

Educational Review

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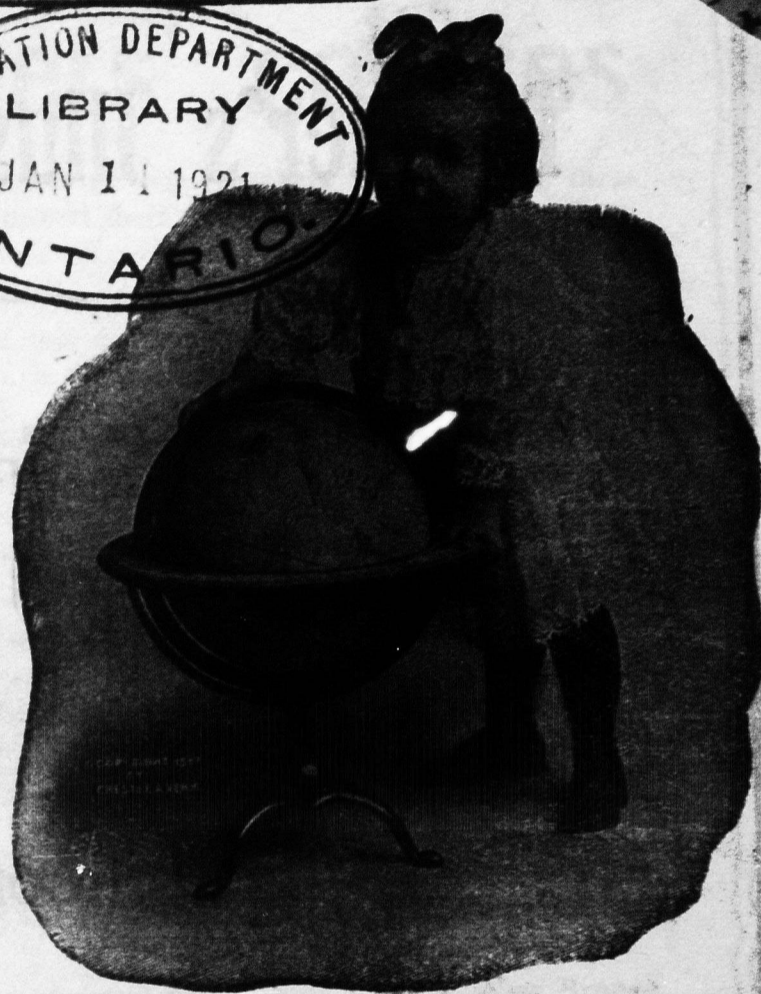
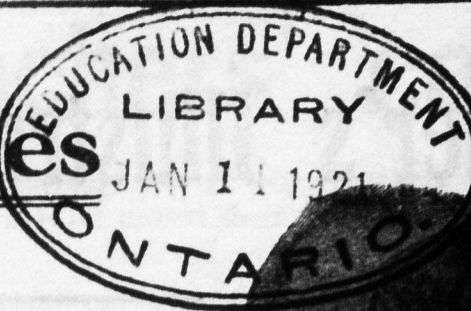
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OFFICIAL NOTICE

New Brunswick High School Course in History, 1880-21
 Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.
 Grade X. Public School History of England—Morang Educational Co., Ltd., Toronto.
 Grade XI. Outlines of the World's History—Ancient, Oriental Monarchies, Greece and Rome—Sanderson, Blackie & Son, Limited, Glasgow, Scotland. (Renouf Publishing Co., Ltd., Montreal).
 (Subject to satisfactory arrangements being made with the Publishers)

W. S. CARTER,
 Chief Superintendent of Education,
 Education Office, Fredericton, N. B.,
 August 2nd, 1920.

New Brunswick School Calendar

1920—1921

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.

DAILY BIBLE READINGS.

First Week—Good Citizens.
 Mon.—Ps. 15. A citizen of Zion described.
 Tues.—Acts 31:37-39; 22:22-28. Pride in one's citizenship.
 Wed.—Rom. 13:1-7. The law-abiding citizenship.
 Thur.—Matt. 22:15-22. Allegiance to Caesar and to God.
 Fri.—Ps. 122. A patriot's prayer.
 Second Week—Good Neighbors.
 Mon.—Matt. 22:34-40. The two great Commandments.
 Tues.—Rom. 13:8-10; 15:1-7. Love fulfils the Law.
 Wed.—Rom. 12:3-8, 17-21. Mutual duties and responsibilities.
 Thurs.—Luke 10:25-37. "And who is my neighbor?"
 Fri.—Ps. 133. "Dwelling together in unity."
 Third Week—Good Friends.
 Mon.—John 15:10-17. "Ye are my friends."
 Tue.—I Sam. 17:55; 18:5. Jonathan and David.
 Wed.—Prov. 17:17; 18:24; 27:6, 9, 17. Friendship Proverbs.
 Thur.—Isa. 41:8-13. What God's friendship means.
 Fri.—Acts 20:24-28, 32-38. When friends must part.
 Fourth Week—Good Selves.
 Mon.—James 1:19-27. "Unspotted from the World."
 Tues.—Ps. 1. The blessedness of the righteous.
 Wed.—Phil. 2:1-11. Our high Example.
 Thur.—Phil. 3:12-14; 4:8-13. "Think on these things."
 Fri.—Matt. 5:3-12. Whom Jesus pronounces Blessed.
 —R. S. Calder.

EDUCATIONAL REVIEW

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FREDERICTON, N. B., JANUARY, 1921

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MISS JOSEPHINE MacLATCHY, Editor

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EDITORIAL NOTES.

Your attention is called to a series of Health Talks, beginning in this issue, which will continue throughout the remainder of the school year. They are intended to supplement the Health Readers and to suggest an interesting means of giving such instruction. A number of inexpensive pamphlets will be suggested each time which will be helpful to the teacher. Our readers will be glad to see another history article by Mr. Milner. The regular work of *The Review* is resumed in this issue.

The Review for February will contain the following articles: "Mental Testing of Children," by Dr. P. D. MacMillan, Director of the Department of Child Study, Chicago Public Schools; "Valentine Day Suggestions," by Miss Proudfoot, Physical Education Director, High School, Galesburg, Ill.; "Our Winter Birds," by Mr. E. C. Allen, School for the Blind, Halifax; "Good Health Habits," second of the Health Talks; "Boy Scouts in Public Schools," by C. T. Wetmore, S. M., Rothesay; "New Europe," by Prof. Cornish, Toronto University. The Book Review section will report a number of interesting supplementary readers which have been reviewed by Dr. Soloan, Normal College, Toronto.

The following letter has been sent to *The Review* office with the request that it be printed among the Notes. Although it is much to be deplored, this same state of affairs exists in other parts of our wide Dominion as well as Nova Scotia.

Editor of the Review:

As School Inspector in the Province of Nova Scotia, I visit once or twice in a year the schools of about 250 teachers. I am sure that I am well within the mark when I say that in at least 150 of those schools, there is not only no systematic attempt made to train the children to be polite and courteous, but that impoliteness and discourtesy are allowed to pass entirely unnoticed.

The children in those schools are allowed to answer with a plain "Yes" or "No" when spoken to; they are allowed to interrupt the teacher, or any one else who may be speaking, by raising the hand, snapping the fingers, or even asking an abrupt question without permission; to crowd and push through the doorway; to stand in an open doorway or at a window to listen to conversation not intended for them to hear; to fail to lift his cap when a boy meets his teacher; to spit on the floor of the school room or lobby; to talk or laugh noisily in the

school room or lobby during intermission; to come to school with dirty face and hands; to fail to use a handkerchief when necessary; to forget to say "please" when asking for something, and "thank you," when they get it; to pass rudely in front of people instead of behind them; to fail to say "Excuse me" or "Pardon me" if it should be necessary to pass in front of a person.

These are a few of the things that I have noticed, but I know there must be many more that I cannot recall at this moment. There are many homes in which the little courtesies and polite conventionalities are not taught, and therefore every teacher should be made to feel that it is no small part of her duty to teach them.

Why can not some bright young woman prepare a pamphlet along the lines of a small bulletin, "Training in Courtesy," issued by the Bureau of Education at Washington, to be adopted by the Dept. of Education for compulsory use by teachers in all schools? This is a matter that might well engage the attention of the W. C. T. U.

INSPECTOR.

The Editorial Office of *The Review* has recently been moved to the Imperial Block, Main Street, Moncton. All friends of *The Review* are cordially invited to visit us in our new quarters.

The Editor has received several letters telling of the excellent results obtained by some of our readers in applying the suggestions given by Miss Magee in her former articles.

EDITORIALS

The New Year. To the readers and friends of *The Educational Review* the Administration extend their sincerest wishes for a Prosperous and Happy New Year.

At this time of retrospection and anticipation, *The Educational Review* finds the past sixteen months, during which it has been under the present administration, a period which has been increasingly more encouraging. Within the past few weeks we have received appreciative letters from Teachers, Inspectors, Instructors in the Normal Schools, members of the College and University Faculties and a Chief Superintendent commending the work of the magazine. This commendation we extend to our contributors who have done most to bring this about.

The Educational Review looks forward to the year 1921 with courage and enthusiasm because of the kind support of its many friends and patrons.

