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# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## EDUCATIONAL REVIEW.

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

**SCARCITY OF TEACHERS — THE REMEDY.** — In the report of Dr. W. S. Carter, Chief Superintendent for New Brunswick, for the year 1916-1917, which has been submitted to the legislature, he states that "the supply of teachers is not equal to the demand, and the outlook for improvement

in this regard is not bright." Continuing, he goes on to say that "there is only one adequate remedy for scarcity of teachers — and that is larger salaries. There is only one reliable source of increase — the school district. Cities as a whole have responded more generously than country districts. The backwardness of the latter is generally due to the fault of the teachers, who, notwithstanding scarcity and increased cost of living, are willing to accept the salary the district has been accustomed to give for the past ten years."

It is very evident from the above that the teachers in the country districts who are receiving such small salaries, have to thank themselves for that state of affairs.

**ST. JOHN SCHOOL TRUSTEES REQUEST.** — We trust the request of the St. John School Trustees that their superintendent be made a member of the Provincial Board of Education will be favorably considered. The tremendous expenditure which the city is called upon to make for education, together with the fact that, as the chief commercial centre of the province, St. John should be in the lead in progressive educational matters, are convincing reasons.

**KING'S COLLEGE CAMPAIGN.** — It is most gratifying to note the splendid start made in connection with the King's College advance movement and we trust that the initial progress will continue, and the campaign workers be amply repaid by seeing the desired amount of \$125,000 reached in the near future.

**RE COMPOSITION CONTEST.** — We would draw the attention of our readers to the unique composition contest described in the announcement made by the Canadian Chewing Gum Co., Ltd., of Toronto, as published on another page of this issue. Not only are the prizes offered of a useful and valuable nature but the subject of the essay should prove most educational. Much of the required information may be gathered from the article published exclusively in the REVIEW for March.

**ABOUT OUR NEW FEATURE.** — It has been most encouraging to receive so many letters from teachers throughout the Maritime Provinces, referring to the Primary Grades and Rural School



Department recently included in the REVIEW. This feature will be continued, and we would suggest that letters be sent in to us giving the experiences, helpful methods, interesting items, etc., relative to same which, if suitable, will be published.

**TEACHERS, UNITE!**—How much longer are the teachers of eastern Canada going to endure under the present low salaried conditions? That the remedy lies in their own hands is evident from the Chief Superintendent's report, extract from which are given elsewhere in this issue. Let the teachers unite in their demands for higher salaries, and not use the individual methods so frequently practised without avail.

**S. O. S.**—As the frightful carnage continues and the forces of the Central powers do their best to break through the steel bands which hold them; as the submarine takes its weekly toll of Allied merchant ships, laden with much needed food for those who are "over there," and as the critical stage of the world war is now being entered, the Dominion Government calls upon teachers and pupils to use their impelling influence of patriotism in the furtherance of the "Soldiers of the Soil" movement, that the strong weapon of greater food production may materially assist in the final overthrow of Kaiserism, and the restoration of that which stands for liberty and justice.

#### OFFICIAL NOTICE.

A copy of the following letter has been sent to each school inspector in the province. W. S. CARTER,  
Chief Superintendent of Education.

FREDERICTON, N. B.,  
March 1, 1918.

Dear Sir:

With reference to student help to forward the interests of Increased Production during the present year, on consultation with the Minister of Agriculture, to whom, with myself, the matter has been referred by the Board of Education, we have agreed:

That the inspector should take up and deal with the project in connection with each local School Board, having in its schools, boys able to give service and whose standing warrants it, under the same conditions as last year.

Particular care should be exercised that school standards should not be lowered.

It will probably not be necessary for the inspectors to put aside their regular work, as during last year, but if any special work may be found necessary, time will be allowed and actual expenses paid.

The inspector will act as secretary for his district.

Yours faithfully, (Sgd.) W. S. CARTER,  
Chief Superintendent of Education.

#### OFFICIAL NOTICE.

FREDERICTON, N. B.,  
March 28, 1918.

Dear Inspector:

In further reference to the circular letter recently sent you regarding the participation of public school boys in the work of Increased Production, I may say that I have since had a conference with Mr. A. H. Chipman, Manager of the "Soldiers of the Soil" movement for this province.

He has agreed not to enlist public school boys without the consent of the principals of their schools, and, of course, of their parents.

The agents of the "Soldiers of the Soil" will not address the schools nor distribute advertising matter on the school premises.

The patriotism of teachers and pupils will be a sufficient impelling influence,

Enrolment slips may be given to and accepted by the principals, upon which to enrol boys whose standing will warrant it.

It is understood that the Department of Agriculture will place the boys with employers, and that the agents of the "Soldiers of the Soil" will look after them when employed.

The School Boards and Inspectors will therefore be relieved from the responsibility of placing and supervising boys.

I would advise that boys be not enrolled before such time as their school standing shall have been determined, and that enrolment should be discouraged under the age of fourteen.

Enrolment slips will be given by the agents of the "Soldiers of the Soil" to the principals of the schools and by them returned after they have been filled in.

You are requested to give such assistance in the work of enrolment as may be possible, by furnishing lists of teachers, etc.

Also please bring these matters to the notice of all likely to be concerned.

Yours faithfully,  
W. S. CARTER,  
Chief Superintendent of Education.

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## NATURE STUDY OF ANIMALS.

H. G. PERRY.

(Continued from January REVIEW.)  
Special to the EDUCATIONAL REVIEW.

The Ladybird Beetle is an insect that winters in the adult form. It is about a quarter of an inch long, almost hemispherical in form, with the elytra or outer shell-wings usually reddish in color and marked with two or more well defined black spots, the number varying with the species.



Fig. 1. The Nine-spotted Ladybird Beetle—adult and larva.

These little insects have a wonderful history and are among out foremost insect friends. All during the summer, both as larvae and as adults they devour great numbers of aphids, plant lice, and in this way help in no small degree to make the life of plants, and consequently that of animals also, possible upon the earth. These insects are, moreover, friendly little fellows and if the chance offers will gladly spend the winter in crevices about our dwellings; and, like all true friends, prefer the inside of the house. The writer has shared his study with them for the last three or four years, and he assures the reader that they are never in the way, for their chief resorts are around window and door casings, and back of pictures, etc.

It is pleasant to have them visit you on cold winter evenings. When the room grows warm and the fire in the grate is glowing its best, a sharp snap on the open book before you brings you face to face with biology. You look eagerly at the wonderful little "bug." There he is, there is no mistaking him, just a plain friendly Ladybird Beetle but with such a queer look, for the under flying wings are stretched out behind in a manner one seldom sees. He starts off at a gentle trot across the page, but after three or four steps with a quick jerk of the outer wings he tucks the flying ones in out of sight, never slowing his pace in the least, and looks quite himself again. You watch him for a minute, he

reaches the edge of the paper, and turns first to the right and then to the left—his path seems blocked—and with a flash he spreads his wings and is away again.

## WARMTH OF FRIENDSHIP.

The visit lasted only a moment but it brought to your heart the warmth of friendship, and as you think over the life history of this little creature and settle back to your book again you have a comfortable feeling of partnership with him—you are co-workers together to make this world a better place to live in. And as you ponder over the "why" of his visit you stumble on many lessons. "He was not sleeping at all," you say to yourself, "only waiting for the warmth of spring and the joy of active life; he seems to feel he has an active part to play in the great world of work and that he must be at it at once. The great biological principle of activity possesses that little insect as it should possess the highest of all living creatures—man." But enough, that tiny creature has already done a day's work—life's tasks are lighter.

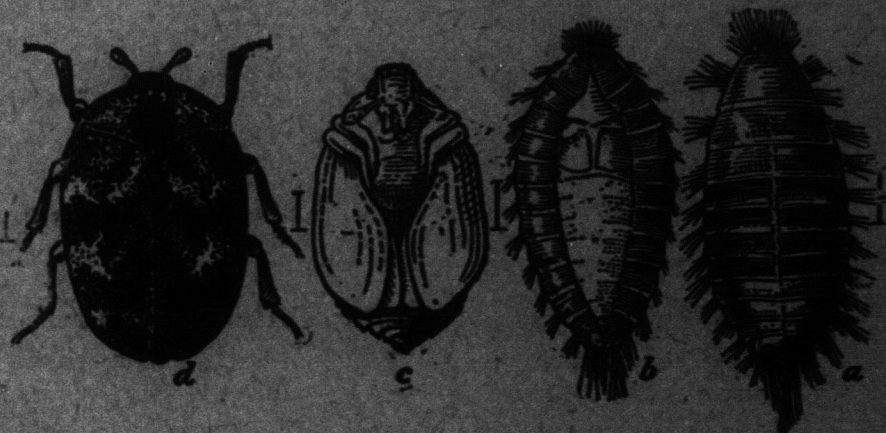


Fig. 2 The Carpet Beetle or Buffalo "Bug." a, larva; b, pupa in larva skin; c, pupa from below; d, adult.

Think what you would have missed if you had mistaken this little beetle for one of about the same size and shape but of a somewhat different marking, the adult of the Buffalo "Bug" or Carpet-Beetle, and crushed him without noting any distinction. A beetle is a "bug," and all bugs are alike to many people. It takes but little time to distinguish the friend from the foe, and we more than owe the beneficial ones the effort. We make no plea for the Carpet-Beetle because he is so well connected and of such comely form; he is destructive, and in our way of looking at things is ever regarded as an outlaw, and should be taken at sight, dead or alive.



