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Educational Review

VOL. XXXIV. No. 1

FREDERICTON, N.B., SEPTEMBER, 1919

WHOLE NUMBER 395

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EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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

Eleven Issues a Year

FREDERICTON, N.B., SEPTEMBER, 1919

\$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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TO OUR SUBSCRIBERS

The Educational Review begins the year under a new management. We shall endeavor to maintain the high standard set for us by the former editors of the Review. Our purpose is to serve the teachers of the Maritime Provinces and to stand for that which is best in education. We ask your hearty co-operation in our attempt to make the Review of value to our teachers. We welcome suggestions, we shall thank you for constructive criticism and we solicit your contributions. Only with the teachers and educators of the Maritime Provinces back of the Review can we hope to make it a success. We ask your forbearance for any errors or omissions which may be made while we are learning to edit and manage the Review.

Owing to the change in the managing and editing departments of the Educational Review some time has been lost and it has been thought advisable to begin the year with the September number. That neither the subscribers nor advertisers may lose by this re-arrangement a July number will be issued in 1920.

We wish to draw the attention of the teachers in rural communities to a new department, Home Economics in Rural Schools. Sessions in sewing and cooking will be taken up each month. These will be based upon the new course of study outlined by the teachers of Home Economics in the Summer School held in Fredericton during the past summer. Any teacher who is trying to serve hot lunches will find this department of particular help to her. The sewing will be conducted by Miss Mallory, of the Normal School Staff, the cooking by Miss Flewelling, Supervisor of Rural Home Economics.

The readers of the Review will be glad to find that Inspector O'Blenes is to continue his articles on the teaching of arithmetic.

The Review requests any of its readers who have discovered new schemes, devices or methods which have proven helpful in their work, to send a description of any such for publication. They may prove of assistance to other teachers.

Mr. W. M. Burns, the manager, needs no introduction to many of the readers of the Educational Review. He has for many years been associated with the teaching corps of New Brunswick. He is most widely known as the principal of the Model School, Provincial Normal School, Fredericton.

TO OUR SUBSCRIBERS

I wish to introduce to you the new editor of the Educational Review.

Miss MacLatchy is a graduate of the Provincial Normal School, New Brunswick, and holds a B. A. from Acadia University. She taught for three years in the schools of her native province. In 1912 she entered Yale University as a graduate student in Psychology and Education, continuing her study for two years. While there she was twice awarded the Ives' Fellowship in Philosophy. In the fall of 1914 Miss MacLatchy went to the University of Chicago to continue her work. In 1915 she received the degree A. M. in Education from that University. She was appointed Fellow in Education 1915-16.

During 1916-17 Miss MacLatchy was instructor in Education at Bradley Polytechnic Institute, Peoria, Ill. Since then she has been Professor of Education, Lindenwood College, St. Charles, Mo. During the past summer she taught the general courses in Education at Summer School, Bradley Polytechnic Institute.

With her preparation and experience, and with the co-operation of the teachers and the officials of the Departments of Education of the Maritime Provinces, she should be able to make the Review one of the best papers for teachers in Canada.

AMOS O'BLNES,
Inspector of Schools.

MEDICAL INSPECTION IN SCHOOLS

The opening of the school year in New Brunswick marks the inauguration of the system of medical inspection in the public schools under the direction of the Department of Public Health. To carry on this work ninety-nine medical school inspectors have been appointed by the local Boards of Health throughout New Brunswick, and within a short time they will commence their first inspection of every scholar attending the public schools of the province. All the inspectors are qualified medical practitioners and one of them is a woman. In

cities and towns and in the case of consolidated schools, there will be an inspection made every month and in rural schools, semi-annually.

SCHOOL NEWS

The New Brunswick Rural Science School

The Rural Science School for Teachers was held this year at Sussex, July 8th to August 4th. Applications had been received from forty-five, of these thirty-seven attended the school. This number is not large, but taking all things into consideration it is very encouraging. If the number was small it was compensated for by the greater interest and greater enthusiasm. Taking the school as a whole the class of teachers in attendance was very high. Every member was a keen student and applied himself in such a way as to get the most out of the course.

This honest effort was indeed very encouraging to the instructors and did much to promote the feeling of good fellowship and create a healthy school spirit. The great importance of this work seemed to be uppermost in their minds and a determination to fit themselves for the successful teaching of Nature Study and Agriculture in their schools. With this sincerity and a realization of the far-reaching effect of this practical subject, when properly taught, we do not fear for the future of Agricultural education.

The object of the course is, through instruction and practice, to develop on the part of the teachers, greater efficiency and to give a greater knowledge of one of our most important industries. With this training the teacher is better able to make education a live, practical thing and attain our ultimate aim of developing better and broader citizens.

From the very beginning of the Rural Science School it has been the purpose of those in charge to make the course as practical as possible. Much of the instructors' time is taken up with the directing of experiments, demonstrations and giving lessons which may be taught in rural schools. The cultivation, arrangement and planting of crops in the garden are all carried out by the students, thus putting into practice our motto, "Learn by doing." Experience is the best teacher although it often seems not to be the kindest. It is intended that Agricultural education will be a series of experiences and those not unpleasant for the genuine teacher seeks first to create a wholesome desire and gradually leads the pupils to see the value of the work.

The Subject of Agricultural Education is a many sided one. It may be taught so as to have a broadening effect like language and science, a socializing value like history and a vocational value. It would be a great mistake and a great drawback to the cause of Agricultural Education to over estimate or prematurely force the voca-

tional phases of the subject. Agriculture should not be taught simply for agriculture's sake but to deepen the children's sympathies, multiply their interests and develop their powers of investigation. The development of the child is more important than the information with which his memory may be loaded.

The question box in connection with our course this year proved to be very interesting. It presented many subjects and helped to cover much work that otherwise would not have been touched upon. This source of information is still open to those who wish to avail themselves of it.

It was very gratifying during our school session and since its close to have received so many visits and such a large number of requests from school trustees for teachers qualified to teach Nature Study and Agriculture. We regret that the number of available teachers with the agricultural training is not sufficient to meet the demand.

The School opened with a social evening at which a large number of prominent citizens were present. Among those who spoke were the Hon. J. A. Murray, Mr. E. P. Bradt, Secretary for Agriculture, who was chairman in the absence of Hon. J. F. Tweeddale, Minister of Agriculture. Mr. J. C. Mills, the acting Mayor, addressed the students welcoming them to Sussex and wishing them success in all their work.

Besides the purely class room duties the collecting excursions and a spraying demonstration on a nearby farm, the literary and social activities played no small part in making for a well balanced and enjoyable course. Each week the students held some social function and good musical programmes were presented. These with the picnic will remain as pleasant memories with all who attended.

Two illustrated lectures were given by Mr. Wm. McIntosh, Instructor in Nature Study. His very popular talk on a "Canoe trip through New Brunswick" was thought by many to be surpassed by his interesting and vivid description of "The Indians and their customs in Prehistoric New Brunswick."

Many special lectures were given by members of the different Divisions of the Department of Agriculture. In this way the most up-to-date information was given relating to the principal agricultural subjects.

