

**PAGES**

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### THE CLOSED SCHOOL.

At a time when the calls of patriotism and the gaps in the ranks caused by prolonged warfare have resulted in a number of male teachers donning the khaki, and also the demand for women in almost every section of the business world has been so great, it may not be opportune to criticise

as to the scarcity of teachers; but we cannot help drawing attention to the conditions of affairs as they have recently appeared to be in many of the rural districts. Since the beginning of the new year, the writer has been in receipt of a large number of letters from school children dealing with general subjects, but in many of which they have stated that they were unable to attend school as there was no teacher or the schoolhouse was closed. Is there nothing to prevent this? Is the closed school not a good argument in favor of the consolidated school, or are there other ways of dealing with the matter?

We refrain from further remarks and leave the subject for consideration.

### EDUCATIONAL ADVANCEMENT.

In spite of the fact that the British authorities have so much to consider regarding matters relating to the furtherance and a victorious conclusion of the war, much attention is being given to that of after-war educational reforms. In an address recently given by Bishop Welldon, he expressed a preference for British educational liberty over German educational tyranny. "But the duty of Great Britain after the war would not be a slavious imitation of German principles and methods in education or elsewhere. It would be the appropriation of all that was good in those principles and methods, with due regard to British traditions and opportunities."

The Germanic method of education fostered a passion for construction, and outside the schools other teachers were at work fostering a passion for destruction; hence the amply demonstrated mischief. Combined with the humanities there ought to be a vocational education, and therefore all teaching should be carried along these lines. Children, for instance, who, at an early age are obliged to leave school, should have the door to the study of all that is best in literature thrown open. Whilst the selections in the readers are

highly commendable, these are not enough, and there should be that presented to the child which will create an appetite for more.

The growing school boy or girl might well be instructed as to the use of works of reference, year books, almanacs and those things which the business man finds it necessary to consult. This is particularly required for those who have not the advantage of a collegiate education and who have not a large body of acquired information at hand. It might be a good plan for the teachers to encourage their pupils to "look it up" when arguments, debates, etc., arise.

#### QUESTION BOX.

During the last two or three months a large number of inquiries and questions have been received, some of which have been attended to. We regret, however, that there has been delay with regard to the remainder; but as new arrangements have been completed we trust that from now onward all problems, queries, etc., will receive prompt attention, either through the columns of the REVIEW or, if postage is enclosed, direct by mail.

#### CURRENT HISTORY CLASS.

1. In what country has a big revolution occurred recently?
2. What Allied forces are forming conjunction, and at what point?
3. Another country is now in the Great War. Name it?
4. In what district has a big offensive commenced?
5. Who is the first woman secretary to the Prime Minister? Who is the minister referred to?

#### ANSWERS TO LAST MONTH'S QUESTIONS.

1. Plot arranged by Germany to unite Mexico and Japan in war against United States.
2. Von Bernstorff, German Ambassador.
3. Bagdad.
4. Overt Act.
5. The Cunard liner, "Laconia."

#### THE ORIGIN AND PURPOSE OF THE JUNIOR HIGH SCHOOL.

BY M. I. JENNISON.

The Junior High School Movement, begun in 1905 by E. W. Lyttle, was an attempt to remedy the defects of the then universal 8-4 plan of American schools, that is, the division of the course of the public school into two sub-courses, the first, or elementary, occupying the first eight years, the last, or secondary, four years.

Many prominent educationists had for some time regarded this division with disfavor, among them Prof. Dewey of Columbia, who in his psychological treatise, "How we Think," makes the following statement:

"Elementary education promotes and strengthens physical health and opens the mind to the entire world of elements. Its mission is to prepare for further school work. Six years should be sufficient time in which to accomplish this."

Another leading American educational writer says:

"Secondary education should begin as soon as the elementary student has acquired the tools with which he may gain a higher education."

Keeping such thoughts as these in mind, various schemes of organization have been tried out. Chief among them are the 6-6 plan, which makes a definite break between grades six and seven, and the 6-3-3 plan, which divides the last six years of a child's school-life into two groups of three, the first group consisting of the work in the Junior High School, and the second that of the old or Senior High School. It is of this last plan that I especially want to tell you.

In considering the necessity for and the practicability of a change we must realize how imperative a change had become in the United States, and while we face the reasons for change across the border, perhaps we may find that many of the old failings are applicable also to our own school system.

The first and most important reason for change appears to be that the child in Grades VII, VIII and IX is passing through the age of adolescence when old interests are laid aside, conscious reasoning begins to awaken, a broader and at the same time more restless outlook upon life is becoming apparent. Until this psychological fact became

known to our pedagogues, we knew no better than to maintain the same class-room administration in these grades as that to which we were accustomed in the preceding six; but now that we do in a small measure understand through what a complex phase of his life the child is passing, it does not seem right to be content to pursue the educational by-ways of fifty years ago.

Secondly, the present High School system, excellent as it is in some respects has, if we consider it in the light of the broadest definition of education, "A preparation for life," a number of serious defects. In speaking of these we can admit with perfect truth that the general education the student has received on leaving High School in no way prepares him for a definite position on leaving. In other words the present High School system does not pretend to be vocational, it holds too closely to the requirements for matriculation, and we all know the very small percentage of pupils to whom that will be of use. Except in the larger towns absolutely no trade instruction is given and even in our cities we have, in the High School, only one year of work in Domestic Science and Manual Training, giving some skill in handwork and considerable useful knowledge no doubt, but what is its practical value in dollars and cents?

This serious lack cannot be remedied under our present system of an inflexible course of study. I say "inflexible" advisedly, for although in Nova Scotia there are in Grade IX eight subjects from which to choose six, and in Grades X and XI, ten, in how many small schools do we find any languages taught, while the teaching of Greek and German is found only in the County Academies and the Journal of Education. Therefore, what choice there is must needs be limited.

Again, speaking of the subjects from which the course may be selected, we find occupying prominent positions such names as Algebra, Geometry and Trigonometry, not to mention Latin and Greek, of which we have spoken above. Will the stenographer need to know the solution of quadrate equations? Will the fact of having safely passed the Pons Asinorum assist the teller when he balances his pass-books? Will the value of the cosine at A instinctively aid the trained nurse at her first operation? Where are the courses in Book-keeping, Business, English, Physiology? Can we not conclude from this brief observation that whatever of mental discipline our present

course of study may contain, however it may tend to broaden and deepen the thought processes of the human mind, in this modern, utilitarian world it fails in the one great essential, it is *not practical*.

Having conceded this main point, let us pass quickly over some of the lesser defects of our system. May we say that, according to the latest and best educational theories, our methods of instruction are unpedagogical; that the principle of promotion entirely by means of provincial examinations is unfair; that, due to our too large classes and over-crowded curriculum, our backward and superior pupils do not receive their just share of attention; that in other places it has been proved that many so-called High School subjects can be begun with profit much earlier; that due to lack of equipment and time there is too little hand-work and, lastly, that due to the inefficiency of the whole method of organization, we are frustrating the first principles of education because we cannot prevent fifty per cent of our boys and girls from leaving school before the end of Grade IX.

In trying to better the present Public and High School systems, the following methods of organization have been conceived and tried out in various parts of the United States, each with considerable success.

The first and most conservative idea is to introduce into Grades VII and VIII many of the principles of education used in the high schools; for example that of departmental teaching, where the child is brought under the influence of varied personalities; in beginning the study of French and perhaps Latin in Grade VII; in permitting a limited choice of subjects to be pursued and in introducing some elementary ideas of self government. In other words, this method would fairly effectually break away from the cast-iron discipline, subject matter and methods of presentation in the elementary grades. This system has been tried in many of the smaller towns of the United States and, although at best, it is but a makeshift, is economical, easily carried out, and far better than no change at all.

Secondly, in some places it has been found more practicable to bring Grades VII and VIII into the High School building, organized as one unit with the High School. This has worked well in towns of larger size, is more efficient than the preceding idea but is also found to be more expensive.

