

EDUCATION 1911-1920

KELLI WILKIE & HOLLY RUSSELL

HYPOTHESIS

Science education in New Brunswick from 1911-1920 varies from what we know as science education today due to the differences in needs between the time periods. We believe that this is due to the difference in gender roles, community needs, industrialization, and the issues arising from the First World War.

DISCUSSION OF SOURCES

Primary Sources:

The majority of our primary sources came from the New Brunswick Provincial Archives:

PANB. RS 735 19.b. Department of Education Printed Records. *Summer Rural Science School for Teachers (Woodstock) Calendar*; 1914.

We found a booklet of information called the “Summer Rural Science School for Teachers at The Fisher Vocational School, Woodstock”. This book was used as a guide for teachers who wanted training to teach, “Nature Study, Horticulture, Agriculture, Physical Nature, Farm Mechanics, Rural and Domestic Science”. This book not only explained that agriculture and nature study are subjects that have made it into the school curriculum, but also an explanation of what would be taught at this school. This gave us a look into the curriculum that teachers would be teaching during the regular school year.

PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *R.P Steevs to W.S Carter*. n.d.

PANB. RS 116 B.5.c.2. Chief Superintendant Office Records. *Certificate in Nature Study*. n.d.

PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter to R.P Steeves*. n.d.

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. *World Wars I and II*; 1914-20, 1939-45.

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. *Members of Teaching Profession Province of New Brunswick*. n.d

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. *Office of the Fuel Controller for Canada New Brunswick Representative*. n.d.

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. *Douglas Dickson to W.S Carter*. n.d.

The most interesting of our sources (the above seven) came from personal letters about Elementary Agriculture Education to and from the Chief Superintendent from 1909-1931, W. S. Carter. We also found letters to and from W. S. Carter in respect to the issues facing the school and education starting in 1914, in regards to World War I.

PANB. RS 735 2.a.2 Department of Education Printed Records. *School Law*. 1892-1929.

We explored a book on school laws that was created by the Board of Education and published in Fredericton in 1892 but was still used up until 1929. This book talked about the teachers' roles in the classroom such as following a given curriculum and abiding to the rule of which texts were deemed appropriate in the Province of New Brunswick (refer to picture A in appendix).

Steeves, R.P. *Nature study and agricultural course for county schools*. 1911.

At the University of New Brunswick Archives we found text books, "Nature Study and Agricultural Course for County Schools. This book was published in 1911 and written by R.P. Steeves. We were lucky to find that many of the letters in correspondence with Superintendent Carter (as presented above) were to and from, or in regards to Steeves.

George, Marian M., *Planbook: Winter*. 1912.

_____, *Planbook: Autumn*. 1912.

Although we chose not to focus our research on these planbooks, because they did not specify a location as to where they were used, or a grade level, it gave us some insight to the curriculum that was being taught at the time, and how a lesson might span out during the course of a day or term.

Secondary Sources:

Phillips, Charles E., *The Development of Education in Canada*. W.J Gage and Co. Ltd: Toronto. 1957.

A valuable secondary source that we found was *The Development of Education in Canada* by Charles E. Phillips. This book discussed education in Canada, with some focus on the Maritime Provinces and, more importantly for us, some focus on New Brunswick. Phillips discussed how the education system changed, how curriculum changed, and how teaching changed.

Tomkins, George S., *A Common Countenance: Stability and Change in the Canadian Curriculum*. Pacific Educational Press: Vancouver. 2008.

This book was an excellent resource as it gave specific information to when agriculture, domestic science and manual training was implemented in the New Brunswick school curriculum. It also provided a description as to what these classes entailed.

MacLeod, Malcolm. "Teachers in Tents: Eighth Annual Rural Science Summer School in New Brunswick, 1922." *Acadiensis* XXV (1996): 82-91.

Another secondary source that we examined was "Teachers in Tents: Eighth Annual Rural Science Summer School in New Brunswick, 1922", by Malcolm MacLeod. Although this article focuses on the summer science school in 1922, we were fortunate enough to be able to look at the program for the summer science school held in 1914 in Woodstock (as presented above).

Context of Education in New Brunswick 1911-1920

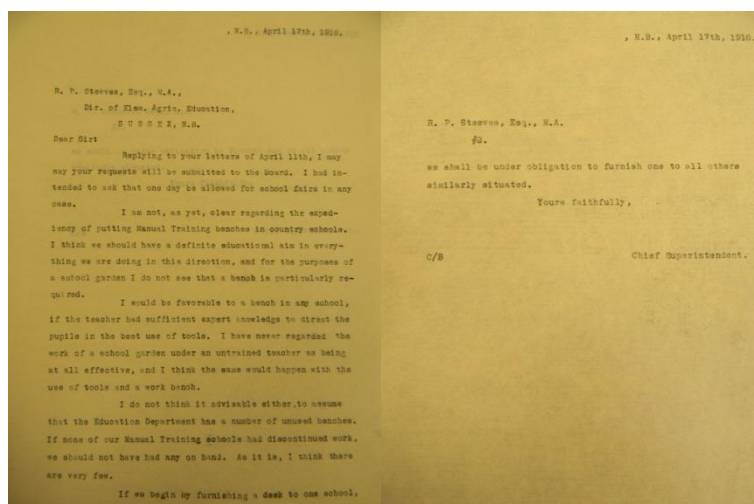
Between 1911 and 1920 education in New Brunswick had many similarities and differences to education today. Throughout the school year there were lessons taught in literature, mathematics, music and science. When looking through the attendance records of various counties of New Brunswick, we noticed a similar pattern throughout. In every record we looked at that there was a mark of poor, fair or very good, for literature, mathematics and music, but rarely a grade for science. In the small schools we noticed that there were children of many ages, ranging from 5 to 17. The highest grade of any of these students was grade 5. This led us to wondering if the science curriculum was only taught in higher grades in many schools. We were unable to come up with a definite answer but due to the correspondence letters and text books found, (presented later in this report) it is assumed that science education was included in the New Brunswick School Curriculum.

