

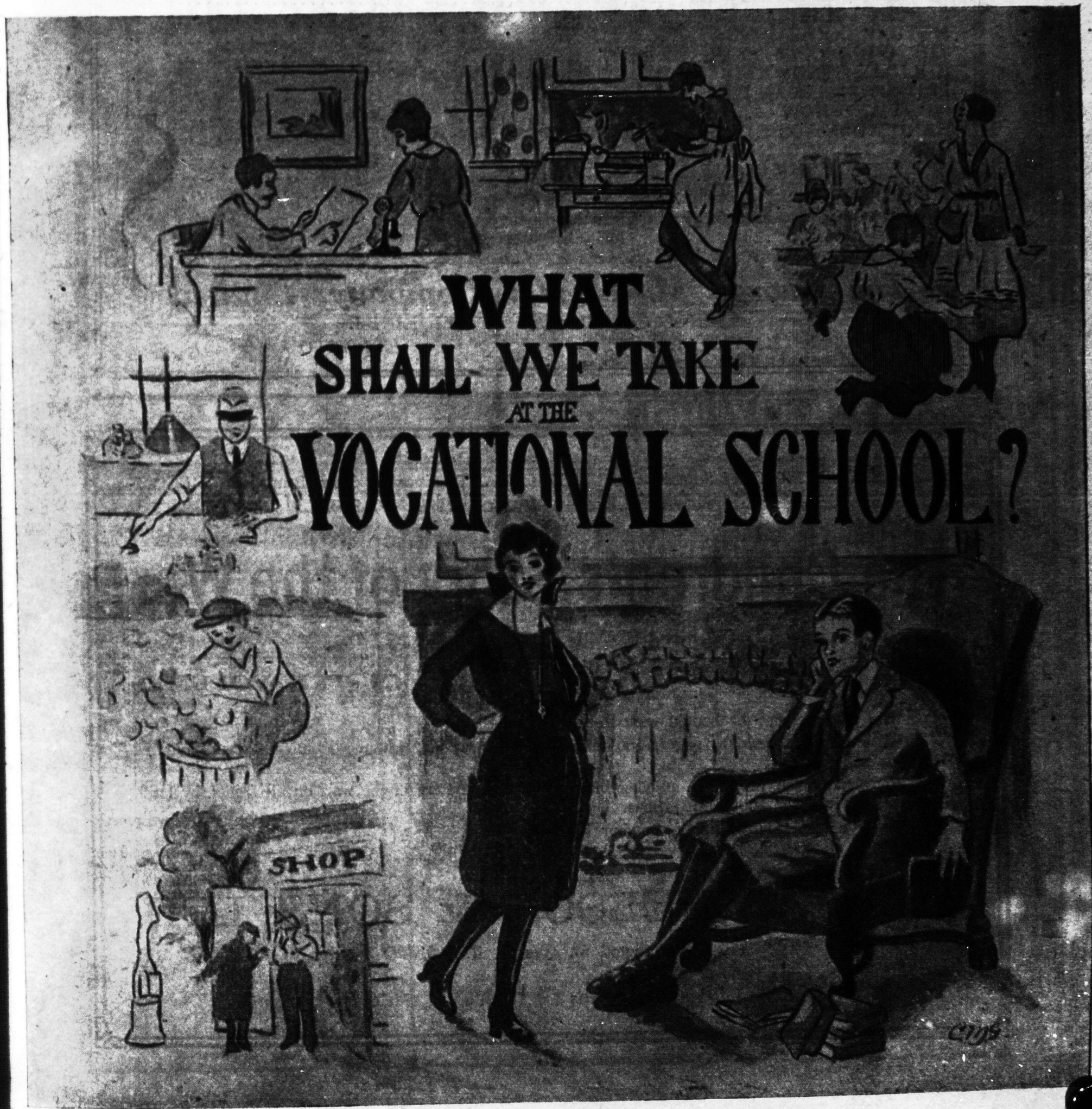
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Eleven Issues a Year

FREDERICTON, N.B., DECEMBER, 1919

\$1.00 a Year (In Advance)

MISS JOSEPHINE McLATCHY, Editor

W. M. BURNS, Manager

## EDUCATIONAL REVIEW

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

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

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Fredericton, N. B.

The January number of the Educational Review will be largely given over to a discussion of the Problem-project, as a method of instruction. Articles will be contributed by Prof. Whitbeck, of Wisconsin University, Prof. Branom, Harris Teachers' College, Miss Elsie Mills, one of the New Brunswick teachers studying this year at Columbia University, and others.

Steps are being taken to establish a Book Review Section in the Educational Review, which we hope will yield interest and information to our readers.

The management of the Educational Review extend the heartiest Christmas greetings to all our friends. We thank you for your co-operation and your kind forbearance with us in our endeavours to make this a practically helpful magazine for teachers.

The present issue of the Educational Review has been contributed largely by the New Brunswick Vocational Board, under the able direction of the Secretary, Mr. Fletcher Peacock. We are also fortunate in having our editorial contributed by Dean Templin, of Lindenwood College, who has spent several years in the study of Vocational Education. The management of the Review feel that this issue will receive your highest commendation and praise.

## EDITORIALS.

*Democracy  
and  
Education*

The War has taught us many lessons by shaking us out of our national complacency into a realization of the results of social forces which we had, hitherto, been blindly accepting. In no field has our awakening been more convincing than in the field of education.

We were surprised when the German nation as a man sprang to arms to defend itself against aggression, when we, the so-called aggressors, were surprised to realize that they had thrust war upon us. As the war progressed, thinkers searched for the causes of the solidarity of the German nation, their adherence to ideals which seemed utterly foreign to our conception of twentieth century civilization. The solution was found in their educational system. The rulers of Germany early realized the possibility of complete control of social institutions through education. Their schools

were organized upon the differentiation of social classes and maintained to keep these distinctions clear. There was rather a set policy of "aristocratic selection and preservation of social control in the hands of the sons of the aristocracy."

The stern conflict lasting four years and a half has led us to ask ourselves if there be not an educational policy commensurate with our political ideal of equality and universal franchise. Experience has taught us that the power of the nation equals the sum of the powers of its individual citizens. We have been appalled by the results submitted by the Medical Boards examining our enlisting men and by the statistics regarding illiteracy among our soldiers. We asked a man to be one hundred per cent. "fit" to die for our country; we now realize that we must make and keep him one hundred per cent. "fit" to live for Canada. Education is the State's responsibility since the State rises or falls on the "preparedness" of its citizens.

In one field of education we have found ourselves particularly deficient. We provided free education for all but we overlooked individual differences of preference and ability, we gave the same educational preparation to all, the future workman or professional man, and that, the education leading to the learned professions. Now we realize that we must offer equal opportunity of preparation to each recognizing his desires and capacities, to the future workman in the shop, factory or field, as well as the future member of the professional classes.

Canada's realization of this demand of each citizen if the Democracy is to stand, has been shown by the recent Dominion Vocational Education Act, providing so liberally for the assistance of each Province in its attempt to meet the needs of vocational education in its section of the country.

*Vocational Possibilities for the Maritime Provinces* Many School Boards in the Maritime Provinces, although quite conscious of the need of vocational instruction, may be troubled by the problems arising from the increased expenditure necessary to provide the additional equipment for such instruction. The partial solution of this difficulty is to be found close at hand in some cases.

• Many towns in the Provinces are already provided with a well-equipped Business College. In such cases some form of part-time affiliation can be quite easily worked out. These schools already have teachers in book-keeping, shorthand and typewriting and are provided with the necessary equipment. Why duplicate equipment to be used by a limited clientele? By the above-mentioned arrangement the students of the commercial courses may receive their instruction at the

Business College, all tuition for such being provided by the School Board. This increased revenue will enable the Business College to increase its proficiency. The amount contributed to its support will enable the School Board to demand a high standard of instruction. The abbreviated business course provided by the standard Business College should not be accepted as final by the Vocational School, but rather, such instruction should be supplemented by courses in business, arithmetic, commercial geography, spelling, letter-writing, etc. History, economics, government and physical education should be provided by the school itself.

In towns which have grown up about certain industries such as Amherst, Sydney, Moncton, some form of part-time instruction may be evolved for the students planning to enter these industries. In such cases the school will provide the theoretical courses necessary to illuminate the workman's task and the shop provide part-time practical instruction in that task. With increased use of machinery the work of the individual workman has become restricted and specialized. He is no longer master of the whole production, but rather, of a small portion. His vocational training should aim not only to make him a good workman in his specialized field, but also, to provide him with a knowledge of the whole problem and of the mechanical principles governing his machine so that his task will be fraught with significance and interest. He must be trained for his obligations to the State by practical courses in history, economics and government. These more theoretical aspects of the problem are the duty of the school. Preferably these courses should be given in High School or in a Vocational School on the same standing in the community as the High School.

The needs of the rural communities for providing instruction in business, agriculture and household science is a more serious problem likely to involve much additional expense, expense which is impossible to many individual communities. This difficulty may be met by several adjacent districts joining to support a Vocational School. In cases where consolidation already exists this added problem may be met with comparative ease. However, it will be possible to evolve a form of consolidation for vocational work beyond the first eight grades.

