

Educational Review

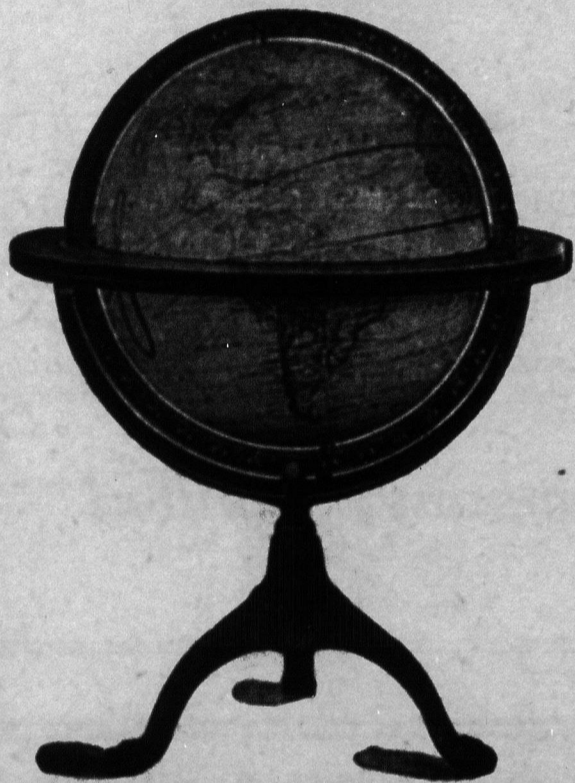


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WHOLE NUMBER 396

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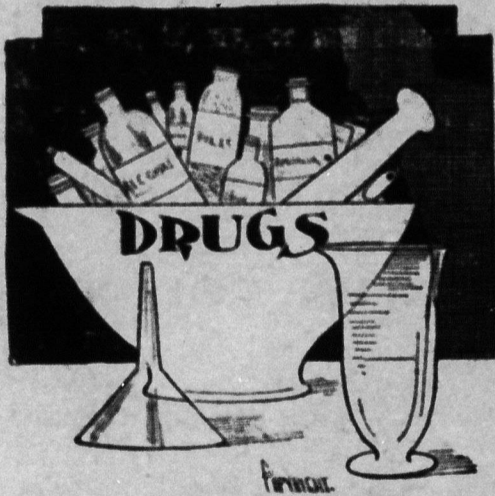
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Fredericton, N. B.

The Smith-Tower Bill which has been before the Congress of the United States during the past summer, is a law of unusual interest and significance to persons concerned with the problems afforded by Education in a democracy

This bill provides for the establishment of a national Department of Education, with a secretary in the President's Cabinet, and authorizes the appropriation of \$100,000,000 to encourage the states in the promotion of education.

In order that a state may share in the appropriation, which is to be used in Primary and Secondary schools in partial payment of the teachers' salaries, certain requirements must be met. These are (a) A legal school term of at least twenty-four weeks in each year for the benefit of all the children of school age in such state. (b) A compulsory school attendance law requiring all children between the ages of seven and fourteen to attend some school for at least twenty-four weeks in each year. (c) A law requiring that the English language shall be the basic language of instruction in the common school branches in all schools, public and private.

Many of the most conspicuous social organizations in the United States have declared themselves in favor of this bill. The bill is opposed by two factions, those who are not in favor of the use of federal money for the promotion of education and those who fear the establishment of a Board of Education may interfere with private and parochial schools.

The American government has already committed itself to the policy of subsidizing education. The efforts of the government in the past have, however, been directed very largely to the support of agricultural and vocational education.

The clause requiring compulsory school attendance does not require the twenty-four weeks attendance in a public school but rather in any school, public, parochial or private

The outlook for the bill is thought to be very encouraging.

This law before the American Congress should at least arouse a question in the minds of all thoughtful educators in Canada. Have we a need of stimulating the interest of the provinces in education? Have our people, our school trustees, our teachers, rightly considered their responsibility in educating the young?

Who is most vitally concerned in education in a democracy? The principal upon which a democracy is founded, the right of the individual in governing, demands for the stability and progress of the state an educated electorate. No man or woman should vote by party but by policy. Is this policy a benefit to the state? In the light of social, economical and political history is this policy a means of progress? How many of us vote in that way? How many realize that the children in our schools today, are our voters of tomorrow. Economically we can plainly see that a man who can not earn his living and must be cared for in a "Home" is a drag upon the state.

The recent war should have taught us that a trained, efficient enemy is one who puts the greatest demand upon national resources. The fidelity with which the German common soldier supported in the recent war, should teach us the strength of education. Those men were filled with the idea that other countries were planning the downfall of Germany. Imbued with this idea, which to us was an astounding mistake, those men fought for five years. Their ambition of political world power and the impossibility of German defeat were taught them in school. What will be the by-products of our teaching? Are we teaching each subject in the light of its possible influence upon character? Are we providing the best educational facilities our districts can afford? Are we careful of details of ventilation, heating, sanitation because of their influence upon the health of our future citizens?

As a nation are we doing all we can in a concerted way to prepare our children to be worthy citizens of Canada? Are we making them worthy to bear the heritage of sacrifice, heroism and glory which has been left us by our armies in the Great War?

The night of toasting nuts and bobbing for apples is with us again, the night when men and maidens by charms and incantations may pull aside the veil of the future and know their fates, the night when any one may call up spirits and when witches and spirits are abroad.

Hallowe'en has not won its fame through any Christian ceremonial or feast, but seems rather to be a relic of our pagan ancestry. Although the eve of All Saint's Day, it had no significance to the early Church.

By proclamation of the Governor General, Canada observes Thanksgiving Day on October 13th. This custom which has been respected since 1879 will have added significance for us this year. The Great War has ceased since our last Thanksgiving Day. Most of our soldiers have returned from Overseas. For these we are thankful. For our country, strained but not broken by

struggle, we are thankful. For our obligation to face the future with its appalling responsibilities and problems, we are reverently thankful. We pray that wisdom may be given our legislators, that we may hold high the torch thrown to us by those who fell in Flanders' Fields.

October is a month of famous dates to us who live in America. October 12th is one of interest, for on that date in 1492 our continent was discovered by Columbus.

October also holds two important dates in British history. To us of the Anglo-Saxon race October 14th is framed with great significance. What would our race have been if the battle of Hastings had not been lost to the Normans? Trafalgar day, October 21st, is another date of historical worth to the world. At that battle was the supremacy of the British fleet determined and for a hundred years the "freedom of the seas" was theirs to hold intact. The part played by that navy in the Great War has proven beyond a doubt their worthiness to be protectors of the "freedom of the seas."

The obligation of the teachers to keep the need of personal thrift before the children is one which continues pressing with the beginning of the new school year. In a speech before the National War Savings Committee Sir Herbert Ames tells of the purposes to which this money is to be put.

"We are often asked what the money is needed for. The popular impression is that, at the end of the war, national expenditure can cease. This, however, is not possible. The re-construction period is almost as expensive and may be nearly as dangerous as that of the war. Nothing would injure Canada so much today as a period of non-employment. This would lead to misery and restlessness at home; it would do Canada's reputation incalculable injury abroad. For these reasons the Dominion, Provincial and Municipal Governments are uniting to provide opportunities for employment. The Repatriation Committee has recently issued a statement of the plan these governments will follow; it includes a programme of public works, railway renovation and equipment, shipbuilding, housing and roadmaking. All of these are productive enterprises for the creation of which it is legitimate to borrow. Again, we are endeavouring to place our returned soldiers upon the land, that they may find comfortable homes and increase the agricultural output of Canada. It is hardly fair to ask them to take unimproved areas far from lines of communication and if we are to settle them within reach of the benefits of civilization, land must be bought or expropriated and this involves large expenditure.