In 1905, the province of New Brunswick implemented mandatory attendance in schools. In 1901 the enrollment in public school in New Brunswick was about 66 500, this number increased by 1911 to 69 000, and increasing yet again by 1921 to 73 500. Based on our research, this continuous increase is most likely due to the increasing number of schools available. It is interesting to note this quote by Phillips, and although he is talking about the middle of the 19th century, the attendance records that we looked at in the New Brunswick Provincial Archives were consistent: "New Brunswick inspectors complained of the [same] conditions and particularly of the practice of sending one child and then another of the family to school for a few weeks at a time. It was evident that many parents thought the chores more important than book-learning."¹ Looking at random attendance records in various New Brunswick school districts from 1914 and 1915, we found that there were students who were attending school for weeks at a time, and then would not be there for the rest of the term. According to Phillips, this was a trend that happened all throughout Canada, not only in New Brunswick. Another chart included in Phillips' book states that the average number of months spent in school in 1910 is 80; but looking at the corresponding chart, the average number of months spent in school in 1910 is actually 55. This discrepancy comes by differentiating that the 80 months are those when the students are enrolled in school however the 55 months is accredited to the students who were actually physically present in the school for attendance. Interesting again to note, is that in doing our research and looking at random attendance records in various districts, the Province of New Brunswick required all teachers to each day record the attendance of each student and also to record the amount of students who were in attendance for full or half-days.

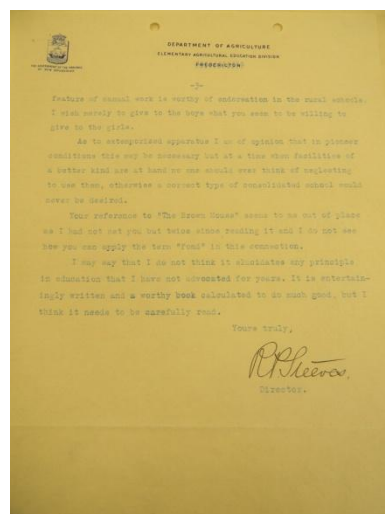
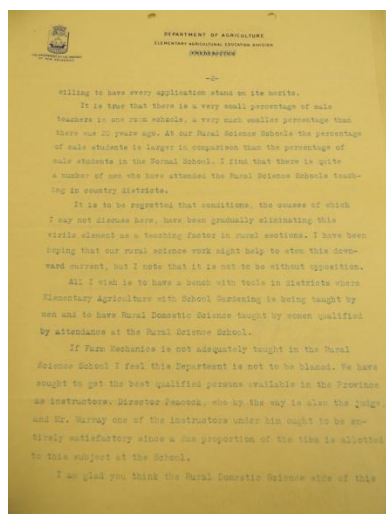
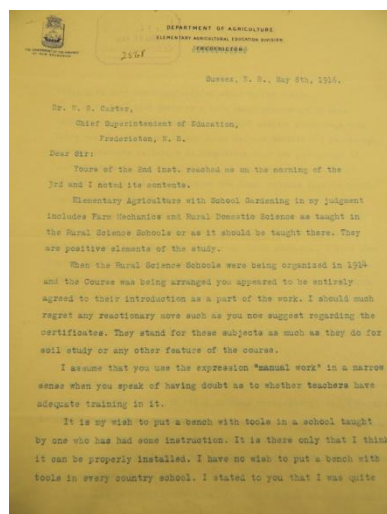
¹ Phillips, Charles E., *The Development of Education in Canada*. W.J Gage and Co. Ltd: Toronto. 1957. 185.

This leads us to believe that the notion stated by Phillips, that the mid-1800's valued work at home more than the work at school, holds true into the 1910's.

In the late 1800's and early 1900's came the introduction of manual training, domestic science, nature study (agriculture), health and physical education ² The idea behind integrating these new subjects into the education system was to educate, "the whole child"³ . Not only would the child learn literature and mathematics, but also trades and training which were necessary in rural Canadian life. This education was well accepted with some, and received skepticism from others. Many schools were interested in revamping their education but common problem was the lack of space schools had. Most did not have access to training rooms or gymnasiums. These subjects did become fully integrated into the New Brunswick school curriculum and became important fields of study within the province. Manual training and domestic science even became subcategories of the science curriculum.



R.P. Steeves to W.S. Carter in regards to acquiring equipment for his agricultural studies class. Refer to appendix B. PANB RS 116 B.5.c.2. Chief Superintendent Office Records. *R.P Steeves to W.S Carter. n.d.*



Correspondence from R.P. Steeves to W.S. Carter in regards to the importance of agriculture in elementary schools and the importance of teacher education in this subject. Refer to appendix C. PANB RS 116 B.5.c.2. Chief Superintendent Office Records. *R.P Steeves to W.S Carter. n.d.*

² Tomkins, George S., *A Common Countenance: Stability and Change in the Canadian Curriculum*. Pacific Educational Press: Vancouver. 2008.

³ Tomkins, *A Common Countenance* 108.

Nature study was required in most schools, however there were very few teachers who were trained to teach the course⁴. Due to the increase in the demand for science classes in the classroom, the need for teacher training had to increase as well. "In the Maritime Provinces between 1887 and World War I a summer school of science⁵ was supported by teachers, with grant assistance from provincial departments in later years. The first intensive two weeks' program included course on zoology, botany, mineralogy, chemistry, physics, uranology, and physiology, and excursions for observation. Only by such a means was a place won got the new subject against the reluctant forces of tradition."⁶

Important to note, manual training was implemented as a way of teaching trades to boys. These trades included: science, agriculture, drawing and benchwork. These skills were to create vital skills for boys in rural Canada, and were a means to prevent unemployment. These skills and trades were an important part of education, as they trained males for jobs that were common in this time period, such as farming and carpentry.