Vocational education must not be thought a simple trade or apprentice training but must always include the necessary physical training to keep the individual "fit" and provide a taste for pleasant forms of recreation, together with practical courses in history, economics and government, leading to a true realization of one's duty as a citizen. The Vocational School must not supercede the High School but rather run parallel with it, providing education for the student with practical

ability, while the High School trains the youth who wishes to enter the learned professions.

*The Value of Vocational Education*

Vocational education is now one of the big educational problems, and as such is deserving of most careful study, as its prosecution, whether in school or occupation, must be carried on by means of painstaking study and investigation.

It is the task of the College to select and train men and women for leadership and the professions. To do this, they have had to maintain very high scholastic standards. However, only a small number of individuals are college men and women. This vast horde of young people who are dropping out of school while still in the grades or High School must have a more adequate preparation for life. Children will go to work; you can't keep them in school, so the school curricula must be adapted to meet the needs of the time. We must keep in mind the fact that education is of two kinds; first, for work and second, education by work. If education is to mean anything, it will mean that an adequate economic return will be received for the efforts put forth.

Our old traditional schooling does not fit our youth for the modern working life. Vocational education has shown the needs of individualizing our educational program. "We want, not only to train children for efficient self-support, but we want to safeguard that training for the child's continuous welfare." An individual's greatest capacity for service and happiness depends on the discovery and cultivation of his permanent interest and real abilities.

It seems to me that the task of education is to take the child, no matter how poorly equipped he or she may be, and give him the training which will best fit him to take his place in the world. Since our present economic life is demanding the services of the majority of our youth, an efficient system of vocational education seems to be necessary.

Such a system enables the child to make a wise choice of a life's work, and this choice should be made only after most careful self-analysis, under guidance. Further, it will give accurate knowledge of the requirements—advantages and disadvantages—of the occupation; and will, above all, give a broader vision, not only of that particular field of work, but of life itself.

—Lucinda Templin.

WAGGISH VERSE

Your friend may vow that he's true blue  
And, when you need him, fail;  
But when Towser asserts his love for you  
His is no idle tail.—*Boston Transcript.*

ART AND INDUSTRY.

(By Miss Cecil M. Gallagher.)

During the past five years of war when it was impossible to import goods "made in Germany," or "made in Austria," gowns "created in Paris," and rugs "woven in Persia," we were forced to produce substitutes to supply the daily needs of the people of North America. Small industries were enlarged, new ones sprang up, but the plans, patterns and designs which had hitherto been made by old world artists could no longer be obtained. Many experts in this work had been recalled and none could be spared from Europe. Their positions and similar positions in new industries had to be filled. Then it was that manufacturers began to realize how dependent they were upon the specialists who planned their products.

Architects, decorators, furniture designers, textile designers, costume designers, illustrators, poster makers, were required. Hundreds of industries called loudly for them and offered enormous salaries to competent men and women. A critical situation was saved by the Art teachers who though untrained for this phase of the work rose to the occasion and convinced the world that America can, independent of Europe, produce costumes, textiles and furnishings which will soon rival those of the masters.

As an outcome of this revelation the Art League of America has been formed. Its motto, "American Art for American people," opens to the public a new field of labor which will become more and more extensive as the demand for American goods increases.

The expense attached to an Art education has kept many from entering this field. This obstacle can be removed, as it was in England, France and Germany, by free Art Courses in the Public and Vocational Schools. Ontario recognized the importance of this fact when it established, in connection with the Toronto Central Technical School a free Art Department, where instruction is given in design for every craft and industry.

In every country where Art courses have been given Art workers of note have risen from the masses. Deep in the population of New Brunswick there lies undreamed of talent—talent which could find expression in dressmaking, sign board printing, poster designing, decorating, illustrating and scores of other forms of applied art. Why should we employ foreign experts when, with small expense, we could educate specialists in our own province? This is a question with which the Vocational Schools will no doubt deal in the near future.

Mr. W. K. Tibert, a former teacher in N. S., and for a number of years Principal of "Oakiene Academy," Bear River, is Supervisor of the Vocational Training being carried on by the Dept. of Soldiers' Civil Re-establishment in New Brunswick, with headquarters at Fredericton.

Statistics show that only about one-half of one per cent. of those entering our schools follow up the academic theory. This shows an economical human wastage that is appalling. We do not propose, nor is it possible to consider, the training of all the 99 and one-half per cent.; but our object is to make it possible throughout New Brunswick for a greater number of our sons and daughters to become fitted for the vocations which they may choose as a life work. With this end in view I earnestly solicit the interest and help of the school teachers and school boards. Already we have established or are about to establish schools in Woodstock, Fredericton, St. John, Chatham, Edmundston, Bathurst, Loggieville, etc.

We are able to offer aid both from the Federal and Provincial Governments and I can reasonably predict that in no distant future, communities wishing to establish schools can be assisted to the extent of two-thirds of the cost of maintenance as well as aided in building and equipping. It will only be a matter of months before many trained vocational teachers are re-

quired and to whom salaries beyond criticism can be paid.

The system we desire to build up is a sound concrete vocational training consisting of:

1st.—Prevocational training prior to Grade IX.

2nd.—County and Town Vocational Schools for those through Grade VIII and not proceeding with Cultural Training.

3rd.—A Technical University where graduates of the Vocational Schools can become experts in their chosen vocations.

The Vocational Schools can be utilized for day, part-time and night students.

Remember in the past we could not educate for agriculture, for industry, or for commerce, without recourse to the private institutions. Assist us in making it possible to do so.

FRED MAGEE,

Chairman Vocational Education Board,  
Province of N. B.

## EDUCATION—THE OPPORTUNITY OF INDUSTRY.

By W. K. Ganong, M. A., Manager of the Corona Manufacturing Co., St. John.

Our ideas in education are gradually yielding to the demands of the times, and, against our will, are taking a more practical form. It is difficult to foresee the future level of this change in ideas, but, one wonders if the future will not see a definite co-operation between our educational systems and the everyday needs of our citizens, whether in home-life or in industry.

Many believe that the Church should be, or must be, more definitely connected with welfare work in the community, rather than have a tendency to drift to club-life, as has happened in some modern communities. Our educational system is likewise in the balance, if its usefulness and future standing are to be a serious factor in the life of the country.

With the possible exception of the practical technical college, there seems to be a wide gulf between the teachings of the schools and colleges of this country, and the public requirements. The colleges have evidently catered to what they think those who can afford a college education want. The world is becoming more democratic; there is more of a common feeling and common sympathy, to the benefit and advancement of civilization. Both elementary and advanced education, apparently, must follow the movement, and cater to the general wants of the people, for their benefit, rather than for the whims and social standing of a privileged few.

What apparently will be lost in the ethical value of education by a few, will be offset by the greater gain in

a very much larger number getting a better ethical training, although limited, and the additional gain that many more will get an interest to continue the advanced ethical subjects. Our present educational system teaches the child how to read and write, and no one disputes the fact that a citizen who can read and write is a better asset to the community, other things being equal, than one who cannot, and that that one gets more out of life. This seems to be the most practical phase of our present educational system, in meeting a requirement for the community's interests and welfare.

Considering the problem as a whole, not only those who go into professions, but also those who go into trades and work of special nature, should be looked after, in a true system of public education. The needs of all of these individual groups should be met in the same sense that reading and writing meet the general requirement in our present educational training. Along with this efficient special training, we, of course, must keep in mind the ethical phase of our educational ideas, for the continued improvement of our ideals and national inspirations.

The greatest asset to any country in the solution of the present industrial strife seems to lie in industrial education as an end to getting harmonious co-operation, greater production, and, therefore, greater prosperity. We all see the justice of reasonable demands for higher wages and better living conditions. The employer is confronted



with the problem of meeting the new conditions, and how to finance such more or less sudden changes. As normal times return, and competition becomes keen, this problem of the manufacturer will be a very serious one, and a real live issue for the industries of the country. Higher wages and shorter hours, that are justly warranted, must be met financially, in order for industry to exist at all. Cannot education meet the problem for the benefit of all, both directly and indirectly, concerned, and the industrial life of the country be saved, with more just conditions and sympathetic co-operation continuing to exist and develop?

Many large industries, whose employes number thousands, have special educational classes for the teaching of practical subjects directly connected with those industries. This special practical educational work has been of the greatest value to the maintenance and growth of such industries. Paralleling this specialized educational work in such communities, the evening schools, together with the private trade schools, technical high schools and technical colleges, have created an invigorating atmosphere for the benefit of the community.

At this time there is a great movement all over America, particularly in the United States, for vocational training, to meet the requirements of the boys and girls before they reach their earning capacity, rather than leave such training until they themselves see the need, in many cases too late to get the full benefit in the evening schools, of what the community owes them in the public day schools.

In our immediate community our individual industries are not large enough to carry the burden of an adequate educational training for their employees. There will be a tendency for each industry to develop, so far as possible, such training simply because it is good business to do so, and necessary to meet efficient competition. But, what of the small industries, from which we will eventually get large national industries; what of the stores and restaurants, and what of the homes, where appropriate training means greater efficiency, more satisfactory and happier workers, and a better appreciation of one another?

Our educational systems apparently fail in one very important particular, which is strangely exaggerated in our present time. When we get beyond the subjects that are of direct practical value, we enter the world of individual thought, which is of value to our own particular selves, and immediate friends; and, when we are selfishly inclined to our own thoughts, we get too far away from the democratic idea of a more common sympathy.

