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VOL. XXXIV., NO. 8

FREDERICTON, N. B., APRIL, 1920

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Established in 1887 by Dr. G. U. Hay and Dr. A. H. MacKay

Eleven Issues a Year

FREDERICTON, N. B., APRIL, 1920

\$1.00 a Year (In Advance)

MISS JOSEPHINE McLATCHY, Editor

W. M. BURNS, Manager

EDUCATIONAL REVIEW

Editorial Office - - - - Moncton, N.B.
Business Office - - - - Fredericton, N.B.

Published by The McMurray Book and Stationery Co., Ltd.

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The Educational Review is published every month in the year except July—in the first week of the month.

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P. O. Box 850. Fredericton, N. B.

The administration of the Educational Review solicits suggestions and criticism from its readers. We wish to enlarge the magazine next year. We are anxious, however, to serve the best interests of our readers. This can best be determined by suggestions from the readers, themselves.

Considerable attention has been given to collecting and arranging material for Arbor Day. We hope that it will prove of some assistance to the teachers of the Atlantic Provinces.

The old English May Day custom has little place in Canada. Would it not be interesting to revive this custom for Empire Day celebrations?

EDITORIALS

ARBOR DAY. The custom of observing Arbor Day has become so much of a habit with some of us that we may overlook the value to be gained from this celebration. In its inception Arbor Day was dedicated to tree-planting, accompanied by ceremonies "intended to press upon those present the beauty of trees and their effect in improving the appearance of the school ground" and the community. Soon this interest was extended to include flowers and birds. We should make much of this day set aside to instill within the child an interest and appreciation of these beautiful manifestations of nature.

Through Arbor Day an economic and civic interest may also be developed. The effect of trees and flowers upon the appearance of the school grounds or street lead the child to a realization of the value of community foresight. The attention to cleaning up the school premises emphasized on Arbor Day should be extended throughout the year, and the attempt should be made to include the home and community in this oversight.

BIRD STUDY. "The time of the singing of birds is come." Although this is not literally true in our land, yet the time is at hand. Some of the hardier species of birds have been with us all winter,

some of our summer visitors return to us early, and many of those which summer further north, stop on their way during the days of early spring.

The teacher's responsibility to develop the interest in the facts and beauties of nature here finds an interesting and pleasing avenue of exercise. The beauty of plumage and song of many of our birds, the habits of gathering food, life around the nest and care of the young, together with their interesting mode of location, appeal to the imagination and the beauty-loving side of any child's nature. Just a little care is needed to stimulate the pupil's hearty enthusiasm for Bird Study.

Bird Study has two values. The first and most obvious is the aesthetic. A sympathetic appreciation of natural beauty can find no better nor more gratifying field of activity. The large number of bird stories found in the folklore of any people shows the appeal of birds to the imagination.

Bird Study also has economic value. Few of us realize the value of birds to the farmer and to the city dweller, as well, until we read the reports of investigations made by scientists upon the food of birds. By study of the actual contents of the stomachs of thousands of birds these men are able to affirm that few species of birds are actually harmful to crops and trees, while many species of birds are actually beneficial. From the study of 100 species of the more common birds 4 per cent were found to be injurious, 5 per cent. neutral, 13 per cent chiefly beneficial to man and 78 per cent. wholly beneficial.

One species of bird which is severely maligned for stealing cultivated fruit is the robin. The study of the robin's food showed that 42.4 per cent was animal food, insects of 223 varieties, 57.6 per cent. was vegetable; of this only 8 per cent was cultivated fruit. When the farmer loses a few cherries he must remember the many insects eaten by the robin, which, if unmolested, would do much greater harm. Such facts as these convince us all of the value of bird study.

A LEAGUE FOR SCHOOL IMPROVEMENT

With the recurrence of Arbor Day our attention is turned to the school premises. In some cases the prospect is rather discouraging. Years of neglect and cursory care by the community have left a rather dog-eared school house and a grassless, weedy school yard. Along the fence there are a few trees, the whole movement of former attempts to improve the surroundings.

We have too long been accustomed to this forsaken looking place to realize just how depressing it is. No wonder the school-boy creeps "like a snail" as he approaches it. If we could but get a glimpse of the change, that could be wrought by the expenditure of a few dol-

lars and some effort, we would commit ourselves to the task of improving our school-grounds.

The State of Maine realized that with a few suggestions the people of a community would throw themselves enthusiastically into the task of improving the school-building and its surroundings. To this purpose they organized a League in 1898 called the School Improvement League of Maine, whose object is three-fold. "to make the local school the centre of local community interest; to improve the local physical conditions of the school; to help to provide school libraries, pictures and supplementary equipment." The school-house should serve as the general meeting place of all community interests. Here all the citizens should meet on common ground regardless of social, economic or religious differences. The physical surroundings include both the requirements of a hygienic building, but beautiful grounds as well.

By the constitution of this League: "The object of this organization shall be to unite the pupils, teachers and friends of the school in an effort to help and improve it, to make it the greatest possible service to all the community." Its membership shall be open to "pupils, teachers and friends of the school who are willing to subscribe to the objects" mentioned in the above quotation. The income is to be derived "from such entertainments as may be given by the League and from the voluntary contributions of the members and friends of the school. There shall be no required assessments." The rest of the constitution deals with the officers and reports of the League.

Some such organization might well serve in some of Maritime Province communities.

BIRD HOUSES BOYS CAN BUILD.

This morning I was awakened by a cardinal whistling in a near-by tree top and sparrows chattering on a neighboring roof. Through the song and the chatter sounded a new note of hopefulness as the sun rose bright and clear. In last year's flower beds are seen the tips of early tulip leaves and on every hand the coming of spring is evident.

This is the time to prepare for the return of the birds, and to help them find proper homes to rear their families. Of the many varieties of birds, only a small number will nest in homes built for them and these can be attracted most successfully if the houses meet certain specifications. Wrens, blue birds, martins, and sometimes robins, fly catchers and flickers are most likely to accept hospitality.

In general bird houses vary in area of floor space, depth, diameter of opening, and material used for construction, depending upon the kind of bird for whom the house is built. Houses made of old and weathered

boards are more attractive than those made of new lumber. Again, the odor of fresh paint is no more pleasing to birds than to human beings. All joints should be made square and tight to guard against drafts and rain.

Blue birds are among the early comers. The house must be wide and deep enough to provide sufficient space to permit the young birds to mature fully before being obliged to leave the nest. That means floor space of about 5 in. x 5 in. or even 6 in. x 6 in., and a depth of from 6 in. to 9 in. The opening should be placed 5 in. or 6 in. from the floor and be from $1\frac{1}{4}$ to $1\frac{1}{2}$ in diameter. It is not necessary to provide a perch as the parent birds readily enter by holding on with their claws. The house may be built with a gable roof or a sloping shed roof. Boards taken from packing boxes serve well as material. A rustic effect which the birds seem to like is easily secured by splitting small saplings in two and nailing these halves side by side to the walls of the house until the entire surface is covered. Since blue birds frequently rear two or even three families during a summer it is advisable to plan the house so the top or one side can be removed for cleaning purposes. The cleaning should be done as soon as the young birds have all left the nest. The house should be firmly fastened to a pole and set up so it stands eight or ten feet from the ground with the opening facing east or south and away from the prevailing wind and rain.

Wrens have built in all manner of places, but a house measuring 4 in. x 4 in. on the inside and from 5 in. to 6 in. deep is very welcome. The opening should be from $\frac{7}{8}$ to 1 in. in diameter. If made larger sparrows can enter and very easily destroy the eggs or young. It is better to have the house too large than too small, since the housekeep will carry in tiny sticks and straws until just the right amount of room is left to rear the family. If the house is made too small, this filling-up process is curtailed, but the youngsters are forced to leave home too early to be able to fly or take care of themselves. Set the house on a pole, or nail it under the eaves of some building.

Blue birds and wrens are not sociable. They do not welcome other bird families in the near neighborhood. It is therefore useless to build a two-family house for them, or to place two houses within a short distance of each other.

Martins love company and prefer a colony house. This is made by placing partitions in a box so as to divide it into several rooms. Each room should not be less than 6 in. x 6 in. in size and 6 in. or more in height. The opening must be large enough so that the bird does not fill the space when entering. In other words, allowance is made for entrance of light since the bird seems to avoid entering a dark place. The opening should be $2\frac{1}{2}$ in. in diameter and be placed about eight inches from

the floor. The house should be placed on a high pole 12 to 15 feet from the ground.

Robins make use of nesting shelves placed in trees, on telephone poles, or the side of a building. These shelves may be closed on one or two sides only. The idea is merely to provide a safe place for the robin to build a nest.

Bird houses should be set in place before the birds arrive from the South land, so that they are ready for inspection when the tenants arrive. Protection must be given against cats, sparrows and sometimes boys. If safety from enemies is given, the houses will be occupied as the builder's reward, and a splendid opportunity becomes available for the study of bird life.

Mr. A. L. Siepert.

THE NEEDS OF RURAL EDUCATION, I.

