

**PAGES**

**MISSING**

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## EDUCATIONAL REVIEW.

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

We regret that the much appreciated articles *Notes on New Brunswick High School Literature* and *Ontario High School Readers* which have been running in recent issues of the EDUCATIONAL REVIEW, from the pen of Miss Eleanor Robinson, has been unavoidably held over in the present number, owing to her indisposition. We trust, however, that she will be able to let us have them for the February REVIEW.

## IMPORTANT INFORMATION WANTED.

To Each and Every Reader of the EDUCATIONAL REVIEW.

We are anxious to make the EDUCATIONAL REVIEW more helpful to teachers, superintendents, and school officers this year, than during any of the preceding thirty years in which it has been published. For this reason we are asking a special favor. Will you please write fully and frankly in answer to the following questions:

1. *What section of the Review have you found most helpful during the past year?*

2. *Give name and address of one prominent educator who is not writing for the Review at present whom you would recommend to write a series of short articles on important educational questions for the coming issues.*

3. (a) *In your opinion what new educational movement should receive special treatment in the REVIEW during this year?* (b) *Whom would you recommend to furnish a series of articles on the subject?*

4. *What can be done to cause primary and intermediate teachers to take an active interest in important educational problems, and thereby broaden their horizon rather than to limit their interest in educational literature to mere devices and clever ways of presenting certain topics in class exercises.*

5. *Do you know of any teacher who is not at present subscribing to the Educational Review? If so please forward their names and addresses so that we may send them a specimen copy, as we feel sure that the REVIEW having been admittedly helpful to so many in past years, should increase its sphere of utilization.*

Nothing will please us better than to receive thousands of letters in answer to the above questions from EDUCATIONAL REVIEW readers, so please write to-day before you forget.

At your service,

PERCY GIBSON,  
Manager and Editor.

## NATURE STUDY OF ANIMALS.

H. S. FERRY

## BIRD NOTES

No department of nature work has greater attraction for young people of school age than the study of bird life. From the time of their return in the spring with their gayest colors and most attractive songs, all through the nesting season and while the young are growing into bird-form and learning to fly, and all through the summer till at last we miss them all of a sudden and they are gone for the winter, there is interest at every turn.

Like the attraction in other fields of nature study this interest is contagious, and soon spread through the school, and is often accompanied with a friendly rivalry among the pupils, "Who will find the first bird?" "Who will find the most nests?" "Who will find the first young birds?" But this interest does not start of itself, in the ordinary child it is dormant, the teacher must call it into action. And even after she starts it going, there is need of constant supervision.

We must recognize the interest as the starting bar which sets the whole machinery of study and investigation in motion, but that it does not possess automatic power in itself. The interest must be renewed from time to time and energy constantly applied to keep the machinery running. A good start is important but it is equally essential that the guiding and controlling mind of the teacher keeps pace with her pupils in all their nature studies.

In these notes we will first call attention to bird migration, and using it as a starting point, outline other bird-studies in general.

Bird migration owes its origin to a ready and easy means of locomotion—to the power of flight. It is the response of the organism to find a more suitable environment, and depends upon the following chief factors: fluctuating food supply, love of home, breeding impulses, and varying temperature.

Technically speaking bird migration is applied to the periodical and regular passage or movement of birds between localities inhabited at different periods of the year, and is as a rule between the breeding area or home and the winter quarters.

This movement of birds from their true home to escape winter conditions is much like the hiberna-

tion habit we find among many animals, and which we discussed in outline in the last issue of the REVIEW. In fact early naturalists long thought that birds hibernated too. Such a theory grew out of local observation, for there was little or no foreign travelling and less interchange of data along nature lines with other countries. The local observer, night after night in late summer, saw the swallows dropping to roost among the



FIG. 1. MIGRATION OF THE BOBOLINK.  
Dotted area, Breeding range; Black area, Winter range;  
Arrows, Migration route.

reeds, till all at once none was to be found anywhere. Was it not quite natural to think "they had vanished to hibernate in the water?"

Long years passed, mostly occupied with discussions and conflicts, with a little investigation now and then thrown in by way of variety, before the true nature of their disappearance was determined. One rather serious alternative theory sent the birds to the moon for the winter. John Legg was one of the first real students of bird migration, and his pamphlet, "A Discussion of the Emigration of British Birds," (1780) did much to direct investigation along proper lines.

Investigation followed until there was not a single instance of avian hibernation held by naturalists.

Chapman groups the birds of temperate regions as follows:

1. Permanent Residents — Includes species that are represented in the same locality throughout the year.
2. Summer Residents — Includes species that come to us from farther south in the spring, rear their young and return to the south in the fall. As a rule, the first species to come in the spring are the last to leave in the fall, while the later arrivals are among the first departures.
3. Transient Residents — Includes species which, nesting north of a given locality and wintering south of it, consequently pass through it when migrating. By some writers these are called "birds of passage."
4. Winter Residents — Includes species which come to us in the fall and remain until spring.

Some species like the Snowy Owl and the Snow Bunting are of fairly regular occurrence throughout the Acadian Region, while others like the Bohemian Waxwing and the Evening Grosbeak may be rare and local some winters, or wanting other winters.

For winter work make lists of your winter birds under the headings: Permanent Residents, and Winter Residents. Spring and summer work should take up the other groups.

Since food is chief factor in determining bird migration find out as far as possible the food of each species of your winter birds. Is food reasonably plentiful for each species in your locality? Is there any way it could be easily increased for certain species, such as by planting shrubs and trees, etc., that keep their fruit on during the winter? Keep this in mind for next Arbor Day.

What natural protection has each species against the cold of winter? How does it serve as a protection? Correlate this with lessons on the conduction of heat, etc.

Have birds hit upon other means of protection against severe frosts? In this connection note that they seek shelter from storms and cold. What kinds of shelters do they make use of? A most peculiar instance is found in the burrowing or diving of the Partridge into the light snow to escape the frost of winter nights. Where do they find protection when the snow is too hard or there is too little of it for them to burrow in?

What is the range of each species of our winter birds? Where is the summer home of our winter migrants?

Study closely the food habits of permanent residents as opportunity offers. Which are insectivorous? Which seed eaters?

Study their nesting habits. Where are their nests placed? Of what kinds of materials are

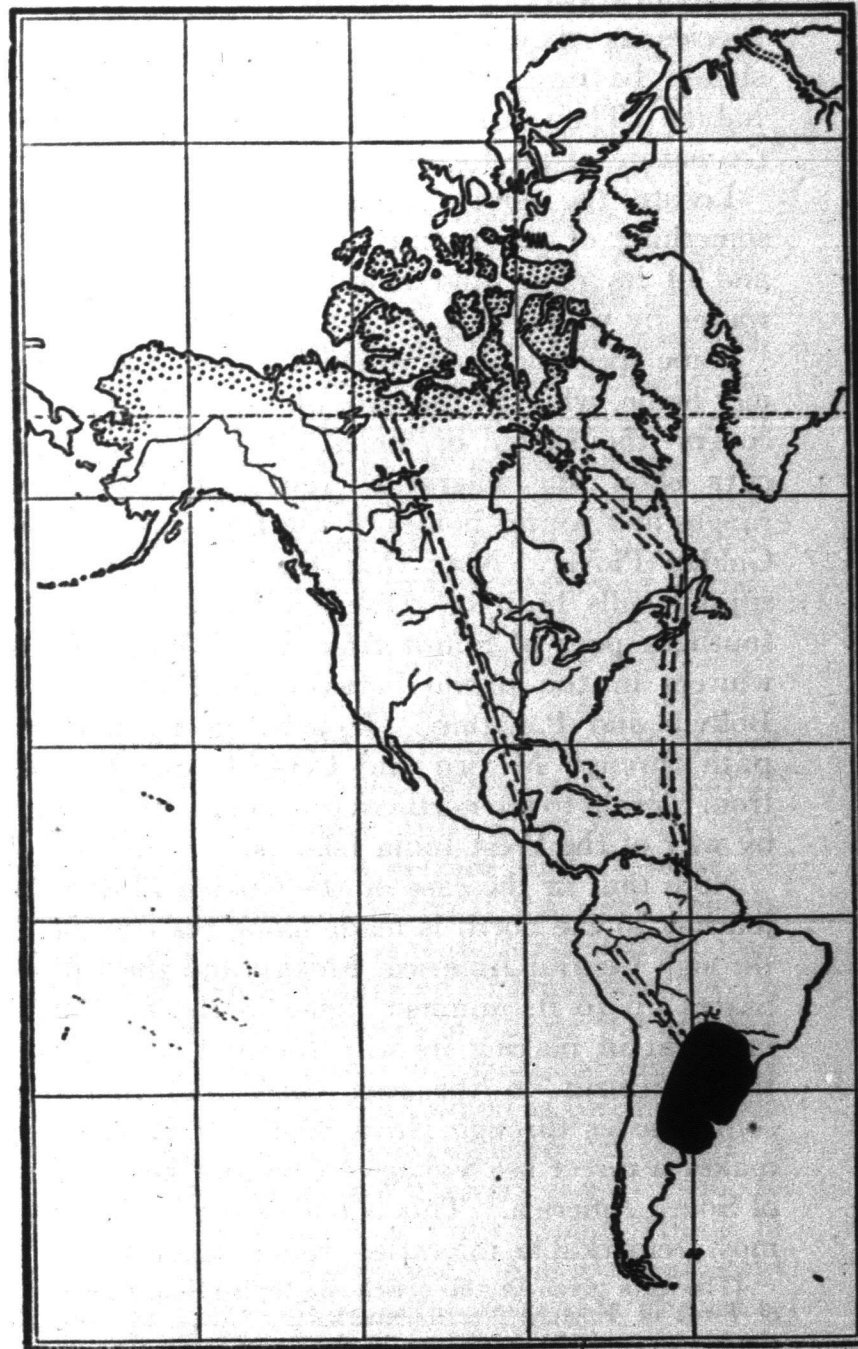


FIG. 2. MIGRATION OF THE GOLDEN PLOVER.  
Dotted area, Breeding range; Black area, Winter range;  
Arrows, Migration route.

they made? Next summer watch for the eggs, and note their number, size, color markings, variations, etc.