For instance, if some of the fundamental, scientific principles of practical agriculture were taught every child, not only would some become permanently inter-

ested in farming, but there would be a more general, sympathetic feeling towards those engaged in tilling the soil, and a better appreciation of what the farmer is doing for the country's existence. This principle applies not only to the agricultural interests, but to all lines of trade and industry, as well as to the interests in the home; and the mental training which forms a fundamental part in our educational ideas, would not suffer in having practical examples to clarify the mental process that leads to the accurate thinking which we associate with a trained mind.

In the onward movement for better world conditions, the difficulty is to have the development of human sympathy keep pace with the modern development of communities. It seems to be the history of older communities, as populations grow more dense, that there is a tendency towards selfish individual greed, rather than an increasing spirit to develop general public welfare. It is one of the problems, as our new country grows, to develop a spirit to back up the necessary Laws that will make the country a place for all good citizens to live in, and not a seeming paradise for a privileged few, at the expense of the rest of the community. We see the results of too much individualism in the aggravating and unjust attitude on the part of individuals in responsible positions, and in the narrow party strife on the part of classes. Our present educational training does not seem to develop the faculty for seeing the other's point of view, but, rather, in an extreme sense, tends to this individual satisfaction, where efficient mental training may be used to create and continue strife, rather than to see clearly the ideas and aspirations of others involved.

With Vocational Training for the boys and girls, they will understand one another's aims and work, and this is one of the big factors that will develop with such training, and which is so evidently lacking the world over at this time. We will see the fallacy of the white collar and unsoiled hands being considered an asset to the individual life, gradually change to acclaim for the higher calling and greater satisfaction of the actual producer and builder, and we will see a growing spirit of understanding and appreciation of one another, the results of which will finally show in the building up of our country, and in a higher standard of civilization.

The power to mould the child and future citizen for good or for evil, has been demonstrated the world over by Germany's educational systems. What would be the standing of any country with an equally powerful system of moulding the child's activities for the cumulative good of that country, rather than for criminal and vicious intents?

There is an object lesson to the manufacturer in this Vocational Training movement, with its power to

increase the general capacity and efficiency of the community. Automatic machinery seems to be the one hope for increasing the output, with decreased cost of production, considered so essential now by the manufacturer. Yet, there is a great field for increased production beyond the possibility of automatic machinery, and this is in the employee, as an active and satisfied producer, to whom comparatively little attention is being paid in the vision of increased production. Expert knowledge as well as active personal interest is essential, as we all get enjoyment from our daily work, apparently, in proportion to our skill in that work, which means comparatively large results with comparatively small tiresome effort.

An employee is brought into the plant for a particular piece of work. If such a one has had previous special training, or is of exceptional ability and capacity, the employee may be fitted for the work on trial, and paid accordingly. But, unless there has been special training, or there is exceptional ability, that employee may be reported as not equal to the task and the trial of another made. The patience of the teacher is lacking in the average manufacturing plant, as well as insight on the part of the employer in this special problem. It is almost an unexplored field of research. It seems that there is a great opportunity in Vocational Training, both within and without the plant, for new employees, as well as the older employees, to be given the benefit of special training for the particular classes of work that fit any particular industry. It is an evident principle of industry that the plant that can produce more goods

of the same or better quality than a competitor, by more efficient management, and with more efficient workers, can stay in business, and recompense its employees in proportion to such efficiency.

The results of Vocational Training in the plant can apparently have a great effect upon the direct results produced by that plant, in so far as its future growth and prosperity are concerned, if not even its existence. A trained worker is an investment, an untrained one is not.

This opportunity and problem bring in, of course, the question of the necessary vision, natural ability, patience and judgment required of the successful teacher, not only to impart knowledge, but to glorify that knowledge into individual initiative (what might be termed "installation of a self-starter"). Such interest and enthusiasm, once started, grows with rapidity, and transforms latent ability to power and greatness. For those with these necessary qualifications there are positions of greater responsibility available, whereas the inducement to remain as teachers is a crushing one. Teachers must be looked upon as an investment, whose results are cumulative rather than direct, and in this respect different from many or most lines of endeavour. High-priced teachers, as high-priced managers of industries, are not extravagances, but are the greatest asset to the country and to industry. Some successful teachers are now the leaders of the land, and one wonders if the fact of their having been successful teachers, does not in itself show sufficient capacity and ability to command such positions and the respect of the country.

#### THE DEMAND FOR VOCATIONAL EDUCATION.

(NOTE.—Mr. A. W. Covey has been representing the International Correspondence Schools in New Brunswick for 12 years. This time has been spent in personally discovering and seeking to meet the educational needs of our industrial and other workers.

The following letter is very significant.—Ed.)

To The Educational Review,  
Fredericton, N. B.:

In reply to your enquiry as to the demand, etc., for Technical Education in New Brunswick, I may say that during the present year our schools have received inquiries from 2,800 people of the Province for help in this connection.

Of these approximately one thousand individuals have enrolled for courses. On an average these courses have cost our students about \$100 each. Over 500 examinations have been written by our correspondence school pupils in the past two months. This would seem

to indicate a very active demand for Technical Education and Vocational Training.

The business done by the International Correspondence Schools in N. B. during the past 10 years shows that this demand has increased more than 500 per cent.

The courses we have sold include the following:

1. General subjects, Arithmetic, Spelling, Penmanship, and English Grammar.
2. Machine Shop courses and Machine Drafting.
3. Electrical Lighting and Power.
4. Automobile Work.
5. Poultry Farming.
6. Commercial Courses, Salesmanship, Book-keeping, Stenography, Accountancy and Advertising.

A surprising feature is that fully 20 per cent. of the courses sold have been in general education subjects. We are unable to do business with many of those applying for help, because they cannot read and write. It is impossible for illiterates to take correspondence courses. The greatest difficulty we meet in "carrying on" is

that our students have not sufficient grounding in the elementary subjects. In fact fully 20 per cent of those taking the Technical courses have to be given special help with the general branches which are the necessary tools of progress in specialized training.

Experience proves that money spent in Vocational and Technical Education is money well invested. We have yet to meet a student who has bought one of our courses, and faithfully followed it through, who is not delighted with his increased earning power and voca-

tional competency. Graduates of our schools now hold leading and responsible positions with the Canadian National and Canadian Pacific Railways, as well as with most of the leading manufacturing concerns of the Province.

Yours, very truly,

(Signed) A. W. COVEY,

Rep. International Correspondence Schools.

