headquarters so that a permanent record may be kept. Far from resenting such a bill coming to pass, the producers would only be too willing to oblige.

A hundred years hence the world will have progressed as it has during the last century, so what better medium for recalling the past is there than the versatile cinematograph?

Children will have no need to be taught history and progress by dull books— Moving Pictures will reveal everything in actual reality. Thus will the fullest development of the film as an educational medium have been reached.

The sooner that this important matter is given the attention it demands the better.

The producers have been very good in their laudable attempts to reproduce history and costume plays on the screen, but however excellent their efforts may be, they cannot approach the real thing, although one cannot overlook the marvelous character of the film actor's make-up. The producers are to be praised for adhering strictly to history and not allowing any anachronisms to appear.

For all this, one knows that he is only witnessing a rehash of the past, so they therefore fail to convince like the genuine historical film would.

Even now when a famous personage dies, his features have usually been caught by the Moving Picture camera and the animated newspapers revive the scenes, which are received with increased interest and enthusiasm. This surely is a good proof of the necessity for the cinematograph to be utilized as a permanent recorder of history.

France has already established a cinema archive for the purpose of preserving the most important public events taking place the world over, so why should we lag behind?

### ENGLISH COMPOSITION IN GRADES VI, VII, AND VIII.

The study of English Composition, of so great importance to the student, both as discipline for the mind, and use in practical life, is rather a difficult one—for the teacher, as well as for the pupil; and the organization of the class work in this subject, when compared with most other subjects on our course, leaves much to be desired. A text book, in which the essential facts of language and composition were brought together, graded and tabulated in an economical and efficient form for study, drill, and test would materially diminish the amount of time and effort which the teacher of today must spend on this subject. Such books have been published in recent years.—“Elementary English Composition” by Frederick Henry Sykes, published in 1902, and authorized by the Education Department of Ontario, is an excellent book; but perhaps the most excellent for these grades is “The Mother Tongue” by Sarah Louise Arnold, Dean of Simmon’s College, and George Lyman Kittredge, Professor of English in Harvard University. A revised edition of this work was published in 1908. It is in two parts—Book I contains lessons in speaking, reading and writing English and, Book II, lessons in Elementary English Grammar. I would like to see this book, or a book of this type, prescribed for use in our schools, and Book I in the hands of pupils of Grades V and VI, and Book II in Grades VII and VIII.

The first essential in teaching any subject is to have a distinct aim. What is our aim in teaching composition? I think we will all agree in making the object of all language teaching to develop in the pupil the power to express his thought with ease and correctness both in speaking and writing, and to enable him to enjoy, in the highest degree, the beauties of English Literature.

Composition involves thought, the acquiring of vocabulary, and a mastery of the phrasing and of the construction of the sentence. In its highest form, it involves a high sense for form, proportion, and beauty, by which it becomes a fine art.

A source that greatly contributes to thought, vocabulary, and phrasing, is reading. It is then, a desirable thing that our pupils become familiar with the works of our best English writers. What can we do in this regard with our pupils in Grades VI, VII and VIII? Certainly there is little time to give to it in school hours, but we need not confine our efforts to the reading or literature periods. We can very often add interest to a history, geography



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or science lesson with material from English Literature. At the opening exercises, let the pupils give quotations, or select some poem and let the class study one verse each morning until all is learned. Encourage them to commit to memory all the good poetry possible. Read to them occasionally—one or two good books in a year, and try, by every means in your power, to give them a desire to read for themselves. By reading and memorizing, not only does the child fill his mind with good and beautiful thoughts, clothed in beautiful words, but he unconsciously acquires for his own the forms of phrase and sentence structure usual in good writing and establishes ideals of force and beauty in expression.

Work in written composition requires much thought and study on the part of the teacher. In the first place, the subject matter must be of such a nature as to claim the child’s interest, and to give him opportunity to express himself freely. Let him write on such subjects only, as come within the range of his own experience. If it is description,—let him describe his own home, his class-room, a certain plant, tree, or bird, or some other object with which he is perfectly familiar. For reproduction, read a short story, and have the pupil write it in his own words. In this process, an outline

should always be used, both as an aid to memory, and a guide to order and proportion. Pupils in Grades VII and VIII are at an age to appreciate mythology. Read, then, some of those beautiful Classical Myths, and let the pupils reproduce these. This will serve a double purpose, for no student can understand the language of the poets unless he knows something of mythical lore.

If the teacher has a collection of prints, gathered from old magazines, newspapers, etc., and mounted on card board, these can often be used as subjects for composition. If the picture happens to be a landscape, let the pupil tell a story, taking the picture as scene.

For the Friday composition, if you have a composition period on that day, a plan that I once read of and have since used is to announce on Monday that as a subject for his composition on the following Friday, each pupil will be asked to describe something he has actually done or seen being done during the week. This exercise will tend to develop the child's powers of observation and we get as a result such compositions as: How to wash dishes. How to set a table; How to shoe a horse; How to build a camp; How to make bread, a certain cake or candy.

In the matter of letter-writing, the best results will be obtained if the pupils are writing real letters. It is easy to find twenty or more topics and occasions for writing actual letters for social and business purposes during the school year. You are perhaps forming an Audubon Club with your class, or sending for sets of maps, birds or pictures — let the pupils write these letters themselves, the best one to be actually sent. Others, if they wish, can send the letter to some friend. By looking through the pages of any late magazine, we can find advertisements, which the children can answer, and from which they can receive actual replies. If you are having any entertainment at school, let each pupil write and send an invitation to a friend. It need not surprise us that the pupils put their best efforts upon this real work. Would we write letters and essays with enthusiasm and painstaking accuracy only to throw them into the waste-basket?

Punctuation, capital letters, paragraphing, etc., are best taught inductively, *i. e.*, the pupils must formulate the principles for themselves from a study of examples. Much drill will be needed in this. Perhaps the best way to give this is by placing material on the black-board and asking pupils to punctuate, capitalize, and paragraph it, giving their reasons in each case. A study of the reading lessons as models is also useful.

In oral composition, we will get our best opportunity for correcting errors in English and incorrect expression. This must be at first a training of the ear rather than of the eye. Incorrect expression is not so much a lack of knowledge as it is a habit of life. We must take care, as much as possible, that our pupils hear and see nothing but good

English. Instead of putting lists of sentences with "false syntax" on the board to be corrected, it is much better, in my opinion, to write the sentences leaving blanks to be filled in correctly. Correct every mistake you hear used in the school room, or better train the children to detect mistakes for themselves. Let any child raise his hand at any time he hears an incorrect expression used. Let them sometimes keep a record, for a week, of mistakes in English they

have detected in the speech or writings of others during that time, but let them write always the *corrected form only*. Too much attention cannot be paid to correcting these expressions in school, for they are far too common outside. The sign "Automobiles go slow," for example, is much more familiar to the eye than the correct form, says Lord Chesterfield:

"We must never offend against Grammar, nor make use of words which are not really words. This is not all: for not to speak ill is not sufficient, we must speak well. Vulgarism in language is a distinguishing characteristic of bad company, and a bad education."

The Berlin Tageblatt in announcing that Germany depends on her submarine warfare to bring an early peace declares the U-boat toll to have averaged 821,000 tons monthly since February 1, 1917.

### DON'T THROW AWAY

the wrapper in which this month's Review came before you look at the date on same. Does it bear the name of some month in '18? If it does not, but instead, the date is given as '17 or some previous year, your subscription is in arrears and should be attended to without any further delay.

## Primary and Rural School Department.

CORRESPONDENCE AND ARTICLES ARE INVITED IN THIS SECTION

### PRIMARY HAND WORK.

(Continued from last month.)

The next device in Grade I Hand Work is Free Paper Cutting. Many teachers do not have free hand cutting lessons either because they feel incapable of making good examples for the children or because they have an idea that only a few gifted pupils get even fairly good results. Experience will show that neither reason is sufficient to warrant the omission of this interesting subject. Every child whose eye-sight is not defective can be taught to reproduce correctly any object brought to his notice, but such training must begin in childhood. Every child will not acquire the same proficiency. Genius is not given to every boy and girl, but the school training should bring to light the special ability of each little one and not leave its discovery to the mere whim of chance:

"The heroes are not all six feet tall,  
Large souls may dwell in bodies small."

The use of this training is plain; accuracy, dexterity, ingenuity and originality are all developed.

The paper to be used in these cuttings should be of medium thickness, with smooth finish, but unglazed and unlined, such as may be found in a Scotch linen tablet. If the paper is glazed or too thick teachers will find that a child cannot cut a perfect corner or angle, even with training, thus spoiling the beauty of their figure. Small children should have blunt pointed scissors, not more than four or five inches long. On an incentive to good work, I would suggest the purchase of some half dozen pairs of sharp pointed scissors, to be used in the more delicate cutting. It is a good idea for the children to have a book in which to paste their cuttings. Many of them will be used as units for blackboard borders, decorations for booklets, Christmas and Easter cards, blotters, valentines, etc. The preserving of the cuttings not only shows their progress during the year but teaches them a valuable lesson in neatness. Little soiled hands cannot handle delicate work without leaving the mark of five little fingers, thus spoiling the beauty and daintiness of their cutting.

Nothing requires greater cleanliness than the pasting of these white paper cuttings. Aside from this the delicacy of handling and accuracy in placing teach lessons well worth learning. An excellent paste may be made in the same way as the old-fashioned flour paste by using two teaspoons of corn starch in place of the flour. Squares of cardboard will serve as receptacles for the paste which may be applied with the use of a tooth pick.

Children should be taught the correct way of holding the scissors; thumb in the upper loop, second finger in the lower loop, first finger in front of the lower loop, with the elbow and forearm held close to the side. If the scissors are sharp, a clear and smooth outline can be obtained and must be insisted upon. Most children have had a little practice in using scissors before coming to school in cutting pictures from magazines or catalogues. This is good practice for the first couple of lessons. The pictures may be saved and afterwards pasted into a scrap-book, which, when completed, may be used as a Christmas gift for a little sick friend.