Study the local movements of the different species on account of food, nesting, etc., and

determine the cause for each change as far as possible. The sum total of these local movements constitutes what we might call local migration of our permanent residents.

With some knowledge of these two groups students should be able to appreciate and study the other two groups, upon their arrival a little later in the year.

Besides learning to identify the more common species as they arrive in the spring, attention should be directed to their feeding and nesting habits. Their value to the country depends on the nature of the food they eat.

Locate the winter home of each, and learn something of the nature of its climate and soil, and of its plant and animal life, and trace the routes by which they depart and return.

Some species do not winter far from their summer home, while in the case of others the journey covers thousands of miles. The accompanying cuts show the migration routes and breeding ranges and winter homes of the Bobolink and the Golden Plover. Note that the far call of food supply calls both of these species away to the southern part of South America. The Bobolink winters in the region between Southern Brazil, Bolivia and Paraguay. It journeys by a broad path through Mexico and Central America, and from Florida to the northern coast of South America by way of the West India Islands.

Note that in the case of the Golden Plover the journey to the north is made along the continent, through Central America, Mexico and the United States up to its summer home in the far north, but that in making its way south it first crosses the continent to the east coast and following south passes through Nova Scotia, from which it makes a direct sea voyage to the northeast coast of South America. This is one of the longest and most remarkable migration routes known.

[The cuts given in this article are copied from Handbook of Birds of Eastern North America by Chapman, through the kindness of the publishers, D. Appleton & Co., New York.]

Owing to a proof-readers error, it is to be regretted that a word was missed out of McMillan's advertisement appearing on the front page of the December EDUCATIONAL REVIEW, which stated that they were "the largest retail store in Eastern Canada." This should, of course, have read, "The largest Retail Stationery Store in Eastern Canada."

### THE DIFFICULTY OF ORAL WORK.

By E. CREAGH KITTSON, B. A., B. es. L.  
(The School World.)

When the direct method first came into vogue stress was laid on the fact that it was a *natural* method. Naturalness, however, was taken to be the same thing as *casiness*. It was pointed out that a child might learn a foreign language in the same way in which it learns its own in the home and the nursery, and, as nobody seemed to realise that a child only learns its own language after much effort extending over many years, or that the learning of a language at school can never be quite the same thing as learning one's own language at home, the notion spread that the direct method was one devoid of difficulties, a method by which the foreign language was, so to speak, absorbed by the pupil without any expenditure of effort. This view was further confirmed by the fact that the reformers made a severe attack on the strenuous teaching of unscientific grammar, which had been regarded as the chief "discipline" of the old method. There is plenty of proof that this misconception is still widely prevalent, and it is therefore in every way desirable that some attempt should be made to make clear the nature and the degree of effort required in learning a foreign tongue.

The teaching of foreign languages in this country has heretofore not been satisfactory. There is some hope that it will be taken more seriously in the future. The suggestion has even been made that Russian shall be added to the list of languages to be learnt, and this suggestion has in some quarter been acted upon. It is not, however, an easy language, and if we teach Russian in the future no better than we have taught German in the past, we might just as well leave it alone. There is no more certain way of failing in an enterprise than by under-estimating its difficulties; the first thing necessary for success is to see clearly what the difficulties are and the means by which they are to be overcome.

In comparing the direct method with the old "grammatical method, it is at once clear that the former *undertakes to do more*; it sets out with a bigger programme, for its aims at teaching not only to read and write that foreign language, but also to pronounce it purely and speak it fluently.

Here, indeed, it seems idle to speak of two methods, for a system of teaching a living language

which leaves out of account pronunciation and fluency of speech can scarcely be called a method of teaching it at all. And even if it is objected that a teacher can impart a pure pronunciation without adhering to the principles of the direct method, we still have to be convinced that boys can learn to speak a foreign language in class by speaking English! If we use all the time at our disposal in class for the practice of the foreign tongue, our pupils, if they are diligent, will arrive at some measure of fluency; but if one lesson a week or ten minutes at the end of each lesson, be allotted to "conversation," the result, so far as any real mastery of the foreign language is concerned, will be so slight as to be negligible. The only question is: Are we to aim at purity of pronunciation and fluency of speech, or not?

If pronunciation is admitted, as it evidently must be admitted, to be a matter of primary importance — I need not here insist on the reasons why — then the first task for anybody who wants to learn a foreign language is to study and practise its speech sounds. To master the system of pronunciation of any foreign language is a matter of extreme difficulty. It cannot be done by imitation; the exact nature of each sound in the foreign language must be understood — the sounds being represented by the alphabet of the International Phonetic Association; then must follow a severe training in "vocal gymnastics" in the pronouncing of words and sentences, attention being paid not only to the quality of each sound, but also to length of vowel, stress, and intonation. The difficulty of this side of modern language teaching can be regarded as slight only by those who are not accustomed to do their work thoroughly; and it must be done thoroughly if the oral work to be founded on it is to have any value, otherwise the different vowels, *e. g.* of the words *bu, boue, boeufs, boeuf*, will not be sharply distinguished from each other. It is only after considerable physical effort and much determination on the part of the pupil that his lips and his tongue can be trained to the utterance of unwonted sounds, or his ear accustomed to distinguish them. He should finally be able to write readily from dictation in the phonetic characters.

But if this work is hard, it should be remarked that it is, on the other hand, not only full of interest — the enthusiasm that grows up in a class for phonetics is extraordinary — but also of great

educational value as a training for the ear and the vocal organs. Training of this kind stands to a youth all his life, giving him greater linguistic power generally; and putting him in a position to tackle other languages later in a more businesslike manner — a necessity that frequently occurs for those who serve the Empire, whose duties call them into the uttermost parts of the earth. When, some years ago, a pupil of my own — who had passed into the Indian Police — wrote home that he had come out first in his examination in Urdu, I could not help thinking that the thorough phonetic training he had received at school must have been a considerable factor in his success.

Pronunciation and fluency are not, of course, separated from each other in practice, for carelessness of pronunciation has always to be corrected, although this becomes decreasingly necessary as a boy rises in the school, until in the highest forms it occurs no oftener than in the corresponding English lesson, when attention may be concentrated exclusively on other matters. It will be convenient here, however, to deal with the question of fluency by itself. The main effort that the pupil has to make in his attempt to attain to fluency in a foreign language is *an effort of the will. This exertion of the will is directed to suppressing the native idiom and substituting for it that of the language that is being learnt.* I believe this effort to be very considerable, and it is certain that it must be continuous during the lesson if the work done is to be of good quality. It is the kind of effort that most people have to make on sitting down to write a letter to a foreign friend, or during the first few moments of conversation in a language which they do not habitually use; but whereas for the person who "knows" a foreign language this effort is only slight, for the learner it is very great. Nobody knows a foreign language until he can "think in it," to use the popular phrase. And in the attempt to attain to this it is quite clear that the more his own native idiom intervenes the greater the difficulty.

Thinking in a foreign language means expressing thoughts in it. An idea presents itself to the mind in the first place as a complete whole. This idea has to be *analysed* by the mind to be expressed in language. In acquiring another language we have to learn to perform this operation in terms of that language rather than in terms of our own. Those who try to teach a foreign language by means of

translation and dictionary act on the assumption that the linguistic process represents a *synthesis*. But the arguments advanced in Wundt's "Sprache" against this theory appear to me to be unanswerable. In accordance with his view Wundt defines a sentence as follows: *Der Satz ist die Zerlegung eines in Bewusstsein vorhandenen Ganzen in seine Teile.*

No doubt young children may at the beginning absorb a good deal of a foreign language without, so to speak, being aware of it; but so soon as they begin to grapple with any kind of serious composition, oral or written, the difficulty to which I have referred presents itself. It is very necessary that the teacher should recognise this difficulty; and in my experience it is helpful at the right stage to explain to the pupil — it can easily be done in simple language — the kind of effort he is called upon to make.

To conduct dialogue in the foreign language; to reproduce orally a piece of narrative that has been read; to summarise the arguments of a piece of reasoning that has been dealt with — these are the exercises through which an orally taught class is usually put; and they constitute very excellent linguistic training, teaching, as they do, readiness, the formation and arrangement of sentences, the proper ordering of ideas, and a due sense of style; but, as they involve nothing essentially different from what the pupil does in his English lessons, they do not require to be specially dealt with here.

There are many other aspects of his work which present familiar problems to the modern language teacher, such as the mastering of orthography, the widening of vocabulary, or the development of literary taste; but I am here mainly concerned to show that while learning a living language without learning to talk it is only a pretence, the *effort required for learning to talk it is far greater than most people suppose*. To master the phonetic system of a foreign tongue involves a good deal of hard muscular exertion; to achieve fluency the pupil needs to make a volitional effort which has to be considerable and persistent, and of which hitherto sufficient account has not been taken.