Each Teacher's Responsibility.

During the past year something has been accomplished in each of these Atlantic Provinces toward the improvement of teachers' salaries. All public spirited citizens feel that the ideal has not yet been attained. The Teachers' Unions are doing their share to develop sentiment in favor of this imperative social need. Does the individual teacher have any responsibility in this matter? Her first duty is to join the Teachers' Association of her Province, to align herself with the organization which is striving to gain an adequate salary for each teacher, a more satisfactory pension system, and more adequate representation of teachers in matters which concern them.

The second, and perhaps more vital responsibility, is that each teacher strive to raise the standard of professional preparedness. If teachers' salaries are to make and maintain the desired advance, the standard of pro-

fessional fitness must be raised. The public will soon ask improved work proportional to the advance of salary.

Many of our teachers have had no training beyond their Normal course save some desultory reading. There are Summer Schools in these Provinces which will add much to the teacher's training. There are Summer Courses in several large Canadian and American Universities prepared especially for teachers. There are Correspondence Courses offered by many Colleges and Universities, which cover a large part of the course, requiring only one year's work in residence to gain the bachelor's degree. If these suggestions be too ambitious there are excellent books which may be read with profit by any teacher, however extensive her experience. Each teacher should subscribe for at least one professional magazine and one good general magazine. Aside from these purely professional means of training, there are the masterpieces of literature which broaden one's thinking and deepen one's culture. An intimate acquaintance with many such books will do much to improve the teacher's professional fitness for her task.

VOCATIONAL TRAINING IN AGRICULTURE

Rev. D. J. McDonald, St. Francis Xavier College, Antigonish, N.S.

The function of education is "to fit us for complete living." It should help us to lead good, public-spirited, Christian lives; it should enable us to appreciate and enjoy beauty in art and in nature; it should help us to make the most of our powers, physical and mental. Two kinds of training are necessary to get these results, namely cultural training and vocational training. Through vocational training we are helped to get the means by which we live; through cultural training our imaginations are stimulated, our outlook is widened, our social sense strengthened, our joy in life increased. By vocational training we live; by cultural we live abundantly. Through vocational training we get agricultural, professional, and industrial intelligence; through cultural training we get esthetic, moral, and spiritual skill.

Both then are necessary. The educational system of any country should make provision not only for cultural training but also for vocational training to enable the people to get a fair share of the necessities and comforts of life. People must live, not merely exist, before they can devote any time to culture. Culture came only when people learned how to get a surplus of goods—something over and above what is necessary for mere existence. It would seem to be a case of putting the cart before the horse to give cultural training and make little or no provision for vocational training. What is the use of cultural training if the people have no leisure time to think of anything but their business. Let us first shorten the

people's work days, let us first lighten the burden of getting the necessities of life through vocational training, and then the people may profit more from cultural training. Without vocational training there can be little progress in cultural training; without cultural training there can be little value in vocational training. Ruskin says: "Life without industry is guilt, and industry without art is brutality." Every man should have an education, cultural, which will liberalize and broaden him, and one vocational, that will fit him to carry on his avocation in life.

The educational system of any country should be directly and helpfully related to the occupational life of the people of that country. The schools of an agricultural country should make provision for fitting its people for farming. They should bring to the community as much of science as is possible, to make the people use their powers most efficiently. Surely no one will contend that our farming population is using its powers to the best advantage. A little training in scientific farming would enable our people to produce more wealth with less expenditure of time and labor. This in turn would give them more time for cultural training. The quickest way to get more culture among our rural people is to give them more vocational, agricultural training.

Vocational training in the schools has been looked upon with distrust. We have been afraid of education that is useful. Strange to say we have judged the use-

fulness of our schools by the extent to which we have kept the distinctly useful out of their work.

In the past, too, our schools, primary and secondary, have been looked upon as places to prepare pupils for some brilliant calling away from the farm and the shop. They prepared for college and for the so-called learned professions. It is now recognized that these schools should prepare the rank and file for life as well as the favored few. They should appeal not only to the bright boy who intends to be a doctor or lawyer but also to those who have less taste for book work. We should have more vocational training.

A Massachusetts Commission on Industrial Education appointed in 1905 reported that thousands of children were out of school because they and their parents felt that the schools had nothing to give them that would help them to earn a living. They did not attend the High Schools because they were run for the benefit of those who were to follow professional careers and not for those who were to enter industrial or agricultural life.

According to Professor Thorndike, in *The Elimination of Pupils from School*, the dropping out of school in early grades is due to lack of vocational training. He finds that only 37% of those entering first grade of the common school continue into the first year of High school; and of these 37% drop out at the end of the High school. The main cause he contends is the nature of the High school studies.

In Nova Scotia about 90% of the pupils never enter High school. It is probable that one main cause for this condition is the fact that our curriculum does not appeal to the majority of our boys and girls. Some vocational agricultural training it is believed would hold our children longer in school. Mr. Frederick Fish, Chairman of the Massachusetts Board of Education, has well stated the case for vocational training when he said: "If the vocational school were of no value except as a device to keep at school for an additional two years those who would otherwise go to work prematurely, its existence would be justified."

Many a boy has failed or not kept pace with the bright, bookish boys for whom our curriculum is suited and becomes discouraged. He drifts into agriculture with a sense of inferiority, a sense that has most baleful effects on its victims. Did he have a chance to study subjects for which he has an inclination, or were he allowed to travel at the pace suited to his powers, he would not have been discouraged, he would have undertaken his life work with more enthusiasm.

We should make better provision for our non-bookish boys and girls. We must develop the latent powers of all our children. It is as important to develop human power as it is to develop material powers. It is probable

that more agricultural training would bring out hidden sources of power among our country boys and girls who do not take readily to abstract work.

Our school curriculum, of course, cannot be made to suit every individual. To get perfect results we should have a different course for each individual pupil, for no two pupils are exactly alike. Still it seems to me that our High school curriculum at least should be so arranged that it will suit classes of pupils if not each individual. We may divide pupils into two main classes, those who show an aptitude for professional studies and those who show an aptitude for industrial or agricultural work. In an industrial community, the High school should give students a chance to prepare themselves for industrial activity, in an agricultural community for agriculture.

Primary education, no doubt, should be concerned with essentials and fundamentals. It is the education that precedes any attempt at differentiation. At the end of the seventh grade, however, a large number of children show that they are unfitted for a professional career. Studies which involve power of mind to grasp abstract ideas and processes involved in mathematics, language, science, etc., are unprofitable to them. Those should be given an opportunity to get industrial training of some kind, and especially in this country agricultural vocational training.

Dr. Lyman Abbott has said: "Education should be adapted to the present conditions and the prospective needs of the people. The growing recognition of this truth has created optionalism in education, has added industrial training to academic instruction, has provided as never before for woman's education."

The specific aims of vocational agricultural training for the pupil are, (1) to give the pupil who intends to become a farmer preparation for wholesome and successful farming and country life; (2) to give the skill and knowledge necessary to the control of plant and animal production to the end of economic profit; (3) to correlate such education with other education so as to produce an educated country gentleman who can appreciate and enjoy the best things which civilization affords.

The teaching of agriculture many believe should begin in the elementary schools, because about 90% of boys and girls do not continue beyond the fifth or sixth grade. This can be done without adding much to the present curriculum. Some matter of the present subjects might be omitted and the rest changed so as to do the work of vocational instruction. Bailey has said that "each of the common branches can be so reorganized as to revolutionize agriculture within ten years."

Agricultural instruction might be applied even to the teaching of English. This could be done by having the pupils describe common objects, and the activities

and occupations of the country. It could be applied to arithmetic. Mathematical problems should bear on facts worth knowing and have some application to life in the district where the pupil lives. They might deal with the cost of farming operations, the cost of erecting simple buildings, etc. Agricultural instruction might be applied to the teaching of geography, that is to the teaching of such subjects as climate, prevailing winds, rainfall, etc.

If teaching should be done on the principle "from the known to the unknown" then the most effective way of educating the country child would be through agricultural instruction, by building up on the experience and knowledge of the child.

Mr. Albert Leake, in his work, "The Means and Methods of Agricultural Education" answers very effectively some objections to vocational agricultural training in the elementary schools. It is argued that the pupils are too young and immature to appreciate and understand the elementary facts of agriculture. This argument can be applied to almost every study in the curriculum, to mathematics, English, &c. There are many abstruse mathematical problems, but their existence is no argument against teaching elementary arithmetic. Another objection advanced is the immaturity of our teachers. Here the same answer is made, inexperienced teachers cannot teach agriculture as it is taught in the agricultural college, neither can she teach English as it is taught there, but this is no argument against her teaching English at all. It is contended that any teacher who can teach history, grammar, etc., well, can teach agriculture well.

(To be Continued.)

HEALTH WORK IN SCHOOLS

A. C. Jost, Divisional Medical Health Officer, Halifax, N. S.

The period included in the early school life of a child is one the importance of which from a health point of view can hardly be overestimated.

In many ways this may be considered a transition period in the individual's existence. Previous to this, it has enjoyed to a great extent the protection afforded by a more or less secluded home life. Its opportunities for meeting freely other children of approximately the same age are limited. It is not so much exposed to danger of infection, and the close supervision given it in the home by the mother gives it a measure of oversight and protection which though varying in degree in different communities and in different grades of society, is none the

We have pre-vocational agricultural training in the nature study of our common schools. This work is of undoubted value and should receive the intelligent and hearty co-operation of all. Nature study though is not

sufficient. It is a method of study rather than a subject less appreciable.