## THE HOUSE FLY.

The House-Fly or Typhoid-Fly, as it is now often called, is another insect that indulges in intermittent hibernation about our homes, out-buildings, and other places of shelter, and though common and familiar is never thought of as a friend. Weighed in the balance he has been found wanting, a very dangerous fellow and an intruder of the worst sort. He occasionally visits warm rooms even during the winter, and while he has much to tell that is interesting of his life history and habits, he always leaves us feeling bitter against him and his tribe, for he bears none of the marks of the "friend of man." Science long ago exploded the old theory of flies eating up foul air, and other similar fancies that helped to give him standing in good society; and she now exposes him in his true colors, a most dangerous disseminator of deadly germs.

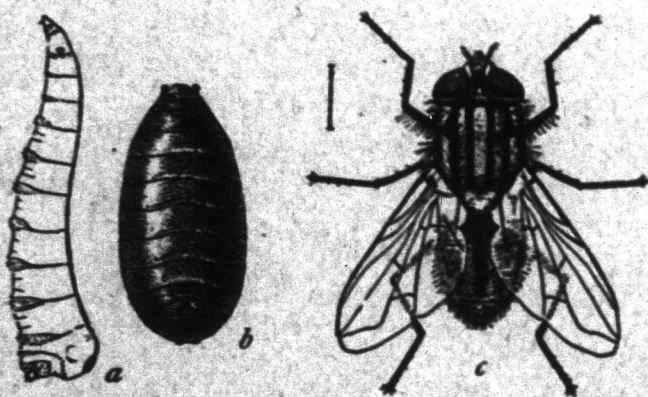


Fig. 3. The House-Fly or Typhoid-Fly. a, larva or maggot; b, resting stage or puparium; c, adult.

Here are the progenitors of the next summer swarms living as stowaways in and about our homes. And what are we going to do about it? The call is clear for prompt action, this is the best time of year to "swat" the summer flies; for every one we dispose of now means that many thousand less next summer. By searching out the hibernating forms and keeping their breeding places cleaned up during the spring and summer much could be done towards ridding communities of this pest. It is always safe to "swat" the Typhoid-Fly.

## BUTTERFLIES AND MOTHS.

What an array of butterflies and moths are passing the winter in the pupal stage. We find the cocoons and the chrysalises in a variety of places: about buildings and fences, trees, bushes and shrubbery, and even on the ground among the old dead leaves. In such situations they are exposed to the cold of winter which seems to

have no other effect upon them, as far as we know, than to time their appearance in the spring. If cocoons and chrysalises of our ordinary common forms are kept warm during the winter the adults appear abnormally early, but seem to suffer no change of color. There are, however, a number of examples in the insect world where extreme (natural) variations in temperature have a marked effect upon the form and coloring of developing insects. Davenport says: "Without doubt temperature exerts a controlling influence upon the colored butterflies, as has been determined by a number of direct experiments." Weismann speaks of the European butterfly, *Vanessa levana*, as "characterised by a yellow-and-black pattern on the upper side of the wings;" and describes another form, long supposed to be a distinct species, and known to science as *Vanessa prorsa*, as having "black wings with a broad white transverse band and delicate yellow lines running parallel to the margins." "Later this was recognized as a case of seasonal dimorphism," the yellow-and-black *levana* being the spring brood and the darker *prorsa* being the summer brood; that is to say, *levana*, emerging in the spring, breeds immediately, producing a summer brood, *prorsa*, and this brood in the same way gives rise to a generation which passes the winter in the chrysalis form, emerging in the spring as *levana*. Thus these two 'species' are produced from the same stock, the difference being that one passes the chrysalis stage in the summer, the other in the winter."

"That this difference is one of temperature was proved by direct experiment. Dorfmeister succeeded in producing *prorsa* directly from *prorsa* by the application of warmth to the pupae, and by the application of cold he obtained from *levana* not the pure *levana* form, but one intermediate between it and *prorsa*,—an intermediate occasionally observed in nature." —Davenport.

Throughout our public schools the winter pupating butterflies and moths are perhaps more frequently studied and better known than other groups of insects. Their life history is always full of interesting questions, and they are not all answered yet.

The development of some Lepidoptera, however, seems to be so ill timed that they have to spend the winter in the larval form. The larvae of the Brown-tail Moth, for example, have just begun active life when cold weather



sets in, but they seem to know exactly what to do. A strong social instinct leads to co-operation and a common silky "nest" is woven in which they hibernate during the winter. But many larvae are not so fortunate, the Woolly Bear, the common red and black caterpillar of

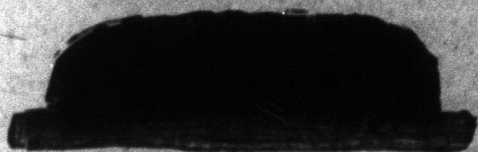


Fig. 4. The Woolly Bear Caterpillar. The larva of the Isabella Tiger-moth, reddish brown in the middle and black at either end.

the Isabella Tiger-moth, spends the winter in isolation and without extra covering, merely rolling himself into a ball under some stone or log, where he remains motionless during the winter months.

Early in the spring he breaks his long fast, eating almost every herbaceous plant at hand, and is a familiar form along roads and paths. Gather some of these caterpillars for spring work, and note the appearance of their cocoons. Out-of-doors under boards, sticks and stones you will find similar cocoons; gather some of these also and place in another cage and await results, — the tawny colored moth will appear in a short time.

(Cuts illustrating this article are copied from Elementary Entomology, by Sanderson and Jackson, through permission of the publishers, Ginn & Co., Boston, Mass.)

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"Having been a subscriber for the past three months, I now realize what I have missed by not ordering the REVIEW months ago."  
J. S. F.— P. E. I.

**REVIEW MOST HELPFUL.**

March 8, 1918.  
"The REVIEW is proving most helpful in my work, and I always look forward to it."  
R. D.— N. B.



## BIRDS OF THE GRAND PRE REGION, N. S.

NOTES ON THE FEATHERED RESIDENTS OF, AND VISITORS TO, THIS INTERESTING SECTION OF KINGS COUNTY.

BY ROBIE WILFRID TUFTS.

(Special to the EDUCATIONAL REVIEW).

The following is the first instalment in a series of articles, and notes, on the birds of the Grand Pre region, Kings County, Nova Scotia. The observations herein recorded are the fruits of careful and painstaking field-work, carried on intermittently for a period covering the past twenty years.

The country covered by these notes is the region embraced by Kings County; especially that portion within a radius of ten miles of Wolfville, and including the Grand Pre (or Great Prairie) which stretches from the mouth of the Cornwallis River to the mouth of the Gaspereau. The mud-flats exposed at low tide in Minas Basin; the salt marshes and sand beaches adjacent to the Grand Pre meadows; the heavily wooded hills, fresh water lakes, river marges and forests of the Black River (a tributary of the Gaspereau River); all these have contributed their quota to the observations here set down.

2. *Colymbus holbøllii* (Reinh.). HOLBØLL'S GREBE.—On May 13, 1917, I saw one of these birds on Sunken Lake in the Black River district. It was near the shore and was readily distinguished from *auritus* and *podiceps* by its much larger size. I have a record of this species from Lunenburg County, but this is the first for Kings.

3. *Colymbus auritus* Linn. HORNED GREBE.—Rare transient. Only one record; a specimen in immature plumage taken in December, 1890, by D. R. Munro, of Wolfville, near the mouth of the Gaspereau River. This bird was mounted and is still preserved.

6. *Podilymbus podiceps* (Linn.). PIED-BILLED GREBE.—Uncommon transient. A few records for late summer and fall. A male taken August 30, 1900, by myself in a small fresh-water pond near Wolfville.

7. *Gavia immer* (Brunn.). LOON.—Summer resident, common about our lakes and still-waters, also occasionally observed along the coast in late November. Their arrival at the lakes in spring is coincident with the breaking up of the ice; and they remain till driven out by its return. Nests in June on low-lying islands, always within a few feet from the water's edge. Eggs two in number.

11. *Gavia stellata* (Pont.). RED-THROATED LOON.—Rare spring, fall, and winter visitor. A specimen in immature plumage taken November 8, 1913, by the writer, at the mouth of the Cornwallis; and a female on May 26, 1917, in the same locality. No observations except at salt-water.

34. *Alle alle* (Linn.). DOVEKIE.—One record only. A specimen taken November, 1900, by myself, on the Grand Pre, in a pond hole a few hundred yards from tide water. A fierce gale was raging, and the bird, nearly exhausted, was easily captured alive.

47. *Larus marinus* (Linn.). GREAT BLACK-BACKED GULL, "SADDLE-BACK."—Permanent resident. Common in summer, rare and irregular in winter. During the latter part of April the "Black-backs" may be seen in twos and threes, winging their way inland from the salt marshes of the Minas Basin to the fresh-water lakes, several of which are favored by these birds as breeding localities. One of these, Methaul's Lake, I visited in 1908 and again in 1914, about the middle of May. About 20 to 30 pairs were found nesting on each occasion. Solitary granite boulders in the middle of the lakes were used, some being scarcely large enough to hold the nest. Some small islands contained four or five nests. The birds were very shy, and left their nests while the intruder was still several hundred yards distant. Eggs three in number.

51. *Larus argentatus* (Pont.). HERRING GULL, "SEA GULL," "GRAY GULL."—Permanent resident; very common in summer, rare and irregular in midwinter. Nests about June 1. A favorite breeding site is Isle-au-Haute, an abrupt rock-bound island of the Bay of Fundy.

54. *Larus delawarensis* (Ord.). RING-BILLED GULL.—One record only. Specimen taken in May, 1896, by H. F. Tufts.