For the purpose of enabling Canada to participate in the export trade to Great Britain and to the devastated areas in Europe the government needs large sums of

money. Large quantities of foodstuffs are required overseas. France, Belgium, and the Balkan States are desperately in need of many of the products of Canadian farms, factories and forests. Unfortunately Great Britain and Europe cannot today pay cash for what they buy although their credit is still good and within a few years will be re-established. Meanwhile, however, if Canada is to export her products she must lend the purchaser the money to buy them.

It will be seen that opportunities for employment depend upon the ability of the Dominion to act as banker and this again depends upon the extent to which the people of Canada lend their savings to the State.

Furthermore, the moneys loaned abroad will be repaid and no permanent increase in our national debt will follow therefrom."

TECHNICAL EDUCATION ACT OF CANADA

An Act for the promotion of technical education in Canada has been very recently passed by Parliament. A striking characteristic of this law is that technical education is limited to the development of technical education applied to industry and the mechanical arts. Agricultural education is provided for by the agricultural instruction act.

The technical education act as presented to Parliament, except to name the Minister of Labor as executive administrator, does not provide for any central organization to carry out its purpose. A few restrictions are placed on the use of money by the provinces and the annual appropriation is named, but salaries and the allotment of the money among the different types of technical education is left to the discretion of the administrator.

The language of the act would seem to be such that it would adapt itself to the demands of the work after it is started and practical problems have to be met. The briefness of its prohibitions and restrictions gives the Minister of Labor scope for broad interpretations.

The technical education act provides for an appropriation of \$10,000,000 for the promotion of technical education.

The term "technical education" includes any form of vocational, technical, or industrial education or instruction approved by agreement between the Minister of Labor and the government of any province, as necessary or desirable to aid in promoting industry and the mechanical trade, and to increase the earning capacity, efficiency, and productive power of those employed in them.

The Minister of Labor, under whose supervision the act will be administered, is vested with sole authority to judge all questions arising from the act. He must make an annual report to Parliament. Officers and employees

are to be appointed under civil service. No organization is provided for in the act.

The \$10,000,000 is to be expended in graduating amounts, beginning with an annual sum of \$700,000 in 1920, and increasing \$100,000 each year until 1924, from which time to the end of the fiscal year 1929, the sum will be \$1,100,000. The allotments are to be paid quarterly and must not exceed the amount spent for technical education in the province. The sum of \$10,000 will be paid to the government of each province every year, and the remainder of the appropriation for the year will be allotted and paid to the government of the province in proportion to the population of each province respectively, determined by the last Federal census.

There are certain requirements placed upon the provinces such as—use of money must be determined by the Minister of Labor and government of the province approved by the Governor-in-Council; only a certain per cent. of the money can be used for buildings and equipment; the provinces must report annually to the Minister the use of the money.

The editor of the Review is anxious to open a section for High School. The co-operation of the High School teachers of the Maritime Provinces is earnestly solicited. Any suggestions as to the programme to be followed for the year will be welcomed. Any problems which you would like to have discussed may be submitted and the editor will endeavour to find some one competent to deal with them. All papers submitted by Maritime High School teachers will be given first consideration.

NEW BRUNSWICK SCHOOL FAIRS THIS FALL

(By A. C. Gorham, M. Sc.)

School Fairs have been for the past few years a prominent feature of Agricultural Education in the Rural Schools of the Province of New Brunswick. Each year before school closes for the summer vacation an endeavour is made to have the date set and a tentative programme worked out for the fair in the fall. In this way a schedule may be made, making it possible for the Director or his associates to visit these districts and give whatever assistance he may to make the fair a success, and at the same time have an opportunity of meeting the teachers, pupils and parents.

In many of the more central districts a united fair is held. A number of the surrounding districts come in to form one large fair. Under these conditions the pupil has a chance to see what is being done outside his community and the competitive spirit so widely prevalent in human action affords a healthy means of stimulating interest among children, especially where they have visualized the results of their labors, to teach them to heartily co-operate with each other in effort, to practically incul-

cate a spirit that takes success with humility and failure without resentment, to lead them to wisely discriminate in judgment even when self interest enters into the balance, are surely worthy means to employ in education.

In many places the school fair is held in conjunction with the County fair along with the Community Club exhibition of poultry and pigs. These clubs are in direct charge of officials from the Agricultural Department.

While the efforts of those of school age can best be carried on through the school as a centre there is a period between the time of leaving school and mature age when many young people are lost to the country through the lack of something to interest them. This form of continuation work is much needed and every encouragement should be given our youthful citizens in the productive industries to keep them in touch with the schools and carry on their activities in the community under the most approved and scientific methods.

A premium list has been prepared and a copy is sent to each school which intends to have a fair. Forty per cent. of the amount of the prizes awarded is paid by the Division of Agricultural Education of the Department of Agriculture, and sixty per cent. is contributed by the School District.

As the object and purposes of these fairs become understood, there is no difficulty in obtaining contributions from the Trustees for prizes.

Produce exhibited should be from the school garden or home plots. All produce entered for competition must be the result of the pupil's own efforts.

Poultry also is exhibited by the pupils. These being chickens raised from eggs supplied by this Division for which a charge is made equal to the first cost of the setting.

Last year fifty districts either held fairs of their own or participated in a united fair. This year we expect a greater number. The interest amounts to enthusiasm at most of our School Fairs.

Arrangements are being completed for the holding of the School Fairs this fall. There are many fine gardens throughout the Province and first and second prizes will be given for those scoring highest.

THEODORE ROOSEVELT'S WORDS TO TEACHERS

Theodore Roosevelt once declared at a meeting of the National Education Association:

"You teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession, save the profession of the ministers of the Gospel themselves, that if you did not do your work well, this republic would not outlast the span of a generation."

May I be pardoned if I use these words as the foil for a few figures?

The average salary of all public-school teachers in the United States is estimated to be less than \$600. In 1915, when the last complete figures were compiled, it was \$543.31.

At that time the average salary of the school teachers of twelve states was below \$400, and one state paid its teachers an average of 64 cents a day.

Compare these figures with the \$1,095 a year that New York city gives to the men who sweep its streets, and the \$1,277.50 it pays to men who drive its refuse carts.

Teachers have been called the captains of the army of understanding. Their pay gives scant evidence of the fact. Most unskilled laborers would scorn the annual pittance paid to the American school teacher.

Two advertisements were set side by side in the Raleigh, North Carolina, "News and Observer" of January 13th, 1919. One of them read:

WANTED.—Colored barber for white trade in camp town; permanent position. We guarantee \$25 per week. Let us hear from you at once. Fleming & Elliott, 6 Market Square, Fayetteville, N. C.

The second advertisement wasted no words:

WANTED.—Teacher of Latin for Lumberton High School, Lumberton, N. C. Salary \$70 a month. W. H. Cale, Superintendent.

Here was a guarantee to a negro barber that he would be paid \$1,300 a year; with a good prospect of \$1,820, while the Latin teacher, drawing his salary for only nine months, would receive \$630—less than half of the negro barber's assured minimum.

The Secretary of the Illinois State Teachers' Association called attention not long ago to one town where the average wage of fifteen miners for one month was \$217.78, and the average monthly salary of the fifteen teachers of the same town was \$55. In another town, an Australian alien drew more than \$2,700 for his work in the mines last year, while the principal of the local High School, a woman college graduate, received a salary of \$765.

Such facts make it easier to accept the estimate that there were 50,000 vacancies in the teaching staff of our public schools at the opening of last autumn's session, and that 120,000 inexperienced teachers were placed in schools in order to keep them open.

