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# Educational Review

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FREDERICTON, N. B., AUGUST, 1920

WHOLE NUMBER 405

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The Editor regrets that, owing to an oversight, Mr. Perley Quail's name was not appended to the interesting article "The Value of Consolidation," which appeared in the June issue of the Review.

The following is a quotation from a letter recently received from Mr. E. C. Allen, of the Blind School, Halifax:

"I shall be glad to be of any assistance that I may by personal correspondence with your readers."

If any of the friends of the Review have questions regarding birds, Mr. Allen has kindly promised to answer them personally.

The attention of our readers is drawn to the article "History in Education," by Mr. W. C. Milner of the Dominion Archives Department. We are fortunate to be able to promise our readers a number of history stories from the annals of the Atlantic Provinces which will appear during the year and should supplement our Canadian History Texts.

Since play is as real a part of life as work, we are fortunate to have a series of Play-Ground articles which are to run throughout the year. These will be prepared by a teacher of Physical Education, who has excellent training and considerable experience.

Suggested Bible readings for each month have been prepared by Dr. Calder, Dean of the Religious Education Department, Lindenwood College.

The first of a series of articles, dealing with certain exercises or tests which help the teacher diagnose the preparation of the individual pupil in certain subjects, appears in this number. Miss Proudfoot teaches in the High School of Chicago Heights, Illinois. If any of our readers are interested to purchase such tests, they may do so through the editorial office of The Review (Moncton).

To subscribers: The administration of the Review asks each subscriber to notice the date upon the wrapper which shows when your subscription expires. We also ask your prompt attention to the notice of expiration which you will receive. It is necessary, owing to the



greatly increased cost of production, that we urge all subscribers to be prompt with their remittances. We ask your co-operation and support in our attempt to make the terms strictly in advance.

It is to be hoped that more of our teachers will use the poems which are presented in the "English in the Grades" each month. One Grade VII. teacher told the editor that her class enjoyed that work the best of all their studies last year. They grew so enthusiastic that they wished there were more poems suggested. Surely no teacher can afford to do less than encourage her pupils to memorize one poem of English Literature each month.

The public schools of Nova Scotia open on Aug. 23rd. Those teachers who go to the Institute are given that week additional vacation. The schools of New Brunswick open on August 26th, and the Provincial Normal School on September 1st.

#### RECENT EDUCATIONAL LEGISLATION IN THE ATLANTIC PROVINCES.

During the Parliamentary sessions of the current year considerable attention was given to education by the Legislatures of the Atlantic Provinces.

*Prince Edward Island.* The Prince Edward Island Parliament amended and consolidated "The School Act of 1877 with Amendments," under the title of "The School Act of 1920." A number of changes in the educational laws of that Province may be noted.

The Province is divided into six inspectorial districts rather than three such districts provided by the former law. Some mention is made of retiring allowances and pensions for teachers who have taught for a long term in the Province. The Inspectors are asked to report districts failing to make reasonable provision "for health, comfort and progress of the children attending school;" to diffuse "information tending to promote the improvement of school houses and grounds."

The minimum salary which all legally qualified teachers employed in the public schools of Prince Edward Island are entitled to receive is determined according to license as follows: Male teachers of first class, \$600, of which \$500 shall be paid from the Provincial Treasury; Second class, \$482, of which \$407 shall come from the Provincial treasury; Third class, \$375, of which \$350 is paid by the Province. The salaries for women teachers are less than the above schedule as follows: First class, \$512.50, of which \$100 must be raised by the district; Second class, \$425, of which \$75 is raised by the district; and Third class teacher, \$312.50, of which but \$25 is raised by the district. The license of the teacher who

engages to teach for a less salary than the above minimum shall be suspended and remain so at the discretion of the Board of Education.

In addition to the above grant any teacher may receive from the Provincial treasury fifty per cent. of any amount raised by the district over and above the minimum required to be raised by this Act. This additional grant may not exceed \$50.

The privilege of being a qualified voter at all school meetings and eligible to election as school trustee is open to any married woman or widow having one or more children of school age actually attending school.

The Board of Education may grant a license to any person holding a valid license to teach in the public schools of another Province, if the Board of Education be satisfied with the qualifications of that person.

The Compulsory Attendance clause of the Act is improved by extending the age limit from 7 to 13 in lieu of 8 to 13 of the former Act, and by requiring attendance twenty weeks rather than twelve weeks in rural communities and twenty weeks in the towns of Charlottetown and Summerside. The Inspectors are empowered to investigate all cases of such neglect and prosecute the person liable. This obligation rested with the local trustees by the former Act.

The amounts allowed for school purposes to be assessed upon the towns of Charlottetown and Summerside is considerably increased, that of the first being \$35,000, and the second \$12,000.

*Nova Scotia.* In Nova Scotia the Provincial grant has been increased, allowing the same amount to men and women teachers according to the license held, as follows: Class D, \$70; Class C, \$105; Class B, \$140; Class A, \$175; Academic, \$210, and Principal of a High School, \$245 for the year.

The municipal school fund to each school section shall be apportioned at the rate of \$120 for each qualified teacher employed and a small sum in addition for each "rural school library and school garden kept up to the standard of form and efficiency prescribed by the council."

Certain changes made in the Education Act, the Assessment Act and Towns Incorporation Act, to simplify the working of each and make them more consistent, will affect taxation procedure.

No pupil can legally be admitted to public school without (a) a physician's certificate of successful vaccination; (b) a physician's certificate that, by reason of the child's health, vaccination is inadvisable; (c) the declaration of conscientious objection on the part of parent or custodian; (d) a physician's certificate that the child has had small pox.



*New Brunswick.* The New Brunswick Legislature was concerned with a minimum schedule of salaries for teachers based upon the assessed valuation of the district. A committee consisting of Dr. Carter, Chief Superintendent of Education, Hon. P. J. Veniot, W. S. Sutton, W. M. Barker and Samuel Flewelling presented a report to the Legislative Assembly with certain recommendations. By this report we find that there are in this Province 1,238 districts having a valuation of \$100,000 or less, and of these 625 have an assessed valuation of \$20,000 or less.

The amendments passed provide for the minimum salary based upon district valuation as follows: Districts with valuation \$20,000 or under, the minimum salary from all sources, \$500; those with valuation ranging from \$20,000 to \$50,000, salary required, \$600; those having a valuation over \$50,000, the minimum salary must be \$700. "The Board of Education may in its discretion, instruct the Chief Superintendent to withhold County and Provincial grants respectively, from Trustees

who give, and teachers who accept, less than the minimum salaries provided for in the foregoing sections."

In order that the burden of supporting schools in these former districts may be shared by the richer districts the county fund is increased from 30 to 60 cts. for every inhabitant in the county. The sum thus determined is then levied with other county rates upon the real and personal property and incomes taxable in the county. Changes in the apportionment of this County Fund appear in this amendment. Grants to poor districts from the Government may, at the discretion of the Chief Superintendent, be  $1\frac{1}{4}$ ,  $1\frac{1}{2}$  and in extreme cases double that received by other districts. In the case of districts having valuation of \$5,000 or less, the "Board of Education is authorized to pay such amount from the Provincial treasury and from the County fund as the special circumstances of the district may require."

## HISTORY IN EDUCATION

W. C. Milner.

Read before N. B. Educational Institute.

While Canada possesses a history almost unparalleled amongst the newer countries of the world for the dramatic and picturesque, it is a remarkable fact that the great body of her people possesses little or no interest in it. An educationalist of wide experience goes further and testifies that there exists a positive antipathy to its study. It has been his habit to take straw votes amongst university undergraduates and he learned that fully ninety per cent. admitted it was a subject of no interest to them. The Khaki University in the Canadian Army, the Workers Educational Association and other such bodies testify to a distaste for a study of the records of their own country.

Field Marshall Haig takes even a more serious view of the lack of study of the past. In a recent address he said so many of the politicians spend their lives to attain office they have not time to study history and learn the factors that make empires. He could not recall any single instance where the advice of politicians rendered any useful assistance in the military sphere in the great war. The speculations of the political chiefs in London, Paris and Rome, as to the development of the war, were uniformly astray—they were never within gunshot of the results. Still, notwithstanding these failures of the political prophets, the art of prophesying is not at an end. Today it is a great business for the dreamer, the philosopher and the thinker. The national and world-wide problems now agitating the peoples afford unlim-

ited scope to those who could scan the dim and distant future for coming events.

The question may be asked who is today divinely inspiring like the prophets of old, able to foretell the future and by warnings to avert evil?

In this noon day of the race, greater powers and vaster responsibilities are thrust upon mankind than in the glimmering dawn—the infancy of man, when his foot steps were guided by the hand of God.

The recorded events of the past ages form a body of facts, from which can be deducted laws and principles as fixed and certain as those delivered amid the thunders and lightnings of Sinai.

While our knowledge of nature has grown through the ages, the physical man has not changed. The cave man's brain, we are told, with certain exceptions, does not differ essentially either in size or shape from the brain of his thousand generations of progeny. Man being the same in passions, appetites, desires, instincts, ambitions, today as a million years ago, is liable to do the same things from age to age, the change being in the methods. Therefore history is said to repeat itself. The same motive propelling force in human actions is exerted through the ages.

One who proposes to reason from the past to the future will find in the permanence of man's instincts an element of certainty and stability that affords an unerring guide through the mists and clouds of futurity.



The question may be asked, how is one to ascertain those principles of laws that have in the past and will in the future govern the actions of mankind. The answer is furnished in Bacon's philosophy—the inductive method—reasoning from particular facts to general principles. Therefore facts are the basis not only of historic laws but of all knowledge.

Before Smith compiled his geological map in 1815, he travelled over England on foot and accumulated an immense store of facts respecting the earth's formation. The law of gravitation was evolved from observation; the silent Newton was forever voyaging through strange seas of thought alone.

The reading by the student of historical works, in which he may take only a passing interest and then proceed to forget, is at best only introductory to the science of history. Reading is at the bottom of the ladder, facts of history are one thing; its philosophy another. The top of the ladder is the science of fortelling the course of human events—the greatest of mental achievements. The science of history turns the mirror of the past on the horoscope of the future.

The allied world in 1914 was totally unprepared for the terrible upheaval of primitive savagery, because they had not read the lessons of history. True some military and naval leaders of England watched its approach with ominous forebodings and the people of France with terror, but the great mass of the people of Great Britain and the United States had no conception that such a diabolical irruption was possible; the lesson of history was lost to them.