Lastly and preferably, Grades VII, VIII and IX

may be organized into a totally distinct unit known as the Junior High School, while Grades X, XI and XII become the Senior High School. The two buildings should be close together as it is found this reduces to a minimum the tendency to withdraw at the end of Grade IX; both should possess facilities for much hand-work and athletics.

In the Junior High School, which we should then have, the guiding principles of administration would be, elective subjects, departmental teaching, less monopoly of the lesson by drill, opportunities for expression as well as impression and prevocational training.

In electing his subjects, the pupil would be assisted by a committee consisting of himself, his parents, his former teacher, his present teacher and the principal, and the selection should be limited.

The question of courses will be spoken of again.

Much stress is laid on departmental teaching because it is felt that, at the critical time of his life, the pupil needs the influence of more personalities than at present he receives, and also, although it seems trivial, changing from one class to another satisfies the restless craving for motion so trying in the grades under consideration.

Promotion by subject makes it possible to organize the school into classes of sub-normal, normal, and supernormal grade, into which the child goes according to his capabilities in that particular subject.

By providing more time for the day's work the pupil in the Junior High School will have opportunity to give due expression by various means to the impressions he receives. A day beginning at 8.30 and ending at 5.30 has not been found too long where the Junior High School system has been tried. This time includes periods of supervised study, hand-work, recreation and ordinary school work, alternating as far as possible, periods where little concentration is necessary with others of intensified attack.

To such a school as has been outlined above there have been found in the United States some few obstacles, which do not however balance by any means its advantages. The chief objection with our cousins as with us is the expense, with as a close second the difficulty in obtaining specially prepared teachers. W. C. Bagley, who has written several articles and pamphlets against the movement, offers still another less sordid objection. He says: "The children may fail to get a common basis of certain ideas and ideals and standards which

go a long way toward insuring social solidarity — a basis of common thought and common aspiration which is absolutely essential to an effective democracy."

If one were permitted in passing to criticise the opinions of so learned a man, it might be argued that the first principle of a democracy is to give to all its citizens an equal chance in the game of life. By finding each child's especial inclination and carrying its promise to a remunerative fulfillment, the Junior High School may be said to do this somewhat more effectively than the old method of the three Rs and a birch rod for every child, be he destined to become a truckman or a University Professor. Of course there will also be the "conscientious objections" of those who are opposed to change "on principle," who do not realize that but for the reforms and reformers of education, science and religion, we should still be drawing pictures in the smoke at the back of our caves, if not swinging among the branches of trees and eating cocoanuts for a living!

In answer to the above challenges we can only point to what has already been done. In 167 towns and cities of the United States there may be found today one or more Junior High Schools, whereas, in many more some move in the right direction has been begun.

In conclusion, the advantages claimed for the Junior High School may be summed up as follows: It is believed that such a system provides better for individual differences, makes easier the transition into High School, decreases the percentage of pupils who leave at the end of the Common School course, furnishes opportunity for further reforms in instruction, better prepares for all vocations, and lastly would make our school system more consistent with facts of psychology, physiology and pedagogy as well as in harmony with the best practises of advanced peoples in other parts of the world. If all this be true, if the teacher's personality is what it should be, and if one really *teaches*, then our Junior High School pupil on leaving school will have received a many-sided education, imperfect only because it is incomplete, with special training in some limited range of knowledge or activity. He will have been trained from dependence to independence through the exercise of his own power of mind influenced by that of his teachers.

Does such a school fulfill our definition, "True education is a preparation for life?"

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**HELPFUL HINTS FOR RURAL TEACHERS****REGULAR ATTENDANCE.**

I found that the children in my school were irregular in attendance. They would stay away on the least pretext. To encourage them to come every day I have a piece of picture matting tacked on the wall. On the left side are the names of the children. After each name is placed a gold paper star if the child has been present each day in the week. We are going to see who will have the greatest number of gold stars by the close of the term.

**TEACHING MANNERS.**

Politeness is learned best by imitation. A cheery good morning seldom fails to bring a response. Even when a child is late I say, "Good morning." As each child leaves I say, "Good night." I speak each one's name. In a short time many stop to say, "Good night." Best of all, many stop to say "Good morning" to each other.

Politeness is mostly habit, and cautious drill is good. Lessons which cause politeness to be ridiculed do harm.

**NEW WORDS.**

On Friday I divide the class into two groups and give them a word drill. The first pupil in one of the rows reads a word studied during the week, and his companion in the front makes a sentence with the word. Then he reads another word which the first turns into another sentence, and so on, until all the words have been reviewed.

The mistakes are corrected promptly by the same children, and I have found by following this plan the pupils rarely forget the new words. They become interested in this exercise, and in the reading class they pay good attention when I explain about new words.

**IN UNGRADED SCHOOLS.**

The second and third-reader classes may be united into one spelling class. The first month give twenty words for a lesson to be recited orally. Drill on sound and pronunciation. The second give ten words, to be written as you pronounce them. After they are written have the pupils change papers. Then require each pupil to rise and spell and pronounce all the words on his paper.

The next month give them ten words to write and mark diacritically. By thus alternating the work the pupil becomes thoroughly acquainted with the sound, pronunciation, and written form of the word.

(To be continued).

**PLANT STUDY.**

H. G. P.

**Ferns, continued.**

Among our native land-plants few are more attractive or more widely represented throughout the Acadian region than the ferns.

Apart from their natural beauty, ferns have long been the objects of deep interest in all lands. But, for the early investigators, there was so much mystery about their growth and reproduction that for centuries we find them connected with many of the superstitions of the times. The magic "fern seed" were everywhere eagerly sought.

"But on St. John's mysterious night,  
Sacred to many a wizard spell,  
The time when first to human sight  
Confest, the mystic fern seed fell;

I'll seek the shaggy, fern clad hill

And watch 'mid murmurs muttering stern  
The seed departing from the fern."

The story runs that the bracken fern, our common brake, on St. John's eve put forth a small blue flower which soon gave place to a shining fiery seed that ripened at midnight. If this "seed" were caught in a white napkin, as it fell from the fern on its own account, it conferred upon its possessor the power to become invisible, to which in some countries was added the gift of "second sight" and other powers. Shakespeare says,

"We have the receipt for fern seed;  
We walk invisible."

We find the church setting its face against the practice of "watching the fern," as it was called, and a "French Synod condemned all who should gather ferns or fern seed on St. John's eve."

Scientific knowledge of these plants was a thing of slow growth. It was not until the year 1851 that the life history of the fern, its wonderful alternation of generations, as outlined in the last issue of the REVIEW, was made known through the researches of Hofmeister; and even after its discovery for many other groups of plants it was not until the year 1877 that the great significance of the "alternation of generations" in the vegetable kingdom was finally established.

A strong geological interest is also associated with ferns. In the long ages of the past they reared their stems, now mostly underground

(rhizomes). into the air like trees, and formed great tracts of forest-like growth. Today only the tropics and sub-tropical zones can boast of representatives that approach anything like the growth of the ancient tree-ferns. The stems of our native ferns are prostrate on the ground, and more or less covered with leaves and moss, and in some instances are beneath the surface of the ground and remind one strongly of the roots of other plants.



Fig. 1. The Sensitive Fern (*Onoclea sensibilis*) showing vegetative frond, and spore frond rising from creeping rootstock (rhizome).

In many species we find a division of labor among the fronds and their pinnae in the matter of spore production and food formation — photo synthesis. In most ferns the upper pinnae form the chief fruiting part of the frond, the lower being given up. In the genus *Osmunda* we find certain fronds and pinnae especially set apart for spore production. In the Royal fern, *Osmunda regalis*, they are at the very tip of the frond; in the Interrupted fern, *O. Claytoniana*, some 2-5 pairs of middle pinnae are fertile; while in the Cinnamon fern, *O. Cinnamomae*, a whole frond is fertile. The Sensitive fern, *Onoclea sensibilis*, and the Ostrich fern, *Onoclea*

*Struthopteris*, also have specialized fronds entirely given up to spore production. The fertile fronds of last summer of the Sensitive fern may yet be found standing erect, and clothed with berry-like closely rolled pinnae.