The development of domestic science was a means to keep the girls occupied while the boys were in their manual training class. The idea of domestic science was to create training for girls who would be mothers or servants. The introduction to this subject, "... helped to diversify the curriculum and to make the classroom more socially relevant and less restrictive."⁷ Domestic science consisted of cooking, preservation of foods, serving meals and planning menus, sewing, sanitation, hygiene, what is now referred to as first aid, house planning and furnishing. The domestic sciences, although initially

PROVINCE OF NEW BRUNSWICK
DEPARTMENT OF AGRICULTURE
RURAL SCIENCE SCHOOLS FOR TEACHERS
1915.

APPLICATION FOR ADMISSION
To The Director of Elementary Agricultural Education,
Sussex, N. B.

I hereby apply to be admitted to the
(First or Second, state which.)
Session of the Rural Science School for Teachers at
(here designate school
and place) beginning Wednesday,
July 14th at 9 o'clock in the forenoon.

Name
Address
Class of License now held
Experience
In Country, Village or Town
What Summer Courses in Nature Study and Agriculture with
School Gardening have you taken?
Do you intend to continue teaching in N. B. ?

SPECIAL GRANTS.
For information regarding Special Grants to Teachers and
School Trustee Boards for teaching Elementary Agriculture with
School Gardening, see Regulation 50, (1, 2, 3 and 4) prescribed by
the Board of Education and contained in the Nature Study and
Agriculture Course Pamphlet.

The application for admission (above and below).
Refer to appendix D.
PANB. RS 735 19.b. Department of Education Printed
Records. *Summer Rural Science School for Teachers*
(Woodstock) Calendar; 1914.

NEW BRUNSWICK
DEPARTMENT OF AGRICULTURE
Supplement to Calendar of
RURAL SCIENCE SCHOOLS FOR TEACHERS
1915.

Two Rural Science Schools will be held in New Brunswick during the present year, one at Woodstock in the Fisher Vocational School and one at Sussex in the Provincial Agricultural School Building.

Sessions begin July 14th and continue four weeks.

While teachers of schools in rural and semi-rural districts are particularly desired to take this Course, all teachers in the public schools of the Province are eligible for admission. Limitation as to number of students is removed.

Teachers taking first session work will make their application to attend the school most easily accessible from their homes during the Summer vacation. Those qualified to undertake second session work will apply for admission at Sussex only.

Teachers in addition to obtaining standard certificates when purchasing tickets will also obtain receipts from agents for sums paid.

After the word "Woodstock" in paragraphs numbered 1, 2 and 4 on page 3 and at last of third paragraph on page 4 in 1914 Calendar, insert the words "or Sussex".

All directions contained in the 1914 Calendar not inconsistent with what is now given in this Supplement stand for the present year.

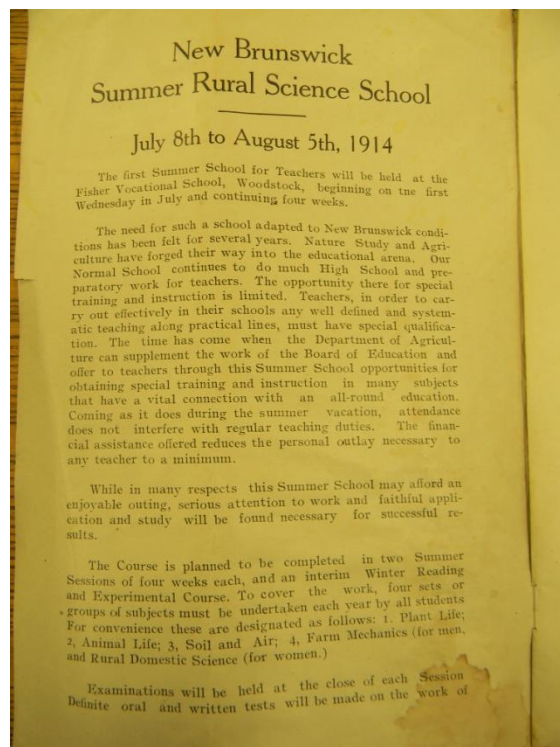
⁴ Phillips, Charles E., *The Development of Education in Canada*. W.J Gage and Co. Ltd: Toronto. 1957.

⁵ More discussion of the summer science school will follow.

⁶ Phillips, *The Development of Education*, 490.

⁷ Tomkins, *A Common Countenance*, 111.

looked at as a *filler* class for girls, became associated with agriculture. It became viewed as a way to improve rural life.



DESCRIPTION OF SCHOOL
REFER TO APPENDIX E
PANB. RS 735 19.b. Department of
Education Printed Records. *Summer Rural Science School for
Teachers (Woodstock) Calendar; 1914.*

Education of teachers for the above subjects qualified for financial assistance through the Agricultural Instruction Act (we are unsure of the year this was first implemented but found that assistance was available in 1914). One school where financial assistance was available was, The Summer Rural Science School for Teachers in Woodstock, New Brunswick. This school was established by R.P. Steeves. The school was held in the summer for teachers, who could apply to extend their knowledge of the emerging curriculum. Steeves also wrote a curriculum guide *nature study and agricultural course for country schools*. This text included teaching lessons, outlined for grades up to grade 8. According to MacLeod, the implementation of this program was slow starting, because it was based on the maintenance of gardens at the schools, which at the time was only theoretical. In starting the rural summer schools of science, Steeves, worked with the superintendant of education, on getting garden plots to all school that had teachers qualified to teach the nature study curriculum.

