



# Educational Review

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FREDERICTON, N. B., JUNE, 1920

WHOLE NUMBER 404

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**THE EDUCATIONAL REVIEW,**

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Fredericton, N. B.

The Editor wishes to apologize for a printer's omission which occurred in the May issue. The article by Major Gordon (Ralph Connor) was the digest of a speech given before the National Conference on Character Education held in Winnipeg last autumn.

The Editor will spend the summer in Moncton, New Brunswick, and will be pleased to have any teacher or friend of the Review call upon her.

The present issue tells of the opportunities for study provided by our Provinces during the summer. It is hoped that many teachers will avail themselves of these privileges.

The Educational Review begins a new year in August. Our ambition is "every teacher in the Atlantic Provinces a subscriber for 1920-1921." If all teachers get behind the Review we will be able to publish an educational magazine second to none in Canada. We are planning to improve our present departments and add others. We have many excellent articles promised for next year from local educators and writers from outside. Surely no teacher can afford to deny support to the only teachers' magazine in our Atlantic Provinces.

The Educational Review is the only teachers' magazine published in the Atlantic Provinces. Its long period of service recommends it to your interest. It begins the 33rd year of its history in August, and we wish to celebrate this fact by enlarging its service to our teachers. It is our desire to improve the present departments and add others. We want each month to discuss the problems of the Primary, Intermediate and advanced grades in special subjects as Reading, English, Spelling, History, Geography and to continue our Nature Talks, varying them with the season.

We want one High School article each month and can promise our readers articles on subjects of general interest by our foremost Provincial educators and well-known writers without, but this ideal can only be attained if our Atlantic Province Teachers give The Educational Review their heartiest support. Subscribe now for 1920-21. All new subscriptions paid in June will include the June-July issue of this year. Subscription price \$1.25 in advance.

## EDITORIALS.

**IMPROVEMENT OF TEACHERS IN SERVICE.**

The agitation for increased salaries must not lead us to feel, that our obligation to serve society, is lessened by society's failure to give us our whole due. The increase of salaries will demand an increase in the teacher's equipment. Each teacher feels the need of new inspiration and ideas after the strain of the year's work. What opportunities for study do we find? First, there is each Provincial Teacher's Institute. These, though of few days' duration, give excellent opportunities to hear what our colleagues are doing and gain suggestions from their experience. Then there are the local Summer Schools for special training in agriculture and vocational subjects. These opportunities this year are unusually promising. No teacher interested should fail to go. For those who wish to study outside the provinces there are the Summer Schools for Teachers given at Toronto University, the University of Chicago and Columbia University, New York. The value of such courses to a teacher cannot be fully appreciated unless one has been privileged to enjoy such opportunities. To those who will remain home this summer two avenues of self-improvement are open. The first is studying in the Extension Department of some university through correspondence courses. This opportunity allows the individual to take up some particular line of study under well known specialists in the field. The University of Chicago and Teachers' College, Columbia, both allow credit on their bachelor's degree for such correspondence work. The tuition fee is small in comparison with the great value of such study to the student. The second and less taxing opportunity for self improvement will be to take up a definite course of reading this summer. There are on the market at present a large number of excellent books on educational subjects the reading of which will freshen one's enthusiasm and broaden one's point of view.

**A FEDERAL BUREAU OF EDUCATION.**

During the present Parliamentary session a resolution to form a Federal Bureau of Education for Canada was proposed. The arguments in the debate which followed and resulted in its withdrawal showed a lack of understanding regarding the meaning of such a bureau. The clause in the North America Act delegating the control of education to the Government of each province was continually referred to. A Federal Bureau of Education in Canada could be so organized that the powers of each Provincial Board of Education would in no way be infringed upon. The North America Act would in no way be violated. The lack of such a bureau is one of the great drawbacks in the way of progress to Canadian education. We have no un-

biased way of knowing what other provinces are doing. We have no way of profiting by their success or being warned by their mistakes. Canada needs a Federal Bureau of Education. Who can tell us what the aim of Canadian education is? If left to each Provincial Board of Education there are nine interpretations. Who will generalize this for us? We ought to have one statistical report of Canadian schools. If we wish such information we must glean our facts from nine superintendents' reports. What is the status of agricultural education in Canada? Again we have recourse to nine reports. Canada needs a Bureau of Education to gather statistical records to tell us where Canada stands in the world and where each province stands in Canada. Each province could be assisted in assimilation of the foreigner by aid and suggestions from a Bureau interested in the nationwide Canadianization of our foreign population. The Bureau of Education need not be given administrative powers unless so delegated by law.

The United States Bureau of Education is an excellent example of such. It was organized as a separate department in 1867, but was changed in 1868 to a bureau under the department of the Interior. Education has always been considered a State's right, so Congress limited the work of the Bureau to the collection of material and dissemination of knowledge. The Act of Congress which established this Bureau outlined its purpose and duties as follows: "To collect such statements and facts as shall show the conditions and progress of education in the several states and territories and to diffuse information respecting the organization and management of schools and school systems; methods of teaching, as shall aid the people of the United States in the establishment and maintenance of an efficient school system and otherwise promote the cause of education throughout the country." The Bureau of Education has always published an annual report to Congress. Beginning in 1870, for a period of years, "Circulars of Information," telling of education in foreign countries were published. In 1888 a series of studies of the history of education in the various States was taken up. In 1906 the Bulletins were started. These are valuable collections of information regarding education in various states or foreign countries; methods of teaching or administration, discussion of special fields of educational endeavor or interest. Since 1910 the "Circulars of Information" have been revived. They now contain digests of current legislation and new features in State and City school systems. The United States Bureau of Education is a live force in the American School system. The reports, bulletins and circulars are veritable mines of authentic material for the student of education. The interests of the Bureau have become so extensive that the work is divided among nineteen departments, including such as: school administration,

school sanitation and hygiene, higher education, rural education, industrial education, the education of foreigners, negroes, Indians, etc., etc.

**WHAT IT COSTS A TEACHER TO LIVE.** An interesting study of what it costs a teacher to live is reported by Mr. DeGroat, of Cortland Normal, N. Y., in the April issue of the School Bulletin. The results were obtained from a number of teachers and were based upon the cost of living for three years. The teacher by this scheme had a winter suit, a spring coat or a winter coat once every three years, costing on the average of \$40 each. She had one new gingham dress a year. She had a wool dress each year costing \$25. She had a new silk dress each year. Her "Items Miscellaneous" show the meagreness of her living conditions. Six dollars a year for stationery and postage, ten dollars a year for books and magazines, twenty dollars a year for amusements. No provision is made for summer study or summer vacation, no insurance or savings, no payments on possible debts for education, this totals an average of \$825.13 for each of the three years. The teacher in this report was careful of her clothes and thrifty in her purchasing, yet she had nothing left for summer vacation or savings. Surely no School Board facing such an arraignment can willingly allow teachers to follow this vicious circle of working hard all year, either working or going in debt for summer and starting the next year in the same place, discouraged from continual work and no savings.

**TEACHERS' SALARIES.** Last month the Schedule of Salaries for 1920-21, issued by the Executive of the Teachers' Association of New Brunswick, appeared in *The Review*.

An examination of this schedule will show that the advance over last year's salaries is about twenty-five per cent. In view of the fact that the cost of necessities has advanced during the last few years at least 100 per cent., the demands of the teachers appear to be very moderate, and will, we feel sure, be cheerfully met by the various Boards of Trustees throughout the province.

The teacher naturally views the situation from his own standpoint. He takes note of the fact that in all industrial pursuits the workman's wage has risen 40 or 50 per cent.; he observes that the doctors have doubled their fees, and that our legislators have increased their sessional allowance by 100 per cent. He is painfully aware that he has to pay the farmer \$10 a barrel for potatoes, the grocer 20 cents a pound for sugar, the tailor \$85 for a suit of clothes, and even the barber 50 cents for a hair-cut, and he wonders why his services, which are of such vital importance to the public welfare, should not be at least, correspondingly recognized.

But we venture the opinion that from the standpoint of the community a very substantial increase in the salaries of these worthy public servants is much more imperative.

Low salaries have practically driven men out of the profession—if indeed we can properly call that a profession which has become merely a port of call for persons bound for some more desirable haven. Of the 2,100 teachers employed in the province in 1918-19 not more than 6 per cent were men, and this percentage is continually decreasing. Is there not grave danger of our education, especially in the higher grades, lacking that strength and virility which is so desirable in any sound system of education?

Again, the low rate of salaries has caused that alarming scarcity of teachers which is felt throughout Canada and the United States. In our province a large number of schools are closed for lack of teachers, and upwards of 75 per cent of the remainder are entrusted to the care of young and inexperienced teachers, many of whom remain in the profession but three or four years.

Substantial increase in salaries, along with its corollaries greater efficiency in the teacher, and greater permanency in the profession, would go far to remedy these evils.

We are apt to comfort ourselves today with the thought that the war is over; but, in a very real sense the war has just begun—the social, political and economic war. The world is seething with unrest and no man can foresee the outcome. All, however, agree that there is only one sure and permanent remedy, viz.: a sound and sane system of education, administered by men and women of the highest character and ability, and these can be obtained only by making their remuneration commensurate with the importance of the work in which they are engaged.

We therefore trust that the public will be wise enough to support these demands, not only in justice to the teachers but in its own interest as well.

#### THE VALUES OF CONSOLIDATION OF RURAL SCHOOLS.

The ungraded country school is crying out for re-organization; if we study rural improvement and observe the development in rural communities during the last twenty-five years we shall be convinced that the progress of the district school towards improvement has not in any degree kept pace with the advancement in other lines of work; educationally the rural community is far behind while industrially it is advancing rapidly. Generally speaking the farm for producing high-bred cattle, horses, sheep and pigs is highly developed and organized, and is run on scientific lines, while the school for turning out the educated man and woman is very badly neglected.

indeed. This thought is uniquely expressed by an article appearing in the New York Outlook of recent date:

"I am the one room school. The farmer has improved his house and barn; he has left me primitive.