The dean of the graduate school at Princeton, while on a recent visit to Atlanta, discovered that some of the women High School teachers of that city were receiving less pay than the negro janitors in the same buildings. Forty per cent of the Atlanta school teachers, he was told, have had to resign in order to earn a decent living. Other cities give similar reports.

Talk with almost any school teacher, and you are likely to unearth an underlying bitterness over the fact

that our parents see fit to deny a living wage to those guardians who are entrusted with the education, the manners, even the morals, of their sons and daughters. Youth spends more waking hours in school than at home. Who knows that the influence of those hours is not greater?

"I would suggest," (to quote from a letter written by one public school teacher) "that as long as Normal School graduates receive less money than street sweepers, High School principals and superintendents less than section foremen, country school teachers less than the farmer's children than he pays his hired man to feed his hogs, there is not much inducement to lure men and women into teaching as a permanent profession.

"I have taught for five years in public High Schools after five years of study beyond the High School, earning the degrees of B. A. and M. A., and have never received beyond \$1,200 per year. Friends of mine in other professions are earning from two to five times that."

College and public school teachers, as a class, are close to financial bankruptcy today; if present salaries continue a few years longer the profession will be stripped of its best brains.

Can you afford to let this happen?

Do not think of the situation in terms of teachers, but in terms of students. Schools are not maintained to make a living for those who teach; they are maintained to give trained minds, vision and understanding to youth. If the nation fails to respond to the present emergency it is to the next generation it will have to answer.

EDUCATION IS THE STRENGTH OF DEMOCRACY AND MUST HAVE OUR MOST COMPLETE SUPPORT

"It is well known to you that the voluntary enlistment from the educational institutions of the Dominion was very large. In some faculties the attendance was reduced to one-fifth of what it was before the war, and the losses by death have been so heavy that in the not distant future there will be a shortage of men in those walks of life which depend upon superior education. The welfare of the country therefore demands that as many as possible of our returned soldiers should be induced to complete their interrupted education and receive as high a grade of training as is within their reach. It is through education that Canada will hold the place in the world that the intelligence and valour of her sons have won for her. Competition will be keen, but we need not fear it if we develop the natural ability of our people. Our greatest danger in this respect will be that too few instead of too many of our soldiers will seek an education, the loss of several years overseas having created an impatience on the part of many to earn a livelihood as soon as possible."

This warning is addressed to the prime minister by

the committee appointed by the conference of the universities of Canada to draw up a statement in connection with the education of our returned soldiers. Among the distinguished Canadian educationalists forming this committee are Sir Robert Falconer, President of Toronto University, and Dr. J. J. Tompkins, of the University of St. Francis Xavier, Antigonish. The Universities of Alberta, Laval and McGill are also represented.

The committee's report, which has just been submitted, is an admirably clear and compelling document.

"An objection has been raised that our request involves class legislation," the report continues. "We fail to see the force of this objection. Education is surely not the prerogative of any class or section of the people. As for the highest grades of education, in no country is a University career more widely open and more fully entered upon by young men and women from every social class than in Canada. Students come from the farm, from the home of the artisan, business man, clergyman, teacher, doctor, lawyer, and it is safe to say that taking the Dominion as a whole more than one-half of the students have to earn enough to help themselves through college. This last fact makes the case of the returned soldier particularly hard, for many a boy had just left school with enough money to put himself through the first year or two of a University career, or was in the middle of his course with barely enough to make ends meet. When the war came these students in the University centres, which were so active in recruiting, heard the loud call of duty and enlisted without a thought of their future. They have therefore lost not only the years of war, but the wherewithal to support themselves when they come back. It would be a poor return that the country would make were she to refuse to help such men and thus demand the further and uncalled for sacrifice of abandoning their desired career.

Such action on the part of the government would not, it seems to us, involve the financial help should also be granted to returned soldiers in trade or business. The man who is being educated is on an entirely different basis because during the period of his education he must spend instead of earn. For several years there would be an overflow instead of an income. Even when his education is completed the ex-soldier will be unable for some time to earn more than a meagre living. Indeed any register of University graduates will show that the vast majority of them hold positions that bring in only a moderate income. We believe that to give an education to those who desire it and can profit by it is the best kind of repatriation, for it means a saving for the country of the services of men for those callings in which they can be of most advantage both to themselves and to the country. What is spent upon education brings

LARGE RETURNS IN MANHOOD. Education is the strength of a democracy.

Here the efforts of the old land and of Australia are detailed; and the report concludes:

"Canada sure will not lag behind Britain and Australia in this matter.

"Our proposal is that the government should grant every returned soldier who can prove his need and his capability, maintenance and fees for at least one year. The sum of at least \$350 would be required for subsistence, and at the highest the fees should not average more than \$150. In view of the fact that there are probably at least 1000 returned soldiers now in the higher educational institutions of Canada and about the same number undergoing instruction either in the Khaki Universities, it is probable that not less than 2500 or 3000 may be expected to seek an education next winter in our Canadian institutions. The amount therefore that may be required for carrying out this scheme should be placed at \$1,500,000.

The machinery for putting the proposal into operation would in our opinion not be elaborate. The government might deal directly with the Universities as regards the students who wish to take a University career and with the provincial departments of education as regards those who wish to take a training in Technical or High Schools of the provinces.

"It is to be observed that in making this petition the Universities are not putting forward any request for financial relief on their own behalf. Already extra large classes of all grades have been instituted for returned soldiers at large expense, of which the fees will meet but a fraction. But by reason of their deep conviction of the necessity of educating the soldiers the Universities have assumed this heavy burden in addition to those that the war has already laid upon them. They can therefore with good conscience ask that the Dominion government should make it possible for all capable returned soldiers who desire to do so to take advantage of the opportunities which they afford."

PRIMARY READING

(Article Two)

The former article on Primary Reading dealt simply with the way in which a Mother Goose rhyme may be used to introduce First Grade Children to reading. The usually prescribed Primer is a barren, uninteresting book, built upon no principle other than ancient and uninteresting alphabetic method of teaching reading. If you are crippled by the necessity of using such a book teach your children to read from the blackboard, using script and later print. Using your own ingenuity and perseverance you can work out your method and make word cards yourself to use in drill.

The Primer should not only contain simple stories useful in teaching children to read but it should have the added worth of literary quality. Why introduce our children to reading by such rapid stuff as—a boy, a box, a ball. See the boy. See the box, etc. The stories should be within the children's sphere of interest and comprehension, but they should be above his level of style and language. The surest guarantee to effort on the part of the pupil, is interest. A second requirement of the Primer aids in obtaining this, that is, that the material in the Primer be varied.

If the prescribed Primer fails in these two regards you can overcome the difficulty by teaching reading from the blackboard and meet these requirements in part. When the mechanics have been mastered you may use the prescribed Primer as a reading book.

How may these two requirements of literary quality and variety be met? By the use of a variety of kinds of material. The nursery rhyme which has stood the test of time is one way. The children love them; they develop the sense of rhythm and are easily adapted to play and dramatization. Experiences which the class have enjoyed together are another fruitful source of interest. I visited in Grade I in St. Louis schools recently who were learning to read from the story of a trip they had taken, as a class, to one of the parks.

We went to Reservoir Park.

We saw many trees.

We saw the water tower.

We are making the park in our sand table.

Some of the children are making trees, etc.

There was no lack of interest or enthusiasm. It was a story of their own experience. Games may be used as a means of teaching children to read. It is a telling of helping them to realize the value of reading. The games are first played with oral commands. Then the teacher writes the command. For example: "Spin the Plate" can be used. Each child is given the name of an animal which it has had. The plate is spun and the child whose name is written upon the board runs to catch it before it falls.

Animal and Nature stories also interest the children next to their own experiences. Fairy tales, folk lore, cumulative tales, like "This is the House that Jack Built," and humorous stories may be used to advantage.