So little was any serious thought paid to the antecedents of the great struggle that Woodrow Wilson proclaimed the doctrine that the United States was too proud to fight, that there must be peace without victory, while up to the declaration of war, the English Parliament was intent upon reducing armaments. Lord Wolseley was placarded as an alarmist and an agitation was started to deprive him of his pension.

With the thin veneer of culture and civilization rubbed off, the Prussian is a degenerate off-spring of his ancestor of the stone age. It is a surprise at least to me, to learn from history that there were no warriors, no weapons of war, no wounds of war, no defensive works against foes, because there were no aggressive ones at this period. The great lake citizens of central Europe had no knowledge of war. When the knowledge of smelting ores was learned, men first commenced to make war and slay each other. Milton has said that iron and gold are the nerves of war.

It may be interesting to note that the personality of the leader of the Russian Revolution of 1917, and the leader of the French Revolution of 1795, are strikingly alike, history is never tired of repeating itself.

Lenin, like Robespierre, is an hereditary noble. Robespierre was 39 when he reached the height of his power, Lenin, 47. Lenin, like Robespierre, is personally honest—is devoid of all suspicion of self interest. They are alike in being rigid economists in personal expenditures. Both were alike in possessing extreme fanaticism. Lenin is ruthless in slaughtering all who oppose his theories of government; Robespierre when he condemned the Girondists to death declared—"there are periods in revolution when it is a crime to live." Robespierre aimed to destroy the ancient oppressors of the people; Lenin aimed to destroy capitalism and private rights of property. Both substitute greater evils than they sought to remove. Any Government by caste or class is antagonistic to the rights of the whole people and is fundamentally evil.

The old copy book heading—"Lives of great men all remind we can make our lives sublime," is an idealism to which we can all aim. A pre-occupation with our little every day work gives us the horizon of the ant, but a study of the past will raise us to new horizons, created in the shadows, beyond the dawn, still untouched by the rising sun of the future.

It may be asked has Christianity counted for nothing in this greatest conflict of the ages? Here again history comes and asserts to the contrary. The earliest records of the race show glimmerings of religious thought.

The rude inscriptions of the Paleolithic age give evidence of religious instincts as well as the rudiments of art and of social habits. Later the same period gives us the beginnings of our material advancement in inventions, discoveries, and leading finally to the accumulated stores of knowledge we now possess.

Perhaps the people of the stone age had some advantage over us moderns. Their hieroglyphics were religious rather than sectarian; they had no 300 sects wranglings over theological problems, having little or nothing to do with man's ultimate destiny.

However, any individual man may function mentally, evidence is undeniable that men in blocks are subject from year to year to the same mental processes, giving evidence of permanent law. Thus the suicides in London do not vary in number yearly much from 300. The number of murders are not only uniform but the instrument used varies but slightly from year to year. A generation ago, a historian having a taste for generalizing his facts announced that the number of marriages in England varied with the price of corn. The same proportion of letters are posted from year to year without being directed.

Until the Nova Scotia Legislature, a few years ago, made provision for the collecting and recording of vital statistics, probably few physicians had any idea of the extent that tuberculosis prevailed in Nova Scotia. It was statistics that showed the average death rate in Halifax



is from forty to sixty per cent. greater than that of London or New York. Human accidents by rail or on shipboard, shipwrecks, conflagration, large and small, one might consider matters of accident and chance, and yet they occur with such regularity, that underwriters of marine, fire, life and accident insurance, are able to evolve the laws of their occurrence, on which they base rates. Thus an accumulation of historical facts governs an important part of human economy. However difficult it may be to predict what any individual man may do, still in all departments of human efforts, in all countries where statistics are recorded, there is a uniformity in the mental process of men in the aggregate. The field is so wide for enquiry, investigation, speculation and adventure, that probably none of the natural sciences equal it in the alluring possibility for achievements.

An historian's study is a sort of warehouse wherein he collects a vast array of facts. His first business is to inventory them. This involves their investigation and reference to the laws that govern them—otherwise subjecting them to the process of generalization. By this process he sees how each fact is related to each other fact as antecedent or subsequent in the march of development. The whole thus taken on a principle that unites the details and thus creates an organism out of separated facts. Kant says: "In an organism each part is both means and ends in all the others." History as a science works towards a knowledge of some principle, embracing the whole body of facts, thus giving it a philosophical cast.

He who would make a first hand study of history must first collect his items and inventory and verify them. The second stage is to study them. This study inevitably suggests to his mind, the relation of each fact to the others and this relationship develops into a principle or law. The belief has become general in modern times that all physical phenomena proceed in accordance with universal order and method. The uniformity of the tides of night and day, of the seasons, of the eclipses, being admitted as the result of fixed laws, it is inferred that earthquakes, tornadoes and many other operations of nature, whose proximate cause is unknown, really take place in accordance with the same fixed laws. But there unanimity ends and controversy commences. One class of thinkers argue that mental operations proceed according to the same fixed and unalterable laws. Another class admit the procession of events in the physical world but deny that mental operations are matters of regularity and fixed laws. Self consciousness, they insist, tells us that we have freedom of will—entire freedom of choice. Then they argue as to the effect of special providence, miracles and other supernatural causes in disturbing ordinary law and order, that chance, hazard, and accident have their part in our mental economy. To them mental

operations are single and isolated and bear no relation to antecedent mental efforts.

Those who contend that nature acts according to fixed and immutable laws, deny the doctrine of chance and replace it by that of necessary connection between progressive events. From these opposing doctrines naturally springs two principles that divide the civilized world. Chance in the physical world is naturally analogous to free will in the mental world. On the other hand necessary connection between physical phenomena is the father of the doctrine of predestination, one leading to Armenianism and the other Calvinism. It is not necessary for the student of history in pursuing his investigations to worry himself over either doctrine. It is sufficient for his purpose to understand that when a man performs an act, he has, unless insane, some motive or incentive; that this motive is the result of some antecedent thought or action, and this in turn may proceed from a whole chain of antecedents.

When one is acquainted with the whole of these antecedents he can predict the results. Indeed a single light thrown on the chamber of mind may reveal a clue that may give an understanding of the whole process.

Permit me to recapitulate:—The word History is derived from an adjective, "histor," meaning learning by enquiry. By enquiry the student gathers up those facts, which are necessary for the building up of the temple of truth. But the process does not end there. From these facts laws are evolved that make history an exact science. It also possesses reflex influence. Enquiry produces original investigations and original thinkers. Originality in thought is the greatest product of educational effort. It is the summit of human development. While the world produces few great thinkers, the man in any community who exercises his reasoning faculties and thinks for himself, is generally the leader and most important man there. The basis of thought is enquiry, investigation, searching for facts.

The result of historic study is shown in the case of the celebrated Dr. Morrison. He studied the Chinese language and then its history. Lord Curzon said the intelligent anticipation of events before they occurred made his letters to the London Times invaluable. For seventeen years his letters kept the western world informed as to the making of Chinese history. His knowledge was such he became European adviser to the Chinese Empire.

"Wise Master Mariners" wrote the Greek poet Pindar, "know the wind that shall blow in in the third day and are not wrecked for headlong greed for gain." They know the weather by observation that develops into an instinct.

The war has developed a body of philosophical thinkers giving attention to what is called the biological



determination of history apart from economic or political history. Races of men have lived on this continent, have left memorials of a high state of civilization, and they have disappeared. It is the business of history to trace out the laws of their origin, their life and their death, because all life is subject to certain fixed and infallible laws. It is even a subject of speculation whether the white man is not doomed to extinction. It is pointed out that colored races are double in number of the white, their high birth rate, compared with the lessening birth rate amongst whites, coupled with the ever increasing pressure for more space—for territories in Africa and Australia, only partially occupied by whites, will inevitably force a pressure that will engulf the world in an all prevailing struggle. This movement is kept in check at present by superior address of the whites, but the time may come when all treaties and conventions may be swept aside according to German precedent and the colored races break bounds and sweep like an avalanche over the earth. How are we to know, unless we study the laws of life, taught us by history?

The habits, customs, methods of life, stories of the chase, the battles with foes and traditions of the tribes who had their villages and homes, where we now have ours, are of sufficient interest to stir the imagination of the most sluggish student. The advent of the Acadian, the progress and development of his settlements along our coasts and up our rivers, his struggles with nature and his final expulsion, followed by the coming of the Loyalists, and their spreading themselves from St. John through the forests, and about our inland lakes and rivers, created isolated clearings, then settlements, growing into villages and towns, with the creation of highways and roads, the opening of schools, the development of mills, factories and internal trade and transportation—what subject ought to be of greater interest especially connected as this process was with the forebears of nearly every family in the province.

In local research work, in establishing local historical societies and in recording by tablets and monuments memorials of past achievements, New Brunswick is half a century behind our neighbors in Maine and other states of New England and is loitering far behind Nova Scotia. There, the history of nearly every county is written or printed and many historical works are current. In this province we have not a single county or town history.

None of the early histories of New Brunswick are today in print. Of the first and most valuable of them, Peter Fisher's, issued in 1827, only three numbers are known to be in existence. Cooney's history of the North Shore counties cannot be found in the book stores, though a second edition was issued by the late D. G. Smith, Chatham, many years ago. Hannay's two volume

history of New Brunswick is out of print, also his works on "Acadia," "The War of 1812," and the "Loyalists." The late J. Russell Jack devoted a large part of his life to Loyalist records, which furnish a storehouse of information for a future historian. The late Leonard Allison, a barrister at Sussex, published some years ago an account of the Arnold family, the first member of which was rector of the parish. Alexander Munro, of Port Elgin, published a history of New Brunswick.

The province is under special obligations to the Venerable Archdeacon Raymond for his admirable history of the St. John River, his compilation of the Winslow papers, and many other contributions to our historic lore. The late J. W. Lawrence's "Judges of New Brunswick" is a work of great value. All these records are out of print. The student of provincial history would today have to await the publication of the forthcoming volumes by Prof. W. G. Ganong of our natural and political history. What records are there of the early schools, their development and their teachers and pupils? There are filed in the Education Office records of teachers and pupils since the government made grants, some time before 1858—but before that period where are the records—embracing a period of nearly one hundred years? Echo answers where? The first Grammar School was opened in St. Andrews about 1821, the second one at Sackville a year later—the latter by the grandfather of the writer. Many persons besides myself would like to possess the records of these old schools, as well as the old parish schools during the first half century. These records filed with clerks of the old Courts of Sessions are mostly destroyed or lost with the records of proceedings of those Courts. The records of the old town and parish meetings covering a period of a hundred years—the old assessment rolls, lists of voters, the old township books—scarcely any of these books or documents exist today. The great libraries of the United States are large purchasers of old records, with which to enrich their collections and their agents have scoured these provinces for documents of the past.

