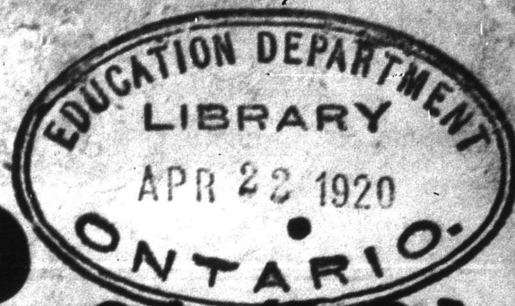

Educational Review

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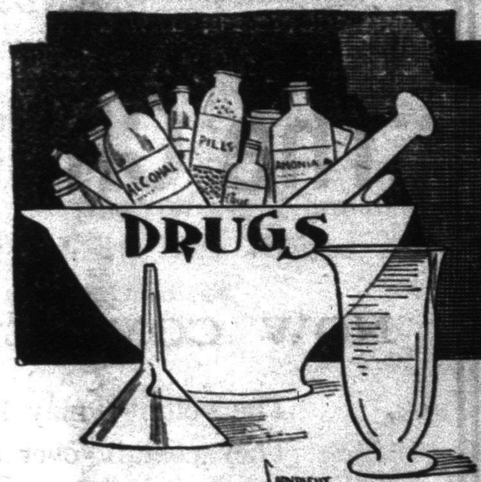

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The public schools close for the Easter Holidays on Aprii 1st, and re-open on the 7th.

Our readers' attention is drawn to a new department on bird study, which starts in this issue, to be unthe able management of Mr. E. C. Allen, of Halifax.

The attention of The Review readers is directed to the new advertisements of the McKay School Equipment Limited, the Dominion Book Co. and Imperial Oil Limited in this issue.

We hope that our readers are finding the Book Review section of interest and assistance. We are most fortunate in being assisted in this section by a number of the progressive educators in the Maritime Provinces.

The Educational Review is planning to suggest Empire Day programmes in the April number. Suggestions or reports of successful programmes given in former years will be most gratefully received. Address Editor, Moncton, N. B.

We are fortunate in this issue of the Educational Review to offer our readers a number of exceptionally interesting articles. Mr. DeWolfe of Normal College, Truro; E. C. Allen, Halifax; Miss Thomas, Mt. Allison Ladies' College, are contributors.

EDITORIAL

ILLITERACY IN NEW BRUNSWICK In reference to the matter of illiteracy in the Maritime Provinces as published in the census returns of 1911, New Brunswick appears at a considerable disadvantage. The proportions in these provinces are as follows: Prince Edward Island, 8 per cent.; Nova Scotia, 10 per cent. and New Brunswick, 14 per cent. It should be remembered, however, that in Nova Scotia and Prince Edward Island children five years of age are admitted to the Public Schools, while in New Brunswick they are not admitted to school until they have reached the age of six years; hence children in New Brunswick between the ages of five and six years are set down by the census enumerators as illiter-

ates, while in the other Maritime Provinces the children of that age are classed among those who are not illiterate. There are in New Brunswick from 15,000 to 20,000 children between 5 and 6 years of age, and if this number be deducted from the 49,000 illiterates, the showing in New Brunswick would be as satisfactory as in Nova Scotia and Prince Edward Island.

Since there has been in some quarters at least a misapprehension in regard to illiteracy in New Brunswick The Review wishes to place the matter before its readers in its proper light.

EDUCATION IN REPUBLICAN GERMANY. Imperial Germany consisted of 26 states; republican Germany is made up of 26 territories. Imperial Germany had one education for the "classes" and another for the "masses"; republican Germany has one education for all. Imperial Germany's aim for the elementary school was "the making of God-fearing, patriotic, self-supporting subjects of Imperial Germany"; republican Germany says that "moral training, good citizenship, and personal and vocational zeal in the spirit of the German people and international reconciliation are to be striven for in all the schools."

The constitution of the German Republic has reached this side of the Atlantic. Articles 142-150 are concerned with education and schools, and it is from a reading of those that the above contrasts have been made. The new constitution does not enter into details and we are as yet uncertain just what changes will be made in the practical administration of the schools, but enough is said to enable shrewd guesses to be made.

Education in imperial Germany was an affair of the state. There was no such thing as a German system of schools—there was a Prussian system, a Bavarian system, a Saxon system, and so forth. When people spoke of the German system they usually meant the Prussian system, to which all others approximated. In the new Germany there is to be a national system of education in whose establisihment the territories (states) and local communities will co-operate. The schools are to be free to all, taught by teachers who are state officials, and supervised by "technically trained officials with administrative ability." This last phrase spells the end of inspection of schools by the local clergyman.

We indicated that the education of the classes and the masses in Germany was formerly sharply differentiated. The classes went to a Vorschule (preparatory school) from ages 6 to 9; at nine they entered one of three types of secondary schools and remained until 16 or 18. These schools were the Gymnasium, which was a classical school; the Real-gymnasium, which stressed mathematics, science, and English, included Latin, but excluded Greek; and the Oberrealschule, which was a modern school, including both English and French and excluding both Latin and Greek. The pupils of the secondary school, after completing six years of the nine years' course satisfactorily, were granted the privilege of one year volunteer service in the army. At the end of nine years, those who remained sat for an examination which, being successfully passed, admitted them to the University.

The masses went to a Volkschule or, if they were able to afford the fees, to a Mittelschule. The Volkschule was an elementary school organized for pupils between the ages of six and fourteen The Mittelschule was a higher primary school which included the study of a foreign language and was organized for pupils between the ages of six and fifteen. For the graduates of the Volkschulen and the Mittelschulen who wished further to pursue their studies, the various vocational schools and continuation schools were open, but the secondary schools and universities were closed to them these were the preserves of the classes.

According to the new constitution, class distinctions are no longer to be tolerated "Exclusive private preparatory schools (Vorchulen) are to be abolished." "The public school system is to be organically constructed. Upon a basic school for all there is to be erected the intermediate and higher school system. In planning for this part of the school system the various vocations shall be the determining factor, and the admission of a pupil to a given school shall be governed by his ability and his inclination, not by his economic position or the religious faith of his parents." "General compulsory attendance shall prevail. This function will be carried out by the public schools with at least eight years and the supplementary continuation schools up to the completion of the eighteenth year."

It is somewhat difficult to interpret the meaning of the last two quotations. They seem to point to an organization of education not unlike that of the United States and Canada. There is, apparently, to be a common school for all between eight and fourteen. The pupils who leave at fourteen are to supplement their education in part-time (?) continuation schools Those who wish for a secondary education pass from the basic elementary school first to an intermediate school (corresponding presumably to our junior high schools organized on vocational lines) and then to a higher school (secondary school?). The nation and the territories are to find the means to make possible the attendance of pupils in poor circumstances at the intermediate and higher schools. Local communities are to provide scholarships to the intermediate and higher schools for promising pupils.

Private schools are permitted only if they reach the standards of the public schools "in their aims and equip-

ment, as well as in the professional training of their teaching staff, and provided a division of pupils according to the wealth of their parents is not promoted." However, within local communities, "upon the initiative of the parents of the pupils, public schools to accord with their religious belief or philosophy of life may be established," provided they conform in organization to the schools of the organically constructed public school system.

The universities, now called the people's universities, are to be continued and supported by nation, territories, and communities. The theological faculties of universities are also to be continued.

There is to be a radical change in the curricula of the schools. Religion is to be taught in all schools. It is to be given in accord with the principles of the religious denominations concerned but the parents have the right to withdraw their children during the time devoted to religious instruction. Civics and industrial training are to be regular subjects of study in the schools, and "in giving instruction in public schools care must be taken not to hurt the feelings of those who think differently."

Article 150 is curiously worded. It runs: "The monuments of art, history, and nature, as well as the beauties of the landscape, are to enjoy the protection and care of the state.

"It will be the business of the nation to prevent German art possessions from going to foreign countries."

The writer is impressed by the fact that a really serious attempt has been made to create a thoroughly free system of education. The German passion for uniformity of organization, however, has led them astray. Children cannot be educated in a lump or drilled into education by regimental methods. The emphasis placed on industrial training in the elementary schools is a matter for regret. Children have an inviolable right to childhood and industrial training will tend to rob them of it. Perhaps the new teachers, who are to receive a higher education and training, will be sufficiently broad minded to counteract the evils inseparable from early industrial training, but they will not be able to do it if the new state school supervisors are not also men of vision. For the sake of the young children now growing up in republican Germany we wish the new scheme every success.—*Prof. Peter Sandiford in "The School."*

IMPROVING SCHOOL PREMISES.

L. A. DeWolfe.

So far as the improvement of rural school premises is concerned, we have certainly "left undone those things which we ought to have done." We can scarcely be accused, however, of having "done those things we ought not to have done;" for we have played safe by not doing anything.

Isn't it strange that in towns and populous centres, where land is scarce and expensive, both the homes and the schools are beautiful and cared for; and in rural districts, where land is abundant and cheap, little attention is given to landscaping or similar improvement. If there should be a beauty spot anywhere, it should be at the rural school.

In every community there are prosperous homes with neat, architecturally beautiful buildings and well landscaped grounds. There are also shiftless, ugly homes whose grounds are wholly innocent of tree, shrub or flower. Why are our schools modelled after the latter? What must be the feeling of contrast to the child who trudges off from his beautiful home to spend six hours a day in the dingy schol room! What educative influences have been denied the child from the poorer home when his school offers him nothing more up-lifting than he saw at home!

Our first duty as citizens is to educate our children—the children of our community. Education includes culture in all its forms. A generation ago, it included chiefly the three R's. A more modern education has interpreted it to include the four H's—Head, Heart, Hand, Health.