There are certainly requirements which the teacher must recognize in building up the work. There is danger that she may take for granted knowledge which the child does not possess. In a recent study on "Contents of Children's Minds on Entering School," it was found that 54 per cent. of city children did not know a sheep, 52 per cent. a bee. Country children have gaps too, but of a different sort.

There must be frequent repetition. There is no

royal road to learning. Words must be used again and again, not simply in sentences made for sake of phonic drill but in a story or game.

PHONICS

The phonic difficulties should be carefully graded and constant repetition should be given. Reading forms must be reduced to habit; habit is only gained through repetition.

The two words, phonics and phonetics, have been used by different authors for the name of the science of speech. A phonogram is the written representation of a sound. A phonetic study of words used in the rhymes, etc., serves to develop in the child the ability to recognize words. Phonograms do not lend themselves easily to classification. A common form, however is that of simple phonograms or one-letter as f, d, t; while a compound phonogram is one which contains a number of letters, ight, ing.

Ward, in his "Rational Method of Reading," gives the following three principles that determine which phonograms shall be taught early:

1. Those that are uttered with ease by the children: m, p, f, s, are examples of these, while w, h, r, cannot be included under this head.

2. Those that can be prolonged into words without losing their identity. The phonogram ight is compound, its sound, is as clear as when it is sounded by itself. But, let the reader sound the phonogram ar, er, or, first, as separate sounds and then speak the words beggar, editor, singer. The untrained ear hardly differentiates the sound of beggar from beggar, or editer from editor. Hence, er, ar, ir, ur, or are classed as difficult phonograms.

3. Those that are common to many words of frequent use. The phonogram th (voiced as in them) is difficult, but must be taught early because the frequency of its occurrence tends to make its correct enunciation more simple.

The method of teaching phonograms is made quite clear by Klapper in his book "Teaching Children to Read." The teacher must determine that the phonogram is in its correct place in the grade series of phonic lessons; that it grows out of previous sight words learned; and that it will be useful in later word building.

Having considered these problems and decided upon the phonogram suitable for lesson the teacher's first task is "ear-training." The teacher should tell a story in which words containing the phonogram are used. Then call upon the children individually, watching the pronunciation carefully. Another help is to ask children to give words which rhyme with the word containing the phonogram. Suppose "ight" is being drilled upon. A story containing might, fight, right may be told. Then ask the pupils to think of a word rhyming with "might."

—Klapper, "Teaching Children to Read," p. 109-110.

The next step is the phonetic analysis of the word containing the phonogram. This may be done by exaggerated slowness of speech fff—it, mmm—ti, or by comparison of the words containing the phonogram. In this step ight is isolated from the other letter or letters in the word.

The last step is that in which the children are taught to continue the nasal phonogram ight with other phonograms and thus forming words. The teacher should always strive for speed in this step. Quick recognition is desired and some drill device should be used to encourage the children to instantaneous response.

ARITHMETIC

By Inspector O'Blenes)

(Continued from Sept. Number)

The next step should be to omit the row of figures at the side but ask the pupils to imagine they see them.

The last step should be to read the addition thus: nine, eleven, thirteen, fifteen, &c

Give short lessons so as not to tire the pupils. As soon as the pupils can do the work alone give questions on the board to be done at their seats. Two or more short periods each day are better than one long period.

As soon as any degree of speed has been acquired by the pupils have them run races in adding, two at a time. Always choose two of about the same ability.

In the class drill have one pupil add out loud from the board while the others follow to see if any mistakes are made.

Impress upon them the need of adding slow enough to avoid mistakes. Extra credit should be given for work that is correct at first trial.

Give a few long questions at each lesson as it encourages a pupil to find that he can do long questions.

As soon as the table with threes has been learned by any pupil put threes along with the ones and twos in his questions. This helps to create rivalry and secures better work. Continue in the same way with the fours, fives, &c., up to and including the nines.

In writing the tables be sure to keep the nine digits in the left hand column, because if they are written in the middle column all the tables must be mastered before beginning to add. In the units figures in the side row may be found any or all of the digits and if the question to be added contains only ones and twos then those are the only tables needed.

There is another method of teaching the addition tables called the combination method. It is more difficult to make questions when the combination method is used, but many teachers claim that they get better results by using it. Briefly stated the method is as follows:

Teach the addition of each of the digits to 0, thus 0

and 5 are 5; 0 and 7 are 7, &c. Next teach the combinations which make 10, beginning with $5+5=10$. Have this placed on the board where it can remain for the pupils to see. Begin adding with questions containing only fives; thus

5
5
5
5
5
5

Follow the method described as to the side row, &c.

Next take the two combinations $6+4=10$
 $4+6=10$

The tables should then be $5+5=10$
 $6+4=10$
 $4+6=10$

In making questions begin at the bottom and write questions involving only those combinations, e. g.:

5
5
6
4
5
5
6
4
4
6

Proceed in the same way with the other combinations until the table stands

$5+5=10$
 $6+4=10$
 $4+6=10$
 $7+3=10$
 $3+7=10$
 $8+2=10$
 $2+8=10$
 $9+1=10$
 $1+9=10$

Next teach the doubles, thus $9+9=18$
 $8+8=16$, &c.

Give an abundance of drill as each new combination is used.

Next teach the combinations which make 9; then 8 and 18; then 7 and 17, down to 1 and 11. This will include all possible combinations of the digits from 1 to 9.

For a full explanation of this method I would advise teachers to secure from the "Educational Pub. Co.," Toronto, a book intitled "Arithmetic Exercises for First Book Classes." Price 20c.

To add questions with two or more columns, e. g.:

39
47
68

Place on the table the tooth picks in bundles of ten and in ones, thus 3 tens on left, 9 ones on right; under those 4 tens and 7 ones; then 6 tens and 8 ones. Let the pupils put the 9, 7, and 8 ones together and they will have 24 ones. Let them tie these into bundles with 10 in a bundle and they will find they have 2 tens and 4 ones. The 4 ones should be placed under the column of ones and the pupils will readily see that the 2 tens must be put with the tens, thus making 2 tens, 3 tens, 4 tens and 6 tens which makes 15 tens. Let them tie ten tens together and they will see that the final result will be one hundred, five tens, and four ones, thus the sum will be 154. Deal in the same way with hundreds, thousands, &c., using imaginary bundles until the rule for carrying is obtained. Lead the pupils to see that addition is a simple way by means of figures of putting numbers of objects together and finding how many there are without having to use the objects and without having to count.

DEATH OF INSPECTOR MEAGHER

Mr. F. B. Meagher, for many years Inspector of Schools for Carleton and Victoria Counties, and the upper part of York County, died suddenly at Carleton Hall, Woodstock, on Friday morning, October 3rd, aged fifty-six years. The news of his death has come with a painful shock to his numerous friends, not only in the teaching profession, but also in all walks of life.

The late Inspector was a native of Fredericton, being a son of the late Mr. John Meagher, in his day a well known teacher. Mr. Meagher was educated at the public schools of Fredericton and the U. N. B. He was a most efficient and painstaking official and enjoyed the respect of all his acquaintances. His vacation last summer was spent as a student at Columbia University. Mrs. William Graham, for many years a member of the Milltown School Board, is a sister.

WHY NOT A PUBLIC KINDERGARTEN IN NEW BRUNSWICK?

F. Peacock, Director Vocational Education

Taking an average for the past ten years 23.2 per cent. of the public school attendance of New Brunswick has been in grade one. During the same period grade XI. has held only four tenths of one per cent.; while barely 3 per cent. of all the scholars were in the High School grades. This shows conclusively that the chances of bringing large numbers of pupils under school in-

fluence are 12 to 1 better about the age of 6 than when they reach the High School period.