When the next or following generation demands these books, it will then be discovered that family correspondence bearing on public affairs, that documents relating to municipal, parish and county business, have disappeared, that traditions have been forgotten and there is no material available, except that small quantity that the public archives have succeeded in gathering and preserving.

The opportunity for gathering such material is slipping by, without any effort being made to preserve it. This is only a part of the story. No current history of the province exists. Hannay's, Gesner's and others are out of print. We are promised one by Dr. Ganong. This will be too large for general circulation.



Is there any study more worthy of and tends more to make a cultured man than that of the causes and mainsprings of past occurrences and cast a light on the future and enables one to foresee the course of human events? Is there any study that tends more to develop a national spirit than a knowledge of a common history,

common traditions, and the lives of those heroes whose achievements are the common property of the whole people? Is there any other study that will tend more to awaken in the youthful mind high ideals of right and duty, and a fine spirit of emulation, to do and to dare and that will leave a worthy name in the annals of our country?

## SUMMER SCHOOLS

### THE RURAL SCIENCE TRAINING SCHOOL AT TRURO.

One of the most pleasant days which the Editor of the Review has enjoyed this summer was spent with the faculty and students of the interesting Summer School in Truro. The students were busy with courses in biology, botany, entomology, birds, home economics, and the various other courses demanded in the inclusive requirements of the Rural School Science Diploma. This diploma is granted after three term's work in a variety of allied scientific subjects. One interesting and characteristic comment regarding this appears in the announcements of the School—

"No Rural Science Diploma will be granted simply on knowledge of subjects as shown at any examination. Personality, leadership and good judgment, which are so necessary to the rural teacher, will count more than the written examination."

In order that these desired qualities might become prominent, much attention was given to the development of school spirit and opportunity was provided for a happy, social life among the students. One important factor in this effort was the Rest Room. A large class room had been cleared of desks and other school furniture. A number of small tables and comfortable chairs had been substituted, a piano, victrola, and the case containing the reserved books completed the furnishing of the room. Here the students were encouraged to come for study between classes, for letter writing and conversation after school hours and on Sundays.

A number of social evenings were arranged by student committees, under the supervision of Mrs. H. B. Vickery. Some form of recreation or instructive diversion was provided for other evenings; these included informal gatherings of the school, games, sings, lectures and moving pictures of a distinctly educative sort.

The enthusiasm with which the school song and the yell were given proved that the students were getting more than a knowledge of Rural Science. With a refreshing ability to combine work with play the students and faculty made a picnic out of an excursion to Folliegh Lake, from which they returned laden with specimens and butterfly nets. The delightful relation existing between faculty and students proved that this attempt

to develop a pleasant social life had been more than realized.

An important feature in the life of the school this year was the lecture course which all students taking diplomas were expected to attend. These lectures were given by members of several professions and industries representing a wide variety of interests. The theme running through all was educational improvement and the welfare of society.

Among the courses added to the curriculum this year was a "Play and Games group. This included a playground course by Miss Baker and a Folk Dancing and Story Telling course by Mrs. H. L. McDonald. These courses were intended to fit the teacher for a place in the social life of the community. The garden back of the Science building was a delightful sight. This garden is planted by the Normal students of the year and is cultivated by the students of the Summer School, each student choosing his own plot and being responsible for it.

Home economic courses were given by Miss Helen McDougall. The students went in groups of eight to the laboratory of the Agricultural College for this instruction.

There were one hundred and ten students enrolled. Director DeWolfe and the faculty of the Summer School deserve much commendation for the excellent work done and the wonderful inspiration which the students must carry with them to their work in the schools of the Province.

### RURAL SCIENCE SCHOOL AND CAMP HELD AT SUSSEX.

(A. C. Gorham, Director of Elementary Agriculture)

The Rural Science School was held this year at Sussex, July 14th to August 11th. For the first time in the history of the school the students had an opportunity of living under canvas. Permission was granted by the military authorities to use the camp grounds, one of the bungalows and twenty bell tents. With this and the other equipment on the camp grounds conditions were ideal for camping. While camping was made optional all but four of the whole student body took advantage of the out-door life. At this writing we are little more than half way through the course, but every member of



the staff and the students are thoroughly enjoying the life, the excursions, the cross-country hikes, the games, the swimming pool, etc.

As soon as the students arrived and were settled in their new quarters the management was put under a camp committee elected by the students. This committee co-operated with a chaperon to maintain proper discipline, although the need for action in this regard has never presented itself. A schedule was worked out so that two members of the camp served at each meal. This facilitated matters in connection with the culinary department. This method of living has done all that was expected of it in the way of reducing the cost of living and giving recreation.

The students were "At Home" to their friends at the camp on Friday, July 30th. Tea and ices were served on the lawn at the bungalow which was daintily decorated for the occasion. The guests were shown through the dining room and tents and thus expressed themselves as delighted with the idea of the camp life for the students, and were also pleased with the manner in which the camp was being managed.

The students could not help but feel that their afternoon for the entertaining of their friends was a decided success.

Although much enjoyment is taken out of the camp life, no course of study has been sacrificed to it. Five, one-hour, periods are given each day to both the first and second year classes. The work is being made as practical as possible. Plants are seen and studied in their natural environments. Not only botany is studied, but the best methods of growing and the economic value of the plants and animals are dealt with. Many lessons are given and others suggested for nature work in the rural schools. The principle underlying farm practices are demonstrated and explained. Having acquired this knowledge every teacher must feel herself better equipped to deal with the problems of her school and better able to assist her pupils to understand the reason for the many operations of farm practices.

Every student puts in one or more plots in the garden, does the lining, the cultivating, staking and the sowing of the seed. The garden is a laboratory practice garden where the teacher must do the things she would demonstrate to her pupils.

The instructors are: Nature Study, Wm. McIntosh; Physics of the Farm and Home, Dr. F. E. Toheelock; Cereal Husbandry, O. C. Hicks, B. S. A.; Gardening; A. C. Gorham, Director.

#### THE VOCATIONAL SUMMER SCHOOL AT WOODSTOCK

The people of New Brunswick and indeed the Maritime Provinces do well to be proud of the very unique

and successful Summer School which has been held in Woodstock this summer.

An interest in vocational education is new in these Provinces and in the world generally. The school had four departments, the first being the group of men, nineteen in all, who were training to be local directors of Vocational Schools. These men will co-operate with town committees to organize technical night schools throughout the Province. The second was the group of trades-women, dressmakers and milliners who were studying to prepare themselves to teach these courses in Vocational Night Schools for girls. The other two groups were students of Household Science. Of these, one group was of advanced students preparing to teach Domestic Science courses in the High Schools of the Province, and the other was a group of ambitious, wide-awake rural teachers who are introducing the hot-lunch and rural home economics in rural schools. Many of this last group will continue the work fitting themselves to become economic teachers.

Mr. Peacock had gathered about him a faculty coming from the four points of the compass, Miss Hagerman came from the State Agricultural School, Cobleskill, N. Y., and Miss Coss from the Vocational School, Framingham, Mass; Miss Stewart from the Vocational School, Camalloops, Alberta; Dr. Miller from the Department of Technical Education, Ontario; Mr. Whitman from Newfoundland. To these must be added Miss Mallory, Miss Barnett and Miss Currie from the Home Economics Department of our own Province.

The students spent six hours in the class room each day, of these two hours was spent in the study of theory and four hours putting these theories into practice. One very important factor in the life of the school was the lunch room which was run cafeteria style by the Home Making department. In spite of the high prices domestic economy prevailed, for the twenty-one meals each week were provided at the cost of \$4.04 each person. The editor of the Review recommends very highly the culinary proficiency of these young ladies under the able direction of Miss Hagerman and Miss Barnett.

The social life had not been neglected. A large, comfortable rest room had been provided. The piano and victrola furnished the music for formal and informal dancing and sings. A student committee each week planned a social evening for the school. Moving pictures of an educative sort helped to pass other evenings. Several very excellent lectures were enjoyed by the students. Col. Gill, director of Technical Education for Canada, spoke on the Dominion Technical Education Act; Dr. Miller, assistant director of Technical Education for Ontario, lectured on Teacher Training and Vocational Guidance.

The school enjoyed the hospitality of the local Vocational committee who allowed them the use of their



very attractive and admirably equipped school plant. The citizens of Woodstock treated the members of the school with kindest consideration. The churches joined to give the school a picnic; the business men of the town took all the students and faculty on a long auto ride, and the Board of Trade voted \$100 to provide tennis

rackets, balls and nets for the students.

The success of this second Summer School under the auspices of the Vocational Board and the able direction of Mr. Peacock, ought to be a source of gratification to all who are interested in the success of Vocational Education in these Provinces.

## ENGLISH LITERATURE IN THE GRADES

### Grade I. TIME TO RISE.

A birdie with a yellow bill,  
Hopped upon the window sill,  
Cocked his shining eye, and said:  
"Aren't you ashamed, you sleepy-head?"  
—Robert Louis Stevenson.

AIM.—To help the child understand a short poem, and guide him to appreciate the humor.

INTRODUCTION.—Teacher may well tell a simple story, using the ideas of the poem as its main framework. When the children have talked about it a bit, tell them you know a pretty way to say it; then quote the poem several times, encouraging them to say it with you.

CORRELATION.—The children may draw the picture of this story. It will lend itself to a simple form of dramatization, too.

### Grade II. THE HAYLOFT.

Through all the pleasant meadow-side,  
The grass grew shoulder-high,  
Till the shining scythes went far and wide,  
And cut it down to dry.

These green and sweetly smelling crops,  
They led in waggons home;  
And piled them high in mountain tops,  
For mountaineers to roam.

Here is Mount Clear, Mount Rusty-Nail,  
Mount Eagle and Mount High;  
The mice that in these mountains dwell,  
No happier are than I.

O, what a joy to clamber there  
O, what a place for play,  
With the sweet, the dim, the dusty air,  
The happy hills of hay!

—Robert Louis Stevenson.

AIM.—To guide the pupils to share in the poet's pleasure, because of the fun they, too, have had in a hay-mow.

INTRODUCTION.—Talk of riding in a hay-cart, what hay is before dried, how cut and where stored. Encourage the children to tell of fun they have had playing in a hay-mow.

PRESENTATION.—The teacher should then read the poem because it tells of another boy's enjoyment of playing in the hay.