During the first week of 1920 Inspector Putnam of Ottawa discussed "Ontario's Biggest Problem" in a series of articles in the Toronto Globe. He formulated this problem as follows: "Can the depopulation of rural Ontario and the decline of the agricultural population be arrested, or at least lessened, by the reorganization of the rural schools of the Province?" Some such formulation might, also, be given as the biggest problem of each of the Atlantic Provinces. These Provinces lose population to the industrial centers of the United States and to the wheat fields of Western Canada. The first is a dead loss of population to Canada; the second is hardly more fair for the east of the Dominion is sacrificed to the expansion of the west. It is quite possible that one means of prevention may be found in the improvement of rural education. This problem together with the serious arraignment against our educational systems made by the high per cent. of illiteracy in these Provinces, are sufficient reason for a discussion of the needs of rural education.

With the increased consciousness of the necessity of adapting rural education to the needs of rural communities perhaps no more urgent demand could be brought to the notice of the public than that of the general improvement of school surroundings. The appearance of the average school-yard, barren, neglected and winnowed, is all too common to need any description. Too long have we failed to develop in the minds of the children a love for rural life and the beauties of nature, by neglecting the school and its surroundings where most of their childhood is spent.

Dean Bailey of Cornell University, in an address on the "Improvement of Rural School Grounds," asserts that: "One's training for the work of life is begun in the home and fostered in the school. This training is the result of a direct and conscious effort on the part of the parent and teacher, combined with the indirect result of

the surroundings in which the child is placed. The surroundings are more potent than we think, and they are usually neglected. It is probable that the antipathy to farm life is often formed before the child is able to reason on the subject. An attractive playground will do more than a profitable wheat crop to keep the child on the farm."

Too long have the trustees left the improvement of school yards to the teacher. Arbor Day has for many years been a day dedicated to cleaning up the school premises and tree-planting has been carried on with various degrees of success. In spite of many discouragements some teachers, with the co-operation of the pupils have accomplished much. The improvement of school grounds is, however, a duty of the trustees. The District looks to them to care for the equipment of the school house, their obligation includes the grounds, as well. Beautiful school grounds require care in the summer. In the majority of rural districts the teacher does not spend the summer in the community. The obligation of keeping up the premises, therefore, should be a duty of the Trustees. The community values which result from beautiful school grounds, such as, the increased value of the property and increased sentiment in favor of caring for home surroundings, also places the obligation for attractive school surroundings with the direct officials of the community, the Board of Trustees.

In most cases the school site is already determined by long use and neglect. In the majority of cases the allotment is far too meagre to provide for the needs of an up-to-date rural school. All are agreed that school gardens are an absolute necessity in a progressive rural community. The love of play which is a natural, healthy desire, finds too little opportunity for exercise in the restricted school grounds of many rural districts. An up-to-date country school should provide ample play grounds for the boys and girls. These should be equipped with simple, inexpensive apparatus. Of course it may be true that John can get all the exercise he needs at the wood-pile, or the potato-field, but is not the lack of fun one of the arguments John uses when he leaves the farm for the town?

The Bulletin, "Improvement of School Grounds," sent out by the Ontario Department of Education, suggests plans for the beautifying of school grounds. These plans provide for school premises of half-an-acre, an acre and two acres. This bulletin affirms that for the average rural school grounds of two acres are best. "This size affords ample space for separate play grounds for boys and girls, provides for the introduction of school gardens, which are now generally recognized as a necessary part of the equipment in every up-to-date rural school, gives room for a varied collection of trees and shrubs, and allows an open lawn in front."

The school ground should be plowed and prepared for seeding with suitable grasses. The play grounds should be made fairly level with only a slight grade to insure good surface drainage. It is said that in a good season the grass should form a fairly good sward in two or three months. The Trustees should provide to keep the grass cut. It is a good plan to make the school grounds an object lesson in the care of home grounds.

The trees planted about the school should include as many different varieties adapted to the locality, as possible. A great assistance in beautifying unattractive school grounds can be obtained by the wise use of ornamental shrubs. They are most "satisfactorily arranged in irregular groups or clumps in nooks or corners about grounds or buildings." The aim in collecting shrubs should be to cover the season with bloom as nearly as possible from early to late. Some of the shrubs mentioned in the Ontario bulletin are, golden bell, golden currant, lilacs, spiraea, snowball, weigela, syringa, hydranges. A very common error is scattering shrubs over more or less open, in order that the building may stand out as the central feature in a pretty landscape picture, the trees and shrubs at the sides and rear forming a beautiful background."

Vines may serve a useful purpose in the attempt to make an attractive school ground. Such hardy ones as Virginia Creeper and Boston Ivy may be used to cover the buildings. The fence may form a trellis for the trumpet flower, climbing honeysuckles and clematis.

The children must be taught to love flowers and must have the opportunity of becoming acquainted with them, so every school ground should have its flower beds. An attractive arrangement of flowers is to have a perennial border of three to six feet in width about the school house. The ground should be carefully prepared and made as rich as possible. The children may cooperate by bringing plants from home. Often they can spare roots of bleeding hearts, iris, lily of the valley, paeony, phlox, from their home gardens. As the plants increase the school border may in its turn become a distributing center to the homes. The annuals should find a place in the children's gardens.

In a shady spot at the back of the grounds should be placed the wild flower garden, containing a collection of the flowers and ferns of the locality. This garden should be stocked by the pupils under the direction of the teacher and may serve as a field of botanical study.

The playground should be equipped with a few pieces of inexpensive apparatus. For a rural school of thirty-five pupils, three graded swings, a sand-box, horizontal bar and giant stride with space for baseball will provide excellent opportunity for directed physical exercise and play. All the apparatus mentioned above can be made made in the community. For a larger play-

ground flying rings, ladder and poles and slide may be added. The rural community which becomes interested in the welfare of its school and pupils to this extent will be surprised to find that the young people are too busy and interested to think of the town and its attractions.

—Editor.

THE TEACHING OF ENGLISH COMPOSITION

Jeanette E. Thomas, Teacher of English Composition,
Mount Allison Ladies' College.

(Continued from March Number)

My work in English Composition in the Ladies' College, corresponds in some degree with the High School work of the Public Schools. My pupils come from Canada, Bermuda, Newfoundland and United States. In most cases I find the foundation work very poor. I find it necessary in the first year to teach largely the rules of syntax, and correction of common errors. For a text book I use Lockwood's lessons in English, published by Ginn & Company, Boston. It has sane rules for punctuation and capital letters, as well as good exercises in Purity of Diction.

To a large number of girls who come to the Ladies' College, writing an essay means simply copying something from the pages of an encyclopedia or other book of information. They are afraid to express their own thoughts in words of their own. To put matters in their own words, they "hate to write and just can't do it!"

My first work must be to develop interest, and interest and attention are not to be taken as the same. I can command attention in a class of grown up girls, but I always keep at the back of my mind a story told by one of my friends. She was teaching some children, and one day noticed a child whose eyes did not move from her teacher's face. Encouraged with the interest manifested, the teacher grew eloquent. She felt she was making an impression. As she finished—the child came closer and said: "Teacher, I think you are real pretty. I like the way you move your mouth." I know just how that teacher felt, but for the most part attention deepens into interest, and then the work shows improvement.

I have been asked to tell exactly how I conduct a lesson, and this is one of my first lessons in Intermediate Composition. The girls are nearly all strangers in Sackville, so I spend a short time in class, talking about the geography of the place. I draw a map on the board, and show them the position of the points of interest. For home work I ask them to write a description of the view from the front windows of the Ladies' College. Next day in class someone reads aloud, Roberts' description of the Tantramar, in "The Heart that Knows." I realize that the best part of an education is lost if a sense of their own failure does not come home to my pupils, and as they compare their own attempts with the

masterpiece, their short comings never fail to impress them. We then discuss Roberts' description, with which you are are doubtless all familiar. We study the plan of writing.

The Time—Summer afternoon.

Sensation—Space—Loneliness.

Detail—(1) Places—Fundy, Minudie, Marshes, Beau-sejour, Tantramar River.

(2) Color—Rosy clover, purple vetch, grass-green in level, blush and beryl in wind. Wild roses—pale pink, dry mud—rusty streak.

(3) Life—Black and gold bumblebees. Brown Marsh Hawks, Field Mice.

(4) Sky—The blue of thinned Cobalt.

Then we read other descriptions of marshes—how Dickens gives us the picture in "Great Expectations," and that wonderful portrayal of feeling given by Sidney Lanier in "The Marshes of Glynn." We compare them all, and try to find in the writings the personality of the authors.

Gradually it dawns on the students that they have five senses instead of one, and that in writing they need them all—that in written descriptions some points have to fade into the far distance of perspective—and that two pictures taken by the camera without changing the film result only in confusion. These ideas come slowly, and it is only after some weeks practice that I trace a girl's own personality in her essay.

To vary the work, I ask for a description of a favorite nook or building, and I make a rough drawing of it as a correction. Sometimes the pupils themselves make the drawing from a description given to them. Sometimes I ask them to write an imitation of the style of some author, a method not to be despised when you read that it was R. L. Stevenson's own way of learning to write.

In correcting, I at first draw lines under the errors, letting my pupils think about their own mistakes. Afterward I give the whole class the benefit of the criticism. We discuss sentences to see if they can be improved in their structure. We discuss words to see if other words would give a clearer meaning. We spend time on synonyms and antonyms and talk of the shades of difference in the meanings of words. We think of the correct prepositions to follow certain words—"different from," "try to," etc.