The following method may be adapted in teaching free cutting; study the object, or better, two or three at a time. In this way the similarity and difference may be more readily seen (apple and orange, for instance, or bowl and cup. Notice the type form that the object resembles (apple and orange, the sphere; bowl and cup, the half sphere). Let the object be drawn on the blackboard. Next cut the object from paper—do not fold the paper and do not have pencil lines as guides. At the next lesson repeat the exercise from memory. Cutting from memory is a splendid practice. It is an excellent training for the eye—it is even more, for it teaches the child not only to observe the details of his work but to retain that observation for use in the future. The objects which have been torn may be now reviewed by cutting. These cuttings must be saved—they must never be regarded as worthless. It is a good idea for children to paste the best cuttings of each lesson in their books. If they have made an effort to do good work, and are pleased with their success, even though

it be hard to recognize the object, let them paste it in their books. These books may be taken home for parents to see at the end of each month. Thus the child is inspired to do his very best work, and it should be impressed on his mind that he is making something both useful and pretty. Countless stories may be illustrated by paper cutting as the story of the Three Bears, The Three Little Pigs, The Little Red Hen, Red Riding Hood, Peter Rabbit, etc. The first paper work we did in Grade I this term was illustrating The Three Bears. We were then doing Paper Tearing and the babies were intensely interested in making the Father Bear's large bowl, the Mother Bear's middle-sized bowl and the Baby Bear's tiny bowl. We decorated them with tiny red hearts left from last Valentine's Day. Then followed the making of the three chairs, the three beds and lastly the three bears. The bears were the most difficult, but, after much practice we were able to get quite a few good ones. They were torn from the doubled square—we used a teddy bear, standing upright with arms outstretched as a model. On the side board we put the porridge bowls with steam rising from them. On the opposite side were the chairs in groups of three—a few chalk pictures on the wall and floor lines give the appearance of a room. On the back board, to form a border at the base of our stars were pasted the three little beds as a unit. Floor rugs and a window were added to make this more real. We used the bears walking home from the woods for the front board. A few grasses and flowers, a cane for the Father Bear, an umbrella for the Mother Bear and a balloon for Baby Bear completed the picture. These little stories make sunshine in our rooms for many days which is as it should be, for, of all the flowers, the human flower needs sunshine most. Children soon learn to illustrate little stories without suggestions from the teacher. Very good results are sometimes obtained simply by telling a short story, fable or nursery rhyme, and asking for a cut-out picture of it. A Circus Parade or The Things We See at the Fair, A Rainy Day, Going Fishing, The Farmyard, Little Hiawatha, Fighting for the King, Wash Day, The Night Before Christmas, The Wind, The April Shower, The Return of the Birds, Gardening, will bring forth splendid ideas, including perhaps a few unheard of ones. In work like this, look at the result in the pupil more than in the work.

Remember that the chief educational value lies in the doing, not in the thing done.

The next device is Paper Folding. The materials required are Kindergarten Folding Papers (engine colored), four or five inches square. These papers come in packages of one hundred for twenty cents, and being colored, are most attractive to the little ones. There is nothing more fascinating to a child than to take a flat piece of paper and fold it into a shape of any kind. There is a feeling of power in thus creating a definite form out of a mere piece of paper.

Good results in Paper Folding depend largely on patience and care in the early stages of the work, and, from the beginning accuracy, rather than speed, should be encouraged. The clumsy little fingers and untrained eyes have already become skilled by the Previous Stick and Pea Work, Paper Tearing and Cutting and for this reason, difficulties are fewer. It has been said that difficulties are things that show what men are. Remembering this we shall endeavour to be patient for the sake of one's own self-conceit. The early stages of this work should be dictated step by step and the teacher's words should be few and carefully chosen. A drill should be given on the meaning of the words: edge, corner, right, left, back, front, turn and fold, it being most necessary to have these terms explicitly understood. The folding should be done on the desk, the tips of the fingers being used to form the creases. Avoid telling the children the name of the form they are about to fold. Their imagination will help them to suggest the name and it gives them pleasure to be able to recognize it. Following is a list of forms which may be folded from the square: Book or screen, window, shawl, snow-plow, picnic table, window with blinds or closet with two doors, singing book, footstool, barn, house, shelf, piano or bench, chair, tablecloth, workbasket, wind mill or pin wheel, cardcase, sailboat, double boat, boat with two sails, sailboat with cabin, boat with net, cup and saucer, crown, boy's hat, general's hat, workbasket, wall pocket, sled, envelope. The last seventeen forms are folded from a somewhat more difficult key form than the first fourteen and would be suitable for Grade II, leaving the less difficult series for Grade I. Another interesting portion of this work is the folding of small picture frames and the cutting out of small pictures to fill them. The key form is simple

and several different frames may be derived by adding different folds to this key form. Directions for this Paper Folding are contained in Educational "Handwork," by T. B. Kidner, also in "Paper and Scissors in the Schoolroom" by Emily Weaver, published by the Milton Bradley Company (this little book may be purchased for twenty-five cents).

Sewing cards may be used extensively in the primary room. It is possible to make one's own cards, especially for the beginning of this work. Drawing paper does very well for this purpose. I cut as many cards as I have pupils in the class. On one I write a new letter that I have taught in the writing lesson, or outline an apple leaf, or anything in connection with any of the lessons. It is possible to take number of cards together and with a darning needle, punch holes through all of them at once. We use bright colored silks. The pupils stick the needle under in one hole and draw the thread up again in the next-going over each line twice to make the work alike on both sides. My pupils usually are willing and even anxious to furnish their own needles and the silk will not amount to more than fifteen or twenty cents a term. Any one who does hand embroidery in colors would willingly donate a collection of left over part skeins of colored thread, which would not otherwise be used. Sewing cards may be purchased from any school supply house.

As the work for Special Days is suitable for either Grade I or Grade II I shall leave it for a moment while outlining a course of hand work for Grade II.

For the Second Grade I would suggest the following devices: Paper cutting, paper folding, constructive work—modelling in stout paper, sewing card work and work for Special Days.

The paper cutting work would be simply a continuation of that outlined for Grade I, embracing the free cutting and mounting of fruits, leaves, vegetables, the various outlines of which require careful study to be represented by a mere silhouette of paper; also more work along the line of illustrative, imaginative and memory work.

The paper folding and sewing card work have already been described under the Grade I paper folding and sewing card work.

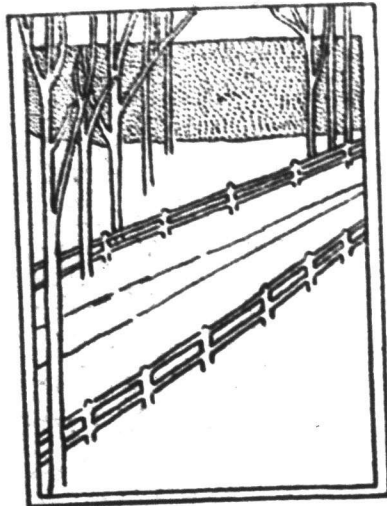
The stout paper for constructing the next models comes in packages of one hundred sheets, assorted colors, eight inches square at a few cents a package. These models look rather

difficult for Grade II pupils, but, when we consider that each one may be made by folding the square into sixteen small squares, followed by various simple cuts and folds to result in the different models, they will seem less complicated. In teaching these exercises two models of each are necessary; one finished, the other cut out ready to go together, so that it may be folded into shape in view of the pupils. The pupils will soon learn with a little assistance, to suggest the next step. As each step is decided upon the teacher should proceed accordingly, while the children do the same work at their seats. As no rulers are used in this work, too stout paper must not be used, and children must be careful to crease all folds firmly with the tips of the fingers, or if necessary, the back of the thumb nail. The following models may be made from the square of sixteen small squares: Barn, house, box with cover, bed, suit case, papoose cradle, covered seed box, nut basket with handle, cart, bungalow house, cradle, sled, wheelbarrow, auto truck, table, chair, tool chest, fireplace, coal scuttle, table lamp, bookcase, couch, hall bench, candy box, piano bench and dresser. It is better to attempt fewer models and have each one made twice than to have all made but once.

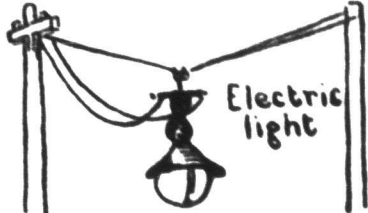
Each school month brings with it stories to be remembered and in what better way may these be impressed on the minds of young children than by their own illustrations. These may take the form of blackboard borders which will serve to brighten the room and as they are changed with each month's subjects, they afford excellent opportunity for the children to add to the decoration of their own room. Their eyes are quick to notice anything new and some one is sure to exclaim: "Oh, see the flags we made! That one's mine!" We do not make all these borders of free hand paper cuttings. It is quite permissible to use patterns. Cutting the difficult curves is excellent practice and requires great care. January may be represented by the Eskimo boy and his home or the reindeer. February by St. Valentine's gifts, March by the lion and the lamb, April by the Easter bunny, May by any Arbor Day suggestion or little hand made jacks for Empire Day, June by the butterfly, September by autumn leaves, October by the Thanksgiving turkey, the Jack-o-Lantern for Hallowe'en or Columbus boats, November by the shepherd and his sheep, December by the wise men or Santa's sleigh.