Beautiful school premises may be made subservient to the three R's as well as to the four H's. The title of this article, however, calls for special emphasis on the two H's—Heart and Health. How carelessly we dismiss these two important factors from our teaching! Yet, after all, how supremely important they are!

The child who lives amid beautiful surroundings cannot avoid absorbing culture, or *heart-training*. What is more inspiring than the fresh green of the June landscape? The child who walks over the hot dusty road to school after his noon hour at home will certainly appreciate a comfortable seat under a large shade tree or an arbor of climbing vines. If his school offers this retreat, it at once becomes a second home to him. A few minutes later the bell will be no unwelcome sound if it calls him into a clean, airy, well-furnished school room where, between lessons, his eye may rest on properly tinted walls artistically hung with good pictures. He may not consciously analyse his surroundings or count his blessings; but, nevertheless, they will make a lasting impression on him. He is being educated. He is absorbing culture. His finer nature is reached by his surroundings without any assistance from the teacher.

From time to time , the teacher will call attention to the color scheme of the decorations. She will discuss the pictures. The children will then notice the decorations at home. They will learn in time what is "good taste" and "bad taste" in furnishings, pictures wall dec-

orations, dishes, dress—in everything that has to do with real living. Education prepares us for *living* and for *making a living*.

The exterior of the school building is also important. Instead of a plain square building painted a hideous red, yellow or blue—or perhaps not painted at all—it should be well proportioned, follow pleasing lines, and have at least one or two bay windows to break the monotony. The bungalow style of school house is particularly pleasing. With a dark brown shingle stain, spacious verandas and partially hidden with shrubbery it can be attractive indeed. There should be a shrubbery and perennial flower border along the fence at one side of the grounds if it is not feasible to plant three sides. In front there should be a well-kept lawn, with clumps of shrubbery where the walk meets the public road. *Don't plant anything in the middle of the lawn.* The play ground should be at the back of the school house.

What is the educative value of all this? Besides the unconscious esthetic effect, it gives a model for these children to follow by-and-by when they build homes of their own. Even earlier, it may be the pattern of remodelling the old homestead. The child who has grown accustomed to attractive, sanitary surroundings at school will be satisfied with nothing less at home. We know how the girl who comes home from "the States" after having been there a few years soon begins to try to modernize the old home and the old folks at home. Why should she have had to go away from her own community to learn how to live? If her own home had not given her cultured tastes and a knowledge of what was best, her school should have done so. Lectures at school will never give us this culture. We must *live with it* in order to absorb it.

Your home did all these things for you? That is good! Congratulations! But think of your poorer neighbor's home, whose children have no such advantages. For their sake, modernize your school. The school is for those who need it. It belongs to everyone and is supported by everyone. Let everyone see that it is fulfilling its missions.

What about Health? The improved school will look after that. It will install sanitary drinking fountains, individual towels, and drinking cups. It will provide a hot noon lunch for those who do not go home at noon. It will see that windows are so arranged and shades so adjusted that no eye trouble will ensue. Instead of the stove in the middle of the room roasting those near it while those farther away are cold, a jacketed stove in the corner or a furnace in the basement will distribute heat evenly throughout the room. This, with correspondingly good ventilation, will insure the children against colds, throat trouble, and their attending ills.

Out doors will be suitable play apparatus, so that in good weather the children may learn to play happily together *under the supervision of the teacher*. Happiness means health. Happy employment also means health. This will be provided in the "school garden," which will in most cases be the flower and shrubbery border already mentioned. Mowing the lawn is not unpleasant if the same person does not have to do it too often.

A home-like school such as this will help keep the children contented, and prevent the migration to town. To enjoy such a school, the children must help to make it. If they have an active part in the improvements, they will realize what it all means, and will appreciate it the more.

Will conditions like these ever arrive? Yes! They are already here. Not all these improvements have yet been made in any one school in Nova Scotia; but one or more of these desirable features has been installed in each of three or four dozen rural schools. The start has been made. That is the hardest part of any innovation. Many of our teachers are awake to the needs of school improvement. Their influence is showing in many ways and in many places. We look for better conditions in the comparatively near future. Let us all work hard for them.

POETICAL LITERATURE IN ELEMENTARY EDUCATION

A. S. McFARLANE, M.A., NORMAL SCHOOL.

(Continued from last Issue).

Take the poem "The Pied Piper of Hamelin." What impression does the teacher try through this poem to leave with the class? A truth which you and I have not fully learned, a truth which all children should be taught. It is given in the last two lines of the poem, which lines are not in the reader. The teacher who does not read these lines fails to grasp the full significance of the story.

"So Willie, let you and me be wipers of scores out with
all men especially pipers,

And whether they have piped us free from rats or from
mice, if we've promised them aught let us keep
our promise."

Willie Macredie was a small boy who was confined to his bed through illness. His father and Browning were very great friends. The boy was fond of drawing, so this poem was written to afford him subjects to draw and through this pleasure to teach him the necessity of keeping his promise.

There are poems in the readers that show the influence of flowers, how they affect the thoughts and influence the mind. Wordsworth, one of the Lake Poets, was out walking along the shore of one of the Cumberland lakes. He was in a troubled state of mind. His

sister Dorothy, who was with him, directed his attention to the beautiful and seemingly happy daffodils. The change that came over him was instantaneous.

> "A poet could not but be gay
> In such a jocund company."

The effect was not passing but lasting.

> "For oft when on my couch I lie
> In vacant or in pensive mood
> They flash upon that inward eye
> Which is the bliss of solitude
> And then my heart with pleasure fills
> And dances with the daffodils."

> "But peaks that are gilded by heaven
> Defiant you stand in your pride,
> From glories too distant, above me,
> I turn to the friend by my side."

The friend by my side is the "wayside blossom" that "can stir my heart deeper than all."

The power of music is best illustrated in the poem "A Lost Chord." The writer was "weary and ill at ease." "It quieted pain and sorrow." "It linked all perplexed meaning into one perfect peace." In "To Mirth," Milton, who was very fond of music and could play the organ well, says:

> "And ever against eating cares
> Lap me in soft Lydian airs
> In notes with many a winding bout
> Of linked sweetness long drawn out."

Read to the class from Milton's "Ode on the Morning of Christ's Nativity," "Alexander's Feast or the Power of Music," "The Song for Saint Cecilia's Day," where we are told that Orpheus played so beautifully that "trees uprooted left their place sequacious of his lyre." Cecilia raised the wonder higher. When she played upon the organ, the musical instrument of heaven,

> "An angel heard and straight appeared
> Mistaking earth for heaven."

Dryden asks, What passion cannot music raise and quell? The teaching of a moral; the influence of flowers; the power of music are only suggestions of what both teacher and pupil may see in a poem and they may lead both to think of and to search for other themes and truths.

The introduction or preparation for the lesson; the chief thought in the poem or the impression to be left with the class are fundamental. Not every pupil will enjoy the same literature, or be helped to enjoy it by the same teacher, but what the strong teacher has to give most of her pupils will get; what she sees and feels they may be made, in part, to see and feel.

In addition to the fundamentals above mentioned in the literature lesson, there are words to be learned, pictures to be formed in the imagination, structure to be considered, allusions to be understood and appreciated, the rhythms of verse, the fitness between the sound and the idea, and some of you may add figures of speech to be felt and comprehended. How is all of this to be done in a twenty minute lesson? The answer is simple. It cannot be done. Different poems offer different opportunities, so that one thing may receive emphasis in one poem and another in a different poem. It would be a hopeless task to attempt to treat every poem exhaustively.

Most of our literature is more or less allusive. The point of many a good thing is lost if we do not get the allusion involved. Sometimes it is enough to know the origin and significance of the allusion. There are other allusions, common in our best literature, which are not so easily dealt with. Think of the difficulty a High School teacher would have with the invocation at the beginning of "Paradise Lost," if her pupils had no knowledge of the first chapters of the Bible. Milton believes that he was inspired to write this great work as the writers of the books of the Bible were inspired. So he invokes the Heavenly Muse, the personification of divine inspiration, who dwells, it may be, on Mount Sinai, where Moses was inspired, or on Zion Hill, where David was inspired, or by Siloa's Brook, where Isaiah was inspired. How much better equipped is the teacher or the pupil who is familiar with the Biblical story, than the one who is not!

The poem "The Burial of Moses," means much more to the teacher and the pupil who knows the story of the life of Moses, of his leading the children of Israel and of his being denied the privilege of leading them into the promised land. To such, "On this side Jordan's wave," is full of meaning.

In Longfellow's "Resignation," those who know the story of the wise men, of their coming to Herod, of Herod's direction and request, of Herod's disappointment and cruelty, grasp the significance of the allusion much more easily and fully than do those who have to look up the word Rachael and read a short note upon it. Students of History and of the Bible have a fund of information at their disposal which is of inestimable value in teaching literature.

Among the allusions, the Classical present the most difficulty. To these I shall refer briefly and I shall be specific. Take the poem "The Chambered Nautilus." I doubt if this poem can be properly studied unless a picture of the nautilus is shown the class, or a drawing of a cross section of it placed upon the blackboard, nor can the first stanza be understood unless the classical allusions are explained by the teacher. "The ship of pearl

sails the unshaddowed main." Why is the main said to be unshaddowed? "The venturous bark that spreads its wings in gulfs enchanted." Why is it said to be venturous? Point out the enchanted gulfs on a map, where the siren sings, beautiful singers, half women and half bird. Homer describes the sirens as dwelling on an island where they sit in a beautiful meadow surrounded by the bones of men, and with their sweet songs allure and infatuate those that sail by. Whoever listens to their song and draws near them never again beholds wife and child. Only two ever succeeded in sailing by them, Ulysses and Orpheus. Tell the class how they did succeed. "Where the cold sea-maids rise to sun their streaming hair." There were three sea maids. They were monsters, half women and half dragon. Their faces were beautiful but they had brazen hands, a scaly skin, and instead of hair, snakes. Worst of all was the terrible power of their eyes, for whoever looked one of them in the face was forthwith turned into stone. Tell the class how Perseus succeeded in cutting the head off one of these Gorgons. The ship of pearl that braves the sirens, the sea-maids, and the coral reefs is indeed venturous and the main over which it sails is surely unshaddowed.