The farmer has improved his machinery; he has left me primitive.

The farmer has improved his corn; he has left me primitive.

The farmer has improved his hogs; he has left me primitive.

But I feel the throb of new growth; I feel sensations of infinite yields about to be made.

I feel the wild strains giving place to the power of a new science. I am in process of being civilized.

Soon I, too, shall burst from the hard shell of my primordial self. One room is too small for my accretions.

I must have two, four, ten rooms.

Let me go, let me rise, let me expand.

I am to be the consolidated rural school.

I will make newer, higher, richer educational yields.

I will produce a better type of farmer-proprietor, farmer-legislator, farmer-citizen."

To my mind the first step towards the re-organization of the district school is through a union of several schools or consolidation. With the belief that the far-reaching importance of this step has not been generally understood by the people nor its merits made known to them, I am writing the present article. I hope that it may in some small degree serve to stimulate them and interest them sufficiently to inquire into the subject of consolidation and from their inquiries, gain a knowledge of the existing order of things and of methods of improvement which will lead them to concerted action in the right direction resulting in a re-organized educational environment.

I shall discuss this question from several standpoints, that of the pupil, the teacher, the parent and the ratepayer. Following up these various viewpoints, I shall expose some of the faults of the present system and suggest some improvements, endeavoring as far as possible to show the advantages and the disadvantages. I do this because both sides of any question must be known before we can pass a fair and unbiassed opinion, and people are not wise to enter into any project whatever without a due amount of thought and a full consideration of that project in all its relationships to the daily life of every individual concerned.

#### I.—From the standpoint of the pupil.

The pupils in an ungraded school-district have not all equal advantages of obtaining an education; the children who live within one-half a mile of the school have a decided advantage over those who live two miles away.

These various distances obtain in sparsely settled districts; the disadvantage does not merely consist in the distance which has to be travelled but in the twofold added inconvenience of inclement stormy winter weather and neglected condition of the roads. Consequently, under the present system of things as existing in the country districts two-thirds of the pupils there get schooling only part of the year. Let us take a concrete example: a child of ten starts out on a cold winter's morning to the school a mile and a half away; he has to endure the cold for that distance and the chances are that, after he arrives at his destination the school-house is not properly heated, depending as it does on the common wood stove which does not distribute the heat evenly and in very many cases there is a cold draught along the floor of the room which renders comfortable seating of the children impossible. Now the child is obliged to endure this all day as well as other inconveniences such as improper seating, arrangement of light, ventilation, etc., which, despite all efforts to the contrary are bound to occur in certain districts, and he has to travel back that mile and one-half in the evening; the result is that the child is exhausted by the length of the walk and comes home "tired out." Also the following day's lessons cannot be well prepared and the child loses interest in his work and falls behind.

Some persons in their short-sightedness and prejudice have said that, in "our days" when we were young we had even greater difficulties that these to contend against and even urge that hardships should be left in the way of the children obtaining an education; but is the mere fact that we had difficulties to overcome sufficient reason that we should impose needless discomfort upon the children of this generation, when it is within our power to better the conditions? Will not hardship enough exist, even after we have exerted ourselves to the utmost to remove all the difficulties?

To say that we today should tolerate conditions in education which prevailed thirty years ago would be much the same as saying that the farmer of today should revert to the sickle, the flail and the tallow candle.

In a Consolidated school the worst of the evils mentioned above are counteracted. This system places a school at everyone's door. A closed van calls at each home, and takes the children in pleasant surroundings overseen by an adult whose business it is to look after them until they are safely lodged in a comfortable school building, properly ventilated and heated. They are not separated from their parents, but are in touch with their homes during the whole process of their education, a point which must commend itself to every parent and educator.

#### II.—From the standpoint of the teacher.

Naturally my discussion of this section will consist

of a review of the difficulties which, at present confront the country school teacher, but I also append a few suggestions which if carried out will do much toward establishing conditions under which a teacher may accomplish better results. Here is the problem. Let us take the average country school; in this the pupils vary in age anywhere from six years of age to twenty, in disposition anywhere from the quiet, thorough-going student to the impulsive, hot-headed "incorrigible," in ability and teachableness anywhere from stupidity to cleverness. This brings up the difficulty of discipline, but there is also another difficulty in the matter of teaching which is of even greater importance; there are in the average country school at least five grades ranging from Grade I. to Grade V. inclusive, besides there may be some preparing for examinations such as Normal School entrance, etc. In addition to this we very often find that in the ungraded school a pupil does not always grade at the end of the year, but the grading overlaps, so to speak, and he is put into the next higher grade sometime during the year, which necessitates another class, making sometimes as many as eight classes. Now in each class there is an average of at least four subjects—the lower grades may not have more than reading, number and writing, but when Grade III. is reached the number is increased to include Geography, History, Nature Study, etc., and in the higher grades Geometry, Algebra, etc., making an average of at least four subjects which, multiplied by eight, the number of classes, makes thirty-two classes to be heard in the day. Some well-meaning men will say and have often said: "We should have more *teaching* in our country schools." How can we have teaching under conditions such as these, where the utmost time that can be given to one subject in each class is nine minutes in the ungraded country school? It cannot all be done, and though the task demanded of the poor little country "school marm" is impossible of accomplishment yet she is paid for her work at the rate of little more than sixty cents per day, and this rate has increased scarcely any during the last ten years, notwithstanding the fact that the price of living has gone up at least two hundred per cent. But the point I wish to make is the difficulty of the task with which the country school teacher of today is confronted. And new subjects are year after year being added which increase the already insupportable burden on the teacher. In view of these facts, and they are facts, is it any wonder that each year more and more teachers are leaving their native province to obtain better positions and better salaries in the West?

Compare these conditions to those which obtain in the graded school where each teacher has one grade only. Under conditions such as these *teaching* worthy of the name can be done, and the child can be given a good education—something more can be done than just merely

the hearing of lessons and "mumbling of dead formulae"; the elements of an advanced education can be given and the child's feet placed on the road to liberal learning, which shall not only vastly increase his usefulness and earning power, but shall also give him the capacity of working much more enjoyably. These conditions render it possible for him to receive the benefits of a scientific education which, in agriculture, etc., is necessary to the proper applications of the workings of Nature and co-operation with Nature's laws. Also, from the inspiration of larger classes he receives an incentive to work, and through good natured emulation his ambition is prompted to excel. A consolidated graded school is much more easily governed than an ungraded one because its organization is such that pupils of the same years and attainments are together thus eliminating the disciplinary difficulties which occur when small and large pupils are mingled together in the same room.

III.—From the standpoint of the parent.

All parents naturally desire the best for their children. They sacrifice themselves and toil and suffer that their children may inherit the land and carry on the world's work; they deny themselves surrounding enjoyments that their children may gain the means of earning a livelihood; all this is for the benefit of the state and of humanity in general; therefore it is a duty which the state owes to the parents that it should supply the means of giving to their sons and daughters an efficient education. The state is already more than willing to do its part, and in the measure in which the parents cooperate with the state along lines of educational betterment to that degree will the existing condition of things be improved. A consideration which affects the parent is that of the safety and comfort of the children especially during the cold winter months.

Under the present system of things the child suffers hardship and this naturally adds to the parents' trouble and anxiety for its welfare. Also the parent may suffer from the defects in the teaching; if it depends on the child to get up the lessons, as it must necessarily do in the inefficient district school, then the parent is for a certain time compelled to be teacher and to instruct the children and help along the work taken up at school. Now this is all very well, but if we hire teachers should we not have favorable conditions under which they can *teach* and where the education in the subjects of the school curriculum can be carried along without dependance upon the teaching of the parents. Even this dependance itself often proves to be very ill-founded for we see parents who take no interest whatever in the work of the school nor in the education of their children, and if the teaching is not done, as it *cannot* be done in the ungraded country school, then the instructors of the young are wasting the most valuable part of the life of the child,

and losing the plastic opportunities which such a period presents. Now the subjects of Manual Training, Domestic Science and School Gardening are being introduced, and if these are taught efficiently, as they only can be in the graded school, they will do much better to bring into closer relationship the work of the school and the home. So that whatever affects the child indirectly through him affects the home

IV. and lastly. From the standpoint of the ratepayer.

Now, after all said and done, among the common people—all, in fact, are common people, but by this term I mean others beside those people of fortune who do not understand the meaning of the word poverty, and of which by far the greater part of our country is made up, and upon whom its social, financial and industrial well-being depends—among these perhaps the first question asked in regard to any step in advance is: "How much does it cost?" And rightly so, because, if the expense is greater than the value received then it is poor business and the investor is in less favorable financial circumstances than when he started. But now as to the question in regard to Consolidation: Does it cost more? If the schools uniting are large it does cost more in actual money, but if the schools in a sparsely settled community unite there is really very little difference in the cost, in fact in many cases there is an actual saving; for the reason that where six or seven teachers are engaged now to teach the ungraded schools, under Consolidation all the children could be accommodated in the one school building and taught by three or four teachers; besides, the saving realized by the reduced upkeep cost and fuel supply of one large school building instead of several small ones is quite a consideration. Of course the Consolidated school building, if it has to be built at the time of uniting, will cost a considerable amount in construction and repair, but part of this expense is met by a government subsidy, and a special grant of one hundred dollars a year for three years is made by the government to each school district coming into the union in addition to a per capita grant of two dollars per child in attendance; also one half the expense of conveying the children in vans to and from the school is paid by the government, so that we see the government is more than willing to bear its share of the expense, all of which largely offsets the burden occasioned by the increased expenditure incurred. So, even from the standpoint of the ratepayer the Consolidated scheme looks interesting in that it represents solid value for every dollar spent.