We have some essays read before the class. Sometimes they are not well written, but the next ones from the same girls are usually better. At least once a month, I have each girl bring her essay book to my room. There I take time to encourage, point out improvement and ways of improvement. I draw attention to the poor work, censure carelessness, urge the giving of a girl's

best, and if I have made any success whatever of my work, the talks given in my own room are largely responsible for that success. My whole experience in teaching all subjects has proved that nothing helps as much as the few minutes of personal work. Then misunderstandings are cleared away, and pupil and teacher work from the same standpoint.

In the short story work, I use the same methods, write, read, analyze and then write again. Sometimes I give the plot. Sometimes my pupils bring their plots to me. We search the newspapers, for suggestions, and sometimes all work out the same story. Some of these are read in class and we pronounce on the quality. On the library shelves I place all the good short stories I can find and by reading and studying and most of all by trying to do for themselves, the girls get the idea of a good story.

We study pictures as methods of expression. Sometimes I hold classes in the art gallery. I think one of the most impressive lessons I give is from DeVinci's "Last Supper." The picture is a typical short story. The characters are pictured as acting in a crisis—the terrible moment when Christ has pronounced the words: "One of you shall betray me." There is the Central Figure, claiming and holding the interest—the minor characters, each by his attitude, bringing the Central Figure into greater prominence the details of the picture, all forming a back ground to the theme, all the points of a good short story. We read the story as the Evangelists have written it, and wonder if we would have pictured the characters as the painter did.

In the Senior year, we study Essays proper and the students prepare more formal papers, using a plan. In the last term I have no responsibility in this class, except as adviser and critic. The "Excelsior Club," as the

class is known, is now of three years standing, and I hope it may continue long after the present teacher gives up her work. The constitution and by-laws of the club are worked out by the students themselves, with a copy of another club for a model. Each member of the class in alphabetical order takes in turn the position of President, Secretary, Critic and Reporter. The President is required to give a five minute address on some subject in connection with the program. They work out a varied program, debates on live subjects, the study of the life and work of great painters, anything they may choose. Once in two weeks I am formally invited to give an address. I am introduced by the President, and given a vote of thanks at the end. I consider that class my very best. In it the girls get a knowledge of how to do. They develop self-reliance, self-respect and self-control, the three things that mark the educated woman.

And do you ask, if in my work I have produced writers and thinkers? Well—no! And very few girls who in every day language hold to the law of purity. College is the great meeting place for slang expressions. Girls come from the different parts of the world, each one bringing her contribution. They are careless and thoughtless in their speech, just as are your pupils, just as you and I were once, before we put on the dignity of teachers. All we teachers can do, is to place before the students the high ideals of life, and help them to think for themselves. Then when school days and college days are past, and the stern realities of every day living come, when the superficial nonsense drops away, and the real man and woman is revealed—then the success or failure of our work will show, in the ability of those men and women to fight life's battle—in their attitude in the struggle of right against wrong—in the citizens we have helped to train.

ENGLISH LITERATURE IN THE GRADES

Grade I.

SPRING.

The alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.

The little birds fly over—
And oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.

The gay green grass comes creeping
So soft beneath their feet;
The frogs begin to ripple
A music clear and sweet.

And buttercups are coming,
And scarlet columbine,
And in the sunny meadows
The dandelions shine.

And just as many daises
As their soft hands can hold,
The little ones may gather,
All fair in white and gold.

Here blows the warm red clover,
There peeps the violet blue;
O, happy little children,
God made them all for you.

—Celia Thaxter.

I. Preparation.

This lesson should be introduced by an informal conversation between teacher and pupils about the signs which tell them that Spring has come.

II. Presentation.

The teacher should quote this poem in an enthusiastic manner to inspire the pupils to enjoy the beautiful gifts of Spring.

III. Analysis of Poem.

The teacher should if possible have catkins of the alder and willow to show.

Why does the poet say "powdery curls?" Let us shake the alder blossoms. "Curls" is a pretty way to speak of these queer little blossoms. How does the poet describe the pussy-willows?

What other signs of Spring are spoken of?

How does the poet say the grass comes? When do the frogs sing best?

Who can remember all the flowers that are mentioned?

For whom were all these beautiful things made?

The teacher may then quote the poem again, asking for favorite verses. These should be quoted to give repetition and aid in memorizing.

IV. Correlation.

This poem may be correlated with other poems about Spring, Trees and Nature. It may be used as a recitation for the Arbor Day program.

Grade II.

THE TREE.

The Tree's early leaf buds were bursting their brown,
"Shall I take them away?" said the Frost, sweeping down.
"No, leave them alone
Till the blossoms have grown,"
Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung:
"Shall I take them away?" said the Wind, as he sung.
"No, leave them alone
Till the berries have grown,"
Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;
Said the girl, "May I gather thy berries now?"
"Yes, all thou canst see,
Take them; all are for thee,"
Said the Tree, while he bent down his laden boughs low.
—Bjornstjerne Bjersen.

I. Preparation.

The teacher may correlate this with a nature lesson by showing some twigs with bursting leaf-buds upon them. The tough outside covering, the more delicate inner coverings and the tiny leaves themselves, should be noticed. Where do the new leaves sleep all winter? (The buds may be called cradles). When spring wakens them they begin to grow and push back their warm winter coverings. Sometimes when the baby leaves are just out we have a cold night. What may happen to the little leaves? What happens when we have frost when the fruit trees are in blossom? Is the wind ever rough to the trees? How can you tell? Why should we love trees?

II. Presentation.

"Today, I am going to repeat a poem which tells about a tree and what it did with its fruit." The teacher should quote this poem with care to enable the

class to distinguish between the questions addressed to the tree and its replies.

III. Analysis of Poem.

What does "bursting their brown" mean? What did the frost say? Why did he tremble? Who next spoke to the tree? What did the wind want to do? What did the tree say? Was he anxious to have his flowers left? How can you tell?

At last the fruit was ripe. What time of year was it? What did the girl ask? What did the tree reply? Was this a kind tree? Why had he asked the frost and wind not to injure his leaves and blossoms? Who can think of a word to describe this tree? (generous). Can children be generous?

IV. Correlation.

This poem can be correlated with drawing as well as nature. The story of a baby leaf can be drawn after the nature lesson. A series of pictures to illustrate this poem will also give the children much pleasure.

V. Memorizing.

This poem should be memorized and may serve as an Arbor Day recitation.

Grade III.

THE CHILD'S WORLD.

"Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully drest."

"The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills."

"You, friendly Earth! how far do you go
With the wheat-fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?"

"Ah, you are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers today,
A whisper inside me seemed to say,
"You are more than the Earth, though you are such a
dot;
You can love and think, and the Earth cannot!"

—William Brighty Rands.

I. Preparation.

Where do we live? In what country? If we look in a geography and find a picture of our country and all other countries what do we say it is a map of? Of what is the world made? What does the water make? How is the earth covered?

II. Presentation.

The teacher may either quote this poem or read it from the blackboard. The teacher should quote this poem in a sympathetic manner to show the child's wonder and delight in the beauties of the world.

III. Analysis.

Why does the child say that the world is great and

wide? Why beautiful? Why wonderful? What dress does the earth wear?

What does the child breathe? Can it be seen? What does the wind do?

What does he mean when he says "talks to itself?"

Why does the child call the earth "friendly?" Is the earth's surface all alike? What difference does he mention? What is an "isle?"

Why does the child tremble when he thinks of the earth? What can the child do that the earth cannot?

IV. Memorizing.

The poem may be read from the blackboard by a number of the pupils to assure the correct interpretation of it. It should be memorized and may serve as an Arbor Day recitation.

Grade IV.

THE BLUE BIRD.

I know the song that the bluebird is singing,
Out in the apple-tree where he is swinging.
Brave little fellow! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! How the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple-tree swinging and swaying:

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,
Summer is coming and spring-time is here!"

"Little white snowdrop, I pray you arise;
Bright yellow crocus, come, open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! say, do you hear?
Summer is coming, and spring-time is here!"

—Mrs. Emily Huntington Miller.

I. Preparation.

What are some of the signs of spring? When birds begin to return then we know surely that summer is near. Who can name some of the birds which come back early? Who can tell us how to recognize a robbin? A blue-jay? Song-sparrow? Blue-bird? etc. Who can tell us some of the first flowers to come in our gardens? Who can describe a crocus? Daffodil? etc. What wild flowers come early? Who can tell about them?

II. Presentation.

The teacher may read this poem from the board. The enthusiasm and joy of spring should be shown by the reading of this poem.

III. Analysis of Poem.

Who can describe a blue-bird? Why is the blue-bird called a "brave little fellow?" To whom is the blue-bird singing? To what flowers does he call? What is meant by the violet's "mantle?" Why does he say they are "purple and gold?"

IV. Correlation.

This poem should be copied in the pupils' books of memory gems. It will be desirable to encourage them to find pictures of the blue-bird and different flowers mentioned to illustrate their books.

Grade V.

THE TREE.