"From thy dead lips a clearer note is borne
Than ever Triton blew from wreathed horn."

Triton was the son of Neptune, the god of the sea. As he ruled the sea he dwelt in a golden palace at the bottom of the Mediterranean and drove through and over the sea in a chariot drawn by four horses. At his father's command, Triton blew on a wreathed horn, a large shell such as is still used in some places to call men to dinner, to raise the waves or to subdue them.

I said at the beginning that you probably invited me to read this paper because I have been trying for several years to teach literature in the Normal School. It is because of my experience there that I have written as I have. There are other phases of the subject that I might have discussed and which it may be you expected me to discuss. I might have discussed the necessity of reading the poems aloud as the fitness between the sound and the idea often escapes the pupil unless he hears the selection read. I might have discussed the meanings of words. Should the meanings of words be given before the poem is read or should the words be studied as they appear? I might have discussed the memorizing of passages. It has long been the practice to have children commit to memory bits of good literature. Surely this is good, enlarging and enriching the vocabulary, and supplying a storehouse of memories valuable for their beauty and their wisdom. These and others I might have discussed, but I had to make a choice and I chose a few of the essentials that are within the range of both the teacher and the pupils.

My plea is that the lesson dealing with the poems read by pupils of the seventh and eighth grades might be made just a little bit more of a literature lesson. The seventh or the eighth grade ends the school life of many pupils. Their attitude towards literature becomes a matter of great importance, for their attitude towards literature is closely related to many of the qualities that make for or against good citizenship. As the pupil whose home life supplies him with memories of refined and considerate behaviour, has a basis for judging rudeness and selfishness, so the pupil with a store of good literary memories has a basis for judging the tawdry and the shallow that he meets in print and will continue to read good literature after his school days are over. We may not seem to be accomplishing very much, but if we do the best with the material and means at our disposal we may expect in the teaching of literature to raise, in a slight degree, the general average of intelligence, feeling and conduct

(Read before the Charlotte County Teachers' Institute, St. Stephen, N. B., September 26, 1919.)

THE TEACHING OF ENGLISH COMPOSITION.

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

Men who think, always find a way of expression, but the path leading to the highest art is never an easy one. The great musician spends long hours over his scales and exercises, before he can express his feeling in song, or on the keys of his best loved instrument. The picture we love to look at, mirrors the highest thought of the artist, but must be painted by the hand familiar with the laws of perspective and drawing, and the great orator or story writer, must shape his language in accordance with the laws of Composition and Rhetoric if he would command attention. To teach a man to think, and how best to express his thought is the greatest work a teacher can do.

The saying of Dr. Holmes, that "Education should begin with a child's great-grandparents," is especially true of education in correct speaking, for the parent is the child's first teacher. But there must be more than a beginning the good work must continue through successive generations. Parent and teacher must work together until the child himself is "trained in the way he should go." The use of good English is one of those habits of which Mr. Wm. James says, "Each lapse is like the letting fall of a ball of string which one is carefully winding up. A single slip does more than a great many turns will wind again."

You asked me to tell you of my own experience and

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methods of teaching English Composition, and so, without apology for the egotism which must invade such a paper, I shall tell you of some of the methods which I have used and proved, with most of which no doubt you are already familiar.

Eternal vigilance for mistakes and drill in corrections, must be the work of every primary teacher, and should continue through all grades. A few minutes for a class in language should be found in both morning and afternoon time table until every child in school pronounces the g in ing, the th in them, says "he does not" or "he doesn't," if you prefer it, but not "he don't," and becomes familiar with correct past tenses and the forms of the verbs that are used with "have." In every class, in every question asked or answered by the child, the teacher should watch the construction of sentences and the use of words, as carefully as she watches the formation of letters in the writing class, and in the language class, she should drill in correct forms of speech. I found it was not wise to correct too often, at the time the children were telling their stories or answering their questions. Constant correction confuses ideas even of older people, and we want to encourage original thought. We do not wish to be like the teacher of whom her pupil said "I never see Miss Blank that I do not think of a comma." Keep a list of right forms of speech on the board before the eyes of the pupils and go over them two or three times a day. Keep the wrong forms out of sight and as much as possible out of hearing, and if necessary, call a child's attention privately, to his errors, and improvement will be rapid.

When the days for copying come, teach the rules for Capital letters as they occur, and in the copy, accuracy in punctuation is just as necessary as accuracy in spelling. I taught the rules for Capital letters, and for the period and interrogation points in grade one, and found they were more easily taught then, than later. The child naturally wonders why such things are there, do not be afraid to tell him.

"And what is a sentence"? asked a visitor to a small boy in my school, and when after a moment's hesitation the answer came, "a sentence is a bunch of words, with a capital letter on one end, and a little dot on the other," I was satisfied.

As the child grows, his ability to think and talk and write about things should be developed along with his increasing vocabulary of words. In "Education" last year, there was published an excellent article by Mr. Henry Lincoln Clapp, who vigorously defended the teaching of nature in the elementary schools. He quotes Professor Copeland of Howard, as follow: "Young men must not dream dreams or see visions or recall their childhood or their last summer's vacation. They are to open their eyes, and keep them open to scenes and events near at hand." "This," says Mr. Clapp, "must be started in the elementary schools," and he goes on to say what many of us have proved, that the very easiest way to start and carry on systematic work in English composition is by means of describing the appearance and properties of common and simple natural objects. And again he quotes from President David Starr Jordan, "If they do not learn to observe in their youth, they will never learn, and the horizon of their lives will always be narrower and darker than it should have been."

When the age of silent reading comes, Composition work becomes easy. By this time, a child has a fair vocabulary, both in speaking and writing, and if something real is put before him, he will discuss it. I cannot put too strongly before you the value of oral composition in every grade. After all, the number of speakers in the world is far greater than the number of writers. Let us encourage the thinking and the speaking, and the writing will follow.

A child naturally thinks. Watch him in his games and see how vigorously he thinks and acts. He only wants a listener to tell how the game is played. I got more information concerning the different badges of the soldiers, who were in the same car with me, from a boy of ten who was my travelling companion, than I ever got from a book, and last summer I got pleasure myself, and gave a small boy pleasure by letting him show me his work from the Manual Training department and tell me how it was made.

Sometimes I let the children write the stories of their games, and illustrate them with the motion pictures that are in their drawing books. Anything that is a little different, interests. Try making a drama of the History lesson some day. Any slight change of dress makes the costume, a feather marks the Prince and a paste-board sword the soldier—and the child's imagination carries him the rest of the way. Let them act the drama first, then let them write it, and you have accomplished two things, the lesson will never be forgotten, and the composition will be the best the child can do. I kept Friday afternoon especially for work of this kind, and I believe the children learned more on that day than on any day during the week. A game, such as the Minister's Cat gives good exercise in thinking of descriptive words, and competition in writing the greatest number of correct sentences, about things suggested by some word such as "black" always creates interest. It is good exercise for older pupils to correct the work of the younger. It makes them more careful in their own work and develops responsibility. They also get a taste of that pleasure which should be more encouraged, the giving help to others.

It is wise sometimes to put common phrases on the board, and see if the children really understand the

meaning. Mr. H. G. Wells tells how Peter and Joan thought the school of the Venerable Bede was named from the ball or bead on the top of the flag pole, and you have perhaps heard of the version of Billy Sunday's favorite hymn, "I'm feasting on the manna, a bountiful supply"—sung by the small boy with deep feeling, "I'm feasting on *bananas*, a bountiful supply."

But one has not to look to the books and papers for such stories. They are all around us. The other night, at dinner, I asked some of the students for wrong ideas of their childhood. One girl said that the "Sweet bye-and-bye," meant to her a large boat, the sides of which were composed of bottles of sweets, such as are kept in the confectioner's store. In such a conveyance, she was to meet her friends "on the Beautiful Shore." The singing of "Bringing in the Sheaves" had been varied. One girl had sung it "*Ringing* in the *Shes*," and pictured the teacher ringing a bell for the girls to come in at recess. Evidently she was not strong on the objective case of pronouns. Another had heard it, "Bringing in the *Skeep*." In "The Ninety and Nine," "Out on the Mountains wild—*a bear*" tells its own story, but not so clear is the meaning of Rock-a-bye-baby—"when the *bob* bends—the cradle will fall." The girl herself got no meaning out of it, she just sang it.

"The world is so full of a number of things" these days, that the teacher has only to choose her subject for discussion. It is sure to be interesting. I do not see how schools can be taught without a library containing such books as "How to Fly," "The Story of a Submarine," and books on inventions and electricity. These are the things that men and women are talking about and the things that boys and girls are hungry to know about. The wise teacher will give a series of questions and put the book in the hands of the pupil, letting him find out the answers for himself, thus giving him along with his composition a lesson in self-reliance which will make him a better citizen. Do not ask for long compositions, a few sentences, well written, are all that is necessary in an exercise of this kind.

The class in Current Events should not be left until the High School. At home, children are hearing conversations about strikes and other problems of the day, and in their own minds are forming conclusions, sometimes so wrong that it will take years of life to make them right. More than one small boy of ten is fostering the idea expressed to me by one of their number—a little lad in a ragged coat, "Boys whose fathers have money, are always wicked and never any good," and again, "It's wicked for a rich boy to crawl under the fence to see a circus, but it's all right for a poor boy."

