

PAGES

MISSING

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

TEACHERS' SALARIES.

In connection with the remuneration of teachers in the Maritime Provinces the situation is becoming more serious and is resolving itself simply into a question of ability or inability to retain our teachers at all. We admit that in a few isolated cases local school trustees are at last listening to the petitions and granting a few dollars extra but

what is that compared with the tremendous increase in the cost of living or the lure to the West produced by the more reasonable wage? Take St. John for instance; where, after repeated applications for increase the teachers have been granted a sum which averages only about twenty-five dollars per annum, in the past four years. In this respect the following letter is self-explanatory.

"To the Editor of the
EDUCATIONAL REVIEW:

SIR: There is a feeling abroad that since the war began the lady teachers have had a most substantial increase in their salaries. I wish to correct this erroneous impression. Since the war began we have asked for an increase of \$100.00. In lieu of that we were granted a bonus of \$60.00 last term. Now we are assured by the board that they will grant us the extra \$40.00, making an increase of \$100.00 per annum in the last four years. Surely this is small enough in view of the vast increase in the cost of living of at least one hundred per cent; and in comparison with other increases of city officials."

GRACE M. YOUNG,
Secretary of Association,

44 Seely Street,
St. John, N. B.

Apart from the fact that we are losing the best of our teachers, year after year, it is a matter of justice that their's should cease to be the most poorly paid profession, and be raised to a standing equivalent to the duties imposed upon them, by the public. In the teachers' hands we have placed the making or the unmaking of the future men and women of the provinces, and if they are going to do their duty in a manner that will be commensurate with its responsibility and with the standing their profession entitles them to, they must be paid proportionately.

If the various school boards can produce sufficient reason as to why they cannot reasonably increase the teachers' salaries then let the Government take up the matter in a business like manner, and settle it in such a way as will be just to the teachers and the provinces.

QUESTIONS ON MEIKLEJOHN.

CHAPTERS I, II AND III.

BY M. WINNIFRED MCGRAY.

(Special to the EDUCATIONAL REVIEW.)

1. How long a period does English literature cover?

2. In what different ways has it been distributed to other human beings?

3. What is the earliest form of literature in all languages? The oldest literary works of Greece are _____? Of Scandinavian literature _____? Of the Anglo-Saxon race _____? (Fill in the blanks).

4. What were the two chief characteristics of Old English poetry? What are the two chief characteristics of Modern English poetry?

5. Explain and give examples of metaphorical phrases and parallelisms. Who used them?

6. What is the oldest poem in the English language? When was it composed? Where was it composed? How was it preserved first? When was it first written down? By whom probably? Explain epic.

7. Who was the first native English poet? What did he write?

8. Name two Old English war-songs. Two Modern English war-songs.

9. Who was the first writer of English prose? What did he write in English? What became of it? How many other works did he write and in what language did he write them?

10. Who has been called the Father of English prose? What did he do for education and for English literature?

11. What is the greatest prose work of Old English literature? Who wrote it? What is it?

12. Who wrote the Brut? What is it? What does it show was taking place in the language?

13. Who wrote the Ormulum? For what is it remarkable. In what language is it written?

14. What two writers are deserving of the epithet "Father of English Prose?" Account for this.

15. When was Mandeville born? What did he write? How were his works received by the English people?

16. Who was the most influential prose-writer of the fourteenth century? When was he born? On what does his fame rest? What effect did his translation of the Bible have on the English language?

17. Give a few facts about Gower.

18. The last long alliterative poem was written by whom? What was the name of this poem? When did the author die? From whom did we borrow end-rhyme?

19. Who is the "Father of English Poetry?" What sort of a poet was he? Where was he

educated? What positions did he hold? Who was his friend and patron?

20. Name three of Chaucer's works. How long was he writing the "Canterbury Tales?" What is the finest part of this poem? What is the noblest story? What metre did Chaucer use? Explain.

21. When did Chaucer die? Where was he buried? Describe his style.

22. Who is the earliest Scottish poet of any importance in the fourteenth century? What did he write?

23. What was the chief poetical production of the fifteenth century?

24. As regards thinking and writing, how does the fifteenth century rank with the other centuries in regard to literature?

25. What was the chief prose production of the fifteenth century?

26. Name six of the best ballads written in this century? Where were they sung? By whom composed?

27. What was the great literary event in England of the fifteenth century? Give the name of the first book printed in England? Name another important book printed by Caxton. Why is this book important? About how many books did Caxton print?

28. What Scottish poet flourished in the fifteenth century? Explain Rime Royal.

"Has not all education this one purpose, that the pupil shall do consciously, and with free self-decision, what moral instruction impresses upon him, what in the beginning, however, he does only by compulsion from parents or teachers, as well as from habit? Education should create a will which harmonizes with the insight determined by the moral ideas. The intelligence formed by instruction should not be an idle one, but should pass into the will, and therefore education does not want a will so much as a will proceeding from the moral intelligence. 'Education must enable the youth to enjoy the liberty of self-decision.'"—Habit in Education Radestock.

THINGS TO PLANT ON THE SCHOOL GROUNDS.

By W. CLEMENT MOORE.

WHAT TO DO IN MARCH

(Special to the EDUCATIONAL REVIEW.)

In the very first days of March those of you who live north of the Mason and Dixon line may still plant seed in boxes for plants.

Tomatoes, peppers, sweet potatoes, cabbage, lettuce, cauliflower and celery seed may all be planted to advantage, and if given a warm, sunny location they will make good strong plants for setting out in the garden by the first of May. Of course during the warm days of April the box should be put out of doors in order to accustom the plants to the weather and to harden them. Care must be taken to place the box where strong winds will not whip the plants to pieces and it must be protected from extreme cold or frost. Every teacher should read the best text books on the subject and see to it that the proper crops are used to succeed each other.

Here are some notes along the line of crop rotation which are reliable and which should be taught to all students of gardening.

CROP ROTATION EXPLAINED.

To get the best results from a garden, one must apply the principle of the rotation of crops, as well as renew the soil with the application of manure.

For example, it is bad to grow potatoes and cabbages on the same piece of ground on which these crops were grown the previous years. If you can't do anything else, put potatoes where the previous year's green stuff was grown, and grow cabbage where there were potatoes last season.