I love thee when thy swelling buds appear,
And one by one their tender leaves unfold,
As if they knew that warmer suns were near,
Nor longer sought to hide from winter's cold;
And when with darker growth thy leaves are seen,
To veil from view the early robin's nest,
I love to lie beneath thy waving screen
With limbs by summer's heat and toil oppressed;
And when the autumn winds have stripped thee bare,
And round thee lies the smooth, untrodden snow,
When naught is thine that made thee once so fair,
I love to watch thy shadowy form below,
And through thy leafless arms to look above
On stars that brighter beam, when most we need their
love.

—Jones Very.

I. Preparation.

This lesson should be introduced by an informal conversation of teacher and pupils on the use of trees, why we should care for them at different seasons.

II. Presentation.

This whole poem read by the teacher in a thoughtful appreciative manner to portray the poet's love of trees.

III. Analysis of Poem.

What season is first spoken of? Where do the new leaves come from? Are the buds there in the winter? In the previous autumn? Why do the leaves fall? Who can tell us the whole story of a leaf-bud? Why does the poet say the leaves "unfold?" What does "sought" mean? What lines speak of the tree in summer? Why does he speak of "darker growth" of the leaves? Why does the poet speak of the tree's leaves as a "screen?" What additional service to others do the leaves render? Why does the poet lie under the tree?

What do the autumn winds do to the tree? What season is next mentioned? What does "naught" mean? What does the line "When naught is thine that made thee once so fair" mean? What does the next line mean? What else can he see in the winter? Why does he appreciate the stars now?

IV. Memorizing.

This poem should be memorized and may be used as an Arbor Day recitation.

Grade VI.

OUT IN THE FIELDS.

The little cares that fretted me,
I lost them yesterday
Among the fields above the sea,
Among the winds at play,
Among the lowing of the birds,
The rustling of the trees,
The humming of the bees.

The foolish fears of what might happen,—
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn
Where drowsy poppies nod,
Where ill thoughts die and good are born,—
Out in the fields with God.

—Elizabeth Barrett Browning.

I. Preparation.

This lesson should be introduced by a conversation about the beauties of nature and the pleasure one finds in walking through the woods and open fields. Favorite walks, etc., may serve as an opening for the subject.

II. Presentation.

The teacher should read this poem with pose and enthusiasm to interpret for the pupils the restfulness and freedom gained by a true nature lover's enjoyment of nature.

III. Analysis.

This poem needs little analysis. The word pictures should be noted "winds at play," "rustling trees," "clover-scented grass," "husking corn," "drowsy poppies."

The last two lines should be especially emphasized since they contain the idea of the whole poem.

IV. This poem should be memorized and correlated with other poems of the love of nature, such as Byron's. There is a pleasure in the pathless woods, etc.

Grade VII.

THE DAFFODILS.

The New Brunswick Reader IV., P. 157.

William Wordsworth

I. Preparation.

This lesson should be introduced by an informal conversation on the beauties of spring, the earliest flowers, their bright coloring, the contrast to the bare austerity of winter. It will be well if the teacher have specimens of crocus, tulip and daffodil to show to the class. The fact that the daffodil grows wild in England should be mentioned. Some talk of the beautiful lake country in which Wordsworth lived should form a setting for this poem.

II. Presentation.

The teacher should read this poem before it is studied by the class. Care must be taken to instil in the pupils an appreciation of its beauty of thought and expression. Do not allow over-analysis to kill the enjoyment of the poem.

III. Analysis of Poem.

In what mood was the poet the morning he saw these daffodils? (Depressed). What cheered him? Where were the daffodils growing? Do you think the color of

the daffodils influenced the change of mood any? How does he describe the effect of the breeze on the flowers? To what does he compare this "host of daffodils?" What mood does he ascribe to the daffodils? What word-picture shows this?

What does "milky-way" mean? "Jocund?" "Margin?" Why did the poet feel compelled to change his mood?

* What treasure did he carry away with him? Did he expect to, as he "gazed?" What effect does this memory of the daffodils have upon him when he recalls it? What is a "vacant mood?" "pensive mood?" What does "solitude" mean? Can any one recall some scene clearly which you enjoyed? The pleasure of remembered, beautiful scenes should be discussed.

IV. Memorizing the Poem.

This poem should be memorized and may well be used as an Arbor Day recitation. It will be interesting to encourage the pupils to search for other poems which tell of the influence of nature on the poet's mood.

Grade VIII.

HOME THOUGHTS FROM ABROAD.

I.

Oh, to be in England now that April's there!
And whoever wakes in England sees, some morning un-
aware,
That the lowest boughs and the brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England—now!

II.

And after April, when May follows,
And the white throat builds, and all the swallows!
Hark, where my blossomed pear-tree in the hedge
Leans to the field and scatters on the clover
Blossoms and dewdrops—at the bent spray's edge—
That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with hoary dew,
All will be gay when noontide wakes anew
The buttercups, the little children's dower—
Far brighter than this gaudy melon-flower!

—Robert Browning.

I. Preparation.

This lesson should be introduced by some talk of patriotism, why we love the land of our birth. The patriotic enthusiasm and scorn of Scott's "Breathes there a Man" should be recalled. Reasons for love of Canada because of her natural beauties should be emphasized. The class' attention should then be drawn to this poem of Browning's written in the spring of 1838, when en route to Italy.

II. Presentation.

The teacher should read this beautiful lyric to the class before it is studied. If read with careful interpretation and enthusiasm the class can not fail to appreciate the beauty of thought and melody of expression.

III. Analysis.

Why does the poet wish to be in England? What is the "elm-tree bole?" What is meant by "the lowest boughs and brushwood sheaf?" "Round the elm-tree bole?" What has happened to the elm-tree? How does the person feel at seeing this? What is a chaffinch? What is a white-throat? Where is the pear-tree? What does it "scatter on the clover?" Where is the thrush? Why is the thrush "wise?" Many poets have written about the thrush. Mr. William Lyon Phelps speaking of this says: "Many had observed that the thrush sings a lilt, and immediately repeats it, but Browning was the first to give a pretty reason for it. The thrush seems to say, 'You think that beautiful melody is an accident? Well, I will show you it is no fluke, I will sing it correctly right over again.'"

What word-picture does he use to describe the thrush's song? What does "hoary" mean? How does he describe the fields covered with dew? What will happen when the sun shines warmly? What does he say the "butter-cups" are? What does "dower" mean? Why say that buttercups are a "dower?" To what does he compare the buttercup? What word shows his prejudice for the buttercup?

IV. Correlation.

This poem should be memorized and the pupils should be encouraged to search for other poems expressing the love of country through love of its natural beauties. The pupils should be encouraged especially to search for this among our Canadian poets.

PRIMARY EDUCATION

READING

When the child enters Grade II, he is able to read with considerable facility. He takes great pleasure in reading independently of the teacher. In general he is able to progress rapidly if he does not have to cope with too many difficulties at once. He also should have access to a number of easy first readers. Besides the prescribed readers four or five other first and second readers should be read by the stronger pupils.

A lesson that is to be studied should be assigned as a whole. Interest is killed by studying pieces of the lesson. The difficult words should be reviewed and new words taken up with the class from wall cards or blackboard. Sight drill and phonetics should still be continued.

A short, enthusiastic, informal discussion should precede the oral reading of a lesson. The story should be discussed as a whole, perhaps told by one of the pupils, the characters should be discussed. In this dis-

ussion pronunciation, meaning and use of words may be taught.

This discussion may be immediately followed by the oral reading, or it may be left to the next reading lesson. Care should be taken to encourage the children to read fluently and some attempt should be made to create the audience situation.

A second purpose which the teacher must make reading serve is to train the pupil to use a book intelligently by himself, "to master the thought independently and quickly." Much exercise in silently reading should be given. Various schemes are used for this. The most common is to encourage the children to read a story which the teacher has purposely left incomplete. Sometimes short stories are assigned to individual pupils who are delegated to tell them to the class. Written directions for a game are given and those who understand what they read silently are allowed to play.

The pupil will need to be guided in his study by the teacher. A commonly used device is to write a list of questions on the board to guide the pupil. Make a list of need words. Make a list of the people in the story? Whom do you like best? Why? Make a list of the places in the story? etc., etc.

Grade II children enjoy dramatizing their reading lessons, memory verses or stories which have been told them. With the teacher's aid and a few simple attempts at costuming, a very pleasant Friday afternoon entertainment can be prepared.

(To be Continued)

RURAL HOME ECONOMICS

For any teacher needing a sample apron pattern, No. 1637, Ladies Home Journal pattern will suit their needs admirably as it is easily made.

The eighth problem dealt with in the sewing course is patching—a most useful and instructive lesson. The girls may bring garments from home which need patching, in this way making the lesson much more effective. Clothing and Health, page 172, gives good suggestions for a hemmed patch. The principle in this is matching of materials in design and texture.

The ninth and last problem is a Kimona Night Dress. A commercial or drafted pattern may be used. It is better to draft a pattern, as the girls vary so much in size. Any teacher who cannot draft a pattern may receive detailed instructions by writing to the Normal School, Home Economics Department.

The principles are somewhat different than those on the apron. A French seam is used and this may be done by hand if a machine cannot be had, or if the girls haven't machines at home.

The girls may be allowed to use their originality in finishing the neck and sleeves, and this will prove most

interesting. Perhaps the most practical lesson would be teaching the different ways of sewing on lace.