**A PAGE OF SUGGESTIONS**  
For Paper Tearing, Cutting, Drawing, etc.



Book cover design



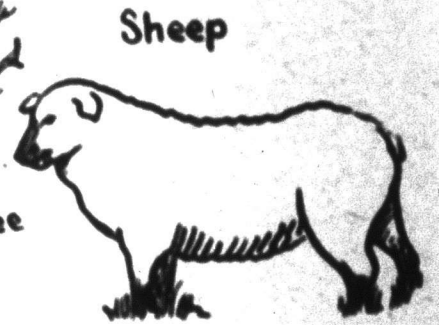
Electric light



Table lamp



Bare tree



Sheep



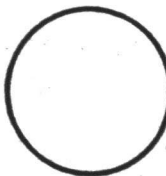
Snow shovel



Five pointed star



Crescent Half moon



Full moon



Coat

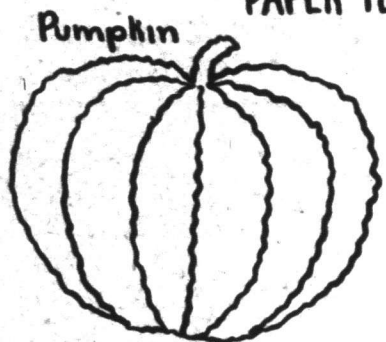


Mitten

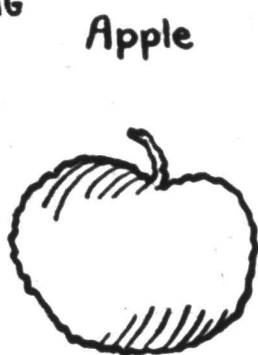


Stocking

**PAPER TEARING**



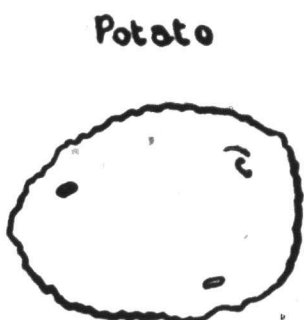
Pumpkin



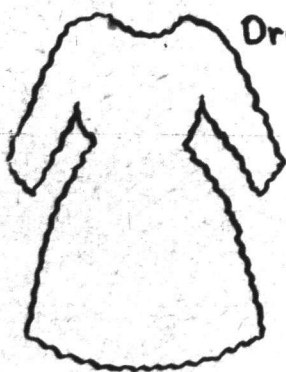
Apple



Onion



Potato



Dress



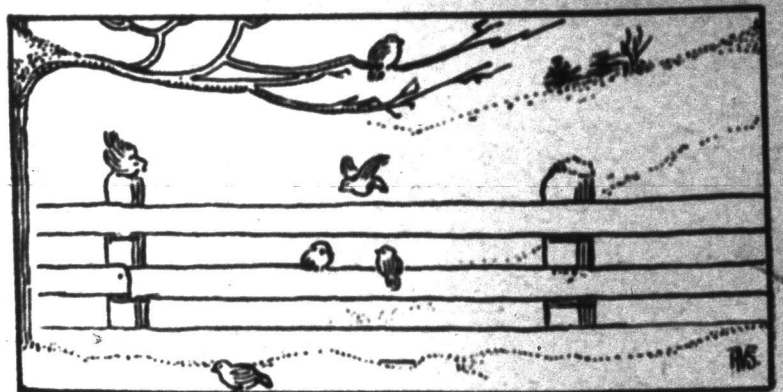
Parasol



Hood



Mitten



### NATURE STUDY AND SCHOOL GARDENING

We are all familiar with the slogan, "Back to the Farm," and know that it was adopted to awaken an interest in agriculture, and keep persons on the farm. When thousands of men and women, boys and girls, left the farm to work in town or city, there was just that decrease in the number of food providers; food became scarcer, and prices higher. The problem became a source of worry to the State; something had to be done. Agricultural societies were formed; agricultural colleges opened. Farming was elevated to a profession, and taught scientifically; subsidies were granted to these colleges, and competition was encouraged and rewarded.

During the agricultural depression between the years 1891 and 1893, charitable institutions had to give assistance to many people who had come from the rural districts of New York state. This looked as though New York state was incapable of supporting her own population. A conference was held to discuss ways and means of bettering the condition. People came from all over the state, and among others, Mr. George Powell, Director of Farmer's Institutes of the state. Mr. Powell, at the first meeting, made a strong plea for interesting the children of the community in farming, and maintained that the first step toward agriculture was Nature study. He spoke from experience, because he had given lessons in nature to boys and girls of the communities where he had conducted institutes. The committee decided to introduce the course in Westchester schools; the result was satisfactory. It was then decided to extend the work, and as he was much interested in improving farming conditions of the state, he said if the introduction of Nature study in the schools would benefit these conditions, an appropriation would be made. This was given to Cornell University. It is here that the best course in nature can be obtained. This movement spread to other states, and into Canada. Our best college of agriculture is McDonald College at St. Anne de Bellevue, Quebec.

So much for why Nature Study is on our Curriculum, but What is Nature Study?

Nature study is the study of Nature; it consists of simple, truthful observations, therefore the object of the Nature study teacher should be to cultivate in children powers of accurate observations and to build up within them powers of understanding. It is nature that broadens the child's mind, by furnishing him with practical and useful

## Examine Your Skin, CLOSELY

### It Needs "Skin Food"

Stand in a strong light and with a hand mirror, examine your skin. Do you discover fine wrinkles around the eyes? Any in the forehead? Are there lines beginning to show around the mouth? Other people see them and note them. The skin has been neglected and you must make up for it by giving it extra care.

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VACUUM CUP. This is ideal for preparing the skin to absorb the skin food. Beneficial to all, especially those who are not expert at massage. Price 75c.

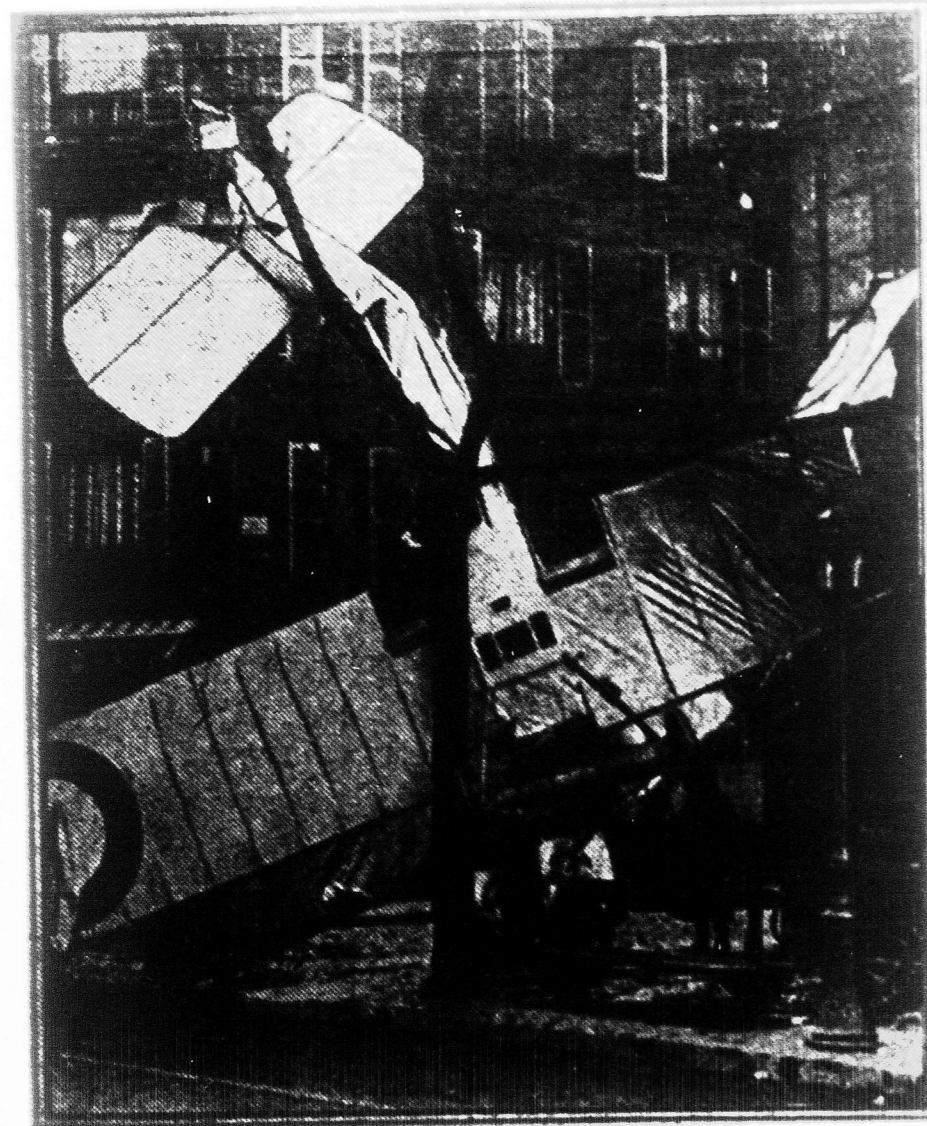
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knowledge. It trains his imagination, but brings home to him, above everything, that he must tell only what is true. Nature insists on his being accurate, wide-awake, and self-reliant. She cultivates a love for the beautiful, and brings to him a perception of color, form, and music. Last and most important, Nature study gives the child a sense of companionship with life out-of-doors, and a love for Nature.