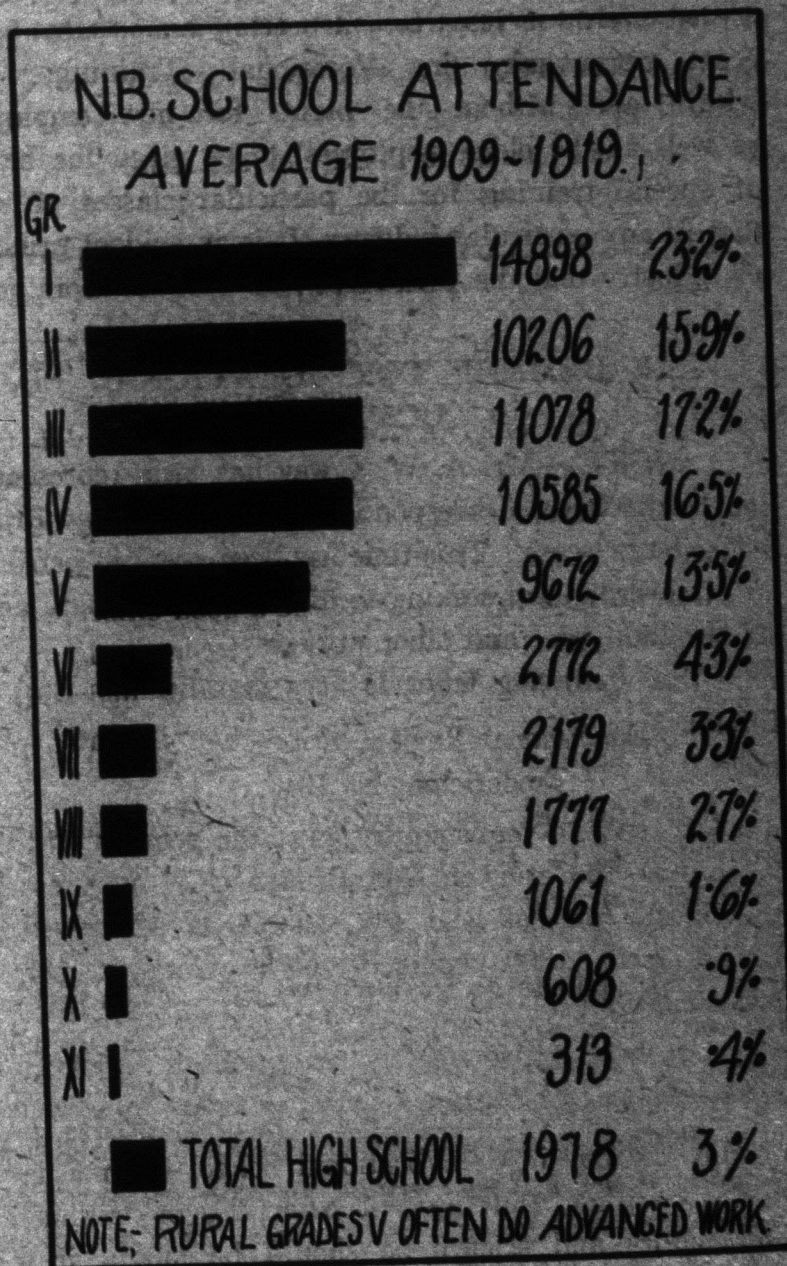
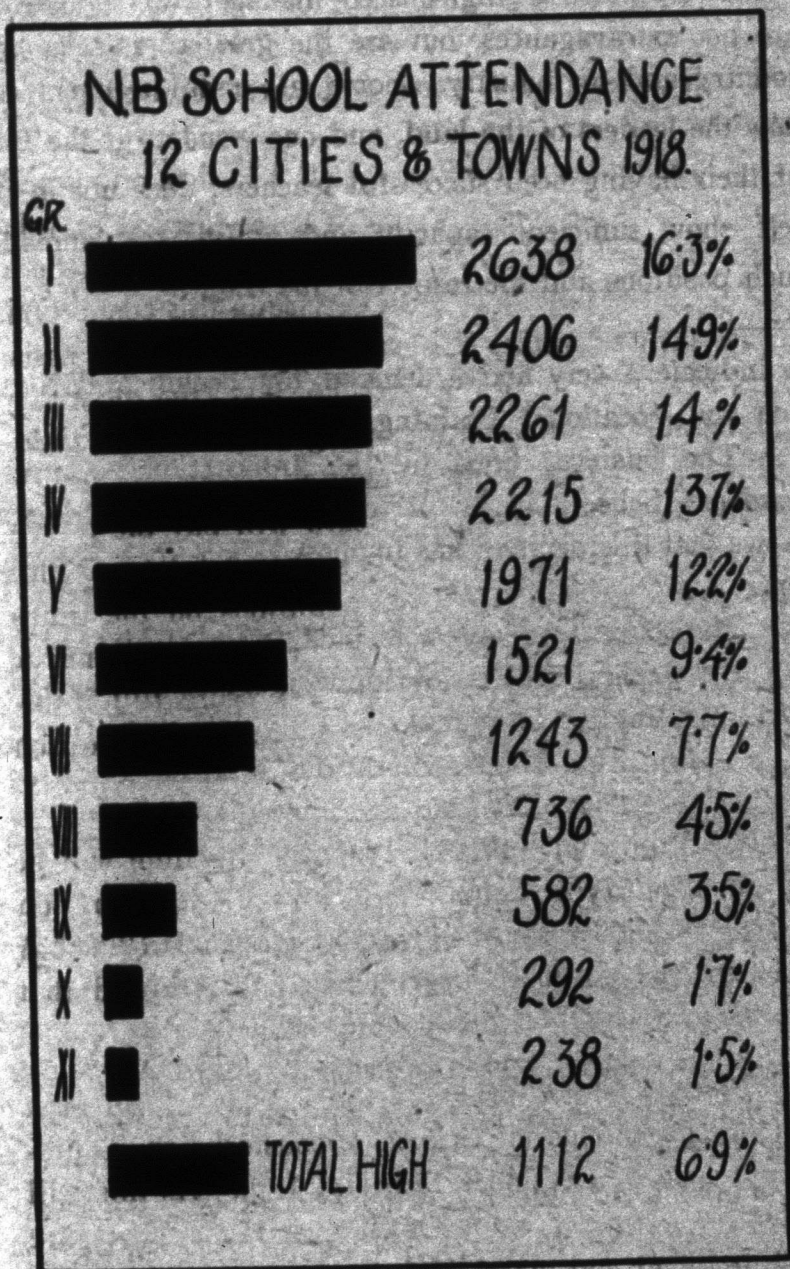
St. John, N. B., Nov. 20, 1919.

### A COMPLETE EDUCATIONAL PROGRAM NEEDED.

The above charts indicate pretty clearly that an educational program not including Vocational Training will not hold our boys and girls through the High School period. Making every allowance for mortality, and economic necessity as factors in keeping down school attendance, it is hard to believe that a system which, in the Province as a whole, carries only one-half of one per cent. of its pupils through the secondary course is either efficient or acceptable in its present form. Even under the most favorable circumstances in our cities

and towns, barely one per cent. graduate from, and less than seven ever enter High School.

Ninety per cent. of our pupils are destined to become the workers of the country and have a right to a training planned to help them directly and specifically in their future occupations as well as to take their part as citizens of this great and growing democracy. In fact the democracy and the people alike must remain proscribed and dwarfed until the educational handicap implied by the above charts is removed.



Our educational program is narrow, and lean, and unrelated to the living and material interests of the country. It should be made broad and full and democratic. This service which is paid for by all, should offer equal opportunity to all. It should provide Vocational training in the best sense of the term, just as surely as it now provides classical training. That is we should have a complete educational program.

Such a program would affect our High Schools and simply means that agricultural, home-making, industrial, commercial, and other practical departments should be opened according to the needs, and take equal rank with our present college preparatory course. These new avenues would either lead the pupils to profitable jobs, or to the Technical college.

To extend this service to rural parts we must either have consolidation or build county Vocational Schools, or both.

In addition evening schools and short courses should everywhere be made available to our workers according to their needs. The experience with evening schools here and elsewhere indicates that the people really believe they are never too old to learn.

That such a broadened program will hold our young people, and help all, has been amply proved. Scores of places could be cited in which High School attendance has thus been multiplied by 3 in a very few years, and where the people as a whole regard the educational leaders as the real leaders in the life of the country.

#### THE CITIZENSHIP SIDE OF VOCATIONAL TRAINING.

Not understanding the true meaning of Vocational Education, many people assume that its program is one that seeks only efficiency, measured in terms of material production, or earning power. Instead the object is the development of efficient citizenship in the broadest sense among the workers of the country.

Certainly no individual can be a good citizen who is not a productive unit of society. He must do rather more than pull his own weight, though it makes little difference in what form his contribution is made, provided it is worthy.

Mere productivity, however, can never constitute good citizenship. Hence the Vocational Education program for day schools is divided into two parts. Half the time is devoted to intensive practical work calculated to fit the student to do some part of the world's productive work efficiently. The other half is taken up with what may be termed the essential book subjects.

Having passed through the elementary grades, presumably the boy in the Vocational School has mastered reading, writing, and the first principles of arithmetic. Mathematics and science he should be taught in re-

lation to his work, and in such a way as to glorify the job for which he is preparing and emphasize its possibilities. History and geography he will need—partly industrial and partly political. Industrial history and commercial geography are as yet practically undeveloped studies, and they have wide possibilities in fostering the industrial and commercial growth of the country. Who will say that to teach these subjects from this angle will interfere with the so-called cultural values?

In addition every citizen has a right to a thorough grounding in civics, broadly conceived and intelligently taught. Physical training and music have a definite bearing on Vocational competency and good citizenship and should never be omitted. The importance of a good training in English can of course scarcely be over estimated. It and one other language should be taught through the secondary school period. These subjects then entering into our Vocational Education program broaden and enrich it, and make it a potent instrument with which to develop all those characteristics connoted by the term "good citizenship."

#### TEACHERS FOR VOCATIONAL SCHOOLS.

As pointed out in Mr. Magee's message, the Province will very soon need a corps of competent directors and teachers to man the Vocational Schools. The salaries paid will at least be as good as the best received by day school teachers in each locality.

A Committee of the Vocational Board is now working out a scheme by which the teachers needed may be trained in New Brunswick. Eventually the Board plans to supply a thoroughly efficient service in this connection.

In the meantime, however, the policy is to assist worthy and approved teachers to take the necessary special training for the work in high class teacher training institutions outside the Province.

For the coming year the Board will pay the traveling expenses and tuition of 20 such candidates. This is in effect bringing the best institutions on the continent to our assistance, and offers an opportunity not to be despised. Those interested may procure full information by addressing the N. B. Vocational Education Board, Fredericton.