It is earnestly requested that the teachers who have been following this course will make suggestions where it hasn't proven practical and where it may be improved upon, as this course is only submitted for their approval.

Bernice I. Mallory.

OUR COMMON SPARROWS.

To the Boys and Girls:

In the March "Review" we saw what important friends and helpers we have in the birds. This month I am going to tell you about one little group of birds called the Sparrows, and shall try to tell you enough about their markings and notes to help you to tell the different kinds of Sparrows apart.

No doubt you are all quite familiar with the little grey and brown Sparrows that we see so commonly in winter feeding about the streets, and in summer building their nests on sheltered projections about our houses, or public buildings. These are the English Sparrows, so called because they are not native to America, but were introduced here from England nearly seventy years ago. Probably no bird has had so many unpleasant things said about him as the English Sparrow, but I must say that he has some admirable qualities. He is a great fighter for what he considers his own right, and, true little Britisher that he is, has established his colonies not only over Europe, and Asia, but throughout North America, Australia, and New Zealand as well.

But I want you to use the English Sparrow to help you to know some of his Canadian relatives. Look carefully at the next English Sparrow you see, and notice his short, very stout but sharply pointed bill. This is a true character of the Sparrow Family. All our other small native birds have more slender bills. Notice also the colors, greys and browns of different shades, some black, and a little white. These are true sparrow colors, for all our sparrows have some or all of them, but differently arranged as we shall see. You will also find in a flock of English Sparrows that some of them are plain greys and browns, while some of them have bright chestnut brown back of the eye, the sides of the neck nearly white, and a large black patch on the throat. These distinctly marked individuals are the males, and are often thought by people who do not know, to be a different kind of bird from their more plainly marked mates. None of our common native sparrows have the two sexes so different in coloring. Notice, too, that the English Sparrow always hops, and never runs like the Robin, or walks like the Crow or Blackbird; and you have learned another sparrow trait. Finally get the size of this sparrow well fixed in your minds, so that we can use him as a standard for describing the size of other birds.

Now for our native sparrows. Among the first to arrive is the Song Sparrow. Everybody, whether knowing him by that name or not is familiar with the sweet song beginning, "Sweet, Sweet, Sweet," and running off into a medley of notes and thrills. While he has several varieties of song, this is one commonly heard, and everybody recognizes in it a sure sign of spring returned. Approach as closely as you can to one of these songsters, and you will find a bird about the length of the English Sparrow, but slighter, the upper parts streaked with grey, brown and black, and the under parts light grey streaked with dark brown. Notice particularly that the dark streaks form a little cluster at the centre of the breast, and that there is a dark streak running from the bill down each side of the throat. When flying from bush to bush the Song Sparrow has a peculiar habit of pumping his tail up and down, which gives him a bobbing, hesitating flight. Occasionally a Song Sparrow remains with us all winter. During the past winter one fed from a lump of suet which I had tied to a tree in my back yard, to help a Woodpecker through the days when the tree trunks were covered with frozen sleet. The Song Sparrows begin to arrive from the south from the twentieth to the twenty-fifth of March, and by the first of April are common.

Arriving about the same time, or slightly later, is the cheery little Junco; sometimes also called "Gray-bird." He is one of the easiest sparrows to identify; for the whole head, neck, and upper parts are solid, dark slaty-grey, and the under parts light grey, or nearly white. A distinct line right across the middle of the breast separates the light grey from the dark. The Junco is the only sparrow we have with a flesh-colored or nearly white bill, and, when flying, pure white feathers show in each side of the tail. So you can hardly miss knowing the Junco when you see him. Later in the season when the young Juncos are out of the nest, they will bother you, because they have dark bills and streaked bodies. But even in their case their white side tail feather will give them away. The Junco's common note when disturbed is a sharp chip which can be easily imitated by tapping two pebbles together. Both Song Sparrows and Juncos remain with us until late fall.

Now is the time to watch for Fox Sparrows. They arrive near the first of April, remain a few days, and move northward, where they nest. They again pass through the Maritime Provinces on their way south in the autumn. Birds that do not remain to nest with us but only visit us on their way north or south are called "migrants," or "transient visitants." If you hear a very rich warbling bird song this month it will be worth investigating, for it is likely to be the song of either the Fox Sparrow or the Purple Finch. If you find a spar-

row plainly largely than the English Sparrow, with much *reddish brown or fox color* on the upper parts, particularly on the rump and tail, and with heavily streaked under parts, you have the Fox Sparrow. If the singer is a bird about the size of the English Sparrow, and with a wash of blood red it is the Purple Finch, sometimes called "Red Linnet."

After you have learned to know the Song Sparrow and his song you must watch carefully for another sparrow with which he is often confused. This is the Savanna Sparrow. He arrives about the middle of April, and his song is soon heard everywhere. He is smaller and grayer, that is, not as brown as the Song Sparrow, and his tail has a notch in the end, while the end of the Song Sparrow's tail is rounded. He nearly always sings from a low perch, a bush, fence, or stone, and the song does not compare with the Song Sparrow's, but is weaker and has a harsh weedy sound like the letter Z running through it. My own observations show the Savanna Sparrow to be even more common than the Song Sparrows. They remain to nest in the Maritime Provinces.

The smallest sparrow we have is the Chipping Sparrow. He is much smaller than the English Sparrow, and can be recognized by his size, his sharp metallic chipping note, much like the Junco's, his distinct reddish brown cap, and his plain gray unstreaked breast.

If you live in the country with woods near, you will surely know the song of the White-throated Sparrow. It is a very sweet whistle, clear as crystal, beginning with two or three distinct notes, followed by a group of three notes repeated several times. Some people say it sounds like "Old Tom Pea-bo-dy, Pea-bo-dy, Pea-bo-dy." That may help you to recognize it. The White-throated Sparrow is a shy bird, but if you can approach closely enough you will find a bird larger than the English Sparrow, with three distinct white lines passing back over the top of the head, narrow white bars across the wings, a plain gray breast, and a pure white throat.

Those of you who live near marshes, either salt or fresh, will sometimes hear in the marsh grass a single note which sounds like someone whispering "hush" without the "h-u." Many people have asked me what makes that sound. It is the song of the Acadian Sharp-tailed Sparrow, and no description is necessary, as its note is enough to identify it. If you can succeed in creeping very close to the songster, you will hear two or three sharp little "chips" before the "hush."

We have several other sparrows in the Maritime Provinces but the eight I have written you about are those you are most likely to hear. If you will learn to know them, you will have little difficulty in learning to recognize our other birds.

I would be glad to help you to know any of our birds better if you will let me know the description of any that puzzle you.

—E. C. Allen, Halifax, N. S.

SUGGESTED QUESTIONS IN ENGLISH FOR GRADING EXAMINATIONS.

These questions are based on the Nova Scotia School Curriculum, and are designed to help the inexperienced teacher in her work of grading. They were prepared by an experienced teacher and approved by a District Inspector. The pass mark in English should not be lower than sixty in any grade. The questions for grade VIII. may be obtained from the Education Office, Halifax, on request.

Grade I.

(Five sentences each valued at 20).

All that could be reasonably expected from Grade I. in a written examination in English would be the writing from the teacher's dictation of simple sentences, showing a knowledge of the use of the period, the question mark, and the use of the capital for the first word in a sentence and for the pronoun I.

Sentences:

- (1) The cradle is on the tree top.
- (2) Do you see my kitty?
- (3) My dog and I can run.
- (4) Have you any candy?
- (5) The baby is playing with my doll.

Grade II.

(Eight sentences, each valued at 12.5).

Grade II. should show an additional knowledge of the use of capitals, and of the period in abbreviations. They should be able to write from dictation such sentences as:

- (1) Mary was at school on Monday.
- (2) June is the last month of school.
- (3) Little Jack is four years old.
- (4) I live in———.
- (5) Mr. —— is my father.
- (6) Mrs. —— is my mother.
- (7) Do you like to learn spellings?
- (8) Have you ever seen a lion?

Grade III.

(Five questions each valued at 20).

1. Write from dictation, being careful about capitals and punctuation marks:

- 1) Dr. Smith lives in Halifax, N. S.
- (2) We shouldn't do what is wrong.
- (3) The little boy's dog ran away.
- (4) Haven't you seen Mary's book?
- (5) Tom, Willie and Joe are playing ball.

2. Write a sentence (story) about each of the following: winter, snow, horse, ball, swing.

(Continued on Page 199)

3. Answer each of the following questions, using sentences, not single words:

- (1) When did you come to school?
- (2) Have you done your work?
- (3) Has John come?
- (4) Did you see the robin?
- (5) Have you seen Charles this morning?

4. Tell what you can about Little Red Riding Hood?

5. Write as beautifully as you can, four lines of poetry, that you have learned from your Reader this year.

Grade IV.

(Six questions, 2 and 3 each valued at 16, the others at 17).

1. Write from dictation:

- (1) "Tom and the Lobster" is a nice story.
- (2) "Perhaps you can't hop," said the sparrow.
- (3) "I'll open my mouth wide," said the frog.
- (4) Come, boys and girls.
- (5) Rev. James Brown is our minister.