Our rule that boys and girls may not enter school till 6 years old, in addition to placing us at the foot of the list of the provinces of Canada in the census reports on literacy, is depriving thousands of our children of educational privileges which they might be enjoying.

In most progressive states today a public Kindergarten is provided for children from four to six years of age. This service should be supplied in the cities and towns of New Brunswick. If and where this cannot be done the pupils should be permitted to enter grade I at the age of 5 years. The former alternative is preferable though the latter plan is widely followed.

The Kindergarten is democratic. Money spent upon it would be doing the greatest good to the greatest number as compared with its application for work of the upper grades.

The children are our future citizens. The organized play, songs, stories and other exercises of the Kindergarten offer the best of opportunities to build habits of co-operation, usefulness, order, honesty, etc., which are fundamental in modern society. The "New Democracy" will be much safer if all the children of this impressionable age come, for a few hours each week under the educative influence of a strong Kindergarten teacher, than if they are permitted to dissipate their days in undirected and perhaps unsocial activities the results of which may later prove a positive handicap.

The Kindergarten is economical. By means of it the period of school influence is extended two years without trenching upon any time in which the student could possibly be of value as a wage earner for his family. For the boy who must quit school as soon as the law permits therefore it means much that he could never otherwise enjoy. For those who stick and complete the work of the public schools the Kindergarten often brings the day of graduation one or more years earlier. Experience has shown that a large percentage of the failures in grading is eliminated by it. Pupils entering grade one with proper habits and development are usually able to pass on naturally and easily from grade to grade with the greatest economy of effort and the maximum of efficiency on the part of student and teacher.

The Kindergarten is sound educationally. The principles of Froebel, who founded it, have received fuller approbation as the years have brought an ever widening application of his work. Today there is scarcely any educator of note but recognizes the Kindergarten as a basic factor in an effective educational programme.

Self activity is the basis of all the exercises here. This is so developed and directed that pupils can enter the more exacting discipline of the grades naturally and without experiencing the shock that results in so many casualties in the early years of school attendance. It is sound pedagogy thus to bridge the gulf between home

life and formal school life, so that the pupil may be psychologically prepared for the latter.

The objective social methods of the Kindergarten represent the best teaching practice to be found anywhere. Through these two years the pupils' reactions upon his environment and his neighbor are utilized effectively for his proper development as a citizen. Though in school, his life is real and concrete and enjoyable to him. The work being graded and adapted perfectly to suit his physical and mental strength he is enabled to make the most rapid and healthful growth.

In the Kindergarten programme the natural bent of children toward changing and constructing things finds ample scope. The "Gifts" or models which they make are very real to them. The study of materials and constructive work involved, forms an admirable introduction to the world of industry, and the many fields of employment open to them as they grow up. Through their work with sand, clay, paper, grass, bark, wood, leather, cotton, leaves, twigs, strings, glue, rivers, mountains, forests, bridges, trains, autos, carts, horses, etc., they are correctly taught much of the terminology and materials of our industrial and commercial world; and are incidentally helped to adjust themselves in relation to all these things that enter so largely into successful practical living.

As the basis for a complete educational programme therefore, and as a starting point both for General and Vocational training New Brunswick needs to adopt the Free Public Kindergarten.

SUMMER COURSE IN RURAL SCIENCE AT TRURO

N. S.

The summer course at the Rural Science Training School, Truro, began this year on July 9th and ended on August 7th. The teaching staff comprised the several science teachers of the Provincial Normal School and the Agricultural College, and the laboratory and equipment of the two provincial institutions at Truro, which were at the disposal of both faculty and students. Tuition was free and minimum travelling expenses were refunded to successful teachers completing the full term. Teachers who satisfactorily completed four subjects earned a bonus of \$15 in addition. The rural science diploma was granted to teachers who successfully completed the prescribed work of the two terms.

An Urgent Case.—A girl, reading in a paper that fish was excellent brain-food, wrote to the editor:

"Dear Sir—Seeing as you say how fish is good for the brains, what kind of fish shall I eat?"

To this the editor replied:

"Dear Miss—Judging from the composition of your letter, I should advise you to eat a whale."—*Tit-Bits*.

HOW TO TRAIN FOR CITIZENSHIP

The following suggestions among others were received by the Toronto Bureau of Municipal Research in response to a bulletin published to inquire how home, school and community may best co-operate in making good citizens:

THROUGH THE HOME

"Teach children that 'civility' does not mean 'servility.' Strict obedience should also be taught. Outside of the teaching of honesty and truthfulness there are, to my mind, no things better that can be taught the youth to help him in making a good and desirable citizen than obedience and civility."

"The growing boy and girl in our city is, in the majority of cases, brought up to look upon the Mayor and Council as a collection of incompetents and possibly grafters Fathers and mothers must be forced to take a greater interest in municipal affairs and obtain a true view point of the personal worth of their representatives, if this condition is to be remedied."

"Cultivate at home and at school, by teaching by example, a feeling of local pride and patriotism—not sectional or sectarian, but general—so that every child will know that he and she can do much to improve and assist the community."

THROUGH THE SCHOOL

"A sound, well-nourished, erect body is fundamental, else much effort may be wasted. Would urge more attention to health of child."

"Put male teachers of high ideals in our schools who can set an example of manliness to boys."

"To improve education in citizenship, co-operate with the teachers of history in the High Schools and Collegiate Institutes. The subject of civics and elementary economics should receive more attention than it does."

"The average child leaves school without almost no knowledge of how his home city is governed, and by whom. Would it not be possible to arrange for the aldermen of the various wards to visit the schools at certain times during their tenure of office and thus become known to the rising generation of voters?"

"Short talks on 'How Our City is Governed' should be given the senior scholars by men and women who are not teachers, but who are actively engaged in some phase of municipal work."

"The great value of the technical schools should be emphasized, and they should be made even more attractive."

"There can be no true, loyal citizenship apart from Bible teaching. Bible teaching should have a definite place in the school, also in teachers' examinations."

"Insist on obedience to constituted authority. As there is such a lamentable lack of discipline in home

training, it should be given in the schools—military training for all boys of between 16 and 20 years of age, also a modified form of military training for girls." —

"A school from where pupils might be taken as students, not sent as prisoners, would mean the salvation of many misguided lads who finish their careers in bank-robbery."

THROUGH THE COMMUNITY AT LARGE

"Every facility and encouragement should be given to public discussion through the establishment of community centres or otherwise. Addresses on citizenship should be delivered and instructive classes for those applying for citizenship papers should be organized."

"Proper and adequate areas must be supplied for outdoor sports, where citizens may mix. For instance, North Toronto in many square miles has no ball grounds. Buildings for clubs to keep boys off the streets ought to be built and properly supervised."

"If the alien (enemy or otherwise) is to continue in our midst, as he likely will, I would suggest the adoption of a very definite plan of compulsory education for him, whether he is young or old, in English and in the manners, customs and institutions of our country."

WAR SAVINGS STAMPS

At a conference of the Chief Superintendent of Education with the Inspectors, recently held, it was unanimously decided that the sale of War Savings and Thrift Stamps should be continued permanently by the Government, and that the Inspectors should bring to the notice of each teacher at his official visit and at County Institutes, the desirability of having a War Saving Society in connection with each school.

All teachers are urged to co-operate in this work, not only because of the importance of inculcating the habit of thrift, but because the plan of itself is one of the best from a material standpoint, and should attract the attention of all having a small sum to invest.

The amount of savings thus far has been most creditable, especially in towns and cities.

RIGHT HOME TRAINING

Right home training makes good citizenship, and poor home training is the direction of disorder, law-breaking, and disregard for the rights of others. The thoughtful parent is the one who upholds law and order everywhere, because upon these depends the safety and prosperity of every well-regulated community, and the time to train in these habits is while the child is attending school.