See Figure 2.

Special branches, spikes or panicles, of the frond are fertile in genera *Ophioglossum* (Adder's Tongue) and *Botrychium* (Moonwort).

For the interest of fern students and as a help to further work on this group of plants I add a list of ferns found in New Brunswick and Nova Scotia.

The naming is in accord with Gray's Botany, 7th edition. A few common names are given, and an occasional note.

- Polypodium vulgare* L.
- Phyopteris polypodioides* Fee., Beech Fern.
- P. Dryopteris* Fee., Oak Fern.
- P. Robertiana* A. Br.
- Adiantum pedatum* L., Maidenhair Fern. Local.
- Pteris aquilina* L., Common Brake or Bracken.
- Cryptogramma Stellari* Pranth. Rare.
- Woodwardia virginica* Sm. Rare.
- Asplenium viride* Huds. Rare.
- A. Trichomanes* L. Rare.
- A. Acrostichoides* Sw.
- A. Filix-fermina* Beruh., Lady Fern.
- Polystichum acrostichoides* Schott., Christmas Fern.
- P. Brannii* Fee.
- Aspidium Thelypteris* Sw.
- A. Noveboracense* Sw.
- A. fragrans* Sw.
- A. marginale* Sw.
- A. Filix-mas* Sw.
- A. Goldianum* Hook. Rare.
- A. cristatum* Sw.
- A. spinulosum* Sw.
- A. s. var. intermedium* D. C. Eaton.
- A. s. var. dilatatum*, forma *adadenium* Robinson
- Cystopteris bulbifera* Bernh.
- C. fragilis* Bernh.
- Woodsia ilvensis* R. Br.
- W. Alpina* S. F. Gray.
- W. glabella* R. Br.
- Dicksonia punctilobula* Gray., Hay-scented Fern.
- Onoclea sensibilis* L., Sensitive Fern.
- O. Struthiopteris* Hoffm., Ostrich Fern.
- Schizaea pusilla* Push. Rare.
- Osmunda regalis* L., Royal or Flowering Fern.
- O. Claytoniana* L., Interrupted Fern.
- O. cinnamomea* L., Cinnamon Fern.
- Ophioglossum vulgatum* L., Adder's Tongue Fern. Local.
- Botrychium simplex*, E. Hitchcock.
- B. lanceolatum* Angstraein, var. *Angustisegmentum* Pease & Moore.
- B. ramosum* Aschers.
- B. obliquum* Mubh.
- B. tenatum* Sw., var. *Intermedium*, D. C. Eaton.
- B. virginianum* Sw., Rattlesnake Fern.

#### HORSETAILS — GENUS, *EQUISETUM*.

Some species of the Horsetail are among the earliest of our spring plants. The "Common Horsetail," *Equisetum arvense*, grows in abundance on all sheltered sandy banks, especially along roads



and railways. It is our earliest species and is well pictured in Figure 2.

The fertile stem A, the first to appear above the ground, is of a pale straw color, and clothed with several loose sheaths, each divided into several teeth, 8-12 for this particular species. These teeth are morphologically the same as the leaves of higher plants, though for this stem they perform no work of photosynthesis. At the top of the stem is a cone-like structure made up of a number of small hexagonal shaped plates. E illustrates the structure of these parts. Note the stem of each and the several spore cases ranged around it. The spores of horsetails are rather curious when compared with those of ferns. At maturity the outer coat splits into four spirally arranged bands, the elaters, which are very sensitive to the humidity of the air. While damp, or in a moist atmosphere, they remain closely pressed against the spore, but upon drying they uncurl and sprawl themselves out like some odd looking animate form. This action of closing and opening is well seen as one watches them under a magnifying glass, and occasionally directs his breath upon them.

This movement of the elaters helps to scatter the spores.

The vegetative stem B is sterile, and appears just as the fertile stem is dying down. This is our only species in which the fertile stem dies at once after the spores are shed. In others it is either vegetative from the first or puts out side branches and becomes vegetative after sporulation. The vegetative stems grow throughout the summer. In appearance they are much like a miniature pine tree, and are often locally known as "pine top."

We have six species of *Equisetum* in which the upright stems are annual; and five, in which they are evergreen.

*Equisetum scripoides* is a curious little evergreen species. It is small, and filiform, and grows in tufts in damp situations. It is so much like tufts of grass and sedges in general appearance that one is very apt to overlook it. The stem is six-ridged and in cross section is solid at the centre, and provided with three small air spaces. Compare with the cross section of the stem of *E. arvense*, as shown in Figure 2.

Find these plants on your spring excursions, and study them in their natural surroundings. With what other plants are they associated?

Explain how the fertile stem of *E. arvense* gets

such an early start, and attains such a large growth. Why is this early start needed by the spore producing stem?

In your rambles watch for the plants that bloom early,—Alders, Willows, Maples, etc., etc., among those of larger growth, and Trilliums, Spring