If we teachers are to take our rightful places in the working out of the reconstruction problems of the world, the sooner we begin to impress on our pupils lessons of sympathy and consideration in the work of their fellow men, the better. Each class of world workers has its own place. Each has its own mental cares, labors and responsibilities and the children must learn that the professional classes, and capitalists have problems of their own—a mental work, quite as fatiguing as are the physical labors of those who work with their hands. When the children have learned this, we shall have a group of men and women who will look fairly on all sides of a question. Mr. E. Everett Cortwright, Assistant Supt. of Schools, Bridgeport, Conn., has this to say of the educational situation of today: "It is not only harder to be a baby today than it ever was before, but it is far harder to be a grown-up—that is a successful grown-up—and by the same analogy it is still harder for one to teach another to be a successful grown-up, so that the teacher's problem is many fold harder today than it was a century ago." Many of the pupils of the public schools leave school at grades 7 or 8, to take their places among the world's workers. If at that age, they have not heard the world's labor problems discussed from other standpoints than their own, they go out to take their places with the uneducated, and the opportunity of the teacher is gone forever. The place for these lessons is in the language class, where the teacher, encourages the expression of their own ideas, and the asking of questions.

No pupil should leave grade 8 without a thorough knowledge of English Grammar. Some rules are naturally taught in the earlier grades, but Grade 8 puts the last stone on the foundation. The High School must start the structure. If a student slips through grade 8 with bad habits of speech still his, it bodes ill for his language of the future. I find that it takes a strong will in a girl of fifteen, to break herself of habits of speech contracted in her childhood, and I have lived long enough to be thankful to the teacher who kept me in school till dark to learn the rules of syntax. Here is a quotation from the chapter on Purity in Hitchcock's Rhetoric—a book every teacher in composition should own—"Everyone, then, should own a good dictionary, and every one, popular opinion to the contrary notwithstanding, should own a good text book in grammar, and master it from cover to cover. Fortunately everyone has access to good books, and in good books the purest English is found. If we would learn to read and write correctly, if we wish to weed from our speech that which is undesirable, we shall do well to read at least a few masterpieces over and over again. In this way we absorb, gradually and almost unconsciously not only the thought but the phrasing of thought, and learn to distinguish between English that is pure, and English that is corrupt. Unfortunately, the main trouble lies in the fact that to many, purity seems of little consequence.

They employ "he don't," and "there was three" and sprinkle their talk with slang, as if it were prudish to do otherwise. Careful speech it must be admitted with shame, is becoming more and more uncommon, yet there still remain a commendable number who respect and guard the national tongue, as they guard national institutions. They are not prudes, but a self-respecting aristocracy who look upon purity as the first essential in oral and written composition. Even those who are most careless, admit that purity is the foundation upon which the art of expression rests."

(To be Continued.)

ENGLISH LITERATURE IN THE GRADES

Grade I.

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees hang down their heads
The wind is passing by.

—Christina G. Rossetti.

I. Preparation.

How can you tell that the wind is blowing today? (snow blowing). Who can think of ways you can tell in the summer? What do the leaves do when a gentle wind blows? When the wind blows hard what do the trees do? Can you see the wind?

II. Presentation.

Today we are to learn a poem about the wind. The teacher will then quote the whole poem.

III. Analysis of Poem.

What does "trembling" mean? When the leaves shake on the tree what is happening? What part of a tree does the poet call its "head"? What does "when the trees hang down their heads" mean? What kind of a wind makes the leaves "tremble"? What kind makes the trees hang their heads?

IV. Memorizing the poem.

The pupils will readily memorize this poem. Perhaps it would be well to appeal to rivalry, to see who could learn it quickest.

V. Correlation.

Some of the stories about the wind, such as The Wind and the Sun, might well be associated with this lesson.

Grade II.

THE WIND.

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree;
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind that sings so loud a song!

—Robert Louis Stevenson.

I. Preparation.

Teacher should talk informally about the wind. The best kind of day for flying kites or some such subject may well be used. Then lead the children to tell of different things they have seen the wind do, etc.

II. Presentation.

The teacher should quote the whole poem. The wonder expressed in the last stanza should be portrayed by the reader's voice.

III. Analysis of Poem.

Who can tell us some of the things this boy saw the wind do? What sort of a noise does the wind make when it sounds "like ladies' skirts"? If the boy could not see the wind how did he know about it? Have you ever felt the wind "push"? Who can imitate different sounds the wind makes? Why does the boy say the wind is "strong"? "cold"? What does the boy think the wind may be?

IV. Oral Reading and Memorizing.

This poem should be read by different members of the class to assure the complete understanding and appreciation of it. The poem should then be memorized and will be excellent to use on windy days.

V. Correlation.

Pictures may be drawn by the pupils showing what the wind does. Folk stories of the wind may well be told here by the teacher and correlated with the poem.

Grade III.

WINDY NIGHT.

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at a gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

—Robert Louis Stevenson.

I Preparation.

The teacher should talk informally with the pupils about how the wind sounds at night and what it makes them think of.

II. Presentation.

This poem of Stevenson's, telling of his childish imaginings, should be quoted by the teacher. The teacher should attempt to sympathetically interpret the child's wonder and fear at the sound.

III. Analysis of Poem.

What is meant by "whenever the wind is high"? What kind of night is this? What does this boy think the wind sounds like? What time of night is it? How does the boy tell it is late? How do you think the boy felt when the sound of the wind woke him? How can you tell that the wind is blowing hard?

IV. Oral Reading and Memorizing.

The pupils will have little difficulty in memorizing the poem.

V. Correlation.

This poem may well be correlated with Eugene Field's "The Night Wind."

Grade IV.

GUESSING SONG.

Oh ho! Oh ho! Pray who can I be?
  I sweep o'er the land, I scour o'er the sea:
I cuff the tall trees till they bow down their heads,
  And I rock the wee birdies asleep in their beds.
Oh ho! Oh ho! And who can I be,
  That sweep o'er the land and scour o'er the sea?

I rumple the breast of the gray-headed daw,
  I tip the rook's tail and make him cry "caw";
But though I love fun, I'm so big and so strong,
  At a puff of my breath the great ships sail along.
Oh ho! Oh ho! And who can I be,
  That sweep o'er the land and sail o'er the sea?

I swing all the weather cocks this way and that,
  I play hare-and-hounds with a runaway hat;
But however I wander, I never can stray,
  For go where I will, I've a free right of way!
Oh ho! Oh ho! And who can I be,
  That sweep o'er the land and scour o'er the sea?

I skim o'er the heather, I dance up the street,
  I've foes that I laugh at, and friends that I greet;
I'm known in the country, I'm named in the town,
  For all the world over extends my renown.
Oh ho! Oh ho! And who can I be,
  That sweeps o'er the land and scours o'er the sea?

—Henry Johnson.

I. Presentation.

The love of riddles is strong in Grade 4. The teacher may well quote this poem with its name and so stimulate the children's interest.

II. Analysis of Poem.

The pupils may be asked to tell of the different things the wind does. What does "scour" mean? "rumple"? "daw"? What are "weather cocks"? tell their use? Where may we see one? Who can tell us of the game "hare-and-hounds"? Why can the wind never lose his way? What is heather? What is meant by "all the world over extends my renown"? What signs of the wind's strength are shown in this poem?

III. Memorizing and Correlation.

The poem should be memorized after practice in reading orally and should be correlated with other wind poems and stories.

Grade V.

THE VOICE OF SPRING.

I come, I come! ye have called me long;
I come o'er the mountains, with light and song.
Ye may trace my step o'er the waking earth
By the winds which tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves opening as I pass.

I have looked o'er the hills of the stormy North,
And the larch has hung all his tassels forth;
The fisher is out on the sunny sea,
And the reindeer bounds o'er the pastures free,
And the pine has a fringe of softer green,
And the moss looks bright where my step has been.

From the streams and founts I have loosed the chain;
They are sweeping on to the silvery main,
They are flashing down from the mountain brows,
They are flinging spray o'er the forest boughs,
They are bursting fresh from their sparry caves,
And the earth resounds with the joy of waves.

—Felicia Hemans.

I. Preparation.

The teacher should discuss with the class the signs of spring, the pleasant changes from the rigor of winter and try to awaken in them an enthusiasm for the beauty and freshness of the season.

II. Analysis of Poem.

Why does the poet speak of the "waking earth"? How do the "winds tell of the violet's birth"? What does the poet mean by the primrose "stars"? Who can describe the larch? What do we call it? What is meant by the pine's "fringe of softer green"? How does the author say the ice has melted? What is the "silvery main"? What pleasant expression has the poet used to describe her ideas? Point out as many as you can.

III. Memorizing the Poem.

The pupils should memorize the poem and be encouraged to search for other poems of spring which they enjoy.

Grade VI.

TREES

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

—Joyce Kilmer.

I. Preparation.

The teacher should open this lesson by talking of trees, their usefulness and beauty. The children's favorite variety of tree may be discussed and some attempt should be made to encourage the love of trees.

II. Analysis of Poem.

Why say "hungry mouth"? Teacher should bring out the fact of the immense amount of water taken in by a tree's roots. The beauty of the picture in the third and fourth and fifth couplets should be made clear to the children.

III. Memorizing the Poem.

The poem will be memorized with ease. Other tree poems may be sought and the pages of the pupil's memory book illustrated by snap shots of trees or pictures cut from magazines.

Grade VII.

MARCH

In the dark silence of her chambers low,
March works out sweeter things than mortals know.

Her noiseless looms ply on with busy care,
Weaving the fine cloth that the flowers wear.