Now it is comparatively easy to find fault with the established order of things but it is quite another matter to recommend a system which would be more perfect or produce better results; it is easy to diagnose the case, but it is not so easy to apply a remedy which will prove effective, speedy, and sure. I do not presume that Consoli-

ation is a remedy for all the evils of the present day system, but that it is a great step in advance and in the right direction has been proved out by actual experiment in the Consolidated Schools of Hampton, Kingston, Florenceville and Riverside.

Summarizing briefly the advantages which accrue from Consolidated Schools, we may say:

I. It overcomes the difficulties in regard to length of road and cold weather by providing a comfortable, convenient and safe mode of conveying children to and from school and enables the pupil to work under favorable conditions in healthy and pleasant environment—a well-ventilated, well-heated schoolroom.

II. By providing one teacher to one, two, or at the most three grades, it furnishes an opportunity for more successful teaching, through the inspiration of larger classes prompts the pupil to excel, and through the separating of small children from large children provides a better system of discipline.

III. Through providing a better system of caring for the children, better discipline and more comfortable surroundings, it removes considerable anxiety from the parents' minds.

14. By diminishing the number of teachers a Consolidated school very often represents a saving over the district school, and to the investor represents much more value for money spent.

The government favors Consolidated Schools, and, after a unanimous vote by the people for their erection anything such as impassable condition of roads, bridges, etc., which stands in the way of their establishment, will be duly considered, and the attention of the government can be more forcibly drawn to consider these things; in fact, the re-organization of the rural community follows in the wake of the organization of the rural school which, in turn, leads the way for higher organization of the larger community, the Nation, and creates and formulates its ideals.

A paper read before the Northumberland County Institute, Oct. 9th, 1919.

## THE NEEDS OF RURAL SCHOOLS. II.

### The School House

An urgent need in many of our rural communities is the improvement of the school house. Many progressive communities belie their reputation when the school premises are taken into consideration. One shrewd farmer has said, "Show me your school-houses. They will tell me more about the people of your township than I can learn in any other way. The school houses have no prejudices, they speak the truth, the whole truth, about the attitude of your municipality toward all that makes for genuine progress."

The degree of prevalence of eye, ear and throat de-

fects among rural children from recent surveys, is found to be greater than that of town children regardless of economic status. Perhaps the school house with its unhygienic equipment may in part be responsible for this. How many of our rural schools have stone foundations with draught proof floors? How many have been built so that the light falls from the left and back of the pupils? How many are provided with good window shades in working order? How many have replaced the old tin bucket by sanitary drinking fountains? These are but a few of the requirements which hygienic school buildings must meet.

The old box-like school house with a door at one end, the chimney at the other, with windows evenly spaced on each side is too common to need description. Our homes today show prosperity, comfort and increasing good taste. Our school houses should do more. A school house should continually look forward and should be built for the present and the future. Many of the school houses, today, were built for the past but have persisted into the present. Can we produce progressive future citizens in these unhygienic, uncomfortable, unattractive school houses to be found in some of our rural districts?

The reports of the military authorities during the late war showed an appalling amount of physical defects due to causes which in their inception were entirely preventable. The present generation must awake to their responsibility as guardians of our future citizens and keep them "fit." A few of the requirements which must be met by the school house in order to prevent some of these more common physical defects will be mentioned here.

The lighting is most important. The common arrangement of windows on both sides of the room is universally condemned. Reports from schools with windows arranged according to standard requirements show that "insufficiency of light and improper arrangement of light, and not the amount of use of the eyes, are mainly responsible for the defective eyesight among school children." The windows should be banked on the north or east side of the building. The class room seating should be so arranged that the light will fall over the left shoulder of the pupil. One or two small windows may be placed in the rear for summer ventilation and additional light on dark days. They will, also, add to the exterior appearance. These windows should be covered with dark shades, except when in use, to save the teacher's eyes. These windows should be placed high enough to afford blackboard space beneath. The window shades will be most useful if attached at the bottom and run upward by a cord and pulley. This plan cuts off light at the bottom and admits it from the top, which is best.

The usual plan of heating is by means of a stove in the centre of the room. Frequently this stove does not have sufficient radiating surface to warm the whole room, if heated red-hot. The children in the corners and along the sides of the room suffer from the cold, while the ones near the stove suffer from heat. This scheme of heating is bad and should be replaced by a large jacketed stove with an intake of fresh air, admitted directly from outside. This stove should be large, with sufficient radiating surface to conveniently heat the room. Several modern schemes of heating by means of a jacketed stove are on the market at a reasonable price. These schemes also provide for the ventilation of the room and the temperature may be kept uniform.

The open tin pail and common drinking cup should be replaced by drinking fountains. The open pail is an excellent contagion spreader and has no place in the modern school. Drinking fountains supplied by a tank are being installed at reasonable expense in many rural schools today.

The progressive rural school must also provide opportunity and training for hand-work. This need may be met either by use of a basement or a small workroom 9 x 12 being added as an ell to the school building. This workroom should be equipped with apparatus for Domestic Science and Manual Training. A well-equipped carpenter's bench will serve for the latter. The teacher need not be a manual training instructor to help the boys work out simple constructional problems. The oil-stove will also afford the means of providing hot lunches at noon time. If a basement is used for this purpose, a part should be partitioned off for a playroom to be used on stormy days.

A cloak room is an absolute necessity and some provision should be made for a teacher's rest-room. The teacher's duties are so arduous that some provision for a few moments rest should be provided in every rural school.

"Man's life is more than meat," so the school must consider the necessity of caring for the aesthetic side of the child's nature. Each rural school should have a good library. This may occupy a cheerful corner of the room with a table and chairs for use of the pupils. The books for general use may be left on open shelves; the reference books should be in a closed cabinet. The cataloging and care of the library may be delegated to certain pupils under the supervision of the teacher.

The walls should be clean and tastefully decorated. The school house should be kept in perfect repair. How can we teach habits of neatness and thrift with large hunks of plaster hanging from the walls or with soiled, blistered paint on the wood work? The walls should be hard and smooth; rough plaster gathers dirt. The walls and ceiling should be tinted in light colors if the room

has a northern exposure, darker shades if an eastern or western one. The finish of the wood work and the walls should harmonize. The ceiling should be light. The colors chosen for the walls should be such as to provide a pleasing background for pictures. A few beautiful pictures will add much to the attractiveness of the room and develop the pupils' appreciation of beauty.

How may this be done in this time of high price? In most cases it can be accomplished by repairing the present school building. The workrooms, teacher's rooms, cloak-rooms may be added either to one side or one end of the building, preferably not the east or north. The window space on the east or north side of the building should be increased so that there be not less than one square foot of window space for each four or five square feet of floor space. The windows at the front of the re-arranged school room must be closed and will provide excellent blackboard space. The windows at the rear must be removed and small windows above the blackboard be put in. The addition of these rooms to the south or west side of the building do away with the necessity of closing that side of the room. If, however, the building be raised and a basement put in, the windows on all but one side of the room must either be built in or covered with heavy, opaque shades which are not movable.

Attention should be given to the equipment of such a remodelled school. If the old desks are too dilapidated to re-install, it will be an excellent plan to use movable desks, or tables and chairs. There are some excellent models of desks and chairs combined which can be moved about with ease. Small tables and chairs are excellent for the little folks. If a room be so equipped the desks may be moved back and the floor space used for games, physical exercises, or dramatizations of the reading or history lessons.

Such a re-modelled school may be used as a community, social centre. After school hours the young people of the community may use the school room for parties or clubs. The elders of the community may use the school building for lectures, agricultural or domestic science demonstrations, clubs and lodges. The pride in such a school building will do much to increase the community interest and spirit and will help to keep the young people in the country.

Suggested books on this subject: Ontario Bulletin, Plans for Rural School Buildings, Kansas Bulletin, School Buildings, School Grounds and Their Improvement, Dresslar, Rural School Houses, Bulletin of the U. S. Bureau of Education.—*Editor.*

#### NOVA SCOTIA SUMMER SCHOOL

The Summer Session of the Rural Science Training School will be held in Truro, July 7th to August 5th,

1920. This promises to be by far the best session in our history. All our regular Science and Nature Study courses are offered. In addition we have added attractive Lecture courses on popular and Educational topics; have included Household Economy; and shall conduct a variety of entertainments, games, plays and sports. We hope to overlook nothing that the modern, progressive teacher will need in her school or her community work.

#### RURAL SCIENCE DIPLOMA COURSES

The following classes are now offered at the Rural Science School for teachers seeking a Rural Science Diploma and for those who desire to improve their knowledge in Natural Science: (1) Nature Study, (2) Botany, (3) Biology, (4) Chemistry, (5) Physics, (6) Geology and Mineralogy, (7) Plant Diseases, (8) Entomology, (9) Horticulture, (10) Agriculture, (11) Bird Study, (12) Weather work, (13) Wood work, (14) Brush and Cardboard work, (15) Bacteriology.

For a Rural Science Diploma classes (1) to (3) inclusive are compulsory. In addition to these the candidate must have successfully completed the work of four classes selected from (4) to (15) and must have presented more advanced work in at least two of these during a second term. The classes in which advanced work for a second term is provided are 2, 4, 5, 8, 9.

#### PLAY AND GAMES

The early evening hours and spare hours will be devoted to games and contests. Both out-door and indoor games suitable for schools will be taught. There will also be periods for story telling. Folk dancing and musical games will be an important feature of this part of the program. Community singing also will receive attention.

Those dramatically inclined will have an opportunity to assist in various plays and entertainments.

Simple pageantry as it can be applied to the rural school and community will be dealt with in a practical way. During the summer a parade will be staged featuring the various branches of rural science activity.