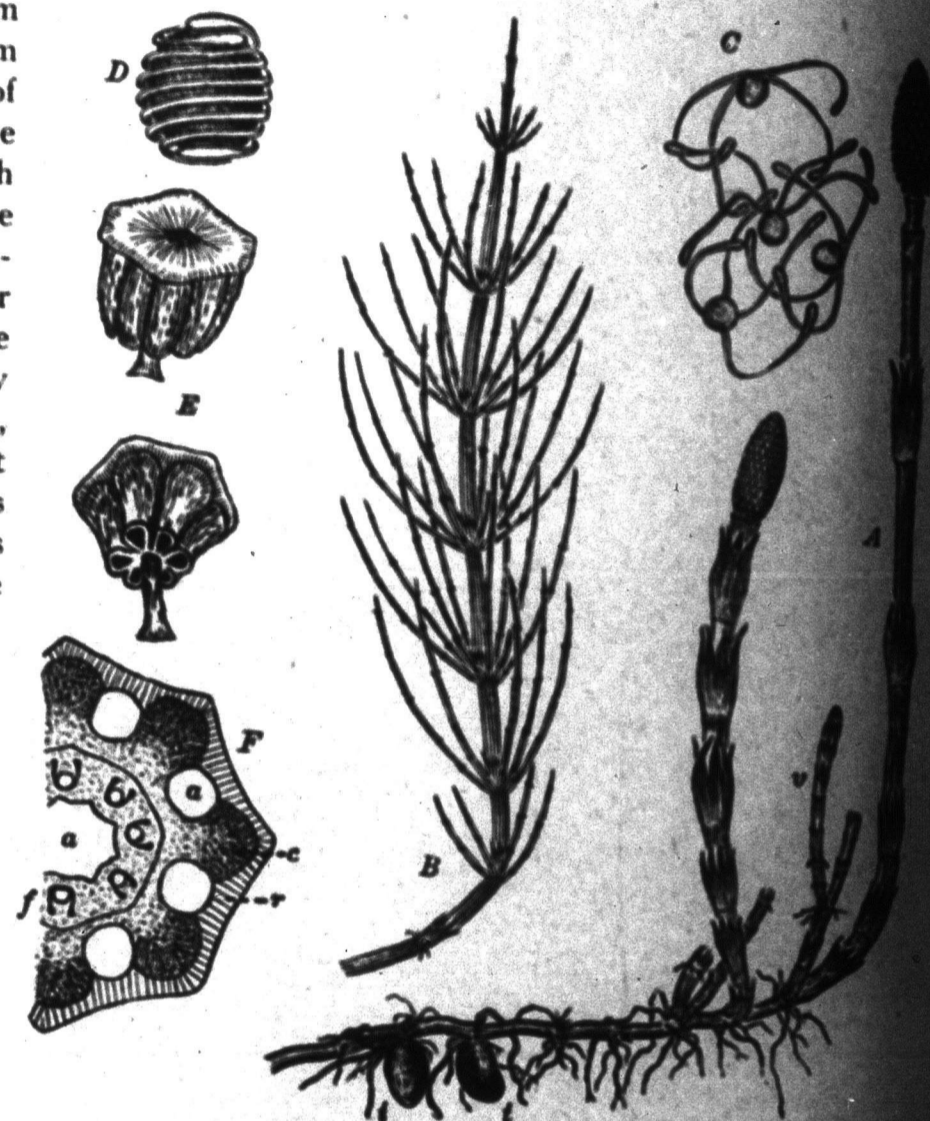


Fig. 2. Common Horsetail (*Equisetum arvense*).  
A, fertile stems, bearing cones rising from creeping rootstock; t, tuberous bodies which are reservoirs of reserve food material; v, young vegetative stem below ground and ready to grow into the mature structure shown in B.  
B, vegetative stem as it appears about three weeks after the fertile stems have shed their spores and died. C, a group of spores with their elaters expanded. D, a spore with its elaters coiled around it. E, two views of the spore leaves (sporophylls), showing the group of sporangia. F, cross section of stem: a, air spaces; c, green tissues; f, fibrovascular bundle around small air space.

Beauties, Billwort, Clintonia, Adder's Tongue, Violets, etc., etc., among the smaller forms.

Note the associations of each. Study the plants and let them help to answer the questions that come to your mind. They are living things, and move and feel, and have a voice too, and will tell you many wonderful stories if you but pause to learn their language and bend an ear to listen.

(Cuts copied from Principles of Botany—Bergen & Davis,—by the kind permission of the publishers, Messrs. Ginn & Co., Boston.)

## THE VALUE OF STORY-TELLING.

BY MARY INCH JENNISON.

*An Attempt to show to a Nova Scotia Teacher's Institute the value of Story Telling as a regular part of the School Curriculum.*

(Concluded).

In foreign languages, you high school teachers, do you think Cæsar would be quite so uninteresting if we knew something of those Gauls whom he conquered? Do you think it would help in learning French verbs to know something of the folk lore of the people? Does this matter of Story Telling begin to assume a more practically aspect? I hope so.

*How to tell?* Speaking broadly, there are two methods of telling stories, the "Free Method," and the "Rote, or Recreative Method." Of the former, you no doubt know something from having read those two books with which, I fancy, we are all familiar. "How to tell stories to children" and "Stories to tell to children." In these Sarah Cone Bryant advocates telling the selected story in the teller's words rather than by keeping closely to the text; she believes that by this method freedom of thought and speech is gained.

On the other hand, Prof. Latham, whom I have quoted before, among other leaders in this matter, upholds the theory that by keeping close to the text in the telling, we are not hampered by striving to recall words. These come naturally and we can give our whole attention to the life of the story; also in telling stories taken from standard authors or from the old Folk Tales, we can scarcely hope to improve on the original by our version — wherefore it seems better to stick to the original.

Another matter upon which we have not yet touched, is the telling of stories by the children. So far we have dealt with the subject from the teacher's standpoint alone. If, however, we are to do our duty to the fullest by our charges we must not only impress, but also give an opportunity to express. What I mean may be more clearly explained by the way in which I took up my story with the class. Not only did I tell it, but the class gave it back; with each re-telling, re-living each part of the story as if for the first time. Now what did that lesson do for the child? How did it come up to the ideal which I have tried to set before us? I, of course, cannot tell, but this I tried to do, whether or not I succeeded, perhaps you can judge.

First, I tried to give the children a good time. I wanted them to see each character in the story and live each incident; and secondly, I wanted to give them an opportunity to express in their re-telling, the joy, I hope they received. I wanted to make the story so real to the class that when they told it, it was just as real as when I told it. How did I do it? Just this way: first, by asking the class to re-live each time the story was told, and secondly by doing it myself — by "doing with" not by directing from outside. Each time the story was retold, I re-lived it in my own mind, doing with the teller what I was asking him to do. And just here, may I urge the necessity of that spirit of comradeship right through the whole school life. Let us not ask the child to do what we are unwilling to do with him, but rather let us learn to keep the eager ear, the open mind, ready to be one with the children in their work and play — not an external machine for grinding out assignments and hearing recitations, but a living, vital unit in the great whole of the class.

This "Rote Method" of story telling is generally used to introduce the art of Story Telling, or a new type of story. As soon as possible it is well to start the class off looking for their own material, so that each child may have some one or more stories particularly his own to contribute to the group. Neither do I bind myself by any means only to tell stories in order to get them back from the class. Those I use in my early morning story hour are nearly all told just for the fun of telling and hearing them; similarly with stories correlated with other subjects of the course.

If there is anything about this "Rote Method" which you do not understand, I shall be glad to answer any questions that I can.

*Where to get material?* Here, I know, for most of us arises a real difficulty. If your school is in the country where books are scarce and money is scarcer, the problem of material becomes a serious one. However, here are a few suggestions which may prove useful to you. First, in every house in your section there is one book you will surely find and the value of which, in its relationship to Story Telling, I, for one, am only beginning to appreciate. No matter what other literature we may possess, I think in some dusty corner of our boarding houses we will in all likelihood, discover a Bible, and there we have a library of stories, in itself, Folktales, poems, history, hero-tales, patriotic

tales, ethical tales, all may be found there, and something else as far above other stories as the Bible is above the books which contain them — a something which we cannot define and so we call it "Inspiration."

Besides this source book I think we all of us can lay our hands on a copy of Anderson or Grim without much difficulty and there again we have a store-house of wealth.

But supposing that we wish to acquire some new books, why not appropriate part of the school library fund? Or if there is not a library in your section, so much the better, start one, and stock it with the books you want. The following is a list of some of the best books of stories, and on story telling taken from my Bibliography: *The Art of the Story-Teller* by Marie Shedlock; *Story Telling* by Edna Lyman; *Story Telling in the School and Home* by Mr. and Mrs. Partridge; *Story Telling* by Angela Keyes.

The above are books on Method primarily although they also contain some excellent stories. The following are source books for stories: *English Fairy Tales* by Joseph Jacobs; *More English Fairy Tales* by Joseph Jacobs; *Celtic Fairy Tales* by Joseph Jacobs; *East Indian Fairy Tales* by Joseph Jacobs; *European Fairy Tales* by Joseph Jacobs; *Just So Stories* by Rudyard Kipling; *The Jungle Books* by Rudyard Kipling; *Tandalion Clocks* by Mrs. Ewing; *Short Stories for High Schools* by Rosa Mickels; *Fairy Book* by Laboulaye; *Last Fairy Book* by Laboulaye; *Fifty Famous Stories Retold* by James Baldwin; *Wigwam Stories* by Mary Catherine Judd; *Why the Chimes Rang* by Alder; *Fairy Tales from the Far North* by Asbjørnsen; *Tales of Laughter* by Kate Douglas Wiggin; *The Story Hour* by Kate Douglas Wiggin; *Zuni Tales* by Frank Hamilton Cushing; *Children's Christmas Stories* by Skinner; *Indian Tales* by Grinnell; *Merry Tales* by Ada Skinner; *Manual of Stories* by Wm. Byron Forbush; *The Story Hour* by Mersene E. Sloane; *Tales of the Punjab* by Mrs. Steele.

And just one word in conclusion. Does it seem to you that I have outlined an impossibility? Is it too fanciful, vague or impracticable? If so, it is my fault, not that of my subject. It means work,—of course it means work,—but all life is work, and growth and attainment of something like an ideal, not following in the ruts plowed out by the cart wheels of our ancestors. The old

saying, "What was good enough for us, is good enough for our children," is exploded. We want the best for our children and the unborn generations to come; we want them to grow up fine, strong true men and women, fit to take their places in the world, ready to battle for the right, true to their ideals, their country, their God! Can we do too much to bring this about? Is the very most we can do anything but a drop in the sea of what is to be done? But little as it is, let us do it gladly, proudly, because we are not just atoms in the universe, but men and women with a noble and difficult task to accomplish — the task of making world citizens, universe citizens, citizens of the Kingdom of Heaven!