60. *Larus philadelphia* (Ord.). BONAPARTE'S GULL.—Rare transient. One record only. Specimen taken September 28, 1897, on the Grand Pre, by H. F. Tufts. A heavy northeast rain storm and a high tide prevailed at the time.

The special committee appointed by the Provincial Legislature at its last session to investigate the matter of vocational education, met March 19, at Fredericton, and heard verbal reports from J. Roy Campbell, M. P. P., of St. John, and Fletcher Peacock, director of vocational training for New Brunswick, who visited a number of vocational schools in the United States last autumn and early in the winter. The object of the meeting is to prepare a report which will be presented to the Legislature later in the session.



### THE SALARY QUESTION.

(Extracts from Editorials in other Educational Journals).

#### REFORM ABSOLUTELY NECESSARY.

Fortunately, the many changing conditions of these last few years seem likely to bring a new recognition of the importance of education, a new realization of the necessity for many improvements in educational systems and, as a result, a new economic status for the teacher. In England, "the cardinal reform in education must be the increase in teachers' salaries." And this same

reform is an absolute necessity in Canada. Not merely because teachers should receive increased payment for their services, but because increased salaries will mean better teachers and better teachers will mean better work in every department.

Larger salaries will keep good teachers in the profession and will encourage them to improve their academic and pedagogical attainments; larger salaries will attract and hold competent instructors.  
—*The School, Toronto.*

#### EDUCATION TREATED AS A JOKE.

Again it is necessary to point out that our high grade teachers are leaving the province in scores to fill positions in the western provinces. It is not because they are dissatisfied with this province, but they are dissatisfied with the salaries offered. And it is no credit to this province that the people of Alberta and Saskatchewan think more of their children than we think of ours. Fifteen dollars a quarter section! Seven bushels of wheat for the education of from one to five children! Isn't it a tremendous tax. Fifteen dollars, or the price of two boxes of cigars! It is a fabulous amount to pay for the education of a family of children! Let us quit this nonsense. We may sometimes have poor teachers, but they are worth on the whole vastly more than the pay they receive. Why? A good hired man gets four dollars a day and board. The teacher may get three dollars a day and board himself. Isn't this encouragement to men to go into the profession? Or to put it in another way. The leaders in edu-

cation who have been at the work all their lives are getting not half as much as men in other departments who are mere novices. Why should a man who keeps a land titles office be considered of more value to the province than a school inspector? Why should a commercial traveller get more than a teacher? Education is treated as a joke. We don't deserve good men, and practically no men are offering themselves for the work. Is it any wonder?

Three general problems are awaiting solution:

1. Many of our high grade teachers are leaving the province, because they receive better salaries elsewhere.
2. We have practically no men willing to assume the duties of the teacher's calling.
3. The teaching profession must always be regarded as unworthy so long as men of mediocre ability in other lines of service receive greater remuneration than directors of education. Pious platitudes have had their day.

The times demand serious action.—*Western School Journal, Winnipeg.*

#### SALARIES COMPARED.

The other day a young coal miner in one of the thriving cities of Illinois drove his automobile down to the mine office to draw his two weeks' pay which amounted to \$83.50. In the automobile with the young man was the former city superintendent, who, after more than twenty years preparation and service, was able to draw \$83.33 for his two weeks' services. The faithful teacher of the sixth grade—the last grade which the young man attended—is still doing her duty in training boys and girls to become good citizens and she draws \$30 for her two weeks' work. She draws also each year a three months' leave of absence without pay. Neither the superintendent nor the teacher is able to get much comfort comparing their pay with that of the miner. The pay of the teacher must be increased or soon the schools will suffer. With the cost of necessities so high, good teachers will not long remain in a profession where the wages suffer so greatly in comparison with the wages in other lines of work.—*School News, Ill.*

CANADA holds an honourable position in regard to higher education. Of her populations of 8,000,000 there were before the war 14,000 students in attendance at the score of universities and colleges of the Dominion, in most of which women are registered on equal terms with the men. The people of the western provinces have begun to take pride in their own institutions; and, though for some years to come parents graduated in the east will continue to send their sons and daughters to their old university, the real needs of the west will soon be provided for at home.—*The Round Table for March.*



## Primary and Rural School Department.

The following are a few extracts taken from articles published in "The School," Toronto, "The Primary Educator," Boston, "Kindergarten," Chicago, and other educational magazines, and re-printed in the "Educational Review" with the desire that they may prove of practical value to our readers, who may have similar problems, in connection with their work.

### Primary Seat Work.

How to keep the primary pupils in a rural school profitably busy while the teacher is engaged with the upper classes is one of the most perplexing problems which the young teacher is called upon to work out.

Here are a few helpful suggestions given by some of the most successful rural teachers in Alberta:

1. "The time-table itself is perhaps one of the best devices used in my school for keeping the little children busy. A small copy of their own grade course is placed near their own corner of the room and they are encouraged to find out what lessons are coming each half day. They will often ask older pupils what lessons will come in the afternoon but they soon become able to find out for themselves. When even very young pupils realize that certain work must be done before home-time or before recess, a serious, industrious frame of mind is aroused; and when the afternoon is ended the children have the feeling pleasurable even to adults—'Well, I have accomplished what I desired to do.'"

2. The use of magazines and catalogues for pictures to be cut out, traced, mounted, coloured, named, and later used in language study, is referred to by many of the contributors. Some have words relating to the pictures written on little cards and the pupils are asked to match them.

3. Place in envelopes small pieces of cardboard on each of which is a word written on one side and printed on the other. On the outside of the envelope write sentences involving these words. The work is to arrange the words to make these sentences. Have the sentences all different and the pupils can exchange. This for beginners. Pupils of a few months can build the sentences for themselves.

4. Writing words, phonograms, or figures on the desk or on cardboard in large size and having the pupils outline them with lentils, split peas, plasticine, etc., is a very popular form of "busy work."

5. Make simple designs or write new words or phonograms on pieces of cardboard. Then have pupils prick these cards and use as sewing cards.

6. "There is nothing my small pupils take more pleasure in than in composing little sentences. I put a leading sentence on the board, *e. g.*, 'A girl can read,' and then ask the pupils to make more sentences telling what a girl can do. They are not forbidden to ask help of me but it is understood that they get all the words possible from their books; or they may ask an older pupil now and then.

7. Draw certain forms on the blackboard, squares, chairs, triangles, houses, etc., in colour if desired, and have the pupils reproduce these forms on their desks with coloured sticks, matching the colours.

8. Cut triangles, squares, crescents and other designs out of cardboard and have the pupils make borders and other designs with these.

9. Ask each child to bring from home 2 baking-powder cans marked with his or her own name. Into one of these are put small pieces of cardboard bearing the words learned in the reading lesson. The collection grows as the child advances, the writing on the cards being done in advance by the teacher. The problem is to pick out and arrange words in sentences like those learned in the reading lessons. When the child is a little older the second tin may be filled with printed letters of uniform size cut from catalogues or calendars by the pupils themselves. In this case the words are first made and then the sentences.

### Paper Cutting and Folding.

Use an old newspaper, or pages from a discarded magazine to practice all paper cutting. It not only teaches the children to be thrifty, but is much easier to cut than paper with a polished surface. The scissors get a better grip on it.

An oblong or a square of any size may be used, the larger the better.

Fold across in imitation of a booklet.

Fold booklet in two.

Keeping the closed part at the top, fold over the whole of upper right hand corner to lie on center fold. Turn the opposite side up and fold the longer side over the center fold.



### Do They Understand.

Many times children will try to work out a suggestion that has been made or imitate a suggestion given without any real understanding of the thing itself. This was very well illustrated by a group of children that I have recently seen at work. One day the suggestion was made that the children who would like to make a farm choose the material they needed and go to the sand table and make it. The group that chose to go was very small, probably not more than four or five children, but after the work was started most of the group took part. The farm was worked on for several days and ended by being very complete considering the children. It consisted of a large barn with a loft, corrals for all the animals, a pasture, chicken coops and nests, and a lake for fish. All of which were made with no suggestion whatsoever. An other day the same children were given crayons and paper and asked to draw the things they would see if they went out to a farm. The director, without any thought of having the children do as she did, picked up her crayon and drew a line across her paper for a horizon line. Her paper was crosswise in front of her. By the time she had finished almost all of the children had drawn a line through their paper. All of the lines went across the long way of the paper but as some of the children had their papers one way and some another, some of them had a vertical and some a horizontal line in front of them. The suggestion was then made that each draw just what he thought he would see and when the pictures were finished they could show them to each other. However, there were few good results. The director's picture, when finished, had in it a barn, road and pasture. The latter had a fence on two sides that formed a right angle. Many of the children drew a similar picture but when asked what the fence was did not know and some of them thought it was a ladder. When the director's finished picture was held up the fence was recognized as a fence and not before. It was a good illustration of imposing or giving a view point at a time when the child was well equipped to take care of the situation himself.

### Stories for Hand Work.

1st day. The story. The goose and the golden egg. A man had a goose who laid a golden egg every day. He killed the goose hoping to find much gold. He was sorry to find the goose like any other goose inside. It could lay no more eggs.

1st day. Trace round a pattern of a goose.  
 2nd day. Cut and paste the egg.  
 3rd day. Draw and color a golden egg.  
 4th day. Model an egg.  
 5th day. Model a goose.  
 6th day. Make a farm picture. Draw the barn.  
 7th day. Draw chickens and geese by the barn.  
 8th day. Cut and paste a windmill or draw it.  
 9th day. Draw a cow and horse.  
 10th day. Cut a booklet shaped like an egg. Draw on it a picture of a goose.