2. Use the following words correctly in sentences: too, to, pair, seen, were.

3. Write a list of ten nouns and ten verbs.

4. Write a note to your teacher telling why you were absent from school yesterday.

5. Correct the following:

- (1) It was John and me.
- (2) It was him.
- (3) i am going to halifax with mister brown.
- (4) I seen three crows this morning.
- (5) He done his work good.

6. Write in your best hand, six lines of poetry from your Reader.

Grade V.

(Six questions 2 and 3 each valued at 16, others at 17).

1. Write from dictation:

(1) Ma'am said he to the baker's wife, "Mother sent me for a loaf of bread."

"Have you any money?" said she.

"No, ma'am," said he, hugging the loaf closer to him.

(2) John Edwards, the blacksmith, was here.

(3) I met Mr. Wilson, our grocer.

2. Divide into subject and predicate:

- (1) The crew saw their danger.
- (2) The old pilot sat in the boat.
- (3) Many hands make light work.
- (4) The big horse ran away from his owner.
- (5) They found him next morning.

3. Write the plural of the following:

Boy, child, man, woman, cross, sheep, ox, fly, potato, mouse, calf, handful.

4. Write a letter to Fred Thomas, a boy in India, telling him about your winter sports.

5. Correct the following:

- (1) He don't know his lesson.
- (2) I come home yesterday.
- (3) Give him and I some apples.
- (4) There is six apples in my desk.
- (5) She has come a long ways.

6. Write in your best hand, eight lines of poetry from your Reader.

Grade VI.

(Seven questions 4 and 5 each valued at 15, the others at 14).

1. Dictation:

Beethoven looked at me. "Let us go in," he said.

"Go in!" I exclaimed. "What can we go in for?"

"I will play to her," he said in an excited tone. "I will play to her and she will understand it."

And before I could prevent him, his hand was upon the door.

2. Name the seven (or eight) parts of speech, with an example of each.

3. Write the feminine form of the following words: he, him, man, boy, gentleman, duke, king, stallion, drake, man-servant, lion, nephew.

4. Tell what you can of Don Quixote's Fight with the Windmills.

5. Write a letter to Mahons Limited, Halifax, asking for samples of blue serge.

6. Correct:

- (1) The boy and his sister has come.
- (2) He will divide the money between you and I.
- (3) He showed his rabbits to we boys.
- (4) Who did you see in the shop?
- (5) The lady spoke to he and I.

7. Write ten lines of poetry from your Reader.

Grade VII.

(Eight questions each valued at 12.5).

1. Dictation:

"Hallo!" growled Scrooge, in his accustomed voice, as near as he could feign it. "What do you mean by coming here at this time of day?"

"I am very sorry, sir," said Bob. "I am behind my time."

"You are!" repeated Scrooge. "Yes, I think you are. Step this way, sir, if you please." "It's only once a year, sir," pleaded Bob. "It shall not be repeated."

2. Explain the following words taken from your reader: Laocoon, Albatross, habitants, polar star, Crusader, diapason.

3. You have lost a dog. Write an advertisement for it to be printed in a paper.

Write the possessive singular and plural of the following: boy, man, lady, hero, fly, calf, horse, ox, fox, Smith, trout, sheep.

5. Explain the abbreviations: via, viz, inst., etc., Co., Sen., Jun., lb., oz., Col.

6. Correct.

(1) He is taller than me.

(2) That is a man, who I admire.

(3) Those kind of apples are good.

(4) Neither James nor John have this pencil.

(5) Them are my books.

7. Write an essay of at least three paragraphs on one of the following: Coal, Apples, Birds, or Wheat.

8. Write ten lines of poetry from your Reader.

ARBOR DAY.

"Jock, when ye have nathing else to do, ye may be aye sticking in a tree; it will be growing. Jock, when ye're sleeping." Advice of the Laird of O'Dumbeedykes to his Son. *The Heart of Midlothian*, Sir Walter Scott.

Arbor Day has become associated throughout Canada and the United States with patriotic and aesthetic as well as economic ideas. The improvement and care of school grounds has in some cases extended to include an interest in good roads. Tree planting and the attempt to stimulate the pupils to a love and appreciation of trees has included an interest in the study and care of birds and flowers. "It is at once a means of doing practical good to the community and an incentive to civic betterment."

Arbor Day, as a day set aside for tree-planting, originated in the prairie state of Nebraska in 1872. The lack of trees had been early felt and the custom became exceedingly popular, for it is said that twelve million trees were planted on Arbor Day, 1874, in that state. The custom soon spread throughout the United States and to Canada. In 1887 the educational department of Ontario set aside the first Friday in May as a tree and flower planting day. The other provinces soon followed. The custom is now in vogue in Great Britain, Australia, New Zealand, South Africa, the English West Indies, the United States and all its dependencies, France, Norway, Russia, Japan and China. The day is sometimes definitely set, sometimes appointed by some official as the Inspector in New Brunswick. In Jamaica the 24th of May is celebrated as Arbor Day.

TREE PLANTING SUGGESTIONS.

The trees cannot be thrust into a rough soil at random and be expected to flourish. They should be planted in well-worked soil, well enriched. If they cannot be set out immediately after being secured, the first step is to prevent their roots drying out in the air. This may be done by standing the roots in a "pud-

dle" of mud, or by "heeling in" the trees—that is, burying the roots in fresh earth and packing it enough to exclude the air.

Before planting cut off the ends of all broken or mutilated roots and remove all side branches.

Dig holes at least 3 feet in diameter and 2 feet deep. If the soil is poor they should be 4 feet in diameter. Make the sides perpendicular and the bottom flat. Break up the soil in the bottom to the depth of the spade blade. Place on the bottom 12 or 15 inches of good top soil, placing at the top the fine soil free from sods or other decomposing matter. On the top of this layer spread the roots of the tree as evenly as possible and cover firmly with the feet, water thoroughly, and after the water soaks in fill the hole with good earth, leaving the surface loose and a little higher than the surface of the surrounding soil.

When planted the trees should stand 2 or 3 inches deeper than they stood in the nursery. They should be planted far enough apart so that at maturity they will not be crowded.—*L. C. Everard, Arbor Day P.*

SUGGESTED PROGRAMME.

Arbor Day in Elementary Grades.

1. Patriotic song.
2. Scripture reading—verses memorized by pupils and repeated in concert or read by teacher or some visitor.
3. Song. To be selected.
4. Recitation. Spring (Thaxter).
5. Recitation. Summer is Nigh.
6. Song "To Great Brown House Where Flowers Dwell." (This may be given as a solo. Children in appropriate colored crepe paper dresses may lie asleep until called by the "Rain." The music may be repeated after the last stanza and the flowers run in large circle waving their arms in time to music, running off stage with last strain). Or
6. Recitation. The Bluebird (Miller).
(Children appropriately dressed to represent flowers mentioned in this poem may awake slowly as name is called and an attractive tableau be formed at end).
7. Story. Some famous true story.
8. Song. To be selected. Or
8. Victrola selection.
9. Adjournment to school yard singing Arbor Day Hymn.
10. Recitation. Arbor Day Tree.
11. Tree placed in hole may be dedicated to some author or hero. Each child may place his shovelful of earth upon the roots.
12. Patriotic Song. God Save the King.

Arbor Day program for advanced grades will resemble the one given above. Recitations and stories should be used. Short essays written by the pupils may

be read. Victrola or piano selections, giving some of the more famous spring or nature music will add much to its interest.

Suggested recitations—Poems from March and April issues of English Literature in Grades. Also, Bryant: Planting an Apple Tree, Gladness of Nature; Lowell: The Oak; Keats: The Daisy's Song, and others.

Suggested topics for essays—Tree Legends, How to Plant Trees, The Best Trees to Plant, How to Care for Trees, Famous Trees, Bird Legends, Birds, the Friends of Man, Flower Legends, Wild Flowers of our Province, etc.

Suggested Victrola Records—Schumann, Bird Messenger; Grieg, Butterfly; Mendelssohn, Spring Song; Songs and Calls of Our Native Birds; Children's Records, A Dewdrop and Rain Song.

Famous Trees—Great trees of California and the far West, great chestnut of Mt. Etna, cedars of Lebanon, banyan tree of India, Pope's willow, Shakespeare's mulberry, the willow tree of Babylon, yew-tree at Fountain Abbey, Yorkshire, and others.

ARBOR DAY SONG.

To be sung to the tune of "Canadians All Are We".

Of Nature broad and free,
Of grass and flower and tree,
Sing we today.

God hath pronounced it good,
So we, His creatures would
Offer to field and wood
Our heartfelt lay.

To all that meets the eye,
In earth, or air, or sky,
Tribute we bring.

Barren this world would be,
Bereft of shrub and tree;
Now gracious Lord to Thee
Praises we sing.

May we Thy hand behold,
As bud and leaf unfold,
See but Thy thought;

Nor heedlessly destroy,
Nor pass unnoticed by;
But be our constant joy
All Thou has wrought.

As each small bud and flower
Speaks of the Maker's power,
Tells of His love;
So we, Thy children dear,
Would live from year to year,
Show forth Thy goodness here,
And then above.

—Mary A. Heermans.

A HYMN FOR ARBOR DAY.