Following its entry into school life these conditions are much changed. Mixing freely with children from all grades of society, the protection which its somewhat isolated condition in the home afforded is at once lost. It now spends a large portion of each day in the school away from the mother, who might have noticed in the home environment the onset of conditions likely to prove detrimental to the child's development. It is therefore but to be expected that the changed condition would be reflected in the results which experience has recorded of the increased sickness and disability, incident to this period.

At a later date the element of self protection will have been taught in the school of experience, if by no other teacher, the importance of measures taken to ensure the preservation of health and have attained at least a rudimentary knowledge of how best to protect itself. The period during which inspection of children in the schools takes place is this transition period when home supervision has to some extent been withdrawn and before the lessons of self preservation or self care have been painfully learned.

This too is the child's development period. In it structural changes are most rapid, and interference with normal healthy growth, unless noted early and promptly remedied, may leave results which will endure permanently.

Surely during this period as during no other in its existence is the individual in need of the closest supervision if a healthy and safe entrance into young manhood and womanhood is desired.

School should not be merely a place where the alphabet is learned. Preparation for future citizenship demands attention to many other requisites than the mere acquisition of this knowledge. Instilling into the receptive minds of the young the elementary laws of health may be of greater importance in after life than the ability to add a column of figures. The removal of defects which hamper a child's physical development has a tremendous influence in the encouragement of its mental and moral development as well.

The ends which are attained by a thorough and systematic examination of school children include the following:

1. Detection of infectious diseases at an early stage in order that adequate measures may be taken for the prevention of their spread. This applies not only to the diseases which we are wont to term children's diseases, comprising the various forms of acute infectious trouble which periodically visit the various communities, taking their quota of human lives and leaving in their wake a varying number of children who as the result of their

visitation are doomed to a greater or less impairment of physical or mental health during the balance of their lives, but as well other ailments of milder nature, which while not dangerous to life are diseased conditions from which they might well be spared. In connection with the first of these, their continued presence among us should not be permitted. We are wont to call them preventable diseases because their means of prevention are thoroughly known. Why they are not prevented is solely because we as a people are not yet prepared to accept some minor discomfort, or fail to appreciate our full measure of responsibility to ourselves or to society at large. Yearly the children's entry into school life is followed by the outbreak of these diseases, which too often subside leaving death or impairment behind them. We owe it to ourselves and to our children to lessen as much as possible the incidence of these diseases. An examination which can detect cases of these at their outset, and secure their immediate removal from the school room, thus safeguarding the remaining pupils, or which can determine the cause of a child's absence from school and prevent its return till this is possible without endangering the health of its school mates, can do much towards making our schools safe and of removing the stigma of being hot-beds for infection which they unfortunately have. With regard to contagious diseases of a milder nature, not sufficient to endanger life, their relative innocuousness does not prevent them being the source of inconvenience or discomfort. That they are no worse does not excuse us from the responsibility of providing for our children places in which education can be obtained without them being subjected to the contraction of disorders which we ourselves would not accept with equanimity.

II. The detection, and where possible, the correction of physical defects which if uncorrected and allowed to persist may interfere in a most serious manner with the child's physical, moral or mental development. All children may be born equal, but some develop adenoids. The effect of these is not merely one of physical or facial change, but constitutes a serious drawback in the mental lethargy it produces which by preventing a child's normal development and preventing its competing on terms of equality with its school mates, may pave the way for a mental or moral degradation life long in its effects. In the same way dental defects may be of much more far-reaching importance than is signified by the unsightly disfigurement they may cause. If by reason of them, focal infection paves the way for diseases, or lowered nutrition renders the unfortunate child an easy victim to infection, death itself may be the result. Surely a system of school examination, which promises means of safeguarding against these conditions, will deserve our support.

III. The value of the early inculcation of health habits and of insistence upon health precepts during this the formative period of life cannot be overestimated. The child of today is the citizen of tomorrow, and can be relied on not to forget all the training which can be given him during his school life by a competent examiner. And not in the future alone is instruction of the child valuable. Let us not forget that in many cases the health lessons given the children are carried home to the parents, who to their credit be it said, are very often through them encouraged in the adoption of sanitary and hygienic measures, which are beneficial to the highest degree.

Primarily along these lines, the effort should be made to protect our children and to impress on them the value of health preservation. Heretofore to too great an extent the children have not had the school supervision which they deserved, and the price has been paid for our neglect. Our school houses themselves can not be considered, in too many cases, fit places for the reception of the pupils. Parents who themselves in their own homes are quite insistent upon the observance of what sanitary principles they may have acquired, in very many instances tolerate, in the schools their children attend, a condition of sanitary neglect, of which their children are the sufferers. Instead of being as they should be, a standard of excellence in construction and maintenance for the whole community, too often these buildings are the reverse. This is a condition which demands our attention, and calls in the loudest way for remedial measures.

When a thoroughly satisfactory system of school inspection ensures a competent supervision of our children during the period when the foundation of their future health, as well their educational standing, is being laid, has protected them from the diseases which are the monuments of our apathy or neglect, has assisted in procuring for them a sanitary environment during the hours when they are the wards of the community, for such they are during the period they are in school attendance at a community maintained school house, the statement can be made without fear of contradiction that a movement in advance has been made along the path of public health progress of the importance of which too great stress cannot be laid.

He liveth long who liveth well,
All else is life but flung away;
He liveth longest who can tell
Of true things truly done each day.

—Coleridge.

Some books are to be tasted, others to be swallowed,
and some few to be chewed and digested.—Bacon.

HOW TO KEEP WELL — PERSONAL HYGIENE

Dr. Wm. Warwick, District Medical Health Officer
St. John.

The word Hygiene comes from an old Greek word which means "good for the health," and is now used by us as meaning "the Science of Health." Personal is the adjective which means "relating to a person or human being," therefore Personal Hygiene is that part of the Science of Health which has to do with the person or individual, as distinguished from the part which has to do with his surroundings. If we look in the dictionary we find that health means freedom from bodily, mental, or moral disease. Health is not merely freedom from disease. Health is not merely sufficient vigor. Health means the possession of a reserve force of strength and energy. The importance of good health cannot be estimated. We know that much of the suffering and poverty in the world is due to poor health. In those who are laid up by illness there is not only the physical pain which has to be borne by the sufferer, but there is the anguish of mind, the hardship and want which come as the result of that person having to give up his regular work or employment. Then there are the persons who, while not actually ill, are not strong or vigorous enough to compete with their companions either in play or work. These persons must either fall behind or drop out of the race, whether they will or not, since they have not that reserve force of strength and energy which is spoken of as Health.

You can readily see how the health of its inhabitants will affect the prosperity and happiness of a country. Where there is much sickness and poor health many hospitals and institutions must be provided for the care of the people, much time is lost from work; industry is interfered with, and along come want and poverty. When the health of the people is good, the opposite is true, and we have increased prosperity and contentment.

When you know that good health means good looks, strong well built bodies, active alert minds, that you will enjoy play and find work easy, that you will be liked by your companions, that you will be happy and get on well in life, then you must surely decide that good health is much to be desired.

Now we always value most highly those things which are the hardest to obtain, therefore those who have to work the hardest to become healthy are likely to value their health more than those who are naturally healthy. We should never forget that it is always easier to keep our health than to regain it if once lost.

The Science of Health, like all other sciences, has certain laws or rules which must be obeyed, if we would gain the object, which we seek. These rules if given a certain amount of thought and care will in time become

a matter of habit, and like all habits are much more easily acquired during childhood and early life. Therefore the earlier in life we take up and accustom ourselves to these simple rules of hygiene the more readily they become habits which will stick to us all our lives and which will become second nature to us.

Cleanliness is the most important rule of all in hygiene. By frequent baths we remove the dirt and waste matter from the skin and this keeps the skin in a better condition for carrying on its most important duties of removing waste from the body and controlling the body heat. Bathing also has a tonic effect on the skin, especially if cool water is used. It also raises the moral tone by creating a feeling of greater pride and respectability. Cleanliness of the water we drink and of the food we eat is most important if we would observe the rules of hygiene. Much sickness and discomfort are caused by dirty or impure water and food, or food which has not been prepared in a cleanly manner. The cleanliness of the hands of the eater is of the greatest importance. "Always wash your hands before you eat" is one of the best habits to acquire.

Cleanliness of the digestive organs, by having at least a daily movement of the bowels, should be a fixed rule with everyone.

If it is necessary to have clean food and hands, of course it is necessary to have clean teeth. Dirt or germs from dirty or decayed teeth will spoil the clean food you eat, while clean teeth will give you good digestion. So make it a habit to clean the teeth at least once a day. Clean clothes are just as important as clean bodies.

After Cleanliness comes Wholesome food, as the next important rule. When you remember that food supplies material to replace the waste going on in our bodies, that it supplies building materials during the time of growth and also heat and energy, it is easy to see that without suitable amounts and proper kinds of food some of these processes of growth, repair or production of energy will suffer, with the result that the body will not remain healthy. By wholesome food we mean food which is of good quality, clean, nourishing and well cooked.