#### BETWEEN OURSELVES.

It has been necessary to curtail some of our regular articles this month, owing to increased advertising space, but these will receive full consideration in the subsequent issues.

In spite of the fact that our contributing staff has been so materially reduced through the calls of country, etc., we are pleased to announce that there are a host of well chosen and invaluable articles in store for our readers, which will appear in the EDUCATIONAL REVIEW.

Letters reach us almost daily telling of the help and education derived from the "Nature Study" articles, written especially for the REVIEW by Prof. H. G. Perry of Wolfville. These, of course, will be continued until further notice.

It has also been arranged that a series of papers on "Junior High School," written for the REVIEW by Miss Mary Jennison of Truro, appear monthly commencing with the current issue. These articles are of the most topical interest and will be, we are convinced, of great value to our readers.

Besides including all the regular features, arrangements are being made with authentic writers on various educational subjects to have them contribute to the REVIEW.

In the present issue will be found a column devoted to clippings from various sections of the press relating to educational topics. We believe that this will become an interesting feature and have, therefore, made arrangements whereby we will be able to give the very cream of these articles month by month.

In conclusion we may say that we are always anxious to have the views of our subscribers and invite co-operation with same so that the REVIEW may increase in its usefulness and popularity.

THE EDITOR.

High school principals are told how their girls fare after their first semester at Smith College. Many colleges write back only if students do not do well. Why should not every teacher be told by the teachers who receive her children how they have done?

## THE CHILDREN'S HOUR

### DEAR BOYS AND GIRLS:

It is a matter of regret that although a number of entries were received during the month of March that in no instance was the condition that one new subscriber be enclosed carried out, although several stated that subscription would follow. They did not arrive before the contest closed (March 31st) therefore the splendid camera complete with one film and valued at \$6.00 remains unawarded. I have decided to give you further opportunity of competing for this valuable prize by extending the closing date for one month more. In other words to the boy or girl who sends in the best drawing of his or her own left hand before April 30th, accompanied by one new subscription to the EDUCATIONAL REVIEW for one year, will be awarded the above mentioned camera.

Now, kiddies, let me see what clever artists there are among the schools of Eastern Canada, and remember that your name, address, teacher's name and that of your school must be written clearly at the bottom of the paper.

It has been most interesting to receive so many letters from you telling of the pleasure you are deriving from the special "Children's Page," and I trust that as new features are added more enjoyment and instruction will follow. I know that quite a number of you are able to write short stories, poetry, etc., and these I am always pleased to receive. Another thing you might do is to send pictures of yourselves, then later on I may perhaps surprise you by publishing the same in the "Children's Hour."

This letter is getting quite long, so I will close hoping that you will continue to write to

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

P. S.—Just before going to press, several new subscriptions have been received from pupils whose entries were already sent in. These will be taken into consideration during the judging at end of month.

### SHOOTING FISH IN GUIANA.

Although the Guiana Indians all use guns for hunting game, they still adhere to bows and arrows for killing fish, and employ blow-guns and *wourali*—poisoned darts—for securing birds and small animals. The bows are usually of letter-wood, about five feet in length, and very powerful. The arrows vary according to the purpose for which they are designed, but all are long—from five to six feet—with shafts of arrow-cane and a shank of hardwood fitted at one end. This piece is tipped by a steel point or head which is fixed immovably if the arrow is for shooting birds or small fish; or, if used for killing turtle and large fish, is equipped with a socketed head, attached to a long, strong, cotton line. When a large fish is struck, the shaft floats free from the socketed head, which acts as a toggle, and turns at right angles when a strain is put on the line. By means of this

harpoon-like arrangement the fish or turtle is hauled in. Neither fish nor turtle arrows are feathered, but those used in hunting birds are provided with two feathers which seem far too small to serve any useful purpose. With these simple weapons the Indians creep along the rocky edges of the streams and eddies and with marvelous dexterity shoot the fish which only their hawklike eyes can discern deep beneath the surface. Naked, save for a *lap*, or loin-cloth, the hunter stands motionless as a statue, with drawn bow and poised arrow, and, if no fish are visible within range, he "calls them" by a peculiar beckoning motion of his hand and a low whistle. Whether or not the fish actually respond to this command I cannot say, but the Indians affirm that they do, and, when this method fails, the savages resort to attracting the fish within range by throwing certain pods and seeds into the water.—A. Hyatt Verrill in *Harper's Magazine*.

## CLIPPINGS FROM THE PRESS.

## Uniting of Rural Schools.

The uniting of rural schools into consolidated schools, and the joining of consolidated schools into organizations comprising three or four municipalities, were advocated by Dr. R. S. Thornton, minister of education, recently at the convention of Manitoba school trustees held at the Kelvin Technical High School. "The advantage of such a system," said Dr. Thornton, "is that you will be able to afford a superintendent of schools, such as they have in Winnipeg." Dealing with the work of such a superintendent, he said:

"In Winnipeg they never dismiss a teacher once she has been taken on. They simply move her from place to place until she has found the position for which she is best suited. Again, in Winnipeg, they are able to keep their teachers because they have a salary schedule. A teacher here is paid according to her experience."

Dealing with the situation created by the labor shortage, Mr. Thornton announced that provisions had been made to let the older pupils off for the busy seasons. He concluded with an appeal to the trustees not to let a dollar or two extra tax deter them from giving the children their rights.

## School Readers in English.

Among the resolutions that came before the recent Saskatchewan Trustees convention was the following, proposed by the resolution committee: "That whereas the text books authorized by the Department of Education include (1) Alexandra Readers; (2) Canadian Catholic Readers; (3) Bilingual Series of Readers; (4) Eclectic Series of German Readers. Therefore, be it resolved that in the opinion of this convention a uniform system of school readers printed in the English language be authorized in the Province of Saskatchewan.

P. M. Friesen, of Rush Lake, who was later elected president of the association for the ensuing year, opposed the resolution on the ground that the present was not an opportune time for adoption of the proposal. It was not a question of patriotism, he stated, and he tested the feeling of the audience on the question of their attitude not only to the British flag, but to the teaching of the English language in the schools. His query as to whether there was a man in the audience who was not heart and soul in favor of British institutions, was greeted with cries of "No! No."

Mr. Friesen went on to say that owing to the conditions which existed in many parts of the province, reforms similar to those suggested in the resolution could only be brought about by degrees, and therefore he was not in favor of the resolution at the present time. His remarks were greeted with loud applause, and the proposal to table the resolution was sustained by a small majority.

A resolution to abolish corporal punishment in the Public schools of the province was defeated and the department was asked to take steps to make sure that all universal and other histories offered for sale in the province shall in reality be British histories.

## Astounding Revelations in Saskatchewan.

Astounding revelations of the ignorance rampant in some of the rural districts of the province as the result of the non-enforcement of the provisions of the School Act were made



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by delegates at the convention of the Association of Rural Municipalities, Saskatoon, on March 8.

Whole municipalities are in some instances without a single school operating the year round. In some schools which are operating during the summer months only, the average daily attendance is less than three with sixty children of school age residing in the district. Entire communities of Mennonites capable of operating twenty-two private schools are without a single public school. These and other startling facts were related by some of the delegates in discussing methods for enforcing compulsory attendance and for compelling the erection of school districts where there are enough children to warrant such action being taken.

## Workmen's Schools.

The arrival in all our Canadian centres of industry of complete laboratories, comfortable machine shops, great variety of subjects and competent staffs of scientifically trained men has created new interest in industrial circles and has led to a new class of evening classes, which now attract hundreds of young men and women where formerly tens were obtained with difficulty. The shops and laboratories are now crowded with ardent students. Now certificates of real value of efficiency mean something, while formerly they implied little!