The closing exercises were held in the evening of August 1st, giving the students an opportunity of returning to their homes on Saturday instead of remaining until Monday* to hold the closing, as was at first intended. The papers read by the students on this occasion were of a very high character and were favorably commented upon. Dr. Melvin, Chief Medical officer for the Province, gave a very interesting and instructive talk on "The Health of a Community" and told how many diseases might be controlled and epidemics prevented if some in-

struction could be given teachers so that they might be able to recognize symptoms of certain diseases and practice some control measures in their schools.

Instructors

Wm. McIntosh, Prov. Entomologist—Nature Study, Plants and Animals.

Dr. F. E. Wheelock, Acadia University—Physical Nature and Environment.

Prof. H. S. Hammond, MacDonald Agricultural College, St. Anne de Bellevue—Chemistry of Soils, Plants and Animals.

A. C. Gorham, Director—Plant Life and School Gardening.—*Rural Education Monthly*.

"GOD SAVE THE KING" REVISED

A tentative revision of our National Anthem has recently been submitted to the King for his approval, we learn from the English press. With the King's sanction this revised form was sung before St. Paul's Cathedral during the peace celebration. This revision reads:

God save our gracious King,
Long live our noble King,
God save the King!
Send him victorious,
Happy and glorious,
Long to reign over us,
God save the King!

One realm of races four,
Blest more and evermore,
God save our land!
Home of the brave and free,
Set in the silver sea,
True nurse of chivalry,
God save our land

Kinsfolk in love and birth
From utmost ends of earth,
God save us all!
Bid strife and hatred cease,
Bid hope and joy increase,
Spread universal peace,
God save us all!

The London Times comments on the innovation as follows:

"It will be perceived that while the first and most familiar stanza remains unchanged, the two succeeding verses have been entirely rewritten. It will also be perceived that the substituted sentiments, couched in language not devoid of a certain subdued grace, can offend the moral and esthetic sensibilities of none. The anthem—for it is now almost worthy of that name—is at length perhaps more in accordance with the refinement of an age remarkable for its avoidance of vivid colors and loud language. But it is to be noticed that there is in it less

about the King and more about ourselves, and even the natural scenery of our domicile, than before; and our taste and sense of congruity will have ultimately to decide whether this mixture of motives is calculated to make the same direct appeal as the former single one. There is still much to be said in favor of the old form, which made the King, in this song, as in more solemn supplication, stand for his people. It was the King's divine right, which was never refused him even by the strictest of constitutionalists. 'May he defend our laws' expresses sound doctrine, though it is to be superseded tomorrow; and the denunciation of the King's enemies—'Confound their politics; frustrate their knavish tricks'—so opposite during the war—has been and still is the cry of our hearts. Why, if direct and forcible language has any merit, should it not also be in the prayer on our lips? For our part, we have never understood the supposed popular discontent with the historic version, and while complimenting the latest reviser on the tact and gentility of his effort, we still retain a preference for the hearty, if ruder, original."

LEARNING THE THREE R'S BY DOING AS YOU PLEASE

By Elsie Lena Mills

Imagine yourself going to school and being asked what you would like best to do. The old way was, to tell the pupil what he must do and particularly what he must not do. But, psychologists tell us, the natural way is to learn by doing, no matter if something is attempted at first rather beyond one's powers.

The child, in the pre-primary grades of the Horace Mann school, an experimental and progressive private school in connection with and adjacent to Teachers' College, Columbia University, New York City, on entering his class room in the morning is permitted to select the material he likes best. He may model in clay or make flowers, or nail a box or make a house. Whatever he does has the urge of a personal interest. The teacher is ever accessible, ready to help and suggest if necessary.

What value is there in this way of teaching children? Supposing the child essays to build a school house out of some wooden beams and blocks, he first feels a spirit of initiative. Should the task be too much for him alone, he asks and receives help, thereby knowing the value of social co-operation. The completion of the task calls for a degree of self-reliance, self-determination and stick-to-it-iveness most valuable in themselves. They had made plans and had executed them. Are not these qualities of more importance than anything which can be learned from books?

But you may say the three R's are being sadly neglected. Are they? In building the school house the walls had to be the same height, the timbers of equal width and length, the doors and windows set in at equal

distance from each other. These operations necessitated much measuring and counting and these youngsters were absorbing arithmetic without knowing it. They wanted the name on the front of their building, but alas, they were weak in orthography and chirography. However, they went to a tray in a corner filled with letters, little and big, and after much spelling, with a little help from the teacher, the name was soon made and transferred in printing to the front of their building.

For the last two or three years there has been much discussion in educational circles concerning the discontinuance of the word kindergarten. The new movement is leading to a unification of these pre-primary grades with the first grade, and to a better understanding and co-operation between the teachers.

In the average kindergarten of today, one sees the children all doing the same thing in the same way, at the same time. The new movement in juvenile education is radically different from this frobellian conception. It gives scope to the talents of every pupil, allowing them to learn reading, writing and arithmetic through occupations for which they have a natural aptitude.

In this way, modern education removes the old obstacles which blocked the path to self-determination and gives to every child an opportunity to develop its own individuality.

HOME ECONOMICS IN RURAL SCHOOLS

By Bernice J. Mallory

Since Jan. 1919 the first bit of organized work has been done along the lines of introducing Home Economics into village and country schools by means of the Hot Lunch Idea. This seems a two-fold purpose, that of teaching a few basic principles of cooking and serving, and also of supplementing the cold and often unattractive lunch.

When we stop to consider that there are only ten schools in the province where Home Economics is taught regularly it gives some idea of the broadness of the field and what has to be accomplished. The United States and our western Provinces have gone far beyond us in this work. So far only two travelling supervisors have been engaged and unless the teachers of this provinces realize the importance and necessity of this work we are to be left in the back ground.

In many schools there seems to be unsurmountable odds against having cooking taught on account of space, cost of equipment, etc., but in the majority of cases a small and inexpensive equipment can be provided by the trustees. The boys often times can build a cupboard with shelves which can serve as a pantry. A few staple supplies can be kept on hand, and the fresh supplies provided daily by the children bringing their lunch. There is also a great opportunity of utilizing the products of

school garden by canning in the fall. An excellent bulletin giving detailed particulars of how this work can be introduced and carried on, also suitable recipes, was published in April of this year, and can be had free of charge by writing to the Home Economics Department, Normal School, Fredericton.

Last year the Consolidated Schools of Hampton, Kingston and Rothesay provided a hot lunch to as many as eighty pupils daily. Other schools which did excellent work are Andover, Bristol and Hartland, and many schools were voting enough money at their annual school meeting to buy the equipment.

Although the Hot Lunch may not be practical in every school sewing is sure to be. If any one has the mistaken idea that girls learn to sew at home let them visit a few schools and find out for themselves. In this age mothers do not have time to teach them and daughters do not have time to learn, and if they are not taught these things during school hours it is to their disadvantage. Of course a great deal depends on the ingenuity and enthusiasm of the teacher as in every other branch of teaching, but one teacher's experience was that a number of girls came because their interest had been aroused in the sewing class. Splendid books can be procured which will be of great assistance to any teacher. *Clothing and Health*, by Kenne & Cooley, published by the McMillan Co., and the *Ontario School Manual of Sewing*, published by the Department of Education, Ontario, are both strongly recommended.