Beet, cabbage and turnips may follow any crop belonging to the cabbage family. Brussels sprouts may follow peas and beans.

Carrots preferably should follow onions. Leeks may follow anything except onions.

Onions may follow any of the cabbage family, or peas or potatoes. Potatoes may follow any other crop.

Here is a list of some of the ordinary vegetables which can be grown in the average garden, or on a well prepared plot of land that has previously lain waste: Asparagus, kale, French beans, broad beans, runner beans, beets, Brussels sprouts, cabbage (early and main crop), carrots, cauliflower, celery, lettuce (cabbage), leeks, marrows, mint, mustard-and-cress, onions, parsley, parsnips, peas (early main crop and late), potatoes (early,

second early and main crop), radishes, rhubarb, peppers, lettuce, spinach, sage, turnips, tomatoes, strawberries, currants, gooseberries, raspberries.

I have grown all these vegetables, etc., in an ordinary garden, and so have thousands of other amateurs. There is nothing very difficult about the cauliflower on any of them, and every item in the list is useful as food in its season.

In planning out your garden for 1918, you ought to make a sketch on paper of how you intend to set out the garden at your disposal, so as to provide for the inclusion of as many of the crops mentioned as you may desire to grow.

If possible, it is best to so plan the garden that the rows of growing crops run north and south. This arrangement allows the sun to get at the crops to the best advantage.

Try to give the main crops a different piece of ground from what they occupied last year.

Finally do not neglect the flowers, because they awaken the finer sensibilities and create a true love for beauty and nature. All biennials listed in your flower catalogue that will allow transplanting may be planted in a seed box this month, and if you do that they will bloom for you this summer.

QUEER BIRDS.

By BLANCHE STUART.

The solemn owl is very YY;
All day he takes his EE,
But in the dark he opes his II
And seizes what he CC.

"XQQ me!" cried the saucy crow,
Amid the rows of corn,
"Sir Scarecrow, I should like to know
If U R well this morn?"

The heron stands B side the C
Until the day is done;
His only trouble seems BB
He has legs legs not 1.

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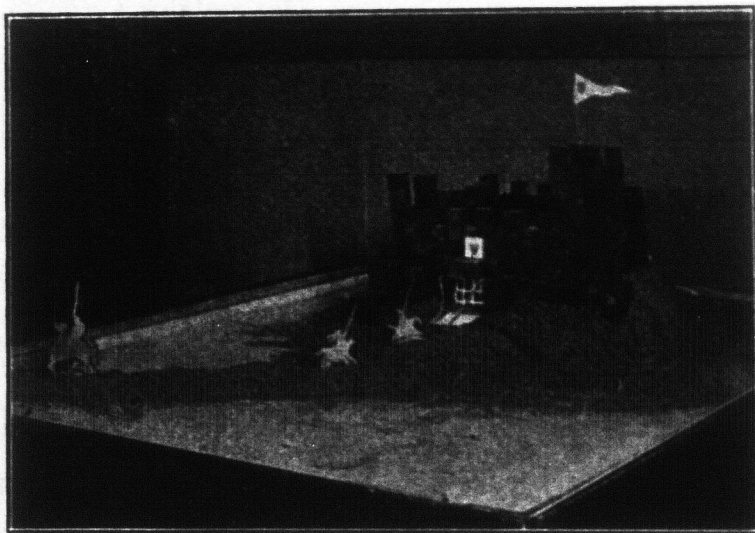
PRIMARY AND RURAL SCHOOL DEPARTMENT.

The Sand Table.

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A very well-informed kindergarten teacher, splendidly equipped by some of the finest training schools and fresh from her graduation, told me that knights and talks on knighthood were altogether revolutionary in pedagogics for primary grades.

They were quite outside the influence and intelligence of children's experiences and the teaching was really criminal. Well, maybe that is true — theoretically — but did you ever notice



the nonchalance with which a child kicks over theories? Did you ever build up a nice, pretty, logical theory for a child and then watch him give it just one slap and knock it to smithereens? That is what my first grade children did to this theory of not being able to inhale any of the ethics of the nobility that is the ideal of knighthood.

They are fascinated by the tales, the valor, the courtesy, the purity — even the paraphernalia of chivalry.

When I was a bit of a girl, I never could understand why Columbus, or any other of the persons of history, should care whether there was a land across the sea, or whether there was not.

Why didn't they stay at home, mind their own affairs and not go gallivanting around the world to suffer and be misunderstood?

Then all at once, I conceived the idea of telling about the knights and showing how the love of adventure has always been a part of men — because I saw this same unresponsive look in the eyes of some children when they asked me who Columbus was and why people talked about him, and I tried to tell them.

Through devious ways and various mental accumulations I now have a plan by which I tell of the knights, build the castle like the accompanying picture, and make it the foundation for many lessons and repeated returns to it during the whole school year. For instance, it starts with the love of adventure, how it led the knights all over the world, Columbus to America. Later I return to tell of Christ, the perfect knight, whose perfect love, whose perfect valor, whose perfect courtesy, remain the ideal to all alike, Christian and heathen.

Sometimes I tell them of Joan of Arc, to show that women, too, have taken their place in chivalry. I tell them the story of "Sir Launfal" and "Sir Galahad."

We have knighthood to fall back upon for so many lessons during the year.

We choose our own crests, make shields and helmets and flags and build our castles.

This castle was built of one inch cubes — the fourth kindergarten gift may be used — on a smooth board foundation, on a hill made by piling up the sand into a plateau.

My sand-table is covered with tin, which does very nicely to represent water in many of my pictures, and is satisfactory, because I always work with wet sand.

First, the plain castle with towers, is built and I tell how the castles were constructed many times on hills so steep that no entrance could be made, or on promontories stretching into the water. The next day the moat or ditch is added and children usually discover for themselves that a drawbridge is the logical way of safe entrance. The drawbridge is added, of cardboard and raffia chains. Next comes the making of the portcullis or grated door, made of paper, as is seen in the picture.

Now add the coat-of-arms above the doorway and the flag on the tower, and explain their origin and use.

Explain about the battlements. They were used to stand behind and for safety.

The knights in the picture chanced in a queer way. One of my tiny lads, with a piece of composite clay, a broken toy man from home and a bit of iron, modeled the first knight and brought it to me after a busy work period, saying: "Wouldn't you like a knight to put by the castle? Maybe it is Sir Galahad."