It is of the greatest importance that the difficulty of learning languages should be insisted upon. Living languages have been neglected in the past, and now that we have to some extent become sensible of their importance the air is full of all sorts of suggestions that we should learn Russian

and Hindustani and I know not what else. The headmaster of one of our largest schools has recently published suggestions "for a new system of education after the war," the pupils on his "classical or literary side" are to learn in addition to Latin and Greek "two or more modern languages including a sound training in English." As this curriculum is also to include mathematics, science, art, and manual training, one would like to see the time-table according to which the "two or more modern languages" are to be taught! I am as anxious as anybody that as a nation we should become better linguists, but through experience I have arrived at very clear notions as to what is possible and what is not possible, and I am convinced that by attempting to carry out impossible programmes we shall arrive at nothing but disappointment, confusion, and bad education.

#### LOCAL GEOGRAPHY.

(A paper by Miss Agnes E. Reynolds, recently read before the Kings-Queens County Teachers' Institute, Sussex.)

The first element of success to secure in any school is interest. This must be obtained through the natural unfolding of the child's powers.

Children are interested in the things which they see, and about which they already know something.

Local Geography should give us just such an opportunity of awakening interest; and no special course of study should be needed to enable us to make use of our surroundings.

#### METHOD OF APPROACH.

The key is the method of approach.

In much of our introductory work, the children can deal with the things, instead of the representatives of things.

The child has an acquaintance of much practical geography, before he enters school.

He knows the different position of buildings or objects near the house, such as the barn, well, road, neighbor's houses. These become known to him through his own activities and growing intelligence.

These things can be made the starting points of the geography lessons in school.

The school grounds, with its district surroundings furnishes the material for continuing and developing this natural method, involving an exercise of both physical and mental powers — objects more remote from school or home, but always within sight — as roads, bridges, cross-roads, brooks,

rivers, hills, valleys and cleared land will afford interesting lessons.

Such lessons can best be given in the open, where the objects treated are in full view of all.

#### RURAL ADVANTAGE.

Here we have the advantage, particularly in our rural sections, where so much material is available.

"Whether we look, or whether we listen, we hear life's murmur or see it glisten."

Instead, as we would be obliged, without the objects themselves, teach from books, rather than from things all the common terms and definitions, used in description of land and water forms, we have the natural features, the brooks, rivers and valleys to look upon.

The pupil can see for himself what they are, and so frame his own definition.

The rivers are the fresh waters, where can be seen their direction and flow, the source explained, as well as learn something of the slope of land.

If hills are in sight, it would not be a difficult matter to picture a valley.

Pictures from texts, illustrating valleys are often made use of in the school-room for teaching the definition of a valley. Here in the open would be found Nature's picture.

#### THE WOODY LANDS.

Observe the woody land. Many lessons here can be given on trees; their uses and different kinds; hard and soft woods.

Samples of wood can later be brought for further study.

We talk best and most naturally about what we see and are interested in, so many language lessons are correlated as well as the spelling of words used.

As the child observes, let him draw, he realizes then the need of preserving impressions made upon his mind by the objects seen about him.

While the pupil passes along to other grades, he is making a foundation for his geography work; he will understand better how to make use of his text and have a clearer meaning of it.

The school house and grounds will furnish a basis for his map drawing.

The district with its surroundings when drawn, will complete a map.

The pupil has been constructing a map of his own, and at the same time supplying much information, as well as receiving much. A good opportunity will be found here in teaching pupils how

to make use of a compass, as well as to measure and judge distances.

#### LOCAL APPLICATION.

The local application and illustrations of geography are not wholly confined to the physical features. The relations between the physical features and life conditions can be observed. The way streets and railroads are laid out; the relation of fields, orchards, pasture and waste lands to slopes and soil; the relation of ground water to slopes, soils and crops; the reasons for location and growth of towns or villages; or for the location of manufacturing establishments; and many other social conditions can be studied.

Let the pupil talk about the different kinds of work that they see going on around them. Let them observe how the men work; what results they obtain, and what the causes of their failures might be.

By observing the different kinds of employment around him, the pupil can see for himself, what an industry is; it is more than a mere name to him; it means something.

If it happens to be a farming section, where the child lives, he knows where and how the products of his farm are disposed of, as well as the reasons for getting products from other countries. He here gets a good understanding of exports and imports of a country, as well as something of transportation. He will not be long in finding out where certain products come from and why they grow there.

The working of the soil is already something to him, which can be made the basis of many interesting lessons.

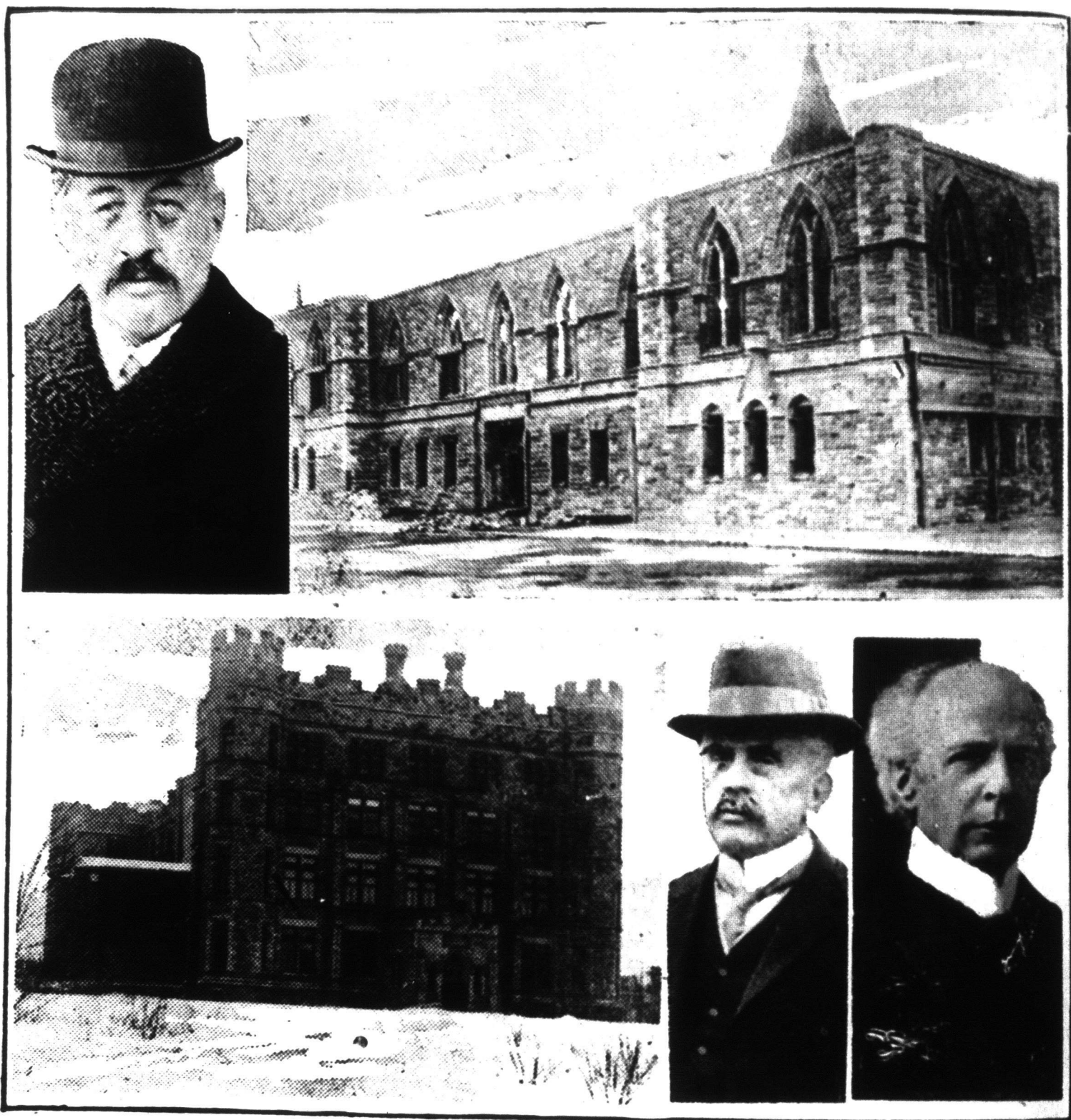
#### STAGE OF CIVILIZATION.

As the geography of no country, or district is complete, without reference to its stage of civilization; government and power, and its peculiar institutions so many geography lessons can overlap into the study of Civics.

The pupil, with his early impressions, having continued the geography study of his own home surroundings feels that it means something to him.

He has acquired many lessons of patriotism. He grows up with the spirit that home life is worth something. He has a regard for his own community, which means regard for country. He will think—"This is my Own my Native Land," and as all school subjects should tend to produce such a feeling, so Local Geography could take its place.





#### OPENING OF CANADIAN HOUSE OF COMMONS.

The opening of the Canadian House of Commons has been set for January 17th. Above is shown His Excellency the Duke of Devonshire, Governor-General, who will open Parliament. Below are Sir Robert Borden, Prime Minister, and Sir Wilfred Laurier, leader of the Opposition. The building above is the extreme west wing of the new Parliament Buildings, now under reconstruction. The wing is built of stone taken from the destroyed buildings. Below is a view of the Victoria Museum which is answering the purpose of a House of Commons until the new buildings are completed.