She sews the seams in violet's queer hood,
And paints the sweet arbutus of the wood.

Out of a bit of sky's delicious blue
She fashions hyacinths, and harebells, too.

And from a sunbeam makes a cowslip fair,
Or spins a gown for daffodils to wear.

She pulls the cover from the crocus beds,
And bids the sleepers lift their drowsy heads.

Come, early risers! Come, anemone,
My pale wind flowers! cheerily calls she.

The world expects you and your lovers wait
To give you welcome at spring's open gate.

She marshals the close armies of the grass,
And polishes their green blades as they pass.

And all the blossoms of the fruit trees sweet
Are piled in rosy shells about her feet.

Within the great alembic she distills
The dainty odor which each flower fills.

Nor does she err, and give to mignonette
The perfume which belongs to violet.

Nature does well whatever task she tries,
Because obedient. Here the secret lies.

What matter, then, that wild the March-winds blow?
Bear patiently her lingering frost and snow!

For all the sweet beginnings of the spring
Beneath her cold brown breast lie fluttering.

—May Riley Smith.

I Preparation.

The pupils should be led to an appreciation of this poem by an informal talk about spring and the changes it brings.

II Analysis of Poem.

This poem will need very little detailed analysis for understanding, but the pupils' attention should be called to the beauties of the ideas expressed. "She sews the seams in the violet's queer hood," etc. The pictures expressed should be pointed out by the pupils.

III. Memorizing the Poem.

The poem will be easily memorized and may serve as a recitation on Arbor Day.

Grade VIII.

THE BUTTERFLY.

I hold you at last in my hand,
Exquisite child of the air.
Can I ever understand
How you grew to be so fair?

You came to my linden tree
To taste its delicious sweet,
I sitting here in the shadow and shine
Playing around its feet.

Now I hold you fast in my hand,
You marvelous butterfly,
Till you help me to understand
The eternal mystery.

From that creeping thing in the dust
To this shining bliss in the blue!
God give me courage to trust
I can break my chrysalis too!

—Alice Freeman Palmer.

I. Preparation.

Some little conversation of life history of a butterfly.

II. Analysis of Poem.

This poem does not need any analysis. Consideration and care should be given the appreciation of the thought. This poem may well be correlated with Tennyson's "Flower in the crannied wall."

PRIMARY EDUCATION.

LONG DIVISION.

Amos O'Blenes, Inspector of Schools.

The different steps in long division are as follows: We find how many times the left hand figure in the divisor is contained in the first one or two figures to the left in the dividend. If the divisor contains several figures we multiply mentally the two left hand figures in the divisor by the number thus found and compare the result with the left hand figures in the dividend. If the result is too great we reduce the figure to be placed in the quotient. After multiplying the divisor by the figure in the quotient compare the result with the figures above in the dividend to see if the figure in the quotient is still too large. After substracting compare the remainder with the divisor. If the remainder is greater than the divisor the figure in the quotient must be increased; but if less bring down the next figure from the dividend. If after the next figure in the dividend has been brought

down the result is still less than the divisor a nought must be placed in the quotient and another figure brought down from the dividend, and so on until the remainder is greater than the divisor. Proceed in the same way until all figures in the dividend have been used. Give several lessons in class until each pupil has learned to see each of these several steps and to apply them in the proper order.

The reason given for the different steps in short division apply in long division, but are more difficult to apply. I would not advise working out the reason with the young classes. It might be interesting to work it out with the more advanced classes. The simplest method would be to lead them to see that any number, whether whole or decimal, or the two combined, may be read to any figure and the name of the last figure read would apply to all that had been read.

Thus take the number 4261 and it may be read 4 thousand 2 hundred 6 tens and 1 unit; or, 42 hundred 6 tens and 1 unit; or, 426 tens and 1 unit; or, four thousand 2 hundred and 61 units. The term units is usually omitted.

Take again the number .4283 and it may be read 4 tenths 2 hundredths 8 thousandths and 3 ten-thousandths; or 42 hundredths 8 thousandths 3 ten-thousandths; or, 4283 ten-thousandths.

I will show the reason for the above when I deal with decimal division.

RURAL HOME ECONOMICS.

Miss B. I. Mallory.

The seventh problem dealt with in the sewing course, and probably the most interesting as it is a real garment, an apron which the girls can well make use of at school or at home. White cotton or cambric is preferable, colored gingham or percale answers the purpose as well. Samples of suitable materials could be procured from the nearest store, and each girl might choose her own as to material, price, color and design.

A valuable lesson could be arranged on the study of cotton, how it is grown and manufactured. The different weaves and how some designs are woven into the cloth and others stamped. The children might bring samples of different kinds of cotton materials from home for examples and in that way they could learn the names of different cotton cloths.

The pattern is the next question. So far no standard pattern has been set, as the girls vary so much in age and size. Younger girls cannot wear aprons with belts very well as their dresses hang loosely. A drafted pattern is better than a commercial one. A very good one is shown in Bulletin II, Elementary Garment Making, spoken of in the last Educational Review, or one will be sent to any teacher writing to the Home Economics Department, Normal School. A sewing machine is out of the question in a school equipment, but some philanthropic person might lend her machine for two or three weeks providing the teacher would take the responsibility of it. As long as girls learn to do the different stitches neatly the day has gone by for doing long seams by hand and the quicker they learn to use the machine intelligently the better off they are. An invaluable lesson can be taught on the care of sewing machines, including oiling, and cleaning. However, if a machine cannot be rented or borrowed the girls can probably do them by hand or work at home.

The principles taught are many:

Use of the commercial pattern.

Seams.

Over-casting.

Sewing on bias tape.

Hemming.

Placing a pocket.

Making button holes and sewing on buttons. (Clothing and health).

OUR ALLIES, THE BIRDS.

To the Boys and Girls:

I have been asked to write for the "Review" an article on "Why We Should Know More About Birds," but, as I am more interested in the boys and girls than in their teachers, I am writing this to you, hoping that your teacher may think it worth while to read it to you.

In the first place I want you to get this fact clearly: that we are entirely dependent upon plants for our living. Think of things you had for breakfast, dinner, or supper yesterday. All of them, except perhaps the salt and water, came directly from plants. Not only the potatoes, wheat, oatmeal and fruit, but the meat, milk and eggs as well. Even the fish from the sea, which we eat feed upon smaller animals, which in turn feed upon tiny sea plants. If you think this fact over for a minute or two you will soon see that without plants we would soon be starving.

The next thing you should understand clearly is that insects are just as dependent upon plants as we are. If you need any proof of this think how some farmer of your acquaintance had to fight against the potato beetle last summer, or how many apples you saw with "worm holes" in them, or seeding peas, beans, tomatoes or corn cut off by cut-worms. Anywhere, and from spring to fall, the observing boy or girl can find ample proof that the insects are devourers of plants as well as we are. But there is this difference; the insects, because they have to become fully grown, usually in one summer, eat a great deal more in proportion to their size than we do. Many insects eat twice their own weight of vegetable food in a

day. Suppose you ate bread at that rate. How many loaves at one and one-half pounds to the loaf would that be?

This will help you to understand why we have to work so hard sometimes to save our crops.

Now, fortunately for us, there is a large class of creatures that feed as eagerly upon insects as the insects do upon plants. These are the birds. So we see, then, that the birds are our allies or helpers in our fight with the insects. Or we may think of the birds as a police force that takes upon itself the duty of guarding our crops.

You will all agree that the more we know about our enemies and their ways the better we shall be able to fight them. That is why some people are engaged in studying the habits of insects. You will also surely agree that it would be a very foolish thing indeed for us to fight or destroy our allies or injure them in any way. If, in the Great War, the British had amused themselves sometimes by shooting at their allies the French, or the French had begun plundering the homes of the Italians and killing their children, it would not be hard to guess who would have won the War. And yet, do you know that, until a few years ago, we were treating our allies, the birds, in just that way; and, I am afraid that there are still some uninformed people who are doing so.

Perhaps you are thinking, "How does anyone know that birds are doing any worth while work for us"? Did you ever watch the chickadees in winter going over the bare twigs of some tree, peering under a bit of loose bark here, or tearing open a brown rolled leaf there, only stopping occasionally to say "See me! See, See me"! They are hunting out the insects in their winter hiding places, or devouring by hundreds the eggs of other insects, which if left would hatch, every one into a hungry enemy next spring. Or have you watched the swallow skimming along just above the grass tops, making sudden turns this way and that, and swooping up into the air only to return and skim the grass again? Now if you walk through the grass and watch closely you will see dozens of insects fly up at your approach, and move ahead or off to one side. These are what the swallows were after. Think of the insects destroyed by just one pair of swallows feeding their young ones three hundred times in a day, (and this is not unusual), and bringing perhaps a dozen insects at each visit.

Scientific men have killed birds and examined their stomachs just to prove to people the good work that the birds were doing. Here are a few of the many facts that have been learned:

The remains of two hundred and fifty tent caterpillars were found in the stomach of one cuckoo.

A nighthawk's stomach contained sixty grasshoppers.

Another nighthawk's stomach held five hundred mosquitoes.

Any farmer would be interested to know that twenty-eight cutworms were found in one blackbird's stomach.

Pages of such examples could be given, but these will show you what great workers for us the birds are.

Nor is this the only useful kind of work that birds do. Some of our birds destroy as many seeds of troublesome weeds as others do insects. I wonder how many of you know the beautiful little Goldfinch, with its bright lemon colored coat and black cap, wings and tail. One of the best places to find him is perched on top of a thistle, making the down fly and feeding upon the ripe seeds. Or perhaps you will find him clearing out a whole head of dandelion seeds, and then fluttering over to the next. He is only one of many seed eaters. In the fall thousands of sparrows from the north visit us on their way farther south, and during their visit grow fat upon the weed seeds along the edges of our fields.