(To be sung to the tune of "Come Thou Almighty King").

God save this tree we plant!

And to all nature grant

Sunshine and rain.

Let not its branches fade,

Save it from axe and spade,

Save it for joyful shade,

Guarding the plain.

When it is ripe to fall,

Neighbored by trees as tall,

Shape it for good.

Shape it to bench and stool,

Shape it to square and rule,

Shape it for home and school,

God bless the wood.

Lord of the earth and sea,

Prosper our planted tree,

Save with thy might.

Save us from indolence,

Waste and improvidence,

And in Thy excellence,

Lead us aright.

—Henry Hanby Hay.

EMPIRE DAY PROGRAM.

The following program has been arranged for use out of doors. It may, however, be given indoors if the stage be large enough. Care has been taken to organize each exercise in groups of four, so that a larger number of children may participate in each, if multiples of four be used. It is suggested that adjacent rural schools may join to give this program. Certain exercises may be allotted to each, all taking part in the first and last.

Characters:

Britannia: A tall, slender girl dressed in simple white gown, short-waisted, long skirt, falling in graceful folds; a large Union Jack caught at the back of the shoulders hangs to the ground as a mantle.

Groups of children to represent different parts of the Empire, in groups of eight or more, half the number girls, half boys.

Great Britain.

1. England: boys and girls dressed in sailor suits.
2. Scotland: adaptation of kilts.
3. Ireland: Girls, dark dresses with white aprons and kerchiefs over heads. Boys, ordinary dark trousers, with tight coats, waist length, soft white collar and soft hats.

Canada.

1. Boy Scouts or Cadets with one signal flag.

2. Camp Fire Girls or group of girls in Indian costume.

Colonies.

Colonial groups of four or more carrying the flags of each respective colony. The girls in white dresses and the boys in dark suits.

1. Opening March.

Music: Soldiers of the King.

Britannia comes forward to the centre of the stage. She is followed by groups of children in the order given above. The groups enter four abreast, a couple of girls on right, a couple of boys on left. The groups divide, the girls marching right, the boys left, to form a large circle around Britannia, completing the circle at center front and marching in forms forward 8 steps. The fours divide, girls march right and boys left swinging out to form a very wide circle. The couples halt at back to form semi-circular background. Britannia retires but may hold conspicuous place in background, if desired.

II. Great Britain.

1. England.

The children dressed to represent England may execute Sir Roger de Coverly, or if preferred one child may present the English Hornpipe. An English song and recitation may be added here if so desired.

Sir Roger de Coverley

Music: Sir Roger de Coverley, or any piece in 3/4 time.

Form two lines, partners facing, girls on right, boys on left.

The front girl and back boy advance to centre, taking right hands and turn, returning to places.

Front girl and back girl repeat.

Front girl and back boy advance, take left hands and turn, and retire.

Front boy and back girl do same.

Front girl and back boy advance, take both hands, turn, and retire.

Front boy and back girl do same.

Front girl and back boy advance, glide around back to back in centre and retire.

Front boy and back girl repeat.

Front girl and back boy advance, girl curtseys, boy bows, they retire.

Front boy and back girl do same.

Lines face front, marching to right and left, lead around to meet at back; leading couple join hands high, while those following pass under and come to former position.

Now front couple becomes the back couple. In this formation repeat the whole.

2. Scotland.

Solo or group dance, Highland Fling. Scotch national airs and recitation may be added if so desired.

3. Ireland.

The children dressed in Irish costume may execute Irish Lilt. Irish national airs and recitations may also be added.

Irish Lilt.

Music: Irish Washerwoman.

Figure 1. Hop on right foot, extending left in front (count 1). Keeping left extended hop again on right (2), swing right on to left, extending right behind (3). Keeping right extended behind, hop on left (4). Repeat this 3 times, (12) counts and "break right."

("Break"): with a hop separate the feet (1). With a hop bring feet together (2). Hop on one foot extending the other behind (3). Hop on same foot, extending the other in front. (4).

"Break right": right foot is extended behind on third count.

"Break left": left foot is extended behind on third count).

Figure 2. Repeat figure 1 but begin by hopping on left foot and end with "break left".

Figure 3. Left foot is extended in front at end of last step. Swing weight on to left foot, extending right foot behind (1). Extend right foot in front (2). Swing weight on to right foot extending left foot behind (3). Extend left foot in front (4). Repeat three times and break right.

Figure 4. Repeat figure 3, swinging weight on to right foot (1), and end by breaking left.

Figure 5. Point left toe out to side heel on top (1). Heel at side toe up (2). Left toe at right angle (3). Extend left foot forward (4). Swing weight onto left foot, pointing right toe out at side and heel up (1). Toe up (2). Toe at ankle (3). Extend forward (4). Repeat three times. "Break right." Repeat figure 5, beginning with right toe out at side. End by "breaking left."

III. Canada.

1. Drill for Boy Scouts or Cadets.

Music: Jubilee March by Frederick A. Williams. Published by Oliver Ditson Co., Boston; or, Soldiers of the King.

I. This signal-flag drill may be introduced by such marching tactics as the scouts or cadets know. All orders may be given by bugle if so desired.

Each boy has one signal flag. It is carried in right hand.

II. Boys march forward forming columns of fours, double arm distance apart.

III. (One boy is leader and gives signal for change of positions by blowing whistle sharply. The changes are made on count one of every eight counts).

(1) At first blast of whistle, all flags are held horizontally overhead with both hands.

(2) At second blast, the same position is held but flag is moved slowly up and down by flexing and extending arms.

(3) At third blast, flag is held diagonally overhead to right, at full extent of arm, left arm at side.

(4) At fourth blast, flag waved overhead in circle.

(5) At fifth blast, same position as (3).

(6) At sixth blast, both arms extended straight sideward.

(7) At seventh blast left hand at side, fist clenched. Right arm extended overhead, flag straight upward.

(8) Wave flag in front of face, arm fully extended.

(9) Repeat whole drill.

(10) Same position as (7).

III. March back to place.

2. Drill for Camp Fire Girls.

1. The girls come forward to centre and form a circle.

Step: step forward on right foot, hold the position used; step forward on left foot, hold the position.

The steps are light and the weight of the body is carried well forward. Music: *The Fire Song* and *Burn, Fire, Burn*.

II. When circle is formed, all face inward toward center of circle and kneel. The music of "*The Fire Song*" is played and may be sung while the girls execute the following movements:

During the singing of "*Keep rolling, keep rolling,*" the girls bend forward and go through motions of rubbing sticks together. At "*keep a'blowing, keep a'blowing,*" all lift imaginary sticks to level of chins and blow the sparks. At "*smoke arises! smoke arises!*" rise, bending forward over the fire, arms extended forward and circling as smoke does. At "*And the smoke sweetly scented,*" look upward, one arm upraised.

III. The music of "*Burn, fire, burn*" is played. At the line "*Flicker, flicker, flame,*" bend over fire, arms extended backward. At "*Burn, fire, burn,*" stand erect, one arm extended to side of blaze, the other upward. At "*Whose hand above this blaze is lifted shall be with magic touch engifted,*" all step toward fire, transferring weight to forward foot and raising both arms upward. Look upward.

IV. Retire with step as in I.

(Should there be no Campfire organization in the community, girls dressed in Indian costume may do this drill). Or

2. Exercise for group representing Canada.

Music: *A March*. Circle formation, in couples, facing in line of direction. Inside hands joined.

I. Couples march forward 8 steps, starting with left foot. On eighth count partners face each other.

II. Place hands on hips. Step on left foot, lifting right, and hop. Repeat to left. Continue for eight counts.

III. Face forward. March forward 8 steps. Face partner on eighth count.

IV. Partners link right arms and walk around in circle and back to original position, 6 counts. Salute on counts 7-8.

Link left arms and repeat the figure.

(This exercise may be done by Scouts and Campfire Girls together or, if preferred, a third group dressed to represent Canada).

If so desired patriotic songs and recitations may be added.

IV. Great Britain and the Colonies.

Music: *Rule Britannia* throughout or *National Airs of Great Britain and Colonies* in succession.

Children carrying flags of the country to whose group they belong fall in groups of four, four groups of four each forming a larger square.

Figure 1. Carrying flag in left hand, give right hand to person diagonally opposite in own group. March in circle for 16 counts. All right about face, transferring flag to right hand, give left hands across and circle, 16 counts.

Figure 2. Face front on count 1. (The children work in groups of 8). The inside members of each group of four cross flags over head with corresponding member in nearest group on count 2. Hold 3, 4.

The remaining members of the two groups of four turn rear and march under arches formed by flags back to their original places in the following order: Rear right, rear left, front right, front left. (In 12 counts).

Figure 3. The children who formed arches in Fig. 2 take one step inward toward center of the square, at the same time turning their backs toward center in 2 counts. At the beginning of these movements the flag is brought to normal position.

On counts 3, 4 the arms are raised high over head and flag held in horizontal position with both hands. Position held for 4 counts.

At same time the children on the outside on counts 1, 2 face toward inner group. On counts 3, 4 execute same movement as first group. Hold also for 4 counts. Drop flag to normal position and sing *Rule Britannia*.