### When Teaching Counting.

I teach counting by twos, threes, fours, fives, etc., until a certain familiarity is acquired. This counting is in itself a drill in addition. My next step is to start with any given number and let the children try to see how fast they can count. For instance, start with one and count by twos, with two and count by threes, with three and count by fours, etc.

My favorite plan is to start at one end of the class and go all around like an express train. If one child stumbles the next gives the answer.

When satisfactory rapidity has been gained in this way, with the smaller numbers, I use them interchangeably, as  $4+4+4+4+4+4+10+5$ , etc.

Of course these numbers are dictated to the class orally, and fitted to the mental ability of the children. At about this stage, with the third grade, I work in some of my series work. If I want to emphasize  $5+8$  combinations, I end my "long journey" with some such combinations, such as,  $3+3+6+3+3+2+5+8$ .

I find that a race arouses my class to a state of breathless attention; and so in this way I end my addition drill. A boy and girl are selected. Each stands with a piece of chalk. I hastily write down a column of figures on the blackboard. The first child to put the answer underneath wins.

Then some one from the floor offers to beat the winner, and the race begins again.

### THE EAR OF FAITH.

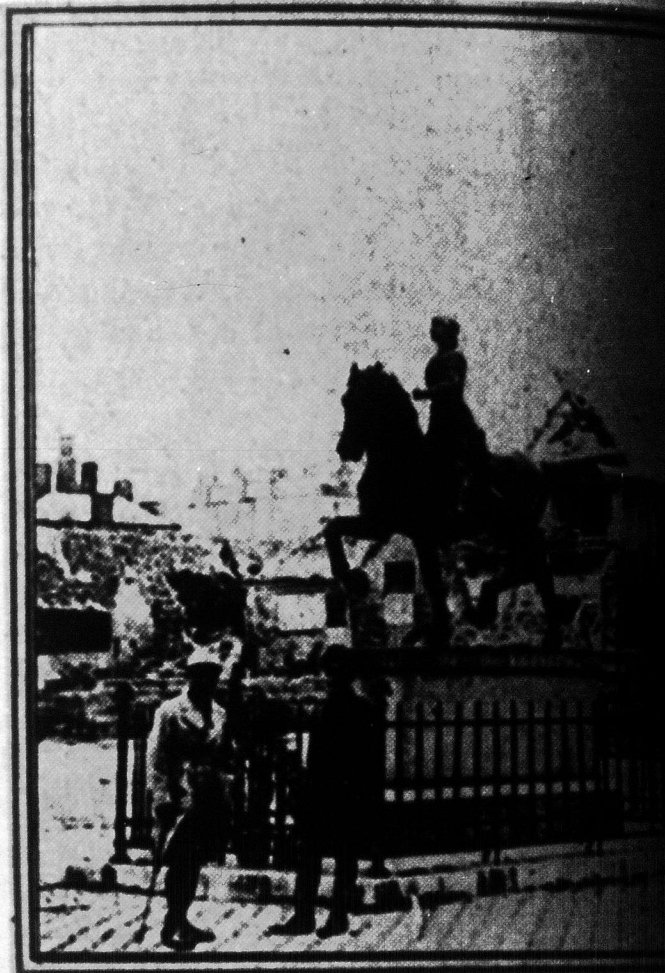
I have seen  
 A curious child, who dwelt upon a tract  
 Of inland ground, applying to his ear  
 The convolutions of a smooth-lipped shell;  
 To which, in silence hushed, his very soul  
 Listened intently; and his countenance soon  
 Brightened with joy; for murmurings from within  
 Were heard,—sonorous cadences! whereby  
 To his belief, the monitor expressed  
 Mysterious union with its native sea.  
 Even such a shell the universe itself  
 Is to the ear of Faith. — Wordsworth.



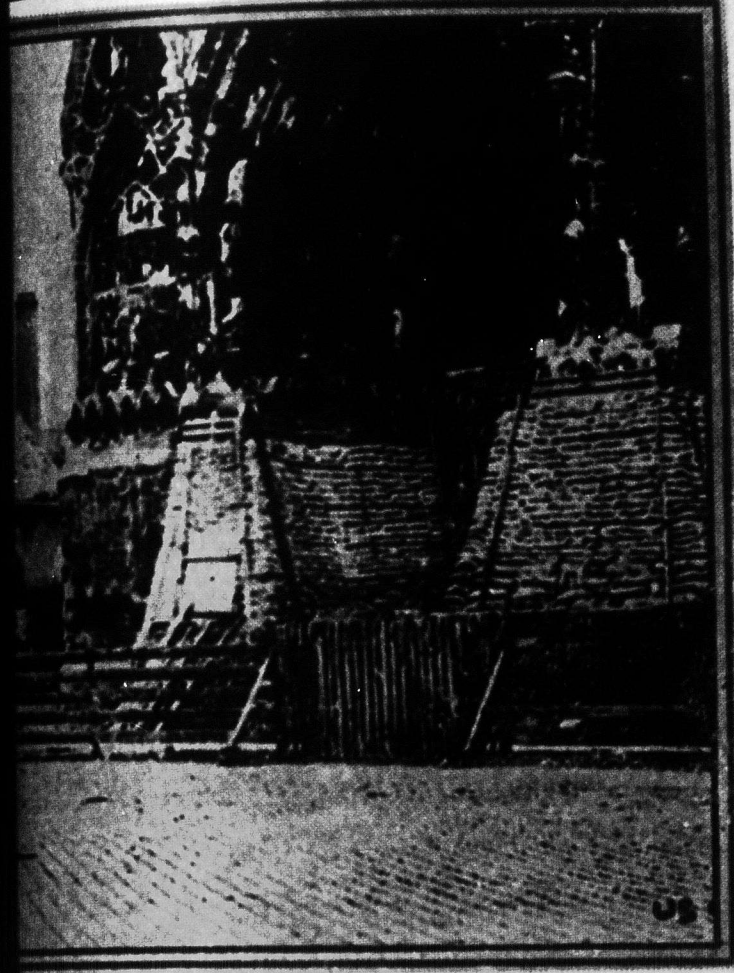


**GRANDSON OF ITALIAN LIBERATOR.**  
General Peppino Garibaldi, grandson of the famous Italian liberator, (in center) receives American, French and British officers at his headquarters in Venice. The grandson of the Italian patriot is well known in Canada and the States.

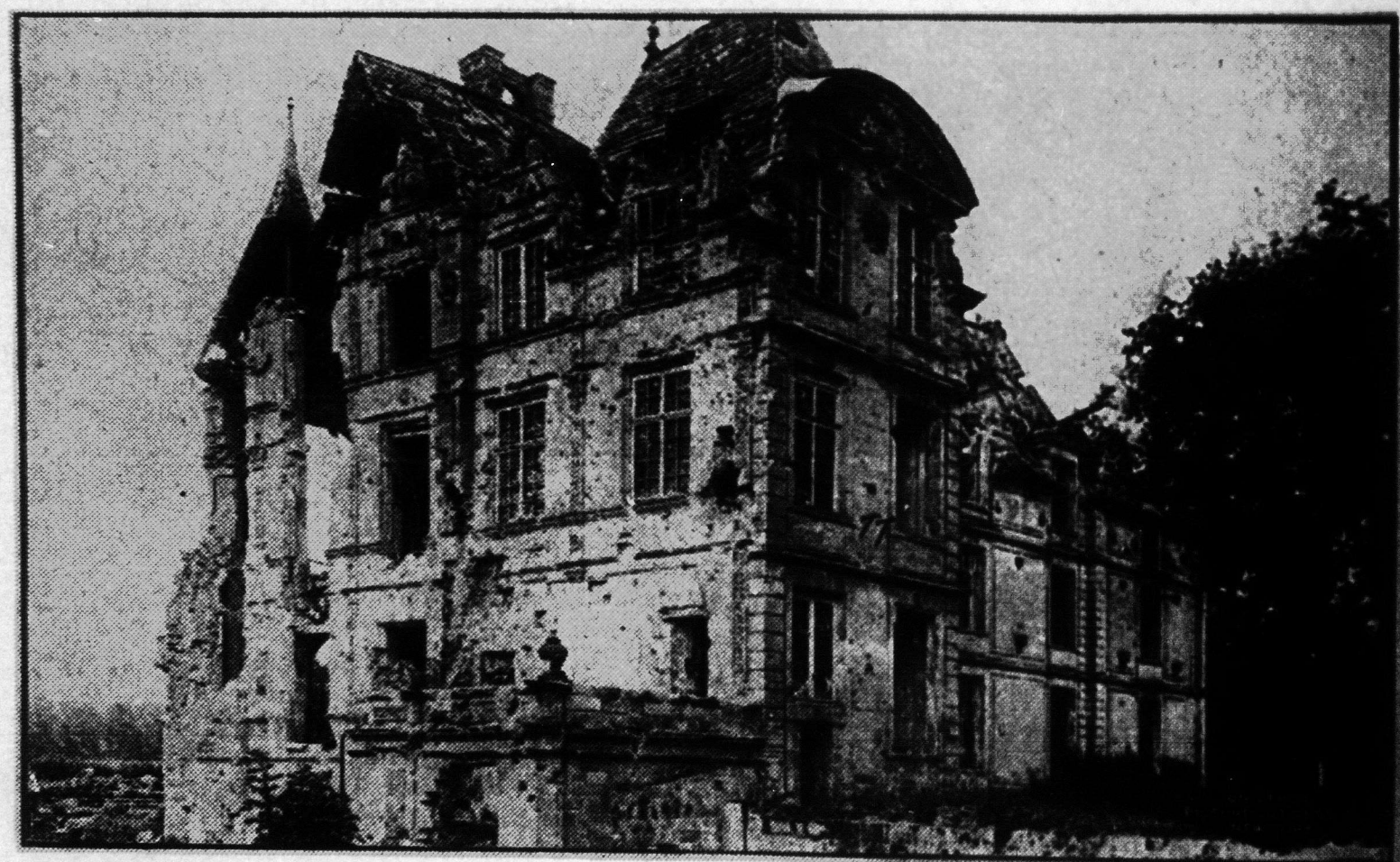
**A PAGE OF NEWS PICTURES**  
Especially adapted for use in the Class Rooms  
Means of illustrating the current topics of the day



**WARREN REIGNED.**  
The famous Rheims Cathedral and the beautiful statue of Joan D'Arc, the targets of boche barbaric bullets. The sand bags did not serve as a very effective defense to the aged and noted statues on the facade of the Cathedral, but for some reason the immortal has escaped damage.