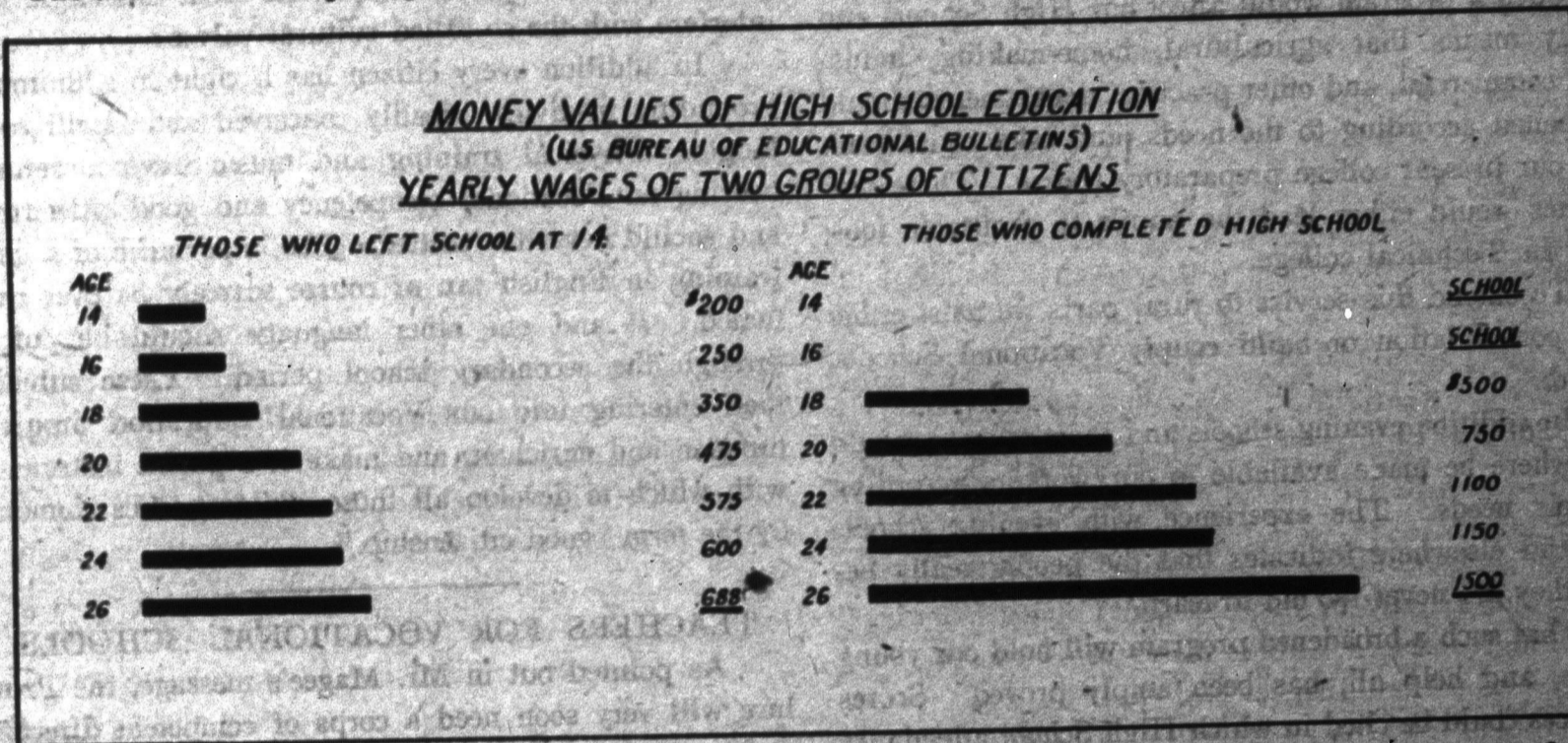
The York and Sunbury Teachers' Institute will be held in the High School building, Fredericton, on Thursday and Friday, December 18th and 19th. A good program has been provided and it is hoped that there may be a full attendance of teachers.

The Carleton-Victoria Teachers' Institute will meet in the Fisher Memorial School, Woodstock, on Thursday and Friday, December 18th and 19th. As this will be the first meeting since October, 1917, teachers are urged to attend and make it a great success.

## THE MONEY VALUE OF VOCATIONAL EDUCATION.

While money is never an adequate means of measuring Educational values, it has come to be an important factor in modern society. At least the dollar is a yard stick that all know something about, and according to this measure, Vocational Education is a good investment. The above chart comparing incomes of High School

graduates with those of persons leaving school at fourteen from the same towns in various parts of the United States is very significant. Vocational and Technical as well as Classical and Commercial High Schools are included. It will be noticed that one group has an advantage at 26 of over \$800 in annual income. Capitalized at five



**THE FIELD FOR VOCATIONAL TRAINING IN N.B.**

**DAY AND PART-TIME CLASSES NEEDED FOR:-**

3000 IN SCHOOL

U.S. REPORTS SHOW THAT HIGH SCHOOL TRAINING GAVE 2000 BOYS AN ANNUAL INCREASE IN INCOME OF \$1,724,000 AT 26. AND THE MONETARY IS NOT THE ONLY ADVANTAGE.

**FULLY ADAPTED EVENING CLASSES FOR:-**

AN INCREASE OF ONLY 10¢ PER DAY WOULD MEAN 300,000,000 A YEAR. THE RESULTING ADVANCEMENT OF THE WORKERS WOULD BE OF GREATER VALUE.

**PRACTICAL EVENING AND SHORT COURSES FOR:-**

THE VALUE OF TRAINING FOR HOME MAKERS IS HARD TO MEASURE IN MONEY. SHOULD SUCH HELP BE WITHHELD?

per cent. the training represents an investment of \$16,000 to each boy.

The Williamson Free School of Trades had been running 20 years in 1913. At that time it took a census of its graduates—over 1,000 men. This showed that these were earning annually an average of \$1,516.45 each.

Records kept at the Beverly Massachusetts Industrial School previous to 1914 showed that 2½ years' training increased a boy's income from \$6 to \$15.65 per week on an average. At the same time the commercial product of these boys while in school more than paid the cost of their education.

Previous to 1915 the graduates of the Worcester Boys' Trade School earned an average of \$22 per week, two years after graduation from a three years' course.

A recent survey of 1,000 ex-students of the International Correspondence Schools showed that Technical courses had raised their average monthly income from \$53.90 to \$182.48, an increase of \$128.58 per month, or \$1,542.96 per year. Capitalized at five per cent. each man's course was equal to an investment of \$30,840 for him.

In view of the above facts it would appear to be good business to develop the "Field for Vocational Training in New Brunswick" as depicted in the accompanying chart. Indeed if school boards and others in control deny the people this service they assume a tremendous responsibility.

## THE CARLETON CO. VOCATIONAL SCHOOL.

(NOTE.—This is the first Vocational School to be opened in New Brunswick, and the only one that is running day classes up to the present. It is operating under that section of the Vocational Education Act that provides a way for towns and counties to unite in providing practical training for the people. The cost of maintaining the school for the present school year is approximately \$7000 dollars. One quarter of this is paid by the County of Carleton, one quarter by the town of Woodstock, and one-half by the Province of New Brunswick.

The following letter from Mr. Maxwell, the director, is a clear statement of the origin, present status and aims of the school.—Ed.)

VOCATIONAL SCHOOL,  
Woodstock, N. B.,

Nov. 26th, 1919.

Dear Readers:—

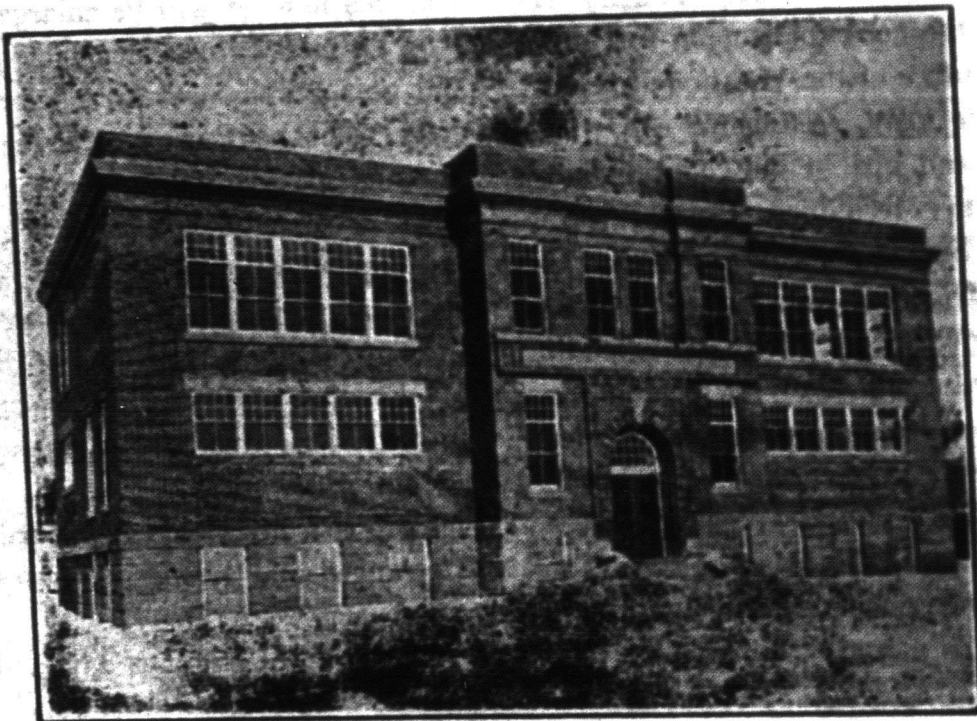
The opportunity of acquainting you with the existence and activity of the Carleton County Vocational School, at Woodstock, affords me great pleasure.

The school building, erected in 1913, was given to the County of Carleton by the will of the late L. P. Fish-

ings and Demonstrations, but it was not until November of this year that extended courses making full demands on the spacious building and the efforts of five teachers were offered.

The building consists of six class rooms, a combined kitchen and class room, fully equipped, and a sewing room for Domestic Science work, a fully equipped wood-working shop, a reading room, and offices for the members of the staff. In the basement there is a large room to be used for cement work, gas engine demonstration, motor mechanics and forging. The stock judging room is also to be found in this part of the building. This room is specially constructed for livestock demonstration, and has graded seats arranged on two sides of it. A cleared runway from the ground surface down provides a safe and convenient means of bringing stock into the building for class room work.