The Canadian Parliament Buildings which were destroyed by fire February 3, last year, resulting in property damaged estimated at \$1,500,000, and the death of seven people, were planned and built for the older Canada, and the main building was completed before confederation actually took place, the corner stone having been laid by the late King Edward VII when he visited Canada as the Prince of Wales in 1860. The building cost \$5,000,000.

**HOW TO HOLD ATTENTION.**

A very small boy of seven was corrected for saying, "You was" and "We was." After the third correction, he stopped his tale of woe which he had been telling, and said seriously, "You see I can't help it. I have lost my grammar this summer."

Many a teacher finds that she too has lost something; something which helps her hold her class attention, and she cannot analyze her failure. She needs new methods for getting and holding attention. The following devices have all been tried says Estelle Hinton in "Primary Education." There are suggestions which will aid any primary teacher working under any condition or in any environment. The old pedagogical principles are observed with concrete illustration.

1. *Vary the Work.* In a reading lesson, one day have the pupils at seats to read; the next time, have them go to the front of the room and face the class; again, let one row stand at a time, this row to be seated as soon as all have read; again, select the best readers first to read a dialogue, taking the slower readers last, or let the boys and girls have a reading match, placing emphasis on intelligent reading.

2. *Correlate the Lessons; e. g.,* if some live animal, as a dog, cat, turtle or rabbit, is brought into the room, use this material for the nature lesson. For the spelling, teach a few important words necessary to write some sentence about the animal. For language have sentences written, using the vocabulary taught. For drawing have outline sketches of the animal made on board or paper. The same idea can be used with the gardening, the story work, etc.

3. *Keep the voice well modulated.* A well modulated voice means poise and command. Any individual must control himself before he can control others.

4. *Watch the position of the class.* For first and second grades, hands on knees is a more natural position than hands on desks. When the position grows careless, it is better to get the child in position through a motion of hands or eyes, rather than words, as spoken commands interfere with the thought of the pupils.

5. *Enunciate clearly.* When the teacher speaks distinctly, the pupils can justly be held accountable for directions given. If the teacher enunciates clearly, she will not tolerate slovenly speech by the pupils.

6. *Keep all drill work sharp and quick.* The spirit of competition must enter into the drill work. Relay races, spelling or arithmetic matches, etc., make children study and make them interested in their work. The teacher's voice and manner must show interest and animation. Quick decisions over disputed points are necessary. Any partiality kills class interest and attention.

7. *Use flash work.* Use the cards for arithmetic problems or sentences on the board. Erase as soon as the writing is completed. Interest is added if the children's names are used in the sentences. This flash work can be used the first week of school in the recognition of figures and later in the combination work. Any work in the four processes is good. In making the flash arithmetic cards omit the signs, e. g., show a card with

6

4

-

and say and or plus; or, less or minus.

8. *When you touch a word or sentence on the blackboard, remove the pointer at once.* This compels the child to give attention to keep up with the work and it also places responsibility on the child.

9. With blackboard work, having a child look at a sentence and then close eyes and give the sentence, concentrates attention, rests the eyes and causes the child to work for the thought or the whole mental picture.

10. In a recitation, call on the children *unexpectedly*, especially on the ones whose attention wanders. If an oral spelling lesson is heard in the same order, children will learn to count the words that should be theirs and they cease to feel responsibility for the entire lesson.

11. *Observe special days or events* as Thanksgiving, Christmas, Valentine's Day, The King's Birthday, Circus Day, birthdays, picnics, etc. This varies the work, broadens the interest and the newness does much to hold attention.

12. *If attention lags, pause for a moment in the middle of a sentence.* Try to get the eyes and attention of every child before you conclude your sentence.

13. *Change the atmosphere.* If the class are restless and inattentive, throw up the windows and give physical exercises and breathing exercises for two minutes. Have the work quick and snappy.

14. Sometimes inattention is caused by the *light falling wrong* on the eyes, causing physical discomfort and injury to the eyes. Sit down at the children's desks and test the light, the writing on the board, etc. You will know definitely what the physical discomforts are.

15. Lower the voice. Say to the class, "You will have to keep very quiet to hear what I say." If some child is not inclined to help the class, isolate him.

16. See that the class understand the work assigned. If the task is *too easy*, or *too difficult*, attention will lag.

17. *Set up problems; e. g.,* "Here is a key!—ag. See how many words you can write containing this key;" or "Read your lesson and make a list of all the descriptive phrases you can find;" or "Find three reasons in your lesson which tell that Jack was honest."

18. *Have short recitation periods* and change the work often. During this period have vigorous work. A recitation or study period which is too long cultivates careless inattentive habits.

19. *Give attention yourself.* Plan carefully and keep mentally alert so as to meet situations promptly.

20. *Before beginning a story,* have the class listen to the *ticking of the clock.* When the room is perfectly quiet begin your story with the right atmosphere.

21. Let the teacher *play question mark.* Every thought must be expressed clearly, or she can't understand it; the name of every flower brought in must be told her, for she wants to know, etc. Children enter into this play idea beautifully.

22. *In reading a new story* to the class stop and let a *few comment* on the probable ending. Then they will be eager to see how the story really ends.

23. When some direction is lost through inattention always call on *some pupil* to give the direction, instead of giving the direction yourself.

(To be Continued).

## THE CHILDREN'S HOUR

### THE EDITOR'S CHAT.

DEAR BOYS AND GIRLS:

It is purposed from now onward, to let you have a special page each month, devoted entirely to yourselves, not just the usual kind of children's page which you may have seen in other monthly magazines, but one which you yourselves, will help to prepare. Now what do you think of that idea? Isn't it great?

Here is how you can manage this. Write and tell me just what you like best to read. Send in to me any short stories you have written yourselves, or read and think other children would like to read also. Let me have pictures of yourselves, and then whenever possible I shall publish same on this page. Take special interest in the monthly contest, first of which appears this month, and see if you cannot win one of the splendid prizes. Ask your teacher to let you see her copy of the REVIEW, or better still win the first prize, of a dollar, and use same to have the REVIEW sent to you for a whole year, post free.

That is all I have to write this month, but in our next chat, I expect to have several little surprises to tell you of, and before then to have had letters from many of you. Address all communications, in connection with this page to,

THE EDITOR (Children's Hour)  
EDUCATIONAL REVIEW,  
St. John, N. B.

### COMPETITION FOR KIDDIES. PRIZES FOR TEACHER AND PUPIL.

To the boy or girl reader of the EDUCATIONAL REVIEW who sends in the best written copy of the following sentence, a prize of one dollar will be awarded, whilst the school teacher of the prize-winner will receive a copy of the REVIEW monthly for one year free.

The sentence to be copied is:

Habit is a cable; we weave a thread of it every day, and at last we cannot break it.

Remember this is a handwriting contest, and all entries must be written on a white piece of paper, and reach this office not later than February

1. At the bottom of the paper write clearly your name, address, age, teacher's name, and that of your school.

Address envelopes to

THE EDITOR (Children's Hour)  
EDUCATIONAL REVIEW,  
St. John, N. B.,

whose decision must be considered as final.

### HOLD YOUR HORSES.

Tommy was stamping his little foot, and scolding away at his kind nurse when Father appeared on the scene. "Hold your horses! Hold your horses, son!" he said.

Tommy looked up surprised. He didn't quite know what Father meant, but he did know that he must not act that way any more.

"Come here, son. You remember the picture of the chariot-race in Ben-Hur, and how the driver holds in, and controls and guides the flying horses. It takes strength, and skill and patience and self-control, to control high-tempered, spirited horses. How splendid to be able to do it! Don't you think so? Do you understand what I meant when I spoke those words to you?"

Tommy's eyes said "yes," but his lips said, "Nellie stepped over my bridge and knocked it down and overturned my train of cars. She had no right to step on my things."

"And sure," said Nellie, "they were between me and the extra chair needed in the dining-room for the company tonight. I tried to step over them, but there were so many toys all over the floor just there, and my skirt caught."

Father looked at Tommy, who dropped his eyes.

"Does an engineer rave and scold when a storm or earthquake breaks down his bridge? He is sorry of course, but do angry words help put up a bridge? What does a sensible engineer do?"

Do you think you can hold your horses the next time they try to run away with you?

Tommy's eyes said "yes."

"And what do you say to Nellie?"

"I am sorry," said Tommy, and Nellie shook hands with him as if he were a grown man.

### HELPS AND HINTS FOR THE RURAL TEACHER.

In these columns will be found, month by month, a collection of suggestions, and new ideas, contributed and gathered from various sources, which it is hoped will be of much value to the Rural school teacher, and the editor invites readers of the EDUCATIONAL REVIEW, to send in any little helpful methods of a similar nature, which have been tried and found to bring results.

#### THE STORY IN SCHOOL.

DIRECT ROUTE GAME. The following "pretends" will interest a class:

1. "I am a sea captain and I am going from Singapore to Buenos Aires."
2. "I am a British sailor on a battleship and we are going from Halifax, N. S., to Melbourne, Australia."
3. "I am a little Eskimo and I am going from Greenland to Sidney."
4. "I am a tea planter and I am going from Peking to Cairo."
5. "I am an explorer and I am going from Boston to the most northern point in Alaska."
6. "I am a war correspondent and I am going from Petrograd to Marseilles."
7. "I am an immigrant and I am going from Roumania to Wyoming."
8. "I am the captain of a submarine and I am going from Bremen to Calcutta."
9. "I am a messenger boy and I am going to motorcycle from Chicago to New York."
10. "I am the pilot of an airship and I am going close to earth from Baltimore to New Orleans."