**MAKING FINGER PRINTS OF GERMAN ALIENS IN NEW YORK.**  
Every alien male German, above fourteen years, must report at the local police station and register; also have finger prints made for identification. A German residing in New York is shown having his finger prints taken by a police officer at one of the New York station houses.



**BEAUTIFUL FRENCH CHATEAU A WAR VICTIM.**  
The ravages of war can never be effaced from this beautiful Chateau at Plessis de Roye. The magnificent specimen of renaissance architecture was directly in the path of the battle.

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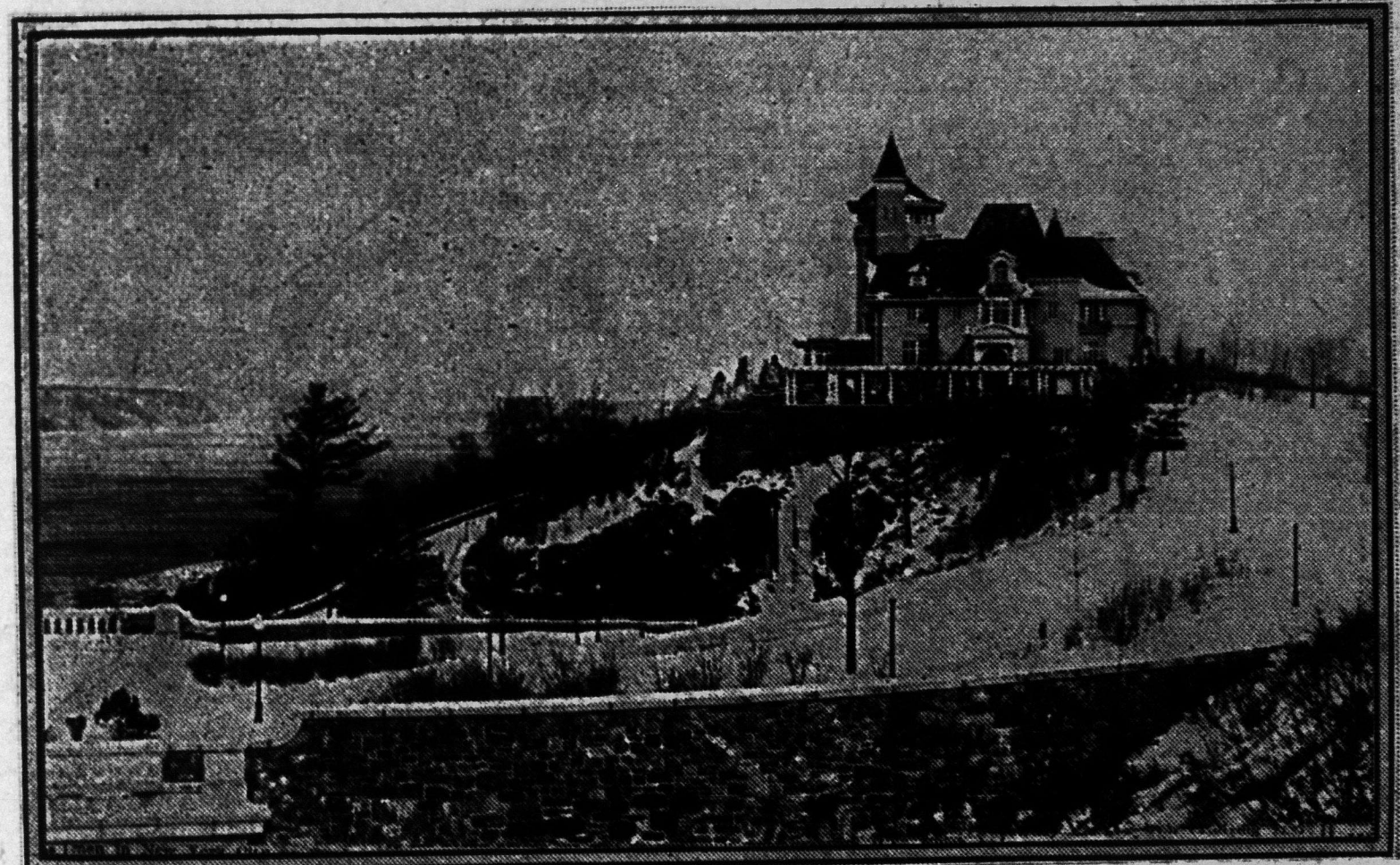
As a further part of the above, published by Mr. G. U. Hay, have come into possession, we are now in a position to fulfill any orders sent in.

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**BEAUTIFUL ESTATE TO BE USED AS HOSPITAL.**  
The beautiful estate of C. K. C. Billings, Tryon Hall, on the Hudson River, U. S., will be remodeled and used as a base hospital of the American Government. It is situated on the northern end and highest part of Manhattan Island, and commands a wonderful view of the majestic Hudson. It makes an ideal site for hospital purposes. John D. Rockefeller, Jr., bought the property for \$2,000,000.



**PREPARING A WAR GARDEN.**

BY MARY C. DAVIDSON.

(Special to the EDUCATIONAL REVIEW.)

The Allies expects every Canadian teacher to do her duty by having a "War Garden" at her school. Of course *you are going to "Do Your Bit."*

Now, how to go about it. That depends on your aim. Up to the present year, we have always considered the school garden a laboratory, where the children planted a bit of this and a little of that in various soils and, at different period of the season. The work of enemy plotters — cabbage worms, black rust, potato bug — was observed and various fertilizers used. Finally came the gathering of the crops and the school fair, after which the produce was disposed of in various ways. The knowledge gained from experimenting has been the main object striven for, while the actual quantity of vegetables raised has been a minor part of the project.

**MANY VEGETABLES — LITTLE WASTE.**

In the field of biology, when an organ is no longer needed, to perform its special work, it immediately makes use of a function until then more or less undeveloped and takes upon itself a new duty.

So it is with our school gardens this year. The garden of 1918 is a "War Garden." Its function has changed. Hence, experimentation, once the main aim, is still carried on slightly, but is made subservient to the once least considered but now all essential matter — the actual amount of vegetables grown.

Our aim, then, is to grow as many vegetables as the children can care for, with as little waste of ground, energy and seeds as possible.

If you are an experienced gardener, try raising some vegetables new to our diet but considered suitable to the climate. If you are an amateur, keep to the well-known vegetables, or inexperience and over-enthusiasm will mean waste.

Begin immediately. Do your gardening on paper. Have few paths and have long rows. It saves space and cultivation is easier.

Order your seeds immediately for there is a great shortage of seeds this season.

Start seeds indoors. It will mean earlier vegetables.

**BUY TOOLS EARLY.**

Buy your tools before the spring rush. Have manure drawn on garden now or immediately the snow has gone, and, if you can't get it, use commercial fertilizer. Have labels whittled out to

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No description can give an adequate idea of the wonderful riches in these pages. Nowhere else will you find such interesting, helpful, enthusiastic, live discussions of the subjects vitally important to teachers. No detail of work is too small to receive careful consideration, and no school-room problem is so big but that some of our big educators can throw some light on it for us. And our contributors number many of the really big people who are among the dominant forces in the educational world.

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plant at ends of rows. In brief, have everything ready, so that the first day the weather warrants it, you can get out on the land.

For tools, you will need spading forks, and be sure that the handle extends well over the wood and is well fastened. Then comes the hoe, preferably the weeding hoe. It is a good cultivator and mulcher. Rakes are needed and several spades will come in handy.

Stable manure is the best fertilizer. Poultry manure is strong in nitrates and should first be mixed with equal portions of soil. But remember that all manures should be well mixed in below the surface. During a single season, professional gardeners apply as much as six inches of it.

If your soil is clay, use sifted coal ashes, free from clinkers, to help loosen it. Add humus (manure plus vegetable matter). If your soil is loam, you are fortunate; if it is sandy, manure alone will give good results.

All land needs a little lime. If your land has been long unused or has been a lawn, it is apt to be sour. To remedy this, apply evenly one pound of air-slaked lime or two pounds of ground lime to every thirty square feet. Rake in to depth of two inches. In spring you may use two pounds of unleached wood ashes instead of lime. When lime is used at planting time, it is best not to use manure but fertilizer, instead just as plants are well up, with liquid fertilizer. This latter can be used every few weeks. It is made by dissolving a handful or two of prepared manure in a pail of water.

Commercial fertilizer may be used, ready mixed fertilizers are safest. A mixture of three or four per cent nitrogen and eight to ten per cent phosphoric acid is about right for the average garden. If the fertilizer contains potash, so much the better.

#### LAND NOW READY.

The land is now ready for ploughing or spading. Then, rake it smooth. Take out the stones, bricks, etc. If the land is spaded, it is best to rake immediately after a six foot space has been spaded. It can be done then without tramping down the soil. The soil at sowing time should crumble in the hand after having been squeezed.