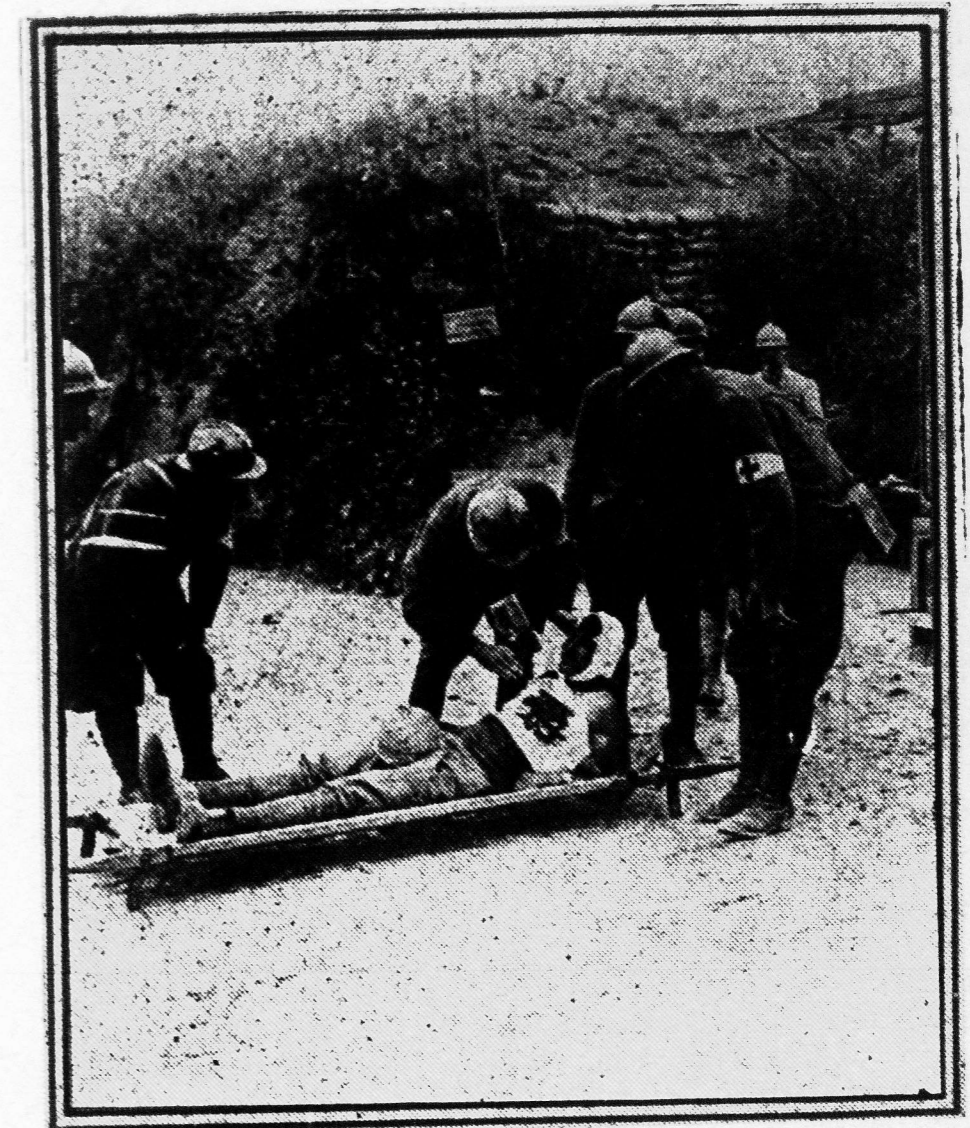
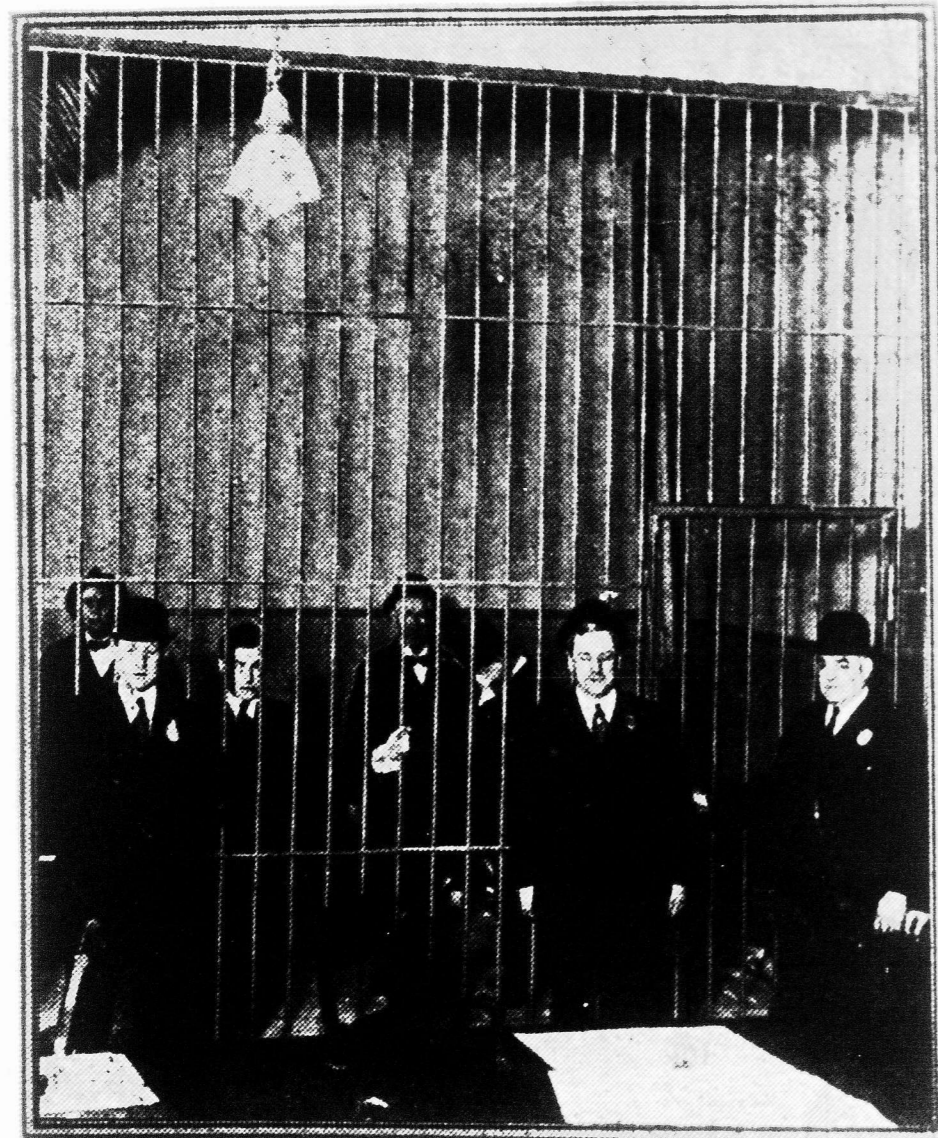
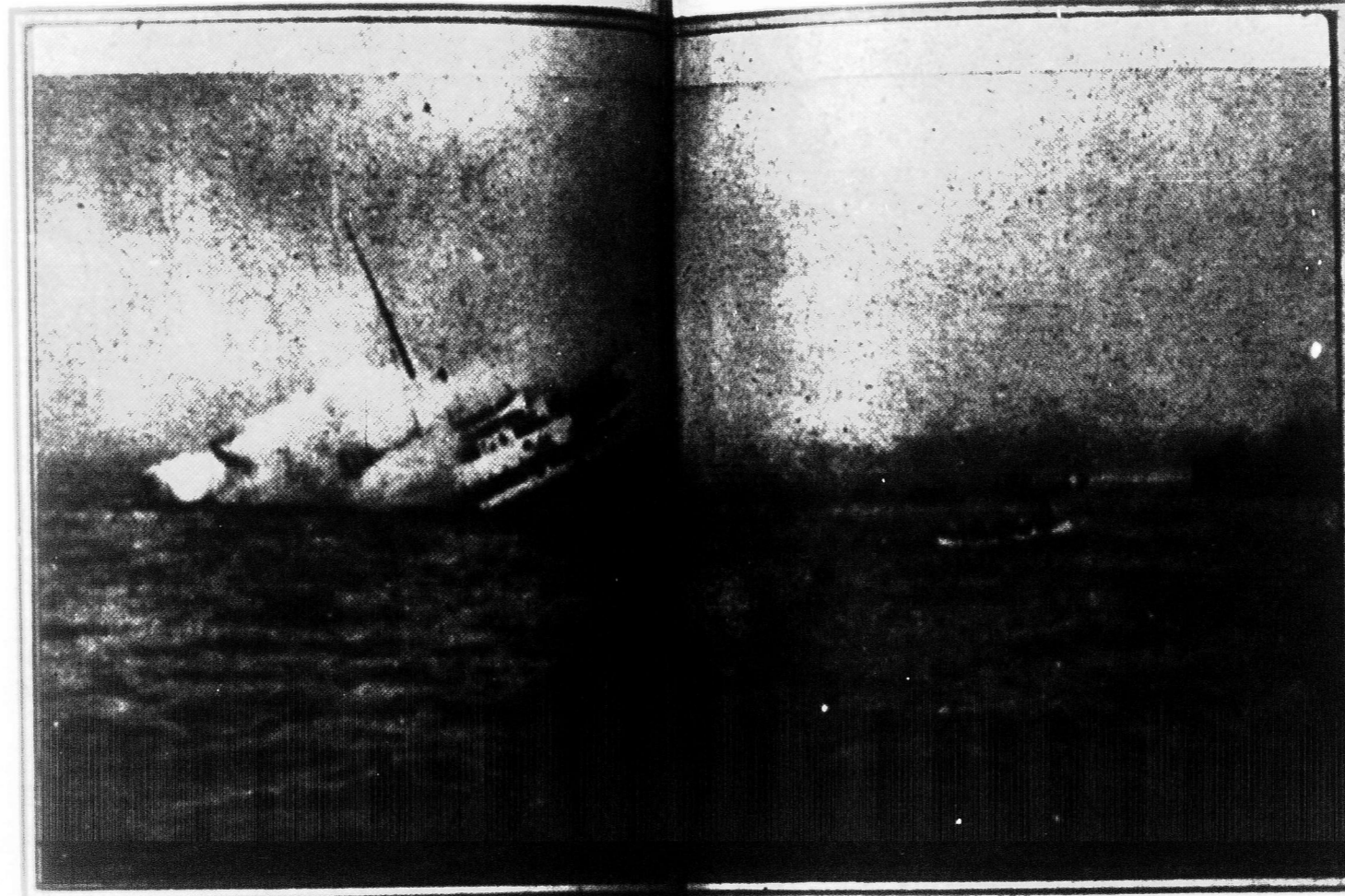
Was there ever a child who was not interested in birds and insects? They may not at all be interested in plants, but give a lesson on birds, and listen to their experiences, or talk about the good or injury done man by animals or insects, and the class is alive. One other fact have I noticed. Not all phases of the work interest all pupils, but each is keenly interested in some phase. I especially remember one girl, who was not much interested until we began some work on locating the stars. A diagram was drawn on the blackboard, and copied into the children's notebook. This girl had all the groups located inside of a week, and pointed them out to me. She was simply delighted to think she had discovered them.

There is no subject in our course that will benefit



# Educational Review War Pictures

DESCRIPTIVE MATTER REGARDING PICTURES ON PAGE 226.



the class more, or fit the pupils for life better, than will nature.