The smaller girls can learn and do the different stitches and small articles, or perhaps dolls' clothes, while the older girls can learn to make a few simple serviceable garments for themselves, such as aprons, underclothing and shirt waists. Too much crocheting and fancy work is being discouraged. Many teachers ask, 'Well, what do we do with the boys?' There again the teacher's ingenuity answers for itself. The boys are interested in many of the lessons, e.g., sewing on buttons, or they can prepare papers on the manufacture of different articles or perhaps work on wood specimens, making product maps or doing some manual training work, which might improve the looks of the school buildings and grounds.

As a result of the Summer School of Home Economics which met in Fredericton this year the different courses of study were drawn up. The Home Economics teachers worked out a course of study beginning with Grade VI in both sewing and cooking. The Elementary teachers worked out a course which can be applied to all village or country schools. Rather than give all these courses at one time it seems better to outline the work which can be accomplished each month, so there will be sewing directions given in each publication of the *Educational Review*. There are nine problems given in the

year's work, the first problem being a sewing bag. It is hoped that the teachers who read the *Review* will in their own initiative make some start along these lines, and in the near future every school can be visited regularly by a supervisor. Teachers of New Brunswick avail yourselves of every opportunity to enlarge your horizon and make yourselves more efficient by being open minded and ready to grasp and execute new ideas.

DIRECTIONS FOR SEWING BAG

Material—Any soft material with suitable design.

Shape—In the proportion of 3:5. Length 3-5 width.

Size—May vary but not too large.

Make plain seams up the sides to within three inches of top. Use back stitching and overcast seams. Hem the portions left with narrow hem. Turn down wide hem at the top, and $\frac{1}{4}$ inch above hem make running stitch. This space is to insert the tape.

Principles taught are: Basting, back stitching, overcasting, hemming, running stitch.

SUMMER SCHOOL OF HOME ECONOMICS

Fredericton, N. B.

The first School in Home Economics to be held in this Province opened at the Provincial Normal School on July 3rd, and the courses continued until the end of the month.

The work done by the classes was very different from that of the regular classes which attend the Normal School, instruction being given in all kinds of work of the home.

The first item on the daily programme was breakfast, which was served at 7.15 a.m. During the first lecture period, from 8 a.m. to 9 a.m., the teachers were given instruction in the methods of teaching in rural and vocational schools. The next hour was taken up with a lecture on foods. From 11 a.m. to 12 a.m. the class of domestic science teachers were given instructions on food, and also during this period they planned their menus. The class of the teachers who have not taught domestic science were given instruction during this period in sewing and cooking. Dinner was served at 12 o'clock and at 1.30 p.m. the classes did practical work in sewing and cooking. Supper was served at 5.30.

There were thirteen domestic science teachers taking the course and they formed what is known as "A" class. The remaining twenty-nine teachers who had not been teachers of domestic science made up "B" class. Of the forty-two who were registered over twenty took their meals at the school. Upon the members of "A" class fell the duty of planning the meals and doing all the buying. Each day different ones were put in charge and they were required to keep a record of the money they spent in providing the bill of fare. Every Wednesday and Saturday

they went to market to purchase supplies. The duties of the members of "B" class were not as onerous as those of the other class. Their chief duties consisted in acting as waitresses whenever their turns came around. The cost of every meal was kept and the average cost of the food consumed by one person was figured out after every meal.

For one week the average cost of the ingredients for breakfast for each person was 9 7-10 cents, for dinner 14 2-5 cents, and for supper 12 1-7 cents. The average cost per person per day was slightly over 36 cents and for the week only \$2.56. These costs did not include heat, ice and service.

Here is a sample day's menu:

Breakfast—Shredded wheat, bacon, bread, corn-flakes and coffee. Twenty-one served at a cost per person of 8 cents.

Dinner—Roast beef, riced potatoes, scalloped potatoes, gravy, bread, lemon sherbet, saltines and tea. Twenty-five served at a cost per person of 13 3-10 cents.

Supper—Macaroni and cheese, strawberries, bread and butter, tea and cookies. Twenty-one served at a cost of 13 1-5 cents per person.

Those who took their meals at the school paid for their meals according to the actual cost. The only cost of the school to the province was the payment of the instructors. Miss Genevieve Hagerman, of the staff of the Cobleskill Agricultural College, New York, and Miss Isa Green, of Durham College, New Hampshire, were in charge of the work and were assisted by Miss Marjorie Flewelling and Miss Bernice Mallory, who have been supervisors of domestic science work in the schools of this province.—*Daily Gleaner*.

COURSE OF STUDY IN HOME ECONOMICS

The four weeks' course in home economics which was held at the Provincial Normal School, completed its work in August. There were over forty teachers who took advantage of the courses which were given at the school. This is the first school of its kind to be held in this province, and the work which was taken up in the courses was a great help to the teachers who took advantage of the opportunity to attend.

During the four weeks of the course, the domestic science teachers drew up courses in sewing and cooking to be adopted in rural schools, for districts in which there are High schools, and also for Vocational schools. The proposed courses have been adopted by the Board of Education.

FOR THE RURAL SCHOOLS

The sewing course for the rural school is divided into nine parts, beginning with lessons on the equipment required for the work, and then passing on to the instruction on the actual work. The course of work begins with very elementary work, until at the end of the course more

difficult pieces of needlework are introduced into the lessons. This course is to be covered in one year, and provides work to be done during the Christmas vacation.

The course prescribed in cooking for the rural schools includes the fundamental principles which ought to be known by a person who is doing the cooking in the household. It includes the study of the general food principles, after which canning and preserving are to be taken up. Lessons on milk, fruits, cereals and vegetables are provided for in this course.

FOR MUNICIPAL SCHOOLS

The courses in household science for this class of schools begins with work in the sixth grade and continues up to Grade XI. The first year of study includes lessons on fuels and also some lessons on various principles underlying cooking, along with the cooking of certain dishes and the canning of fruits. The work of the next year includes further study of food principles such as leavening agents and the canning and pickling of certain fruits and vegetables. The study of meats is also introduced in the seventh grade. In the eighth grade the studies become more difficult as the pupils are required to plan the meals and learn to cook meats and bread. In Grade IX. the pupils are to be given lessons on pastry making and to take up the study of jellies, certain beverages and cake making. When Grade X. is reached, the pupils are to take up the food values which are contained in the different foods. They are required to figure out what foods should be eaten at different times, according to the amount of energy supplied by the foods. They are also taught to provide balanced meals so that the meals will contain the proper proportions of proteins, carbohydrates and fatty foods. In this year it is intended that the students should visit factories where foods are prepared, as well as keeping accounts of the household expenditures. The course prescribed for the eleventh grade is mostly on home nursing and invalid cookery. The care of sick and the foods which ought to be given them in different cases of sickness are to be taught. A short period of construction in first aid is planned to be given at the end of the year.