If it stays in the lump, with finger imprints on it, it is too wet.

Now, for the planting! Make rows run north and south in order to get maximum sunlight. Reserve one end of garden for vegetables to be left in all season. Don't let tall growing plants shade others. Rule out vegetables occupying a large space. Buy only tested seeds. Delay planting rather than get them in too soon. When buds swell unmistakably, it is a safe time.

Plant closely, leaving just room enough for the wheel-hoe in cultivation.

#### TO OBTAIN BEST RESULTS.

The best results are obtained from staple crops. Make room for winter vegetables (parsnips, carrots, turnips, beets and late celery). Grow larger amounts than usual of such crops as beans or peas which can be canned or dried.

Think of succession of crops. Beans can follow spinach. Beets and turnips come after early peas. Early beets can be followed by Brussels sprouts and late cabbage.

Begin to cultivate as soon as the rows begin to show. Never let weeds get a start, and you'll find it easy to keep them down.

It is a good plan not to water your garden at all. Good tillage only is necessary. Keep the top of the soil broken up into dust to the depth of half an inch. Be sure to do this after a rain.

Your plants will not suffer in dry weather if you encourage deep root growth by mulching.

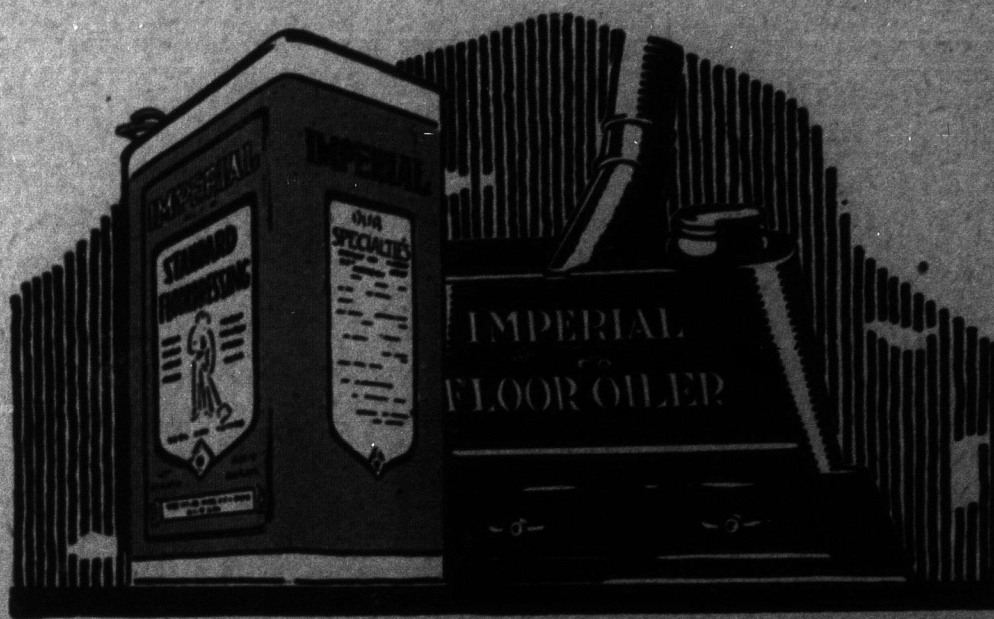
And, while you are working hard, remember that every seed sown is a blow at the Kaiser. He will feel much perturbed when he learns that every school in Canada has a large "War Garden."

ED. NOTE.—Miss Davidson has written, especially for the REVIEW, a most forceful article pointing out why all schools should have their war garden, but as it is essential that the above information as to the preparing of same should be given this month, we have been obliged to hold "Make a War Garden" over until next issue.

A tablet in memory of Miss Eleanor Robinson, literateur and educationalist, has been placed in the Public Library by friends. The formal unveiling will take place in the near future.

**W**E must not think of physics and chemistry as studies useful only to those who expect to engage in technical pursuits, but as every day studies that will help us to live more satisfactory lives because they help us to understand the reasons for the numerous things that we must or must not do if we expect to secure the greatest amount of health and enjoyment from life.—*Chemistry in the House*, published by the American Book Co.





## LESSONS

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## Advice to Beginners by the Art Editor of Pearson's, Dana Gibson, Phil May, and Others.

In a recent number of "Pearson's Magazine" (Eng.), the Art editor gave some very good advice as to getting sketches accepted, and I thought it would be most valuable to students to include same in this series of articles, as he lays bare many of the pitfalls to which young and aspiring artists expose themselves, particularly at the commencement, when not a few think that all they have to do is to make any sort of drawings, call upon the expecting Art editor, and return home, walking "on air," with the sketches accepted and a roll of bills in his pocket.

"There are not many editors who reject as many sketches as I do annually." This may seem a depressing statement to preface an article based on such as, "How to get your sketches accepted;" but I must emphasise it. Strictly speaking perhaps I should be more correct in heading these remarks, "How not to get your sketches accepted" (or rejected). It is useless to point out a short and glorious road to success. Such a road, I need hardly say, does not exist. Artists of all grades and of all times have had to fight hard for recognition and recompence, and this is as true as ever it was. The prizes today are more in number, but so are those who are trying to win them. Yet the profession of illustrating for the Press is a great and a growing one, comprising many branches, and success is to be won by those who set about it in the right way.

To revert to the disagreeable fact regarding rejected sketches. A rough and ready calculation I have made shows that an average of not more than two or three per cent of the total number of sketches that come up for judgment are accepted. Probably not more than twenty per cent deserve serious consideration at all. In other words, eighty per cent of the work done by artists is practically unproduced, and most of this work is that of the young artists. They may not be deficient in ambition, ability, or keenness; it is simply because they do not deal with the business side of their profession in quite the right way. If I can show them why they so often fail, I shall have done something to show them how to succeed.

The young art student when he first of all gathers a bundle of sketches into a new portfolio, and sets out to interview editors, starts in the morning with the hope of spring at his heart. Too often he returns in the afternoon with all the gloom of autumn in his soul.

Why? Because his first experience of the publishing world has been a sorry one. He has seen four or five nice uniformed commissionaires, two or three assistants, and with luck, an editor. In different words, but with equal emphasis, one and all will have told him that he was not wanted, that his work was not wanted, and he returns home to wonder if he can raise his fare to the States or lose himself on the globe somewhere. Work that has won high praise in the Art school is tossed carelessly aside, often not looked at at all; frequently the mere sight of his portfolio freezes the smile on the face of the guardian of the door, and causes the intimation that "the editor is not wanting any new artists at present."

Of course there are reasons for those things, some of them within the student's control, others not. Some editors are notoriously and purposely inaccessible. Personally, I make a special point of myself seeing artists who come to see me. I want to get in touch with new men, and I never consider time wasted if spent in doing so.

Speaking from experience, I am bound to say that the young artist frequently does not recognise the importance of time. He brings his portfolio full of his Art school studies which may prove that he *can draw*, but, unfortunately *not* prove that he *can illustrate*. He wants them criticised and appraised, and is deeply offended if the editor treats them with the hastiest of courtesy and says, "Yes, these are all very well, but what can you do, in the way of illustrating?"

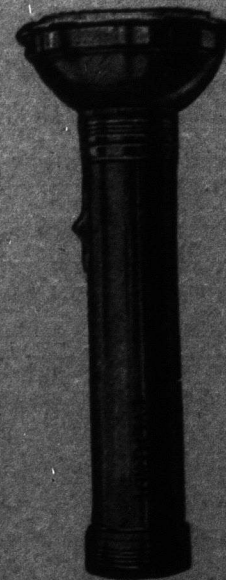
"I have never tried," says the young artist, "but I want you to let me try a story for you."

And so do a few hundred other artists, some young and some not quite so young. If magazines contained a thousand pages a month instead of something over one hundred, the editor might be able to gratify the ambition of some of his callers.

*(To be continued next month.)*

When I consider what some books have done for the world, and what they are doing, how they keep up our hope, awaken new courage and faith, soothe pain, give an ideal life to those whose hours are cold and hard, bind together distant ages and foreign lands, create new worlds of beauty, bring down truth from heaven; I give eternal blessings for this gift, and thank God for books.—James Freeman Clarke.





A Beautiful Wrist Watch, -	valued \$10.00
A Handy Thermos Flask, -	valued 4.50
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### Three Valuable Prizes for Boys and Girls

To the School boy or girl who submits what is considered as the best composition on "Chiclets," "Black Jack," "Tutti-Frutti," or "Californian" Fruit chewing gum will be awarded the handsome Wrist Watch, as illustrated above, and to the two competitors next in order of merit will be given the Thermos Flask and Flash Lamp, as shown.

#### RULES GOVERNING THE CONTEST.

The essay must be done in the boy's or girl's own handwriting, but the teacher is permitted to give assistance as to the subject.

Each entry MUST be accompanied by one wrapper taken from any of the FIVE-CENT

packets of chewing gum as illustrated in the cuts given below. They MUST NOT be taken from any other make.

Compositions to be about Five Hundred words in length, written in clear, neat handwriting.

All entries must have the full name, address and age of the sender, and be mailed not later than May 10th, 1918, to

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whose decision must be considered as final.

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## BOOKS RECEIVED.

*English Essays*, by Pottinger, 331 pages. Price 25c., The MacMillan Co., Toronto.—An addition to the excellent classic series.

*Call of the Wild*, by Jack London, 132 pages. Price 25c., The MacMillan Co., Toronto.—Issued in the pocket classic form.