In the Summer Rural Science School for Teachers the following were education topics: School Gardening, Horticulture, Field Study, Botany, Insects, Birds, Farm Animals, Physics and Chemistry, Farm Mechanics and Rural Domestic Science. These were all important topics, especially in rural schools. The courses that were offered were designed to develop a science education that would allow the students real world applications for the curriculum. For instance, the description of the School Gardening subject is, "Drawing plan and laying out garden and preparing seed bed. Study and testing of seeds to be planted. Planting, cultivation and garden during session,"⁸ The description of Field Study is, "Collection, examination and study of common plants, weeds, shrubs and trees. Disease of field crops. Experimental plots for seed improvement. Crop rotation, value of vegetables..."⁹ This follows again with our findings that schools taught what was relevant for this time

⁸ PANB. RS 735 19.b. Department of Education Printed Records. *Summer Rural Science School for Teachers (Woodstock) Calendar; 1914.*

⁹ PANB, Department of Education, n.p.

period. These subjects were taught so that agricultural values were still consistent, even though the number of rural families was decreasing. These summer science schools were valuable to the teachers who were interested in maintaining agricultural values. These annual science schools lasted until the depression in the 1930's. Each year the schools ran for four weeks, and catered to teachers from all districts of the province. These teachers were given some government funding for travel and living expenses. In turn, "a salary bonus of \$20 was offered to those who, having attended the rural science school, taught agriculture based on the cultivation of a full-fledged school garden the following year.¹⁰ Instructors for the summer school were well known members of departments of agriculture from all over Canada, brought in to offer the best agricultural education possible.

Teaching and Learning Resources in Science Education 1911-1920

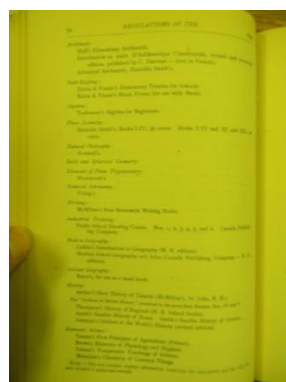
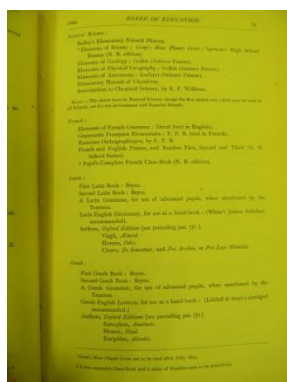
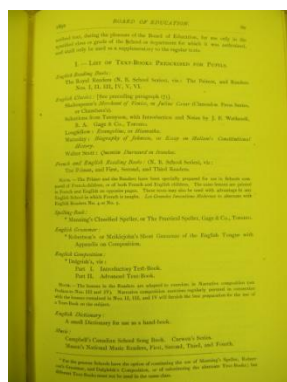
We were able to find two texts books at the University of New Brunswick Archives that we could determine as textbooks used in New Brunswick between 1911 and 1920. Laws at this time were that only texts approved by the Chief Superintendent of Schools could be used in the schools. Two of the texts that we found to be used prominently in the elementary science curriculum are as follows:

Steeves, R.P. Nature study and agricultural course for county schools. 1911.

This book consisted of farming practices including, gardening, machine operation and animal studies, nature studies including, seasons, plants and ecosystems. This text was consistent with the Summer Rural Science school curriculum which trained teachers on teaching science and nature studies.

Green, J.J. BSc, First Books of Science: Rural Science. n.d.

This book contained similar information to the text written by Steeves. We found many copies of this book but not as much indication of its use.



List of recommended textbooks for students. Refer to appendix F (only able to view 2 of the three pages up close do to quality).

PANB. RS 735 2.a.2 Department of Education Printed Records. *School Law. 1892-1929.*

¹⁰ MacLeod, Malcolm. "Teachers in Tents: Eighth Annual Rural Science Summer School in New Brunswick, 1922." *Acadiensis* XXV (1996): 82-91.

Broader Social and Scientific Contexts 1911 – 1920

World War I began in 1914 and had a significant impact on education. During the war many of the young, able bodied males in the school system enlisted in the army. Due to this drastic amount of men enlisting, there was a significant loss of teachers not only throughout New Brunswick, but throughout Canada. Not only did this open spaces for new teachers, but also opened spaces that needed to be filled by women in areas that were predominantly male positions, such as members of the Board of Education.

[illegible][illegible][illegible][illegible]

LIST OF MALE TEACHERS ENLISTED IN THE WAR. REFER TO APPENDIX G

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. Memembers of Teaching Profession Province of New Brunswick. n.d

Also effected in education due to the war was the change in curriculum to fit the needs of the time. It was recommended that the domestic science course, as stated in a letter to W. S. Carter, begin encompassing "Soldier Comfort" teachings. Soldier comfort teachings consisted of writing letters to the soldiers and making gifts for them, such as knitting an article of clothing. Another change was due to an increasing need for food and supplies and medical care. In a correspondence to Superintendent Carter there was need for more food supplies. It stated that food gardens at school would be given up as an economic means to provide for the province. The idea was to have the students help with the cultivating of crops, making the education that students had through school agriculture courses of even more importance. This education was imperative for students in order maintain farms and crops during the war as many farmers were enlisted and they needed new able bodied youth to maintain the agricultural growth and production. Medical knowledge was also was of great importance as there was a constant and growing need for nurses. This duty fell

upon women, making education in domestic science, which covered health and hygiene, even more important.