Experiments have proved that a large number of school children are below the average weight for their age and height. This has been found by measuring and weighing the scholars and comparing the results with the average weight for the same age, and height. When this underweight has been discovered, steps can be taken to improve the nourishment of those children by teaching them to avoid unsuitable articles of food and to increase the amount of the suitable ones. By keeping weight records of children in the schools the habit of proper feeding will be much more readily impressed on those who need it, with consequent improve-

ment in health. Regular meals should also be a health habit.

For the proper development of the brain and nervous system children require from 10 to 12 hours of sleep, and here again a regular habit both regarding time of going to bed and the number of hours of sleep is very necessary. Lack of sufficient sleep also has a very bad effect on the development and nourishment of the body. Many adults suffer in health if they cannot get 8 or 10 hours of regular sleep. The sleeping room which is over-heated and badly aired is harmful. This is shown by the frequency of headache, loss of appetite and color, while those who make a rule to always sleep with the windows open awake in the morning feeling bright and refreshed and ready for the activities of the day.

Play and exercise are absolutely necessary for the health. By exercise the circulation of the blood to all parts of the body is improved, waste matters are more readily removed from the body, nourishment is carried to the brain, muscles and all parts of the body. Exercise in the open air when possible should be preferred, as more and better air is available and the effect of cool fresh air is more refreshing and stimulating. Play and exercise are the means by which the muscles, framework and organs of children are developed and by which they acquire strength and grace and also that reserve supply of energy which is described as physical fitness. Play also increases mental alertness through the development of the nervous system, particularly of the special senses. Habits of Good Conduct are developed by play especially in those games where obedience to rules is necessary. Those who play earnestly will de-

velop self-control, courage, honesty, judgment, co-operation and will power.

To sum up, the rules of Personal Hygiene are:

Regular habits in cleanliness of the body, both outside and in, regular habits of eating only wholesome food, regular hours of sleeping, and regular habits of play and exercise. If these rules are faithfully observed the result will be a healthier, stronger, more vigorous and happier race.

Helpful Books:

The following pamphlets may be obtained from the U. S. Department of Education, Washington, D. C., for 5c. each:

Teaching Health, Health Education No. 4.

Further Steps in Teaching Health, Health Education No. 6.

Child Health Programs for Parent, Teachers' Associations and Women's Clubs, Health Education No. 5.

Wanted, Teachers to Enlist for Child Health Service, Health Education No. 1.

Joy and Health Through Play.

The Child Health Organization, 156 Fifth Ave., New York, N. Y., prepare a set of pamphlets which will be useful to any teacher for 50 cents, which contain the following among others:

Child Health Alphabet.

Standards of Nutrition and Growth.

Weight Card.

Cho-Cho and the Health Fairy.

National Child Welfare Association, 75th Ave., New York, N. Y., Childhood and Health, 25 cents.

REPRESENTATION OR OBJECT DRAWING

Harriet Cecil Magee.

The third article of the series "Art Education in the Elementary School."

Representation or object drawing may be taught to children in the Elementary School, beginning in the third year and continuing through the succeeding grades.

Drawing from objects placed before the children trains observation, memory and the color sense in a more direct and disciplinary manner than memory drawing of objects previously studied on the street, playground or at home.

The objects chosen for representation should be selected with care. In the spring, summer and autumn months, nature forms are the best possible subjects. Plants with large bright blossoms make the best subjects. A specimen consisting of blossom, and stem with a few leaves affords a simple and beautiful subject for a drawing lesson in color, or black and white (in ink tones of charcoal or pencil outline). If colors are used

colored chalk drawing on gray vogue paper gives a delightfully satisfactory picture to the young child. Children in the third and fourth school years are able to handle these mediums more easily than water colors. If, however, water color is used, and an experienced teacher can teach the correct handling of water color to children in the third and fourth school years, manilla paper of a fairly good quality is the best and cheapest material to paint upon. The paper should be given a water wash on each side and then dried with blotting paper or a clean cotton cloth before the paint is applied. The paper is thus thoroughly saturated with water and presents a moist surface ready for the brush. The children should be taught to work directly from thin cakes of color and with a full brush. They should not mix thin colors, first as it is done in painting decorative designs such as borders, all-over patterns, etc. When the coloring is applied to a moist paper, the paint does not

sink into the paper, but dries on the surface, and looks wet and fresh when the colors are quite dry. This is the test of good, free, fresh work in water color; the drawings will look wet after they have dried.

In order to secure good results in a drawing lesson from nature subjects, there must be many specimens placed about the room so that each child may have an equally good opportunity to make careful and correct observation of the specimen he is to represent. Free brush records of these observations will give good drawings.

When it is not possible for the children to obtain water colors, ink, charcoal and lead pencil may be used. The use of a good large brush such as used for water color drawing is advised for brush and ink drawing. The ink work should be done directly as in the case of water color drawing, but it should be on *dry* paper. By "done directly," is meant that there should be no outlines drawn first by pencil or charcoal and then painted over in color or ink. Color or ink is used with the brush only and the masses are put in with sweeps of the brush and never outlined. When charcoal is used *color values* should be represented by tones of gray as a pink flower should be represented by a light gray, the darker green leaves by a tone of darker gray.

In all object drawing it is best to begin drawing the part of the object or objects nearest the top of the paper against which the object is placed. In nature drawing each specimen should be placed so as to make a pleasing composition. The teachers should always manage the studies for the class, placing them against the same kind of paper as that on which she asks the children to draw. This should be done in preparation for all object drawing. In nature drawing the specimen should be placed near the middle of the paper a little to the left or right of an imaginary centre line so that this imaginary line will fall through the centre of the study. If the stem or stems are long enough they should be allowed to run off the paper. Only that part of the specimen with the paper as background should be drawn. If the teacher is careful to place the specimens well on the paper background pinning them in place and then sees that the children place their drawings in the same relative position on their paper, good composition will be secured. Details of growth, form and perspective should be more carefully looked after in the upper grades.

Fruits and vegetables afford interesting studies for lessons in representation. Groups of these may be arranged with a piece of pottery to give height to the group.

Fruits and vegetables afford interesting studies for lessons in representation. Groups of these may be arranged with a piece of pottery to give height to the group. In the winter months groups of still life may be given when lessons in object drawing are desired. Other

subjects coming under the head of *object drawing* are birds, animals, the human figure, subjects seen from the school room windows such as trees, buildings, or parts of buildings. Roof tops with tall chimneys and church spires as seen on the sky line from the upper story windows in a city school afford most interesting subjects for children in the sixth, seventh and eighth grades. In the lower grades, toys are used. Toys furnish subjects for most successful drawing lessons.

The human figure forms an excellent subject for object drawing. When lessons in drawing from the pose are given the best mediums are colored chalk or charcoal in the lower grades, and charcoal, water color or lead pencil in the upper grades. Brush and ink should be used when water color is not available. Brush and ink should be used always for memory drawing of the figure. Charcoal, pencil and water color require slow, careful handling. The process is too slow for memory drawing of the figure.

In the case of memory drawing from the figure one of the children should be posed in an attitude taken from some game or occupation. This pose should be held for a short time while the children make careful observation as to form, proportion, direction and shape of the chief masses of the figure. Then the model should return to his seat and all the children brush in what they can remember, making as true a likeness of their classmate as is possible for them to make in five or six minutes. Several of these drawings should be made in the lesson period.

Lead pencil should be used for outline drawing in the upper grades. Outline drawing is much more difficult than mass drawing, with charcoal or brush.

One word as to the presentation of the lesson:

The first thing the teacher should do after she has arranged the nature studies, groups of still life, toys or figures for a drawing lesson is to question the class in such a way as shall lead the children to recognize the elements of beauty in the subject or subjects they are to represent on paper. Form and color are the chief elements of beauty to be considered. The arrangement against the background, the proportions and balance of the various parts, the growth in the case of nature forms, etc., should be most carefully considered, before the class begins to draw. There can be no expression of beauty unless there is first an appreciation of beauty. And it is to the awakening of this appreciation of the beautiful to which the teacher should bend every effort. In an art lesson the teacher should strive to open another window in the mind of the child and help him to see out into the world of beauty around him with new and keen vision. If she can succeed in doing this she has helped to enrich the life of the children under her instruction.

She has helped them to use a new sense for which they will thank her all their lives. For as Browning says:

"We're made so that we love
First when we see them painted,
Things we have passed a hundred times nor cared to see,
They are better being painted, Better for us which is the
same thing,
God uses us to help each other so; lending our minds
out."

In criticizing drawings from objects placed before the class the following point should be kept in the mind of both teacher and pupils.

1. The elements of beauty in the thing or things studied.
2. Size of drawing—not too large or too small.
3. Place of drawing on paper.
4. Likeness to object or objects represented.
5. Color, or color values if charcoal is used.
6. Technique or manner of using the medium employed.

These points may be written on the blackboard and the children may be allowed to examine their work and so far as possible decide upon the excellence of each drawing.

ENGLISH LITERATURE IN THE GRADES

GRADE I THE LAMP-BURNER.