*Our Sea Power*, by H. W. Household, 179 pages. Price 60c., MacMillan Co., Toronto.—A much needed text book on a vital subject.

*Elementary Economic Geography*, by Dryer, 415 pages. American Book Co., Cincinnati.—Deals with commerce and industry of various countries in a most interesting manner.

*Chemistry in the Home*, by Weed, 385 pages. American Book Co., Cincinnati.—Should be in every household and not classed only as a school text book.

*Introductory Geography*, by H. Clive Barnard, 154 pages. A. & C. Black, Ltd., 4, 5 and 6 Soho Square, London.—Reading matter set in large type and illustrations very clear and well arranged.

*Pieces that have Won Prizes*, by Frank C. McHale, 349 pages. Lloyd Adams Noble, 31 West 15th St., New York City.—A collection of many well known essays, etc., selected to be of the greatest assistance in literary study.

*Winning Declamations, How to Speak Them*, by E. D. Shurter, 303 pages. Lloyd Adams Noble, 31 West 15th St., New York City.—Should be in the hands of all teachers.

*Around the World with the Children*, by Frank G. Carpenter, 133 pages. American Book Co., Cincinnati.—Just the thing for the story hour.

*Practical English for High Schools*, by Lewis & Holic, 415 pages. American Book Co., Cincinnati.—A working manual

to develop the power of effective communication of ideas in such situations as appear in ordinary life—presented in a concise manner.

*The Round Table*, for quarter ending March. Price 60c., MacMillan Co., Ltd., Toronto.—Contains a powerful article on Palestine and Jewish nationalism.

*Elementary Spanish Grammar*, by Espinosa & Allen, 367 pages. American Book Co., Cincinnati.—A little out of the ordinary—presenting the only important principles.

*First Lessons in English for Foreigners in Evening Schools*, by Frederick Houghton, 150 pages. American Book Co., Cincinnati.

*Second Book in English for Foreigners in Evening Schools*, by Frederick Houghton, 180 pages. American Book Co., Cincinnati.—Prepared especially for evening school study—the illustrations are a valuable addition to the text.

*Laboratory Manual of Chemistry in the Home*, by Henry T. Weed, 200 forms. American Book Co., Cincinnati.—Of great assistance to the home study of chemistry—the suggestive questions are most valuable.

*Report on a Sanitary Survey of the Province of New Brunswick*, by John Hall, 86 pages. Authority of the Government, Fredericton, N. B.—Contains a plan for a Provincial Department of Health.

*A History of Europe*, by A. J. Grant, 778 pages. Price \$2.75, Longmans, Green & Co., 39 Paternoster Row, London.—Should be in the hands of all teachers and historians—further review will follow.

*The World Book* (Volume 8), Hanson-Roach-Fowler Co., Chicago.—The final volume in a set of books, the value of which cannot be estimated. A complete set should be found in every school library.

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## CURRENT EVENTS

February 27.—an official despatch received in Washington from France, states that the relations between Germany and Austria over the refusal of the latter to participate in the renewed attack upon Russia are growing more strained. Despite the fact that the Russians are offering practically no resistance, despatches received in London state that General Hoffman, in command of the German invading army, announces that the advance will continue until a peace treaty is signed and carried out on the lines laid down by Germany. A London despatch states that it is the belief of Japanese in that city that the Island Empire is preparing for decisive action in the direction of Vladivostok and Harbin. London reports the hospital ship, Glenart Castle, sunk by the enemy. Thirty-four survivors were landed at Swansea. There was no patients on board.

February 28.—London despatches state that the Germans are repulsed in hand-to-hand fighting east of Chavignon. A Petrograd despatch to London states that the Russians are massing near Pskof. Women and children are leaving Petrograd, and a new call to arms is issued.

March 1.—The occupation of Rostof-on Don by the Bolsheviki after a sanguinary battle, followed by the retreat of the forces of Generals Kaledines and Korniloff, is reported by the semi-official news agency in Petrograd. An associated press despatch from Vologda, Russia, states that the American and Japanese ambassadors reached there by special train on February 28. The Chinese and Siamese Ministers, the Brazilian Charge d'Affaires, and the American Red Cross Representatives have also arrived and will remain, pending developments. Vologda is 350 miles from Petrograd. A London despatch states that the British and French embassies have also left Petrograd. Reports from Berlin reaching London state that German troops have reached the Dnieper River about 400 miles due south of Petrograd and 280 miles north of Kiel, the capital of the Ukraine.

March 2.—The Germans storm French trenches south of Harcourt returning to their positions with 400 prisoners. In a raid near Harcourt every German who reached the British trenches was either killed or captured. British raids are reported in the Armentieres region, where prisoners were taken, while German attacks near the Ypres-Comines Canal and Houthulst Forest are repulsed with loss to the Germans.

March 3.—Despatches from British Headquarters in France reported many air raids by the Germans with a result unfavorable to the enemy. In a clash with the Australian forces the German lose heavily. The German Minister at Stockholm informs the Swedish Minister of Foreign Affairs that Germany, at the request of the Finnish government, will send troops into Finland to suppress the revolution and will make the Aland Islands its base, but that Germany has no territorial interest in the Island. Tokyo reports that Bolsheviki troops have seized four important cities in Siberia. Immediately after the British Embassy staff left Petrograd, Russian troops under the command of a colonel, entered the embassy and confiscated and burned documents despite the protest of a charge who still remained, a London despatch states. It is announced that the Germans in their advance captured 6,800 officers, 57,000 men, 2,400 guns, 5,000



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machine guns, 800 locomotives, and thousands of motor-vehicles and trucks.

March 5.—With the aid of America, German submarines are being sunk as fast as they are built, Sir Erie Geddes, First Lord of the Admiralty, tells the House of Commons.

March 6.—Italian official despatches received in Washington indicate renewed possibilities of an Austro-Hungarian drive on the Italian front.

March 7.—An Amsterdam despatch states that official announcement is made in Berlin of the signing of a peace treaty between Germany and Finland, which forbids land cession without Berlin's consent, while Germany undertakes to secure the recognition of Finland's independence by all the powers.

March 8.—London despatches announce that the most important enemy attack since the Cambrai drive was delivered on the Ypres-Dixmude sector, and extended over a mile of front. The English forces were pushed back, but by counter-attacks re-established their lines, General Haig reports. A despatch from the Hague states that the Wolff Bureau, the semi-official German agency, says in a despatch that the Germans have acquired a direct through route via Russia to Persia and Afghanistan.

March 9.—The Armenian Information Bureau in London reports that the Turks in re-occupying Armenia have massacred every male, including babies in Samaun, and similar atrocities are reported in other villages. London reports that a Russian wireless message states that peace has been concluded between Russia and Roumania, the latter promising to evacuate Bessarabia. Paris despatches state the enemy airplanes again attack the city, destroying lives and property.

March 10.—An official communication issued in London states that the British have occupied Hit in the Mesopotamian drive, the Turks retiring seven miles up the Euphrates.

March 11.—London reports severe German attacks all along the line in France and Flanders. The heaviest assault was made on the British in the Armentiere's sector. The attack was repulsed. A Peking despatch states that China signified her intention to co-operate with Japan in protecting the allied interest in the Far East.

March 12.—A London despatch states that a terrific artillery battle is raging along the sectors held by the British in France and the indications point to the probability that the long anticipated German offensive is ready for launching. Paris reports states that the Portuguese troops won their most signal victory since entering the war in repulsing a large German raiding party near Laventie. The enemy suffered heavy casualties.

March 13.—A despatch to the Exchange Telegraph from Tien Tsin, says it is reported unofficially from Tokio that negotiations are going on between the Japanese and Siberian government and that the Japanese newspapers consider the situation acute.

March 14.—Berlin reports that German troops have entered Odessa. A German attack in the Champagne is repulsed according to the French war office. The Germans suffered heavy losses. London reports that hostile airships again raid the northeast coast of England.

March 15.—London reports that one million tons of Dutch shipping, which will be used in sending supplies to the

## MARITIME EDUCATION CONVENTION.

(P. E. I., N. S. and N. B.)

Aberdeen School Building, Moncton, 27th, 28th and 29th August, 1918.

### PROVISIONAL PROGRAM.

#### TUESDAY 27TH.

##### MORNING SESSION.

- 9.00 a. m.—Registration.  
 10.00 a. m.—Opening Addresses, Dr. A. H. MacKay, Superintendent of Education, Nova Scotia; H. H. Shaw, Acting Chief Superintendent of Education, Prince Edward Island.  
 11.00 a. m.—"The Government of Children," Dr. H. S. Bridges, LL. D., Superintendent of Schools, St. John.

##### AFTERNOON SESSION.

- 2.30 p. m.—"Maritime Reciprocity in Teachers and Text Books," Inspector W. R. Campbell, M. A., Truro; Miss Bessie Wilson, St. John High School.  
 3.30 p. m.—"Woman's Share in the Thrift and Production Campaign," Miss Jean Peacock, Fredericton; Miss Jennie Frazer, New Glasgow.

##### EVENING SESSION.

- 8.00 p. m.—"The Claim of the Maritime Provinces for Federal Subsidies in lieu of Western Lands," Hon. O. T. Daniels, Attorney-General of Nova Scotia; Hon. C. W. Robinson, Moncton; Dr. David Soloan, Principal Nova Scotia Normal College, Truro.