After that knights were a drug on the market and I used the three best ones for the final picture.

The principal reason for making the helmet (which is highly amusing because the visor works up and down) is to teach boys to lift their hats.

In olden days knights raised their visors when they met their friends—so in modern times, men lift their hats when they meet their friends. Result, a grand renaissance in manners and hat-tipping.

We used the shields for a background on which to put our original and individual coat-of-arms.

We chose our own colors, red for bravery,



white for purity and blue for truth and honesty, and we designed our own crests and chose our own mottoes.

It is easily seen how all this work, wherever undertaken, would have reference to many school activities throughout the year.

A Ball Party.

Have the children place the balls in a circle on the table as if having a game at a party. Tell them some of the company are cold and shy and serious (green, blue, violet) and others are jolly, warmhearted, sociable (red, yellow, orange). See if the children themselves feel this difference, asking them which are the cold, which the warm. Tell them a warmhearted one, red, is going to invite a shy friend to dance or skip with her, and let the two balls dance round the ring together. Lead them to feel that red and green are companionable; yellow and blue, orange and violet. Older children may be able to tell more about the complementary colors. Don't force your own view upon the children, however.

Visit Your Late Pupils.

Visit those frequently who have been promoted. "I saw my teacher," proudly reported one of the little ones. That first teacher, the kindergartner, will be the child's "hero" for many a day. Do not let go of him too suddenly. Kindergartners and



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primary teachers are clasping hands these days, and you will be welcomed as a visitor and friend.

Perhaps a word of explanation about Nellie's temperamental, or Annie's recent illness or Johnny's needy home, will open the way for better understanding of the new pupils. Kindergartners and primary teachers visit and meet more parents than others. Wisely share your knowledge. A word often helps to humanize a teacher who does not mean to be hard on the little ones, but her mind may be centered on the three R's, and you will help her make "the child, the center." Your duty does not end when the child leaves the kindergarten or primary grade. You are one of his heroes. Play your part well.

Personification Game.

To each child I whisper a number. The number is his name. A child, for example, two, is called to the front of the room. Two chooses another, as seven, who joins him. The children silently add seven and two and try not to look at nine, who jumps up and goes to the front. Two and seven sit down, and nine chooses a number to be added to himself. Thus the game proceeds.

I find that this game is not only a help in addition, but in memorizing also.

THE TEACHING OF MATHEMATICS IN THE JUNIOR HIGH SCHOOL.

From *Methods of Teaching in High Schools* Chapter IX — Samuel
Chester Parker.

BY MARY JENNISON.

(Special to the EDUCATIONAL REVIEW.)

The *subject matter* in the teaching of mathematics in the Junior High School will be primarily arithmetic in Grade VII, arithmetic and algebra in Grade VIII, applied algebra and arithmetic, mechanical drawing and elementary geometry in Grade IX; or an alternative and more practical course in Grade IX might consist of commercial mathematics, accounts and household accounts.

The *method* in teaching mathematics is known as the problem solving method, which may also be applied to any subject on the school course, for each lesson in each subject should present a definite problem for solution.

The first step on such a lesson is to *define the problem*; that is, to get it in mind and to keep it in mind. It will be found interesting to note three definite degrees of efficiency in the definition of the problem. Some members of the class do not see any difficulty at all, others feel that something ought to be done but have no clear idea of what to do, while others begin to turn over in their minds various suggestions of method in the solution of it.

There is one point which must be urged upon the teacher who wonders why the class cannot keep the problem in mind. All that is necessary is to ask her if one has ever been one of a committee of adults for the furtherance of any charitable or patriotic movement? Did her mind—and conversation—never wander from the business in hand?

The next step in problem-solving is, in the words of Dr. Parker, "*stimulating fertility of suggestion*." Other things being equal, the person who thinks of a hundred matters related to the problem in hand is more likely to find a helpful suggestion than the person who thinks of only ten. In other words, fertility of suggestion is a helpful factor in problem-solving. This fertility depends on two things,—previous knowledge, and the ease with which this previous knowledge may be recalled. How can the teacher best help the child to bring to bear upon the problem in hand the facts from his previous knowledge which will be of greatest value?

It is made easier by: 1, Systematizing the process of search. 2, Limiting the number of

classes amongst which the pupil must search for the right one. 3, By informing him of classes which include the right one and which he would neglect if undirected; and 4, By calling his attention to the consequences of membership in this or that class.

The third step in problem-solving is the *critical, unbiased evolution of all suggestions*. In order to criticize successfully the teacher must maintain an attitude of suspended judgment both in order to provide for a thorough canvass of the problem and also not to interfere with the thinking going on in the individual minds of the class. She must not only criticize herself but will also stimulate the class to criticize each suggestion and to think out its possible consequence.

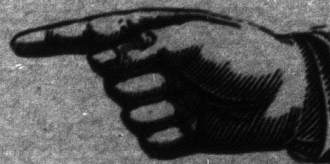
Having arrived thus far it will be found necessary to *organize the material obtained*. Dr. Parker considers that in organization of material two steps are necessary: First, taking stock and keeping systematic check on the field covered, especially when the problem is one which requires considerable time for its solution; and secondly, in checking, using methods of tabulation, or, where possible, graphic representation.

Dr. Parker in concluding his chapter on problem-solving in "*Methods of Teaching in High Schools*," sums up the whole question as follows:

"To stimulate and assist pupils in carrying on reflective thinking (*i. e.* problem-solving) the teacher should:

- I. Get them to *define* the problem at issue and keep it clearly in mind.
- II. Get them to *recall* as many related ideas as possible by encouraging them.
 1. To analyze the situation.
 2. To formulate definite hypotheses and to recall general rules or principles that may appear.
- III. Get them to *evolute* carefully each suggestion by encouraging them.
 1. To maintain an attitude of unbiased, suspended judgment or conclusion.
 2. To criticize each suggestion.
 3. To be systematic in selecting and rejecting suggestions.
 4. To verify conclusions.
- IV. Get them to *organize* their material so as to aid in the process of thinking by encouraging them.
 1. To take stock from time to time.
 2. To use methods of tabulation and graphic expression."

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TALKS ON VARIOUS INDUSTRIES.