As the school develops other buildings will of necessity have to be erected. A farm, to be operated in conjunction with the agricultural department of the school, is to be purchased in the very near future. It is the aim that many of the required buildings on this farm shall be erected by the agricultural students themselves, under the supervision of the instructor in charge of the



er, a well known and respected citizen of Woodstock, for the express purpose of carrying on Vocational Education. For six years the building had remained in comparative idleness, the only instruction given during this period having been in Domestic Science and Manual Training. These classes were attended by the Public and High School pupils of Woodstock for part-time during the school year. The building has also been used by the Department of Agriculture, Womens' Institute, and Agricultural Societies for Short Courses, Meet-

Manual Training and Farm Mechanics Departments.

When New Brunswick woke up to the fact that Vocational Education was a necessity, and an act respecting it was passed by the Legislature in 1918, Woodstock, being the business and agricultural centre of Carleton County, one of the best agricultural counties of the Province, and having an appropriate building for carrying on the work, was the first town to take it up. There was little hesitation on the part of those entrusted with the scheme to set in motion the machinery which would

operate the Carleton County Vocational School. A staff of five teachers, secured from different sources, took up their respective duties in October, 1919, and promptly set to work to outline courses in Agriculture and Farm Mechanics, Home Making, Typewriting and Stenography.

The work undertaken is a new one in our Province, and, as such, a considerable amount of time and energy must be devoted to the necessary development through which it must pass. Too much must not and cannot be expected during the initial year of a Vocational School's activity. To start in a conservative way and expand gradually, developing further courses, widening the field and increasing the instructional staff as the needs arise, is a much better plan than to start with a huge splash and run into the ground with a ripple. Much rather that the splash be the eventual outcome of a series of successful ripples.

To cater to a need which we realize exists in Carleton County is the aim of our school. The general education of the ordinary school is planned largely on the assumption that all students shall take University courses. It has for its controlling purposes the all-round development of the individual, the preparation to live well and to appreciate the fine things of life, such as art, literature and science, but it leaves the training of the individual for profitable employment to the home, industry and farm. To cater then to the need for a more specialized form of education is the place of the Vocational School.

With a view of more fully meeting the educational needs of the young boy and girl in the county, courses in Agriculture and Farm Mechanics, Home Making, and in Typewriting and Stenography are offered at this school. The course in Agriculture and Farm Mechanics, commencing Monday, January 5th, 1920, and extending until April 30th, will include the study of the following subjects: Field Crops, Livestock, Soil Management, Poultry, Fungous Diseases, Insect Pests, Dairying, Horticulture, Veterinary Science, and Weeds and Weed Seeds. Bench Woodwork and Farm Mechanics, including Carpentering, Building Construction, Gas Engine Work, Forging, Cement Work and Motor Mechanics will also be taken up in conjunction with the agricultural studies. During the initial year the work in Agriculture and Farm Mechanics will take the form of a short course, although it is the intention to develop a three year course, and, in the event of that stage of development being reached during the coming year, those who successfully complete the short course will be given their second year standing.

Every boy taking the course is required to carry on a project during the summer following the school course, on the home farm, which shall consist of some work closely related to the subject matter taken up dur-

ing the school year. Lectures will be given covering the planning of the work in advance; the work will be carried on by the student according to the plan, keeping records of the work, and rendering a final report and accounts. The success or failure of the project, whether it be an oat plot, potato patch or flock of poultry, will be judged according to the showing of the student's books. Supervision of project work, and instruction connected therewith, will be the summer duty of the Agricultural teacher.

It is the intention that the Agricultural Department is to be the branch featured by the Carleton County Vocational School, and that to which all other departments will contribute in the strengthening thereof.

The course in Home Making started on November 3rd, and will continue until June, 30th, 1920. This course includes a study of the following subjects: Garment Making, Dressmaking, Millinery, Food Study, Cooking, Elementary Dietetics, Home Management, Child Care, and House Planning. Related subjects will include: Costume Design, House Furnishing, General Science as applied to the household, Hygiene, and Home Nursing. Project work is also a feature in connection with this course, and all the practical study will aim to make the work function in the home. There are at present ten students in attendance, but it is expected that this number will be enlarged to twenty after Christ-

To meet a local demand, a course in Typewriting and Stenography was arranged and this is now in progress. This course started at the same time as the Home Making course, and is for the same duration. It is filled to capacity, and those completing the course will be equipped with the necessary knowledge to hold positions as competent stenographers in offices. Twenty-three is the number enrolled in this department.

Evening classes, which started on November 10th, are held every Monday and Friday evening in Typewriting and Stenography, Sewing, and in Millinery. As time proceeds and needs arise further evening classes will be arranged and given. Forty-five are in attendance at evening classes.

Besides the regular day and evening classes, the different grades from the Public and High Schools are given part-time instruction in Home Making and Bench Woodwork. In these classes there are all told 185 pupils, making a total of 263 students at present receiving instruction at this school.

There are over two hundred boys and girls of High School age in the town of Woodstock; of these, unfortunately, only sixty-five are in High School. In Carleton County, therefore, there are approximately eight hundred boys and girls of High School age, not in school. A great proportion of these are not in school, no doubt, because the present academic school course, which

leads to the professions, does not appeal to them as it does not fit them for efficiency in the particular pursuits into which they expect to enter. Surely for some of these, the courses given at the Vocational School, Woodstock, will meet the need.

We are to be complimented on having a strong Vocational School Committee, composed of live, practical business men. Upon the make up of the Committee entrusted with the development and care of the Institution, in no small degree, depends the success or failure of it.

In our efforts as a staff, we cannot but realize and appreciate the staunch support afforded us by the School Committee, composed of the following gentlemen: E. W. Mair, Chairman; F. C. Squires, LL. B., Warden Ezra Fleming, Councillor C. E. Estey, W. D. Keith, Mayor of Hartland; W. S. Sutton, M. L. A.; D. Stewart and E. K. Connell, Secretary.

The Vocational School staff, which at present consists of five teachers, is as follows: Miss R. M. Inch, in charge of the Homemaking Department, who is a graduate of the Normal School and Mount Allison Ladies' College, came to Woodstock after completing post graduate work at Fredericton last summer, under members of the staff of the New York State Agricultural College. Miss Inch holds a superior first class license and has had several years teaching experience. This, with her college and practical training, fits her fully for the work into which she has entered.

The course given in stenography and typewriting is in charge of Miss Evelyn Greany. Miss Greany came to Woodstock highly recommended from Kerr's Business College, St. John, where she successfully taught for three years. The summer of 1919 was spent by Miss Greany at Columbia University in attendance at the summer courses, where much was gained to further fit her for the good work in which she is now engaged.

The Academic subjects are taught by Miss Mary Gillan, B. A., (University of New Brunswick, 1911). Miss Gillan holds a superior class teacher's license and was for two years principal of one of the Campbellton schools. For some time past Miss Gillan has been engaged in teaching in the Broadway school, Woodstock, and her experience has been one that will benefit her greatly in giving instruction in the academic subjects taught in conjunction with the various courses offered at the Vocational School.

Mr. H. C. Heckbert, who is in charge of the Manual Training and Mechanical Departments, was in attendance at Mount Allison University during 1913-14, and on the outbreak of war, enlisted. Upon his return from overseas, Mr. Heckbert completed a course in Manual Training at Fredericton, qualifying him as a teacher in this department. Post Graduate work taken in Illinois and Wisconsin during the past summer, and cov-

ering work along mechanical lines further fitted Mr. Heckbert for the position he now so ably fills.

The writer, a graduate of Ontario Agricultural College, is in charge of the Agricultural Department. One year was spent as District Representative for the Ontario Department of Agriculture in Eastern Ontario. Last winter the writer was instructor in charge of the initial course in agriculture for returned men at Guelph, and later was assistant to the Livestock and Equipment Representative of the Soldier Settlement Board, Toronto, from whence he came to his present position.

We have the building, a teaching staff, a goodly number of pupils, a first class backing, financially and otherwise, and we realize that the failure or success of the school's initial year of activity may determine its downfall or eventual development into an institution which shall so influence and develop the people and resources of this division of the Province as to make it stand out still more prominently as a favored part of Canada. Needless to say realizing this, we are all out to make Carleton County Vocational School a success.

Very truly yours,

(Signed) R. W. MAXWELL,  
Director, Vocational School.

#### THE NEW BRUNSWICK VOCATIONAL EDUCATION BOARD.

The Vocational Act of 1918 places the administration of Vocational Education in New Brunswick in the hands of a Board composed of the Chief Superintendent of Education, the Principal of the Normal School, the Secretary for Agriculture, the Director of Elementary Agricultural Education and three others, to be appointed by the Board of Education.

The Vocational Board was accordingly formed as follows: Mr. Fred Magee, M. L. A., of Port Elgin, Chairman; Rev. Father Tessier, of St. Joseph's; Mr. Geo. H. Maxwell, of St. John, representing labor, and the four ex-officio members.

In 1919 an amendment was made to the Act asking the Board of Education to add a farmer and a manufacturer to the Vocational Board, increasing its membership to nine. These new members have not yet been named.