#### WEDNESDAY 28TH.

##### MORNING SESSION.

- 9.00 a. m.—"Public Health," Hon. Dr. Roberts, St. John; Miss Winnifred Read, Public School Nurse, Halifax; Dr. Ross L. Blackadar, Yarmouth County, N. S.  
 11.00 a. m.—"Musical Notation in Schools and the Examination of Teachers," Prof. Harrison, Fredericton; Supervisor E. J. Lay, Amherst, N. S.; Miss Catherine Robinson, St. John.

##### AFTERNOON SESSION.

- 2.30 p. m.—Provincial Educational Associations meet separately to organize and elect officers for next year.

##### EVENING SESSION.

- 8.00 p. m.—"Maritime Union," Hon. J. B. M. Baxter, St. John; Hance Logan, Esq., Amherst, N. S.; Chief Justice Matheson, Charlottetown, P. E. I.

#### THURSDAY 29TH.

##### MORNING SESSION.

- 9.00 a. m.—"Vocational Education," Fred Magee, M. L. A., New Brunswick; Prof. F. H. Sexton, Director Technical Education, Nova Scotia; W. R. Reek, Secretary of Agriculture, Fredericton, N. B.  
 11.00 a. m.—"Education for Retarded Pupils," Mrs. Sarah Houston, Halifax.

##### AFTERNOON SESSION.

- 2.30 p. m.—"The French Language in Canada," Rev. Father Guerton, Vice-President University of St. Joseph College.  
 General Business.

NOTE:—Advertisements re accommodation rates and railway arrangements will appear in the May REVIEW.



armies of the Allies or in transporting troops to the war zone, will be taken over by the United States and Great Britain.

March 16.—Replying to an enquiry as to whether there was any truth in the rumors that proposals had been received from Germany for a peace at the expense of Russia, Lord Robert Cecil says, "As far as I know of, no such proposals are being considered or will be considered."

March 18. The French reports a series of strong German attacks in the direction of Samogneux, north of the Boise Des Caurieres and in the Bezonvaux region. Latest information shows that the French troops entered the enemy trenches at Malancourt on a front of 1,400 metres to a depth of 800 metres. Dominion Parliament opens today the first session of the Union Government.

March 19.—Attacks by German storm troops in the region of Nieuport, Dixmude and Merkem, gain a footing at some points, but all are expelled by counter-attacks, says the Belgian official statement.

March 20.—The Allies inspiring successes in the air fighting continue. The enemy losses during January were 292, in February, 273, and in March, seventeen days, 278. For the same period the Germans totally destroyed losses by the British were 316, the British totally destroyed losses by the Germans, 117; balance in favor of the British, 199.

March 22.—London reports after an intense bombardment of both high explosive and gas shells on forward positions and back areas, a powerful infantry attack is launched by the enemy on a front of over fifty miles, extending from the River Oise, in the neighborhood of LaFere to the Sensee River, about Croisilles, the enemy breaking through outpost positions and succeeding in penetrating into battle positions in certain parts of the front. Several enemy divisions which had been especially trained for this great attack have already been identified, including units of the Guards. Captured maps depicting the enemy's intentions show that on no part of the long front of the attack has he attained his objective.

March 23.—London reports that the enemy renewed his attacks along practically the whole of the battle front. British losses inevitably are considerable, but not out of proportion to the magnitude of the battle.

March 25.—London reports fresh hostile attacks develop in great strength on the whole battle front. South of Peronne the enemy succeed after heavy fighting, in crossing the River Somme at certain points north of Peronne. Enemy attacks are directed with the greatest violence against the line of the River Tortille (a tributary of the Somme). British troops on this portion of the battle front are being withdrawn and are fighting on new positions.

March 26.—London reports that in a message to Field Marshal Haig, David Lloyd-George, the British Premier, says that the men necessary to replace those lost are either now in France or already on their way. All guns will be replaced and still further reinforcements of men and arms are ready to enter the battle. On wide fronts south of Peronne and south and north of Bapaume, the enemy attack positions in great strength with fresh forces, and, in spite of the brouchy of the British troops has forced same to give ground. German troops are in Nesle and Bapaume. Heavy fighting continues. Berlin claims 45,000 prisoners and 600 guns, whilst London estimates German casualties at 200,000.

Last report before going to press states that the situation is decidedly improved, and that the enemy's best trump may expected to be soon out-trumped.

## School and College

Mrs. S. A. Ryan, who left her home in New Brunswick in June of last year, for Vancouver, B. C., to spend the summer on the coast, decided to remain in the western province, after her vacation, and is now very comfortably located in a pleasant school in one of the fine ranching districts—No. 150 Mile House.

The St. John school trustees have commissioned John A. Sinclair to Fredericton, to petition the government to allow them to assess for \$50,000 more next year. This means that the total assessment would be in the vicinity of \$300,000 and a proportionate increase in the tax bills for the citizens. The St. John commissioners, at a committee meeting, held March 25, decided to oppose this increase.

Eighty-five per cent of King's College students have enlisted in the service of the Empire.

The annual report of R. P. Steeves, director of elementary agricultural education, which has been presented to the legislature, shows a steady growth in the work, under his supervision, a work of especial importance in view of the world-wide food shortage.

Prof. A. Stanley MacKenzie, president of Dalhousie University, Halifax, and a member of the Scientific Industrial Research Commission of Canada, gave a decidedly interesting and instructive address—one of the best of the season, before the Canadian Club, St. John, on Thursday, March 14.

A very interesting lecture on the origin of languages was given in the Natural History rooms, St. John, Monday, March 18, by Rev. G. F. Dawson. Mr. Dawson dealt with imitation or mimetic theory and the interjectional theory, and gave a very clear explanation of the supposed sources of languages.

The chief superintendent of education, Dr. Carter, and inspector of schools, Rupert Hanson, have been invited to meet the residents of the school districts in vicinity of Burt's Corner, N. B., interested, to discuss the proposed consolidation of the districts. The idea meets with the popular approval of leading educators of the province who believe better and more satisfactory results will be obtained.

The regular monthly meeting of the Charlottetown School Board, was held Monday, March 4, with chairman H. Smith presiding. There were also present Messrs. J. P. Gordon, C. H. B. Longworth and Dr. W. J. P. MacMillan and Messrs. Seaman, Johnson and Francis, of the city schools.

A meeting of the St. John Teachers' Association was held Thursday evening, March 14, in the Natural History Society rooms. Dr. Bridges gave a very interesting and instructive paper, his subject being "Dr. Young the Great Scientist." Frank Owens presided and there was a very large attendance of members.

The King's College advance movement is progressing most favorably, and although the \$125,000 mark appears a long way off, the campaign workers feel confident that, by the steady work the desired results will be obtained.

Considerable discussion took place at a meeting of the School Board of St. John Monday evening, March 11, over a letter which was received from Dr. W. S. Carter. The letter was to the effect that the St. John School Board had no power to order one session daily in the public school along the lines



## Classified Advertisements.

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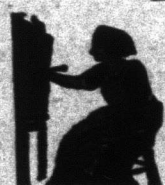
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which they have been conducted this winter. He also told the Board that the time lost would be deducted from the government grant to the teachers. He claimed that the power given at one time had applied only to the high school and had no bearing on the present case.

The high salaries and the changes in climate are the chief reasons advanced by T. L. Brown of Saskatchewan, for the continual flow of eastern school teachers to the west. Mr. Brown passed through St. John recently, and when speaking to a press representative said, "We have quite a number of teachers from this part of the country."

It was decided by the St. John School Board that the superintendent of the St. John School Board should be a member of the Board of Education of the province. A committee has been appointed to take the matter up with the government.

The "Justician," a breezy, newsy, entertaining school paper of Woodstock, a publication which finds its way to the REVIEW office, is not too diminutive to be overlooked by the exchange editor, and is deserving of success.

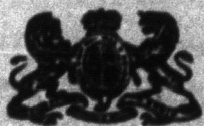
On account of the shortage of coal there was no school in the Welshpool district on Monday, March 18. The same thing occurred at Lubec, Me., the shortage being caused by the loss of the freighter, "Otis," between West Isles and St. Andrews, with a cargo of thirty tons.

### CANADIAN DESIGNS WANTED.

After the war of 1870, to the surprise of the world and the chagrin of Germany, the French paid their war indemnity of over a billion dollars in only five years. This was done by selling laces, fashionable French dresses, hats, etc., selling art, skill, in short — brains. Canada can help to pay her war debt by developing designs that are distinctively Canadian. This must be done not for one industry but for all. There are over one hundred and seventy-five industries in Canada that use ornamental and symbolic designs. The total of the number of firms engaged in each of these industries is over a thousand, but some firms engage in more than one industry.

If we do not begin to use Canadian art before the war is over our manufacturers will resume getting designs from foreigners. Canada sends wheat to foreigners in exchange for artistic manufactured products. We exchange food for cleverness. Let us be clever. France needs no tariff wall to shut out German manufactures as the art of France cannot be copied. Canada should build up an art that cannot be copied. The government archaeological collections are in the Victoria Memorial Museum, Department of Mines, Ottawa, and are at the service of manufacturers, designers, and art schools. Information on Canadian clay, its sources and its possibilities for manufacturers, is given by the government ceramic laboratory, Mines Branch, Department of Mines, Ottawa.





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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.

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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.

#### TO OUR READERS.

As future issues of the REVIEW promise to be even more instructive and interesting than in the past, may we suggest that you send in the names and addresses of those teaching friends of yours who, at the present time, are not subscribers, so that we may forward them sample copies, and invite them to subscribe, and thus be able to take advantage of the fact.

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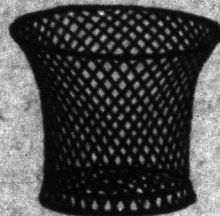
**New Brunswick School Calendar.**

1918. SECOND TERM.

- 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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