The Making of Chewing Gum.

(Special to the EDUCATIONAL REVIEW.)

Very few of the average users of chewing gum suspect that the little strips purchased in five-cent packages, or the small white "candies" known as Chiclets, depend upon certain trees which are only to be found in Mexico, for the chicle which is so largely employed in the making of same. Yet such is the case; in fact the story as to the introduction of chewing gum to the American continent is most interesting, and for that reason is found in the pages of the REVIEW, so that teachers and others may more readily understand why doctors are recommending the chewing of gum, universities and schools are encouraging its use, and the military authorities of the Allied forces sanction the men having same sent them.

As mentioned above the principal ingredient of chewing gum is chicle. This is obtained from that country "Where every prospect pleases and only men are vile"—Mexico — where it is found in the Sapodilla tree. This tree is of the fruit species and flourishes on high ridges, a fact that no doubt accounts for its hardiness, after the manner of our Canadian maple.

Its presence in the tree was first discovered by one Santa Anna. He was mixed up in one of the periodical rebellions in the district and had taken refuge in the forests from some of the United States troopers, Whilst there he found the chicle or gum oozing from one of the scarred trees and partook of some of the syrup. Meeting A. W. Adams some time afterwards, he gave him some to chew, which resulted in the latter deciding to make chewing gum. Thus was an industry conceived which today requires 4,000,000 acres of chicle-bearing land to maintain.

The chicle oozes down through notches, as the result of the Sapodilla tree being barked by the natives with what they call a machette, to a container. These native workers go through the forests in small bands,

and are known as Chicleros. Being very agile they nimbly scale up the tree, by means of a rope fastened around their bodies, and then with their machette, simply notch half way round the trunk, and then the other ring is marked in the same way, to run into the first, and so on until the entire tree is scored to the bottom.

A tree is tapped once in seven years, and then only yields between eight and ten pounds of the chicle syrup. It will thus readily be understood



why such an enormous acreage has to be devoted to the Sapodilla tree.

After the container, or canvas sack, has been filled, it is taken to the camp fires, and the chicle, having been emptied into larger receptacles, is dried and packed on the backs of mules, and taken down to the coast, from whence it is shipped to the large factory of the Canadian Chewing Gum Company, Limited, Toronto.

Arriving in its crude state the gum is put into

large and powerful smashers, which granulate it preparatory to the drying process. These machines reduce it to the size of peas, when it is placed in thin layers on thousands of flat shallow trays. These trays are then placed in a large drying room, where the temperature is maintained at a uniform degree by means of thousands of feet of steam pipe. Warm dry air is forced in at one end by motor operated fans, and drawn out at the other end laden with extracted moisture.

The required percentage of moisture having been removed, the chicle is now cooked in rotary steam heated kettles as shown in one of the cuts reproduced herewith. Skimmed and filtered, with all particles of impurities, such as pieces of bark, etc., removed, it is again boiled, and then chilled, and prepared for the process of rolling, after sugar, cornstarch, corn syrup, and desired flavoring have been added.

The rolling is done by machinery, which results in the gum being formed into long thin narrow strips, the same thickness as found in a five cent package.

One of the illustrations shown on this page gives a fair idea of the splendid wrapping machines which are next called into operation. These machines are able to wrap about twenty five-cent packages of the gum in one minute and render it absolute unnecessary for the gum to be touched by hand.

Thus the product of the Sapodilla tree of Mexico is now prepared and in a wholesome condition to be distributed — by way of the packing room as illustrated — to the buying public.

The subject of the third illustration should be drawn attention to, as it is one of the most interesting departments of the large and splendidly equipped establishment. The Rotary Pan room is referred to. Here the celebrated Chiclets are sugar-coated, and polished to a gloss, some millions being finished annually by these twenty-four pans.

We understand that the Canadian Chewing Gum Co., Ltd., of Toronto,

are willing to forward teachers and others engaged in the instruction of the young, samples of the crude chicle, for the purpose of illustrating any talk which may be given on the production and manufacture of chewing gum.

Such enquiries should be addressed to H. C. Mendoza, the sales manager of the firm. It is interesting to note that it is largely through Mr. Mendoza's efforts that the above mentioned Chiclets may be found in the Y. M. C. A. huts, near the trenches in Flanders, other parts of France, and England. Although the use of chewing gum has been endorsed so extensively by the medical and educational authorities, it remained for the soldiers to discover that it may be used as a first-aid to stop wounds.

We are indebted to the Canadian Chewing Gum Co., Ltd., of Toronto, for the loan of the cuts illustrating this article.

APPRECIATION.

"Although I have been a subscriber to the Educational Review for several years, I have never written to say how much I appreciate the splendid articles found in the magazine from month to month.

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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 schoolroom problem is so big but that some of our big educator, 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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BRANCHES THROUGHOUT CANADA

Current Events

ILLUSTRATED

The following are brief items concerning the objects shown in the illustrations given on this page, which, we trust, will make them still more useful to the teacher when explaining the pictures to the children.

ANTI-AIR-CRAFT GUNS.

The present war of the nations has brought this gun into use. Aeroplanes are constantly attacking, and apart from the defensive methods of other airmen rising in attack against such, the best means of resistance is found in the anti-air-craft guns. They are mounted on high buildings, on wheeled carriages, or on automobiles, and are capable of rapid fire, speedy adjustment, and quick changing of the angle of elevation.

HYDROPLANES.

Hydroplanes are, with certain modifications, simply aeroplanes capable of landing on, or rising from, the surface of the water, and remaining afloat, on account of what are known as floats being substituted for the wheels and landing skids.

TEACHERS' SALARIES

On page 237 is published a letter received from the St. John Teachers' Association, dealing with the above as it affects the teachers in that city. The Educational Review has always considered that the teachers of the Maritime Provinces should receive salaries in proportion to the standing and value of their profession—now recognized, in a practical way by some of the Western Provinces—and will be pleased to have communications on the subject from other Teachers' Associations.



FRENCH ANTI-AIRCRAFT GUNS DEFEND VENICE

It has been decided that Venice shall not fall into enemy hands. France and England have rushed aid to their Ally and French sailors are shown in the photograph manning anti-aircraft guns from rafts built out on the canals.