We found that MacLeod backs us up as he states in the introduction of his article, “[O]ne aspect of the movement targeted the curriculum of ordinary schools. Combining impulses towards nature study and industrial or vocational training, reformers tried to ensure that organized educational efforts were properly designed to value, understand, strengthen and perpetuate the rural (agricultural) way of life.”¹¹ There was serious need for agriculture and nature studies to remain part of the curriculum, and the efforts of the New Brunswick Department of Agriculture and the Chief Superintendant of Education, W. S. Carter, were exhausted to ensure that students and teachers alike were properly educated in the science education of the time. MacLeod also goes on to say that the rural populations in the Maritime Provinces were declining. In 1901, about 75% of the population could be found in rural areas, and in 1921, it was down to about 63%. With this shift in lifestyle, the rural people were seemingly threatened by industrialism. Therefore the importance of rural curriculum was important to maintain the rural way of life.

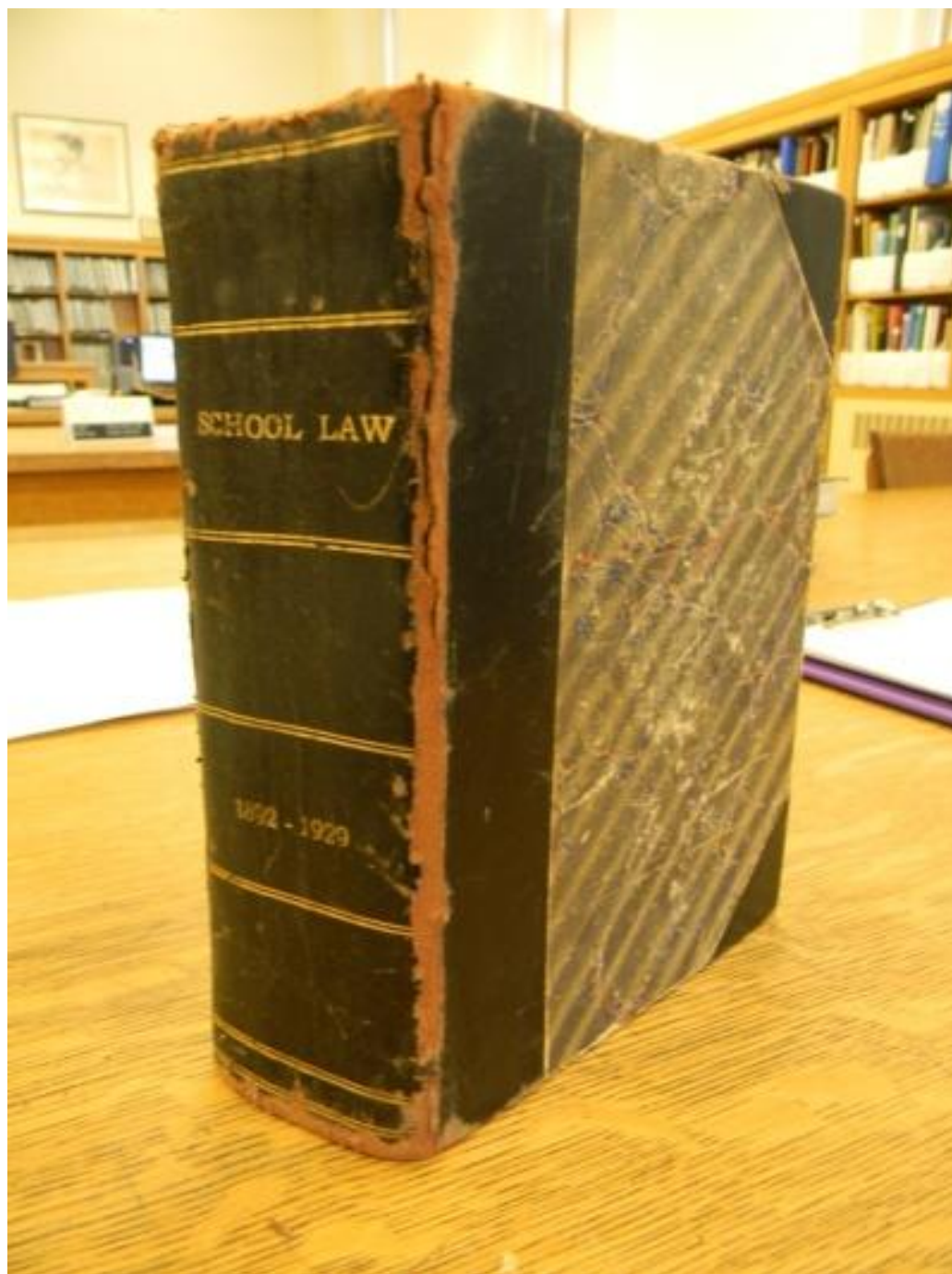
Conclusions

Modern science education and education between 1911 and 1920 is Rural Domestic Science is quite different. This type of education being sifted out of schools today is most likely due to it not having as much importance today as it would have in the early 1900s. We believe that domestic science, woodworking and nature study is not commonly used in modern school curriculum as it is not as applicable today as it was in the early 1900's. This also would not be considered a science today but rather be referred to as Home Economics or Family Studies. Another difference that is notable in today's school curriculum is that there is no segregation of males and females in what used to be considered gender-specific courses. In the occurrence of Home Ec./Family Studies and Tech Ed. In today's schools, both males and females are included and required to participate.

Another difference of schooling today is that students are now required by law to attend school up until grade twelve. We note this difference in looking at attendance records that state that some students would only be present for a week in a term. This sporadic attendance could be linked to the distance between schools and communities, finances, health, household responsibility and value of “textbook” education at the time. Education was attributed more during that time period to contributing to the family, household and community. In the later years of this time period, the First World War can be attributed to the fluctuations of school attendance as students were expected to be more focused on community aid. The war can also be linked to a more prominent change in science curriculum in the following years.