Some of the duties of the Vocational Board are: To investigate the need for and to aid in the introduction of Vocational Education; to superintend the establishment of schools and departments for the various kinds of such education, and to supervise and approve the same as provided; to furnish facilities for the training of Vocational teachers; to disburse the Government grants in aid of Vocational Education as provided in the Act; and to make an annual report to the Lieutenant-Governor-in-Council.



## EVENING VOCATIONAL SCHOOLS.

The Evening Vocational School is one of the most approved means of Vocational Training yet devised. Mainly it aims to help people on their present jobs rather than to prepare them for new occupations. This is carried out by giving the technology and related science, in such a way as to have a direct bearing upon the day employment of the learner. A grasp of the science and mathematics of a job, and a knowledge of the use of books in connection with the applied work will nearly always open the door of advancement to the worker and show him the possibilities of his calling. This can well be done in a night school during leisure hours.

In certain exceptional cases the night school may prepare for new jobs. A machinist might in several years of night study get a sufficient grasp of commercial work to become a bookkeeper. A stenographer can get much help in the various occupations involved in home-making by attending night classes, etc., etc. The chief application of this "trade-preparatory" phase of evening Vocational Classes is in connection with female workers who wish to prepare for the responsibilities of managing a home.

These two very practical phases of night schools, together with the fact that they may be organized in most communities without new buildings and with small equipment, make them exceedingly popular. The instruction given is practical and can be used at once. The time utilized would in most cases be wasted otherwise, and the day school plant would be idle in the evenings.

Evening Vocational Schools have been operated successfully in practically all towns of 2,000 and up in Nova Scotia, Ontario and elsewhere for many years.

The New Brunswick Vocational Education Board began to promote them in September of this year and already they are in operation or about to be started in Fredericton, St. John, Woodstock, Edmundston, Loggieville, Bathurst, Newcastle, Chatham and Black River. Other places will no doubt organize as soon as the scheme is explained to them. No community approached in this connection has failed to take action hitherto.

By careful organization and close observation of the requirements it is expected to extend a night school service universally throughout the Province. Such work may be carried on with a single group of 10 students. There seems no reason why Agriculture and Farm Mechanics, and Homemaking subjects should not thus be placed within reach even of those living in districts now served by a single teacher school.

Following are outlines of typical night school programs. No two towns have exactly the same conditions, hence each adopts a peculiar scheme of instruction. The object is to directly meet the most apparent needs of each locality.

*Fletcher Peacock.*

### THE FREDERICTON WAY.

Evening Vocational Classes of Fredericton opened on Monday, September 29th, at 7.30 p.m. There was an enrolment of 211 bona fide students.

The large numbers applying for the courses in stenography and typewriting made it necessary to secure the use of the Fredericton Business College and equipment. This was therefore leased for two nights a week. All the other classes are housed in the High School building.

The excellent showing is largely due to the effort of the members of the local Vocational Committee in charge. In addition to framing a good program, they personally visited the local industries, places of business, etc., and placed this program before the workers. They planned an excellent service and sold it handily.

Following is the Committee:

Dr. G. C. VanWart, Chairman.

Mrs. W. G. Clarke.

Mr. Murray Hagerman.

Mr. Jas. Lemont.

Mr. J. D. Palmer.

Mr. C. A. Sampson, Secretary.

### STAFF AND SUBJECTS OF INSTRUCTION.

Local Director—Mr. B. B. Barnes, Director of Manual Training for N. B.

Stenography I—Miss Mary O'Neill, Stenographer in Gov't Office.

Stenography II—Miss H. Helena Good, Teacher, Stenographer in Gov't Office.

Typewriting—Miss Inez Johnson, Stenographer in Gov't Office.

Bookkeeping—Mr. C. C. Creed, Accountant in Education Office.

Commercial Arithmetic—Mr. Bonnell, Sup. Teacher, Practical Office Experience.

Dressmaking I—Miss Blanche Haining, Practical Dressmaker.

Dressmaking II—Mrs. Charters, Practical Tailor-ess.

Millinery—Miss Annie Love, Practical Milliner.

Cooking—Miss Helen Jackson, Practical House-keeper; Household Science at Mt. A.

Mechanical Drawing—Mr. R. J. Murray, Manual Training Teacher.

Industrial Stitching—Miss Nicholson, Foreman in stitching department of Hartt Boot & Shoe Factory.

Courses are organized as short 20 lesson units. They will be followed by more advanced units after Christmas. The Committee in charge is now making a study to find what courses would be of value to the community. They plan to make the movement grow and meet the needs of still more people.

All the instruction is practical and usable. Following is the budget for the fall term:

One Director .....	\$ 60.
11 Teachers at \$50.....	550.
Light and heat (estimated) .....	100.
Janitor .....	30.
Rent of equipment, etc.....	250.
Supplies (books and printing) ....	70.
Incidentals .....	20.

Total .....\$1,080.

#### CHATHAM NIGHT SCHOOL PROGRAM.

Chatham opened Evening Vocational Classes on November the 25th, with a total attendance of 155. This is a very excellent showing and reflects much credit upon the citizens generally, and particularly upon those in charge.

The classes meet every Tuesday and Thursday from 7.30 to 9.30 p.m.

The Vocational Committee is composed of the following:

#### LEGISLATION FOR VOCATIONAL AND TECHNICAL TRAINING.

Almost as many Vocational Educational Acts have been written on this continent as there are Provinces and States. Massachusetts took the lead in 1906 in this connection, Nova Scotia following the next year, Wisconsin in 1908. New York, New Jersey, Indiana, Ontario, Pennsylvania and Connecticut had all fallen into line in 1913.

In 1917 the government at Washington passed what is known as the Smith Hughes Act, giving Federal aid to various States for the promotion of Vocational Education, on condition that each Federal dollar so used should be matched by a dollar of State or local money or both. Under the stimulus of this Act, almost every remaining State in the Union passed Vocational Education Legislation before the beginning of 1919.

All the State laws referred to are similar in that they provide government assistance to the Municipalities for a Vocational Training Service. Usually this aid is sufficient to meet 50 per cent. of the cost of maintenance.

They differ in the method of organization or control provided for administering this service. Unit control, such as exists in Nova Scotia and Pennsylvania has been adopted in the majority of cases. That is the organization and officials administering General Education have been entrusted with the control of Vocational Education.

Other States, however, like Massachusetts and New Jersey decided that, at the outset at least, the new form

Mr. W. B. Snowball, Chairman.

Mr. W. F. Cassidy.

Mr. W. F. Haley.

Mr. S. A. McCully, Secretary.

Miss Loggie.

Mrs. McNaught.

Mr. F. E. Neales.

Mr Stanley Flieger.

The Director, Staff and subjects of instruction are:

Mr. G. H. Harrison—Director.

Miss Kathleen Leon, Experienced Teacher—Preparatory (Penmanship, Reading, Arithmetic.)

Mr. Wm. Weldon, Expert Garage Man—Motor Mechanics I.

Mr. Niven, Machinist—Motor Mechanics II.

Mr. Findlay, Practical Surveyor—Log and Lumber Surveying.

Mr. Ralph Manzer, Manual Training Teacher—Mechanical Drawing.

Miss Jessie VanWart, Household Science Teacher—Plain Cooking.

Mrs. Niven, Practical Dressmaker—Dressmaking.

of Education should not be placed in the hands of those accustomed to administer the old. Hence a dual control in Education grew up by establishing separate Boards for Vocational Education—both state and local.

By recent legislation, Massachusetts has changed from dual to unit control. In Wisconsin, however, the dual system has proved acceptable and is strongly favored.

In Ontario, while the State Control of Vocational Education is vested in the Minister, the city and town School Boards are required to appoint a special committee to attend to this phase of the communities educational program.

#### THE NEW BRUNSWICK ACT.

The Vocational Education Act of New Brunswick as far as provision for control is concerned is based upon the Wisconsin and the Ontario measures. Like Wisconsin we have a central Vocational Board, appointed by the Board of Education, which administers all government moneys applied to this service. Like Ontario we have provision for local Vocational Committees, appointed by local School Boards. There is a unity of local control preserved however, in that a majority of the Vocational Committee must be members of the School Board and the same man must be Chairman of each body. By including persons other than School Board members, provision is made for the representation of the industrial, labor, and home-making interests of the community on each Vocational Committee.

The New Brunswick Act like most others provides that the government will bear 50 per cent. of the cost

of maintaining approved Vocational Schools and Classes.

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

#### THE TECHNICAL EDUCATION ACT OF CANADA.

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

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

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

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

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

*Fletcher Peacock.*

## ENGLISH LITERATURE IN THE GRADES

### GRADE I.

#### WHY?

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

#### 1. Preparation.

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

### DISTURBING EDUCATIONAL CONDITIONS.

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

Two questions suggest themselves:

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

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

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

—W. K. TIBERT.

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

#### II. Presentation.

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

#### III. Analysis.

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

#### IV. Correlation.

The children may draw the picture of this poem.

The poem may, also, be made the basis of extensive discussion of the Christmas story.

#### GRADE II.

##### CRADLE HYMN.

Martin Luther, (Educational Review, Nov. 1919, P. 60)

#### I. Preparation.

Informal discussion of the Christmas story.

#### II. Presentation and Analysis.

Quote the poem. Why does poet say "asleep in the hay?" What is meant by "the cattle are lowing?" Was the baby good? How can you tell? Who can repeat the prayer at the end of the poem?