MUD—THE NATURAL ENEMY

The Allied Armies know they must combat with another enemy than the Hun, and that it is the formidable Flanders' mud. The photograph shows Australian soldiers trying to lift a heavy cannon out of the mire.

War Pictures

DESCRIBED

MOBILITY OF BIG GUNS.

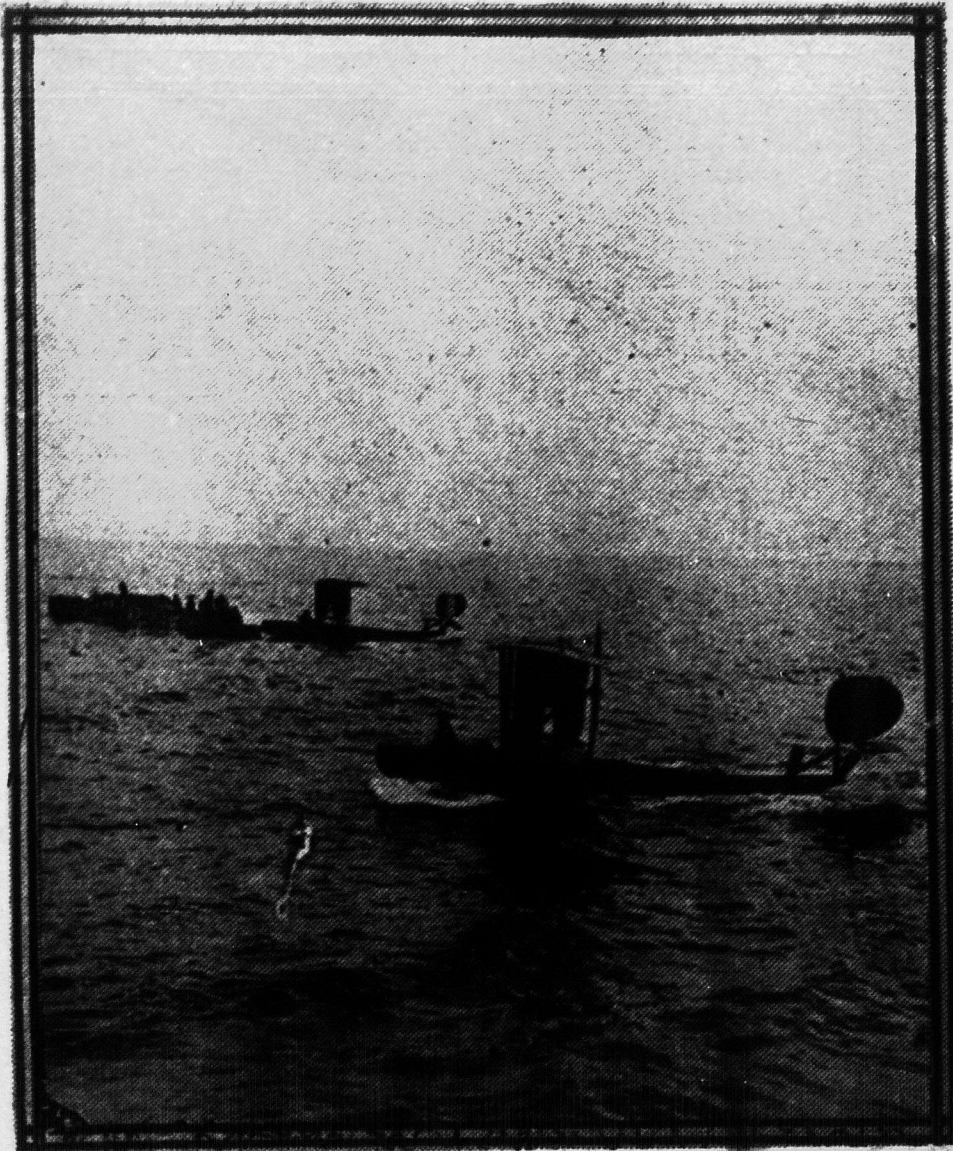
At one time big guns were divided into two classes known as "mobile," and "immobile," but heavy artillery is now brought into action, and moved from place to place, in such a manner as to prove that none are now immobile. This has resulted in a revival of such guns as the Howitzer, which, previous to the present conflict had been allowed to fall into almost disuse. Howitzers of 5-inch and 6-inch caliber, accompany troops on the march, whilst those of greater caliber are brought up more slowly, and follow in the rear of the armies. The 6-inch gun fires a shell weighing from 122 to 200 pounds, and has a range of four miles, but a 17-inch piece can project a shell weighing more than a ton nearly twenty miles.

CAMOUFLAGE.

Never before in the history of the world has "camouflage," or the deceptive art of hiding the nature of the object, been practiced as in the present war. To a great extent the introduction of the deadly weapon of the air — the aeroplane — has been responsible, and the wit of the land men was pitted against that of the man of the air, and the answer was "camouflage." Artists were called upon to paint sketches of scenery which were hung along the sides of roads, thus hiding traversing troops.