In a geography, pupils will trace out with much interest the route they must follow to get to their destination. In giving a talk, a pupil who makes a mistake may be interrupted by the one who discovers his mistake. This pupil then goes on with the game and describes his journey. Such a game introduced for five minutes at a time will electrify the dead classroom atmosphere and make other work easier.

#### THE STORY AND YOUR COMMUNITY.

There is hardly a community in our country that is not full of historical associations of some sort. It is an excellent thing to get the children

interested in the story of your own community. Who settled it? What nationalities? When? Who were prominent among these settlers? Do any of these early names linger in names of streets, etc? What spots have historic associations? Arouse an interest in these things. Encourage the pupils to go home and talk about them with their families. Get books from the library on your county and state and put them in the way of the children. Bring photographs to school and urge pupils to collect photographs of historic spots. Learn to know your community in an intimate way. This is local geography and local history. "Local Geography" an article appearing in this issue goes further into the subject.

#### THE LUNCH PROBLEM.

Miss A. Ruth, teacher at White Oak Shade, New Canaan, has solved the problem of a hot lunch for pupils, at a minimum cost and labor. Daily each child brings one or two potatoes, initials marked with lead pencil. At recess the stove in the school-room is regulated, the potatoes put in a can suspended from a wire inside the stove. At noon they are baked. Some children bring eggs, which they boil on top of the stove. With a slice of bread and jam, very often an apple, an enjoyable lunch is provided for all. Before this arrangement many children came without their lunch and would have nothing to eat from early morning until their return home after school.

*To encourage new subscribers, we will refund one dollar, to the sender of every tenth new subscription to the Educational Review, for one year, cash with order, received during the months of January and February. As this special offer only holds good during the two months mentioned, we suggest that you send in your orders at once. The subscription price of the EDUCATIONAL REVIEW, is one dollar, a year, paid in advance, postage prepaid by the publisher.*

Lieutenant Hugh P. Bell, formerly vice-president of the Lunenburg Academy, who enlisted for overseas service, at the outbreak of war, has been invalided home. He was shot through the abdomen and through the chest, and had a portion of his shoulder blade shattered by shrapnel. In spite of all this, Lieutenant Bell recently addressed the Rotary Club of Halifax, N. S., upon his experiences at the front. He was given a perfect ovation as he resumed his seat.

**MANUAL IN THE LOWER GRADES.**

"How many boys of an ungraded school profitably employ their time while the girls are being instructed in sewing? Can boys of Grades III and IV be interested and helped by manual work? If so, how?"

These are types of questions so frequently asked that it has been thought that an article in which answers were attempted might be appreciated by those who are organizing manual in the lower grades.

I have found that the boys of Grade III take great delight in using their jack-knives says Sarah M. Hodgson in "Western School Journal." This might be thought dangerous, but in five years experience I have known of no accidents. If the boys are first taught that they must hold their work with one hand and always whittle away from this hand there is little danger of cutting themselves.

In this grade the boys will supply their own wood from soap boxes, etc., the material being from one quarter to one-eighth inch thick. Each boy should have a knife, oil stone, wood file (fine), and a sheet of No. 0 sandpaper. These he should keep in a box in his desk. It is convenient, if a piece of wood should be broken when almost completed, to have a tube of liquid glue.

The first work given should be very simple, such as the making of a paper knife. To start the class at this the teacher cuts out a paper pattern and tells the boys to place it on the wood lengthwise of the grain and outline with pencil. The boys soon learn that in working wood the grain must always be taken into consideration.

Now have them whittle down to the pencil mark. Now draw a line along the middle of the edge and bevel both sides to this line. Next scrape smooth with edge of knife, filing the rough places, and finish with sandpaper. If this model is not near enough perfect to satisfy the teacher, have them make another, but vary the shape of the handle to sustain interest.

Other simple models are: The Match Scratcher, which is a strip or square of wood with a piece of sandpaper glued on it. The wood may be whittled into any pleasing form. By this time the boys will have thought of many things they wish to

make, such as matchholders, dolls' furniture, etc. This may be made of straight strips and glued together.

**GRADE IV.**

In this grade boys should work in the manual room, and, if possible, draw their own plans under the direction of the teacher. Here too, the work must be very simple, and for the first two or three pieces the whole class should do the same work, for example, a tea-pot stand, or a wisk holder. After these are finished let the boys choose their own work. If the teacher thinks their suggestions too difficult, advise something more simple. In this grade boys delight to make stables, stations, guns, kites, boats, etc. A good book on how to make real toys is entitled "Manual Training Toys for the Boy's Work-shop," by Harris W. Moore, price, postpaid, \$1.00 (The Manual Arts Press, Peoria, Ill.), and another excellent book for country schools on manual work is "Problems in Farm Woodwork," price postpaid, \$1.00. Same address as above.

Boys who are allowed to choose their own subjects, never lose interest in their work, and never tire of searching for something new, which they often find in papers and books. Some of these models they will work on for weeks without losing interest.

One boy that I have in my mind made all the furniture for his own den, and passed through two grades while completing it. In this way boys learn to think and work for themselves, which educationally is much better than to have the whole class working on the same model. By this means the interest is kept up through the grades. Moreover, in this way the boys rapidly gain confidence and initiative so that they are able to attack and solve manual problems of considerable difficulty. One boy of my class made most of the furniture for the summer cottage.

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Step by step the Board of Education, Guelph, Ont., is abolishing all final examinations. Most of the pupils are now promoted from class to class upon the results of their weekly examinations. The entrance examination test remains.

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The Anchor line steamship Caledonia, of 9,223 tons gross, is believed to have been sunk. The Caledonia was the steamship which carried the 26th Battalion which left St. John on June 13th, 1915, for Liverpool.

**FOR THE MONTH.**

BIBLE READINGS FOR OPENING EXERCISES.

- |  |  |
|--|--|
| 1. Psalm, 65, 67.                      | 1. Luke, 2:8-20; John 1:1-18.                          |
| 2. Psalm, 29, 36 : 5-12.               | 2. Matthew, 2 : 1-23.                                  |
| 3. Psalm, 19, Eccl. 12 : 1-7.          | 3. Luke, 2 : 40-52; Eph. 6 : 1-11.                     |
| 4. Job, 28.                            | 4. Matthew, 3 : 1-17; Luke, 3 : 15-23.                 |
| 5. Job, 38 : 1-41.                     | 5. John, 18 : 1-32.                                    |
| 1. Genesis, 1 : 1-25.                  | 1. John, 18 : 33-40; 19 : 1-22.                        |
| 2. Genesis, 1 : 26-31; 2 : 1-9, 15-24. | 2. John, 19 : 23-42.                                   |
| 3. Genesis, 3.                         | 3. John, 20 : 1-18.                                    |
| 4. Genesis, 4 : 3-15; Psalm 26.        | 4. John, 20 : 19-31; 21 : 1-14.                        |
| 5. Genesis, 6 : 5-22; 7 : 1; Psalm 16. | 5. Acts, 1 : 3-13; Matt. 28 : 16-20; Luke, 24 : 50-53. |

**TO THE EVERGREENS.**

The dark and stately evergreens  
 Lift up their branches toward the sky,  
 What do they care for wintry scenes  
 When winds blow cold and snowflakes fly,  
 To trim them in soft filigree?

That they in winter time have part,  
 All fair and fragrant, strong and high,  
 They are so glad — yet, in my heart,  
 I know they're not so glad as I!  
 Without them, what would winter be? — A. E. A.

**TREE STUDY IN THE GRADES.**

Le Roi Hadley of Brigham City, says he finds it advantageous, in seventh grade tree study, to give sets of questions like the following where trees are so plentiful that pupils will not have trouble in finding them. Thus, for Silver Poplar.

- Bring to class a leaf of the tree which answers the following description:
  - The leaves are white-wooly on the under side and smooth on the upper side. They are roundish, leathery, three to five lobed or coarse-toothed.
  - It is a large tree with a light green, smooth trunk and whitish, smooth branches. The height of the tree in the Great Basin seldom exceeds seventy-five feet.
  - The flowers or catkins are greenish.
  - The tree is used for shade and ornamental purposes.
- What is the name of the tree?

In connection with the above exercise a description of the Silver Poplar is given. This enables pupils to contrast the two trees.

**A SCHOOL ROOM "POOR RICHARD."**

By A. L. YEATES.

It's a mighty poor teacher that everybody likes.  
 Getting down to child life doesn't necessarily mean talking "kiddish."  
 A school teacher has just as much right to be good looking as anyone else.  
 The most effective teaching is done in a room containing two learners — the teacher and the leader of the gang.  
 Most physicians give the antiseptic before performing the operation; some teachers reverse this procedure.  
 Try giving your pupils a dose of encouragement — stimulants always go to the weakest place.  
 When you work, is it for, at, or with your class?  
 Two periods of fifteen minutes each the pupil has equal talking privilege with the teacher. Hurrah for recess.  
 Teacher: "We shall not have Nature today. I left my text at home. You may take the next ten problems in Arithmetic."  
 If teachers don't know the parents it's either the parents or the teacher's fault — and it isn't the parents.

**QUESTION BOX.**

(By A. L. F.)

**L. M. K.** Would you please explain through the columns of the REVIEW the correct use of the following words and give examples of each:— Correct, accurate, right; big, large, little, small.