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

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

For we are very lucky, with a light before the door,
And Leerie stops to light it as he lights so many more,
And O! before you hurry by with ladder and with light,
O Leerie, see a little child and nod to him tonight.

—Robert Louis Stevenson.

I. Introduction.

This lesson should be introduced by an informal conversation between teacher and pupils on the need of lights on the roads or streets at night; how the streets are lighted where the child lives. Tell of the older method of oil-lamps and the man who went around each night to light the lamps.

II. Presentation.

The teacher should quote this poem in a pleasant, sympathetic manner, being careful to ring the note of personal aspiration in the second verse and the wistfulness of the last two lines.

III. Discussion.

Why did Leerie carry a lantern and a ladder? What does "posting up the street" mean?

What does Tom wish to be when he is a man? What does Maria wish to be? What does the boy in the poem wish?

Why are they lucky to have a light "before the door?" Why is the boy glad? Do you think Leerie has seen the boy at the window sometimes?

IV. Correlation.

This poem should be memorized. The teacher may use it after the first lesson as a means of varying the routine of work by having the children quote several

times during each day when they need a change of tasks to rest them.

Each child should be encouraged to draw pictures to illustrate the poem and a series covering the poem may be chosen by the children and hung on the wall. The children will enjoy these crude drawings more than artistic productions which may be chosen for them.

GRADE II.

MY TREASURES.

These nuts, that I keep in the back of the nest
Where all my lead soldiers are lying at rest,
Were gathered in autumn by nurse and me
In a wood with a well by the side of the sea.

This whistle we made (and how clearly it sounds!)
By the side of a field at the end of the grounds,
Of a branch of a plane, with a knife of my own,
It was Nurse who made it, and Nurse alone!

The stone, with the white and the yellow and grey,
We discovered I cannot tell how far away;
And I carried it back although weary and cold,
For though father denies it, I'm sure it is gold.

But of all of my treasures the last is the king,
For there's very few children possess such a thing;
And that is a chisel, both handle and blade,
Which a man who was really a carpenter made.

—Robert Louis Stevenson.

I. Introduction.

This lesson should be introduced by talking with the children about their favorite toys and treasures.

II. Presentation.

The poem should be quoted by the teacher in a proud and happy manner to interpret the child's pleasure in his favorite toys.

III. Discussion.

The poem will need little discussion. Be sure that autumn, plane, weary, and chisel are understood. What did the boy do when he says, "and how clearly it sounds?" What other word means the same as "discovered?" What does "of all my treasures the last is the king," mean? What does "possess" mean? What does a carpenter do?

IV. Correlation.

This poem should be memorized and be used as a

recitation. It will be especially effective if the child reciting have these treasures in a box and be handling them as he talks. It will be well to have him try his whistle.

This may be correlated with the oral English lesson and such topics as—my favorite toys, toys I made, a treasure I found, etc., may be used.

GRADES III. and IV.

SNOWFLAKES.

Whenever a snowflake leaves the sky,
It turns and turns to say "Goodbye!"
"Goodbye, dear clouds, so cool and grey!"
Then lightly travels on its way.

And when a snowflake finds a tree,
"Good-day!" it says—"Good-day to thee!
Thou art so bare and lonely, dear,
I'll rest and call my comrades here."

But when a snowflake, brave and meek,
Lights on a rosy maiden's cheek,
It starts—"How warm and soft the day!
'Tis summer!"—and it melts away.

—Mary Mapes Dodge.

I. Presentation.

This poem should be quoted by the teacher in spritely, pleasant manner, with changes in tone to express the changes of thought.

II. Discussion and Correlation.

This poem will need little discussion. This affords an opportunity to develop visual imagery as a means of interpreting poetry. Try to get the children to see such pictures as 'it turns and turns,' 'clouds so cool and grey,' 'bare and lonely tree,' 'the snow flakes falling on the tree and covering the limbs,' etc.

This poem should be copied in the pupil's book of memory gems and may be illustrated by some attractive snow pictures cut from magazines.

GRADES V. and VI.

SNOWFLAKES.

Out of the bosom of the Air,
Out of the cloud-folds of her garment shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent and soft and slow
Descends the snow.

Even as our cloudy fancies take
Suddenly shape in some divine expression,
Even as the troubled heart doth make
In the white countenance confession,
The troubled sky reveals,
The grief it feels.

This is the poem of the air,
Slowly in silent syllables recorded,
This is the secret of despair,
Long in its cloudy bosom hoarded,
Now whispered and revealed
To wood and field

—Henry Wadsworth Longfellow.

I. Introduction.

This lesson should be introduced by some discussion of the usual pictures of winter as an old person while spring and summer are always young and happy.

The common idea, that winter is the old age of the year, etc., should be brought out.

II. Presentation.

The teacher should read this whole poem from the board in a thoughtful, meditative tone to interpret the mood expressed.

III. Discussion.

What lines in the first verse give the solemn setting of the poem? What further description in this stanza adds to this impression?

What do the first two lines of the second stanza mean? Who will put in his own words:

"Even as the troubled heart doth make
In the white countenance confession."

What do the lines

"The troubled sky reveals,
The grief it feels,"

mean? Why does the sky feel sad?

What does the poet call the snow in the third stanza?

Does the second line in the last stanza tell whether the poem is a sad or happy one? What do these lines mean?

"This is the secret of despair

Long in its cloudy bosom hoarded."

Is this a violent storm? What lines support your opinion?

IV. Correlation.

This poem should be correlated to other poems expressing the idea that winter is the death of the year, and pictures expressing this same idea.

GRADE VII. and VIII.

SNOW-BOUND.

The sun that brief December day
Rose cheerless over hills of grey,
And, darkly circled, gave at noon
A sadder light than waning moon.
Slow tracing down the thickening sky
Its mute and ominous prophecy,
A portent seeming less than threat,
It sank from sight before it set.
A chill no coat however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,
That checked, mid-vein, the circling race,
Of life-blood in the sharpened face,
The coming of the snow-storm told.
The wind blew east; we heard the roar
Of ocean on his wintery shore,
And felt the strong pulse throbbing there
Beat with low rhythm our inland air.

Unwarned by any sunset light
The grey day darkened into night,
A night made hoary with the swarm
And whirl-dance of the blinding storm,
As zigzag wavering to and fro
Crossed and re-crossed the wing'd snow;
And ere the early bedtime came
The white drift piled the window-frame,
And through the glass the clothes-line posts
Looked in like tall and sheeted ghosts.

So all night long the storm roared on;
 The morning broke without a sun;
 In tiny spherule traced with lines
 Of Nature's geometric signs,
 In starry flake, and pellicle,
 All day the hoary meteor fell;
 And when the second morning shone,
 We looked upon a world unknown,
 On nothing we could call our own.
 Around the glistening wonder bent
 The blue walls of the firmament,
 No clouds above, no earth below—
 A universe of sky and snow!
 The old familiar sights of ours
 Took marvelous shapes; strange domes and towers
 Rose up where sty and corn-crib stood,
 Or garden wall, or belt of wood;
 A smooth white mound the brush-pile showed,
 A fenceless drift where once was road;
 The bridle-post an old man sat
 With loose-slung coat and high cocked hat;
 The well-curb had a Chinese roof;
 And even the long sweep, high aloof,
 In its slant splendor, seemed to tell
 Of Pisa's leaning miracle.

—John Greenleaf Whittier.

I. Introduction.

These lines are a selection from the long poem, *Snow-bound*, written by John Greenleaf Whittier. Here he describes a severe snow-storm of his youth during which his family was cut off from all communication with the rest of the community for a week, because of the heavy fall of snow. During the first lines he describes the storm; the later parts are concerned with the description of the country-side after the storm, their care of the stock, the necessary preparations for protection against the severe cold, and how the family joined to make the time pass as pleasantly as possible. We have only space for this short selection, but the pupils will enjoy reading the whole poem.

II. Discussion of Poem.

Before taking this poem up for discussion the teacher should read the whole poem to the class.

What does 'waning' mean? 'mute and ominous prophecy?' 'a portent seeming less than threat?' What signs were there of a coming storm? In what direction from did the ocean lie? Did they usually hear the ocean? Your reasons.

Was the storm severe at first? What words used tell you this? What statement is made that proves the storm unusually severe?

What does 'spherule' mean? 'pellicle?' 'hoary meteor?' How long did the storm last? Make clear what 'A universe of sky and snow' means from the poem itself? Explain 'the well-curb had a Chinese roof.' What is the 'long sweep, high aloof?' What do the last two lines of the selection mean? Who will describe the appearance of their familiar surroundings the second morning after the storm?

III. Correlation.

This lesson may suggest subjects for oral and written English. If it is possible it will be well to have the pupils read the whole poem.

THE GRAND PRE DISASTER OF 1747.

W. C. Milner.

(The First of a Series of Local History Stories.)

The greatest disaster to British Colonial Arms in Acadia, took place on 31st January, 1747, at the Acadian Village of Grand Pre.