Not only do the birds destroy the seeds of troublesome plants but they help to scatter those of useful ones. Did you ever think why strawberries, raspberries, blackberries, blueberries and some others have their seeds embedded in such sweet juicy pulp? "So people will have something good to eat," I hear you say. Not at all. But so that the birds may be tempted to carry their seeds for them. The birds swallow the berries, and the fine hard seeds, which are indigestible, are dropped perhaps miles away from where the parent plant grew.

Later on I hope to tell you something of the usefulness of some of the larger birds as well, such as the hawks, owls, and gulls; but even if we should forget their use in helping us to fight our enemies, I am sure none of you would care to have a world without the twittering swallows beneath the eaves, the "Cheerily, cheerily, cheer up! cheer up!" of the Robin before the rain, the wheeling Gulls over the blue water, or even the knowing "Caw" of the old sentinel Crow on the tree top, as he sends his warning down to the comrades feeding in the field below.—*E. Chesley Allen, Halifax, N. S.*

TWO HOURS IN THE SOCIAL MOTIVE SCHOOL

Elsie J. Mills

The Social Motive School at 426 W. 114th street, New York City, is a small private school established four years ago by a former teacher of one of the experimental schools under the direction of Teachers College, Columbia University. This school includes the kindergarten, elementary and junior high school. The atmosphere of the room fully justifies the name, "Social Motive." It is indeed a place where the children have opportunity to live together in a social way, showing their interests, joys

and sorrows, and learning to co-operate to the fullest extent with each other.

Instead of fixed seats and desks, the first grade room is furnished with small movable tables and chairs. Individual lockers along two sides of the room hold the children's books and pencils. The top of the lockers is a shelf and holds labelled boxes of scissors, crayons, paste, big needles and thread, jars of clay and colored paper in assorted sizes. In a recess by a large sunny window is a carpenter bench and all necessary tools for constructive activity. On a low shelf under this window are piles of attractive story books, supplementary readers, Mother Goose rhymes, boxes of reading puzzles and picture ones as well.

The children, eighteen in number, were seated at their little tables, making valentines, when we entered the room at 9.30. Shortly after, six children left the room to do some special reading and the others brought their chairs up near the board and formed a semi-circle about their teacher.

"John, John, see the apple tree," was printed on the board. One girl, in her efforts to get every word right, subordinated the thought to such an extent that the reading was mechanical, "Don't you want to climb up into the tree?" asked the quiet-voiced teacher. What a wonderful asset a child's vivid imagination is! The chair, if not actually a tree, was one in imagination at least, and the child, with sparkling eyes, called down to a boy, very realistically, "John, John, see the apple tree!"

"How red the apples are," was printed on the board for the boy to answer. "That is not read good," pronounced the maiden in the tree. Others tried the sentence and a few deservedly received the little girl's commendation. "Why do you like their reading?" asked the teacher. "Because it sounds as though they knew what the apples looked like, and wanted to tell me about it," was the answer.

"I like red apples," was the next sentence printed. The invitation, "who wants to read it," met with an enthusiastic response. There was no trouble to make this real. The children trembled with eagerness for a chance to assert their fondness for red apples.

"Can you get the apples?" caused difficulty. "Get" seemed to be the lion in the path. "Those who know the word come and whisper it to me," invited the teacher. "How will we find out what the word tells us?" she asked of the minority who did not know. "Sound it," came from a bright eyed boy. "All right," she said "let's sound it now, so we will know it next time." Then one or two children were given the opportunity to ask this question of the girl in the tree.

A sounding game followed. Those knowing the sounds of r, a, g, t, h, s, were excused and allowed to go to their tables. The remaining children were given extra work in finding the letter with which the words in the lesson began, telling the sound of the initial letter in these words and asking each other similar questions.

The class augumented now by the absent ones came back to their chairs, and while waiting for the music instructor the teacher said, "Who has a poem to recite to us?" The spontaneity of response denoted the children's love of poetry. One little girl recited "Now the day is over," etc. What does "drawing nigh" mean? came from an interested boy. The vague answers prompted the teacher to say, "Let's play it and find out." So different parts were assigned and as the teacher recited, day moved away from the front of the room, night drew near, shadows fluttered past and gathered close together, stars bobbed up and down and the buds, beasts and flowers went to sleep. "Oh, it means coming near, doesn't it," the little enquirer said.

After the fifteen minute music lesson the children went to the basement for lunch. Bright curtains and paint, with plants in the windows, made the otherwise dingy room bright and attractive. The room, evidently a cooking laboratory, was in charge of a pleasant woman, who gave each child a cup of milk with his crackers or sandwiches.

The French instructor, who was due at 10.30, was late, so while waiting, the children examined each other's valentines, decided which ones were artistic enough to display, and offered suggestions for improving the others. Incidentally they were developing power to express exactly what they meant. The teacher showed great skill in the way she led the children to see why another expression, or word, would convey their thoughts more adequately and exactly.

After the fifteen minute French lesson the children were dismissed for a 25 minute recess.

A SUMMER SCHOOL FOR VOCATIONAL TEACHERS.

Fletcher Peacock.

The greatest difficulty in the way of satisfactorily establishing and maintaining a Vocational Education Service in the various communities of New Brunswick, is the lack of competent Directors and Teachers. This is true of every province of Canada and every state of the United States. The field is big. The salaries are better than in other lines of teaching. Men and women of ability may therefore prepare themselves to enter this sphere of activity with confidence as to future employment and rewards. It should be borne in mind, however, that ability is required and thorough preparation is necessary in order to insure success.

The two main sources from which vocational directors and teachers may be recruited are the present

teaching profession, and the ranks of competent mechanics and other workers.

In the near future there will doubtless be established a means of affording to our prospective teachers in this field the thorough preparation required. Meantime the Vocational Board will pay the tuition and travelling expenses of approved individuals who wish to attend approved institutions outside the Province to get this training.

A VOCATIONAL SUMMER SCHOOL.

As a beginning in teacher-training for men, and a continuation of that started last year for women, a Summer School will be held in the Fisher Vocational School, Woodstock, from July 6 to August 5, 1920. Those who attend this short course will be paid the amount of a return transportation from their homes to Woodstock. They will also be boarded (not lodged) during the session. This is on the understanding that their services will be available, if required, as teachers of the subjects studied, in the Province till 1922. Otherwise they will be expected to refund the amount of their board.

If sufficient applications are received and accepted, classes will be organized in the following subjects:

1. History and administration of Vocational Education. This will be especially for those looking for ward to acting as local directors of Vocational Education in the various communities of the Province.
2. Motor Mechanics.
3. Electricity and its practical applications.
4. Cookery—elementary and advanced.
5. Dressmaking.
6. Plain sewing.
7. Millinery.
8. Elementary Commercial Work.

Information as to the contents of these courses and other details may be procured from the Vocationl Education Board at Fredericton, to which all applications must be directed.

AN EDUCATIONAL MEMORIAL FUND.

During the month of December an unusual and inspiring campaign was carried on throughout the Dominion, in behalf of the Memorial Fund of the Imperial Order, Daughters of the Empire. The object is to raise half-a-million dollars, which will be used for educational projects of a thoroughly practical nature.

The word, "Imperialism" has so often been applied to what is objectionable to those who think democratically, that it may not be out of place to state that the ideal of the members of this Order is one of service, in recognition of our great responsibility. The vastness and complexity of the British Empire do not arouse in any thoughtful citizen the desire to boast or to vaunt our extent of territory or the wealth of our resources. The effect of a close regard of the Imperial relationship is rather to deepen a sense of responsibility and arouse a spirit of helpfulness in the work of reconstruction that must follow such a convulsion as the Great War.

The War Memorial Scheme, as determined by the members of the I. O. D. E., at the annual meeting keeping with this true Imperialism in Montreal, June, 1919, is one which is ever constructive, and looking to future needs, while not forgetful of the lessons of past achievements. This Memorial Fund is to be expended:

(a) To found scholarships of sufficient value to provide a university education or its recognized equivalent, available for and limited to the sons and daughters of—(1) the soldier or sailor or member of the Canadian forces killed in action, or who died from wounds, or by reason of the war prior to the declaration of peace; (2) the permanently disabled soldier or sailor; (3) the soldier or sailor, who, by reason of injuries received in service overseas, dies after the declaration of peace In those provinces where other organizations or institutions have made similar provision, scholarships will not be given.

(b) Post graduate scholarships, according to the plan proposed for Saskatchewan, but from a National Fund to be distributed among the Provinces.

(c) A Travelling Fellowship, to be competed for by the I. O. D. E. and provincial scholars.

(d) A lecture foundation in Canada for the teaching of Imperial history.

(e) To place in schools, selected by the Department of Education of each province, some of the reproductions of the series of Canadian War Memorial pictures, painted for the Dominion Government by leading artists of the Empire and placed permanently in Ottawa.

(f) To promote courses of illustrated lectures, free to the children of Canada, on the history and geography of the Empire.

(g) To place, within the next five years, in every school in Canada, where there are children of foreign-born parents in attendance, a Daughters of the Empire historical library.

Canadians who have lived in the older and more settled corners of the Dominion hardly realize how large was the influx of newcomers in the sixteen years following 1898. Most of these immigrants came from other than British countries. There are eighty-five languages and dialects and fifty-three nationalities in our young Dominion and it is plain duty—the initiation of the newcomer into our customs, to say nothing of instruction in our laws and the making of patriotic and loyal citizens. We have thought that our cousins to the South went too far in their teaching of the flag salute and the matter of American citizenship. Now that the melting-

pot in Canada is fairly seething with strange ingredients, we realize that the educational authorities in the United States were quite right in making the primer of the new citizenship as direct and forcible as possible. *The Canadian Magazine.*

CURRENT EVENTS

CANADA'S ECONOMIC POSITION. In a recent number of the Toronto Globe we find an interesting article by Norman P. Lambert, on Canada's economic position.