**Ans.:**—*Correct*— Means conforming to a standard of truth, justice or propriety, as "His dress was correct for the occasion. Most dictionaries give as synonyms for *correct*, "accurate," "right."

*Accurate*— Means mathematically correct, as "The plans were accurate."

*Right*— Is more correctly used as applied to standards of moral rectitude rather than in cases where accurate or correct would apply, as "It is right to speak the truth."

*Big*— Is used in the sense of bulky, as "A big bundle."

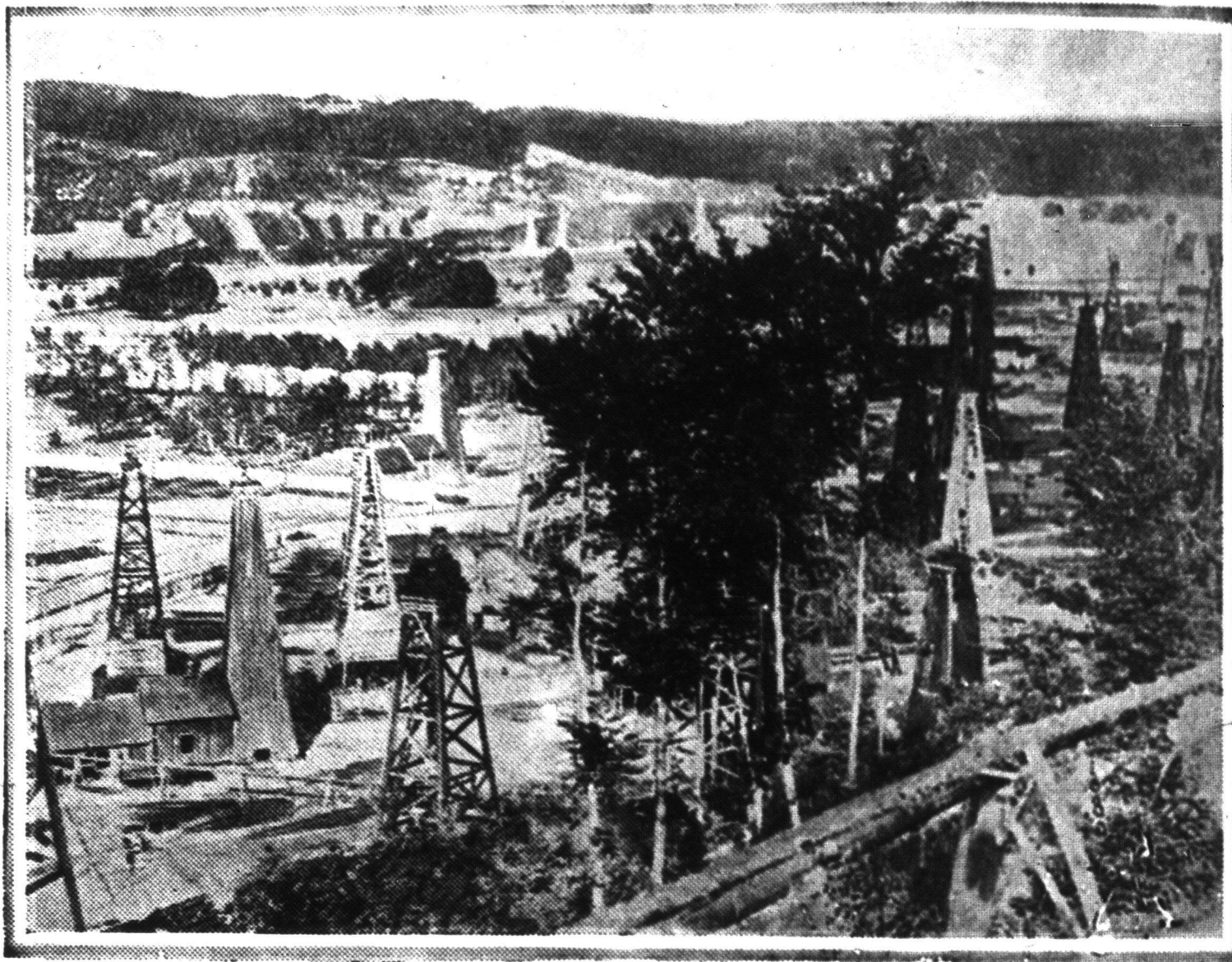
*Large*— Means of more than the average size, as "A large town." In a general sense the two words big and large are interchangeable.

*Little*— Little can be used in the sense of "by degrees," as "Little by little;" while *small* applies to size, as "A small amount."

**A. A. V.** Will you kindly solve the problems I am sending you in your next issue of the REVIEW. Problems No. 14, 26 and 27 in Hall and Knight's Algebra, on pages 212 and 213.

In Academic Arithmetic, Problems 4 and 12, on page 91.

**ED. NOTE:**—These answers are being sent direct owing to pressure on our space this month, but as they would no doubt prove of special interest to others we purpose publishing same in full in the February REVIEW.



**ROUMANIA'S OIL FIELDS DESTROYED.**

The immensely valuable Roumania oil fields were completely destroyed by a British expedition before the Germans overswept the country. The picture shows part of the oil field.

#### CURRENT EVENTS.

So far as the general war news is concerned there has not been much activity on any of the fronts excepting that of the Roumanian section. This country has been still further invaded by the German-Bulgarian army, but fortunately the oil field and grain supplies had been previously destroyed by the retreating Roumanians aided by the British contingent.

Below we are giving a daily report of the principal current events as they took place which we trust will prove of still further assistance and interest to our readers.

December 8.—A note to Germany protesting against the deportation of Belgians for forced labor, as contrary to all precedents and humane principles of international practice, was made public by America.

December 10.—The British war cabinet now comprises: Premier David Lloyd George; Lord President of the Council, Earl Curzon, who also will be government leader in the House of Lords; Arthur Henderson, minister without portfolio; Lord Milner, minister without portfolio; Andrew Bonar Law, Chancellor of the Exchequer, who has been asked by

the premier as leader in the House of Commons, and also as member of the war cabinet, without being expected to attend regularly.

Premier Lloyd George's war programme comprises the following: Firstly the arming of merchantmen in order to fight the submarine peril; secondly, the preparation for the spring offensive; thirdly, the mobilization of the civil population between the ages of sixteen and sixty; fourthly, the making effective of the blockade; fifthly, the rationing of the population by the issue of food tickets; sixthly, the increasing of the home food production; seventhly, the banning of work immaterial to the war; eighthly, enforcing of the prohibition of luxuries; ninthly, the instituting of meatless days.

The German commercial submarine Deutschland, has arrived back in Germany.

December 11.—Gen. Petain, the defender of Verdun, is to succeed Gen. Joffre in supreme command of all the allied forces on the western battlefield.

Lieut.-General Philip Von Sellingrath has been appointed Bavarian minister of war.

December 12.—Terms of peace were sent by Germany to the neutral nations.

December 13.—All along the front the Roumanians are in retreat notheastward, and the ninth German army is nearing the important railroad junction town of Buzeu.

In the Carpathians and along the Moldavian frontier the Russians and Germans are still at grips, with the Russians the aggressors at most points.

Heavy artillery fighting is in progress north of Monastir, Serbia.

Prince Henry XLI of Reuss was killed in battle on November 29 on the Russian front.

December 14.—The Hungarian and German troops fighting on the center of the line in Roumania have emerged from the swamp lands of the Jalomitza river and made a crossing of the stream near Receanu, about midway between Bucharest and the important railroad junction town of Buzeu. Before the invaders and Buzeu now lie about thirty-five miles of plains, with no more rivers to cross until the Buzeu itself is reached.

The admiralty had under earnest consideration the matter of arming merchant ships.

At a special meeting of the regents of Mount Allison Rev. Hamilton Wigle of Charles St. church, Halifax, was appointed principal of Mount Allison Ladies' College, the appointment to take place about the middle of July next.

December 15.—The Allies require that there shall be adequate reparation for the past, and adequate security for the future. That is still the policy and still the determination of His Majesty's government.

December 16.—The French are continuing their great offensive in the Meuse sector of the Verdun front, and have made further gains. The British also have made progress, and succeeded in Saturday night's engagements, in raiding enemy trenches near Ransart and southwest of Wyttschaete, gaining a foothold in both cases.

The Teutonic armies under Field Marshal Von Mackensen in Eastern Wallachia have crossed the Buzeu and Lower Calmatuiul rivers. The pursuit of the Russian and Roumanian troops in Dobrudja continues, and the Teutonic forces are now close to the forest district in the north.

December 17.—The Roumanian foreign office has been transported to Petrograd, the other ministries for the present being established at Kiew. The Roumanian parliament, it is reported, will meet at Petrograd.

December 19.—The premier compared Germany's peace proposals to a noose, wherein England and the Allies were asked to put their heads, while Germany held the loose end of the rope.

Premier Lloyd George announced it had been decided to give recognition to the agents of former Premier Venizelos of Greece.

December 20.—Hsia-Yi-Ting, vice minister of foreign affairs, declared that China was absolutely not considering entering the European struggle, and that she would maintain the strictest neutrality.

President Wilson has appealed to all the belligerents to discuss terms of peace.

December 25.—The following messages have been received from His Majesty the King by the governor-general of Canada, to be communicated to soldiers and sailors:

"London, Dec. 24.—I send you, my soldiers and sailors hearty good wishes, for Christmas and the New Year. My grateful thoughts are ever with you for victories gained, for hardships endured, and for your unfailing cheeriness. Another Christmas has come round and we are still at war. But the Empire, confident in you, remains determined to win. May God bless and protect you. GEORGE R. I."