DISCUSSION OF POEM.—The teacher should make sure that the children know what the words "scythe," "crops," "mountaineer," "clamber," "dim," mean. She should be sure that the fourth verse is understood. Some fun should be gotten out of the names of the mountains.

CORRELATION OF POEM.—While the class are memorizing this poem "Playing in the Hay," "Harvesting Hay," "Uses of Hay," may be used as subjects for oral composition.

### Grade III. THE BROWN THRUSH

There's a merry brown thrush, sitting up in a tree,  
"He's singing to me! He's singing to me!"  
And what does he say, little girl, little boy?  
"Oh, the world's running over with joy!"  
Don't you hear? Don't you see?  
Hush! Look! In my tree,  
I'm as happy as happy can be!"

And the brown thrush keeps singing "A nest do you see  
And five eggs hid by me in a juniper tree  
Don't meddle: Don't touch! Little girl, little boy,  
Or the world will lose some of joy!  
Now I'm glad! Now I'm free!  
And I always shall be,  
If you never bring sorrow to me."

So the merry brown thrush sings away in a tree,  
To you and to me, to you and to me;  
And he sings all the day, little girl, little boy,  
"Oh, the world's running over with joy."  
But long it won't be,  
Don't you know? Don't you see?  
Unless we're as good as can be.

—Lucy Larcom.

AIM.—To arouse the children's sympathy to the bird and their enjoyment of a lilting rhyme.

INTRODUCTION.—An informal talk of birds, their nests, care of the young, protection of their young, etc.

PRESENTATION.—The teacher should quote this poem in a happy, vivacious manner, to interpret for the child the spirit of the poem.

DISCUSSION OF THE POEM.—How does bird feel? Why is he so happy? Why were the eggs hid? What might happen if a boy touched the eggs? How would the bird feel? How can we keep the world happy?

CORRELATION.—The children in Grade 3 should make themselves a book of Memory Gems. All poems memorized should be carefully copied in this book and the children should be encouraged to look for other poems about birds which they like to add to their list.

### Grade IV. BOB WHITE

There's a plump little chap in a speckled coat,  
And he sings the zig-zag rails remote,  
Where he whistles at breezy, bracing morn,  
When the buckwheat's ripe and stacked in the corn,  
"Bob White! Bob White! Bob White!"

Is he hailing some comrade as blithe as he?  
Now I wonder where Bob White can be!  
O'er the hills of gold and amber grain,  
There is no one in sight—but, hark again!  
"Bob White! Bob White! Bob White!"



Oh, I see why he calls; in the stubble there,  
Hides his plump little wife and babies fair,  
So contented is he and so proud of the same,  
That he wants all the world to know his name.  
"Bob White! Bob White! Bob White!"

—Selected.

AIM.—To lead the pupils to appreciate the poetic description of this common bird and to enjoy the humor in the last two stanzas.

INTRODUCTION.—Informal conversation between teacher and pupils concerning Bob White, appearance, habits and song from which his name is derived, etc.

PRESENTATION.—Teacher should read this poem to the class. It will be well to have it written on the board.

DISCUSSION OF POEM.—What line in the first stanza tells of Bob White's appearance? What does 'speckled' mean? What does this stanza tell of his habits? What does 'zig-zag rails' mean? What do we call that sort of fence? What does 'remote' mean? What time of day does he sing? What time in the year?

Read second stanza silently. What does 'hailing' mean? 'Blithe'? 'Amber'? What does the poet think he is doing in second stanza?

Read third stanza silently. Why does he call 'Bob White'? What does 'stubble' mean? 'Plump'? 'Contented'?

CORRELATION.—While the class is memorizing the poem the bird may be studied in nature study. It might also be of interest to have the children look for other word interpretations of birds' songs, such as "Old Tom Peabody-peabody-peabody" for the song Sparrow's call.

Grade V.

#### THE FLOWER OF THE THISTLE.

I'm a queen of pride and splendor,  
Throne and purple lack not I;  
Never yet I made surrender,  
Foe and lover I defy!

Never shall the red-mouthed cattle  
Crop me like the simple grass;  
Arms presented I give battle,  
If a step too near they pass.

Yet I've friends to make me merry;  
I have bribes to win the bee;  
My fine bird, the wild canary,  
Tips his jaunty cap to me.

In the autumn I go sailing,  
Up, and out of sight of men,  
Till the lazy zephyr falling,  
Lets me down to earth again.

I'm a queen of pride and splendor,  
Throne and purple lack not I;  
You may call me wild, untender,  
You may praise or pass me by.

—Edith Thomas.

AIM.—To guide the children to appreciate poetic description of so common a plant as the thistle.

INTRODUCTION.—The teacher should begin the lessons by discussing the thistle. The lesson will be more worth while if the teacher has a plant to show the class.

PRESENTATION.—When the class are interested in the thistle the teacher should read the whole poem in a pleasant vivacious manner.

DISCUSSION OF THE POEM.—Read first stanza silently. What is the thistle's throne? Why does she mention 'purple' as proof that she is a queen? What does 'surrender' mean? 'Defy'? What does the thistle mean by saying she has never surrendered to lover or foe? Why do the cattle not eat the thistle? What does 'crop' mean? 'arms presented'? Who can think of a more common way to express the idea 'I give battle'? What do two last lines mean?

Read the third stanza. Who can put the stanza in his own words? What are the 'bribes' which win the bee? What is the wild canary sometimes called? Who will put the picture of the fourth stanza in his own words?

Read the last stanza. How does the thistle feel about what folks say about her? Does this add to her claim of being a queen?

CORRELATION.—The thistle may be studied in nature lessons at the time this poem is being studied. In this way the interest in one lesson may supplement the other.

Grade VI.

#### PIPPA'S SONG.

From Pippa Passes.  
The year's at the spring  
And day's at the morn;  
Morning's at seven;  
The hillside's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven—  
All's right with the world!

—Robert Browning.

AIM.—To guide the pupils to enjoy the beauty of this matchless lyric.

INTRODUCTION.—The teacher should tell part of the story, at least, of "Pippa Passes." Pippa was a little Italian girl who worked in a silk factory. She had but one holiday a year. This is the song that she sang on the morning of her one holiday.

PRESENTATION.—The teacher should quote this short poem to the class in a sympathetic happy manner. Little discussion will be needed to understand it.

CORRELATION.—This poem may be correlated with some of the songs from Shakespeare's plays—"Where the Bee Sucks," "Hark! Hark! the Lark!" and others.

Grade VII.

#### THE LOVE OF NATURE.

There is a pleasure in the pathless woods,  
There is a rapture on the lonely shore,  
There is society where none intrudes,  
By the deep sea, and music in its roar;  
I love not the less, but nature more,  
From these our interviews, in which I steal  
From all I may be, or have been before,  
To mingle with the universe, and feel  
What I can ne'er express, yet cannot all conceal.

—Lord Byron.



AIM.—To encourage the pupils to appreciate the majesty and beauty of this poem about the love of nature.

INTRODUCTION.—The teacher should begin this lesson by some talk of the beauty and solemnity of the great woods, the majesty and power of the sea. In short, lead the children to talk of the way different forms of nature affect them.

PRESENTATION.—The teacher should read the stanzas in a dignified manner to interpret to the class the majesty of the ideas expressed.

DISCUSSION.—Read the first four lines silently. What four experiences does the poet get from contact with nature? What does he mean when he says "there is society where none intrudes?" Does he like to listen to the sea? How can you tell? Read next four lines. What effect do these "interviews" with nature have upon him? What does he leave behind him? What would he contrast with the universe? Does these experiences leave a trace?

CORRELATION.—This poem should be correlated with the first eight lines of Bryant's "Thanatopsis," with Tennyson's "Flower in a Crannied Wall," and Freeman's "Butterfly."

Grade VIII.

#### THE DESERTED VILLAGE

Sweet Auburn! loveliest village of the plain;  
Where health and plenty cheered the labouring swain,  
Where smiling spring its earliest visit paid,  
And parting summer's lingering blooms delayed;  
Dear lovely bowers of innocence and ease,  
Seats of my youth, when every sport could please,  
How often have I loitered o'er thy green,  
Where humble happiness endeared each scene!  
How often have I paused on every charm,  
The sheltered cot, the cultivated farm,  
The never-failing brook, the busy mill,  
The decent church that topt the neighboring hill,  
The hawthorn bush, with seats beneath the shade,  
For talking age, and whispering lovers made!

No more thy glassy brook reflects the day,  
But, choked with sedges, works its weedy way;  
Among thy glades a solitary guest,  
The hollow sounding bittern guards its nest;  
Amidst thy desert walks the lapwing flies,  
And tires their echoes with unvaried cries;  
Sunk are the bowers in shapeless ruin all,  
And the long grass o'ertops the mouldering wall;  
And trembling, shrinking from the spoiler's hand,  
Far, far away thy children leave the land.

—Oliver Goldsmith.

AIM.—To encourage the pupils to appreciate the beauty of the first scene, the desolation and loneliness of the second.

INTRODUCTION.—The teacher may tell something of the poet's life. Goldsmith was the son of a poor clergyman in Ireland who, with difficulty, sent his son to Trinity College. After graduation he spent some two years in strolling in western Europe. For many years after his return he was very poor. Later his financial affairs improved. He had many friends among the more illustrious men of his day. This poem is supposed to be an idealized account of his native village.

PRESENTATION.—The teacher should read this poem sympathetically, to portray the difference in mood expressed by each.

DISCUSSION OF THE POEM.—Read first part silently. What does "swain" mean? How did nature help to make Auburn the loveliest village of the plain? Who will put the third and fourth lines in his own words? Does the poet have memories of the place? What does "loitered" mean? "cot?" Why call the brook "a never-failing" brook? What word would we use in place of "topt"? Who will describe the picture the poet remembered in his own words?

Read last part silently. What has now happened? Who lives on the banks of the brook now? The bittern has a hollow throaty cry and generally builds its nest on the ground. The lapwing is sometimes called "pewit" because of its cries. What does the line "And tires their echoes with unvaried cries" mean? Who can put this part in his own words not omitting the last two lines? Why does the poet feel so sad about this village being deserted?

CORRELATION.—Other parts of the "Deserted Village" may well be taken up. The "Village Preacher," the "School Master" and the description of the Village Tavern.