That the course in Useful Knowledge has been dispensed with, is often lamented. Does our course in Nature not furnish this useful knowledge? There has been much criticism of the course as laid down in the Nature Leaflet. True, it is impossible to teach all of these subjects, and this is as it should be, because if we had a cut and dried course, and time to drill the pupils, we should fail in the object of our teaching the subject, namely to keep up the interest of the child. It is good for the teacher to have it so. One who is to teach a lesson must seek information and become acquainted with facts, so as to render her capable of leading the pupils to discover these facts. As the pupils are to find out as much as possible themselves, to think, to observe, to investigate and to understand, this course cannot be taught through notes, yet notes must be kept of the experiments performed, and the knowledge acquired, so that the child will realize he is performing these for a definite purpose.

#### RURAL SCHOOL PROBLEMS.

(Being a few extracts from the address delivered before the York County Teachers Institute, Fredericton, December, 1917, by President Burns.)

For our consideration I have chosen as my subject the Rural School and Some of the Problems that Confront It, but when we say rural schools we do not wish to eliminate any school, for the general problem of the rural school is the problem of the school in the city or town, for it is the desire to render to the community, whether city or country, the largest returns upon the investment. It is the purpose of the school to turn out as its product men and women fitted to take up the world's work in an efficient manner.

##### INTEREST AT LOW EBB.

Interest in education in the rural sections of our province in too many instances is at a low ebb — the children having educational opportunities far below that of any other class of people. While the town and city schools are steadily improving the country school is barely holding its own.

##### INADEQUATE BUILDINGS.

A few reasons might not be out of place to show why the country school is not doing the work that it should be doing if all the children of our country are to go out fitted to meet life's problems. In the first place the rural school is inadequate in its scope. It not infrequently happens that no pupils are in attendance beyond the fifth or sixth grade. This may be due to either the small number of children in the district or more likely to lack of interest to continue in school beyond the simplest elements of reading, writing and number. Again, the rural schools possess inadequate buildings and equipment. The average country schoolhouse is a one-room affair, much resembling a box with a roof on it. Its walls are

bare and dingy. The windows are often dirty, covered sometimes with tattered shades. The floors and other wood-work are scrubbed perhaps once a year. There are no pictures to relieve the dull monotony. Generally speaking, there is no library, and the equipment is of the most meagre kind. Why should this condition prevail? In the same district the work on the farm is done with the most efficient and modern machinery, but the work of the school, the place where the boys of our country are to receive their equipment for life, is sadly neglected.

##### FIRST STEP — CONSOLIDATION.

The first step in reorganizing the rural school is consolidation. Our country school buildings are far behind our industrial and social development. Adjoining a prosperous farm, with a large house that would do honor to any community, commodious barns, machine houses and all the equipment for modern farming, is the little red schoolhouse, barren of every vestige of beauty and comfort. Such a system of education leaves us on a par with the days of the sickle and the flail, of the tallow candle and the stage coach.

##### ADVANTAGES OF CONSOLIDATED SCHOOLS.

The relative cost of the Consolidated School is an important factor, and while it is impossible to maintain a Consolidated School as cheaply as the old district school yet the increased advantages arising will far more than make up for any increase in cost. Not the least important of the advantages growing out of rural consolidation is the improved attendance; and better attendance, with the stimulus produced by larger numbers, creates a new life in the school which works a marvellous change.

##### COUNTRY SCHOOL COURSE BROADENED.

If the boys and girls, born on the farm, are to be retained in the farming industry, of which there seems to be a very great need, the country school course must be broadened in order that their education shall be equal to that afforded by the city for its youth.

##### SOCIETY'S DUTY.

Education should help in making a living, but it must also help a person to live. The child must come to know something of the great social institution of his day and of those things that led to their development. This is the right of every child of these enlightened days. The right of the country child as well as the city child. And society will not have done its duty by the children until it has made the best provision possible for the development of those faculties of mind and body which the country child possesses in equal proportion with those possessed by those who have greater educational advantages.

##### BETTER EDUCATED AND PAID TEACHERS WANTED.

The organization of the school, both in the matter of improved intellectual attainments and the development of the social side of life, having in mind the needs of the rural community, must engage that attention of the community. The financial support of rural education must be improved. Teachers for rural schools must be better educated and better paid. Better salaries will produce better teachers, for then there will be an incentive to undergo a longer period of professional training.

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### SOMETHING TEACHERS MAY INTRODUCE.

Teachers who adhere to the theory that interspersed with the ordinary class-room exercises there should be features of the school life which serve to interest the pupils in the work-a-day world about them show much interest in a scheme which apparently sprang up in various remote parts of Canada and the United States simultaneously. Supplying reading matter to tuberculous returned soldiers in the military sanatoria is the utilitarian end, but a valuable educational by-product for the children accrues.

From old magazines and periodicals stories, poems and jokes are clipped by the children and pasted on stiff paper or sewn between stiff paper covers. The cost of these little books is infinitesimal yet they prove invaluable in the sanatoria, where more expensive books are apt to become so contaminated with the disease as to have to be destroyed. The little paper booklets can be destroyed without loss after they have been passed around among the patients.

Little letters which have been pasted into the books by the young binders, giving their names and addresses and expressing the hope that the soldiers will enjoy the stories, have lead to interesting correspondence between the men and the children. The children are proud to correspond with the soldiers, and their letters break long days for the men taking the cure.

### CORRESPONDENCE.

BELLE COTE, INVERNESS CO., NOVA SCOTIA,

DEAR EDITOR:

December 27, 1917.

Your plan to include several pages of the EDUCATIONAL REVIEW in the interests of the Rural and Primary grade teachers will meet with general approval.

As you invite correspondence from teachers on the subject of Primary education, I shall take this opportunity to tell about various plans to sustain interest among our pupils.

Four years ago, we were favoured by the first visit of our efficient and painstaking Rural Science Director, Mr. L. A. DeWolfe, and on this occasion, we organized ourselves to do Rural Science work. Each autumn since, we have held school exhibitions where the pupils exhibit vegetables, manual work, as woodwork, sewing, cooking, etc., and we find that this method makes the pupils and parents take more interest in our regular school work. This year, pupils also seeded and tended trial plots at home of grain and vegetables, besides caring for pigs, calves, lambs and chickens, and this brought as a reward to the happy children the handsome sum of \$32.00 from the Provincial Department of Agriculture.

I have the Roll of Honor of our school published monthly in our county newspapers — "The Journal - Bulletin" of Port Hawkesbury, C. B., "The Greetings" of Port Hood, and the French Acadian newspaper "L'Evangeline," of Moncton, N. B., and also send for publication accounts of our entertainments, exhibitions, school closings, Empire Day celebrations, etc.

If it may benefit other teachers, I wish to add that at the end of each month, I give a prize to the most progressive pupil in each grade, and we find that this brings about splendid results. These little prizes are sent to me gratis on application, by various companies as "The International Harvester Co.," of St. John, N. B., "The Massey-Harris Co.," of Moncton, N. B., "Goold, Shapley & Muir, Ltd.," Brantford, Ont., and various other companies which advertise

in the Family Herald and Weekly Star and other papers. These prizes are such advertising matter as advertising lead pencils, pens, erasers, maps, tape measures, watch fobs, mirrors, etc.

The Secretary of Provincial Immigration, Mr. Barnstead, has also sent me for monthly prizes six beautiful colored maps of Nova Scotia, and the Departments at Ottawa send various illustrated publications as "Atlas of Canada" from the Department of the Interior.

Our pupils have subscribed for the "Daily Echo" of Halifax, which through its "Sunshine Corner" is doing a grand work in encouraging our young folks in the beautiful art of letter writing. Among our successful letters was one from Hattie May LeBlanc who won a prize, — a pretty story book — in the letter writing composition.

Our trustees have had a convenient bookcase or cabinet, with glass covers, placed in our school, where we have placed manual work, minerals, samples of fertilizers, etc., as well as government publications, books supplied by the section, pupils and teachers, which the pupils consult at school and take home on Friday evenings.

JOHN J. LEBLANC,  
Rural Science Teacher.

### THE QUESTION BOX.

[The following are a few questions received recently. We invite answers from our readers, on receipt of which they will be forwarded to those seeking information, if found to be correct. We had intended publishing the solutions, etc., but mechanical difficulties have arisen, preventing same.]

I have never understood Standard Time, and so cannot teach it.

Would you kindly answer the following questions or outline a lesson that would make it clear to pupils.

1. What is meant by Standard Time, sun time, local time?
2. Some children go to school earlier some later than formally on account of the use of Standard Time. Explain this.
3. Though St. John is west of Halifax their clocks have the same time. Why? Explain fully.
4. Why is there a difference between sun time and standard time in most places.

#### ZONES.

5. Account for the position of the boundary of the zones.
6. What is meant by the North Star? How can its position be determined? What is its altitude if a person were at North Pole? Equator?
7. As the trade winds blow constantly from the east why do they not cause the earth to stop rotating?
8. Kindly send pronunciation on "Dunant" — founder or originator of Red Cross Movement.

B. K.

9. What is the capital of Australia?
10. Academic Arithmetic, Ex. 45, Question 4.

The semi-annual examination of Victoria High School, Charlottetown, P. E. I., was held on Friday afternoon, January 18. A large number of visitors were present. The pupils were examined in the different branches by Inspector Boulter, Miss Buxton and Miss McKinnon, and the manner in which the pupils acquitted themselves bespoke great improvement and reflected great credit to their painstaking and energetic teachers.

# MODERN SANITATION

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BRANCHES IN ALL CITIES

### FOREST PROTECTION IN NEW BRUNSWICK.

Forest protection has made greater advances in Canada during the past five years than in the previous fifty years. Those acquainted with the growing scarcity of timber and the higher prices constantly being offered feel convinced that the next two or three years will witness tremendous further advances in Government forestry policies.

New Brunswick has more than 7,500,000 acres of public owned forest lands under lease, for the

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

What to do in February.

BY W. CLEMENT MOORE.

(Special to the EDUCATIONAL REVIEW.)

To continue your culture of pot grown plants for winter and early spring blooming, we have continued the list started in our last chapter by adding the following. For your general information we might state that practically all of the plants and flowers we have suggested might have been started in October, but by gradually adding to your



BUILDING A RANGER'S CABIN IN BRITISH COLUMBIA.