Also the following cable to the sick and wounded:

"At this Christmas-tide the Queen and I are thinking, more than ever, of the sick and wounded among my sailors and soldiers. From our hearts we wish them strength to bear their sufferings, speedy restoration to health, a peaceful Christmas and many happy years to come.

GEORGE R. I."

December 26.—Germany proposes an immediate meeting of belligerents delegates to discuss peace.

The government has decided to raise General Joffre to the dignity of marshal of France, in recognition of his eminent services to the country.

December 27.—The Swedish diplomatic representatives have handed to both belligerents and neutrals a note in support of those of President Wilson and the Swiss government.

Fifty thousand deported Armenians are starving in the vicinity of Alepho, Asiatic Turkey, as a result of a recent temporary suspension of relief applications.

December 29.—The net of the Teutonic allies apparently is fast closing in upon Braila, Roumania's oil and grain center on the Danube. Having taken Filipecti, thirty miles to the southwest, Field Marshal Von Mackensen's troops have now captured the railroad town of Rimnik Sarat, relatively the same distance to the east, while the guns of the Dobrudja army are still hammering, and with some success, the Russo-Roumanians at the bridgehead of Matchin, on the east bank of the Danube, opposite Braila.

December 30.—In reply to the proffer of Germany and her allies for a peace conference, the Entente Allies, in a collective note, declare that they "refuse to consider a proposal, which is empty and insincere."

December 31.—An assemblage of 1,500 Hungarian nobles witnessed the coronation of King Charles and Queen Zita.

January 1.—The latest official communication shows fresh advances for the Teutonic Allies against the Russians and Roumanians in Wallachia. The invaders are now beyond Rimnik-Sarat, advancing along the railroad toward Fokshani.

January 5.—Except for a narrow strip of land projecting into the Danube marshes toward the Moldavian town of Galatz, all of Dobrudja has been cleared by the Teutonic Allies of Russian and Roumanian troops. After the fall of Matchin and Jijila the defenders began a retreat across the Danube toward Braila, and a force of Russian rear guards on the peninsula projecting toward Galatz comprises the only Entente troops now in Roumania between the Danube river and the Black Sea.

A German submarine in the Mediterranean has sunk the former Cunard liner Ivernia, which was acting as a British transport. One hundred and fifty-three of the ship's company, including officers, soldiers and crew, are missing.



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**MACMILLAN'S PUBLISHERS TORONTO**

**SCHOOL AND COLLEGE NOTES.**

*One cent per line will be paid for all contributions sent in by subscribers and used in this column.*

The Nova Scotia Technical College, in Halifax, has determined to offer its Short Courses again this year, even though there will be fewer students than last year.

The Short Courses opened on Wednesday, January 3, and close on Friday, March 8. The number of courses offered will be restricted to the following subjects: Land Surveying, Architectural Drawing, Structural Steel Drawing, Coal Mining, Metallurgy of Iron and Steel, and Assaying.

A fee of only \$15.00 is charged for any course.

The whole idea underlying this instruction is to give young men in our industries a chance to get a thorough practical training in the science, mathematics, drawing, etc., applied to his occupation so that he may not be hindered from working his way up to positions of great responsibility.

The opportunity is not given to every boy who wishes it to take four years of his life and follow a college course. Therefore, these specialized courses are offered at the Technical College during that time of the year when there is a distinct lull in our industrial activity.

The following officers were elected at a meeting of the Carleton-Victoria Teacher's Institute, held at Woodstock, December 22: President, George J. Marr; vice-president, Miss Bessie Fraser; Walter S. Daley; additional members of the executive, Miss Alice Polley, Miss Gaynell Long. It was decided that the next meeting of the institute should be held in Grand Falls, date to be decided by the executive.

An excellent paper on school fairs was read by Miss Gaynell E. Long, whilst Miss Bessie Fraser's paper on the geography of the war was most instructive.

Mrs. Charles Comben gave an interesting address on parent-teacher associations, showing the advantage to be gained by both teachers and parents by such an association. This paper called forth much discussion from members of the Women's Institute who were present, as well as from the teachers. All present were of the opinion that it would be a great advantage to have a parent-teacher association in every district.

A splendid paper on civics was read by Miss Isabel Thomas and a sum of \$25.00 was voted to the British Sailor's Relief Fund.

Miss Amy Young and her pupils gave a Christmas entertainment in the school house, Lapland, on Friday afternoon December 22, which was much enjoyed.

At the Fredericton High School the presentation of the Lieut-Governor's medal to Darrell Phillips, who led the local students in the High School entrance examinations last June, was made by Rev. Thomas Marshall at the School closing.

Arrangements were made for a thorough cleaning in all the school buildings during the Christmas holidays.

A feature of the school closing in Moncton on December 22, was the large gathering in assembly hall of the New Aberdeen school building. It was the first Christmas exercises held for many years by all grades in school from one to seven simultaneously.

The pupils with several hundred visitors crowded it to overflowing. F. A. McCully, secretary of the school board,

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 PERCY GIBSON, Manager and Editor  
 "EDUCATIONAL REVIEW," St. John, N. B.

presented Miss Evelyn Humble Lieut-Governor Wood's silver medal for the best average at the entrance of high school examinations in June last open to the entire county. The governor-general's bronze medal won by Miss Muriel Chappel, for best average in Grade IX for the year ending June, 1916, was to have been presented but she was unavoidably absent. Prof. Harold Coleman, of Bates College, Lewiston (Me.), son of Dr. Coleman and graduate of Aberdeen high school briefly addressed the children.

A new scheme of internal examinations in public elementary schools has been approved by the London, England, Education Committee. There will be only one internal examination in each year, and the official reports by head teachers to the Board of Education on the work of each class will be discontinued. "This does not mean," says the report, "that there should be no criticism, oral or written, or both, in connection with internal examinations. On the contrary, the head teacher will be expected to communicate in writing to the class teacher criticisms on the work of the class as revealed by the examination. It is hoped that the criticisms of head teachers, freed from official surveillance, will be more frank, more exact, more detailed, and, as a consequence, more useful.

One hundred and thirty schools last year in Nova Scotia either exhibited their produce locally or sent it to the County

or Provincial Exhibition. As a result, both the schools and the general public are more interested than ever in children's gardens, manual work and nature collections.

Halifax had the first Technical College in Canada, which plant is valued to-day at over \$220,000. Dalhousie College property is now valued at over \$400,000, and when all completed, the plant will be worth nearly the million mark.

Dr. A. B. Macallum, F. R. S., professor of physiology and biochemistry, Toronto University, has been appointed chairman of the recently constituted National Council on industrial and Scientific Research at Ottawa. The position carries with it a salary of \$10,000.

There has been an epidemic of chicken pox in Salem School, Sackville, consequently the excellent attendance that has prevailed throughout the term was somewhat affected the last ten days of same.

A meeting of the Parent Teacher Association was held at Calais on Friday evening, December 22, when an illustrated lecture was given by Mrs. Kenney of the State board of health. Following the lecture refreshments were served and a social hour enjoyed.

The monthly meeting of the Parent Teacher Association was held in Eaton hall, Friday evening, December 13, with a large attendance, the public having been invited to be present.

Girls and boys of Grades III and IV entertained whilst the president of the association, Dr. W. E. Gray, gave an interesting and instructive talk on hygiene.

Mrs. I. R. Todd, of the educational committee, was heard with pleasure in her report and remarks were also made by Mrs. Horace Trimble, treasurer, Mrs. H. Giberson, Mrs. W. J. Graham, vice-president, Rev. D. R. Chowen, Principal Titus and F. C. Murchie.

Examinations were held at the Union Commercial College recently. The following diplomas from the shorthand type writing department: Marjorie Holl, City; Hilda Nowel City; Vera Taylor, City; Alvine Forion, City; Eva Stevenson, Fredericton; Mary McSwain, St. Peter's; Annie McQuillan, New Haven.

Principal McKittrick, Lunenburg, N. S., who was one of the teachers representatives on the Advisory Board of Education of Nova Scotia for several years, has been appointed a member of the Board by the Provincial Government. It is understood that this honor has been conferred in recognition of the valuable services he has rendered the province, as Secretary of the Advisory Board since its inception.

A feature of the St. John high school closing was the presentation of the prizes which have been won by the pupils who were successful in making the highest marks in the subject for which the prizes were offered.

Miss Mary M. Chaisson, a former pupil of the St. Vincent school, was awarded three medals.

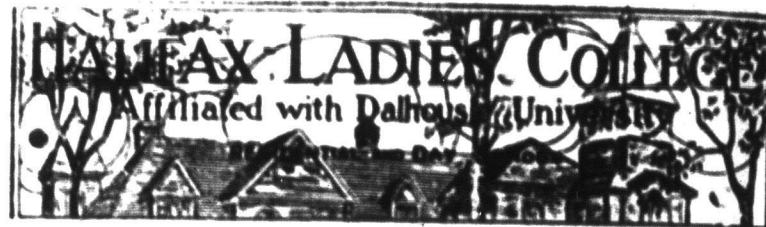
The Parker silver medal, this year, was won by Samuel T. McCavour. The governor-general's silver medal was won by Miss Doris Barnes.

The Emerson gold medal was won by Fred McGovern of St. Peter's school.

Governor Wood's silver medal was won by Miss Margaret Cronin.

The Ellis gold medal was won by Miss Vivian Dowling.