The course in sewing for this class of schools extends from the sixth grade to the eleventh. In Grade VI. the children are to be given instruction on the general principles of sewing, beginning with the equipment. They are then to be instructed in darning and basting. The next year more advanced work is undertaken. The making of a garment is prescribed along with the mending of clothes. In Grade IX. several new principles are introduced, among which is the study of patterns and textiles. When High school is reached the pupils take up the further study of textiles and fabrics. Knitting is to be taught to the pupils in this grade. The pupils are required to be able to select suitable materials for the mak-

ing of different garments. In the second year of High school the students are supposed to be able to select the best materials for different uses and also to make various garments. The matter of costs of materials is to be considered in this year. In the following year, millinery is taught to the classes. In connection with the study of millinery, the pupils are supposed to take shopping trips in order that they may be afforded an opportunity of studying the styles. By this time the young lady is supposed to be able to make all of her own clothing. The course in sewing for High schools is the same as that which is taken up in the Vocational schools, except that in the Vocational schools there is a fourth year of this work. In the last year, garments of a more elaborate nature are to be made, and the pupils are to be given special instruction regarding styles, and the proper dress to wear on different occasions.

COOKERY FOR VOCATIONAL SCHOOLS

This course in cooking is planned to cover a whole year, with classes in the work to be held daily of two hours a day. The work prescribed for this course covers all matters connected with cooking, and the different processes are studied more carefully than on the shorter courses. Work in the laboratory is included in the course to be taken up in conjunction with the class work.

DISTRIBUTION OF SEEDS

The seed is the means of propagation of nearly all our cultivated and wild plants, therefore then distribution is of great importance. It would seem unscientific to say that "nature provides special adaptation in plants for the dispersal of seeds." For instance, are the sharp barbs on the burdock developed for the purpose of distributing seed. I would venture the assertion, that, while they probably serve the plant in more ways than one, the barb is the result of environmental conditions and natural selection through considerable time. This may be aside from the distribution of seed but I mention it because I feel that too often purposeful action is ascribed to plants.

The principal agents in the dispersal of seeds is the wind. You have, no doubt, on a fine windy afternoon during June or July seen the air full of tiny parachute-like bodies drifting along with the wind. These are the seeds of the dandelion which has become so abundant on the lawns and uncultivated places throughout the country. You may have seen the fluffy down carrying high the seed of cotton wood. The Scotch thistle, burdock, sou thistle, asters, goldenrod and others are aided in a similiar way.

The winged fruit, such as that of the maples, spruces, pines, ash, are carried short distances by the wind. Certain systems of cutting the forest are based on

this fact. That is, a strip of forest is cut with a view to reforestation. It depends on the trees left to supply seed for the new growth and on the wind to carry these seeds across the cut area. Heavy seeds like the hazel nut, oak, beech are seldom found at any distance from the mother tree. They travel only by the chance removal of the soil with which they mix. Many of the lighter seeds may take a ride by water. Some of these have water repellent seed coats, boatshaped forms, corky floats, etc.

The touch-me-not has automatic ejectors. These capsules collapse with explosive violence and throw out the seed. Beggars ticks are carried on the clothes of man and on the wool or hair of the lower animals.

Among the curious devices for securing the aid of animal in seed-distribution none are more curious and interesting than those shown by the common umbelwort known as sweet cicely. These seeds in their containers are suspended in pairs at the end of two slender stalks, their sharp points directed downward, close to the stem. There are blunter points directed outward, but the barbs all over the surface appear to be directed in the wrong way, as if to prevent getting caught on the wool. But when a furry coat pushes against the outer end of a pair of these seeds, the blunt ends aided by the opposing barbs catch just deeply enough to turn the seeds end for end. In such a position the long points enter deeply, the barbs hold securely and the attachment at the tip of the slender stalks is readily broken. This devise needs but to be seen in use to be appreciated.

Seedlings of plants whose fruits are eaten by birds, such as blueberries, raspberries and wild cherries are found about the open places where the birds perch.

The story of the distribution of seed by man and his methods would make a very interesting chapter in the history of agricultural development. The control of one of the many species of noxious weeds found on our farms would cost millions of dollars. This question of weed control is of great economic importance. Much can be done by school children with a little systematic work to rid their district of many troublesome weeds.

ADDITION

A method for teaching Addition may be found by analyzing in detail the various steps in one's own mental process when adding.

Most of us if asked to add 26 and 9 would think of 6 and 9 being equal to 15, and then think of the first number after 26, which ends in 5, the same as 15 does, which is 35.

Thus to add, without counting, one must know the unit figure in each number under 100, must know all the combinations of numbers from 1 to 9, that is must know the addition tables, and must know the first number after

38 ending with a 4; the first after 42 ending with a 7, and so on with all the numbers under 100.

Place in columns on the board all the numbers from 10 to 100. Point to the unit's figure in each number, but not in consecutive order, and ask such questions as: What is the unit's figure, or the last figure in 46, in 72, etc.? Continue the drill until the pupils can without seeing the numbers on the board answer all such questions rapidly. Next use the numbers which are on the board and give the following drill. Point to a number say 46, and ask the class to find the first number after 46 which ends with a 3. Repeat with other numbers pointing to them at first and later allowing the pupils to find them without pointing until they can answer without hesitation, and without seeing the numbers on the board.

This drill should be most thorough, as I have frequently found pupils who knew the addition tables but who still counted because they had not had this drill.

Next teach the addition tables and as fast as they are learned use them in addition. There are two methods used in teaching the tables, both of which I will give. I have found good results from both. In the regular table method keep the nine digits, that is, the figures from 1 to 9 in the left hand column and add to each of these 1, 2, 3 or whatever number you wish to use in the table to be taught; thus if 2 be added to each digit the table should be written as given below:

$$\begin{array}{l} 1+2=3 \\ 2+2=4 \\ 3+2=5 \\ 4+2=6 \\ 5+2=7 \\ 6+2=8 \\ 7+2=9 \\ 8+2=10 \\ 9+2=11 \end{array}$$

The reason for this form will be seen when the addition is begun. In making the table use any objects, but in teaching it the table should be so memorized that no thought of the objects enters the mind, that is, the pupil should know that $6+2=8$ as we know it, for so long as that fact is associated with objects the idea of counting remains in the mind. The simplest, quickest and most effective way of teaching a table is to lead the pupil to make a mental picture of the table, that is, he should be able to close his eyes and see the table in his imagination as clearly as though he were looking at it. This habit once established will assist him greatly in his work in mental arithmetic.

To lead the pupils to make this mental picture require them to look at the table on the board and repeat it rapidly as they can talk in the order one and two are three; two and two are four, and so on to nine and two are eleven. Repeat fifteen or twenty times as rapidly as possibly without pausing. Then see how many can

turn from the board and repeat the table while they imagine they see it as it appears on the board. When all can do this rapidly repeat in the same way from the bottom to the top, that is, repeat backwards.

Next repeat ahead using the odd numbers thus $1+2=3$; $3+2=5$; $5+2=7$, etc. then backwards; then ahead using the even numbers, then backwards. This gives six ways of repeating the table and if the repetition has been rapid and the pupils have kept their eyes on the table they should have a good mental picture of the table.