#### EXTENSION

Under this heading will come suggestions on the use of special days in schools such as Arbor Day, School Improvement Day, Good Roads Day, Bird Day, Weed Day. We shall have practical demonstrations in the working up of campaigns by means of posters and advertising (purely in the school). An important innovation will be the bringing in of business and professional men to give short talks. For instance a banker will tell us things about his business that everyone should know. A stock broker will give us hints on the arithmetic and business of brokerage. A manufacturer and a dry goods merchant will help us with the commercial geography of their business.

## LECTURE COURSE.

In addition to the short talks by business men (see "Extension") we shall offer a few lectures on practical psychology, corrective punishment, care of the feeble minded, child welfare and allied subjects. Persons of note who should be visiting in Truro or passing through Truro will be asked to address the Summer School on some live topic. We shall have one or two important lectures on "The Old Home Summer, 1924."

## HOME ECONOMICS

Home Economics will include talks and demonstrations on Home Nursing, the District Nurse, Symptoms of Common Diseases and First Aid. Simple cookery and the school lunch will receive generous attention. So will sewing for rural schools. Every student must do practical work in canning.

## READING COURSE

A helpful part of our course will be talks on library books, after which the student will be asked to read certain portions. In this connexion we shall devote special attention to books assigned to be read between terms by candidates for a Rural Science Diploma. Selection of books for the school library will be an important item.

## A PHYSICAL TRAINING COURSE

leading to the Teachers' Grade B Physical Training Certificate, will be provided by the Dominion Department of Militia and Defense.

Instructors are as follows:

P. J. Shaw—Horticulture and Nature Study.

J. M. Trueman—Agriculture

H. W. Smith—Plant Diseases, Bacteriology.

W. H. Brittain—Entomology.

J. A. Benoit—Physics and Weather Work.

H. B. Vickery—Chemistry, Mineralogy and Geology.

F. G. Matthews—Woodwork, Brush and Cardboard Work.

R. H. Wetmore—Botany, Biology.

L. A. DeWolfe—Extension, Birds.

Miss Dora M. Baker—Garden, Greenhouse, Games and Sports, Entertainments.

Miss Helen Macdougall—Home Economics.

## WOODSTOCK SUMMER SCHOOL FOR PROSPECTIVE VOCATIONAL DIRECTORS AND TEACHERS

The school to be held at Woodstock from July 6 to August 5, under the auspices of the Vocational Board of New Brunswick is for the benefit of those who wish to actively help in the promotion of vocational training.

According to present plans, five courses or series of

courses will be offered to meet the needs of as many groups of people.

First: Local directors are needed. A corps of not more than 25 will study with a view of meeting this demand. Two theory courses are included. One to give reach and vision, and the other to deal with specific plan and method of procedure. The Motor Mechanics and Practical Electricity, which this group will take, are in themselves valuable to any one, and will serve as good examples of the intensive vocational short course. Each member of this corps will be prepared to organize a Vocational Training service in his community.

Second: Efficient trade works of the right type make excellent vocational teachers if given special training in instructional methods. A group of not more than 20 dressmakers and milliners will study these methods for four weeks at Woodstock, with a view to teaching in the evening schools of the province.

Third: Many Home Economic teachers are anxious to extend their training so as to be able to fill the positions in day Vocational Schools as these open up. Even a short course will help in this and provision has been made for about 20 such teachers at Woodstock. In addition to Methods courses these will take advanced work in Nutrition, Costume design, and dressmaking or millinery.

Fourth: At last year's summer school, about 30 grade teachers began the study of rural home economics. Seventy-five per cent. of these have been teaching some phase of this during the school year, thus extending the work and laying a foundation for future development throughout the country. Fifteen or twenty of the students of last year will be given opportunity to continue their special course at the coming summer school. These second year girls will have a very valuable and practical course as the school cafeteria will be under their supervision.

Fifth: In order to extend rural home economics, and still further to broaden the base for future growth, as well as to begin to prepare our future teachers for this important subject, provision has been made at the Woodstock school for a group of grade teachers to study the elementary phases. This course will prepare them to carry on the school lunch and to conduct classes in elementary sewing.

By shaping the courses to suit the specific needs of these five groups it is hoped to make the month of intensive study count materially in the evolution of vocational training in New Brunswick.

As this field is undeveloped, the Vocational Board refunds railway fares to the student teachers and provides board. The maintenance of a school cafeteria will be one of the life sized problems of the home making de-

partment. This will vitalize and enhance its work. No one can truthfully say it is not practical.

Good lodging places can be secured at reasonable rates in Woodstock. Some of the men are planning to tent out during the course.

While six hours per day is required, two thirds of this is laboratory work. The necessary outside reading will be limited. Students are not expected to work in the evenings. An attractive recreational and entertainment program will be worked out. Games, lectures, motion pictures, etc., have been arranged for. A large living room will be furnished at the school, and altogether a very helpful and happy time is anticipated.

Up-to-date about 30 have enrolled. Besides these over sixty written inquiries have been received. Provision has only been made for 100 this year.

The teaching staff is not yet complete. Following is an alphabetical list of those now appointed:

Sadie M. Barnett—Foods II, and Household Management.

Mary Henleigh Brown, S. B.—Vocational Education for Women, Costume Design, and Dressmaking II. Carolyn A. Currie—Foods I.

Genevieve A. Hageman, S. B.—Organization and Teaching of Vocational Home Economics and Nutrition II.

Bernice I. Mallory—Sewing.

Fletcher Peacock—History and Organization of Vocational Education.

Margaret A. Stewart, Ph. B.—Nutrition I., Rural Home Economics and Dress-making I.

A. H. Whitman, S.B.—Motor Mechanics and Electricity.

(Instructor to be appointed)—Vocational Methods and Courses, and special lecturer on Vocational Education.

## ENGLISH LITERATURE IN THE GRADES

### Grade I.

#### BED IN SUMMER.

In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

—Robert Louis Stevenson.

#### I. Preparation.

Do you like to go to bed early these days, John? Does Mother call you in before you want to go in? Why do you want to stay up longer? Does eight o'clock seem to come too soon? Winter is just the opposite is it not, we have to get up before light to get to school on time?

#### II. Presentation.

Today, I am going to tell you a poem written about going to bed in summer. See if you think this little boy liked it?

#### III. Analysis of poem.

What difference between summer and winter does he notice? What does he see from his window? What does he hear? Do you hear people walking by after you've gone to bed? What does it make you want to do? What does this boy think of it? Why does he want to stay up?

#### IV. Memorizing the Poem.

The first lesson in this poem will likely take the two

previous sections. The second lesson should be opened by some discussion of the little boy's complaint and then the teacher may quote the poem for the class. She may then ask for "parts liked best." These should be quoted each time asked for, varying the procedure by sometimes quoting the lines and again the whole stanza referred to. She may also encourage the children to quote the parts with her.

#### V. Correlation.

This poem should be correlated with the drawing lesson. It may also supply a good subject for oral English, "Why I do not like to go to bed early," "Games I enjoy after tea," etc.

### Grade II.

#### THE KIND MOON

I think the moon is very kind  
To take such trouble just for me.  
He came along with me from home  
To keep me company.

He went as fast as I could run;  
I wonder how he crossed the sky,  
I'm sure he hasn't legs or feet  
Or any wings to fly.

Yet there he is above their roof  
Perhaps he thinks it isn't right  
For me to go so far alone,  
Tho' mother said I might.

—Sara Teasdale.

#### I. Preparation.

How many of you have seen the "man in the moon?" You can see him best when the moon is round. What do we call the moon when it is round? Have you ever noticed that the moon will seem to be right over your house when you walk down the street and it seems to be right over some one else's house? When you ride at night the

moon seems to go along. Have you noticed that? Just as if he were taking care of you.

## II. Presentation.

The teacher should quote the whole poem, being careful to express the child's surprise and appreciation of the moon's kindness.

## III. Analysis of Poem.

Quote the first stanza again. Why did the little boy think the moon was kind? Where had the moon been when he left home? What does "to keep me company" mean? Quote the second stanza. How had the little boy come? The moon had come fast too. What does the little boy wonder about the moon? Why does he wonder how the moon came across the sky? The moon has no legs, or arms, or wings has he? What trouble had the moon taken? Why does the little boy think the moon came along? Why was it all right for him to go alone?

## IV. Memorizing the Poem.

This poem should be written on the board and read by the various members of the class. The pupils should also copy it in their "Memory Gems."

## V. Correlation.

This poem may be correlated with a drawing lesson. It may also serve as suggestion for topics in oral English. An errand I did alone at night, or something of the sort.

### Grade III.

#### RAIN IN THE NIGHT.

Raining, raining,  
All night long;  
Sometimes loud, sometimes soft,  
Just like a song.

There'll be rivers in the gutters  
And lakes along the street;  
It will make our lazy kitten  
Wash his little dirty feet.

The roses will wear diamonds  
Like kings and queens at court;  
But the pansies all get muddy  
Because they are so short.

I'll sail my boat tomorrow  
In wonderful new places,  
But first I'll take my watering-pot  
And wash the pansies' faces.

—Amelia Josephine Burr.

## I. Preparation.

Did you ever listen to the rain pattering on the roof at night? When it rains hard how does it sound? When the rain is falling gently what kind of sound does it make? Have you ever gone wading after a heavy rain? Sometimes it makes rivers in the street and big puddles on the sidewalk. How do the flowers look after a rain? Did you ever walk under a shrub just after a rain storm? What happens if you hit a branch?

## II. Presentation.

The teacher should quote this whole poem in a pleasant, vivacious manner. It will be well to have it written upon the board so that the pupils may read the different stanzas as they are taken up.

## III. Analysis of poem.

How does the rain sound to this child? Why does it sound like a song? What does he expect to see in the street? What are rivers? Gutters? Lakes? What will happen to kitty? Why does he say kitty is lazy? How does kitty wash his feet generally? Why will they get washed this time? Do kittens like water?