¹¹ MacLeod, Malcolm. “Teachers in Tents: Eighth Annual Rural Science Summer School in New Brunswick, 1922.” *Acadiensis* XXV (1996): 82-91.

Appendix A



Appendix B

S. B., April 17th, 1918.

R. P. Steeves, Esq., M.A.,
Dir. of Elem. Agric. Education,
S U S E X, N.B.

Dear Sir:

Replying to your letter of April 11th, I may say your requests will be submitted to the Board. I had intended to ask that one day be allowed for school fairs in any case.

I am not, as yet, clear regarding the expediency of putting Manual Training benches in country schools. I think we should have a definite educational aim in everything we are doing in this direction, and for the purpose of a school garden I do not see that a bench is particularly required.

I would be favorable to a bench in any school, if the teacher had sufficient expert knowledge to direct the pupils in the best use of tools. I have never regarded the work of a school garden under an untrained teacher as being at all effective, and I think the same would happen with the use of tools and a work bench.

I do not think it advisable either to assume that the Education Department has a number of unused benches. If none of our Manual Training schools had discontinued work, we should not have had any on hand. As it is, I think there are very few.

If we begin by furnishing a desk to one school,

, N.B., April 17th, 1916.

R. P. Steeves, Esq., M.A.

#2.

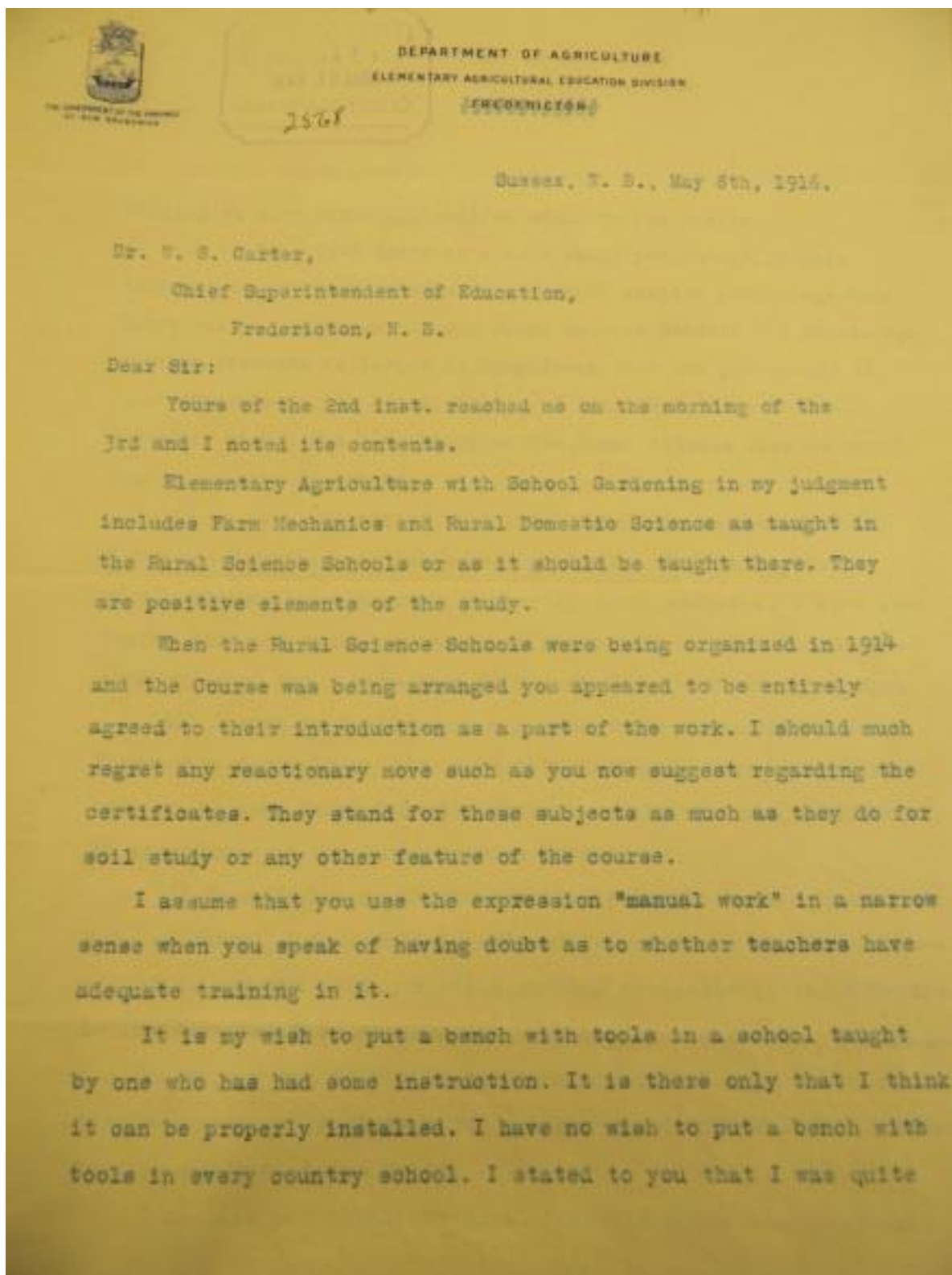
we shall be under obligation to furnish one to all others
similarly situated.

Yours faithfully,

C/B

Chief Superintendent.

Appendix C





DEPARTMENT OF AGRICULTURE
ELEMENTARY AGRICULTURAL EDUCATION DIVISION
FREDERICKTON

-3-

Feature of manual work is worthy of endorsement in the rural schools. I wish merely to give to the boys what you seem to be willing to give to the girls.

As to extemporised apparatus I am of opinion that in pioneer conditions this may be necessary but at a time when facilities of a better kind are at hand no one should ever think of neglecting to use them, otherwise a correct type of consolidated school would never be desired.