The events leading up to this affair are worth recalling. In 1746, the Government at Versailles determined on a gigantic operation, not only to re-capture Louisburg and Port Royal, but to carry the war into New England, to destroy Boston and all English Settlements within reach of the coast. An expedition was fitted out competent to accomplish these great designs. It consisted of eleven ships of the line, twenty frigates and thirty-four transports—in all an Armada of 65 ships, carrying a land force of 3,000 men. It left Rochelle on 22nd June. Quebec, in accord with this movement and was taking steps to co-operate with it. M. de Loutre returned to Acadia from a visit to France with M. de Vignah, who had sailed from France in April, 1746 in command of two vessels, and which arrived safely at Chiboucto. M. de Loutre, with that ardent zeal for the welfare of the state that distinguished his later years in Acadia, wanted an immediate attack to be made on Annapolis, then defended by Paul Mascarene with 250 men. Accordingly in July, De Ramezay, who had been sent to Beaubassin with 600 Canadians wrote that he had received a letter from M. de Loutre, proposing ostensibly on the part of the commander of the two French war vessels to lay siege to Port Royal, without awaiting the arrival of the fleet, but a letter received later by De Ramezay from the commander (du Vignah) modified M. de Loutre's letter; he stated he merely asked de Loutre for information as to the state of the Fort, that neither his orders nor the condition of his outfit would permit him to attempt the siege. This incident, insignificant in itself illustrates the continuous playing at cross purposes amongst French leaders that ultimately led to the break down of French power in America, notwithstanding the skill and gallantry of the soldiers. In September De Ramezay arrived at Annapolis Royal with about 700 men, where he remained for some weeks. When he learned de Vannes would not co-operate with him, he broke camp and left for Beaubassin. The Great Fleet had met storm after storm, sickness and disaster had followed it and shipwreck had reduced it, so that a miserable remnant of it had returned to France, having accomplished nothing.

Mascarene had asked the New England authorities for 1,000 men, to protect Annapolis Royal, as well as to maintain British authority and prestige in the country. It was agreed to, but only the Massachusetts levies, 470 strong, besides officers actually came, and were sent to Grand Pre, the Commander being Colonel Arthur Noble. A daring and skilful attack was planned by de Ramezay, a Quebec officer, at Chignecto, against Colonel Noble's force, which was billeted in the houses of Acadian farmers, strung along the upland, a distance of a mile and a half between Grand Pre and the Gaspereau River.

An inhabitant from Minas appeared at Beaubassin with the intelligence that New England levies had arrived at Grand Pre the day before Christmas and they had no opportunity to fortify themselves, depending largely on the frost and snow of winter to protect themselves from attack. M. de Ramezay at once laid plans to organize an expedition to attack them. A detachment of 240 Canadians with 12 officers and about 60 Indians was formed. M. de Ramezay suffering from an injury deputed M. de Coulon de Villiers to command it. It was not until 23rd January that provisions were provided and loaded in toboggans and snow shoes for the whole corps provided and at midday the expedition started following the trail to Tatamagouche, and from there over the mountain to Cobequid. On the 9th of February, after 17 days' march the command reached Piziquid (Windsor)—the depth of snow and frost being very exhausting. They lodged there during the night and on the 10th several persons from Grand Pre informed them that the houses were all guarded day and night, but that the French occupiers had left them, fearing to be confounded with the English in case of an attack, of which they had warned the English. At midday they resumed their march for a couple of leagues, when they halted to prepare for a surprise attack at night. M. de Coulon divided his command into ten detachments. He took with him Messrs. Beaujen, Major Delignorie, LeMercier and Lery, 4 cadets and 75 men, and gave to each of the other officers 28 men to attack ten houses of the 28 the English occupied. At nine in the evening they arrived at the river Gaspereaux—half a league from Grand Pre. At two in the morning they resumed their march with guides to conduct each party to the assigned house. The command had been increased by 25 Acadians, who had joined at Piziquid and at other places. They arrived at houses at 3.30 in the morning. The sentries did not discover them until within gun-shot.

The sentries were quickly shot down and the doors of the houses battered in with axes. The inmates, suddenly aroused from their beds, were but ill-prepared to put up a fight, against numbers that were in each case

overwhelming, and those who did so, were soon put *hors du combat*. The assailants in a short time were masters of them, and also of a boat and sloop of 80 tons, in which were ammunition and supplies. M. de Coulon was wounded. The men in the eighteen houses the Canadians had not been able to attack, collected at a stone house, which M de Coulon intended to have attacked, but his guide led him astray. The English taken completely by surprise and not able to concentrate were soon overwhelmed. At the first alarm Col. Noble sprang from his bed and fought in his shirt until shot dead. He was offered quarter, but refused. His brother, Ensign Francis Noble, was killed beside him. Three other officers were also killed, Lieutenants Lechmere, Jones and Pickering. The English who were in the eighteen houses not attacked, about 350 in number collected in the stone building where they had five small cannon—two six pounders and three two pounders. They made a sortie to the next house—where Colonel Noble had been killed and where La Corne, the French Commander, had placed himself, but were repulsed. The fight continued until eleven o'clock in the forenoon, when the English found that they had only eight rounds of ammunition and provisions for one day and no fuel. The French were aided by a fall of snow the night of the attack, which covered the ground to the depth of four feet. Flags of truce were exchanged and a suspension of fighting was agreed to till 9 o'clock the next day. Coulon de Villiers had been wounded in the arm, had lost much blood and had been taken up the river, when the command fell to La Corne, who made the French report. The English command devolved upon Captain Goldthwaite. Terms of capitulation were soon agreed upon. They were that the English should leave within twenty-four hours for Annapolis Royal with the honours of war; that the prisoners taken should remain prisoners; that the sick and wounded English could remain at Au Canard until their recovery, that the soldiers engaged should not bear arms at Minas or Beaubassin for six months. The weather being bad on 2nd February, the dead were not buried until 3rd, La Corne providing a guard of two sergeants and twelve soldiers.

The battle over the French officers, entertained their late foes and showed so much sympathy and kindness of heart as to establish a friendship and camaraderie between them. Captain Howe, who was a member of the Council at Annapolis was taken prisoner, but paroled, on condition that Sieur La Croix, a prisoner in Boston, should be released. The French Missionaries, Muniac and de La Goudalie, interposed and secured the liberation of a young English officer. On 3rd (o.s.) the English marched out by pairs with their arms and colours, powder and ball, through a guard of six French officers and sixty men. They formed a body of fourteen

officers and three hundred and thirty soldiers, beside a commissary, a clerk, a doctor and a surgeon—three hundred and forty-eight in all. They were escorted to the end of the French Settlement, nine miles, and twenty Acadians were detailed to accompany them to the outskirts of Port Royal.

The English and French accounts do not agree as to the losses. By the French report the English losses were:

Killed	140
Wounded	38
Prisoners	54

while the French losses were: 7 killed.

By the English account the English losses were:

Killed	75
Wounded	60
Prisoners	69

And the French losses were:

Killed	7
Wounded	14

Amongst the French wounded were de Villiers and Lusignan—the latter had his thigh broken and a wound in his shoulder. The French left Grand Pre on the 11th February, taking with them three prisoners and four captured flags and arrived at Beaubassin on the 25th, where they met an order to return at once to Quebec. They left M. de Repentigny there with 30 Canadians and about 40 Indians, which were also withdrawn later to Quebec, thus practically abandoning Acadia for the time.

Chevalier La Corne was a son of the Town Mayor of Quebec in 1719. He possessed an intimate knowledge of the Indian language—which made him an exceedingly useful officer. In 1749 he was sent back to Beaubassin with about 2,500 men. He sent a flag of truce by an officer to Fort Lawrence, which was met by Mr. Howe. They parleyed across the Missiquash river for some time, and after separating, Howe, surprised by Copt, an Indian, concealed behind the dyke, was shot dead. This act of treachery was indignantly repudiated by the French officers at Beaubassin, who claimed that M. de Loure instigated it. La Corne distinguished himself at the siege of Quebec (1759) in command of a Colonial battalion.

Colonel Noble was an Irishman by birth, a native of Enniskillen. He emigrated to America in 1720. He was commissioned Feb. 5, 1744, Lieutenant Colonel of the 2nd Massachusetts Regiment and Captain of the 2nd Company for the expedition against Louisburg. Previously to embarking on which, he made his will, in which he bequeathed his property to his brothers James and Francis, his son Arthur and his daughter, Sarah Lithgow. He left a large estate.

The place of interment of Colonel Noble and his

command is at Crane's Corner, Grand Pre Village, in an apple orchard, owned by Mr. R. Leard. Old French apple trees are still in evidence there. There is no tablet, stone or other memorial to mark the final resting place of these brave men who died for their King and Country.

The site of the stone house has disappeared and no local traditions show where it existed.

It argues lack of an intelligent conception in the popular mind of the value of those national ideals for which brave men faithful unto death laid down their lives; when the elements alone break their solitary repose; summers' sun smiles on the turf above them and winters' blast beats a requiem over them.

This disaster created no little consternation in New England and no doubt operated as powerful stimulus in forcing those measures subsequently adopted to drive the people of French descent from Acadia.

INDOOR GAMES FOR STORMY DAYS

Lucy South Proudfoot.

"A steam boiler has its safety valve and a boy has his. You can sit on the safety valve if you choose but you are a fool if you do."—Jacob Rills.

A play-school which meets indoors at recess or at noon on stormy days may supply the recreational needs of active children without disturbing others in the building. The games selected for this period may be correlated with Arithmetic or Geography lessons, as Arithmetic Relay or Postman, or may be of the group known as sense training games.