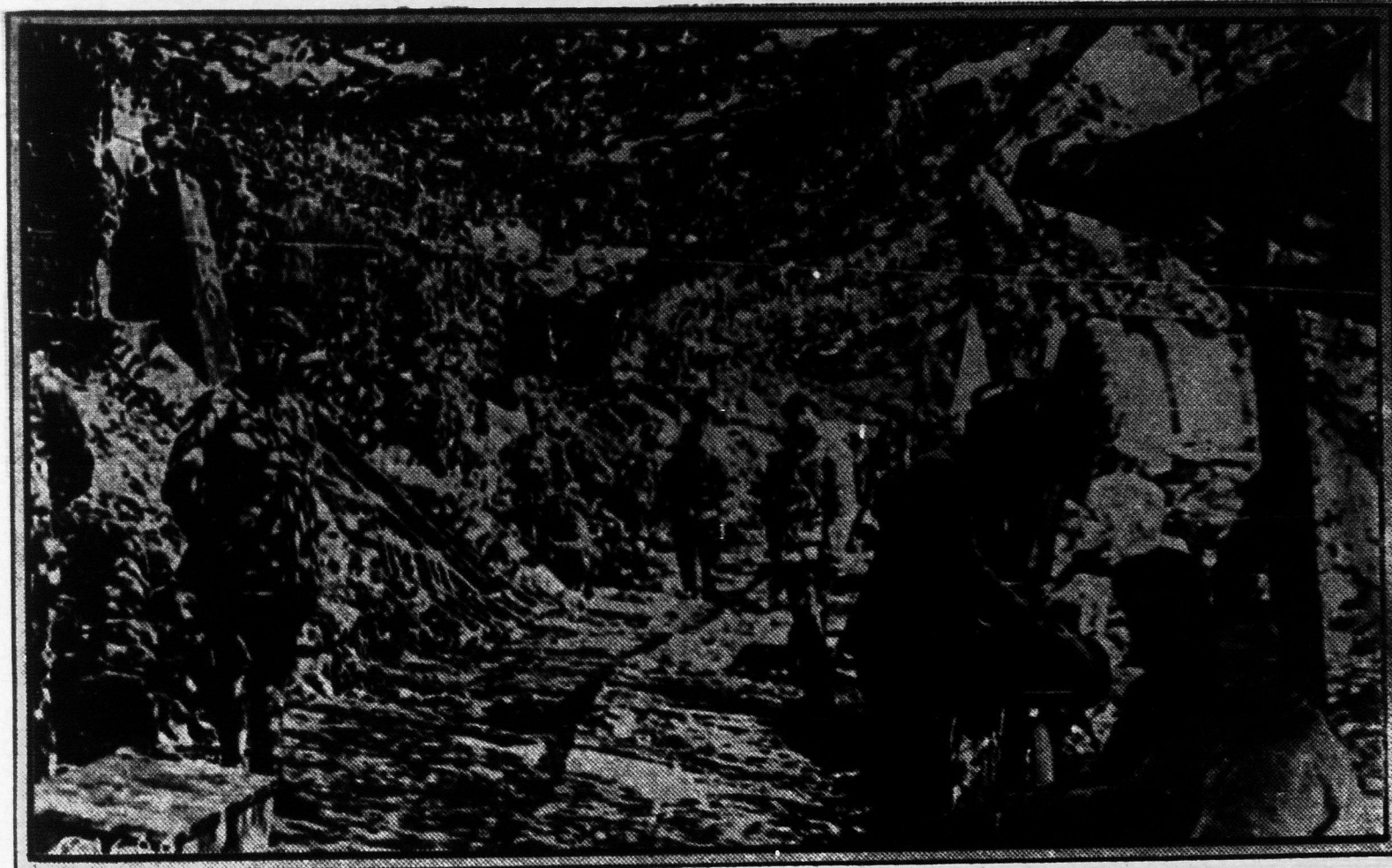
NEXT MONTH

The Educational Review will not only contain the usual attractive features, but include the first instalment of a series of Notes on the Birds of the Grand Pre region, Kings County, N. S., by Robbie W. Tufts.



SEAPLANES LOADING FUEL AFTER U-BOAT HUNT

French hydroplanes are to make the Mediterranean unsafe for Teutonic U-Boats, in the full sense of the phrase. No periscope is safe from the prying eyes of their daring pilots day or night.



CAMOUFLAGE—THE DECEPTIVE ART OF THE FRENCH

The top of the road is stretched with wire and covered with greenery, the sides are likewise treated. From a height of a few hundred feet it is next to impossible to distinguish the nature of the object.

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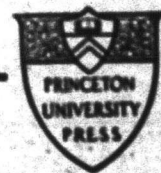
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CURRENT EVENTS

January 30.—A Dutch correspondent states that strikes occurred at the Krupp works at Essen and Westphalia. The Berlin strikers are demanding "Peace, Liberty and Bread." London reports that the initial successes of the new Italian drive is followed by the capture of Monte de Val Bella and Col del Rosso.

January 31.—Reported that strike situation in Germany is becoming more serious, and a state of siege has been declared at Hamburg, Altona and Wansbeck.

February 1.—London announced that the British repulsed a raid west of Arieux-en-Gohelle. By a sudden attack at daybreak the Italians advance their lines to the head of the Telago Valley.

February 2.—British raids result in the capture of a few prisoners. Cologne newspapers attribute the general German strike to an Anglo-American plot, and alleged \$60,000,000 were subscribed in Washington for the purpose.

February 3.—London reports ten hostile airplanes are brought down or disabled, and the Varsenaere airdrome bombed by naval aircraft. Troops of the Finnish Government are reported to be closing in on the Red Guard at Uleaborg.

February 5.—London reports attack of Germans on the Chemin des Dames in the Aisne sector, but are repulsed. That a bomb is thrown into the Imperial palace, Berlin, by strikers, is the report.

February 6.—London reports scattered actions on the French and Flanders front, whilst Rome dispatches state that air raids are continued on Venice, Mestre and Treviso.

The British War Office announces the sinking by torpedo of the British transport "Tuscania" with 2,179 American troops on board, off the north coast of Ireland. Further cables state that 1,912 survivors have been landed at Bunrana and Larne.

February 7.—In a statement made in the House of Lords, Andrew Bonar Law declares that German U-boats have slain 14,120 non-combatants British men, women and children. The French repulse two attacks near Banholz.

February 8.—London reports no operations of importance on the Western front. Admiral Jellicoe is reported to have stated that he believes the submarine menace will be killed by August.

February 10.—Rome reports that two enemy raids are repulsed near Doane-Chiese. London reports a successful bombing of Metz, ten tons of explosives being dropped. One machine is missing.

February 11.—Violent concentration of fire and offensive thrusts are reported from the Italian front. A despatch from London states that the Bolsheviki Government has withdrawn from the war with the Central Powers, and ordered the demobilization of the Russian armies. The death of Abdul Hamid, the former Sultan of Turkey, is announced.

February 12.—A Berlin dispatch announces that a peace treaty between the Central Powers and Ukraine has been signed. From London word is received that the British Government refuses to recognize the above treaty of peace. Scandinavian refugees reaching Stockholm tell horrible stories of massacres by the Red Guards in Helsingfors and Tammerfors.

February 13.—Lloyd George stirs the House of Commons



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in a bold speech in which he states that it is no use crying peace, when there is no peace, and that if the House is not satisfied with the conduct of the war, the only way is to make change of Government.

February 14.—Austrian celebrates the Russian peace by flying of flags and holding of thanksgiving in Vienna. The Teutons are pouring thousands of troops to positions on the Western front.