How will the roses look? What are diamonds? What color are they? Why do kings and queens wear them? What will happen to the pansies?

What new game does he plan for tomorrow? Why "sail his boat" in wonderful new places? What is he going to do first?

Do you like a sunny morning after a rain? How does it feel? Have you ever noticed how pleasantly it smells? How do the flowers look? What are the birds doing?

## IV. Memorizing the poem.

The pupils should memorize the poem after writing it among their "memory gems." Other poems about rain may be searched out by the pupils and added to this collection.

### Grade IV.

#### DAISIES.

At evening when I go to bed,  
I see the stars shine overhead;  
They are the little daisies white  
That dot the meadow of the night.

And often while I'm dreaming so,  
Across the sky the moon will go,  
It is a lady, sweet and fair,  
Who comes to gather daisies there.

For, when at morning I arise,  
There's not a star left in the skies,  
She's picked them all and dropped them down  
Into the meadows of the town.

—Frank Dempster Sherman.

## I. Preparation.

Can you see the skies when you are lying in bed at night? Do you sometimes pretend things about them? What do you pretend they are? etc.

## II. Presentation.

The teacher should read this poem in a pleasant, thoughtful voice, trying to interpret to the children the pleasing imagery here portrayed.

## III. Analysis of Poem.

What does the child call the stars? What does he imagine the moon is? Does he pretend or believe this to be true? What has happened to the stars when he awakes in the morning? Is this not a pretty idea?

Have the stars really fallen out of the sky? Why does the child not see them in the day.

#### IV. Correlation.

This poem should be memorized and correlated with other poems about stars.

#### Grade V

##### A BOY'S SONG.

Where the pools are bright and deep,  
Where the gray trout lies asleep,  
Up the river and o'er the lea,  
That's the way for Billy and me.

Where the blackbird sings the latest,  
Where the hawthorne blooms the sweetest,  
Where the nestling chirp and flee,  
That's the way for Billy and me.

Where the mowers mow the cleanest,  
Where the hay lies thick and greenest,  
There to trace the homeward bee,  
That's the way for Billy and me.

Where the hazel bank is steepest,  
Where the shadow falls the deepest,  
Where the clustering nuts fall free,  
That's the way for Billy and me.

Why the boys should drive away,  
Little sweet maidens from the play,  
Or love to banter and fight so well,  
That's the thing I never could tell.

But this I know, I love to play,  
Through the meadow, among the hay;  
Up the water and o'er the lea,  
That's the way for Billy and me.

—James Hoag.

#### I. Presentation.

The teacher should read this poem to the pupils before taking it up for detailed discussion. She should endeavor to express the boy's enthusiasm for the pleasure of wandering about in the country.

#### II. Analysis of Poem.

What is a trout? Where are they found? What is a "lea"? Whom do you suppose Billy is?

Where next does he like to go? Who can put this picture in his own words? Where next does he enjoy playing? What insect do they watch here? What is a "hazel bank"? What two reasons has he for liking the "hazel bank"?

What does this boy like to do? What things that boys sometimes do does he not like? Which is the better choice?

#### III. Correlation with other poems.

This poem may well be correlated with Kingsley, *The Lost Doll*, Rands, *The Pedlar's Caravan*, etc.

#### Grade VI.

##### ROADSIDE FLOWERS

We are the roadside flowers,  
Straying from garden grounds;  
Lovers of idle hours,  
Breakers of ordered bounds.

If only the earth will feed us,  
If only the wind be kind,  
We blossom for those who need us,  
The stragglers left behind.

And lo, the Lord of the Garden,  
He makes His arm to rise,  
And His rain to fall like pardon  
On our dusty paradise.

On us he has laid the duty—  
The task of the wandering breed—  
To better the world with beauty,  
Wherever the way may lead.

Who shall inquire of the season,  
Or question the wind where it blows?  
We blossom and ask no reason,  
The Lord of the Garden knows.

—Bliss Carmen.

#### I. Presentation.

The teacher should read this poem with appreciative enthusiasm before the class study it. The pupils' attention should be drawn to the fact that it was written by Bliss Carmen, a native of the eastern part of Canada, educated at King's College, Windsor. The lesson may well be introduced by an informal talk about wild flowers. Their sturdy growth without cultivation; appearance in unexpected places; how they brighten the fields and roadside.

#### II. Analysis of Poem.

What does "straying from garden grounds" mean? Why does the poet say they are "lovers of idle hours"? Why "breakers of ordered bounds"?

Upon what do these flowers have to depend for life? For whom do they blossom?

Who can put the third stanza in his own words?

Who can tell in his own words what the task of the wild flower is?

Who will put the last stanza in his own words?

What lesson can we learn from the wild flowers? Do we each have to be rich or beautiful or powerful to fill a place in the world? How can we "better the world with beauty, wherever the way may lead"?

#### III. Memorizing the Poem.

This poem should be added to their "Memory Gems" and memorized by each pupil. It may well be correlated with other nature poems of similar character.

#### Grade VII.

##### JUNE WEATHER

No price is set on the lavish summer,  
June may be had by the poorest comer.  
And what is so rare as a day in June?  
Then, if ever, come perfect days;  
Then Heaven tries the earth if it be in tune,  
And over it softly her warm ear lays:  
Whether we look or whether we listen,  
We hear life murmur, or see it glisten;  
Every clod feels a stir of might,  
An instinct within it that reaches and towers,  
And, groping blindly above it for light,  
Climbs to a soul in grass and flowers;  
The flush of life may well be seen  
Thrilling back over hills and valleys;

The cowslip startles in meadows green,  
The buttercup catches the sun in its chalice,  
And there's never a leaf nor a blade too mean  
To be some happy creature's palace;  
The little bird sits at his door in the sun,  
Attilt like a blossom among the leaves,  
And lets his illumined being o'errun  
With the deluge of summer it receives;  
His mate feels the eggs beneath her wings,  
And the heart in her dumb breast flutters and sings;  
He sings to the wide world, and she to her nest,—  
In the nice ear of Nature which song is the best?

—James Russell Lowell.

### I. Presentation.

The teacher should read this poem to the class before it is taken up for study.

### II. Analysis of Poem.

What does "lavish" mean? What do the first two lines mean? Who can think of some of the sounds we hear from alive things out of doors in June? Who can put the two lines "Whether we look, or whether we listen, We hear life murmur, or see it glisten"; in his own words? What is a "clod"? What does "every clod feels a stir of might" mean? What is "an instinct"? What does this instinct want to do? What does "Climbs to a soul in grass and flowers" mean? Who can put the four lines beginning "Every clod feels", etc., to "flowers" in his own words? Who can describe a "cowslip"? Why say "the cowslip startles in meadows green"? What is a chalice? Why does the poet say the buttercup has caught the sun in its chalice? Who can put the next two lines in his own words? Who can tell us the next picture? Why does the poet say that of the bird's mate, "The heart in her dumb breast flutters and sings"? Why does she sing with her heart? To whom does she sing? What is the essential difference in the two songs? Which do you suppose is best?

### III. Correlation of Poem.

This poem should be memorized. This short selection may serve to awaken the children's interest in the whole poem, "The Vision of Sir Launfal."

#### Grade VIII.

#### THE CLOUD.

(The N. B. Reader No. IV.)

### I. Presentation.

The teacher should read this poem to the class before it is taken up for study in order that the music of the rhythm and beauty of expression may inspire in them an appreciation for this beautiful poem of Shelley's.

II. Analysis of the Poem. Who will explain the scientific fact referred to in the first two lines? What do the third and fourth lines mean? How many of you have ever noticed the shadow cast by a cloud on a field on a sunny day? Who will pick out the three remaining ideas in this stanza? Who will point out the word-pictures which describes these? Are these word pictures good?

Read the second stanza silently. How does he describe the snowfall? Who will give the word picture describe the lightning? the thunder? What is the lightning searching for? What is a "genie"? Compare the clouds description of its own attitude in the snow-storm and in the thunder storm. Who will read his description of the sunrise on the cloud? Read of the cloud at sunset? Read the fourth stanza silently. What have the midnight breezes done? What word picture describes the moon passing through the cloud? What is the meaning of "woof"? "rent"? By what picture does the poet describe the cloud in this stanza? Who can describe the picture of the rent in the cloud?

Choose from the next stanza the description of the cloud on a sunny day? At night? During a storm? What is meant by the "million-colored bow"? What does the "sphere-fire mean? Who will put the last two lines of this stanza in his own words?

Read the last stanza silently. Who will put this in his own words?

Written exercises. The pupils may be asked to read the poem making note of the beautiful word picture throughout.

### III. Memorizing the Poem.

This poem should be memorized. The teacher may use some such scheme as the following to assist the pupils in recalling the stanzas: 1. fresh showers; 2, snow and the "pilot"; 3, sunrise and sunset; 4, the moon; 5, through sun and storm; 6, "the daughter of earth and sky."

### GROWTH IN EDUCATION.

"Since there is nothing to which growth is relative save more growth, and since education is simply a process of growing, then there is nothing to which education is subordinate save more education."—Dr. Dewey.

Unless, in our chosen professions, we keep constantly improving, expanding our interests, and widening our contacts with the world, life is apt to become inane, uninteresting and our brain to atrophy. Because of the constant association with immature minds, teachers are peculiarly susceptible to this intellectual decay. It is so easy to get into a rut, to teach as we have always taught.

If, however, education is a science, it must keep abreast with the times, with the other sciences—Chemistry, medicine and biology. An eminent scientist said: "All books on medicine and science more than ten years old should have a place in the cellar, instead of in the library." If this is true of these sciences how much more should it be true of a science like education, dealing as it does with the development of the human mind! Unfortunately, education has not progressed with these sciences.