Looking across the Atlantic, we see in the so-called municipal technical schools of Europe even a higher and more definitely practical training given than is found in Canada in actual training for trades. These are worth our notice.

Swiss Winterthur School (2½ to 3 year course), locksmiths, mechanics, electricians, metal casters.

Zurich School (3 years' course), carpenters, joiners, mechanics, commercials, electricians, spinners and weavers.

Jacquard School, Paris, all varieties of women's wear. Nancy, France, for girls beginning at thirteen.

Denmark, at Vallekilde, children's embroidery, general embroidery, drawing, painting earthenware.

Vancauson School, Grenoble, France (4 years' course), craftwork, metal working, wood turning, electric machinery; metal work (forging), modelling, glove-making.

Today in Great Britain (even in Germany) in Canada and the United States it is generally admitted that apprenticeship is dead. Municipal and trade schools, it is now conceded, are the chief hope for men and women in the various handicrafts. The whole question of mechanical efficiency in all trades and industrial occupations is staring us in the face and it will not down.

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- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1. Ex. i, 22; ii, 1-22.       | 1. Matt. iii, 13-17; iv, 1-11.       |
| 2. Ex. ii, 23-25; iii, 1-17.  | 2. John iii, 1-21; 1 John iii, 1-10. |
| 3. Ex. v, 1-23.               | 3. John vi, 1-35.                    |
| 4. Ex. xii, 1-14, 21-41.      | 4. Matt. xvi.                        |
| 5. Ex. xiv, 9-29; xv, 1-21.   | 5. Matt. xvii, 1-20.                 |
| 1. Ex. xix, 1-11; xx, 1-20.   | 1. James i.                          |
| 2. Ex. xxxii.                 | 2. James ii.                         |
| 3. Deut. viii; Psalm xv.      | 3. James iii.                        |
| 4. Deut. xxxi, 1-23.          | 4. James iv.                         |
| 5. Deut. xxxiv; Josh. i, 1-9. | 5. James v.                          |

Mount Holyoke College girls in a class in American cities, taught by Professor Amy Hewes are preparing a manual on "Municipal Activities in Holyoke" for use in the eighth grade of the city's schools.

School Story No. 11 is the title of a bulletin issued by the Toronto Bureau of Municipal Research. These are called White papers. The last one is headed: "What happens to our boys and

girls is more important than what happens to our dollars." Appeals to taxpayers are written by Dr. H. L. Brittain who directed the Ohio school survey in 1913 and who is now surveying the schools of Akron, O. School boards would find these eight page pamphlets helpful.

Principal J. W. Rutherford of Calrion, Pa., has an interesting monthly report booklet which goes to parents. In addition to marking the children's standing in the different subjects there is a page for home work which the parent is to mark. For example, sewing, mending, cooking, serving table, cleaning house, cleanliness, off the street, doing without being told, etc. The teacher marks each month the traits of the child to help secure the parent's interest. For instance, an X is placed opposite the trait to which the parent's attention is called, e. g., wastes time, gets too much help, shows improvement, very commendable, work shows a falling off, capable of doing much better, inclined to mischief, annoys others, very good, etc.



FIRST PICTURE OF UNITED STATES COUNCIL OF DEFENSE.

Members of the National Council of Defense, the body authorized by Congress to direct the various activities of the United States in time of war. Its members are appointed by the President. Those sitting, from left to right, are: David F. Houston, Secretary of Agriculture; Josephus Daniels, Secretary of the Navy; Newton D. Baker, Secretary of War; Franklin K. Lane, Secretary of the Interior; William B. Wilson, Secretary of Labor.

Those standing, from left to right, are: Grosvenor B. Clarkson, Secretary of the Council; Julius Rosenwald, of Sears, Roebuck & Co., Chicago, chairman of the Committee on Supplies; Bernard M. Baruch, the New York financier, in charge of raw materials; Daniel Willard, president of the Baltimore & Ohio Railroad, chairman of the Committee on Transportation; Dr. F. H. Martin, chairman of the Committee on Medicine and Sanitation; Dr. Hollis Godfrey, Science and Research; Howard Coffin, chairman of the Committee on Munitions; W. S. Gifford, Director of the Council. Secretary of Commerce Redfield and Samuel Gompers are members of the Council, but were not present when the photograph was made.

## CURRENT EVENTS

### The War.

Several important developments have taken place within the last month and the European War has become enlarged into a veritable World War. The daily press has had unusual official statements over which strong headlines have appeared day after day. In the earlier part of the month, Germany showed signs of evacuating ground before the British between Arras and Chaulnes, as well as in front of the French troops, south of Roye.

The allied forces immediately launched a severe offensive and within about ten days had wrenched nearly 900 square miles of territory from the enemy, together with scores of villages and several strongly fortified towns.

Bad weather set in at this juncture and although the British and French continued to harrass the enemy, no further very important gains were made until just as we go to press word has been received that the British with the Canadian troops in place of honor have commenced another great

drive and the Canadians have at last captured the German stronghold of Vimy Ridge.

This Ridge held by some of the Teutonic's best troops cost the French army 100,000 men earlier in the war. Word received gives the number of prisoners already captured as close on 13,000 and the battle rages with increasing fury.

News from other fronts give increasing cause for assurance of ultimate victory. In Mesopotamia the British contingent has succeeded in joining forces with the Russian out-post. Whilst in Roumania and on the Russian fronts the Germans have been unable to make any effective progress.

Whilst this has been taking place other sections of the world has experienced exciting events. During the third week in March a revolution which has as its object the fleeing of the Russian people took place and at the end of three days the Czar abdicated, the government of the Russian Empire had been overthrown and the army and navy had gone over to the New Russian government. Bloodshed occurred but considering the importance and far-reaching effect of the

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## SCHOOL AND COLLEGE.

revolution, the damage and loss of life was exceedingly insignificant.

The United States has declared war upon Germany followed by what is considered the breaking off of diplomatic relationship between Austria and the States.

Events leading up to America throwing in her naval and military forces, backed up by strong financial support, with that of the Entente Allies followed rapidly one on top of another, beginning with President Wilson's memorable speech before the Senate in March.

Cuba then declared war and at the moment of writing several other southern Republicans are expected to do likewise.

The submarine warfare continues but with diminishing results.

The form of conscription which will effect not only Great Britain but her colonies is anticipated and Britain will be empowered to add considerably to her man-power.

## General News Items.

The death of the Duchess of Connaught was announced on March 14th.

The third Canadian Domestic War Loan with an issue of \$150,000,000 worth of 5%, 20 year bonds at 96, was opened, and within a few days very much over subscribed, on March 11th.

The strike effecting some 400,000 members of the four great railroad brotherhoods in the States was only averted at the last moment on March 18th.

The interesting news is announced that \$60,000,000 worth of shipping is under contract in the Canadian yards.

A little more than thirty per cent of the several hundred men of the French colony St. Pierre contributed in the defence of the motherland have died on the battle-field.

The Post Master General, Hon. P. E. Blondin, resigned his portfolio for the purpose of enlisting in overseas forces, but this was not accepted and it is understood that the Hon. E. L. Pateneau, Secretary of State, will be acting Post Master General during his absence.

What it costs teachers to live was sought for school superintendent Miller of Dayton, Ohio, by the Dayton Bureau of Research. The questionnaire was never finished because of unfortunate objection. The idea was to base the demand for salary increases upon a large number of actual teacher budgets of expense under twenty-one different headings.

Dr. Leon W. Goldrich, of P. S. 62, Manhattan, has his teachers use several drill cards in language and spelling. The cards themselves are printed by boys and girls in the school print shop. The mistakes in grammar and pronunciation that are frequent in that locality are featured on different cards.