February 15.—Over fifty children perish in a holocaust in the Grey Nunnery, Montreal. The Russians have agreed to give up the soil captured from the Turks.

February 16.—London reports that eight British craft, consisting of trawlers and drifters, have been sunk by German destroyers in the Straits of Dover. Although advertised to start their offensive today, no aggression on the part of the Germans materialized. The Canadians commemorate the arrival of the first contingent in France three years ago.

February 18.—London reports two more raids but only one out of six airplanes succeed in reaching the capital. That German forces are being concentrated for the attack on Bolsheviki forces, is the report from Amsterdam. London states that Sir William Robertson, Chief of the British staff, has resigned, General Wilson, sub-chief of the staff, taking over his duties. All along the Italian front artillery engagements are in progress. London reports that the Russian Government demands evacuation of Bessebarabia by the Roumanians.

February 19.—Another attempt to raid London by air is frustrated according to reports. The Teuton army renews hostilities against Northern Russia, and starts for Reval in the drive against the Russian capital. London reports that a serious crisis in the political situation in Great Britain has arisen through the resignation of Sir William Robertson.

February 20.—It is announced that Russia is forced to make peace with Germany whilst the latter captures the cities of Dvinsk and Lutsk. Whilst the expected offensive by Germany is delayed and reports of tanks with a new gas are said to be one of her future weapons only small raids are taking place on the western front. In clearing the political situation in Great Britain, Lloyd George states that the Empire is faced with terrible realities.

February 21.—Berlin reports that her troops are over-running Western Russia extending over a five-hundred miles front, whilst Russia continues in the throes of civil war and the massacres of the Hebrews.

February 22.—Whilst speaking at Plymouth Viscount Milner deprecated too much talk about war aims and said that until peace negotiations are reached, we are fighting for our lives and the very existence of the free nations of Western Europe. London reports that forty-five German warships were seen approaching Reval. Berlin states that the Germans have entered the metropolitan city of Minsk.

February 23.—It is doubtful as to whether the Teutons can even be temporarily checked in their drive with the Russian capital as their objective is the report from Petrograd. London announced that the British forces in Palestine have captured the city of Jericho, whilst the thundering of artillery is continued over wide stretches of the Western front.

Owing to objections to receiving intimate personal services from negro students in the hospital clinics and the inability of Queen's University to further furnish them with adequate clinical instruction so as to graduate them properly, it has been decided that no more negro students will be admitted to the medical college.

SEED GRAIN - 1918

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

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

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

Fife and Marquis wheat have been bought.

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

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

Prices will be as low as possible.

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

This method was used for the collection of information only.

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

Cuba has had no bread since January 9, 1918.

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Agricultural Societies should arrange orders now.

NEW BRUNSWICK DEPARTMENT
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Monthly Ad. Talks—No. 3.

Which is the Best

AD. from your view-point in this month's Review? To the subscriber who sends in the best replies I will give a copy of Dumville's "Child Mind," published by the University Tutorial Press.

Replies should be sent not later than March 30th, addressed to

Advertising Manager
"EDUCATIONAL REVIEW,"
St. John, N. B.

SCHOOL AND COLLEGE

The monthly meeting of the St. John Teacher's Association was held in the Natural History rooms, St. John, February 8, with the president, Frank Owens in the chair. The secretary's report showed that the teachers had given \$240 to the Red Cross in connection with the recent appeal. A lengthy address was given by Dr. W. S. Carter, superintendent of schools. He stated that legislation may be passed compelling graduates of the Provincial Normal School to teach school for at least three years. In speaking of the educational system of the West, he stated that many branches of education were taken up there that New Brunswick schools did not teach, as for example, technical schools, vocational and art departments, etc.

There was some discussion relative to the work of the boys on the farms during the last summer, while some doubted the value of the experiment the general opinion was that it had been most successful.

Dr. Carter accepted an invitation from the commissioner of education of Massachusetts to address the Schoolmasters' Club at the Belliveau Hotel, Boston, on "The Influences of the War on Our Schools, and What We Are Going to Do in the Future."

Mount Albion School, Charlottetown, held its semi-annual examination recently. A fair sized number of ratepayers and visitors attended. The pupils were examined in all subjects taught, and gave evidence of careful and painstaking teaching. The teacher, Miss Leslie E. Losgrove, was highly complimented at its close, but perhaps the best compliment that could be paid to her was the fact that at almost a full meeting of ratepayers held recently it was decided to increase her supplement by thirty dollars.

The Sherbrooke Board of Trade has decided to take steps to secure a fully equipped technical school for Sherbrooke, Que., through the co-operation of the provincial government. The industries and those of the Eastern Townships as well as the necessity of providing training for returned soldiers are held to warrant the securing of such a school for Sherbrooke.

The semi-annual public examination of Darnley School, Charlottetown, was held on Friday afternoon February 1st. Over twenty ratepayers and parents were present. The examination was conducted for the most part by Miss Brown, teacher of the Sea View, Rev. Mr. Murcheson and Mrs. Murcheson and Mr. Green. The work in all classes was very satisfactory and gave evidence of faithful work on the part of the teacher, Miss Green.

Portraits of all the chief superintendents of education of the province who held office previous to the present chief superintendent, Dr. W. S. Carter, have been secured by the department of education and now are at the education office. They will be hung on the walls of Dr. Carter's office.

The names with the dates of their holding offices are as follows: Rev. James Porter, 1852-1853; Joseph Marshall, O. A. Vray, 1853-1858; Henry Fisher, 1858-1860; John Bennett, Ph. D., 1860-1871; Theodore H. Rand, M. A., D. C. L., 1871-1883; William Crocket, M. A., LL. D., 1883-1891; James R. Inch, M. A., LL. D., 1891-1909.—St. John Globe.

Notwithstanding the unfavorable weather there was a "full house" at the concert given February 15th by the Excelsior

Club of Prince Street School, Charlottetown. Mr. J. P. Gordon presided and with felicitous remarks introduced the various numbers in the somewhat lengthy but evidently enjoyed programme, every number being encored. Professor Hinton, who is musical director of the school and who had trained the pupils for this concert is to be congratulated on the result. The proceeds were for Patriotic purposes.

CORRESPONDENCE.