#### THE EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The Teachers' Institute of the Province of New Brunswick, held in Fredericton, convened for its first meeting during the afternoon of June 28th. At the opening sessions committees on nominations and resolutions were appointed. The most interesting feature of the afternoon's programme was an excellent address given by Dr. Carter, Chief Superintendent of Education for the Province. During this instructive and interesting address, Dr. Carter referred to the advancement which had been made in New Brunswick education in the past ten years. Among the improvements mentioned were: A course of study in music for the schools, with an authorized text book and grants for music teachers; school grounds, where possible, should be at least one acre in extent, while plans for all new school houses must be approved by the inspector; Provincial grants were allowed for the school district supporting a special department for retarded pupils, and grants to the teachers having special training for this work; vocational education and elementary agriculture have been extended until each department holds a Summer School for teachers each year; the Health Act has introduced the needed sanitary inspection of school houses; the privilege of the community to use the building after school hours with the unanimous consent of the school board has been provided for; and reciprocity of Normal trained teachers has been agreed



upon with the Province of Nova Scotia. Not least among the improvements mentioned was the legislation of the current Parliamentary Session which provided for an increased minimum salary for all teachers, through the doubling of the county fund, and allotted to men and women teachers an equal government grant for equal license.

Dr. Carter also mentioned some further improvements which are to be considered in the near future. Among these were: Revision of the present course of study with many better text books; the consideration of the six-six plan in relation to our schools; the problem of extending our High School course to four years; an improved pension plan including if possible, a disability clause; a better compulsory school act, more school consolidation, better care and training for the feeble-minded; community centres with increased co-operation between the parents and the schools.

The N. B. Teachers' Association held an interesting meeting Monday evening. After the routine of business was covered the Association was addressed by Mr. Chas. B. Stillman of Chicago, who represented the American Federation of Teachers. This meeting is discussed by the President of the N. B. T. A., Dr. Foster, elsewhere in this magazine.

A number of interesting addresses were given during the sessions on Tuesday. Dr. H. V. B. Bridges, Principal of the Normal School, spoke on "Patriotism as taught by the Great War." He urged that stories of the heroic deeds of our own soldiers and anniversaries of the great battles should be used to stimulate the patriotism of the hearts of the children.

An article which stimulated considerable interesting discussion was read by Miss Estelle Vaughan, Librarian of the St. John Public Library, on "School Libraries; How to Make Best Use of Them." During the afternoon session an address, "The Relation of Vocational Schools to our Common and High Schools," given by Mr. S. W. Simms of St. John, aroused considerable discussion. Mrs. Jamieson's paper, "The Proper relation between the School and the Home, from the Parent's Point of View," was listened to with great interest.

The public meeting in the evening was addressed by Dr. Laird, Dean of the School for Teachers, MacDonald College, and Hon. Dr. W. F. Roberts, Minister of Public Health for the Province. Dr. Laird pleaded, with a wealth of illustration, for attention to the individual differences of the pupils in the school. Deputy Mayor Wilkinson extended to the visiting teachers the heartiest welcome on behalf of the city of Fredericton, to which Dr. Carter replied briefly.

The sessions on the last day of the Institute were quite as interesting as those of the two former days. Mr. W. Milner, of the Dominion Archives Department,

discussed "How may Pupils and Teachers be induced to Preserve Local Traditions." This paper was followed by discussion from which we learned that the citizens of our province have been most careless in their regard of all local traditions, papers and monuments. During the afternoon session the Institute again had the pleasure of listening to an address by Dr. Laird. Mr. Gorham, Director of Elementary Agriculture for N. B., spoke on "Agriculture in the Rural Schools." This paper was followed by a most heated discussion which soon extended to include the problems of Vocational Education, as well.

The following announcements were made during the session Wednesday morning. The members of the Executive Committee elected by the Institute were:

Dr. H. S. Bridges, St. John; A. S. McFarlane, Dr. B. C. Foster, G. J. Oulton, Moncton; F. A. Dixon, Sussex; D. W. Wallace, Woodstock; G. H. Harrison, Chatham; W. J. S. Myles, St. John; Miss Bessie M. Fraser, of Grand Falls and Louise M. Scott of Fredericton Junction.

The text book committee was elected as follows: Dr. H. S. Bridges, St. John; G. J. Oulton, Moncton; W. J. S. Myles, St. John; H. H. Hagerman, J. F. Owens, A. S. McFarlane and Miss Caldwell.

Miss Sadie Thompson was elected representative of the Institute on the Senate of the University of New Brunswick.

Dr. W. S. Carter stated that he had the authority of the Board of Education to call a Trustees Convention and he asked that trustees be notified to have sufficient delegates elected in order that the convention might be held as soon as possible. He explained that probably library regulations and the library grant would be changed, but he could not state this with authority, and he asked that as far as possible all teachers unite in the matter of libraries with the Imperial Order of the Daughters of the Empire. Among those who were leaving the Institute were Prof. Belliveau, Inspector McLean, Lt. Col. Mersereau and R. P. Steeves, all of whom had seen fifty years in the public school services. He referred to their long and faithful service, expressing the thanks of the Institute for this.

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#### THE MEETING OF THE NEW BRUNSWICK TEACHERS' ASSOCIATION.

At the meeting of the Educational Institute in June last the evening of the 28th was left vacant by the Executive Committee for a meeting of the Teachers' Association of New Brunswick. Accordingly the members met in the Assembly Hall of the Normal School.

In his opening address the President referred to the



phenominal growth of the Association. Starting only two years ago with a membership of less than 50 it now comprises more than 500 of the 625 teachers eligible for membership, including practically all of the leading educators of the province.

This remarkable growth, he asserted, was due to the excellent plan of organization, to the hearty co-operation of the teachers, and the great zeal and energy of the officers and members of the executive, especially to the untiring efforts of the secretary-treasurer—Mr. A. S. McFarlane.

Of the five aims of the association, as set forth in the constitution, he claimed that three at least had been implemented.

First—The Association had always acted in harmony with the educational authorities to promote sound education in the province. In support of this he cited the selection of a member of the executive of the Association to act on the committee recently appointed by the Government to report to the Legislature on teachers' salaries. The Chief Superintendent, he said, regarded the Association with favor, and the members of the Legislature during the debates in the House, referred to it as an institution that had to be reckoned with.

The second object, namely, "to awaken and promote a healthy professional spirit among our teachers," he believed, had been attained. The fact that so many teachers had joined the Association in so short a time, and that no cases of underbidding had been reported amply proved this.

The third object, "to use all legitimate means to increase the salaries of teachers in order that the best talent may be attracted to the profession and retained in it," had, he claimed, been actively promoted, with gratifying results. Two schedules of salaries had been prepared and promulgated by the executives, each being a substantial advance on the then existing rate of salaries. These schedules had been well received by the public, and for the most part, generously acted upon by Boards of Trustees. They had been published gratuitously by the press, and editorials favouring the increase had appeared in many of our leading newspapers.

The President stated further, that a committee of the executive had waited upon the Government and urged the necessity of materially increasing the retiring allowance to teachers. The committee received a sympathetic hearing, but owing to the pressure of business on the Government, in preparation for the then pending session of the Legislature, nothing was done. It is to be hoped that this year a carefully prepared scheme may be adopted.

He congratulated the teachers on the very considerable increase of salaries which had taken place in the last two years, and stated that in his opinion the Teach-

ers' Association had been the principal factor in producing this result, and in order to test whether his opinion was well founded, he would call upon the chairman of the various local committees to report.

These reports from all sections of the province, confirmed the opinion expressed. In every case substantial increases were reported, the incoming teachers receiving the minimum salary in the schedule, while in some cases the teachers remaining on the staff received \$100 additional.

A resolution to admit all regularly licensed teachers of any class to membership in the Association was then introduced and carried unanimously. It was stated that the teachers of the second and third class had decided to form a separate association, but postponed action on being promised that they would be received into the present Association, and now that the opportunity is given, it is hoped that they will lose no time in taking advantage of it.

The meeting was then addressed by a representative of the United States Federation of Teachers, who gave an interesting account of the problems which confronted the teachers of the Western States, and told how they had been solved.

The session then adjourned till next day in order to give the second and third class teachers an opportunity to join the Association and thus be able to have a voice in the election of officers for the ensuing term.

At the adjourned meeting the officers and members of the executive committee were elected. A full list of these will be published in the Review later.

Following this, a resolution was introduced with regard to a Pension Scheme, endorsing the principle of a small contribution from the teachers to supplement an increased amount from the Provincial Government. Some opposition to this developed among the younger teachers, but when it was pointed out that they owed the considerable increase in salaries which they were at present enjoying largely to the older teachers, and that all should be willing to make this small sacrifice for the good of the profession, the selfish idea did not obtain, but the resolution carried unanimously.

The executive committee was thereupon empowered to draw up a plan for teachers' pensions along this line and take steps to have it adopted by the Government.

After a resolution of thanks to the press for the favourable notices given the Association, the meeting adjourned.

#### THE PLAYGROUND: ITS EQUIPMENT AND ACTIVITIES.

Lucy South Proudfoot.

"Playing, the child grows character, therefore there is nothing in the whole range of schooling that is as educational."—Jacob Riis.



Play is the exact opposite of idleness. Games, besides providing physical and recreative features for the playground and schoolroom, develop mental and physical dexterity and correlation of eye and hand in acquiring an appreciation of distance, aim and speed. Through his own experience in games the child also develops a code of ethics and morals.

The school playground has proved to be an economy to the city. A good playground programme means better school attendance as well as an improvement in the physical condition of the children. Recent statistics show that country children are as defective physically and in many cases more defective than city children. Those who study these children from a medical standpoint agree that for them play is as good or better exercise than gymnastics. To be most beneficial physical exercises should be enjoyed rather than merely performed and regarded as medicine.

The success of a playground depends upon the leadership of the teacher more than upon equipment. Expensive apparatus is unnecessary. Most of the material for rural schools can be made at home. Every school yard should have a sand bin. The bin should be about six by eight feet. It will not need a bottom. Any plastering sand will do, but the pure white sand found at the seashore is best. The bin should be located in a shady part of the yard. If the sand gets very dry it should be sprinkled at night. To keep the sand clean it should be gone over with a rake daily. The sand bin is for the little children of the school. With a spade, a few spools, twigs and paper dolls they will produce a history lesson, lay out the streets of a village or work out geographical formations.

Swings are easily constructed. There should be one swing for every ten or twelve children. They should be low, safely constructed and placed at some distance from the space reserved for games.

One of the most popular pieces of playground apparatus is the giant stride. A stout pole is imbedded in cement. A rotary top is made by placing a small wagon wheel at the top of the pole. A number of strong ropes are attached to the wheel and hang low enough to be easily reached. The rotary motion is begun by the children hanging on the ropes and running around the pole. They are soon swung off their feet and can jump along or swing out.