In recent years, however, educational leaders have

awakened to the fact that the present system of education is not functioning in life as it should, that the curriculum is congested with much obsolete material, with subjects having no direct bearing on life and conduct, that the children are not forming the kind of social habits and ideals that society outside of school demands and that education is not meeting the present, vital needs of the individual child.

Teachers' College, Columbia University, New York City, is undoubtedly one of the centres from which these reforms in education radiate. Dr. Dewey, the chief exponent, is professor of philosophy at Columbia University. Associated with him are such men as Doctors Bagley, McMurray, Monroe and Thorndyke, all household names to every serious student of education. Coming in contact with these powerful personalities is one of the privileges and advantages of the students of this great educational institution.

Perhaps the most potent factor in this personal relationship is the consciousness that these leaders are themselves constantly growing, opening up to their students new problems, hitherto unexplored fields and showing the need of each individual doing what he can to further the great cause. This is more particularly true in the realm of educational experimentation and measurement. Education is rapidly becoming more scientific but as yet only a fractional part of the whole has been covered and much, very much, remains yet to be done.

A great opportunity for all students of Teachers' College is to see the principles upheld by the College put into practice in Horace Mann School, the experimental school in connection with the university. The teachers are very generous and visitors are welcome at any time, providing that no card to the contrary is on the door and the visitors conduct themselves unobtrusively. It is sometimes possible to arrange private conferences with the teachers and obtain first hand information as to their work.

Through the cosmopolitan club of the university, valuable intercourse with students from all parts of the world, is possible. This exchange of educational problems leads to a sympathetic understanding of the conditions in these foreign countries which is undoubtedly one of the most broadening influences of life at the College.

To Columbia University come many of the leading men of letters from this country and abroad. This year the students have had the rare privilege of hearing John Burroughs, Hamlin Garland, Stephen Leacock, Hugh Walpole, John Galsworthy, Henry Morgenthau, Sherwood Eddy, Blasco Ibaney, a leading educator of France, the head of the Armenian relief commission, an Armenian member to the Peace Conference, and many others. If culture means "forming the best associations

of a kind to grow, then life at Teachers' College is particularly rich in this respect.

The financial expenditure of a year or more here is very large. However, the University offers opportunities to students to retain their positions during the year and study at the summer sessions.

It is true that salaries are advancing, but at the same time it must be kept in mind that standards also have been raised. If society demands the services of the most up-to-date physician, one who has kept in touch with the newer methods and discoveries, how much more should she demand the same high standard of professional up-to-date-ness in the teacher. To provide the best for the child's mind, as well as his body, is the child's rightful heritage.

Unfortunately, in the Atlantic Provinces, because of the one year Normal and the necessity for teaching academic subjects, it is not possible for the teacher to obtain adequate professional training. Any work worth doing is worth doing well. The time given to further professional study either at Teachers' College or elsewhere, is repaid manifold. The consciousness of better knowing child needs and how to meet them, the stimulation to further study and growth so as to be better able to teach such an infinitely precious and wonderful thing as a child's mind, the satisfaction of being able to render even greater service to society are a few of the many ways the individual teacher is repaid for continued growth in education. "It is an awkward thing, this dealing in souls," says Browning, "and matter enough to save one's own.—Miss Elsie Mills.

Miss Mills is a former teacher of the Model School, Fredericton, and has been studying at Teachers' College, Columbia University, for the past two years.

#### TWELVE ELEMENARY TEACHERS' SUMMER SCHOOLS FOR NOVA SCOTIA THIS YEAR

That is the meaning of the twelve regulations just passed by the C. P. I. of Nova Scotia for untrained teachers who cannot conveniently attend the Normal College.

The Normal College itself may next year break up its year course into two parts to accommodate the candidates entering the profession during the time made strenuous by the high cost of living.

In our June issue we hope to be able to publish a list of the locations of each of these twelve training schools or institutes, with any additional information obtainable.

The Rural Science School at the Normal College, Truro, will also function as usual for the higher classes of teachers during the month of July.

#### NOVA SCOTIA INSPECTORIAL TEACHERS' TRAINING INSTITUTES, 1920

1. The Education Department is authorized to or-

ganize under the principalship of each Inspector an elementary training course during the four weeks beginning on the first Monday after the 25th of July, to be held at any convenient center selected by him in his division for untrained teachers and students of High School scholarship desiring to teach on Temporary or Permissive Licenses.

2 The Inspector shall have special charge of the subject of School Law and Forms, and his two (or more) associates appointed by the Education Department shall be scholarly and competent teachers of the Theory and Practise of Teaching and School Management, and of any other important accomplishment necessary for efficient teaching.

3. The course will include daily lectures, study of prescribed texts and teaching practise for at least four hours a day and at least five days each week to be concluded by an examination written as well as oral and by practical tests during the course.

4 The successful completion of the course may be recognized by the award of a general M. P. Q. Certificate of the Third Rank; but no Temporary or Permissive License shall be recommended by the Inspector to any one within the range of attendance of the Institute who had not attended the course.

5. A *low* high school pass may be raised to a *high* pass on a subject in course, and a *low third* rank M. P. Q. to a *pass* mark, if the Inspectors presiding can prove it to be merited; and evidence of higher M. P. Q. promotion may be similarly considered.

6. The time of Instructors employed, attendance of pupils for teaching practise, on the recommendation of the Inspectors can be credited when deemed fair to the regular school affected; and Inspectors are authorized to use all school buildings and apparatus for the service.

7. The Common School Register shall be used to record attendance; and the common school texts, and general equipment of common schools, must be specially kept in view by the Instructors.

8. The appointment of instructors should be made by the first week in June; and candidates expecting to attend should notify their respective Inspectors by the first week in July—earlier when possible.

9. Inspectors shall select the location of their Institute, submit their estimates of the cost of each, and nominate their associate instructors, by the first week of June, to the Superintendent of Education who is authorized to provide for emergencies falling within the general scope of these regulations.

10 Instructors may be paid at the rate of twenty-five dollars for each week at the close of the course. All accounts must be accompanied by vouchers, and sent to the Superintendent of Education, Halifax.

11. As soon as possible after the close of the

course the Inspector shall send the Superintendent of Education a general report on the work of the Institute, with a classified list of the students in attendance, his recommendations for their professional standing, and any bills for necessary contingent expenses with vouchers.

12. "Fundamentals in Methods," by Joseph Kennedy (Macmillan, New York) is authorized as the text in Method, a supply of which will be obtained at cost price for teachers giving notice of attendance in due time.

## AMONG OUR COLLEGES

### ACADIA CLOSING

The closing exercises of Acadia University took place this year May 22 to 26. They were very largely attended and passed off most successfully. The country looked beautiful, but on account of the lateness of the spring, no apple blossoms were in evidence. The weather was all that could be expected, fine and warm, and with not even a cloud the size of a man's hand in sight. The Baccalaureate sermon was preached on Sunday by Rev. Austen K. deBlois, D.D., pastor of the First Baptist Church, Boston. The discussion was able and instructive, pleasing not only the graduating class, but the whole of the large audience.

The closing exercises of Acadia Collegiate and Business Academy, took place Monday evening. The Academy reports the largest attendance in its history, the registration being 318. A very large matriculating class received diplomas and a large number of business and other certificates given. Already the accommodations for next year are nearly all taken.

Tuesday evening were the closing exercises of the Seminary. These are always most interesting, and this year was no exception. The registration, the largest in its history, was over 400. The exercises were most creditable, showing the splendid work which the Seminary has been doing.

Wednesday morning were the closing exercises of the University. The graduating class consisted of 34, 32 of whom received the degree of Bachelor of Arts, and 2 the degree of Bachelor of Science. Honorary degrees were conferred upon the following:

- LL. D., General Sir Arthur W. Currie, G.C.M.G., K.C.B.
- D.C.L., Lieut. Col. J. L. Ralston.
- D.D., Rev. S. R. McCurdy.
- M. A., Dr. J. W. T. Rowe, New York.
- Dr. A. P. Rogers, Boston.
- Mr. R. B. Wallace, Fredericton.
- Mrs. Agnes Dennis, Halifax.
- Mrs. Sarah Manning, Wolfville.
- Mrs. Mary Smith, Amherst.

On Wednesday afternoon General Sir Arthur Currie laid the corner stone of the new Memorial Gymnasium, being erected in memory of the 63 Acadia students who lost their lives in the war. Sir Arthur made an address which was much appreciated by the large number convocated at that time.

The closing exercises ended with a play, given by the Dramatic Society Wednesday evening, and a banquet tendered by the Acadia returned soldiers to General Currie.

The year has been the most successful in the history of the University, 330 being enrolled.

#### ENCAENIA AT THE UNIVERSITY OF NEW BRUNSWICK

In the absence of the Lieutenant Governor from the province, Dr. C. C. Jones, Chancellor of the University, presided over the proceedings.

The first item on the programme was the Address in Praise of the Founders, by Professor Earle O. Turner, professor of Civil Engineering.

Medals and prizes were then presented as follows:

The Governor General's Gold Medal, for the best standing in any five subjects of Senior year, was presented to F. A. Patterson of Gray's Mills, by Dr. W. S. Carter.

The Douglas Gold Medal, for the best essay on the Preservation of Wild Bird Life, its Economic, Aesthetic and Humane Aspects, was presented to Christopher L. Armstrong of St. John, by Sir J. D. Hazen.

The Alumni Gold Medal, for translation in Latin prose of a passage from an English writer, was presented to Walter R. Fleet, of Fredericton, by Mr. P. J. Hughes.

The Brydone-Jack Memorial Scholarship, for Physics, was presented to John E. Babbitt of Fredericton, by Mr. H. H. Hagerman.