Your reference to "The Brown House" seems to me out of place as I had not met you but twice since reading it and I do not see how you can apply the term "foam" in this connection.

I may say that I do not think it eliminates any principle in education that I have not advocated for years. It is entertainingly written and a worthy book calculated to do much good, but I think it needs to be carefully read.

Yours truly,

R. P. Steeves,

Director.

Appendix D

PROVINCE OF NEW BRUNSWICK
DEPARTMENT OF AGRICULTURE
RURAL SCIENCE SCHOOLS FOR TEACHERS
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Class of License now held

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In Country, Village or Town

What Summer Courses in Nature Study and Agriculture with
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Do you intend to continue teaching in N. B. ?

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After the word "Woodstock" in paragraphs numbered 1, 2
and 4 on page 3 and at last of third paragraph on page 4 in 1914
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year.

Appendix E

New Brunswick Summer Rural Science School

July 8th to August 5th, 1914

The first Summer School for Teachers will be held at the Fisher Vocational School, Woodstock, beginning on the first Wednesday in July and continuing four weeks.

The need for such a school adapted to New Brunswick conditions has been felt for several years. Nature Study and Agriculture have forged their way into the educational arena. Our Normal School continues to do much High School and preparatory work for teachers. The opportunity there for special training and instruction is limited. Teachers, in order to carry out effectively in their schools any well defined and systematic teaching along practical lines, must have special qualification. The time has come when the Department of Agriculture can supplement the work of the Board of Education and offer to teachers through this Summer School opportunities for obtaining special training and instruction in many subjects that have a vital connection with an all-round education. Coming as it does during the summer vacation, attendance does not interfere with regular teaching duties. The financial assistance offered reduces the personal outlay necessary to any teacher to a minimum.

While in many respects this Summer School may afford an enjoyable outing, serious attention to work and faithful application and study will be found necessary for successful results.

The Course is planned to be completed in two Summer Sessions of four weeks each, and an interim Winter Reading and Experimental Course. To cover the work, four sets or groups of subjects must be undertaken each year by all students. For convenience these are designated as follows: 1. Plant Life; 2. Animal Life; 3. Soil and Air; 4. Farm Mechanics (for men, and Rural Domestic Science (for women.)

Examinations will be held at the close of each Session. Definite oral and written tests will be made on the work of

Appendix F

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BOARD OF EDUCATION

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Natural Science :

Bailey's *Elementary Natural History*.

* *Elements of Botany* : *Gray's How Plants Grow* ; *Snyder's High School Botany* (N. B. edition).

Elements of Geology : *Goddin (Science Primer)*.

Elements of Physical Geography : *Goddin (Science Primer)*.

Elements of Astronomy : *Larkyer (Science Primer)*.

Elementary Manual of Chemistry.

Introduction to Chemical Science, by R. F. Williams.

NOTE.—The above items in Natural Science, except the first natural text, which may be used in all schools, are for use in Grammar and Superior Schools.

French :

Elements of French Grammar : *Davis (text in English)*.

Grammaire Française Élémentaire : F. P. B. (text in French).

Français Orthographiques, by F. P. B.

French and English Primer, and *Reader: First, Second and Third* (N. B. School Series).

* *Pupil's Complete French Class Book* (N. B. edition).

Latin :

First Latin Book : *Dryden*.

Second Latin Book : *Dryden*.

A Latin Grammar, for use of advanced pupils, when mentioned by the Trustees.

Latin-English Dictionary, for use as a hand-book : (*Wheeler's Junior Scholastic* recommended).

Authors, Oxford Edition [see preceding part. (7)]:

Virgil, Æneid.

Horace, Odes.

Cicero, De Senectute, and *Pro Ardua*, or *Pro Lige Mamilia*.

Greek :

First Greek Book : *Dryden*.

Second Greek Book : *Dryden*.

A Greek Grammar, for use of advanced pupils, when mentioned by the Trustees.

Greek-English Lexicon, for use as a hand-book : (*Liddell & Scott's abridged* recommended.)

Authors, Oxford Edition [see preceding part. (7)]:

Xenophon, Anabasis.

Homer, Iliad.

Euclid, Elements.

* *Gray's How Plants Grow* may be used after July, 1915.

† A Latin reference Class Book and a series of Readers must be provided.

selected text, during the pleasure of the Board of Education, for use only in the specified class or grade of the school or department for which it was authorized, and shall only be used as a supplementary to the regular texts.

I. — LIST OF TEXT-BOOKS PRESCRIBED FOR PUPILS.

English Reading Books:

The Royal Readers (N. B. School Series), viz.: The Primer, and Readers Nos. I, II, III, IV, V, VI.

English Classics: [See preceding paragraph (7).]

Shakespeare's *Merchant of Venice*, or *Jessie's Guest* (Clarendon Press Series, or Chambers's).

Selections from Tennyson, with Introduction and Notes by J. E. Watkiss, B. A. Gage & Co., Toronto.

Longfellow: *Evergreen*, or *Hymnbook*.

Mumford: *Biography of Johnson*, or *Essay on Hallam's Constitutional History*.

Walter Scott: *Quentin Durward in France*.

French and English Reading Books: (N. B. School Series), viz.:

The Primer, and First, Second, and Third Readers.

Note. — The Primer and the Readers have been specially prepared for use in schools composed of French children, or of both French and English children. The notes printed are printed in French and English on opposite pages. These texts may also be used with advantage in any English school in which French is taught. *See Grammar Instructional Material in connection with English Readers Nos. 4 and 5.*

Spelling Book:

* Manning's Christian Speller, or The Practical Speller, Gage & Co., Toronto.

English Grammar:

* Robertson's or McKelvey's Short Grammar of the English Tongue with Appendix on Composition.