"The year 1919, viewed purely from the ground of trade and finance, shows that the war has done three things for Canada, all of which might be placed on the favorable side of the national balance sheet.

First—Our export trade has been so increased in five years that it has entirely reversed the pre-war figures relating to imports and exports. Canada, for five years, has exported more goods than she has imported.

Secondly—Canada has changed from a debtor to a creditor nation.

Thirdly—Over 1,700 million dollars in domestic loans has been raised, involving the return of 100 million dollars per year to our people in the form of interest."

Canada's export trade during the war was increased by the enhanced value of foodstuffs and the additional export of manufactured products, in large part, munitions of war. The two outstanding aspects of the present Canadian financial condition are, that our export trade, the greatest part of which was done with Great Britain, France and Italy was conducted on credit; while our import trade which was also increased, eighty per cent. of which is done with the United States, has been conducted on cash. This is the reason that the Canadian Dollar is worth from 9 to 11 cents less in United States than it is worth in Canada or Great Britain.

What will be the source of revenue necessary to pay the 100 million dollars interest on Victory Bonds and the 250 millions necessary to carry on the administration work of the Dominion? "Revenue from taxation can be the only sound source of the Dominion's annual income." Eighty per cent. of the annual revenue came last year from customs, totaling 170 millions. The remainder of the revenue from taxation has been derived during the past three years "from an imperfectly applied direct tax on incomes and profits; and in this current fiscal year at most will not exceed 30 million." Where shall the balance come from? It is useless to hope to raise the entire needed balance by indirect tax on import. "It is imperative" says Mr. Lambert, "that a larger proportion of the Federal revenue shall be raised by the direct method of taxation on incomes, business profits, inheritances and unimproved land values."

The writer continues, "By gradually increasing the application of direct taxes until it has proved that this system can replace very largely the uneconomic and unjust indirect system of tariff taxation, it will be possible to extend and establish more strongly these basic industries which have been the backbone of Canada's economic position both before and during the war. Farming, lumbering, mining and fishing activities in Canada have been penalized under the old national policy of the past 40 years. But handicapped even as they have been by heavy costs of production, the lands, forests, mines and fisheries have been responsible for maintaining the vast bulk of our export trade prior to the war, and also during the past five years, when export trade was easier to get than at any other time in our history."

Mr. Lambert also discusses the fields of future development and asserts that Canada is a country, not so much of people as it is a country of lands, forests, mines and fisheries, awaiting development and population. The Government should take this into consideration and should aim at reducing the costs of developing natural resources and making pioneer districts of the Dominion more accessible and the life more attractive. To maintain her export trade Canada must turn to her foodstuffs and raw materials.

THE BRITISH WAR OFFICE The British War Office has issued official and final figures which make it possible to guage the greatness of the efforts and sacrifices made by the British Empire. Between August 4, 1914, and November 11, 1918, more than 6,000,000 men passed through the ranks of the Britsh army. The first place goes to France, the second to the British Empire, and the third to the United States.

In 1918, the year of victory, the British army had a combatant strength in France and Flanders of 1,200,181 in September and 1,164,790 in November. The combatant strength of the American army in the same months was 1,195,000 and 1,160,000 respectively. The British ration strength—the total number of men, excluding colored labor and prisoners of war—on the West front was 1,752,829 in September, 1918, and 1,731,578 in November, 1918, the American figures being 1,641,000 and 1,924,000 on the same dates. In addition to the British strength in France, there were 80,000 British combatant troops in Italy and 400,000 on the average in Palestine and Mesopatamia. The total number of troops of all branches of the service from the British Isles, the Dominions and the colonies employed in the Great War, abroad and at home, was 8,654,467, divided as follows:—British Isles, 5,704,416; Canada, 640,886; Australia, 416,809; New Zealand, 220,099; South Africa, 136,070; India, 1,401,350, and other colonies, 134,837.

Deeply significant is the table showing the captures by the various armies on the West front of prisoners and guns during the final offensive between July 18 and November 11, 1918:

	Prisoners	Guns
British Armies	200,000	2,500
French Armies	135,720	1,880
American Armies	43,300	1,421
Belgian Armies	14,500	474

These comparisons are not made with invidious motives, but the mere figures ought to silence those who have disparaged the British share in the victory in order to magnify their own. The casualty lists also are sad but eloquent testimony to the immensity of the British effort. The deaths numbered 851,117, the missing and the prisoners 142,057, and the wounded 2,067,442.

—*Toronto Globe.*

WOMEN AS MAGISTRATES Lord Birckenhead, Lord High Chanceller, has appointed seven notable British women as magistrates under the recent act of Parliament opening such offices to women. The list begins with Mrs. Lloyd George, wife of the Premier, and includes Mrs. Humphrey Ward, the famous authoress, and Mrs. Sidney Webb, who is well known for her social work. Lord Birckenhead believes that women are especially qualified for work in children's courts. These magistrates have not been asked to give up their other activities.

HAIG OF BEMERSYDE By popular subscription the famous border castle, Bemersyde, has been purchased from the present owner, a cousin, and will be presented to Field Marshal Haig. It is the only one of the hundreds of forts and castles which once existed on the Scottish side of the Border which is still inhabited as a manorial residence, and inhabited, too, by the family that were its original founders. This is but a fulfilment of the famous prophecy of Thomas the Rhymer who lived in the Thirteenth century:

"Tyde what may betyde,
Haig shall be Haig of Bemersyde."

DR. OSLER. Dr. William Osler, the famous physician, who died in London on December 29th, with fulness of years and honors, aroused the attention of the world when, in 1905, "he gave his great authority to the statement that a man's best work is done while he is under forty, and that he might be chloroformed at sixty to the general relief of society." He was fifty-six at the time, past seventy when he died and "in refutation of the proposition that his words seemed to indorse, the Doctor proceeded to perform within the last ten years of his life his crowning work of usefulness."

Dr Osler was born at Tecumseh, Ontario, in 1849. He held professorships at McGill University and John Hopkins. Dr. Osler exercised a more profound influence on medical thought in America than any other man. He was a wonderful teacher and one of the foremost contributors to the literature of his profession. As author of medical books he is perhaps the best known for his work on "The Principles and Practice of Medicine." Dr. Osler was called to Oxford in 1905 as regius professor of medicine, the highest of professional honors. He was knighted and received into the inmost circles of British Science.

The position he won and the success he achieved are explained by the statement made by Dr. Osler himself, "Loving our profession and believing ardently in the future, I have been content to live in and for it."

NATIONAL COUNCIL IN CHARACTER EDUCATION.

The National Council on Character Education and Canadian Citizenship met for the first time, at Ottawa, February 17, 18, 19, 1920. This Council is composed of fifty members who were named at the Winnipeg Conference in October, 1919. About thirty of these were present, including representatives from every Province. Bishop Richardson and Fletcher Peacock were the delegates from New Brunswick. L. M. Simms and Mrs. George F. Smith, St. John, are the remaining members of the New Brunswick representation.

The results of the Council meeting were:

(1) That a permanent organization was formed having the following officials:

Hon. President—Vincent Massey, Toronto; President, W. J. Bulman, Ex-president of the Dominion Manufacturers Association, Manitoba; 1st Vice-President, Hon. C. F. Delage, Quebec; 2nd Vice-President, J. A. Maharg, Saskatchewan; Secretary, Dr. Leslie Pidgeon, Manitoba; Treasurer, Prof. W. F. Osborne, Manitoba; additional members of the executive: Dr. G. W. Parmelee, Quebec; Prin. W. H. Vance, Vancouver; Prof Carrie Derrick, Montreal; Tom Moore, Ottawa; Rev. J. J. Tompkins, Antigonish, N. S.; A. M. Scott, Calgary; Mrs. R. F. McWilliams, Manitoba; Dr. H. T. J. Coleman, Kingston; Fletcher Peacock, New Brunswick.

This executive decided to appoint an official to devote his whole time to the work of the Council at a salary of $7,000 per year.

(2) The Council decided to conduct a survey of the Canadian school texts in literature, history, and geography, with a view of discovering the strength or weakness of these, in relation to character education and citizenship. This survey to be made by the Universities of Queens, Toronto and McGill.

The executive was also instructed to make inquiry as

to the extent to which compulsory school attendance acts were enforced throughout the world, and to study the progress of the organization of large administration units in rural districts.

(3) The Council instructed its executive officers to organize and carry out propaganda throughout Canada, with a view of emphasizing the national importance of education, and to secure more adequate remuneration for those engaged in this national service. It was felt that the only means of securing the proper kind of character training in the schools of Canada, was by inducing strong men and women to take up teaching as a life work and thus give the teaching profession the influence and the standing which its importance deserves.

The work of the Council is in no way professional. It is being financed by a number of business men throughout the Country, and signifies the inauguration of a great forward movement in education. The object is first of all, to arouse the people to the national importance of our schools, and secondly to establish a bureau of education to serve as a clearing house of information on educational topics. The Council will meet annually, and a second national conference will probably be called to meet, three years after the first one which was held at Winnipeg.

BOOK REVIEWS.

Amos O'Blenes, Inspector of Schools.

The Teaching of Arithmetic, by David Eugene Smith, Ph.D., LL.D., Professor of Mathematics in Teachers College, Columbia University, published by Ginn & Co., Boston, price $1.20. The book contains chapters on:

The History of Arithmetic.
The Reasons for Teaching Arithmetic.
What Arithmetic Should Include.
The Text Book.
Method.
Mental or Oral Arihmetic.
Written Arithmetic.
Children's Analysis.
Improvements in the Technique of Arithmetic.
Certain Great Principles of Teaching Arithmetic.
Subjects for Experiment.
Interest and Effort.
Number Games for Children.