ARITHMETIC RELAY

(For Grades Two to Four.)

The children are setaed in rows facing the blackboard. At a signal from the teacher the first child in each row runs to the board, writes the figure 1, and runs to his seat. As soon as he is seated the child behind him runs to the board, erases the figure and runs to his seat. The child behind him writes the figure 2 and so on until each child in the row has run. The row finishing first wins. If a child does not write a figure correctly and clearly or does not completely erase a figure, he must go back and do it properly before the next player may run.

POSTMAN.

(For Grades Four to Eight.)

A child is chosen to be Postman. He goes to each player in turn and whispers the name of a city and province. When all the players have been named the Postman takes his place at the front of the room and calls out, "I have a letter from _____ to _____." The children whose city and province were called jump up at once and try to change seats. The Postman tries to get a seat during the change. If he succeeds the child left out becomes Postman. As there will be frequent

changes in Postman a list of cities should be agreed upon so that the new Postman will know which ones to call for. The teacher may prepare a list from the countries which the children have recently studied.

BIRDS FLY

(For Grades Three to Six.)

The teacher stands before the pupils and says, "Birds fly." "Bats fly." "Cows fly," etc. If the creature named does fly the children raise both hands high. If it cannot fly both hands are held in the lap. When a child makes a mistake he is out of the game. The one who stays in longest wins. He takes the teacher's place and the game is repeated.

SERGEANT.

(For Grades Four to Eight.)

One player is the Sergeant. When the Sergeant says, "Do this," all players must do as he does. When he says "Do that," they must remain motionless. Any one failing to respond correctly is sent to the "Guard house" (a corner of the room). The game continues until all are in the guard house. The last one to go is the winner.

STOOP OR STAND.

(For Grades Four to Eight.)

The players stand. One is chosen leader and stands in front of them. When the leader says, "I say stoop," all players must stand motionless. When he says "I say stand," the players bend knees and stoop. Any player who does not do the opposite of the thing commanded must sit down and is out of the game.

WHAT WILL YOU DO?

(For Grades Seven and Eight.)

Players are seated in rows. The teacher stands before them and asks the first child, "What will you do for your country?" The child must answer with a word beginning with the letter a, as "I will aid it." The next child is asked the same question and must use the letter b, as "I will battle for it." The game continues until all the letters in the alphabet have been used. If a child fails to answer properly and promptly he must give a forfeit. At the conclusion of the game the forfeits are redeemed.

WAYS OF REDEEMING FORFEITS.

Grasp your right ankle with your right hand and hop the length of the room.

Place your hands on your hips. Rise on your toes, bend your knees until you reach a squat position. Repeat five times.

Touch your finger tips to your toes without bending your knees.

SENSE TRAINING GAMES.

GOOD MORNING.

(For Grades One to Four.)

One child stands with her back to the others and with eyes covered. One of the children says, "Good

Morning, Mary." Mary must reply, "Good Morning, _____," filling in the name of the child who spoke to her. If she fails to recognize the voice she continues to be "It." When she names a player correctly the one named takes her place.

HUCKLE-BUCKLE BEANSTALK.

(For Grades One to Four.)

All the children cover their eyes while the teacher hides some small object. When the teacher says "Ready" they rise and walk about the room in search of the object. When a child sees it he goes at once to his desk, sits down and says, "Huckle-buckle Beanstalk." The others must search until they see it. When all are seated the one who saw it first hides it and the game continues.

The director of indoor games will have need of a large and varied collection. Children tire of the indoor games more quickly than they do of the vigorous outdoor activities. With small children the program may be varied by marching in fancy figures or playing "follow the leader," while marching. Older pupils may be encouraged to make changes in the games which they have played and to originate similar games for themselves.

FIRST LESSONS IN SPELLING.

By Ethel J. Cossitt.

In order to secure correct spelling from the common school grades, I have found it advisable to have spelling lessons with beginners, practically from their first day in school.

No matter what method is used in the first lessons in reading, phonetic or word—or the old fashioned way, by which most of us learned our primers, I have found that most children may be taught to spell by means of short daily drills.

Though many of the words used in our primer and first reader are not really phonetic or "sound" words, the careful pronunciation of such words, gives a strong suggestion of the letters used in their spelling.

I have found it convenient for drill, to arrange words having similar sounds, into groups or families as the —at family, the —ill family, etc. Nearly every child of school age has learned to spell the word "cat," so I usually begin with the —at family, and I use the names of the letters from the start.

Assured by the class that c-a-t spells cat, I write it on the board in large unjoined letters and have the class spell it, individually and collectively. Then, on being invited, some daring little person will try to write it for me. Others will follow, till perhaps half the class will have tried, the others being too timid at first.

Next, they take their seats, and each writes the word some definite number of times—say three times—which is a tremendous undertaking for untried fingers. Any

attempt which produces the slightest likeness to the word, receives unstinted praise, as it well deserves.

Next day, we review the word cat, then remove the c, which leaves us at, the foundation of our family.

Succeeding days add new words till we have

at	f-at	p-at
c-at	h-at	r-at
b-at	m-at	s-at

The words are written on the board in very plain script, and where possible, a little drawing beside each word, will help the memory and please the small students in their first struggles. Cat, hat, mat, rat, are easily drawn in mass, and will be copied with great satisfaction by the children.

By writing the words on the board in connection with the drill, we appeal to the eye, as an aid to the ear, and the children's attempts at copying, beside fixing the letter forms in their minds, also furnish desk work for the class while the teacher is engaged elsewhere.

Before the class is tired of the -at family, we leave it for a time and build the -ot family, which develops into—

-ot	l-ot	n-ot
c-ot	g-ot	p-ot
d-ot	h-ot	r-ot

Next may come—

-it	h-it	p-it
b-it	k-it	s-it
f-it	l-it	w-it

Then the -ut family—

-ut	h-ut	n-ut
b-ut	g-ut	r-ut
c-ut	j-ut	t-ut

Short e is the hardest vowel sound to get, and the -et family will require special drill. It develops

-et	m-et	p-et
b-et	n-et	j-et
g-et	b-et	w-et

Each family needs oft-repeated review and very soon the children will be able to help the teacher to remember the words.

Other families suited to the first quarter are:

-an	D-an	p-an
b-an	N-an	r-an
c-an	f-an	t-an
-en	t-en	h-en
B-en	k-en	f-en
d-en	m-en	p-en
-un	i-un	p-un
b-un	g-un	r-un
d-un	n-un	s-un

-og	d-og	l-og
c-og	h-og	j-og
b-og	f-og	

After words using the short vowels and single consonants have become familiar, double consonants may be introduced, such as sh, ch, th, wh, st, shr, str, qu, sw, br, fr, fl, etc.

The -ill family presents many possibilities for these.

-ill	p-ill	shr-ill
b-ill	r-ill	tr-ill
f-ill	s-ill	thr-ill
g-ill	t-ill	st-ill
h-ill	w-ill	qu-ill
k-ill	sw-ill	fr-ill
j-ill	sk-ill	tw-ill
m-ill	dr-ill	sp-ill

Also the -ing family—

-ing	w-ing	spr-ing
d-ing	sw-ing	str-ing
k-ing	th-ing	cl-ing
r-ing	br-ing	fl-ing
s-ing	st-ing	

And the -ock family—

-ock	s-ock	fr-ock
d-ock	cl-ock	sh-ock
l-ock	fl-ock	sm-ock
r-ock	cr-ock	st-ock

Next, words containing the long vowel sounds may be taught, attention being called to the effect of final e. These will include such families as -ate, -ake, -ite, -ine, -ire, -one, -ight, etc.

More difficult families such as would, could, should, need special consideration.

Before they have gone far, the children will be able to suggest new words to build up families. They will make mistakes owing to the complexity of our language, such as spelling walk-w-ock, when they may be told that walk belongs to another family—or they may suggest k-ut for cut, when they may be assured that k-would have done all right but the men who made the words used c instead, a letter having there the same sound as k.

As the children advance in their reader, some word in the day's reading lesson will suggest a suitable family for drill. For instance, in the story of "Mrs. Cow," the sentence "You seem to chew all day," would suggest the -ay family as—

-ay	l-ay	str-ay
b-ay	m-ay	cl-ay
d-ay	n-ay	pl-ay
f-ay	p-ay	pr-ay

g—ay,	r—ay	gr—ay
h—ay	s—ay	w—ay
j—ay	st—ay	sw—ay

Or the —ew family as

—ew	h—ew	dr—ew
d—ew	J—ew	er—ew
ch—ew	m—ew	gr—ew
f—ew	n—ew	st—ew
fl—ew	p—ew	sl—ew

I carry these drills along into the second year—though with less frequency than at first, and I find them a pleasant and effective aid to the little people in the erstwhile uninteresting task of learning to spell.

TEACHERS' INSTITUTES.

Kings-Queens County Institute. The annual session of the Kings-Queens County Teachers' Institute was held in the Consolidated School, Hampton, on October 21st and 22nd. In the absence of the president, Mr. S. A. Worrell, the first session was presided over by Inspector Brooks. There were seventy-three teachers enrolled. After the appointment of the usual committees the meeting was addressed by Inspector Brooks and Dr. Carter, Chief Superintendent of Education. Mr. C. T. Wetmore gave a well-conducted lesson in physical training to a class of boys.