Balls are a necessary part of the playground equipment. There should be several small balls for the younger children and a volley ball for the older ones. The volley ball is similar to a basket ball but is lighter and more easy to bat. Physicians are agreed that ball games are most useful for developing both the body and the higher nerve centres. Children whose wrists are weak will show an improvement in writing as they become

expert in ball games. The following ball games may be used on the playground throughout the fall:

**TEACHER.**—For children from 6 to 10 years. The players form a straight line in front of one who is "Teacher." Teacher throws the ball to each child in turn. When a child misses he goes to the foot of the line. When teacher misses she changes places with the child who threw the ball.

**DODGE BALL.**—For children from 8 to 14 years. Players form a circle. Several children stand in the centre of the circle. The players forming the circle hold several balls which, at a given signal, they throw at those inside the circle. When hit below the waist, those in the centre go out. The game continues until all are out. The one who succeeds in staying in longest wins.

**WANDER BALL.**—For children from 8 to 14 years. Players form a circle with one player in the centre. A ball is thrown about from one player to the next, either to right or left, but never skipping a player in the circle. The child in the centre tries to get his hands on the ball. He may touch it either while it is being thrown or while a player holds it. When he succeeds in touching it he changes places with the one failed to elude him.

**PLAYGROUND VOLLEY BALL.** The entire school can take part but it is most popular with children from 10 to 16 years. The game is played with a volley ball. The playing space is divided into two equal courts by a rope stretched six feet above ground. The ball is served (batted with the open palm) over the rope by one of the players from the back of the court. The players on the opposite court attempt to bat it back before it touches the ground. If they fail to return it one point is scored by the serving side. The player missing the ball is the next server. The side first scoring 15 points wins.

**ALL RUN.**—For children from 9 to 14 years. One child is "It" and holds the ball. The other players stand close to him forming a square. "It" throws the ball high in the air. As soon as the ball is thrown all the other players run. When "It" catches the ball he calls "Halt" and all players must stand still. He tries to hit any one of them but must throw from where he stands. The one hit becomes "It." If he fails to hit anyone he must be "It" again.

**STANDING-SITTING BALL.**—For children from 6 to 12 years. Players form a circle. One child stands in the centre and throws the ball to each of the players in turn. When a child misses he must sit down. When all are seated, the one who stood longest changes places with the child in the centre and the game begins again. When a child misses he stands up. The play continues until all are again standing.

**BALL RELAY RACE.**—For boys from 9 to 14 years. Players form two straight lines, single file. All



stand in stride position with feet wide apart. The boy at the head of each line holds a ball which at a given signal he rolls backward between his feet. When the ball reaches the end of the line, the last boy seizes it, runs to the head of the line and rolls it backward between his feet. This continues until every one has run and stands in his original position in the line. The line finishing first wins. If the ball rolls out of the alley formed by the boys' feet the nearest player must recover it and start it rolling at the point from which it went out. One boy should be selected to act as umpire. The umpire stands at the head, between the opposing lines, and makes corrections or suggestions where necessary.

**OVERHEAD RELAY RACE.**—For children from 9 to 14 years. This game is played like Ball Relay Race, but instead of rolling the ball between their feet the players pass it back overhead, both hands grasping the ball. Every player in the line must touch the ball with both hands. The players must not turn around.

The playground programme needs as careful preparation as any other part of the school work. It is true that play is natural and instinctive, but children do not know games by instinct. A game should be selected with reference to the ages of the children and the season of the year; taught thoroughly and played until its possibilities have been exhausted.

#### THE WAR MEMORIAL OF THE I. O. D. E.

Agnes S. Foster, Ed. Sec'y I. O. D. E., N. B.

(An address given before the N. B. Educational Institute.)

Mr. President, Ladies and Gentlemen:

Through the courtesy of the Chief Superintendent of Education, I am to speak to you for a few minutes of the War Memorial which the Imperial Order of the Daughters of the Empire is instituting in Canada.

Many noble memorials of brick and stone are being erected to the heroism of Canadians; many tablets have been hung and many honour rolls unveiled. We Daughters of the Empire are not seeking to erect a Memorial made with hands. We believe that some of the finest, most self-sacrificing and most heroic blood of Canada was spilt in France and Flanders. We hope that that spirit was bequeathed to the children who are left fatherless. We are eager to educate those that hold that inheritance that Canada may not lack in time of peace the loyalty and devotion which her people showed in war. We wish to build our Memorial in the greater breadth of education, in the lifted ideals and in the Imperial spirit to be fostered in our young people.

And so—we have instituted an Educational War Memorial—particularly for the children of deceased or permanently disabled soldiers, sailors and airmen, but including in some one of its branches every school child in Canada.

We have raised an endowment fund of one quarter of a million dollars—we hope to make it half a million before we stop. One hundred thousand of this is to be used to support 9 scholarships of \$250. each a year for four years to help provide a university education (or its equivalent) for one child at least of a deceased or permanently disabled soldier, etc., in every province in Canada. Each year this will be given until at the end of a four years' course we shall have 36 scholars benefiting. When our endowment fund is completed we hope to have twice that number.

By 1921 we shall have arranged for Post Graduate Scholarships of \$1400 for a year's study in a British University. Four scholars will be elected for this bursary in 1921 and five in 1922, making at the end of two years one from each province in Canada.

We have planned also a travelling fellowship to be competed for by any student in Canada; also a Lecture Foundation in Canada for the teaching of Imperial history.

We hope in the next two years to place in a school in every county in Canada, under the direction of the Board of Education in the provinces, some of the reproductions of the Canadian War Memorial pictures painted for the Dominion Government by leading artists of the Empire, to commemorate Canada's part in the war, so that in every community the children may constantly be reminded of the heroic deeds of the men and women whose sacrifices saved the Empire and its cherished institutions.

We shall place within the next five years, in many schools and in every school in Canada, where there are children of foreign born parents, a Daughters' of the Empire Historical Library suited to all grades of the school.

This then is our War Memorial: Scholarships in Canada, Post Graduate Scholarships, a Travelling Fellowship, a Lecture Foundation for the teaching of Imperial History, Canadian Patriotic Pictures and Historical Libraries for schools.

Outside of this, Chapters, provincially and privately, are seeking promising pupils who, through misfortune brought on by the Great War, are not able to take the *secondary* education of the schools. We wish to help these children to help themselves.

Why am I telling you all this? Because no one in Canada can help us as you teachers can. You know the promising children whose school careers have been or may be ended; you can give us information as to their situation financially and their scholarship. You can encourage pupils to compete for the higher privileges offered.

We ask your co-operation in all our work that no



child whom we can help may lack the opportunity to make himself a better citizen of this great Commonwealth of ours.

We are eager to help the children! Will you help us?

#### "FIRST AID" FOR ENGLISH PUPILS.

Bess Proudfoot.

In the average school, a great deal of time is wasted before the English teacher learns the individual needs of her pupils. A simple test given on the first day of school, followed by a conference with each pupil, during vacant periods of the next few days, will enable the teacher to set each child to work to remedy his greatest weakness.

Last year I gave each of the 105 pupils in my Freshman English classes a copy of the following questions, which were selected from the Ayers-Kansas test.

#### TEST.

1. Mary is older than Nellie, and Nellie is older than Kate. Which is older, Mary or Kate?

2. In the following words, find out what letter is contained in only three of them and cross out the word which does not contain that letter: ail, thief, live, anvil.

3. Bone is composed of animal and mineral matter. The former gives it toughness, the latter rigidity. I placed the bone in acid, and afterwards found that I could tie the bone in a knot. What had been removed?

4. The pitch of a tone depends upon the number of vibrations made by the vibrating body in a second of time. The greater the number of vibrations per second, the higher the tone. Two bodies vibrate, the former 256 times a second, the latter 384 times a second. Which produces the lower tone, the former or the latter?

5. There are three horizontal lines. The first is three inches in length, the second two inches and the third one inch. We know that if the second and third lines are joined end to end the resulting line will be as long as the first line. Suppose that the first and second lines are joined end to end. How many times as long as the third line will the resulting line be?

6. Below are three lines. If the first is the shortest, place a dot above it. If the last is shorter than the first, but longer than the middle one, put a cross above the longest. If each of the other lines is longer than the last line, put a cross above the shortest line.

7. "Four hundred and fifty years ago the people of Western Europe were getting silks, perfumes, shawls, ivory, spices and jewelry from Southeastern Asia, then called Indies. But the Turks were conquering the countries across which the goods were carried, and it seemed likely that the trade would be stopped."

In the foregoing paragraph, what was the country

called from which the people of Western Europe were getting the goods named in the paragraph?

When each pupil came for conference, he was handed his set of questions and asked to correct the ones that were checked. Only two of the class corrected their errors without suggestions from me, and these had completed their tests in one half of the time taken by the average pupil in the class.

The five who missed (1) helplessly repeated the words merely as words, and finally had said that they had written down "any name" to fill the blank. The correct answer was secured by having the pupil write statements of his own concerning Mary, Nellie and Kate. Then he was given five similar problems to be solved by the same method. Only two failed to answer all five correctly and these latter proved to be hopeless cases, who should not have been promoted to High School. No further problems were given to the three, because they had missed other questions which called for similar, though slightly more difficult exercises.

Those who missed (2) were divided into two classes:

(a) Pupils who failed to grasp the main thought;

(b) Pupils who did not follow directions.

Group (a) said that it was a catch question, because each word contained some letter that did not appear in all the other words. These people also missed (5) and (7) and so were given no special corrective work for (2). Group (b) drew the line through the three words instead of the one. All of these missed (6) and so were treated with that group.

The twenty-seven persons who missed (3) did not understand the meaning of "former," "latter" or "rigidity." All of these people missed (4). Each was asked to jot down in his note book words which he heard in his classes and failed to understand. These were to be looked up in the dictionary before the next conference hour. At that time I checked the most useful words and asked him to bring three sentences for each. Besides this the pupil was asked to use the words as often as he could outside of class. This drill was continued throughout the semester.

The ones who missed (6) had also failed on several other questions and so I said nothing about corrective work for this problem. But it was from this group that I selected the people who were to look through the papers of their classmates to see whether the headings and margins were correct, or, who were asked to tell what they understood the next day's work to be. They were proud of the responsibility and unconscious of the fact that they were being trained to follow directions exactly.