V. National Anthem.

—*Lucy Proudfoot and Editor.*

Mr G. Fred McNally, Provincial Supervisor of schools for Alberta, is on the staff of teachers engaged in a short term course of twelve weeks for intensive training in Normal School work in Edmonton. Mr. McNally is a son of Mr. Byron McNally of Fredericton.

CURRENT EVENTS.

PARLIAMENT OPENED. The Canadian Parliament opened on the afternoon of February 26, in its new though incomplete home on the Hill. It is said that this opening was "accompanied by the most brilliant and most gorgeous display that perhaps has ever attended the inauguration of a Parliament in Canada. The ceremonial and pomp, which tradition associates with such events, were carried out as in the days prior to the war." The splendor was perhaps more noticeable because of its almost total suspension during the war. The magnificence of the new building lent a suitable background for the great spectacle.

THE COUNCIL OF THE LEAGUE. The Council of the League of Nations held its opening session on February 11, in St. James' Palace, London. The President of the Council is Leon Bourgeois, an ex-Prime Minister of France, and one of the Judges of the Hague Court. Its Secretary-General, or permanent Executive Officer, is Sir Eric Drummond, an Englishman. The present work of the Council is not that merely of conference, but it is actually assembling and collating information on such international questions as labor and health.

THE PAISLEY ELECTIONS.

For some time considerable attention has been turned to the progress of the Paisley election. As result of this election Mr Herbert H Asquith, former British Premier, was re-elected to Parliament. He has remained during his two years' absence the titular head of his party and will immediately return to his position as leader of the Liberal Party in the House of Commons, a position filled provisionally by Sir D. MacLean.

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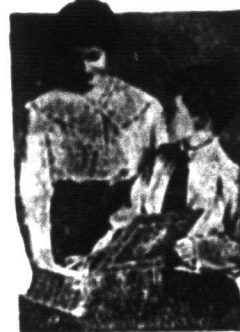
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THE WORLD WAR FOR DEMOCRACY, by W. N. Sage, M.A. (Oxon) et al. (University of British Columbia). A concise history of the general course of the war. Commended by leading Canadian educators. Copies of recommendations on request. Sample pages FREE on request. Price, \$3.75, and worth the money to anyone interested in history. Discount to teachers answering this adv. of 20 per cent.

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(TENTATIVE PROGRAM)

MONDAY, JUNE 28th

- 10.30 a.m.—Meeting of Executive Committee.
- 2.30 p.m.—Directions for enrolment, and fixing fee for membership.
- Report of Executive Committee.
- Election of Secretaries, and Nominating Committee.
- Appointment of Committee on Resolutions, etc.
- Address by the Chief Superintendent.
- 8.00 p.m.—Meeting under the auspices of the New Brunswick Teachers' Association.

TUESDAY, JUNE 29th

- 9.30 a.m.—"Patriotism in Lessons from the Great War"—Dr. H. V. B. Bridges.
- School Libraries: "How to Make the Best Use of Them"—Miss Estelle Vaughan, St. John.
- 2.30 p.m.—"The Relation of Vocational Schools to our Common and High Schools"—Walter K. Ganong, Esq., or other Business Men of St. John.
- "The Proper Relation Between the School and the Home, from the Parents' Point of View"—Mrs. R. A. Jamieson, St. John.
- 8.00 p.m.—Public Meeting. Address by the Mayor of Fredericton.

Address by some distinguished visiting Educationalist.

"The Public Schools in Relation to the Public Health"—Hon. Dr. W. F. Roberts.

WEDNESDAY, JUNE 30th

- 9.30 a.m.—Election of Executive Committee.
- Election of a Representative to the Senate of the University.
- General Business.
- "How May Pupils and Teachers be Induced to Preserve Local Traditions"—William Milner, Esq., Halifax.
- 2.30 p.m.—"How to Make the Rural Schools More Efficient"—Inspector R. D. Hanson and others.
- "Agriculture in the Rural Schools"—Director A. C. Gorham.

NOTE: Teachers attending the Institute will purchase ordinary return tickets. Notice will be given later, if any better arrangement can be made.

Teachers wishing the local committee to secure them accommodation during the Institute will address the Secretary, Miss Sadie L. Thompson, 408 Charlotte Street.

All Trustees or other School Officers will be welcome at the sessions.

GEORGE A. INCH,
Secretary.

N. B. OFFICIAL NOTICES

Amended Regulations.

REGULATION 38.—Application for admission to the Normal School Entrance Examinations should be addressed to the Inspector within whose Inspectorial District the candidate wishes to write, not later than the 24th day of May in each year. The application shall state the class for which the candidate wishes to enter and the station at which he wishes to be examined. An examination fee of \$2.00 must accompany each application. For applications received after May 24th an additional fee of \$1.00 must be paid. For transferring the name of a candidate from one station to another, a fee of \$1.00 will be charged.

REGULATION 45.—Every person who purposes to present himself at the Leaving Examination, or at the Matriculation Examination, shall send to the Inspector within whose Inspectorial District he intends to write, not later than the 24th of May preceding, an application upon the form provided for the purpose, stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied by a fee of \$3.00. If the application is received after May 24th an additional fee of \$1.00 must be paid. For transferring the name of a candidate from one station to another, a fee of \$1.00 will be charged.

Order of the Board of Education.

That the fees of the examiners of the Departmental Examination papers, be increased from ten (10) to fifteen (15) cents for each paper.

New Brunswick School Calendar

1920

SECOND TERM

- May 18th—Loyalist Day (Holiday, St. John City only).
- May 21st—Empire Day.
- May 24th—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 24th—Victoria Day. (Public Holiday).
- May 25th—Class III License Exams begin (French Dept.).
- June 3rd—King's Birthday. (Public Holiday).
- June 4th—Normal School closes.
- June 8th—License Examinations begin.
- June 21st—High School Entrance Examinations begin.
- June 30th—Public Schools close.

OFFICIAL NOTICE

The requirements in Algebra for Matriculation and First Class Normal School Entrance, until further notice, will be to the end of Chapter XXII., omitting Chapters XIII., XVII., XVIII. and XX., for the present year only; and for Second Class to the end of Chapter XII.—Crawford's Algebra, New Brunswick edition.

W. S. CARTER,

Chief Superintendent of Education.

Education Office,
Fredericton, N. B., Feb. 4th, 1920.

UNIVERSITY OF NEW BRUNSWICK

At the beginning of the next Academic year **FOURTEEN COUNTY SCHOLARSHIPS** will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Matriculation Examination to be held in July at all Grammar School centres. An Asa Dow Scholarship (value \$90) will be offered in competition in September. This Scholarship is open only to male teachers holding a First Class License. The St. Andrew's Scholarship and the Highland Society Scholarship will also be available for next year.

Departments of Arts and Applied Science

The Science Courses include Civil and Electrical Engineering and Forestry

Copies of Calendar containing full information may be obtained from the Chancellor of the University or the undersigned.

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Registrar of the University.
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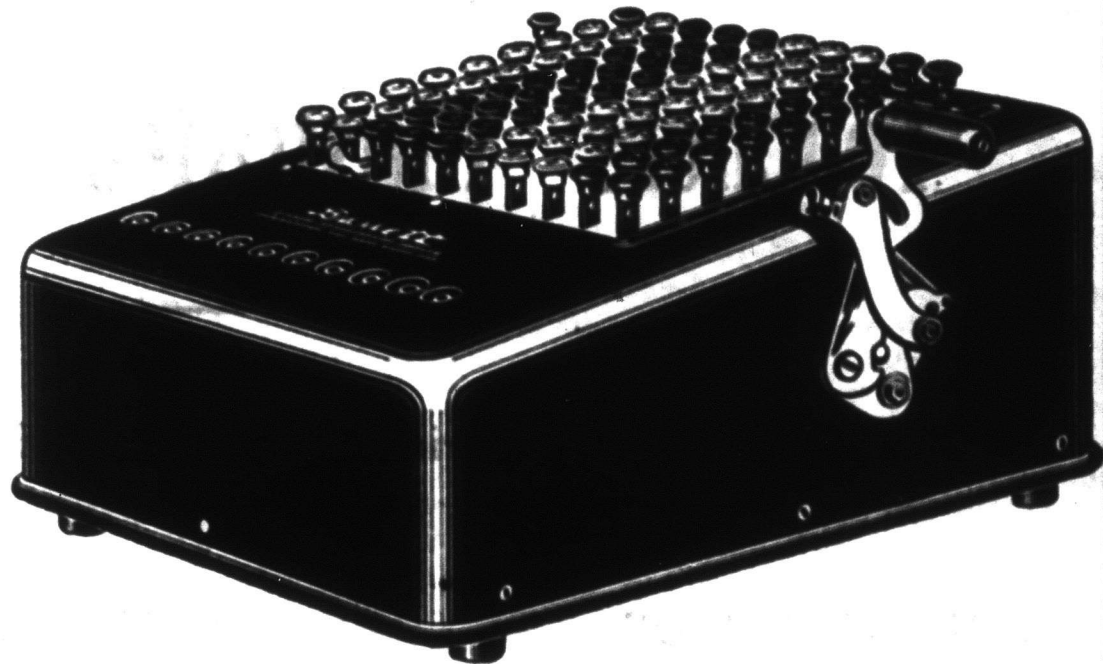
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