Next ask the questions promiscuously, thus, four and two; seven and two, etc., allowing the pupils to see the table at first and later without seeing it. Leave the table and the numbers from 10 to 100 on the board so that the pupils can see them if necessary. Place on the board a single column of figures consisting of ones and twos only except the bottom figure which may be any figure, thus:

$$\begin{array}{r} 2 \mid 23 \\ 2 \mid 21 \\ 1 \mid 19 \\ 2 \mid 18 \\ 1 \mid 16 \\ 2 \mid 15 \\ 2 \mid 13 \\ 2 \mid 11 \\ 9 \mid \\ \hline 23 \end{array}$$

Add, 9 and 2 are 11. Place the 11 on the right as shown. Add the unit or right hand figure in and the 2 in the column, thus 1 and 2 are 3. Q. What is the first number after 11 which ends with 3?

A. 13. Place 13 as shown. Proceed in the same way to the top of the column.

At first the pupils should add as follows: 9 and 2 are 11; 1 and 2 are 3, then 11 and 2 are 13; 3 and 2 are 5, then 13 and 2 are 15, etc. The next step should be: 9 and 2 are 11; 1 and 2 are 3, 13; 3 and 2 are 5, 15, etc.

A TEST FOR SPELLERS

Here is a sentence that President Eliot, of Harvard University, is said to have given to Dr Lowell, his successor as head of the University, stipulating that the words all be spelled correctly: "It is agreeable to view the unparalleled embarrassment of a harassed saddler or peddler sitting on a cemetery wall, gaging the symmetry of a skilfully peeled potato."

Dr Lowell, we are told, misspelled seven of the words. Read the sentence to some one who considers himself a good speller and see if he won't be tripped up over some of the words. They are all rather common, familiar ones, but even expert spellers are likely to go down before some of them.—*Examiner*.

PRIMARY GRADES
Reading for Grade I

The problem to be met in Primary reading is that of linking up the idea with the written symbol, or word. The children have already linked up the spoken word with the idea.

A necessary aid to good teaching is the interest of the child. His efforts in learning to read will be much intensified by an interest in the story. Who would not be bored by the first pages in some Primers, e. g., a boy, a hat, a rat. See the boy. See the hat, etc? A much easier and more interesting way is that of enlisting his interest by a story, a picture, a game, or a visit to some place of interest taken by pupils and teacher together, and using one of these as a point of departure.

Take the following nursery rhyme as a basis for a series of lessons:

Once I saw a little bird
Come hop, hop, hop,
So I cried, Little bird,
Will you stop, stop, stop?
And was going to the window
To say, How do you do?
But he shook his little tail,
And far away he flew.

The lesson should begin by an informal talk about birds. "John, did you ever try to catch a bird?" "Why do they fly away?" "Would you fly away if you were a bird?" Then the teacher should tell the story of the above lines using the word groups of the poem "shook his little tail," "far away he flew," etc., when possible.

The humorous side of the story will make a stronger appeal to the children if they are allowed to dramatize it. Care should be taken that the ideas of the story are known by the children. Then the parts may be allotted by the teacher or the pupils. One child may be the person, another the bird and the children with their right hands clasped may represent the window. After several groups have acted out the story then the teacher may write on the black board the directions for each player. "A little bird came hop, hop, hop," He shook his little tail, "Away he flew." The parts may then be given to those who can read the directions. The teacher should write the whole story on the board. "Once I saw he flew."

The sentences should be read by different members of the class, the teacher pointing to the words read. In this way the child unconsciously links the form of the word groups with the ideas. Also by the use of the pointer the teacher may begin the habit of fluent reading. "A little bird," connected by a sweeping gesture of the pointer will tend to bring the three words together in a phrase. If each word is pointed to the reading will be jerky. The teacher's next step is to divide these sent-

ence groups into groups of words, e. g., a little bird, away he flew, etc., etc. This may be facilitated by the use of supplementary sentences e. g., Hop, little bird. The little bird flew away. I said, how do you do, etc., etc. The teacher should not aim to have the children recognize all the single words in any one story at first. Your guarantee of effort is interest. Use other stories or rhymes which contain some of the same words or groups of words.

To further insure interest the story may be used in their oral language lesson. Pictures portraying stories about birds may also be used as an incentive in oral language at this time. The pupils should draw the pictures of the parts of the lesson which pleased them most. The children should have the ability to read several stories before the analysis of words into phonograms is begun.

MEMORY GEMS

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
"Ain't you 'shamed, you sleepy head?"

ROBERT LOUIS STEVENSON.

THE LAMPLIGHTER

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And O! before you hurry by with ladder and with light,
O Leerie, see a little child and not to him tonight!

My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by,
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

ROBERT LOUIS STEVENSON.

INDUSTRIAL EDUCATION

The people who are wedded to the idea that scholasticism is all there is to an education are booked for some severe disappointments in the not distant future. Manual and commercial training, home and civic economics, and the domestic industries are all knocking loudly at our schoolhouse doors—and unless text-bookism consents to divide space with them there are troublesome times ahead of us. The people are beginning to find that as a means of preparing the average boy and girl for life mere book-knowledge has hopelessly broken down.

NEW APPOINTMENTS TO DALHOUSIE

In the place of Professor C. L. Moore, who has become Principal of Pictou Academy, the Board of Governors have appointed to the Chair of Biology, Dr. James Arthur Dawson, Ph.D., recently of Yale University, but who has been doing scientific work for the U. S. War department.

He will not come until next season, as he had already accepted a position at Goucher College, Baltimore, for the coming season. Dr. Dawson is the son of the Rev. William Dawson, of McLellan's Brook, Pictou County.

Mr. Donald B. Young will conduct the work in Biology for the session 1919-20. He has been instructor at Columbia for two years.

The position of Professor of Civil Engineering, left vacant by J. N. Finlayson, has been filled by the appointment of Major R. A. Spencer (Military Cross with Bar). Professor Spencer is a native of Cape Breton and took his degree of Bachelor in Engineering at McGill.

He has had a valuable experience in practical work for some years with the C. P. R. He spent four years in France with the Canadian Engineers. Since the Armistice, Major Spencer has been attending Engineering courses at King's College, London, and certain courses at the London School of Economics.

You should not be afraid or ashamed to confess ignorance, by taking all proper opportunities to inquire for further information; whether it be the meaning of a word, the nature of a thing, the reason of a proposition, the custom of a nation. Never remain in ignorance for want of asking.



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SCHOOL AGRICULTURE IN NOVA SCOTIA

School agriculture is not compulsory either in its rudimentary or in its more advanced form in the schools of Nova Scotia. Under the designation of rural science, its teaching is encouraged by a director, and the expense

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of the work is borne by The Agricultural Instruction Act, which allots twelve thousand dollars annually to this object. Household science and manual training are now taught in a small way by the travelling teachers.

Rural science is taught both by regular teachers and by special itinerant teachers of the subject. Each of the latter travels over a limited circuit of about a dozen schools. Of the 1,700 schools of the Province, there are some 125 schools in which rural science is taught more or less comprehensively. In about 85 of these, the work is conducted by the travelling teachers. In the remainder, this work is done by the regular teachers.