The Coast Province has one of the finest fire guarding systems on the continent and the coming reorganization of the New Brunswick Forest Service will be patterned largely on it.

greater part, to scores of wood using industries. While the industries are providing the chief source of employment in the province, paying more wages and attracting more capital than any other industry New Brunswick possesses, nevertheless the responsibility for maintaining the raw materials—the growing timber—rests mainly with the public administrators. Contrary to common belief, forest supplies in New Brunswick are not great enough to admit of the slightest extravagance in their use. Destructive fires are, of course, the first great extravagance and after them comes careless cutting by jobbers. In order to rule out forest fires and supervise the cutting methods on the public timber areas, it is understood that the Government will introduce at the coming session a special bill giving the Chief Forester and his staff such powers as will enable them to apply business-like management to the licensed Crown lands.

collection and starting new plants in exactly the same manner as has been suggested in these articles you will have a continuous display and always something interesting for your pupils. At the same time you will in this manner always have the different stages of plant life before you for accurate observation and study.

#### OTHER WRITER SUGGESTIONS.

*Cuphea Platyeentra*.—This is an old house plant, but one the best to bloom. It is sometimes called Segar plant, because of its long, scarlet, black and white tipped flowers. It likes a sunny window, and is sure to bloom, summer or winter. It has shining evergreen foliage and blooms abundantly.

*Heterocentron Album*.—This is another plant of simple culture that grows and blooms freely in winter. The foliage is light green, and the flowers white, not unlike a cherry blossom in shape and



general appearance. It will bloom throughout winter, and can be set out-doors in spring. It is strictly a winter-blooming plant, and will bloom under the most unfavorable conditions.

**Vines.**—The most desirable of all vines for training about the room, over picture frames, or the mantelpiece, is Parlor Ivy. It does not care whether it has direct sunlight or not. It grows rapidly, and the foliage is beautiful. For a sunny window a Boston Smilax is recommended. Its lovely sprays of light green are fine for cutting. Its flowers are white, deliciously scented and come in clusters, followed by pretty scarlet berries. Another rare, easily-grown, beautiful vine is *Muhlenbeckia repens*. I know no vine more chaste and pretty for a trellis than this superb little plant. It is always greatly admired.

**Baskets.**—For hanging baskets, Kenilworth Ivy is hardly surpassed. It thrives in sun or dense shade, droops gracefully, and is compact and admirable. *Tradescantia variegata*, with exquisitely striped green and white foliage, will grow without direct sunlight, and is always handsome. For a sunny window *Lobelia*, *Browallia Speciosa*, and *Weeping Lantana* are good for winter blooming.

**Others.**—Others are sure to bloom a winter are

*Begonia*, *Erfordia*, *Semperflorens* and *Gracills*, *Asclepias cutassavic*, *Abutilan Mesopotamicum*, *Anna* and *Scarlet*, *Crassula cordata*, *Lopesia rosea*, *Petunia* and *Thunbergia*.

#### EDUCATIONAL REVIEW WAR PICTURES.

Descriptive Matter regarding Pictures on pages 218-219.

##### RUINS OF AN AEROPLANE IN THE STREETS OF PARIS.

TOP LEFT.—A German Taube was seen at Campagne, and immediately the news reached Paris the Air Patrol started off. One of the machines in some manner fell, landing in the street. The pilot of the machine was seriously injured.

##### TORPEDOED HOSPITAL SHIP GOING DOWN.

TOP CENTRE.—This was in the Mediterranean. A patrol boat is rushing up on right. Lifeboats can be seen pulling away from the doomed vessel, victim of a Teuton submarine.

##### GREAT FRENCH "THUNDERER" BEFORE VERDUN.

TOP RIGHT.—A great French howitzer in position in a ravine in the Verdun sector. Photo shows it at the moment of firing. This sector is the scene of some of the greatest bombardments along the entire line.

##### THE ROUNDUP OF ENEMY ALIENS.

BOTTOM LEFT.—The big steel cage built in the Federal Building, New York, ready for the occupancy of dangerous enemy aliens. Only those who are classed as "dangerous" will grace the cage, however; the meek will still be allowed the freedom of the Marshall's office guarded by husky deputies.

##### HELMSMEN OF THE BRITISH SHIP OF STATE.

BOTTOM CENTRE.—Back row left to right: Capt. Amery; vice-Admiral Sir John Jellicoe; Sir Edward Carson; Lord Derby; General Maurice; Sir Maurice Hanky; Mr. G. Lambert and Major Storr. Middle row: Sir Satyenda Singha; Sir John Meston; Mr. A. Chamberlain; Lord Robert Cecil; Mr. W. Long; Sir John Ward; Sir G. Perly; Mr. R. Rogers; Mr. J. D. Hazen. Front row: Arthur Henderson; Viscount Milner; Earl Curzon; Mr. Bonar Law; Premier David Lloyd George; Sir Robert Borden; Mr. W. F. Massey and General Smuts.

##### WITH THE AMBULANCE SERVICE IN FRANCE.

BOTTOM RIGHT.—Reviving a badly wounded French soldier at the point of transfer from a first line dressing station to an ambulance at Hermanville.

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## CURRENT EVENTS

### Diary of the War.

January 2.—Heavy snow and intense cold check the fighting on the front in France and Flanders.

Paris dispatches announce that the Austro-German invaders of Italy have been defeated in another thrust at Venice, and Rome states that half a score of vessels, heavily loaded with enemy troops, were dispersed while trying to cross the Piave at Intestadura, ten miles above the mouth of the river.

A Petrograd dispatch states that thousands of officers of the regular Russian army are flocking to the standard of General Kaledines the Cossack commander, who is said to have organized a corp of 20,000 men of commissioned rank. Alexandrovsk has been occupied by the Cossacks without resistance.

January 3.—General Korniloff, former Commander-in-Chief of the Russian armies, and who was unofficially reported dead, arrives in the district of the Don Cossacks, Petrograd reports.

January 4.—London dispatches state that Field-Marshal Haig reports four British advance posts on the Cambrai front near the Canal Du Nord driven in by the Germans.

January 5.—According to a dispatch from Petrograd free passage of the Dardanelles for Russian ships, Russian demobilization of the Black Sea fleet, and the evacuation of Turkish territory are provided in the Turkish peace terms presented to Russia. Turkey is to retain her army because of the continuation of war against the Allies.

Premier Lloyd George in a speech before delegates of trades-unions again sets forth Great Britain's war-aims. The "reconsideration" of the Alsace-Lorraine seizure, the restoration of Belgium, and reparation for injuries inflicted; the restoration of Servia, Montenegro, and the occupied parts of France, Italy and Roumania, are the principal demands. Russia, he declares, can now only be saved by

her own people, but an independent Poland is urgently necessary for the stability of Western Europe.

Reported that Guatemala City was entirely destroyed by earthquake shocks on January 3rd and 4th, following those late in December.

January 6.—London announces that the trench section on the Cambrai front, captured by the Germans yesterday, is retaken by the British. Renewed activity is observed behind the German line, indicating preparations for an offensive. Freezing temperature continues on British front.

Dispatches from London state that Great Britain in order to increase her man-power to meet the expected increase of the German armies on the Western front is planning to release more men from the industries and to raise the age limit for exemptions.

January 7.—London hears that the Bolsheviki Government is preparing to resume the offensive against Germany. All points of the Russian front are being strengthened, and disaffected troops are being sent into the interior.

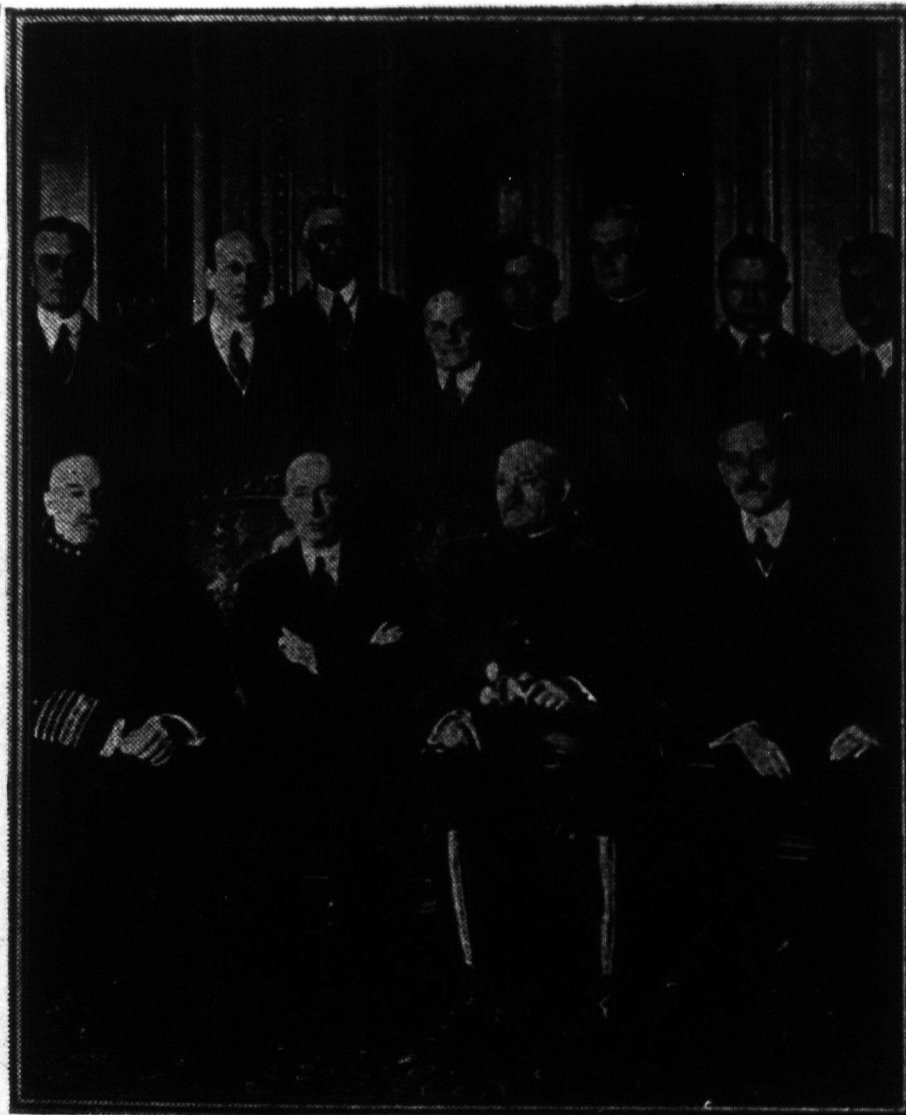
January 8.—London dispatches state that the Germans again break into the British line in the Cambrai sector, but General Haig reports that a counter-attack was successful in restoring the line.