Of my 105 pupils, ninety missed (7). Of these four named the countries of Western Europe; eighty-



three, the countries of Southeastern Asia; one wrote "East Indies," and two "West Indies." After we had studied the two sentences and decided in which one our answer lay, we underlined the main thought. Then I gave them two or three paragraphs to be treated in the same way. Their problem for the next day was to underline the main thought in each paragraph of their physiology lesson. When they were able to score one assignment without an error, they were asked to bring in each week one editorial, from the Chicago Tribune, in which they had underlined the main thought of each paragraph. At the end of the second month of this exercise, 25 of the group could be relied upon to find the main thought in any paragraph which a freshman might be expected to understand, and by the end of the semester (5 mos.) all except the "hopeless two" had attained that grade of proficiency.

I am convinced that the "test" and the conference were well worth the time spent upon them for never before have my pupils enlarged their vocabularies so quickly nor learned to grasp so accurately the main thought in either oral or written work.

#### CURRENT EVENTS

*The New Prime Minister.* The Hon. Arthur Meighen, the new Prime Minister, was born in 1874, near St. Mary's, Perth County, Ontario. Since 1908 he has represented Portage la Prairie. He became Solicitor General in 1913, Secretary of State and Minister of Mines in 1917, and Minister of the Interior in 1917. He has specialized on tariff questions.

*Cabinet Members for Atlantic Provinces.* Three new members of the Cabinet are from the Maritime Provinces—Mr. McCurdy of Halifax, Mr. Spinney of Yarmouth, and Mr. Wigmore of St. John.

*Admiral Lord Fisher.* Admiral Lord Fisher, who died lately, joined the navy in 1854 as a midshipman. He was poor and without influence but he forced his way ahead by character and ability. Some of his many reforms were the substitution of oil for coal as fuel and the installation of wireless in Whitehall so that the Admiralty could keep in touch with ships. He foresaw the German peril and concentrated the British ships at the point of danger. He established the great northern bases that made it possible to block the enemy's fleet, and it was his quickness that led to Von Spee's defeat at the Falklands.

*Britain and Persia.* Ghilan and Mazanderan are two narrow provinces of Persia which lie to the north of the Caspian Sea. Britain had a convention with the Shah of Persia which seemed to imply

that Persia was to be protected from invasion—especially against the Bolsheviks. When the Soviet forces attacked these provinces the small British force there retired to the mountains and as the convention had not been ratified by the Persian Parliament, the British officers have resigned their commands until such ratification takes place. One report is that Persia is opening separate negotiations with the Bolsheviks. On account of Britain's position in Mesopotamia, her alliance with Persia is important to her.

*Division of German Indemnity.* An agreement is proposed among the Allies regarding the division of German reparations on the basis of 52 per cent. to France, 22 per cent. to Britain, 10 per cent. to Italy, 18 per cent. to Belgium and 5 per cent. to Serbia. The remaining 3 per cent. will be divided among the other Allies including Roumania, Portugal and Japan. Italy is also to receive certain economic and financial advantages.

*The Allies' Note to Poland.* A note has been sent to the Warsaw Government from the British and French. It states that these governments will not allow Poland to accept Soviet demands involving disarmament, any change in the Polish system of government, the acceptance of any boundary less favorable than that drawn provisionally by Premier Lloyd George, or the use of Poland as a bridgehead between Germany and Russia.

*U. S. Presidential Nominees.* The Republican nominee for President of the United States is Senator W. G. Harding; for Vice-President, Governor Coolidge of Massachusetts. The Democratic nominee for President is Governor J. M. Cox; for Vice-President, Franklin Roosevelt.

*Major General Gorgas.* Major General W. C. Gorgas, who died a few weeks ago, won fame in Panama as an epidemic fighter. He was born and educated in the Southern States and appointed a surgeon in the U. S. army in 1880. In 1905 he was sent to Panama where at that time there was on an average of eight thousand deaths yearly from yellow fever. Within five years he had reduced the number to nineteen. In 1913 he went to South Africa to investigate an epidemic of pneumonia among the negro laborers in the Rand mines. In recognition of his work there Oxford gave him the honorary degree of Doctor of Science. He was in France with the American army and after the war went down to stamp out yellow fever in Guayaquil. In the spring of 1920 he started for Africa again at the request of the British Government, but he died in London.



## WORDS MOST COMMONLY MISSPELLED

Great difference of opinion would, no doubt, arise were teachers asked to name the word most frequently misspelled by pupils from Grade 2 to Grade 8. Mr. F. W. Jones, head of the Educational Department, University of South Dakota, some years ago, made a study of the words used by children of these grades in their written themes. Some 75,000 themes were examined which had been written by 1,050 children. The total number of words used in all the themes, counting each word as many times as it was used, was approximately 15,000,000 words. There were 4,532 different words used.

Practically every one of these 4,532 words was misspelled by one or more pupils. The three words which were misspelled most frequently were "their" and "there" which totalled together 612 times, while "which" bears the distinction of having been misspelled most frequently or 312 times. The word "separate" which many teachers consider the most frequently misspelled word in the English language, ranged fourth, having been misspelled 283 times.

From the results of this study, Mr. Jones has prepared a list of the one hundred words most frequently misspelled by these 1,050 pupils. He has called this the "One Hundred Spelling Demons." It may be interesting for a teacher to determine at the beginning of the year how many of the students in her room have mastered these "demons."

## One Hundred Spelling Demons of the English Language:

which	beginning	buy
their	blue	again
there	though	none
don't	coming	very
business	early	week
meant	hear	often
many	here	whole
friend	write	won't
some	writing	cough
been	does	loose
since	once	wear
making	tired	answer
dear	instead	too
guess	easy	ready
says	through	forty
having	women	hour
just	would	among
doctor	can't	busy
whether	sure	trouble
believe	lose	built
knew	Wednesday	color
laid	country	piece
tear	February	raise
choose	know	straight

separate	could	sugar
used	Tuesday	shoes
always	seems	tonight
where	enough	hoarse
done	every	said
grammar	they	wrote
minute	half	read
any	break	two
much	heard	ache
truly		

(List taken from Dr. W. F. Jones' Concrete Investigation of the Material of English Spelling with permission of the Author).

## DAILY BIBLE READINGS.

September.

First Week—True Wisdom.

Mon.—Prov. 3:13-18, 21-24. "Happy is the man that findeth wisdom."

Tue.—Prov. 4:1-9. "Wisdom is the principal thing."

Wed.—Prov. 4:10-19. The way of wisdom.

Thu.—Prov. 8:1-11. Wisdom's call.

Fri.—Job 28:1, 2, 12-15, 20, 23, 28. What true wisdom is.

Second Week—Honest Toil.

Mon.—Ex. 20:8-17. The command to work.

Tue.—Prov. 6:6-11; 22:29. A lesson from the ant.

Wed.—John 6:22-27. Work for that which abides.

Thu.—II Thess. 3:7-13, 16. Be not weary in well-doing.

Fri.—Luke 19:12, 13, 15-20, 22-24, 26. Parable of the pounds.

Third Week—God in his World.

Mon.—Ps. 19:1-6. "The heavens declare the Glory of God."

Tue.—Ps. 8. "When I consider Thy heavens."

Wed.—Ps. 29:3-11. The voice of Jehovah in the storm.

Thu.—Acts 14:8-17. "He left not himself without witnesses."

Fri.—Acts 17:16, 19-28. "In Him we live and move and have our being."

Fourth Week—Stories of the Heroes and Heroines.

Mon.—Dan. 1:3, 5, 8-12, 14, 15, 17, 19. "Daniel purposed in his heart."

Tue.—Esther 4:1, 4-7, 9-11, 13-16. Esther, the brave.

Wed.—Gen. 12:1-7; Heb. 11:8-10. Abraham who believed God.

Thu.—Ruth 1:6-10, 14, 17. Ruth, the faithful.

Fri.—Luke 2:41-52. The boy Jesus in the temple.

Fifth Week—Harvest-time Parables.



Mon.—Matt. 21:33-41. The wicked husbandman

Tue.—Matt 13:1-9. The sower of good seed.

Wed.—Matt. 7:15-20, 24-27. "By their fruits ye shall know them."

Thu.—Matt. 13:24-32. The Tares.

Fri.—Gal. 6:7-10; II Cor. 9:6-11. "Whatsoever a man soweth, that shall he also reap."

Dr. R. S. Calder.

#### SCHOOL AND COLLEGE NOTES.

Miss Mildred Campbell, formerly instructor in the P. E. I. Normal School, will be on the staff of the Alberton, P. E. I., schools for the next year.

The home of Dr. Lawrence Brain, of Annapolis Royal, was the scene of a pretty wedding on July 17, when Miss Hilda Maude Graham, sister of Mrs. Brain, was united in marriage with Rev. James King, Ph.D., professor of religious education, Mount Allison University, in the presence of a few immediate relatives and friends of the bride.

Miss Agnes Harlow of the teaching staff of the Morris St. Schools, Halifax, spent part of her vacation with her brother, Mr. L. C. Harlow, Truro.

Miss Florence Crawford of Bridgewater, has accepted a position as teacher in Saskatchewan.

"The Methodist Episcopal church in Woods Hole was the scene of a very pretty wedding on Wednesday evening, June 23, when the pastor of the church, the Rev. Augustus Elwyn Tingley, A. M., Ph.D., was united in marriage to Miss Helen Fern Mitchell."

Mr. Tingley has been a teacher in N. B. and holds an A. B. from Mt. Allison University.

Inspectors Training Class for Teachers of Truro, opened July 11th with an enrollment of fifty.

Mr. George Underwood, Moose Jaw, passed through Truro yesterday to his home in South Maitland. He has been principal in one of the schools in Moose Jaw for the past two or three years.

The Editor of The Review, while visiting the vocational school at Woodstock, spoke on the consolidation of rural schools.

The School Board of Chatham at a special meeting declined to accept the resignation of Miss Murray and Miss Edna Fraser. Their salaries were increased to induce them to remain.

Mr. and Mrs. E. M. Cummings of Hartland announce the engagement of their daughter, Ada Belle, to Charles Douglas Dickinson, principal of Hartland schools. The wedding will take place in August.

Rudolf Clemen, M. A., Harvard University, B. A. Dalhousie University, now in North Western University, Chicago, is expected in Halifax at the end of this present month. He is writing his thesis and is after more material. He expects to visit Philadelphia this week.

Miss Violet Knapp, B. A., of Sackville, who has been instructor of household science at Stanstead College, Quebec, for the past few years, has resigned her position to accept a similar one at the Provincial Normal School, Fredericton. Miss Knapp left Friday for Ithaca (N.Y.), where she will take a post graduate course at Cornell University before entering upon her new duties at the beginning of the fall term.