A training school in rural science is held twice a year at Truro to qualify teachers to deal with the subject in the common schools. The work is conducted by the Director and the Dean of Rural Science, assisted by members of the staff of the Provincial Normal College and of the Agricultural College. Students are allowed actual travelling expenses, and bonuses or "scholarships" are awarded according to the quality of the work done. The full course qualifies the teacher for a rural science diploma. In the meantime he may qualify for a special grant at each successive stage of the course.

Special arrangements are made whereby Normal students may supplement their agricultural studies by attending the rural science schools, and thus qualify for the diploma.

Teachers who do noteworthy work in connection with gardening or exhibitions are granted bonuses varying from \$5 to \$25. Otherwise no provision is made for increasing the remuneration of those teaching rural science.

ROOFS

The road is wide and the stars are out and the breath of night is sweet,
And this is the time when wonderlust should seize upon my feet;
But I'm glad to turn for the open road and the starlight on my face,
And to secure the splendour of out-of-doors for a human dwelling place.
I never have seen a vagabond who really liked to roam
All up and down the streets of the world and not to have a home;
The tramp who slept in your barn last night and left at break of day,
Will wander only until he finds another place to stay.
A gypsy-man will sleep in his cart with canvas overhead;
Or else he'll go into his tent when it is time for bed.
He'll sit on the grass and take his ease so long as the sun is high;
But when it is dark he wants a roof to keep away the sky.

If you call a gypsy a vagabond,
I think you do him wrong;
For he never goes a-travelling but he takes his home along.
And the only reason a road is good, as every traveller knows,
Is just because of the homes, the homes, the homes to where it goes.
They say that life is a highway and its milestones are the years,
And here and there there's a toll-gate where you buy your way with tears.
It's a rough road and a steep road and it stretches broad and far,
But at last it leads to a golden Town where golden Houses are.

JOYCE KILMER.

VOCATIONAL EDUCATION IN NEW BRUNSWICK

B. F. Peacock, Director Vocational Education

In 1918 the New Brunswick Legislature passed a Vocational Education Act. This provides that the government will bear half the expense of maintaining vocational schools, departments, or classes, if any municipality chooses to organize such, according to prescribed standards.

The act is administered by a vocational education board, composed of four ex-officio members and five others. Among the latter there must be a representative of labour, one of farming, one of manufacturing, and one of commerce. The ex-officio members are the Superintendent of Education, the Principal of the Normal School, the Deputy Minister of Agriculture, and the Director of Elementary Agricultural Education.

The vocational board was organized toward the close of 1918, and Mr. Fred Magee, M. L. A. of Port Elgin, was made chairman; Fletcher Peacock was appointed executive officer of the board, and Director of Vocational Education. He assumed the duties in this connection on May 1, 1919.

The New Brunswick Vocational Educational Board believes that in order to succeed with its work it must have efficient teachers of very high standard. Its first problem is therefore to train a corps of these. Steps have been taken in this connection. First, \$1,500 has been set aside this year to pay the tuition and travelling expenses of a few selected individuals who may thus be induced to attend approved training institutions outside the Province. Three men were in attendance at two of the leading technical schools of the middle Western States, preparing themselves for leadership in New Brunswick.

Second, a Summer School of Home Economics was carried on to help teachers in this connection. Two lead-

ers of eminence were brought from the States to supervise and instruct, and to help to outline the plans for vocational education for the girls of the Province.

The policy of the board will be to open only a few type vocational schools and departments during the coming year. Evening schools and possibly day commercial departments will be organized at St. John, Fredericton and other centres. A full time vocational school will begin at Woodstock in October, operating departments of agriculture, home-making, commercial work, and motor mechanics. This school is designed to serve the whole county of Carleton and is supported as follows: One-quarter of maintenance is paid by the county council, one-quarter by the town of Woodstock, and one-half by the province. The equipment is furnished by the town of Woodstock.

A persistent advertising campaign will be initiated by the vocational board during the fall in order to inform the people of New Brunswick generally as to the value of vocational education and the great progress that it has made elsewhere in the present century.

By A. C. Gorham

THE NEW DIRECTOR OF ELEMENTARY AGRICULTURAL EDUCATION

Mr. A. C. Gorham, B. S. A., M. Sc., succeeds Mr. R. P. Steeves as Director of Elementary Agricultural Education in New Brunswick.

Mr. Gorham's qualifications are such as to specially fit him for the work of his Division. He was born in St. John County, was educated at the Public and High schools of St. John. He received his Normal training at Fredericton and successfully taught in the public schools of the Province for three years, paying particular attention to agricultural work. In order to specialize in this work, he enrolled as a student at the Macdonald Agricultural College, Quebec, and received the degree of B. S. A. from that Institution in 1913. After graduation he accepted the position of Assistant Horticulturist on the staff of the Macdonald College, which position he filled until 1918.

During the past year he has been taking post graduate work at Cornell University, Ithaca, N. Y., and has just been awarded the degree of Master of the Science of Agriculture from that University.

Mr. Gorham's first work in the Province was the organizing and conducting of the Rural Summer Science Course for Teachers, held at Sussex from July 8th to August 5th. His special training gave him a good grip of the needs of this school and a very successful course is assured.

CURRENT EVENTS

Terms of the Peace Treaty

The Peace Treaty terminating the great war was signed by the representatives of the German Government and the Allied Nations on June 28.

The principal items that Germany agrees to under the terms of the Treaty are thus summarized by the New York World:

Relinquishment of Alsace-Lorraine to France, Posen and West Prussia to Poland, of part of Schleswig to Denmark, and of 382 square miles of Rhenish Prussia to Belgium.

The Scarre coal basin to be internationalized for fifteen years, pending a plebiscite to determine permanent control, the coal mines going to France.

Luxemburg is freed from the German customs union.

Germany recognizes the independence of German Austria, Poland, and Czecho-Slovakia.

Germany loses all colonies and her valuable concessions in Europe, Asia, and Africa, and recognizes the British protectorate of Egypt.

The German Army is to be cut to a temporary total strength of 200,000 men, but ultimately must be 100,000.

The German Navy is limited to six battle-ships under 10,000 tons each, six light cruisers, and twelve torpedo-boats, surrendering or destroying all other war-vessels. She is to have no more submarines. The navy personnel is limited to 25,000.

Military and naval air forces are abolished.

Munitions-factories are to be operated only by permission of the Allies and import or export of war-materials is forbidden.

Heligoland defenses will be dismantled. Fortifications aiming at control of the Baltic are forbidden.

The Rhine and the Moselle are put under the control of an international commission, on which Germany will be represented. The French, Belgians, and other nations may run canals from the Rhine, but Germany is forbidden to do so. German forts within thirty-three miles of the river will be dismantled.

Other great rivers, hitherto German, will be under international control, the Czecho-Slovaks and Poles having free access to Elbe, Oder, and other streams, and the Poles to Niemen.

The Danube will be controlled by an international commission. The Kiel Canal will be open to all nations, and the Czechs get harbor rights at the mouth of the Elbe.

German railroads must be of standard gage, and rights are granted to other Powers to use them. Traffic discriminations against outsiders are forbidden.