The Montgomery-Campbell Prize, for the best standing in Greek and Latin Honor work of the Senior year, was presented to Henry Atwood Bridges, St. John, by Col. H. Montgomery-Campbell, O. B. E.

The Ketchum Silver Medal, for the highest standing in Civil Engineering of the Senior year, was presented to Samuel T. McCavour of St. John, by Dr. W. W. White.

The City of Fredericton Gold Medal, for the best thesis on the subject: A Water Tower versus a Reservoir or an Extension of the Fredericton Water Works System, was presented to S. T. McCavour of St. John, by the Mayor of Fredericton.

The Alumnae Society's Scholarship for the highest standing in the Sophomore year, was presented to R. R. Sheldrick of Kingston, King's Co., by Miss Hazen Allen, president of the Society.

Mr. A. S. McFarlane's Prize, for highest standing in Freshman English, was presented to L. J. McGinn of Fredericton, by Rev. Frank A. Baird.

The Sir Frederick Williams-Taylor Gold Medal, for the best all-round athlete, was presented to H. H. Trimble, of Hampton, by Mrs. G. N. C. Hawkins.

The Purvis Loggie Memorial Scholarship, for the best standing in Sophomore Engineering subjects, was presented to B. A. Campbell of Bath, by Inspector Hanson.

The W. T. Whitehead Memorial Scholarship, for best standing in Junior Forestry, was presented to W. A. Steeves of Campbellton, by Hon. F. B. Carvell.

The I. O. D. E. Prize of \$100, for best standing among returned men of the Senior year, was presented to H. A. Bridges of St. John, by Dr. C. C. Jones.

The Dr. John Zebulon Currie Scholarship, for the best standing in Freshman Chemistry, was presented to R. A. Dummer of St. John, and H. E. C. Smith of Woodstock, by Dr. B. C. Foster.

The Noel Stone Memorial Alumni Scholarship, for the best standing in Junior Natural Science and Chemistry, was presented to Katharine M. Jarvis of Chatham, by Dr. Thomas Walker.

Thirty-eight degrees were then conferred by the Chancellor, thirty-two bachelor's degrees upon members of the graduating class, two master's degrees in arts upon Leo Kelley and Arthur VanWart, one master's degree in science upon John O'Neill, three honorary degrees of Doctor of Laws upon Professor W. F. Ganang of Smith College, Northampton (Mass.); Professor A. W. Duff of Polytechnic Institute of Worcester (Mass.), and Mr. William McInnes, Dominion Geologist of Ottawa. The three recipients of the LL. D. degree are distinguished graduates of the University.

The address to the graduating class was given by Col. Murray MacLaren, C. M. G. of St. John, and the Alumni Oration was delivered by Dr. A. W. Duff of Worcester (Mass.), and the valedictory, delivered by Hilton D. McKnight of Fredericton, on behalf of the graduating class, closed the proceedings.

A special feature of this year's Encaenia was the reunion of the class of 1884, every member of which is still living and nearly every member of which was present at the Encaenia. The class had a dinner on the evening of Encaenia day and talked over old times at the U. N. B. and their later experiences in life.

#### MOUNT ALLISON

This year a Students' Committee, in conjunction with a Committee of the University Faculty, arranged for a reunion and sent out invitations to former students and graduates to be present at Commencement.

The exercises at the end of the year were somewhat

changed to meet the new conditions. Tuesday and Wednesday, May 18th and 19th, were largely given to the Committee for its celebration. On the afternoon of Tuesday the University students repeated to a good house the play given earlier in the term, "Shakespeare's Midsummer Night's Dream." In the evening a reunion reception was held in the Art Gallery. Wednesday morning was given over to the meeting of the Alumni Society and class reunions. In the afternoon a reunion gathering was held in the Charles Fawcett Memorial Hall, when interesting addresses were given by Judge W. B. Jonah, '82, and Col. Allison H. Borden, '03. The latter dealt specially with the relation of the Universities to post-war conditions and expectations. At the University Convocation twenty-five received their degree of Bachelor of Arts, seven of whom were young ladies. Several of the men were returned soldiers, who would normally have graduated with earlier classes. Two received the degree of B Sc. Four proceeded to the degree of Master of Arts and eleven received Engineering Certificates. An admirable address and valedictory on behalf of the graduates was delivered by Reginald Baraclough, of Moncton, N. B. Two honorary degrees of LL.D. were conferred, on Prof. F. W. Nicolson, '83, of Middleton, Conn., and George J. Oulton, '93, Principal of the Moncton High School. Dr. Oulton was present and made a bright speech. Two received the degree of D.D. The address at Convocation was given by Winthrop P. Bell, '03, of Halifax, N. S., who had just received his Ph. D. in Gottingen University, Germany, as the war broke out, and was imprisoned for the duration of the war in Ruhleben Camp. Prof. Crowell, of the Engineering School, was forced, by ill health, to retire during the year. His place was filled by the appointment of Frank L. West, '12, a graduate in Applied Science of McGill, who had considerable practical experience at home and who recently returned from overseas. Prof. P. B. Perkins, head of the Physics Department, who has had wide experience as a teacher, is retiring from educational work.

Some interesting announcements were made at Convocation. Dr. T. C. Lockwood, '81, of Lockeport, N. S., is founding a scholarship of \$50.00 a year in memory of his son, Terence, who enlisted at the close of his Freshman year and gave his life for his country. W. G. Guy, of the graduating class, who took his B. Sc. a year ago, had been awarded the Rhodes Scholarship for Newfoundland, and will take up his residence at Christ Church, Oxford, in October, to pursue courses in Chemistry. The leaders of both the third and fourth year's work in Applied Science at McGill this year were men who had taken their engineering certificates at Mount Allison. The leader of the class in the N. S. Technical College

was also a Mount Allison man, W. R. Clarke, of Joggins, N. S.

At the meeting of the Board of Regents it was decided to remodel the Science Building to meet present needs and to inaugurate a campaign for \$500,000.00 to provide further equipment and endowment. The Ladies' College is also to proceed during the summer with a stone enlargement of Hart Hall, which will give accommodation for thirty to forty more students and somewhat relieve the congested condition. The registration in all branches of the Institution has been large, the total for the year amounting to over 800.

#### COMMENCEMENT DAY AT THE UNIVERSITY OF ST. FRANCIS XAVIER'S COLLEGE ANTIGONISH, N. S.

The Commencement Exercises of the University were held in Immaculata Hall on the afternoon of May 11. In his address, the President, Rev. H. P. McPherson, D. D., D. C. L., after extending to the graduating class the welcome and congratulations of the faculty, announced the decision of the Board of Governors to appeal to the public for a fund of \$500,000. The demands upon the institutions were never greater, and it was urgently necessary that the campaign to increase the endowments of the University, projected in 1914 but abandoned on the outbreak of war, should be launched without delay. He was confident of a generous response to this appeal. The Catholic community recognized that its own interests were bound up with the interests of the University; that every benefaction to the University bore fruit in which the community itself shared; that to give generously in this case involved no sacrifice, for it purchased something that contributed to the general happiness.

St. Francis Xavier's was proud of its record of public service. But it could not pretend to have done all that an institution of learning could do for a people; for its work in every direction had been hampered by the poverty of its endowments. In launching this campaign the University was seeking to free itself from that handicap, preparing itself to enter new fields of usefulness and to place itself abreast, or rather ahead of, competing institutions.

He appealed to the Catholics of Eastern Nova Scotia not to allow parochial interests and needs, however urgent, to distract them from supporting the University at this critical moment of its history. He quoted the words of Bishop Shahan, Rector of the Catholic University: "It is in vain that you build schools and raise proud cathedrals, if the men who perish in them are not most effectually formed to combat every bad form in modern doctrine and language. It is in vain that you

build churches and cathedrals if you have not in them an intelligent and instructed laity." Without flourishing and efficient institutions of higher education, churches could not have pastors, schools teachers, of the calibre demanded today. Indeed, if they were to have a God-fearing and law-abiding community, they must have men of ability, character and training in every calling. These they could not have without their University.

The governing body of the University was not so sanguine as to hope that the success of the proposed campaign would transform it into an ideal institution of higher learning. That would require a far larger sum than \$500,000. But the contribution of that amount would relieve many pressing emergencies. During the war, while students dwindled and prices soared, St. Francis Xavier's, with its meagre endowments, had had to face large deficits from year to year; and at the present moment, it was doubtful whether the University, even with its fees very substantially raised, could subsist without an increase of its endowments. To name more particular needs, \$50,000 alone was required to cover the offer of the Carnegie co-operation to endow a chair of French and provide scholarships for students of French Acadia origin. The foundation of other scholarships, unconnected with the Carnegie gift, was an urgent necessity. Repairs and improvements in the central building of the University, at present in an unsatisfactory condition, must be undertaken forthwith and would entail heavy expenditure.

Were they to say that this appeal must fail? Surely the achievements of the past, the history of their University, its foundation in days of poverty, its expansion and progress in the face of every difficulty, conveyed no such lesson.

The President's address was followed by the distribution of prizes and the conferring of degrees. Among the awards were cash prizes to the total amount of \$100, presented by the Knights of Columbus, for essays by soldier-students on "The Responsibilities of the Returned Man." The honorary degree of LL. D. was conferred upon Miss Margaret McDonald, Matron-in-chief of the Overseas Nursing Service, and upon Colonel H. A. Chisholm, C. M. G., D. S. C., second-in-command of the C. A. M. C. in the Expeditionary Force, an old Xavierian. The following regular degrees were bestowed: M. A., E. P. Dolan, B. A., Mrs. Agnes McL. Hay, B.A.; B. A., Rev. Sister St. Veronica, Miss Mary Anderson, R. V. Bannon, A. J. A. Campbell, L. D. Currie, W. S. Daly, T. G. Foran, J. J. R. Hughes, A. A. Johnston, J. E. McArthur, J. P. McCarthy, C. F. McIsaac, L. G. McKenna, C. A. Raiche, W. Roberts, T. D. Sullivan, R. Walsh; B. Sc., T. H. Hay. The salutatory and valedictory speeches were delivered by T. D. Sullivan and L. D. Currie respectively. T. G. Foran was the

class essayist and read an excellent paper on "The Early History of Antigonish."