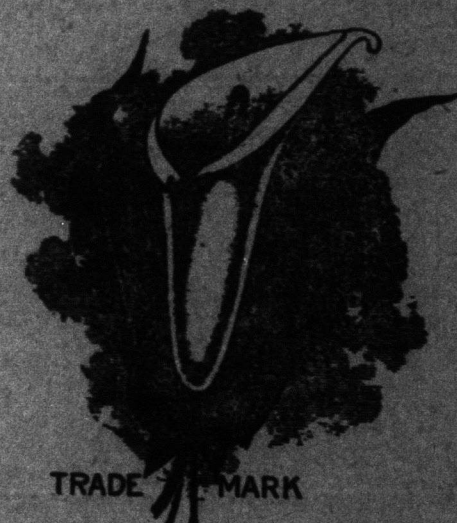
January 25, 1918.

To the Editor of the EDUCATIONAL REVIEW.

DEAR SIR:

I note in a clipping taken from your issue of January, an article and an editor's note, relating to motion pictures for young people. You state in your note that a special children's performance is likely to cost something like \$75.00 for films alone. As a matter of fact, programs costing very much less than this and which are of fine quality can be secured. They contain good dramatic stories suitable for young people and in addition, scenic and other similar kinds of pictures sufficient for a good evening's entertainment.

I mention this in connection with your note because we are deeply interested in the idea of special performances for young people and the family group. In the United States a movement is on foot for the promotion of this very thing. The National Committee for Better Films is a leader in this movement, publishing a monthly "Bulletin" for the use of more than 100 committees representing many different social welfare organizations scattered from the Atlantic to the Pacific. The movement has been established for three years. The special work of the National Committee is



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the monthly publication of a list of suitable current films selected by the committees of the National Board of Review, and the Bulletin to which I have referred.

If any of your readers care to have special information regarding the success of this work in the United States and the methods by which it is accomplished, the National Committee for Better Films will be glad to answer inquiries addressed to it at No. 70 Fifth Avenue, New York City. The National Committee believes that through the training of the appreciation of good films on the part of young people, it is stimulating a demand for good pictures in such a way that the product will ultimately be affected. Indeed, the demand for "Better Films" in the last two or three years has been so manifest that the average of quality of pictures produced has reached a new level. The number of photoplays which should not be exhibited from a moral point of view is decreasing as the review work of the National Board of Review indicates.

Very truly yours,

(Signed) H. F. SHERWOOD,
Editor of the "Bulletin."

EDITOR'S NOTE.—The quotation of \$75.00 was given by the manager of one of the largest picture theatres in the Maritime Provinces, and was based on his individual experience. We quite agree that good programme may be run specially for children, for less than the above in most cases.

BOOK NOTES.

Of the large number of magazines and books published by members of the Forces Overseas, there are few that can equal "Chevrons to Stars," the official organ of the Canadian Training School, Bexhill-on-Sea, England. The number which lies before us contains several articles by contributors who are as mighty with the pen as the sword.

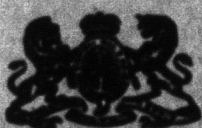
Very touching reference is made to the disaster at Halifax, and the writer points out that "here and there in sheer wantonry the iron fist comes down like a blow of a drunken man—without aim, without direction, and an innocent community is stricken." Then he goes on to say that the eternal "Why?" blazes forth. Why the Belgium horror? Why the "Lusitania?" Why the Zeppelined mothers and babes of England? Why the Hell at Halifax? The question stands; and the answer—none. The world can only say: "God help Halifax."

The pages of the "Chevrons to Stars" are brightened by several cleverly executed sketches by Lieut. E. LeMessurier, together with a number of very clear photographs showing groups of the officers under training. We were able to distinguish the picture of young Dean, son of Mr. and Mrs. J. E. Dean, of St. John, and Dalhousie in one of the gatherings.

We compliment our khaki clad brothers of the Fourth Estate on their achievement, and trust that the sheet will continue to have the success it so well deserves.

"Some Nursery Rhymes of Belgium, France and Russia," published by A. & C. Black, 4, 5 and 6 Soho Square, London W. This is one of the best books of its kind, as, apart from the musical settings of many of the pieces, they are presented in a way which cannot fail to please and instruct. The volume contains a number of carefully executed wash drawings, correct in every detail, and most appropriate. Although the price is not given, we would not consider \$1.50 too expensive as the pictures alone are well worth possessing.

The above publishers have added "Ancient Rome" to their series of "Peeps at many Lands," which is up to the high standard achieved by the previous issues. The information is most accurate, and presented in a manner which captivates the student's attention from cover to cover. The well chosen illustrations in color add much to the interest.



THE ROYAL MILITARY COLLEGE OF CANADA.

There are few national institutions of more value and interest to the country than the Royal Military College of Canada. Notwithstanding this, its object and the work it is accomplishing are not sufficiently understood by the general public.

The College is a Government Institution, designed primarily for the purpose of giving instruction in all branches of military science to Cadets and Officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandment and military instructors are all officers on the active list of the Imperial army, lent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds, ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario it obtains the same exemptions as a B.A. degree.

The length of the course is three years in three terms of 9½ months each.

The total cost of the course including board, uniform, instructional material and all extras is about \$800.

The annual competitive examination for admission to the College takes place in May of each year, at the headquarters of the several military districts.

For full particulars regarding this examination and for any other information, application should be made to the Secretary of the Militia Council, Ottawa, Ont., or to the Commandment, Royal Military College, Kingston, Ont.

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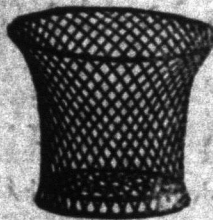
New Brunswick School Calendar.

1918. SECOND TERM.

- Mar. 28 — Schools close for Easter Vacation.
- April 3 — Schools open after Easter Vacation.
- May 20 — Loyalist Day. (Holiday for St. John City only).
- May 23 — Empire Day.
- May 24 — Victoria Day. (Public Holiday).
- May 24 — Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- May 28 — Examinations for Class III License begin.
- June 3 — King's Birthday. (Public Holiday).
- June 7 — Normal School Closing.
- June 11 — Final Examinations for License begin.
- June 17 — High School Entrance Examinations begin.
- June 28 — Public Schools close for Term.

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