Offenders against the rules of warfare and humanity are to be delivered up to the Allies. An international

high court is provided for trial of the Kaiser whose surrender will be asked of Holland.

Germany's indemnity payment is to be fixed by an Interallied Commission. An initial payment of \$5,000,000,000 must be made within two years. Bonds running thirty years will be issued for later payments. Occupation of the Rhine country will continue until the Allies are assured of Germany's good faith.

Germany must help build ships to replace those she sank, help rebuild devastated regions, surrender her fourteen submarine cables, and cede all German ships over 1,600 tons and many smaller ones.

She accepts the League of Nations principle, but is barred from membership for the present.

Her peace treaties with Russia and Roumania are abrogated, and she recognizes the independence of states formerly Russia.—*Literary Digest*.

The Dominion of Canada is being honored at this time by an extended touring visit of H. R. H. Prince of Wales. His first stopping place this side of the Atlantic was at Newfoundland. He then came to St. John, arriving the morning of Aug. 15th. Since then he has visited Halifax, Quebec, Montreal, Ottawa and Toronto. While at Ottawa he laid the foundation stone of the tower of the new Parliament buildings. He opened the exhibition at Toronto. He is at present touring Western Canada. Before his return to England he will visit President Wilson at Washington. The Prince is receiving a hearty welcome throughout the Dominion and is endearing himself to the people by his captivating personality. He had already won his place in the hearts of the Canadian soldiers at the front.

The Dominion Parliament opened in special session at 3 o'clock Sept. 1st. The speech from the throne was delivered by the Governor General. It opened with reference to the hearty welcome afforded the Prince of Wales at all places he visited.

The programme of the session, as far as outlined in the speech, is confined to ratification of the Peace Treaty, the adoption of measures rendered necessary by the return of peace and by the terms of the Peace Treaty, and the making of such financial provision as may be required "in connection with the Peace Treaty and for other purposes."

In the House of Commons Sept. 2nd, Sir Robert Borden announced that a constitutional conference will be summoned soon to consider the future relationship of the Nations of the Empire. The relationship will be determined in accordance with the will of the Mother Country and of each Dominion.

"Undoubtedly," he continued, "it will be based upon equality of nationhood. Each nation must preserve unimpaired its absolute autonomy, but it must likewise have its voice as to those external relations which involve the issues of peace and war. So that the British Commonwealth is in itself a community or league of nations which may serve as an exemplar to the world-wide league of nations which was founded in Paris last June.

"On behalf of my country I stood firmly upon this solid ground, that in this, the greatest of all wars, in which the world's liberty, the world's justice, in short, the world's future destiny, were at stake, Canada has led the democracies of both American continents, her resolve had given inspiration, her sacrifices had been conspicuous, her effort was unabated to the end. The same indomitable spirit which made her capable of that effort and sacrifice made her equally incapable of accepting at the peace conference, in the League of Nations or elsewhere, a status inferior to that accorded to nations less advanced in their development, less amply endowed with wealth, resources and population, no more complete in their sovereignty, and far less conspicuous in their sacrifice."

Sir Arthur Currie, Inspector of Military forces in Canada, and Commander of Canada's fighting forces in the Great War from 1917 till victory, has returned to Canada. He is enthusiastically welcomed at all places he visits. In a recent speech before the Ottawa Canadian Club Sir Arthur Currie spoke with justifiable pride of the achievements of our army Overseas. In that series of brilliant victories which closed the war General Currie justly claims, the Canadian army acted as the spearhead, whose irresistible valor opened the way.

The record of the Canadian army from first to last as summarized by its commander, is a story of courage, resource and steadfastness not surpassed in the entire history of warfare. Let us realize that the returned men whom we meet everywhere have brought to Canada an imperishable fame, that must remain undimmed through the centuries.

Hon William Lyon Mackenzie King was elected leader of the Liberal Party by their National Convention on August 6th. Mr. King is characterized as having made "a studied pursuit of politics" since early manhood. He has been Deputy Minister of Labor and later chief of that ministry.

In October the Canadian public will be asked to subscribe to what is, to all intents and purposes another Government war loan. The sum asked will be at least two hundred and fifty millions, and presumably as much more as the public will take. The necessity for having

this loan fully subscribed must be patent to all, and it will be the duty of every red-blooded Canadian to buy it to the exclusion, for the time being, of all other investments. The floating of this loan will be inaugurated on October 27th, and it is expected that three weeks from that date the full amount of the issue will be subscribed. Indeed, if it is not over-subscribed, there will be much disappointment among those in charge of the campaign. At this writing the terms of the loan have not been officially announced, though it is unofficially stated to be a bond giving a return to the investor of $5\frac{1}{2}$ per cent., the bond to be taxable, and the issues to run five or fifteen years. Aside entirely from any patriotic motives, such a bond will prove an investment of the highest possible class.—*Saturday Night*.

The German Fleet which was surrendered by terms of the Armistice to the Allies pending the Peace Terms, was sunk by its own crews at noon on Saturday, June 21st. The ships, valued at \$350,000,000, were unarmed and manned by skeleton crews of Germans. These crews opened the sea-cocks and took to the boats, with the result that all the battle-ships and battle cruisers, except the Baden and many of the destroyers went to the bottom.

The British Admiralty have been subjected to severe criticism since they were the guardians appointed by the Allies to watch the interned fleet until its disposition was determined. Nevertheless, by the terms of the Armistice, no British guards were allowed on the ships.

With the death of Dr. Anna Howard Shaw, honorary president of the National American Woman's Suffrage Association, ends a remarkable career, the story of which seems to prove that "a poor girl" may attain a place of importance and fame in this world just as well as if she had had the luck to be born "a poor boy." From a humble beginning, through sheer pluck and a determination to win, Dr. Shaw rose to be a distinguished leader, especially in the cause of woman suffrage, and in other movements having for their object the betterment of humanity. "With her great gift of oratory," says a writer in the New York Sun, "her absolute devotion to 'the cause,' her administrative ability, her superb health, and that genial frankness which made a party of men with whom she was thrown at dinner describe her as 'a good mixer,' Dr. Shaw was perhaps the strongest force for the advancement of women that the age has known."—*Literary Digest*.

Andrew Carnegie, the great philanthropist and iron-master, died at his magnificent summer home, Lenox, Mass., on August 11. With the exception of John D. Rockefeller, he has given more to public purposes than

any individual who ever lived. He is best known for his great gifts for the establishing of libraries. His largest contributions have been given, however, to found educational organizations.

SCHOOL AND COLLEGE

Miss Mabel Weaver and Miss Marion Sanford have returned to Regina to resume their positions as teachers in the city schools there, after spending their holidays at their former homes at Kingsport, N. S.

Miss Elta Barton and Miss Margaret Baird have returned to Winnipeg to resume their positions as teachers in the city schools after spending their vacation at their former homes in Fredericton.

Miss Swanson and Miss O'Blenes, of the Home Economics department of the Moncton schools, are going to study at Teachers' College, Columbia University, this autumn.

Miss Elsie Mills, Harrisville, N. B., is taking a course in Primary Supervision at Teachers' College, Columbia University.