The exercises closed with Solemn Benediction in the Cathedral, at which the Baccalaureate sermon was preached by Rev. J. B. O'Reilly, Professor of Ecclesiastical History at Holy Heart Seminary, Halifax, who exhorted the new graduates to carry into the world Catholic ideals of character and conduct and to order their whole lives according to the motto of the University, "Quaecunq; Vera."

#### N. B. NORMAL SCHOOL CLOSING.

The N. B. Normal School held its closing exercises on Friday morning, June 4th, with a large attendance of visitors, who represented all sections of the province.

A feature of the exercises was the presentation of a silver mounted cane to Prof. Belliveau, of the French department of the school, who has retired from teaching after forty years' service in the Normal School. The presentation was made by Dr. Bridges, Principal of the School, on behalf of the Normal School staff.

The program included demonstrations in teaching by Miss Mary Harold of Centreville, Miss Lillian Machum of Devon and Miss Hilda Baxter of Harcourt.

The Governor General's Silver Medal for highest standing in professional work among students of Class I., was presented to Eldon McDiarmid of Chatham; the Governor General's Bronze Medal, for highest professional standing in Class II., to Miss Kathleen Wemp of Notre Dame, Kent Co., and the City of Fredericton Silver Medal for highest academic standing to Miss Lillian Machum of Devon, York Co.

Chief Supt. of Education, Dr. W. S. Carter, made the presentation to Mr. McDiarmid; Dr. C. C. Jones, Chancellor of the University of N. B., to Miss Wemp, and Deputy Mayor Wilkinson to Miss Lillian Machum.

In the evening the students of the institution entertained their friends in the Normal School Gymnasium. Several hundred of the students and their friends gathered and spent a most enjoyable evening. The Valedictory was delivered by W. Stuart McFarlane of Nashwaaksis, York Co.

The program included the following:

Orchestra Selection.

Class Prophecy, Class A 1, Miss Rovene Downey, Centreville.

Solo, Mrs. F. A. Good,

Reading, Miss Edna Giberson.

Duet, Miss Amanda Allain and Miss Evangeline LeBlanc.

Class Prophecy, Class A 2, Miss Stella Skidd, Chatham.

Orchestra Selection.

Valedictory, W. Stuart McFarlane.

Conversazione.  
Refreshments.  
Auld Lang Syne.

Miss Bernice Mallory, who is retiring from the Household Science department, and Miss Giberson, who has been supplying for Miss Lynds during the last four months, were suitably remembered by the students.

#### INCREASE IN SALARIES OF N. B. TEACHERS SUBJECT OF RECENT LEGISLATION.

The Legislature of the Province of New Brunswick at its last session so amended the Schools' Act of the Province that the government grant to lady teachers from July 1st, 1920, will be the same as that received by the male teachers of the different classes.

In school districts having a valuation of \$20,000 and under the minimum salary paid to the teacher from all sources shall be \$500 per annum; for districts having a valuation of over \$20,000 and not more than \$50,000 the minimum salary shall be \$600.00; for districts having a valuation of over \$50,000 the minimum salary shall be \$700.00 per annum.

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.

The legislation passed also provides for an increase in the County Fund, which will operate to the advantage of Trustee Boards.

#### TEACHERS' SALARIES IN NEW YORK.

Teachers in New York City will next year receive higher salaries than any other teachers have ever known. The minimum salary for elementary teachers is \$1500, the maximum for grades—kindergarten to 6B, \$2875, and for grades 7 to 9, \$3250. This is an increase over 1919 of from \$600 to \$1570. Class room teachers in High Schools will receive from \$1900 to \$3700, an increase per teacher of from \$1000 to \$1100. Elementary principals begin with \$3700 and in five years reach \$4750. High School principals receive \$5500 the first year and in three years go to \$6000.

#### ST. JOHN EXHIBITION.

The St. John Exhibition Association is again going to hold a show and has fixed its dates at September 4th to 11th inclusive. This will be the first exhibition to be held in St. John since 1914, as the Exhibition plant has, for the last five years, been employed for Military purposes. The Militia Department have just handed back the plant and have also paid over a substantial amount to

offset the damage done by their occupation, so that the Association is in a position to expend more money than is usually the case and therefore expects to make this year's show a distinct success in every way.

#### CURRENT EVENTS

##### THE G. T. R. NEW PROPERTY OF CANADA.

On May 11th the Governor-General gave his assent to the Grand Trunk Bill and the Canadian Government took over the control of the Grand Trunk Pacific Railway. It is likely that the joint board of management provided for in the agreement will soon be appointed to operate the system until the decision of the Board of Arbitration is known.

The Board of Arbitration is not expected to come to a definite conclusion on the matters submitted to it for a year, as full information from the Grand Trunk Railway Company's books will have to be obtained and investigation will have to be made to determine the value of physical assets in many particulars.

#### VIRGINIBUS PUERISQUE

Mother was much interested in the new friends Clarence had made during the first few days of the new school term, and she questioned him rather closely about them.

"Who is this Louis Shine? she asked. "Is he a good little boy?"

"He sure is!" was Clarence's emphatic response.

"Does he ever use naughty words?" continued the mother.

"No, mother," came from Clarence, with equal emphasis, and I am not going to teach him any."—Harper's.

A Sunday School teacher, trying to impress her class about the future life upon the plastic minds of her youthful pupils, asked all those who wanted to go to Heaven to stand up. Three-year-old Dora alone remained seated.

Why, Dora!" questioned the teacher, "all good little girls want to go to heaven. Why don't you?"

"No, ma'am, we ain't going, we're going back to Detroit."—Harper's.

#### A NEW FACTOR TO RECKON WITH.

"Would you rather have three bags with two apples in each bag, or two bags with three apples in each bag?" a teacher asked a pupil.

Whereupon, to the great surprise of the teacher, the lad replied: "Three bags with two apples in each bag."

"Why?"

"Because there'd be one more bag to trust."—Harper's.

Their Advantage.—“Yes,” said the world traveler, “the Chinese make it an invariable rule to settle all their debts on New-year’s day.”

“So I understand,” said the American host, “but, then, the Chinese don’t have a Christmas the week before.”—*Ladies’ Home Journal*.

Suggested.—“What do the suffragettes want, anyhow?”

“We want to sweep the country, dad.”

“Well, do not despise small beginnings. Suppose you make a start with the dining-room, my dear.”—*Louisville Courier-Journal*.

### No Summer Vacation

this year as some of our students cannot afford to lose the time.

Our classes have been considerably crowded, but changes now occurring give a chance for new students who may enter at any time.

Send for rate card.



**S. KERR,**  
Principal

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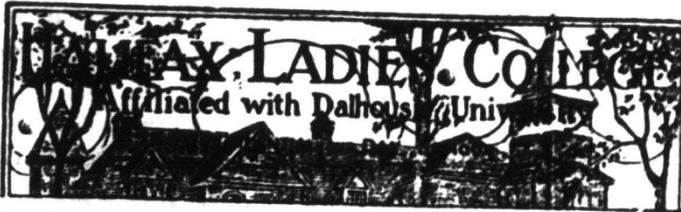
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The following Program will be presented:

**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.

For further information, address

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# EDUCATIONAL INSTITUTE OF NEW BRUNSWICK

Normal School Building, Fredericton, N. B., 28, 29, 30, June, 1920

(TENTATIVE PROGRAM)

## MONDAY, JUNE 28th

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

## TUESDAY, JUNE 29th

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

Address, "Education as an Investment"—  
 Prof. J. A. Dale, Professor of Education,  
 McGill University.

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

## WEDNESDAY, JUNE 30th

- 9.30 a.m.—Election of Executive Committee.  
 Election of a Representative to the Senate of the University.  
 General Business.  
 "How May Pupils and Teachers be Induced to Preserve Local Traditions"—William Milner, Esq., Halifax.  
 2.30 p.m.—"Education in Social Service"—Prof. J. A. Gale, McGill University.  
 "Agriculture in the Rural Schools"—Director A. C. Gorham.

NOTE: Teachers attending the Institute will purchase ordinary return tickets.

Teachers wishing the local committee to secure them accommodation during the Institute will address the Secretary, Miss Sadie L. Thompson, 498 Charlotte Street.

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

GEORGE A. INCH,  
 Secretary.

## NOVA SCOTIA EDUCATION DEPARTMENT

As the April Journal of Education is likely to be delayed, not only by the preoccupation of printers, but by the slow process of important legislation which should be announced in it, the following intimation is published in the

### Educational Review

for the teachers of Nova Scotia, each of whom should keep in touch with the only teacher's paper in these three Atlantic Provinces of Canada:

**ENGLISH OF GRADE XI.** will have two similar examination papers in which optional questions on Grammar, etc., as recommended by the Advisory Board of Education shall be given. As these papers are prepared and shall be examined by different examiners their average values will eliminate the importance of accidents by candidates, thus giving all a better chance to score. This arrangement is provisional for the introductory year.

No explanations of this announcement will be answered PRIVATELY from the Education Office. Should such be desirable the explanations shall be made in the APRIL JOURNAL.

A. H. MacKAY,  
 Superintendent of Education.

Halifax, N. S., 27th April, 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.

## UNIVERSITY OF NEW BRUNSWICK

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

**Departments of Arts and Applied Science**  
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Copies of Calendar containing full information may be obtained from the Chancellor of the University or the undersigned.

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The Calendar containing full particulars regarding Matriculation, Courses of Study, Etc., may be obtained from

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