G. S. Mayes' gold medal was won by William Beateay.



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The Alumnae gold medal was won by Miss Marjorie Fitzgerald.

The good conduct prizes of five dollars in gold, which were offered by G. S. Mayes to the pupils in the La Tour and St. Patrick's schools, were won by Agnes Kelleher and Gladys Trecartin.

The valuable set of books offered by the school board was won by Horace Wetmore.

Miss Marjorie Manning, daughter of Dr. Manning, was the winner of the set of books which is offered for the pupil coming second in grade ten.

Miss Gwendolyn Ewing won the set of books offered by the Fortnightly Club for the highest standing in English in grade twelve.

A recent despatch from Copenhagen says that the government of Schleswig, Prussia, has proclaimed civil conscription of school boys. They will be employed principally in railroad work, including the loading and unloading of trucks.

J. H. Smith, school inspector for Wentworth county, Ontario, has just retired after fifty years' service in that capacity — a good record surely!

W. Frank Hatheway, of St. John, has offered a prize, to be competed for by pupils in the high school, for the best essay written in French on "The Leading French Writers of the Nineteenth Century." The prize consists of four fine volumes of "Les Miserables."

Walter Lawlor was so close in competition with Darrell Phillips, who won the Lieutenant-Governor's gold medal as leader of the candidates who wrote the Fredericton high school entrance examinations that the school trustees presented him with a \$5 gold piece in recognition of his excellent showing.

It is understood that the Rev. Hamilton Wigle, of Charles Street Church, Halifax, will begin his duties as principal of Mt. Allison Ladies' College about the middle of July next. He has recently published an attractive booklet of poems entitled "Leaves."

The immediate introduction of vocational training in the Fredericton public schools has been decreed by the school trustees. It has been decided to open evening classes in the York Street School building so as to enable young people to receive instruction in vocational training.

Miss Pringle, principal of Blackville (N. B.) Superior School, led in a discussion on "School Prizes" at last month's meeting of the Women's Institute. The subject was dis-

cussed by teachers and parents. The Superior School and the Underhill and Lockstead Schools are represented in the Institute and it was decided to award prizes to the three schools for the term which began on the 8th inst. A committee was appointed to designate the prizes and the subjects for which they are to be awarded.

H. M. Quinn, principal of Success Business College, Truro, N. S., with his wife and child spent Christmas with Mrs. Quinn's parents, Mr. and Mrs. Arthur Ellegood, at Dumfries.

The Christmas closing at the Rockford Square School, Charlottetown, P. E. I., was the occasion for an exceedingly well arranged programme. The chair was occupied by J. P. Gordon of the city school board, and among those present were Hon. Dr. Jenkins, Dr. McMillan, H. Smith, His Lordship Bishop O'Leary, H. H. Shaw and Mr. Seaman.

At the Christmas season the teachers and pupils of West Kent School decided to forego their usual exchange of gifts and instead give to a more worthy object, namely, to the fund for the relief of the Belgian children. The following are the teachers and pupils contributing: Grades IX and X, H. Johnson, teacher, \$2.00, pupils, \$2.60; Grade VIII, A. B. Campbell, \$2.00, pupils, \$6.60; Grade VII, H. Yeo, teacher, \$1.00, pupils 70cts.; Grade V, pupils of Miss Smith's department, \$1.00; grade I and II, pupils of Miss Finlayson's department, \$1.30, total \$17.20.

In the article on Suitable Songs for the schoolroom published in the November REVIEW, the songbook, "The Children's Year" was quoted at 50cts. The correct price is 60 cts.

#### BOOK REVIEWS.

**Webster's Collegiate Dictionary (Third Edition).**—With 1,248 pages 1,700 illustrations, treating about 100,000 words, with numerous supplemental vocabularies and helps, in a book less than 1½ inches thick and measuring less than six by nine inches, this 1917 abridgement of Webster's New International Dictionary is a triumph in English dictionary making. The editors had the every-day user of English in mind as well as the college student, and for ordinary uses rarely would one need to go to unabridged dictionaries. In addition to the full vocabulary, including many foreign words of frequent occurrence in English, the average writer and reader will welcome the clear and concise information on rules for spelling, punctuation, abbreviations, as well as the vocabularies of foreign words and phrases, biographical dictionary, pronouncing Gazetteer, and the new glossary of Scottish words and phrases of such frequent occurrence in literature. The binding and general get-up of this "edition de luxe" are in keeping with the high quality of the dictionary itself, and the volume is an admirable gift book. (G. and C. Merriam Company, Springfield, Mass.; art canvas cover, \$3.50; full seal, \$5; full levant morocco, \$6.)

**Wild Animal Stamp Primer** (Illustrated with photographs taken in the New York Zoological Park.) Some fifty animal stories written especially for children are told by one who knows children and who knows the animals. The stories are illustrated by carefully colored reproductions from unusually good animal photographs, and the information given in the stories has been carefully reviewed by the director of the New York Zoological Park, and can be relied upon as authentic. The colored stamp illustrations are furnished in a separate envelope in the front of the book, ready for pasting in their proper position by the child. It is a little book for a combination study and play hour that parents and teachers will welcome. (H. R. Mitchell, New York Zoological Park, New York City, 85 cents, postage 7 cents.)

The **Owlet Library** consists of ten little volumes, each illustrated with twenty-four colored pictures, in the form of pasters, ready for the children to paste on the proper page, which contains a little note describing the picture. Among the subjects treated in the booklets are birds, fish, flowers, wild beasts, tame animals, Mother Goose rhymes and fairy tales. (Picture Paster Publishing Company, 31 Union Square, North, New York City. \$1 net for the set.)

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Albert Perry Brigham and Charles T. McFarlane, **Essentials of Geography.** New York, Cincinnati, Chicago, American Book Company. A two book series with many maps and illustrations. **First Book.** Cloth eight inches by ten inches. Pp. 266. Price 72c. **Second Book.** Cloth eight inches by ten inches. Pp. 426. Price \$1.24.

When the political map of much of the world is being crumpled up and apparently obliterated by a cataclysm of war they are bold authors who in pursuit of a steadfast purpose bring out a new series of geographies. Brigham and McFarlane show even greater assurance than this for, regardless of present as well as of past strife among the nations, they assert that geography "can be so studied as to give the pupil inspiring ideas of the unity of the world and its people."

The authors of **The Essentials of Geography** are to be particularly commended upon the selection and the arrangement of subject matter for this deeper educative effect of the study. The children will gain from the study of these texts constantly new appreciations of what is being done about them and of what they may do. The ways of living and of working differ in form in the different regions of the earth but they agree in principle among all men. The evidence of this, brought out by the authors even in the first chapters, awakens a deeper and broader interest in the study.

In all the years Mrs. Fiske has been a leader in the theatre, she has refused to put on paper her sharply unorthodox views on plays, playwrights, and actors. She has remained the sphinx of the American stage. But at last Alexander Woollcott, dramatic critic of the "New York Times," has succeeded in getting her to talk; and the January Century contains the first of the series of articles in which he records his remarkable conversations with her.

The January Century includes also an appreciation by E. R. Lipsett of the most distinguished theatrical production of the New York season; a group of pictures illustrating the achievements of American women in Sculpture, along with an article by Ada Rainey; a record of mental processes observed in the natives of the Andes, by Harry A. Franck; "The Sinistres of France," by Mary Heaton Vorse; an argument on behalf of the Irish rebels, by J. F. Byrne; a ballad of the trenches by James Norman Hall, who wrote "Kitchener's Mob;" a frontispiece in color by Lester H. Gornby; "The Chinese Philosopher and the War," by Stacy Aumonier; poems by Hermann Hagedorn and others, etc.

Florence Howe Hall, author of the just published book "The Story of the Battle Hymn of the Republic," will spend the winter in New York City. She intends to divide her time between writing, giving occasional talks on manners and other subjects, and working for suffrage. Mrs. Hall, it will be remembered, is the daughter of Julia Ward Howe, and is the author of "Social Usages at Washington" and other volumes on the subject of etiquette.

**Bird-Lore** for December is a 174 page number and contains in addition to the usual articles on birds and bird-life, teachers' department, colored plates, etc., the annual report of the National Association of Audubon Societies. This report shows that the year ending October 31, 1916, was the most active in the history of this organization. The total disbursement for the year exceeded \$120,000, the largest sum expended by the Association in any one year; a fact, which, in view of the financial conditions which have prevailed during the past year, speaks volumes for the loyalty of those who are interested in the preservation of our birds.

A hundred miles from Calcutta is Bolpur. At Bolpur is Skatiniketan, the famous forest school of Rabindranath Tagore, described by W. W. Pearson in a little volume (McMillan & Company, New York), which takes the name of the school for its title. Shantiniketan was established by Tagore's father as a religious retreat. Its name means House of Peace. About a hundred and thirty boys study there music, nature, poetry, languages and other subjects, but especially the ideals of India. Their recitation rooms are on the house verandah or out in the open. A boy may take his examination sitting high in a tree. But Shantiniketan has won its laurels in football and other sports. In Mr. Pearson's book are pictures by one student, a short story by another and a preface by the poet-founder himself. The volume is of rare interest; the school is unique.

## OFFICIAL NOTICE.

New Brunswick School Calendar,  
1917

1917. SECOND TERM.

- Jan. 8 — Normal and Public Schools re-open.
- April 5 — Schools close for Easter Vacation.
- April 11 — Schools re-open after Easter Vacation.
- 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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