Why They Are Silent.—Small Scout—"Dad, what are the silent watches of the night?"

Indulgent Father.—"They are the ones which their owners forgot to wind, my son."—*Boys' Life*.

SEWING COURSE SUITABLE FOR RURAL SCHOOLS

(Continued from last issue)

By Miss Mallory

The second problem to introduce into the sewing course is a pincushion for each child to carry in her sewing bag.

Many different styles may be used but a very convenient one is made from six eight inch strips of skirt braid of two colors. A certain shade of blue and brown make a very pretty combination or red and gray. Right here can be taught the correct combination of colors from the primary colors.

This material can be procured at many village stores and is from ten to fifteen cents a yard.

Leaving an inch open at each end the strips are overbanded together, overbanding being the new principle taught.

In teaching this emphasis should be placed on having the selvages exactly together and the stitches not too deep. A knot should not be used at the beginning. It is better to leave a short end of thread and then to sew over it, the needle pointing toward the chest. Before breaking the thread at the end take several stitches back. The slanting stitch is on the wrong side and the straight stitch on the right side when finally joined. This can be stuffed with old wool or yarn ravelings and the ends can be wound with thread close to the stuffing, and then the inch which was left free can be frayed.

Children will be much interested to know when pins were first used, from what they are made and the different kinds and sizes. In fact the boys might prepare a paper on pins while the girls are making the pin cushions.

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SHAW CORRESPONDENCE SCHOOL

YONGE AND GERRARD STREETS

Pept. E. R.

TORONTO

Heartless Daniel.—"I understand you are trying a new stenographer."

"Yes."

"What do you think of her?"

"I wonder how a girl with such big, dreamy eyes can be so merciless toward the English language."—*Birmingham Age-Herald.*

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CURRENT EVENTS

VISCOUNT GREY, THE NEW BRITISH AMBASSADOR TO THE UNITED STATES

On both sides of the Atlantic the announcement that Viscount Grey had been appointed Ambassador to the United States has been received with approval. The New York World expressed the prevailing American sentiment: "No more fitting appointment could have been made than that of Viscount Grey. . . . His reputation for ability, for nobility of character, and for qualities that win friendship and admiration runs wherever his name is known."

Sir Edward Grey will be a spokesman of one democracy to another. No one in British public life is better fitted to perform the task to which he is assigned—the great business of bringing together in whole-hearted good will the two peoples whose harmony is not only essential to both of them, but in whose good relations the whole world is vitally interested.

Viscount Grey was born fifty-seven years ago in Northumberland. He was educated at Winchester and Oxford, and after graduation entered politics. Among other things it is said of him that he was one of the first advocates of a league of nations. In 1911 he sponsored the plans for arbitration put forth by William Howard Taft, and wedged an alliance between the United States and the United Kingdom.

In all histories of the Great War, the name of Sir Edward Grey—as he was then—will have a high and honourable place for his determined efforts to avert it.

It is the first time that any foreign power has ever sent abroad as Ambassador one who is so blind he can neither read or write. But loss of vision, due to conscientious perusal of confidential dispatches and communications, will not necessarily impair his transcendent capacities for service to the nation and to mankind.—*Literary Digest*.

PROJECT SCHOOL

Dr. Suedden, in a recent issue of *School and Society*, tells of a new type of agricultural school which will be of interest to our readers. This new type of school, called the Project School of Farming, is being quietly developed in a number of the States, and is destined, according to the opinion of many competent observers, to be an important source of supply for farmers in the future.

Dr. Suedden tells of a country community, Indian Valley, by name, which finds that in 1920 it will have twenty boys from fifteen to eighteen years of age who are ready to give at least one year of serious study to scientific farming if a local school is established. These boys have given as much time to the rural schools or

high school as they desire or their parents can afford. None have less than sixth grade education, two are high school graduates and the rest have dropped out at intervening stages.

The school authorities are to provide for two years, as an experiment, the home project school. They engage as a teacher a young man who is a graduate of an agricultural college, who has some successful experience in farming, and who has especially equipped himself for this project work. A small office and class room has been provided. The class room is equipped with many book shelves, a small corner laboratory, and tables and chairs instead of desks.

The teacher is to spend a month and a half studying his surroundings before he meets his classes. He is to purchase for the school some \$500 worth of agricultural books and a good stock of free pamphlets issued by the government.

On October 1st he met his students for the first time. Each boy will be expected to center his efforts for the coming year in a productive project of such magnitude that at the end of the year he will, if conditions be normal, have netted for labor not less than from \$75 to \$150, according to size and strength of the boy. The capital equipment—land, a portion of orchard, two to five cows, a good start in poultry, together with the necessary building and tools—he will usually rent from his father, sometimes from some one else. Until he can make arrangements for renting this equipment, he is not eligible for the school, hence the co-operation of the father must be enlisted as soon as each boy, with the approval of the teacher, has elected a project.

Each boy whose time is fully free to devote to the study and practices of farming will be expected to give at least 1,200 to 1,500 hours in course of the year to practical work with his project, and not less than 300 or 400 hours of reading and study of bulletins and portions of books that relate directly to his project. He will be guided at every stage in his project planning and his technical studies related to his project not only by his teacher (much of whose time will be spent visiting the boys' project work on the farm) but also by a bulletin specially designed to give directions and reading references for just that kind of work. Each boy may also give 200 to 400 hours study to a general agricultural and civic studies appropriate to farm life and farm community.

The project method in vocational education has several purposes. It results, manifestly, in several definite forms of skill and the other products of first-hand experience and responsibility; but it also gives the most science, accounting and general knowledge related to project in hand.

With the taking of the oath by Frederick Ebert as Imperial President on August 21, Germany's new ship of state slipped down the ways. . . The new German constitution adopted after months of debate, we learn from press dispatches, is divided into two sections, the first of which treats of the "composition and ties of the Empire," and the other of "the basic rights and basic duties of Germans." In the preamble of the constitution it is declared that the German Empire is a republican state whose sovereignty is based on the people. The rights of the Imperial government and that of the states are defined. Each state must have a liberal constitution with a legislature elected by general, equal and secret ballot by all Germans, men and women. The President will be chosen by the entire German people instead of by the National Assembly, and will hold office for seven years. The Chancellor will occupy a position analogous to Vice-President and he and all the ministry will be appointed by the President.—*Literary Digest.*

SCHOOL AND COLLEGE

On the 25th September fire gutted the dormitory and class-rooms in the central building of St. Francis Xavier College at Antigonish, N. S. The local fire brigade and a squad of volunteer helpers prevented the complete destruction of the large three storey wooden building.

A small fire was discovered the night before in the basement, and this points suspiciously to incendiarism. Groups of students guarded College personal property all night. The fire will probably be a serious drawback to the College as there is a very large attendance this year.

The Nova Scotia Normal School at Truro opened on September 25th with an attendance of ninety, which is very small, being only about half that of last year. Ten students are taking the A grade, seventy-one the B, and nine the D. It is expected that some ten or twenty more students will arrive in the course of a few days.

The high cost of living and low salaries paid teachers are responsible for the decreased attendance, according to Dr. David Soloan, principal of the Normal College. Teachers find it hard to save enough from their meagre salaries to pay board and other expenses of a year at the College.

Several changes have been made in the Normal College teaching staff. Hubert Vickery, M.S.C., of Yarmouth, a graduate of Dalhousie, who has been analytical chemist at the Imperial Oil Works, Dartmouth, has been appointed to teach science in succession to Prof. E. Chesley Allen, who resigned to become vice-principal of the School for the Blind, Halifax. Miss Charlotte Whiting, of Sudbury (Mass.), a graduate of the Boston New

School of Design, becomes a teacher of elementary art in succession to Mrs. E. C. Whitney, who has resigned to accept a position in the United States. Prof. Awellard, of Truro, an A. R. C. M., of London, has joined the staff as teacher of music.