The Canning school building caught fire recently, shortly after school was dismissed. For a while it looked as if the fine building was doomed. But the firemen and others by hard work and by cutting several holes through the roof and partitions soon had the fire under control.

Miss Lorena Spicer, of Spencer's Island, who graduated last year from Mount Allison University and has just finished a course at Truro Normal School, has taken a school at Canso. Miss Spicer visited Sackville and Amherst before leaving for Canso.

The Northfield School is progressing under the management of Miss Sadie J. Mason.

Inspector Robinson has been visiting the Hantsport schools and found them in a promising condition.

The Elderbank School is progressing very favorably under the management of the Misses Rita Killen and Ethel MacKay.

President Richard C. Maclaurin, of the Massachusetts Institute of Technology, announces a step forward in methods of education, by establishment of a body within the Institute whose function it shall be to seek means of improving the methods of instruction. This committee is to be a permanent one and the Institute has selected for its chairman, Dr. Charles R. Mann of the University of Chicago.

At a meeting of the Board of Trustees of George Peabody College for Teachers held in Nashville last Monday, President Payne announced the gift of \$180,000 for a library building from the Carnegie Corporation of New York. At the meeting Monday the Trustees provided for a permanent annual expenditure upon the library of \$10,000. It is the purpose of Peabody Teachers College to establish one of the best libraries for teachers in the United States. With this splendid gift from the Carnegie Corporation and the annual contribution of \$10,000 from the College Trustees, together with the 50,000 volumes which were accumulated at Peabody Normal and the University of Nashville for the past hundred years, now the property of Peabody Teachers College, it is assured that the very greatest teachers' library in the south will soon be housed at Peabody Teachers College. It is not generally known that the library which was transferred to Peabody Teachers College by Peabody Normal and by the University of Nashville was for many years the oldest, largest and best teachers' library on the American continent. With these 50,000 unusually rare books to begin with Peabody Teachers' library will within a few months become the Mecca for the teachers and school administrators of the South, Middle West, and North Central States.

Contracts for the building of the new Lancaster School Building, St. John, were let recently. F. Neil Brodie is the architect. The mason work on the building was let to Grant & Horne; J. M. Belyea secured the carpenter work and G. & E. Blake the plumbing and heating for the proposed building. William E. Demings was awarded the contract for painting and glazing. The building, when completed, will cost about \$25,000.

It is stipulated that the building be completed and ready for use on November 1st.

The Rolling Dam School is progressing favorably under the management of Miss Grace Boyd.

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**NEW BRUNSWICK DEPARTMENTS OF AGRICULTURE AND EDUCATION**  
**RURAL SCIENCE SCHOOLS**

WILL BE HELD DURING THE

**Summer of 1917 at Woodstock and Sussex**  
**July 10th - August 10th**

All teachers actually engaging in the public school service of the province are eligible for admission. No fees.

The full course of study occupies two Summer Sessions with an interim Winter Reading and Experimental Course. It includes instruction in Nature Study, Elementary Agriculture (Soil, Plant Life and Animal Life) with School Gardening, Physical Nature, Method in teaching, and other topics connected with Rural Education. No options. (See Regulation 50 in the Nature Study and Agriculture Course.)

Satisfactory completion of the Course entitles teachers to receive certificates of competency.

Cost of transportation over Canadian Government and Canadian Pacific Railways (single first class ticket with standard certificate which returns free) will be refunded to students at the close of the session in August. Teachers are therefore required to attend the school nearest their homes.

Second Year applicants are required to forward for examination their Winter Experimental Records (interim course) to Box No. 375, Sussex, not later than July 1st.

FOR FURTHER INFORMATION NEEDED AND FOR ADMISSION APPLY TO

R. P. STEEVES, Director of Elementary Agricultural Education, SUSSEX, N. B.

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## FROM THE NEW BOOKS.

I believe that the school day should be increased to eight hours, the school week to six days, and the school year to twelve months; with elastic provision for home work and out-of-town visiting. I believe that the school activities should include a wide variety of simple hand work and a great deal of our-door play, with ample provision for the things that are done by the Boy Scouts and Camp Fire Girls; and when children are old enough and strong enough to begin their vocational training, their activities should be combined with work in office and factory. Let no one imagine that such a program is impracticable; for, in the city, school is the sum of all influences outside the home, and the school day is now more than eight hours, the school week is more than six days, and the school lasts the whole year through; these are the facts. Say what you will; and everything is in a dreadful state of confusion excepting only book work.—*W. S. Franklin, in "Bill's School and Mine," Franklin, MacNutt and Charles, South Bethlehem, Pa*

**HUMOR IN ITS MANIFESTATIONS.**—A sense of humor diffuses itself through all the activities of life, giving to them all a gentle quality that eliminates asperities and renders them gracious and amiable. Like fireflies that bespangle the darkness of the night, humor scintillates through all life's phases and activities and causes the day to go more pleasantly and effectively on. It twinkles through the thoughts and gives to language a sparkle and a nicety that cause it to appeal to the artistic sense. It gives to discourse a piquancy that stimulates but does not irritate. It is the flavour that gives to speech its undulatory quality, and redeems it from desert sameness. It pervades the motives that gives direction as well as a pleasing fertility to all behavior. It is pervasive without becoming obtrusive. It steels into the senses as quietly as the dawn and causes life to smile. It may flash, but humor blithely glides into the consciousness with a radiant kindly smile upon its face. It may sting and inflame, but humor soothes and comforts. The man who has a generous admixture of humor in his nature is an agreeable companion and a sympathetic friend to grown-up people, to children, and to animals. His spirit is genial and people become more kindly and magnanimous in his presence.—*Sense of Humor, in the Vitalizes School, by Francis B. Pearson. The MacMillan Co., of Canada. Price \$1.25.*

The management of home is a business. The housekeeper of today, if she is to manage a home successfully, must be educated in the various duties and responsibilities of her position. Courses in the different branches of domestic science in both public and private schools are furnishing this training to the girls of the country.

But this is not enough. They should be shown the true basis of the management of a home, which lies in a knowledge of the economic principles that underlie the expenditure of the family income. They should be taught how to plan their own expenditures and those of the family. They should learn to keep their own accounts and those of the family in order to help in planning the family expenditures. Properly kept accounts furnish a history of the family expenditures that can be made a valuable aid in future planning.—*Household Accounting, by William Sheaffer, Ph. B. The MacMillan Co., of Canada, Toronto. Price 65c.*

After eliminating the Armenians, the Young Turks prepared the same fate for the Arabs, and they have been engaged on this since 1916. The Arabs in the southern provinces have been able to defend themselves. The Province of Yemen, in the hinterland of Aden, has been in chronic revolt for years, and the Young Turks have abandoned the attempt to subdue its national rulers. The province of Hedjaz, which contains the holy cities of Mecca and Medina, reasserted its independence a few months ago under the leadership of the sheriff of Mecca, who is the hereditary custodian of the holy cities. But Syria, still held down by Ottoman armies, is being Ottomanized with might and main. The Syrian leaders (Moslem or Christian without distinction, for their common crime is that they are Arabs and not Turks) are either dead or in prison; the next blow will fall on the helpless masses. It is the same method as with the Armenians—the same organized direction from the "Union and Progress" Committee at Constantinople—and it will have the same end, unless changes in the military situation intervene.