Paris reports state that the fighting on the Italian front has been reduced to a minimum by the severe cold and snow. The Italian position however, has been so much improved that the danger to Venice is

now said to have been removed.

January 9.—A London dispatch states that the French in a raid penetrated the German defenses east of St. Mihiel for nearly a mile, demolishing the positions, destroying the shelters, and returning to their own line with 178 prisoners, and a number of captured machine guns.

A London dispatch states that the British hospital steamship Rewa with wounded from Gibraltar, is sunk in



MEETING OF THE INTERNATIONAL CONFERENCE AT VERSAILLES.

Photo shows Col. House seated second from left attended by his staff. At the first meeting of the Supreme War Council at Versailles was presided over by M. Clemenceau and attended by Mr. Lloyd George, Mr. Balour, Signor Orlando, General Foch, Wilson and Cadorna.

the British Channel off Swansea. The torpedo passed directly through the big red cross on the ship's side. Three members of the crew are missing. The wounded soldiers are safely landed at Swansea after suffering from exposure.

January 10.—An Amsterdam dispatch to London states that the Russian peace delegation has renewed its negotiations with Germany at Brest-Litovsk, notwithstanding Foreign Minister Trotzky's insistence on the removal of the conference to Stockholm, and his threat that if his request were not acceded to Germany would feel the weight of the arms of Russia and hear the voice of the democracies of the Central Powers.

January 11.—London dispatches announce that British airplanes on the Italian front bring down four hostile machines. Rome reports that the Austro-German forces are obliged to abandon trench sections on the Italian mountain front, suffering severe losses in their retreat.

The full text of President Wilson's address to Congress reaches Paris and the French press describe it as "one of the greatest state papers ever penned by the head of a nation." Commenting on the message in London, British Minister of Munitions Churchill pleads for the prompt sending of American troops, stating that the "great issues of the war can only be satisfactorily resolved by vehement and effective action of the United States as a factor in the conflict."

January 12.—London reports the loss of the British destroyer *Racoon*, which struck on the rocks off the Irish coast on January 9th. The normal complement of men on board was 105 and all were lost.

January 13.—The Italian war office statement reports active artillery fighting. Headquarters in Northern Italy states that Italian aviators drop two tons of explosives on extensive storehouses and encampments around an important railway terminus at Primolano constituting the enemy's lines of communication for troop supplies to the fighting front.

Rome dispatches state that the Pope has expressed confidentially to an Entente envoy his unqualified approval of the Allies' peace terms.

A dispatch from the French army in Italy states that following the storming of the heights of Tomba, a fortnight ago, almost a mile of territory has been wrested from the Austrians.

January 14.—Leon Trotzky proposes that the armistice between Russia and Germany be prolonged for another month. Wintry weather practically stops fighting on all fronts except in vicinity of Lens where Germans fail to make headway.

January 15.—London states that as the result of the inquiry by Field-Marshal Haig, the General Staff, War Cabinet and the Government consider that the British higher army command had not been surprised by the German attack in the Cambrai region on November 30th and that all proper dispositions had been made to meet it.

January 16.—Lively skirmish on the Italian front ends in victories for the Diaz. London now has butter ration cards.

January 17.—Turkestan is proclaimed as an autonomous republic allied to the federal republic of Russia. British steamship losses for week are much reduced.

January 18.—Lenine orders the arrest of the King of Roumania, but the Allies are taking steps to safeguard



## The Perfect Light

—SOLD ON APPROVAL

THE construction of this lamp is perfect. The light does not waver, it is steady as the sun and the nearest approach to daylight that science has yet discovered. Fine to work or read by, colors can be so distinguished by this light that it is possible to do even the finest needle work under its rays. TAKE CARE OF YOUR EYES—MONEY CANNOT REPLACE THEM. BY INSTALLING OUR LAMPS THE EYE STRAIN WILL BE RELIEVED AND YOU WILL FIND LIFE A PLEASURE. Remember, we sell the lamps on approval and you are the judge and jury. Certainly we could not do that if they were not what we claim, so don't hesitate. Send for particulars—NOW—TODAY.

STYLES FOR HOMES, STORES, FARMS, SCHOOLS, CHURCHES, HALLS, STREETS, RINKS, ETC. ALL STYLES OF MANTLES, SUPPLIES, ETC., AT LOWEST PRICES.

MacLaren Light Co.  
Merrickville, Ont.

**MURINE** Granulated Eyelids,  
Sore Eyes, Eyes Inflamed by Sun, Dust and Wind quickly relieved by Murine. Try it in your Eyes and in Baby's Eyes.  
**FOR YOUR EYES** No Smarting, Just Eye Comfort  
Murine Eye Remedy At Your Druggist's or by mail, 50c per bottle. Murine Eye Salve, in Tubes 25 cents. For Book of the Eye—Free.  
Ask Murine Eye Remedy Co., Chicago

him. Two British destroyers are lost off the Scotch coast in a gale.

January 20.—In a speech delivered to the trade unions of Great Britain Lloyd George issues a new call to arms. The Roumanian authorities receive an ultimatum from Bolsheviki.

January 21.—A brilliant naval victory at the entrance of the Dardanelles is announced, the Goeben and Beslau being sunk or beached. The British losses are two monitors. A general strike is announced in Austria.

January 22.—Sir Edward Carson, Minister without portfolio in the War Cabinet, has resigned. The strike in Austria is spreading and the Austrian ministry has resigned, according to a Vienna dispatch.

January 23.—There is more hope of settling the vexed Irish question.

January 24.—A terrible mine disaster takes place at Stellarton, N. S., through explosion in the Allan shaft, and reports give the number of victims at eighty-seven.

January 25.—The Russians decline to accede to the demands made by the Germans at the peace conference at Brest-Litovsk. The Hon. W. J. Hanna resigns as Food Controller for Canada, and H. P. Thompson is appointed as his successor. A fleet of U-boats is reported off Brazil.

January 26.—Von Hertling says that an agreement can be reached on several points in President Wilson's peace terms, but absolutely refuses to restore Alsace-Lorraine.

January 28.—The Germans appear unable to agree among themselves regarding the Chancellor's speech. The Cunard Line steamship Andania is torpedoed, and sinks before reaching port off the Ulster coast. The British take over more of the French line and are prepared for the threatened offensive of Germans by land and sea.

January 29.—United States Secretary of War, Baker, announces that America will have an army of half a million men in France early this year with a million more trained and ready to follow quickly. London is severely bombed by enemy air-planes. It is reported that diplomatic relations between Roumania and Russia have been severed. Civil war is raging in Finland as the result of interference of the Bolsheviki Red Guard.

#### OFFICIAL NOTICE.

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.

## SEED GRAIN - 1918

Good seed is scarce. Place your order now with your County Councillor.

The Provincial Department of Agriculture has ordered wheat and oats through the Seed Branch, Ottawa.

Seed will be distributed under the direction of the municipal committees co-operating with the Department.

Fife and Marquis wheat have been bought.

Wheat will sell for \$2.90 to \$3.00 per bushel in bags.

The Seed Branch is yet unable to fix the price on oats.

Prices will be as low as possible.

Cards were distributed to the teachers. The signing of these did not constitute an order.

This method was used for the collection of information only.

New Brunswick is expected to bread herself for the duration of the war. Every farmer should consider growing some wheat.

Cuba has had no bread since January 9, 1918.

SEND YOUR ORDER TO YOUR COUNTY COUNCILLOR IMMEDIATELY.

Agricultural Societies should arrange orders now.

NEW BRUNSWICK DEPARTMENT  
OF AGRICULTURE,  
Fredericton.

#### Monthly Ad. Talks—No. 2.

### "Just as Good"

THE "just as good" argument does not pay. You must have had some reason originally for your intention to purchase a certain article. Why should you change your mind to suit the salesman seeking more profit.

Remember 'safety first' and

Buy Advertised Goods

Advertising Manager

"EDUCATIONAL REVIEW."

## School, College and Other Items of Interest

The Acadia students have made their sacrifice for the cause of righteousness, as the following are the names of those who have been students at either the University or Academy, who have given their lives: Major S. L. Jones, Captain L. H. Curry, Lieutenant G. E. McGregor, Sapper C. P. Ilsey, Private C. W. Fitch, Private William Elderkin, Sergeant G. S. Beals, Private R. M. Kinny, Captain H. B. DeWolfe, Lieutenant F. C. Manning, Lieutenant J. H. Fendel, Lance Corporal G. L. McPhee, Private C. D. Woodman, Captain H. H. Pineo, Lieutenant V. K. Mason, Private V. C. Elderkin, Gunner G. W. L. Blackader, Private H. G. Cox, Private F. E. Porter, Private H. E. Benjamin, Private F. L. Emmerson, Private F. W. Richardson, Lance Corporal P. W. Manning, Captain E. C. Dennis, Lieutenant Bernard Trotter and Private J. L. Wood.

A large number of Acadia boys are now across the sea, while some have returned with honorable wounds. Among the latter may be mentioned three who are back to Acadia this year. They are C. B. Lumsden and G. H. Estabrooks at the University, and Vaughan Henshaw at the Academy.

In Charlottetown, P. E. I., 1,529 homes have pledged themselves by cards to save food. This represents about 90 per cent of the people of the city.

Public school children of Chicago have again "gone over the top," this time in relief of the school children of Halifax, Nova Scotia, as they have given \$3,000 in pennies, nickles, dimes and quarters as a New Years gift.