The following teachers have been recently added to the teaching staff of Truro: Miss A. Louise Wilson, New Annan, N. S.; Miss Annabel M. Watt, Trenton, N. S.; Miss Lola E. Crokum, Lunenburg, N. S.; Miss Mary B. Crooker, A. Bigelow Parker, Miss E. Carter, Truro, N. S.

Miss Chalmers and Miss Silver, who taught in Parrsboro last year, have accepted schools in Trenton and Dartmouth respectively.

Miss Jean R. Cox of Riverside, N. S., who has been teaching in the Canadian west for the past two years, arrived home last week.

Miss Gertrude Oxley, who has been lay principal of Columbia College, New Westminster, for the past year, is taking a post graduate course at the University of Washington, Seattle. Miss Oxley will return to Columbia after the holidays.

Work on the Prince Edward school building at Milltown, is tied up for cement. The contractors say that the building will be completed by April 1st, 1921. The estimated cost of the building alone is \$100,000, but it is added that the completed structure will probably cost more than that. The building will be of concrete blocks and reinforced concrete with the interior finish of natural hardwood. In the basement of the building there will be a play room for the boys, another for the girls, a room for study of domestic science, another for manual training, lavatories for both boys and girls and a section for furnace and coal rooms.

The second floor of the building will contain five



class rooms, a large assembly hall, 45 by 60 feet, with modern stage and dressing rooms for the production of amateur theatricals.

Miss Helen Bliss has been appointed to the staff of the Fredericton High School as teacher of English. Miss Bliss will occupy the position so long and acceptably filled by Miss Ella Thorne, who retired because of ill health.

Miss McLatchy, Editor of the Educational Review, spoke before the rural science school, Truro, July 22nd, on the Rural Teacher, her responsibility and opportunity.

The Prince Edward Island Teachers' Institute will be held from September 22nd to 24th, in Charlottetown. Mr. J. F. Doyle, inspector of schools, is president of the Institute. Mr. J. D. Seaman is president of the Teachers' Union.

The Provincial Education Association of Nova Scotia will be held in Wolfville, Aug. 24th to 26th. The programme is printed elsewhere in the Review.

Mr. F. A. Dixon, B. A., Sackville, N. B., has been appointed Inspector of Schools, to succeed Mr. Amos O'Blenes, who has resigned. Mr. Dixon has temporarily filled the office in the past and during a vacancy in the Provincial Normal School taught science in that institution. During the past two or three years Mr. Dixon has been on the staff of the Elementary Agricultural Education Department for New Brunswick.

The French department of the Normal School reopened on August 4th, with Mr. Theodule LeJeune, who was for four years principal of the Caraquet Superior School, in charge. Mr. LeJeune succeeds Professor Alphee Belliveau, who was for over forty years the teacher in the French department, and who retired at the end of the last school term.

Amos O'Blenes has resigned the School Inspectorship to become Superintendent and Secretary of the Moncton Schools, a position which carries with it a competency considerably in excess of that received by him as an inspector of schools.

Clarence B. Burden, who completed his course at the University of New Brunswick last spring, graduating in Arts, has been appointed principal of the Smythe St. school, Fredericton. Mr. Burden served for a number of years in the Canadian Army overseas and was in the expedition that served in Northern Russia during the last year of the war.

## OFFICIAL NOTICE

### New Brunswick High School Course in History, 1920-21

Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.

Grade X. Public School History of England—Morang Educational Co., Ltd., Toronto.

Grade XI. Outlines of the World's History—Ancient Oriental Monarchies, Greece and Rome—Sanderson. Blackie & Son, Limited, Glasgow, Scotland. (Renouf Publishing Co., Ltd., Montreal).

(Subject to satisfactory arrangements being made with the Publishers)

W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,

August 2nd, 1920.

## OFFICIAL NOTICE

### NOVA SCOTIA

No pupils can be legally admitted to any school of any grade or kind without the presentation of

- (1) A Medical Certificate of SUCCESSFUL Vaccination within the last five years, or
- (2) A Certificate of having had smallpox, or
- (3) A Medical Certificate of temporary unfitness for vaccination dated within the present school year, or
- (4) The "Conscientious Objector's Declaration" as prescribed by the Public Health Act.

A. H. MacKAY,

Supt. of Education for Nova Scotia.

Education Office, Halifax N. S.,

4th August, 1920.

## New Brunswick School Calendar

1920—1921

1920

FIRST TERM

- July 1—Dominion Day. (Public Holiday).  
 July 6—Normal School Entrance, Matriculation and Leaving Examinations begin.  
 July 12—Annual School Meeting.  
 August 4—French Department of Normal School opens.  
 August 26—Public Schools open.  
 September 1—Normal School opens.  
 September 6—Labor Day (Public Holiday).  
 —Thanksgiving Day (Public Holiday)  
 December 14—French Department Normal School Entrance Examinations begin.  
 December 14—Third Class License Examinations begin.  
 December 17—Normal and Public Schools close for Xmas Holidays.

1921

SECOND TERM

- January 3—Normal and Public Schools re-open after Xmas Holidays.  
 March 24—Schools close for Easter Holidays.  
 March 30—Schools re-open after Easter Holidays.  
 May 18—Loyalist Day (Holiday, St. John City only).  
 May 23—Empire Day.  
 May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.  
 May 24—Victoria Day (Public Holiday).  
 May 24—Third Class License Examinations begin (French Department).  
 June 3—King's Birthday (Public Holiday).  
 June 10—Normal School closes.  
 June 14—License Examinations begin.  
 June 20—High School Entrance Examinations begin.  
 June 30—Public Schools close.



# The Provincial Education Association of Nova Scotia

WILL MEET AT

## WOLFVILLE

ON

**AUGUST 24, 5, 26, 1920**

Teachers attending are allowed one week extra vacation without loss of Government Grant.

The following Program will be presented:

### TUESDAY, AUGUST 24th, 1920

- 9.00 a.m.—Registration.
- 10.00 a.m.—Opening Address.
- 10.30 a.m.—“Free Schools in Nova Scotia”—Dr. H. D. Brunt.
- 11.00 a.m.—Selection of Resolutions. Committee and General Business
- 2.30 p.m.—“Home Lessons”—Prin. W. A. Creelman, Discussion led by Inspectors Robinson, Phelan, Campbell.
- 3.30 p.m.—“Art in the Public Schools”—Miss Elizabeth Nutt. Discussion led by Dr. Soloan.
- 8.00 p.m.—Public Meeting. Addresses by Hon. R. M. McGregor, President Cutten, Rev. Dr. DeWolfe, and others.

### WEDNESDAY, AUGUST 25, 1920.

- 10.00 a.m.—“Vocational Training in Agriculture”—Rev. D. J. Macdonald.
- 10.30 a.m.—“Elementary Sociology and Economics as a High School Subject”—Prin. H. H. Blois.

- 11.00 a.m.—“Music in the Public Schools”—Harry Dean, Esq., Rev. Father O’Sullivan, Miss B. J. McNeill.
- 2.00 p.m.—“Health in the Public Schools”—Dr. B. Franklin Royer.
- “Dental Inspection”—Dr. G. K. Thompson.
- “The School Nurse”—Miss Winnifred Read.

### THURSDAY, AUGUST 26, 1920.

- 10.00 a.m.—“The Subnormal Child in the Public School”—Dr. Eliza Brison, Dr. George B. Wallace.
- 11.30 a.m.—Meeting of Teachers’ Union—President Ford.
- 2.30 p.m.—Election of Advisory Board.  
Election of Executive Committee.  
Report of Resolutions Committee.  
Unfinished Business and Discussions.

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Lv Halifax.....	3.10 p.m.	"	"	..	"	"	"	"	"
Lv Charlottetown.....	1.40 p.m.	"	"	..	"	"	"	"	"
Lv St. John.....	6.10 p.m.	"	"	..	"	"	"	"	"
Lv Moncton.....	10.05 p.m.	"	"	..	"	"	"	"	"
Lv Quebec.....	5.30 p.m.	E.T.	Su.	M.	Tu.	W.	Th.	Fri.	Sa.
Ar Cochrane.....	5.20 p.m.	"	M.	Tu.	W.	Th.	Fri.	Sa.	Su.
Ar Winnipeg.....	6.00 p.m.	C.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	M.

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Lv Halifax.....	8.10 a.m.	"	M.	Tu.	W.	Th.	Fri.	Sa.	Su.
Lv Charlottetown.....	7.00 a.m.	"	"	"	"	"	"	"	"
Lv St. John.....	7.10 a.m.	"	"	"	"	"	"	"	"
Lv Moncton.....	2.25 p.m.	"	"	"	"	"	"	"	"
Ar Montreal.....	9.20 a.m.	E.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	M.
(Bonaventure Dep.)		"	"	"	"	"	"	"	"
Lv Montreal.....	10.00 a.m.	"	"	"	"	"	"	"	"
Lv Toronto.....	11.00 p.m.	"	"	"	"	"	"	"	"
Ar North Bay.....	7.50 a.m.	"	W.	Th.	Fri.	Sa.	Su.	M.	Tu.
Ar Cochrane.....	5.30 p.m.	"	"	"	"	"	"	"	"
Ar Winnipeg.....	6.00 p.m.	C.T.	Th.	Fri.	Sa.	Su.	M.	Tu.	W.
Ar Vancouver.....	9.00 a.m.	P.T.	Su.	M.	Tu.	W.	Th.	Fri.	Sa.

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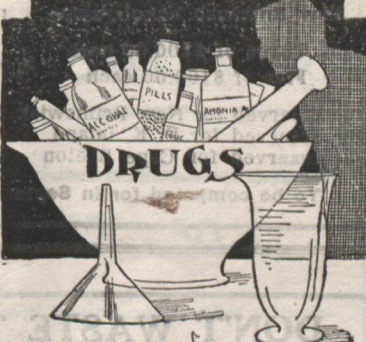
### THE MARITIME PROVINCES. — PACIFIC COAST. VIA MONTREAL, OTTAWA, PORT ARTHUR, FORT WILLIAM.

Lv Montreal.....	6.10 p.m.	E.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	..
Ar Ottawa.....	9.30 p.m.	"	"	"	"	"	"	"	"
Ar Port Arthur.....	7.15 a.m.	"	Th.	..	Sa.	..	M.	..	..
Lv Fort William.....	7.05 a.m.	C.T.	"	..	"	..	"	..	..
Ar Winnipeg.....	9.45 p.m.	"	"	..	"	..	"	..	..
Ar Vancouver.....	9.00 a.m.	P.T.	Su.	..	Tu.	..	Th.	..	..
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