Mr. J. T. Hebert, who supplied at the University of N. B. during Prof. Keirstead's leave of absence, left recently for Saskatoon, where he will occupy the chair of Law in the University of Saskatchewan. Mr. Hebert is a graduate in Arts from the University of New Brunswick, and of Law from Harvard University, Cambridge, Mass. Mr. Hebert's many friends, while regretting that he is leaving his native province, will rejoice to know of his deserved success.

Mr. L. A. Gilbert is Principal of the Restigouche County Grammar School.

Mr. Adrian Gilbert, Rhodes Scholar from the University of New Brunswick, left recently to take up his work at Oxford University.

Murray McC. Baird left last week to continue his medical course at Oxford University. Mr. Baird is a Rhodes Scholar from the University of New Brunswick, having been selected in 1916.

Maurice Smith has returned to Toronto University to continue his work in Chemistry. Mr. Smith is a graduate in Arts from U. N. B., 1917. He took his M. A. degree from Toronto University last spring in Chemistry.

Clarence B. Burden, formerly Principal of the Devon schools, and who served with the Siberian Expeditionary Forces, has returned to the University of New Brunswick. Mr. Burden is Captain of the U. N. B. football team.

Chauncey Orchard, who served overseas in the Cycle Corps, is completing his course at U. N. B.

Harrison Tremble, of Hampton, who was for a time Principal of the Salisbury School, is attending the U. N. B.

Lieut. W. J. Lawson, who saw much active service in France, is engaged with the Crown Land Department, and at the present time is with a survey party on the Miramichi.

Lieut. Norman Cass has returned to U. N. B. to complete his course.

Mr. Thos. Hetherington, a graduate of the Normal School, and who for a time taught in the schools of New Brunswick, is now engaged at Toronto with the live stock department of the Ontario government

Miss Anna Kelly, B. A., of Fredericton, is Principal of the Madawaska Grammar School at Edmundston.

At a recent meeting of the Board of Education Quartermaster Sergt. Eldon Merrithew, who recently returned from overseas, was re-appointed to his position in the Education office.

The Teachers' Salaries Commission met in St. John last week. This Commission was provided for at the last meeting of the Legislature.

Four Teachers' Institutes were held in New Brunswick last week—Kent, Northumberland, Albert and Gloucester.

Francis Bridges, of the Sophomore class, U. N. B., and son of Dr. H. V. B. Bridges, Principal of the Normal School, has been awarded the Wilmot Scholarship. It is of an annual value of \$100 and is tenable for three years.

The Asa Dow Scholarship, tenable for two years, has been awarded to Stanley Nason, of Welsford. He is a returned soldier and graduated from the Provincial Normal School in 1915

County Scholarships have been awarded to Daniel Phillips, of Fredericton; Connell Smith, of Woodstock, and Claude Carson, of St. Stephen.

A LARGE ATTENDANCE AT U. N. B.

The University of New Brunswick opened its Academic year on Sept. 22nd, with over sixty students in the Freshman class and ten or twelve new students in the Sophomore class.

In all classes there is an attendance of about 150. This year's Freshman class is the largest on record, and it has been found necessary to provide additional accommodation in some of the lecture rooms.

The Chair of French and German, which was left vacant a short time ago when Chancellor Jones received a request for leave of absence from Prof C. E. Popplestone, has been filled by the appointment of Dr. John A. Spaulding, of Tewkesbury, Mass., who recently returned from France, where he had been serving in the American Army. He is a graduate of Harvard University and holds the degree of Doctor of Philosophy from that University. Prior to 1917 he was a member of the

faculty of Worcester Polytechnical School at Worcester, Mass.

CHARLOTTE COUNTY TEACHERS' INSTITUTE

The Charlotte County Teachers' Institute was held at St. Stephen on Thursday and Friday, Sept. 25th and 26th, about 100 teachers being enrolled. Mr. A. B. Brooks, Principal of the St. Stephen High School, acted as President, and Miss Gertrude Coughlin as Secretary.

On Thursday Dr. W. S. Carter, Chief Superintendent of Education, and W. M. McLean, Inspector of Schools, addressed the Institute, and Mr. W. Arnold Mersereau, Principal of St. George High School, gave a very interesting paper on The Co-relation of High School Subjects. In the evening a public meeting was held, at which N. Mark Mills, Chairman of the School Board, presided. Dr. W. S. Carter and Inspector McLean addressed the meeting.

On Friday A. S. McFarlane, M. A., of the Normal School, read a very interesting paper on the poems contained in the readers, leading up to the High School Literature. Miss Grace Coughlin, of Milltown, gave a very instructive Nature Lesson on the apple. Mr. F. Peacock, Director of Vocational Education, addressed the Institute on the necessity of Vocational Training. Dr. E. V. Sullivan gave an address on Medical Inspection in Schools, and Dr. J. W. Moore read an interesting paper on Oral Hygiene.

Mr. A. B. Brooks was elected President and Mr. Sidney Harvey of Welchpool, Secretary-Treasurer.

ENGLISH LITERATURE IN THE GRADES

GRADE I—LITTLE BLUE

Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn;
Where's the boy that tends the sheep?
He's under the hay-cock, fast asleep.
Go wake him, go wake him. Oh! no, not I;
For if I wake him, he'll certainly cry.

Mother Goose.

I. Preparatory discussion.

How many of you have ever been in the country? What did you see growing in the fields? Then questions leading to talk of hay and haycocks. What animals do you find on a farm? etc.

II. Presentation.

Tell a story—Little boy called Boy Blue because of his clothes, goes visiting in country, given a horn used to call men to meals to blow if he sees sheep in meadow or cows in the corn, and some one would come and drive them out. One day tired from helping in hayfield, went to sleep. Mother saw sheep in meadow and cows in corn, and called:

"Little Boy Blue, come blow your horn,

The sheep's in the meadow, the cow's in the corn."
Then seeing one of the men she cried,
"Where is the boy that looks after the sheep?"
Man said,
"He's under the haycock fast asleep."
Mother said,
"Go call him, go call him."
But the man was sorry for little Boy Blue because he was
so tired and said,
"Oh! no, not I!
For if I wake him, he'll surely cry."

III. Memorizing.

The poem should be memorized by hearing the teacher repeat it several times. It is better to give the whole poem if children have difficulty with a particular line. It may be repeated by itself several times. With Grade I, all memory gems should be learned by hearing some one else quote them not by reading or writing.

IV. Dramatization.

This poem can easily be dramatized by the children. One child can represent Boy Blue, another the mother, a third the father, and other children can be the sheep and the cows.

GRADE II—THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the country side.

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

I. Preparatory Talk.

How many of you children have a swing at home? Is it a big rope swing? Do you like to swing? Why do you like it? Have you ever swung in the Big People's swing at a picnic? Why is that such fun?

When you are high in a swing you can see many more things than when you stand on the ground. What can you see from your swing when it is highest, Mary? John? etc. Can any of you see more of the house roof than when you are on the ground? Can you see further away? If your swing is in the tree you fly up among the branches, etc.

Have you ever pretended you were a bird when you were swinging? It seems like flying does it not?

II Presentation.

"I am going to read you a poem by Robert Louis Stevenson, in which he tells what fun it is to swing."

Read poem with enthusiasm to show the child's joy.

III. Study of Poem.

This little boy's garden had a high brick wall around it which is too high for him to see over. When he goes up in the air he sees over the wall. When he swings toward the wall what does he see? When he swings back what does he see? Which verse do you like best, John? Mary? etc. Quoting verse after each child gives preference in this way the children get the different verses fixed in mind. It is not wise to give this grade the poem to read. They had better get it from hearing some one quote it. Teacher may ask children to try and say it with her after it has been repeated several times. This will take at least two lessons. Second day just repeat poem we started and learned yesterday.