#### III. Memorize poem and draw the pictures of the Christmas story.

#### GRADE III.

##### A VISIT FROM ST. NICHOLAS.

Clement C. Moore, (The well known poem beginning "Twas the Night Before Christmas").

#### I. Preparation.

Informal conversation about Santa Claus coming on Christmas Eve.

#### II. Presentation.

Poem read. It will be known by most of pupils and yet of untiring interest.

#### III. Analysis.

What is first picture in the poem? the second? the third picture? Describe St. Nicholas' appearance. What did the father see him do? What did St. Nicholas say as he rode away? etc.

#### IV. Oral Reading and Memorizing.

#### V. Correlation.

The pupils may be encouraged to draw each of the above pictures. Then the poem may be carefully written and a booklet made using the pictures to illustrate the poem. A cover design of holly, or Santa Claus, etc., may be worked out by the children and the whole tied together with a bright ribbon or cord and used as a gift.

#### GRADE IV.

##### CHRISTMAS EVERYWHERE.

Phillips Brooks, (Educational Review Nov. 1919, P. 59)

#### I. Preparation.

Discussion of the countries in which the Christmas festival is held.

#### II. Presentation and Analysis.

Where are the "lands of fir-tree and pine?" "The lands of palm-tree and vine?" "Lands where corn-flakes lie sunny and bright?" Bring out the fact that Christmas comes to "sad" as well as "gay," and to countries at peace and at war, to rich and poor.

#### III. Memorize.

#### GRADE V.

##### PICCOLA

Celia Thaxter, (Educational Review, Nov. 1919, P. 62)

#### I. Presentation.

Talk of the Christmas customs in different countries. Canadian children have Christmas trees and hang up their stockings. French children put out their wooden shoes, good ones receive gifts, naughty ones a stick, or ashes, etc.

#### II. Presentation and Analysis.

Poem will tell its own story.

#### III. Correlation.

The poem may be reproduced in the pupil's own words as a story and told at the Christmas entertainment.

#### GRADE VI.

##### A CHRISTMAS CAROL.

James Russell Lowell, (Educational Review, Nov. 1919, P. 61.)

#### I. Preparation.

Discussion of Christmas story.

#### II. Presentation and Analysis.

Poem read from the board. Meaning of chanted? oracles? yore? Care should be taken to bring out the meaning of each stanza. The lesson to be gained from the poem should not be overlooked.

#### III. Memorize.

#### GRADE VII.

##### THE LITTLE GRAY LAMB.

Archibald Beresford Sullivan (Educational Review, Nov. 1919, P. 62.)

#### I. Preparation.

Stories of the angels' visit to the shepherds. The visit of the wisemen should be told by members of the class.

#### II. Presentation and Analysis.

Class should study the poem before it is taken up in class.

#### III. Correlation.

Pupils should be encouraged to search for other Christmas stories in which the supernatural is depicted.

#### GRADE VIII.

##### CHRISTMAS IN MERRIE ENGLAND.

Scott, Marmion, Introduction to Canto Sixth, beginning

"And well our Christian sires of old" to "The poor man's heart through half the year."

#### I. Preparation.

The poem should be given to the class as a problem for study period. Have them read the poem and pick out the different customs referred to. Each of these customs should then be assigned to individual members of the class to look up and report on. Washington

Irving's Christmas Eve, Christmas Day and Christmas Dinner in the Sketchbook of Geoffrey Crayon give an interesting account of such customs as the Yule log, Christmas Eve dance, Christmas greens and candles, the carollers, hoar's head, wassail bowl, the maskers.

II. Presentation and Analysis.

The poem can then be taken up after the reports of the individual students have been given.

III. Correlation.

Short papers may be written upon these customs or the class may use this poem as the basis upon which to build their class' Christmas entertainment. Short papers on the customs may be read and a short play may be worked out by the class representing certain of these customs.

St. John has adopted Vocational Education and a comprehensive evening school program will be in operation at an early date. A very competent and energetic Vocational Committee has been named as follows: Dr. A. F. Emery, Chairman; Mrs. O'Brien, Mr. Alex Wilson, Mrs. Raymond, Mr. George P. Hennisey, Mr. Thos. Nagle and Mr. Pollard Lewin.



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Yves Thero. Sat. Arr. 1.00 p.m.	Edmundston Dep. 12.45 a.m.		
Dep. 2.30 a.m.	Edmundston Arr. 1.35 a.m.		
Arr. 3.42 a.m.	St. Leonard 12.37 a.m.		
4.05 a.m.	Grand Falls 12.10 a.m.		
	Plaster Rock 11.05 p.m.	Wed. Fri. Sun.	
	McGivney 8.10 p.m.		
	Fredericton 6.25 p.m.		
Dep. 10.30 a.m.	Fredericton Arr. 4.30 p.m.		
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Yves Thero. Sat.	Yves Thero. Sat.		

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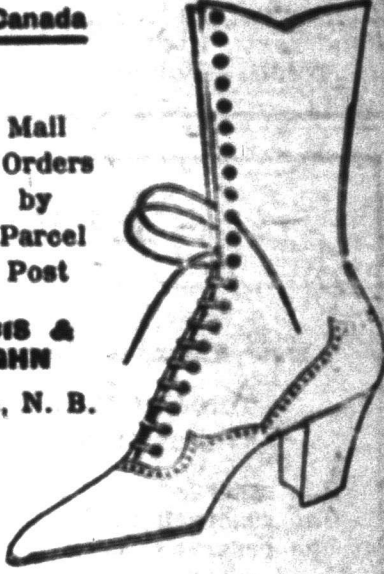
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1919—1920

1919 FIRST TERM

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

1920 SECOND TERM

- Jan. 5th—Normal and Public Schools re-open after Xmas. Holidays.  
 April 8th—Schools close for Easter Holidays.  
 April 14th—Schools re-open after Easter.  
 May 18th—Loyalist Day (Holiday, St. John City only).  
 May 21st—Empire Day.  
 May 24th—Last day on which Inspectors are authorized to receive applications for July Examinations.  
 May 24th—Victoria Day. (Public Holiday).  
 May 25th—Class III License Exams begin (French Dept.).  
 June 3rd—King's Birthday. (Public Holiday).  
 June 4th?—Normal School closes.  
 June 8th—License Examinations begin.  
 June 21st—High School Entrance Examinations begin.  
 June 30th—Public Schools close.

**N. B. OFFICIAL NOTICE**

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

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

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

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

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

W. S. CARTER,

Chief Superintendent of Education.

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

**OFFICIAL NOTICE**

TYPOGRAPHICAL ERROR: Grade VIII. Teachers will please note that Chapters VII. and IX. of the N. B. High School Algebra, not VI. and IX. as stated in the 1919-1920 School Register, are to be omitted in the Grade VIII. algebra course.

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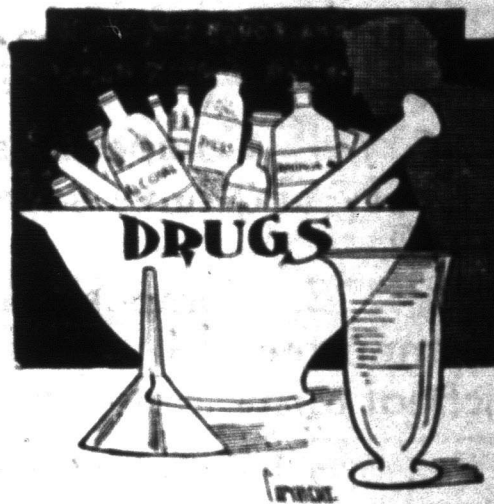


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## CONDITIONS OF CONTEST

1. Competitors must be a member of a school War-Savings Society and have saved at least four Thrift Stamps, by Nov. 15th, 1919.
2. Compositions must be sent to the National War-Savings Committee, 147 Prince Wm. St., St. John, N.B., at the end of the school term, and prizes will be awarded early in January.
3. Compositions are not to be over 1000 words.
4. Have your teacher O. K. your composition to the effect that you have complied with the rules of this contract.
5. In schools not having 10 scholars or not having 10 willing to join a society outsiders can be called upon to make up the required number.

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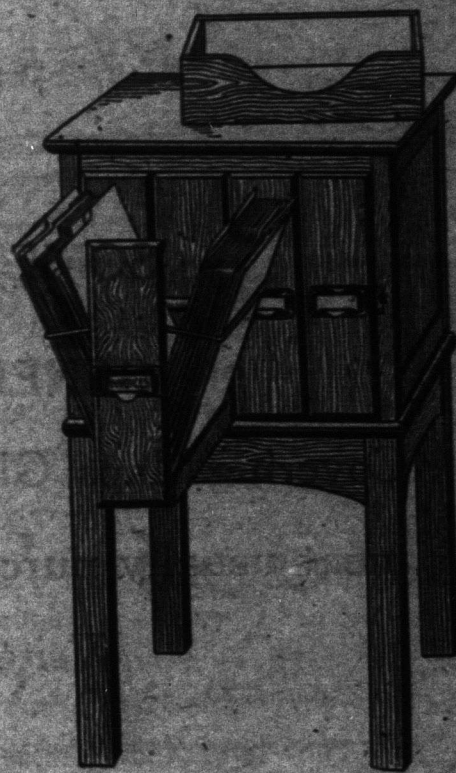
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