

of maintaining approved Vocational Schools and Classes.

This Act is, however, more inclusive than any similar act known to the writer, in that it makes provision for instruction in the fisheries and in commercial subjects. Usually such measures are confined to the encouragement of training in industrial, agricultural and home-making occupations.

#### THE TECHNICAL EDUCATION ACT OF CANADA.

On July 7, 1919, Ottawa passed what is known as the Technical Education Act. This provides that \$10,000,000 of Dominion money shall, during the next 10 years, be paid to the Provinces for the promotion of Technical Education and Vocational Training. It is distributed as follows: 10,000 annually to each Province and the balance according to population. In 1920 \$700,000 is to be appropriated; in 1921, \$800,000; in 1922, 900,000; in 1923, \$1,000,000; in 1924 and during the succeeding five years the sum of \$1,100,000.

The following amounts are approximately those available to New Brunswick under this measure, for the aid of Vocational Education:

1920—\$39,792	1922—\$49,560
1921—\$44,676	1923—\$54,444
1924-1929, inclusive—\$59,329 annually.	

This assistance is available to the Provinces only on condition that each Dominion dollar be matched with a Provincial dollar. Hence in order to utilize her entire appropriation, New Brunswick must spend double the amounts indicated above.

The N. B. Government has already formally accepted the Dominion aid in this connection, and the Vocational Education Act will be amended during the coming session to provide for its expenditure.

*Fletcher Peacock.*

## ENGLISH LITERATURE IN THE GRADES

### GRADE I.

#### WHY?

Eugene Field, (Educational Review, Nov., 1919, P. 60.)

#### 1. Preparation.

I know the story of a wonderful baby who came to earth ever so long ago. His parents were poor and the hotel was full, so they had to stay in the stable. The Mother had to lay the dear, little baby on the hay in the manger. The most wonderful things happened that night. Some shepherds were watching their sheep on the hillside and they saw a bright star move across the sky until it was directly over this stable. There it stopped. The star was so big and bright that its light made the stable bright as day. Do you know this baby's

## DISTURBING EDUCATIONAL CONDITIONS.

The Re-educational work at present being carried on by the Department of Soldiers' Civil Re-establishment, among the returned soldiers has revealed some very startling truths in connection with the education of a large percentage of the men of military age in this Province. In carrying on this work it was necessary to make a careful survey of every man who applied for Re-education. This survey included a record of his previous education, in which was given the age at which he left school, and the grade that he reached. A careful analysis of these records for the years 1917-18 has revealed the fact that only 5 per cent. of all the men surveyed had completed the common school course, 25 per cent. had reached grade five, 3 per cent. had never attended school at all and could neither read nor write, another 5 per cent. had not sufficient education to be of any material benefit to them in any vocation. These certainly are startling figures, and should cause the thinking people in this Province to question our present methods.

Two questions suggest themselves:

First—Why any boy should be allowed to grow up in a community without having attended school. Some one has been criminally neglectful.

Second—Why do such a large percentage leave school at such an early age and before they have acquired sufficient education to enable them to carry on intelligently in any calling. Is it because we have very little to offer the boy of twelve or fourteen years of age that appeals to him? If so it is high time that some radical changes were introduced.

It might be well to consider whether or not the active nervous energy that is driving many of our boys from the class-room might not be trained into some useful occupation, and the boy retained in school during the process.

—W. K. TIBERT.

name? What do we call this baby's birthday? How do we keep it?

#### II. Presentation.

We are so glad the little Christ-child came to earth that every Christmas day the church bells are rung, every one gives presents and we sing songs about this baby and his birthday. Here is one which Eugene Field wrote for his little boy. (Quote the poem.)

#### III. Analysis.

Why do we call the manger a cradle? What does a shepherd do? Then children should be encouraged to choose parts they prefer and in this way the teacher quotes the poem until the children have learned it.

#### IV. Correlation.

The children may draw the picture of this poem.