This may be used as a subject for drawing lesson. Picture of garden re child in swing, re what he sees when swinging.

GRADE III—FAREWELL TO THE FARM

The coach is at the door at last;
The eager children, mounting fast
And kissing hands, in chorus sing;
Good-bye, good-bye, to everything!

To house and garden, field and lawn,
The meadow-gates we swung upon,
To pump and stable, tree and swing,
Good-bye, good-bye, to everything!

And fare you well for evermore,
A ladder at the hayloft door,
A hayloft where the cobwebs cling,
Good-bye, good-bye, to everything!

Crack goes the whip, and off we go;
The trees and houses smaller grow;
Last, round the woody turn we swing;
Good-bye, good-bye, to everything!

Robert Louis Stevenson.

I. Preparation.

If the children are town or city children an informal conversation about a visit to the country and fun one has can be used, not failing to bring out how one felt about going home when vacation was over. If the children live in the country same talk of what places they have to play in, which they enjoy, or a visit to some relation's or friend's home in another place and what fun they had.

Today we take up a poem written by Robert Louis Stevenson. When he was a small boy he used to spend the summer vacation at his grandfather's house in the country. He enjoyed the summers especially because he had no brothers and sisters of his own, and several

cousins came to his grandfather's every summer. The poem is about going home. The children were eager to go home for it meant a ride in a big coach and then a longer ride in the train. They all rush into the coach as quickly as possible. Then they remembered they are leaving many good times behind them so they say good-bye to all their favorite places.

II. Presentation.

Teacher quote the poem. The teacher should try to express the excitement and regret at leaving which is expressed in the poem.

III. Study of Poem.

Read 1st stanza. What is a coach? How do children feel at going away? Why do they say good-bye to everything?

Stanza II. How many different things do the children say good-bye to?

Stanza III. What is meant by "fare you well?"

Why do they say "forever more?" Weren't they ever coming back?

Why do you think they were so particular to say good-bye to the hayloft?

Stanza IV. Why do the house and tree grow smaller?

What happens when they swing around the "woody turn" do you suppose?

After this good-bye, what do you suppose the children talked about?


IV. Memorizing.

Poem may be written on the board. It is not likely that an oral reading lesson will be required since the poem is short and the repetition necessary to the analysis will make learning a relatively simple matter. The children may read the whole poem in concert, individual pupils may be asked to read it. Then teacher ask for volunteers to try to repeat it without looking on the board.

V. Drawing.

This may be correlated with the drawing lesson and the children asked to draw a picture of some good time they think these children had or a picture of them riding away in the coach.

(To be Continued)



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- 1919 FIRST TERM
- July 1st—Dominion Day.
 - July 1st—Normal School Entrance and Matric. and Leaving Exams. begin.
 - July 14th—Annual School Meeting.
 - Aug. 6th—French Department of Normal School opens.
 - Aug. 26th—Public Schools open.
 - Sept. 1st—Labor Day (Public Holiday).
 - Sept. 2nd—Normal School opens.
 - Thanksgiving Day (Public Holiday).
 - Dec. 9th—French Dept. Normal School Entrance Exams begin.
 - Dec. 16th—Third Class License Examinations begin.
 - Dec. 19th—Normal and Public Schools close for Xmas. Holidays.
- 1920 SECOND TERM
- Jan. 5th—Normal and Public Schools re-open after Xmas. Holidays.
 - April 8th—Schools close for Easter Holidays.
 - April 14th—Schools re-open after Easter.
 - May 18th—Loyalist Day (Holiday, St. John City only).
 - May 21st—Empire Day.
 - May 24th—Last day on which Inspectors are authorized to receive applications for July Examinations.
 - May 24th—Victoria Day. (Public Holiday).
 - May 25th—Class III License Exams begin (French Dept.).
 - June 3rd—King's Birthday. (Public Holiday).
 - June 4th—Normal School closes.
 - June 8th—License Examinations begin.
 - June 21st—High School Entrance Examinations begin.
 - June 30th—Public Schools close.

N. B. OFFICIAL NOTICE

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

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

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

W. S. CARTER,

Chief Superintendent of Education.

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

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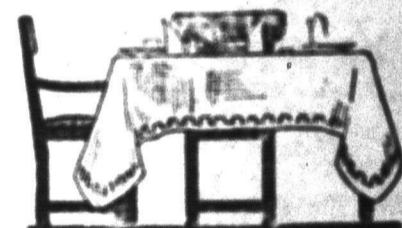
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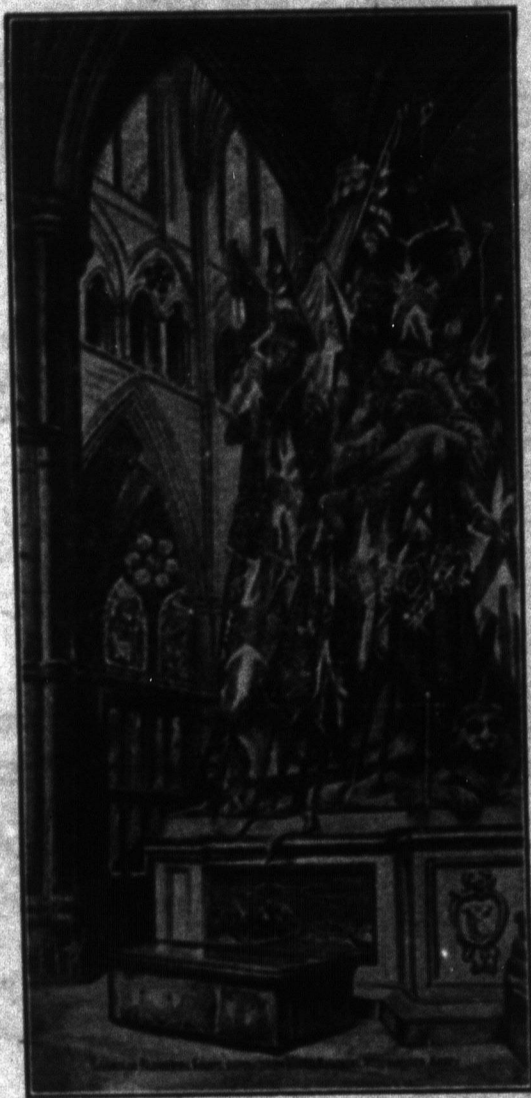


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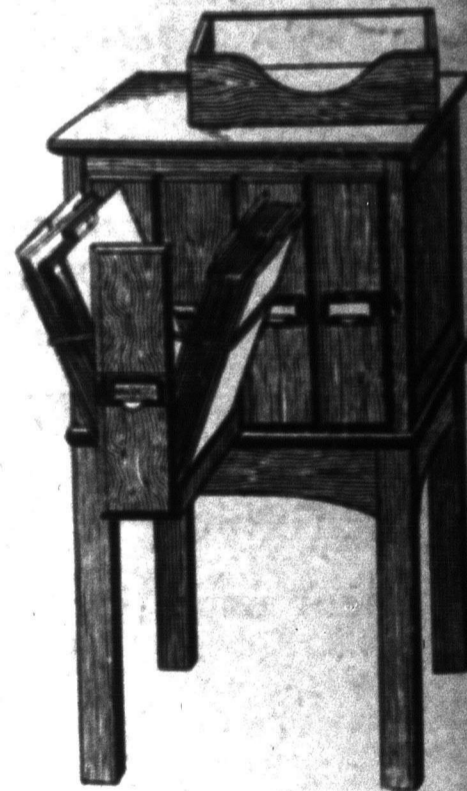
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