The whole Young Turkish policy was summed up in a sentence by an Osmanli gendarme to a Danish Red Cross Sister: "First we kill the Armenians, then the Greeks, then the Kurds." The issue resolves itself into a question of time. Which will be destroyed first? The subject peoples or Ottoman ascendancy.—*Methods of Ascendancy in the Round Table, The MacMillan Co., of Canada, Toronto. Price 60c.*

The total enrollment in all the colleges and schools was 64,570. The number of boys was 32,874, and of girls 31,696. The grand total actual daily attendance made by all the pupils enrolled was 10,019,104½. The average actual daily attendance was 50,870. The percentage of regular attendance was 78.78. The total number of teachers employed was 2,064. Of this number 162 were employed in the high schools, 845 in the city graded schools, 499 in the rural municipality schools, and 558 in the rural and assisted schools.—*Report of the Superintendent of Education, 1915-1916. in Public Schools, Province of British Columbia.*

In Congress and out of it, there are those who urge President Wilson and Congress to avoid war. What do these petitioners mean? Do they mean that we should obey German orders to keep our commercial vessels out of the zone and not pursue our lawful trade. Unless we do that how can we avoid war? If the attitude of those who object to hostilities on our part in protection of our fellow citizens is analyzed, it comes to this, that war is so deplorable that we ought not to enter it for any mistreatment of our fellow citizens beyond the confines of our country; that nothing but an invasion and an attack upon our coast and an attempt to capture our cities and overthrow our government would justify our going to war. Everyone deploras war. Everyone would shun it if he could. Its consequences are so terrible that a man who seeks it is either so wantonly reckless of the lives of his fellowmen as to be knavish and cruel, or he is a fool. But in the absence of any international restraint to enforce the right of nations and their citizens against unprovoked attack, war by the offended nation offers the only recourse. It is police measure. It is merely carrying out the principle of self-defence. Our rights are just as much invaded by an attack upon our people in American vessels on the high seas where they have the right to be, as if an attack were made in New York or Boston harbor. A submission in the one case is just as complete and

distressing a precedent as in the other. Our citizens are as much entitled to protection abroad as at home.—*The Crisis, in the Yale Review for April, by William Howard Taft.*

"*The Wool Industry.*"—By Paul T. Cherington, Specialist in Marketing, and Assistant Professor of Marketing in the Graduate School of Business Administration, Harvard University. Containing 256 pages; size 8 $\frac{1}{8}$  inches x 5 $\frac{3}{8}$  inches; bound in standard crimson cloth, gold stamped; net, \$2.50.

This book, which is the first in a series of studies of the principal American industries which Edwin F. Gay Dean, Graduate School of Business Administration, Harvard University, is editing, is concerned with the commercial problems of the wool industry of this country. Many good books have appeared on sheep-breeding, wool-growing, the relation of the tariff to the growth of these industries, the technique of textile manufacturing, but never before has a study been made of the buying and selling problems of this industry.

*A Brief Account of Radio-Activity.*—By Francis P. Venable, Professor in the University of North Carolina. Cloth. Illustrated. Sixty pages. Fifty cents. D. C. Heath & Co., New York.

Dr. Venable in this monograph gives a brief account of what is best worth knowing in the subject of radio-activity. The work contains chapters on The Discovery of Radio-activity, Properties of the Radiations, Changes in Radio-active Bodies, Nature of the Alpha Particle, Structure of the Atom, Radio-activity and the Chemical Theory. The work is based upon the writings of Rutherford, Soddy, and J. J. Thomson, and should prove of value not only to students of general chemistry and radio-activity, but also to busy men in other branches of science who wish to know something of radio-activity and have scant leisure in which to read the larger treatises.

Fais Ce Que Dois, Le Verbe en Action, Exercices oraux, ecrits et theoriques, First Steps to English, Elementary French Composition, Lectures Faciles, Pour les commencants, Easy French poems for Reading and Recitation, La Berniere Classe, L'enfant Espion, Graduated Free French Composition, French lessons on the Direct Method, Shall and Will, Cours de Francais, d'apres la Methode Gouin, Introduction to Grammar, French and English, to be obtained at Hachette & Co., London. Philips' Free arm writing book by G. C. Jarvis, Int B. S. Lond Government of the united Kingdom by Albert E. Hogan, B. A. Lond, University Tutorial Press, Ltd., London. Hand Writing, by G. C. Jarvis George Philip & Son, Ltd., 32 Fleet St., Liverpool. Thirty-first Annual Report of the Bureau of American Ethology.

For a \$10,000 position as executive manager for New York's board of education only a handful of men applied, although paid advertisements were printed to attract attention of experienced school men throughout the United States. Were they afraid of the big salary?

Every child in New York's junior high school, presided over by Leon W. Goldrich, has his own

analytical record showing whether he is superior or bad in judgment, perception, imagination, leadership, interest, accuracy, etc. Any physical defect is also recorded. The card itself is printed in the school press.

A visitation report is filled out by state agents in Connecticut when they visit rural schools which tells the date, time, the length, the work observed, the work done by the agent on the visit, teacher's response to directions and corrections, etc. The agent records his estimate of the teacher's work under eight headings: teaching, management, school, written work, house-keeping, occupation, pupil response, and finally, a page and a half is left for suggestions and criticisms.

#### N. B. OFFICIAL NOTICES.

All applications for Normal School entrance, University matriculation and High School leaving examinations, received at the Education Office after June 1st in any year, shall be required to pay an additional fee of one dollar.

All candidates for these examinations desiring to change from one station of examination to another will be required to pay one dollar additional.

Engineering candidates are required hereafter to take the High School leaving examinations complete.

Education Office,  
April 5th, 1917.

W. S. CARTER,  
Chief Supt. of Education.

A course in Physical Training will be given at the Normal School, Fredericton, N. B., beginning July 10th, 1917. The course will be from two to three weeks' duration. All applications should be made to the Education Office, Fredericton, N. B., not later than June 30th next.

Education Office,  
April 10th, 1917.

W. S. CARTER,  
Chief Supt. of Education.

ORDER OF THE BOARD OF EDUCATION, FEBRUARY 6TH, 1917.  
Reg. 32, 3.

THIRD, SECOND, FIRST, and the next higher class of Normal Trained teachers of Nova Scotia, certified by an Inspector as competent and by the Superintendent in Nova Scotia as in good standing, and holding Dominion Physical Training Certificates of Grade B., may be admitted promptly for the corresponding classes of license by the Chief Superintendent in New Brunswick, for one year, on condition that such teacher or teachers engage to pass the examination in School Law and Civics required for the class for which application is made. If a candidate makes not less than fifty per cent on this examination, a permanent license of the appropriate class will be issued accordingly, to take effect at the beginning of the next school year.

W. S. CARTER,  
Chief Superintendent of Education.

EDUCATION OFFICE, February 15, 1917.

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

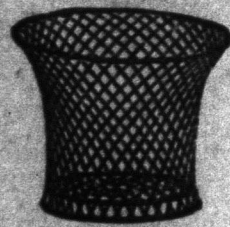
1917

1917. SECOND TERM.

- May 18 — Loyalist Day (Holiday for St. John City only).
- May 22 — Exams. for Class III License begin.
- May 23 — Empire Day.
- May 24 — Victoria Day (Public Holiday).
- May 24 — Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.
- June 3 — King's Birthday observed (Public Holiday).
- June 8 — Normal School Closing.
- June 12 — Final Exams. for License begin.
- June 18 — High School Entrance Exams. begin.
- June 29 — Public Schools close for Term.

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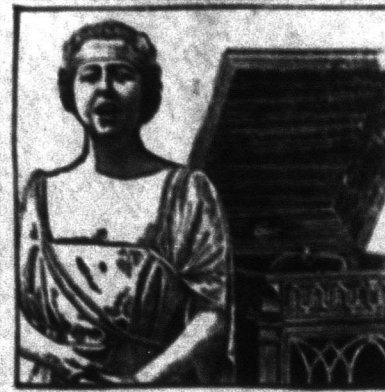


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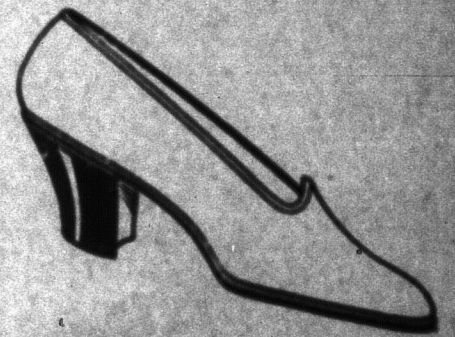
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