An outline of the work for each of the years from one to eight.

The emphasis is placed on accuracy, on leading the pupil to see the reason for each operation leading up to the rule, on finding the shortest road to the result, and on giving sufficient drill on each principle to fix it in the child's memory. The claim is made that the mental discipline can be secured quite as well by using practical questions as by using the traditional, the obsolete and the useless questions which are found in many textbooks.

During forty years of teaching and inspecting I have used many of the methods contained in the book and the results have been quite satisfactory. I have read and re-read the book with interest and profit and would recommend it to all teachers and Normal School students.

BOOK REVIEWS.

L. A. DeWolfe.

TREES, STARS AND BIRDS.—By Edwin Lincoln Moseley, published by World Book Company, Yonkers-on-Hudson, New York. Price about $1.40.

The technical part of this book is written in a clear style and in a manner that will at once attract the reader. We are made to love the trees for their beauty and admire them for their usefulness. We see in them sugar, fuel, furniture, implements, shade, beauty—each one stressed so as to be, for the moment, the all-absorbing topic. Boys particularly will enjoy the chapter on how to saw lumber to prevent splintering and to bring out the beauty of the "grain."

The stories are so charmingly told that the trees at once become our friends. We want to know more about them. For instance, the story of bass-wood introduces us to shoes, linen, crayon boxes, and a dozen other familiar articles. Through this book we may become interested in our own household furniture and interior finishings.

The comparative merits of various trees for lumber or shade are well given. Tree surgery and the general care of trees receive proper consideration, and the chapter on Forestry is timely indeed.

The illustrations are numerous and good. The botany lessons on buds, twigs and flowers will prove helpful to teachers. So will the bits of geography, history and arithmetic that occur incidentally. The relation between trees and bird protection sounds a note of warning well worth heeding.

In the second part of the book, STARS are introduced with simple mathematics easily understood. The star maps and the story of the constellations are ercellent. This section will be a great aid to astronomical geography.

The third part is devoted to birds. It gives concisely all that the average student needs to know. Classification, nesting habits, feeding habits, migration, and economic value are treated clearly and attractively. The book closes with sixteen pages of colored plates—four birds to a page. Sixty-four birds, therefore, are pictured in color.

FARM SCIENCE. By W. J. Spillman, published

by World Book Company, Yonkers-on-Hudson, New York, price $1.28.

This book covers the general subject of Agriculture. It contains very little that is really new; but it puts old knowledge in new form. That is all that can be expected of a book on Agriculture. The early part of the book discusses Soils—their origin, composition, best condition for working, water content and principles of fertility. Tillage and drainage receive ample attention.

Then follows a study of plants. Their structure, feeding, and methods of propagation are thoroughly explained. This book should help the inexperienced teacher of botany to select the important factors of plant growth from the mass of unnecessary detail too often present in school texts. The chapters on insects and farm animals are good, and that on poultry is specially good.

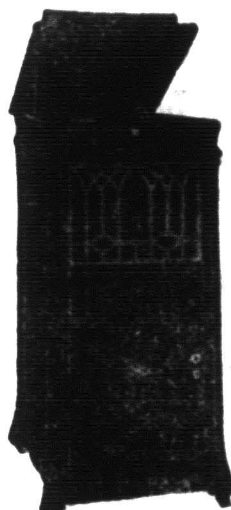
Following are three very interesting Nature Books by Miss Elizabeth V. Brown, published by World Book Company, Yonkers-on-Hudon, New York. These books contain about 200 pages each, and cost 60 cents each.

STORIES OF WOODS AND FIELDS. The contents of this book are conveniently classified—Plants, Insects, Spiders, Reptiles, Amphibians, Birds, Mammals, History and Holidays, Miscellaneous.

Nature poems are generously and suitably interspersed. The illustrations are excellent. Botanical families; life histories of insects; habits of birds; stories of spiders, bees, turtles, rabbits, squirrels, owls and beavers are charmingly told. Plants and animals are endowed with the power of speech, and tell their own stories. This always appeals to children. There are a dozen full-page colored plates and a number of very artistic cuts in black and white.

STORIES OF CHILDHOOD AND NATURE has no colored plates. It is, nevertheless, an attractive book. It begins with the spring awakening—the spring flowers and the migration and nest-building of birds. Then follows a summer trip to a pond or to the sea shore. A journey to the Land of Cotton is an excellent geography lesson; and the book closes with a number of good history stories. As the publishers point out, these books are indeed excellent supplementary reading in nature, geography and history.

WHEN THE WORLD WAS YOUNG is a series of stores of primitive man and of his material progress. Man's upward march of civilization from the savage who lived by hunting and fishing, on through the domestication of animals and the tilling of the soil, the building of rude huts for shelter—from these primitive customs to the complex civilization of today is a fascinating story well told. The evolution of transportation, lighting, heating, telling the time, talking at a distance, writing, and cloth-making are the kind of history stories that always appeal. The teacher that uses these three little books will have very few dull moments in school. They are particularly suitable for children in grades 3 to 8.



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Burton Angus, B. A., has accepted a position in the Truro Schools.

The new Principal of the Tatamagouche, N. S., Schools, is Miss Jennie Malcolm.

Prof. W. H. Brittain, of the Entomological Department of the Truro Agricultural College, is taking a graduate course at Cornell University.

George T. Mitton, B. A., lately Principal of the Superior School at Chipman, N. B., has been appointed to the staff of the High School at St. John, N. B.

The Rural Science School will be held at Sussex during July and August. Plans are being made to make the school both pleasant and profitable. A bonus is paid to those who, after successfully completing this course, teach the subject with school gardening.

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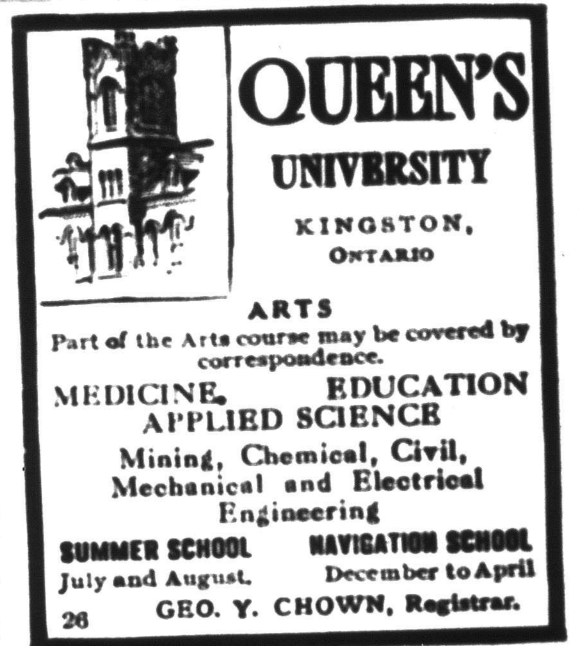

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3 PUBLICATIONS FOR TEACHERS 3

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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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New Brunswick School Calendar

1920

SECOND TERM

April 1st—Schools close for Easter Holidays.
April 7th—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.

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.

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 Inspectoral 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 Inspectoral 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.

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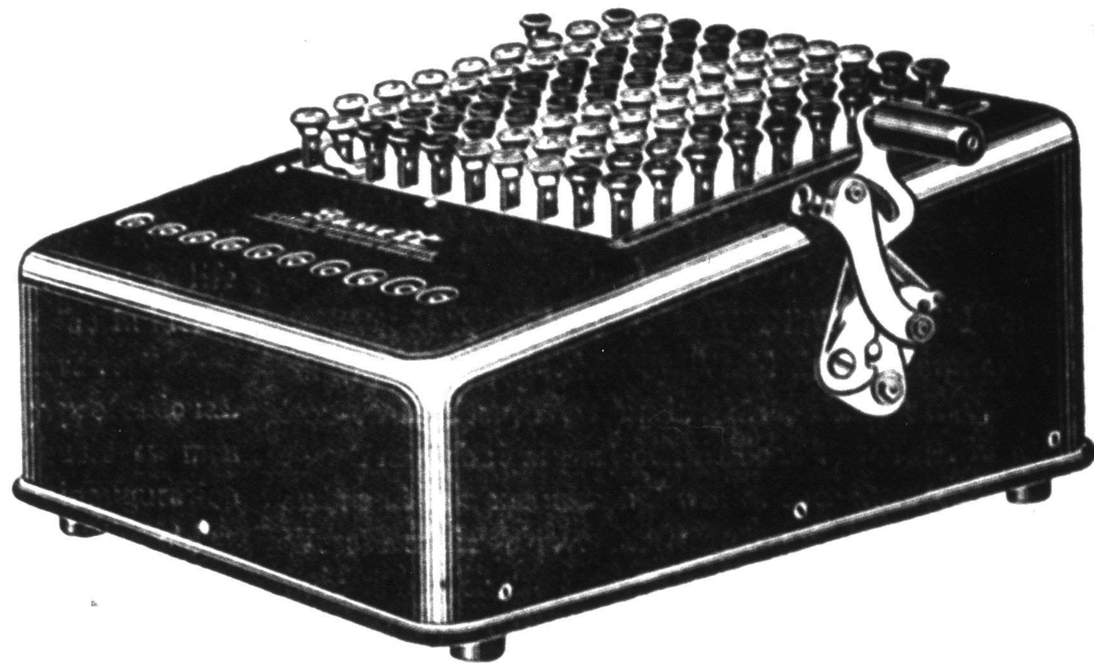

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