The semi-annual examination of the Earncliffe school, Charlottetown, P. E. I., took place on Monday afternoon, the 14th inst., and was attended by an unusual large number of parents and ratepayers. The thorough examination of the pupils in their various branches of study showed the rapid progress the scholars are making under the tuition of Miss Hazel Mutch, a most efficient and painstaking teacher.

At a meeting of the governors of King's College, Windsor, N. S., held in St. John, January 18, a campaign to assist in a drive for \$125,000 for the college in the next year was decided upon.

Joseph Comeau, a native of St. Louis, Kent County, and a well known school teacher, died at the House of Providence at Shediac on January 11. The body was brought to St. Louis for interment.

A very pleasing event occurred in the high school room, St. Stephen, recently, when Miss Irene Haley was presented with the Governor-General's bronze medal, won in the examinations last June. The presentation was made by Dr. Carter, chief superintendent of education, who made reference to the fact that Miss Haley came of a family that had distinguished itself in educational endeavor and that she had also been the winner of the lieutenant-governor's medal. Addresses were also delivered by James Vroom, who presided, and others.

The semi-annual examination of DeSable school, Charlottetown, P. E. I., was held on Wednesday afternoon, January 9, and was attended by a large number of parents and other visitors. The examination was conducted by

the teacher, Miss Catherine Murchinson, assisted by Miss Brown, teacher at Argyle Shore.

At a recent meeting of the Fredericton School Board arrangements were made for the reopening of the night school, January 15th. The school has proven a grand success, and has been most profitable to those who have availed themselves of the opportunity afforded to pursue a course of study.

The new Bine school house at Bridgetown, Newcastle, was opened on Monday, January 7, and is a credit to the town and to its builders. The building cost in the vicinity of \$5,000. Only one room is occupied this term, with Miss Ella Gray as teacher.

The Short Course at the College of Agriculture, Truro, was completed on Thursday, January 10th. The enrolled attendance was 180, and in addition there were several one or two day conventions and a very considerable intermittent attendance which would bring the total number who took advantage of the educational work up to about 550.

Nearly 100 public schools in Boston closed recently for lack of coal. Coal had been supplied to the others which were able to resume sessions for the first time since Christmas recess. Officials said that about one-third of the 104,000 pupils in Boston would be unable to continue their studies for the present. All but two of the thirty schools in Cambridge opened recently.

The Burnside School Section held a Basket Social for Red Cross work and decided to send \$10.00 of the proceeds to the Halifax Relief sufferers in Truro.

As a result of the entertainment, given by the pupils of Old Barns school recently, \$30.00 were realized. Of above amount \$25.00 was contributed to the relief of the Halifax sufferers at Truro and \$5.00 for the Red Cross. The chairman, the Rev. J. C. Davies, very warmly and heartily congratulated the teacher, Miss Eva McCurdy, on the excellency of the entertainment giving evidence of careful and capable training, and was in every respect a great credit to herself as well as to her pupils.

The Teachers' winter course at Woodstock closed on Friday, January 11. The number of teachers attending was eighty-one. The instructors were R. P. Steeves, Sussex, Director of Elementary Agricultural Education for New Brunswick; J. E. McLarty, Charlottetown, Director of Elementary Agricultural Education for P. E. Island; Wm. McIntosh, St. John, Provincial Entomologist; T. A. Dixon, Sussex.

The ten days' course in Home Economics which closed January 11 at the Agricultural School, Sussex, has been one of the most successful ever held of its kind. The attendance was good and great interest manifested in all the classes.

The course was conducted under the supervision of Miss Ada B. Saunders, Assistant Supervisor of Women's Institutes. The other instructors were Miss Gertrude McKinnon of Fredericton, who gave personal talks to mothers and girls on home nursing; Miss Jennie Alward, Millinery and Dressmaking; Miss Minnie McConaghy, Dressmaking.

## Classified Advertisements.

### SHEET MUSIC.

**HIGH-GRADE SHEET MUSIC**—The entire stock of a prominent wholesaler. All attractive titles and selections. Space does not permit listing, but they are the biggest value. Six assorted copies postpaid, 25c. Order quick. They won't last long. Home and Office Supply Co., Montreal, P. O. Box 114.

### PRINTING, ETC.

**ENCYCLOPAEDIA BRITANNICA** — \$18.00; book catalogue free; new phonograph, \$12; 100 postcards, 25c.; 1,000, \$2; 1,000 letterheads, \$2; McCreery's Printery, Chatham, Ont.

### TYPEWRITERS.



**A GUARANTEE SAV-** ing of 5% over all others. Send us any competitor's price list you receive, deduct 5% off their prices; send in your order and we will fill it with the same grade of typewriters or goods that they advertise. We sell cheaper and give better values than any other house. Enclose stamps for reply. Eastern Typewriter Exchange, 87 Victoria St., Amherst, N. S.

### MAGAZINES

**STORYTELLERS' MAGAZINE** \$1.75 a year. Trial copy for 5 2-cent stamps. Address James Senior, Lamar, Missouri.

### AGENTS WANTED.

**PLEASANT SPARE TIME HOME EMPLOY-** ment for ladies only; no canvassing or peddling; light, easy, agreeable, profitable work can be made a permanent business. Write for particulars also. Enclose 25c. for 2 packages washing tablet; opportunity lifetime. Send now to P. O. Box 524, Springhill, N. S., Dept. 8.

**MEN WANTED** everywhere to show samples or mail circulars for large Mail Order House. Permanent position will pay \$20 weekly. The Consumers Association, Windsor, Ontario.

**AGENT WANTED FOR A NEW ARTICLE** of great merit, \$6 to \$10 per day to hustler; exclusive territory; city or country. The Vaporine Co., 109 George St., Toronto.

### OPTICIANS.

**THE HOUSE OF SUPERIOR OPTICAL** SERVICE, D. Boyaner, 111 Charlotte St., St. John, N. B.

### ADVERTISING.

**AD SPACE** such as the above does not cost much, but the results are good. Have you anything for sale? Then run an ad here. Special rates from Ad Manager, EDUCATIONAL REVIEW, St. John, N. B.

### STAMPS.

**STAMP**—Package free to collectors for 2c. postage; also offer fifty different stamps; catalogue hinges, 5c. We buy stamps. Marks Stamp Co., Toronto.

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### STATIONERY, ETC.

**BOOKS, STATIONERY AND BIBLES.**  
Wall Paper, Games, Dolls and Toys.  
D. McArthur, 84 King Street, St. John, N. B.

## BOOKS AND MAGAZINES.

In the December REVIEW mention was made of The World Book which the Hanson-Roach-Fowler Co., of Chicago, have published in eight handsome volumes. To the average person encyclopedias are frequently dull and uninteresting but such cannot be said of The World Book, as the breadth of information is astonishing, the style and makeup most pleasing, yet forceful, and from the first page of volume one to the last page of volume eight it is brimful of information presented in an orderly manner, so that it may be comprehended, enjoyed and utilized by both old and young.

Whilst The World Book may entertain and amuse, the publishers draw attention to the fact that its real purpose is relief in the preparation of school work, facility in finishing usable supplementary material for class use, and through added efficiency, developing a harmonious smooth-running organization that will result in better work and less worry. We would heartily recommend our readers to make an investment in The World Book, as the dividend of knowledge, usefulness, and assistance would amply repay the outlay, and we consider that the authors as well as the publishers, cannot be given too much praise for this mine of the world's knowledge.

The Youth's Companion Practical Home Calendar combines the beautiful with the useful. It is especially sought for by busy people, because it gives at one glance not only the days of the current month, but those of the month preceding and the month following, all on the one leaf. At the same time the calendar is decorative in design and suitable for a place in the best room in the house. It is

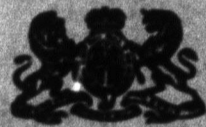
given to all readers of The Youth's Companion who have paid their subscriptions for 1918.

A piece of literary news which has for Canadians an almost national significance is the announcement of the forthcoming publication of Earl Grey's last message to the Empire. This message has been given to the world through Mr. Harold Begbie, the well known novelist and man of letters, who was for some years intimately associated with the late Earl Grey. The appreciations of distinguished public men and writers, the clever and sympathetic character-sketch by Mr. Begbie, and above all Earl Grey's own last word to a harassed and bewildered world, make this book, which is announced for immediate publication by Messrs. Hodder and Stoughton Limited, Toronto, one which should have an almost universal appeal.

Heaton's Annual, price \$1.25, published by Heaton's Agency, Toronto. The fourteenth edition is just out. Of the new features we notice particularly the complete list of titled and decorated Canadians which the war has swelled to several pages, and under the heading of "Commerce" an interesting compilation of the pre-war imports from enemy countries into Canada, which will be a useful guide to firms considering the establishment of a new industry in the Dominion. At the end of the book a new section under the heading of "Colonization" gives some very interesting and valuable information, which has never before been collected, giving for each Province land available for farming; fruit farming; cattle and sheep ranching, etc; crown land regulations; financial assistance of farmers by Provincial and Dominion Governments; special provisions for returned soldiers, etc. As a time saver

Heaton's Annual is a wonderful investment. There are few offices or homes in Canada where questions do not constantly arise which can be answered quickly by looking it up in Heaton.

Dr. A. H. U. Colquhoun, Deputy Minister of Education for Ontario, calls attention in The Canadian Magazine for January to the fact that American historians at last are telling the truth about the American War of Independence and the War of 1812. This he regards as a hopeful sign. The Honorable Charles Langelier makes a plea for respect to Quebec's place in the Dominion, and J. W. Norcross gives strong reasons why the Dominion Government should begin to build a Canadian merchant marine. There are several unusually good short stories by Beatrice Redpath, Horace Annesley Vachell, Blanche Gertrude Robbins and others.



#### 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.

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**OFFICIAL NOTICE.**

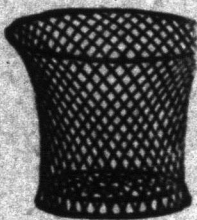
**New Brunswick School Calendar.**

1918. SECOND TERM.

- 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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