Miss Alice Oulton, teacher in Westminister College, New Westminister, B. C., will spend the winter with her parents, Mr. and Mrs. George Oulton, Moncton.

Miss Ethel Murphy, of the Aberdeen High School staff, Moncton, has recently returned from an extended trip in the Canadian West.

Miss Ruby Bishop, who has been spending her vacation with her parents in Hillsboro, N. B., has returned to Calgary to resume her school work in that city.

Inspector Meagher has recently returned from Columbia University, where he had been taking a course in the Summer School for teachers.

Miss Margaret Lynds, of the N. B. Normal School staff, has recently returned from Ann Arbor, where she has been attending lectures in the University of Michigan.

Mr. W. McL. Barker, who was Principal of the Sussex Grammar school last year, has returned to the Aberdeen High School, Moncton, after an absence of one year.

Mr. Waldo Swan has been appointed Principal of the Devon schools and has entered upon his duties.

Mr. Dyson Wallace, B. A., who recently returned

number of special courses are being prepared by the University authorities.

A Vocational School Course in connection with the Fredericton schools is being established. The course will provide instruction in stenography typewriting, cooking, millinery, dress-making and commercial English. A strong committee, consisting of prominent citizens is behind the project and its success seems assured.

Mr. H. V. Colpitts, B. A., is the new Principal of the Sackville High school.

Mr. M. G. Fox, who has been Principal of the Sackville High school for a number of years, has accepted a like position with the Dorchester, N. B., School Board.

Prof. Edgar Allen, Ph. B. of Edgewood, R. I., has been appointed Professor of Biology at Mount Allison University. Prof. Allen is a graduate and post-graduate of Brown University.

Prof. James King, Ph. D., has been appointed to the chair of Religious Education at Mount Allison University. He received the degree of Ph. D. from Clark University in 1916, and since that time he has been carrying on research work in psychology.

Miss Ethel Thurrott, B. A., of Fredericton, has accepted a position on the staff of the Ladies' College at Prince Albert, Sask., and has entered upon her duties.

Mr. Earl McPhee, a former Principal of Sackville High school, recently returned from overseas. Mr. McPhee participated in much hard fighting and was badly wounded. Since the Armistice he has been attending Edinburgh University, to which institution he returns to spend another year.

Lieut. Col. S. Boyd Anderson, C. M. G., D. S. O., who was for many years on the teaching staff of the Moncton schools, returned to Moncton on Sunday, Sept. 7th from overseas, where he distinguished himself as a soldier. When war was declared on Aug. 4th, 1914, Lieut. Col. then, Major Anderson proceeded with the 19th Battery to Valcartier for training. He proceeded with the First Contingent as an O. A. C. officer, and after arriving in England was given command of the 8th Battery. He arrived in France early in the winter and saw continuous service until the signing of the Armistice. In March, 1917, he won well merited recognition and was given command of the 2nd Artillery brigade. For his skill and gallantry through the Vimy Ridge fight he won the D. S. O. Lieut. Col Anderson was created C. M. G. in 1918, and in addition was mentioned five times in despatches.

Miss Anna Jackson, of Fredericton, is Principal of the Queens Co. Grammar School, Gagetown.

Mr. Cecil H. Turner, Meductic, N. B., has been engaged as Principal of the Victoria Co. Grammar School, Andover.

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New Brunswick School Calendar

1919—1920

1919 FIRST TERM

July 1st—Dominion Day.
 July 1st—Normal School Entrance and Matric. and Leaving Exams. begin.
 July 14th—Annual School Meeting.
 Aug. 6th—French Department of Normal School opens.
 Aug. 26th—Public Schools open.
 Sept. 1st—Labor Day (Public Holiday).
 Sept. 2nd—Normal School opens.
 ————Thanksgiving Day (Public Holiday).
 Dec. 9th—French Dept. Normal School Entrance Exams begin.
 Dec. 16th—Third Class License Examinations begin.
 Dec. 19th—Normal and Public Schools close for Xmas. Holidays.

1920 SECOND TERM

Jan. 5th—Normal and Public Schools re-open after Xmas. Holidays.
 April 8th—Schools close for Easter Holidays.
 April 14th—Schools re-open after Easter.
 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.

N. B. OFFICIAL NOTICE

The Board of Education has given authorization to teachers and pupils of the public schools, to co-operate with the National War Savings Committee in the sale of Thrift Stamps and in such propaganda work as may be outlined by that Committee.

A War Book, showing the importance and need of saving, has been sent out to the teachers and pupils, who are earnestly requested to do their utmost to promote the aims of the Committee.

Teachers are requested to carefully read the introduction. It will there be noted that the war book is a text book and some time must be given to it each school day. Thrift Stamps are not for children only, but for every man and woman in the community who can be induced to buy them.

Teachers and pupils can render great service by making known the contents of the War Book to all.

Teachers may act as treasurers for the money contributed for Stamps, and it is expected, will purchase them for any who may desire them to do so.

W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,
 Dec. 26th, 1918.

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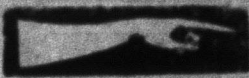
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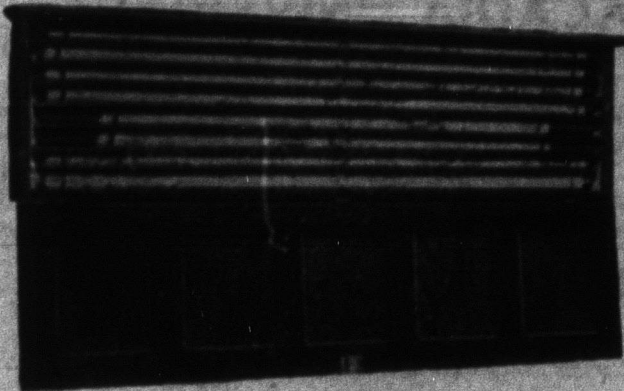
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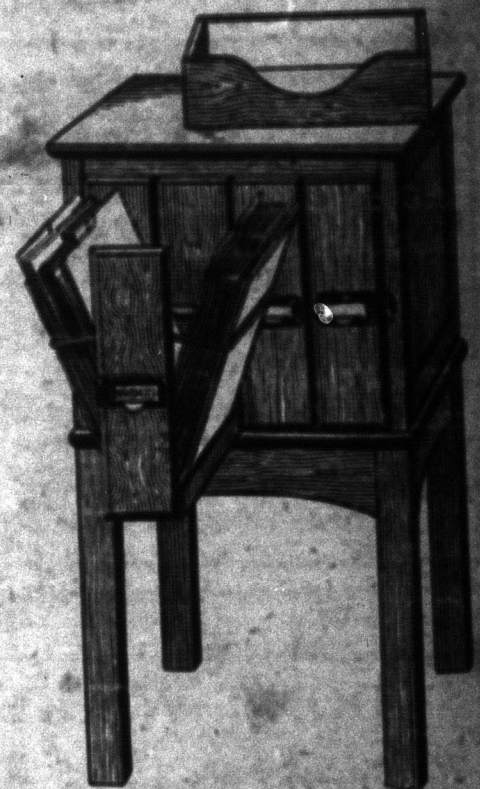
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