During the second session two excellent lessons in reading were given by Miss Hattie L. MacMurray and Miss Myrtle S. Kelly. Mr. Amos O'Blenes gave a practical lesson on Primary Arithmetic, followed by an excellent lesson on Fractions by Miss Bessie Miller, after which Mr. Fanjoy read a carefully prepared paper on Review Work.

The evening session was well attended. Addresses were given by Rev. Helps, Dr. Carter, Inspector Brooks, Inspector Worrell and Director Gorham.

After the report of the Nominating Committee, the following officers were appointed:

President—Mr. Calixte Savoie.

Vice-President—I. N. Fanjoy.

Secretary-Treasurer—W. N. Biggar.

Additional members to the Executive—Miss Greta Currie and Miss Emilie Alward.

Mr. Savoie gave an excellent lesson on Mathematical Geography, followed by a profitable lesson on Factoring in Algebra by Mr. Snodgrass. A very excellent address on English Literature in Schools was given by Miss MacLatchy, Editor of the Educational Review, after which Mrs. Garland read a well-prepared paper on School Discipline.

The last session opened with a helpful paper, How to Teach History, read by Mr. Patterson, followed by a practical lesson on Drawing by Miss Keohan, and a paper on Letter-writing by Miss Pickle.

By an unanimous vote Dr. Carter was made a life member of the Institute.

The following resolution was passed: "Resolved that the members of this Institute wish to recognize that the Province at large and especially the Counties represented in this Institute feel the loss of one of its most valuable officers in the person of Mr. R. P. Steeves, so long identified with educational work in this Province, as Inspector of Schools and Director of Elementary Agriculture, who has on account of ill-health, been compelled to withdraw from active service.

—W. N. Biggar.

Carleton-Victoria Teachers' Institute. The Carleton-Victoria Teachers' Institute met in the Fisher Memorial School, Woodstock, on November 4th and 5th. One hundred and ten teachers enrolled, eighty-eight from Carleton and twenty-two from Victoria. Dr. W. S. Carter, Chief Superintendent of Education, was present on the first day. Inspector Moore attended, it being his first Institute since his appointment to the Inspectorate. Mr. A. D. Jonah presided at all the meetings. On Thursday afternoon Inspector Moore gave a very interesting talk on the Teaching of Fractions.

The Institute then divided into three sections. Mr. D. W. Wallace gave a lesson in Geometry; in the Intermediate Section, Mr. C. Douglas Dickson gave a lesson in Arithmetic; in the Primary Section, Miss Margaret Edgar gave a lesson in Reading.

On Thursday evening a public meeting was held, at which the speakers were Dr. Carter, Mr. A. C. Gorham, Mr. T. C. L. Ketchum, and musical numbers were given by Miss Martnia Reardon and Mr. D. W. Wallace.

The papers on Friday were: Grammar, Miss Josephine MacLatchy; Physical Drill, Miss Christine McDougall, followed by a lesson given by Mr. Vernon Holyoke; Geography, Miss Lottie B. Hartt and Miss Flora O. DeLong; History, Mr. Randolph Bennett, and Miss Marguerite Hanson; Chemistry, Mr. A. D. Jonah and Mr. R. G. Mowatt.

The following officers were elected:

President—Mr. D. W. Wallace, B.A.

Vice-President—Mr. Randolph Bennett, B.A.

Secretary-Treasurer—Miss Bessie M. Fraser.

Assistant Secretary—Miss Frances Malmore.

Additional Members of the Executive—Miss Julia Neales, Miss Lottie B. Hartt.

It was decided to hold the next meeting in Woodstock. It was expected that a Memorial Tablet to the late Inspector F. B. Meagher would be unveiled at this meeting, but it did not arrive in time. The tablet was made by Henry Birks & Sons, who have satisfactorily

(Continued on Page 198)

OFFICIAL PAGE

—OF THE—

NEW BRUNSWICK TEACHERS' ASSOCIATION

KEEPING A COOL HEAD.

We doubt if there is much danger of teachers becoming extremists even under the present very trying conditions and the consequent temptation to resort to strong measures. Teachers are too idealistic, too disinterested to adopt rash policies. During the whole period of their training the noblest traditions of the profession are instilled into their minds, and the very nature of the work itself unfits the teacher for becoming an agitator. Further there should be no antagonism between the teacher and his employer. Their common interest, the child, forbids anything on the part of either the teacher or the employing public that would weaken the fine sense of mutual responsibility so essential to the discharge of this high duty. Determination on the part of the teacher, courage in stating his convictions, and patience in pursuance of carefully considered policy are needed just now as much as his wholehearted discharge of duty,—
The Manitoba Bulletin.

NEW YEAR RESOLUTIONS.

1. I resolve that, if not a member of the N. B. Teachers' Association, I will join at once, and give it my hearty support, believing that such action will be, not only beneficial to myself, but also of great service to the profession to which I am proud to belong.
2. I resolve that, being a member of the Association, I will be loyal to my fellow teachers, and will not accept any salary less than that set down in the Schedule issued by the Executive.
3. I resolve that I will seek by all legitimate means to induce any of my fellow teachers who are not members of the Association to join the same.
4. I resolve that, I will read and study at least one hour of the twenty-four in line with my work, so as to make myself worth more than the salary I receive.
5. I resolve that, I will enter into the public life of the district where I am located, assisting in all patriotic and philanthropic enterprises, so as to make myself essential to the community.

6. I resolve that I will take as my motto, "*Salary, Status, and Service, but the greatest of these is Service.*"

The Committee, appointed by the Executive of the Teachers' Association, to draw up a plan for an adequate pension for teachers, met on Dec. 27th at St. John. After careful consideration a scheme, following the lines laid down by the Resolution passed at the last meeting of the Teachers' Association, was unanimously agreed upon.

At its meeting on January 5th this scheme was presented to the Government, and it is hoped that it will be favourably considered and adopted.

JOIN NOW.

Every teacher in New Brunswick should have a share in the important work that is being accomplished by the New Brunswick Teachers' Association. Those who are not members should fill out the following blank and mail it at once to the Secretary, A. S. McFarlane, Fredericton.

NEW BRUNSWICK TEACHERS' ASSOCIATION ENROLMENT SLIP.

Name of Teacher, Mr. or Miss

Class of License held

Address for year 1920

Home Address

Number of years in the profession

Present salary from Trustees

Present salary from Government

Date of enrolment

Fee Enclosed, One Dollar.

TEACHERS' INSTITUTES.
(Continued from Page 196)

explained the non-arrival of the tablet. It was ready for shipping, but an accident in the shipping room injured the tablet, and caused the delay. The tablet arrived in Woodstock on November 13th, and arrangements are being made for its unvailing.

—Bessie M. Fraser.



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Restigouche County The Teachers' Institute for the County of Restigouche met at Campbellton October 28, 29, with an attendance of fifty-five members. Inspector McFarlane presided.

Addresses were made by Inspector McFarlane and Mr. A. C. Gorham, Director of Elementary Agricultural Education.

Miss Annie Baird taught a lesson in Botany to Grade XI.

At the Thursday afternoon session Miss Mary Farrell read a paper on "Primary Arithmetic," and Miss Margaret Doak one on "Primary Reading."

On Friday, a paper on "English Composition" was read by Mr. Donald McRae and Mr. W. A. Kelly addressed the teachers, followed by Mr. L. A. Gilbert, M.A.

The following officers were elected:

President—Mr. L. A. Gilbert.

Vice-President—Miss Mary Farrell.

Secretary-Treasurer—Miss Jessie Currie.

Additional Members of Executive—Mrs. Mina Duncan, Miss Catherinae McNair, Miss Lena Shannon.

The meetings, though short, were considered profitable and successful, much of the credit being due to Inspector McFarlane and Director Gorham.

—Jessie Currie.

If time is precious no book that will not improve by repeated readings deserves to be read at all.—Carylly.

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SCHOOL AND COLLEGE

Mr. M. G. Fox, lately Principal of the Dorchester Superior School, has been appointed Inspector of Schools in succession to Mr. R. D. Hanson, who has been appointed Supervisor of the Fredericton Schools and Secretary of the Board of School Trustees.

The Normal College, Truro, has an enrolment of 110. This is about the same number as last year; but is considerably less than that of a few years ago. There is only one change in the teaching staff. Mr. H. W. Fitch, B. A., succeeds Mr. H. B. Vickery, B. Sc., in the Chemistry Department. Mr. Vickery is doing graduate work in Yale University.

It is with deep regret that we record the death of Miss Laura Fletcher, one of Albert County's popular and successful young teachers, at her home at Alma, on November 14, 1920.

Miss Margaret Kenny of Pictou, N. S., has been appointed Principal of the Stoney Island School. We wish this capable young lady success.



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All teachers must be Normal-trained—no others need apply. No action can be taken towards placing you in a school until your standing for Saskatchewan has been decided. Write now for full information.

Attention is drawn to the fact that this is the only teachers' employment agency in Saskatchewan that has any connection with the Department of Education. No commission is charged on the teachers' salary. Address all communications—Teachers' Exchange, Department of Education, Regina, Sask.

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P. W. J., Regina, Sask.

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