English Composition:

* Delgish's, viz.:

Part I. Introductory Text-Book.

Part II. Advanced Text-Book.

Note. — The lessons in the Readers are adapted to exercises in Narrative composition (see Preface to Nos. III and IV). Narrative composition exercises regularly pursued in connection with the lessons contained in Nos. II, III, and IV will furnish the best preparation for the use of a Text-Book on the subject.

English Dictionary:

A small Dictionary for use as a hand-book.

Musical:

Campbell's Canadian School Song Book. Curwen's Series.

Mason's National Music Readers, First, Second, Third, and Fourth.

* For the private schools have the option of continuing the use of Manning's Speller, Robertson's Grammar, and Delgish's Composition, or of substituting the alternate Text-Books; but different Text-Books must not be used in the same class.

Appendix G

MEMBERS OF TEACHING PROFESSION.

Province, New Brunswick.

NAME.	NUMBER.	RANK.	UNIT.	TEACHING POSITION HELD.
Anderson, S. Boyd	--	Lt.-Col.	8th Battery	Common School
Amos, C. W. Floyd	--	Signaller	85th Battery	"
Adair, William A.	--	Sapper	2nd Can.Rail.Dpot	"
Alexander, J.J.	--	Private	18th Field Amb.	"
Archer, Sydney	--	"	336th Battalion	"
Arsenault, Irene	--	"	133rd Battalion	"
Anderson, George	--	"	-----	"
Barry, Arthur L.	--	Lieut.	133rd Battalion	Principal, Superior Sch.
Babbitt, John E.	--	Gunner	Heavy Siege Batt.	Common School
Beach, Horton	--	Private	115th Battalion	"
Bell, J. Roy	--	"	36th Battery	"
Bell, Elmer P.	--	"	8th Field Ambul.	"
Brooke, J. Alfred, B.A.	--	Major	104th Battalion	School Inspector
Belyea, Christie,	--	Private	13th Battalion	Common School
Blaney, Edgar T.	--	Corporal	1st Field Ambul.	"
Bonnell, W. Leo	--	Lieut.	132nd Battalion	"
Burden, Clarence B.	--	Gunner	33rd Battery	"
Brown, Miles G.	--	Lieut.	Army Med.Corps	"
Blakney, E. Carle,	--	Private	Western Battalion	"
Blanchard, A.C.	--	Lieut.	165th Battalion	"
Bishop, Claude	--	---	---	"
Bearisto, Harold	--	---	---	"
Barnett, Josiah E.	--	---	---	"
Brooks, A.B.	--	Private	9th Siege Battery	Principal, Superior Sch.
Carter, Albert D.	--	Major	26th Battalion	Common School
Clark, George D.	--	Gunner	9th Siege Battery	"
Clark, George	--	Private	336th Battalion	"
Carson, W. Hazen	--	Corporal	36th Battalion	"
Campbell, Bertram A.	--	Private	104th Battalion	"
Chapman, Ray P.	--	Gunner	9th Siege Battery	"
Chapman, George W.	--	Lieut.	145th Battalion	"
Clarkson, David W.	--	Captain	133rd Battalion	"
Cass, Norman D.	--	Lieut.	Royal Field Artill.	"
Cameron, James	--	Private	145th Battalion	"
Colpitts, Dean A.	--	Gunner	1st C.D.A.C.	"
Colpitts, Harold B.A.	--	Private	9th Siege Battery	Principal, Superior Sch.
Durham, J. Edwin	--	Corporal	16th Field Ambul.	Common School
Draper, John	--	Corporal	185th Battalion	"
Davidson, W. Harold	--	Corporal	36th Battalion	"
Diocese, George L.	--	Sergeant	5th Mt.Rifles	"
Dobson, Edward	--	Signaller	Can.Engineers	"
Douglass, Burwell,	--	Lieut.	133rd Battalion	"

MEMBERS OF TEACHING PROFESSION.

Name.		Provinces of New Brunswick (Con'd).		Position Held.
	Number	Rank	Unit	
Bow, Jay W.	--	Corporal	Forestry Battalion,	Common School
Donald, Claire R.	--	Private	104th Battalion	"
DeGrace, Francois	--	Sergeant	165th Battalion	"
Dawson, Lloyd L.	--	--	--	--
Eagles, Chester M.	--	Sergeant	10th Battalion	"
Eatabrooks, Russell	--	Sapper	Can. Engineers	"
Eatabrooks, Claude M.	--	Private	104th Battalion	"
Fraser, Raymond	--	Gunner	9th Siege Battery	"
Fraser, Norman B., B.A.	--	Private	8th Ambulance	Principal, High School
Flett, Andrew	--	Private	Western Battalion	Common School
Flewelling, Cecil K.	--	Private	140th Battalion	"
Flamington, W.T. Ross	--	Staff-Sgt.	18th Field Amb.	"
Fullerton, Carl	--	Private	Forestry Battalion	"
Frenette, Leon	--	Corporal	165th Battalion	"
Goodwin, Harold W.	--	Private	5th Mounted Rifles	"
Gregg, Milton F.	--	Lieut.	----	"
Gregg, Penna D.	--	Lieut.	104th Battalion	"
Gilmore, Harry T.	--	Corporal	8th Field Ambul.	"
Gleason, W.E.	--	Lieut.	Heavy Siege Battery	"
Graves, C. Leo	--	Lieut.	Royal Flying Corps	"
Gilbert, Adrian B., B.A.	--	Gunner	9th Siege Battery	Principal, High School
Gale, Ralph C.	--	Sergeant	6th Mt. Rifles	Common School
Gale, John R.	--	Lieut.	64th Battalion	Teacher in High School
Getchell, Douglas T.	--	Sapper	Canadian Engineers	Common School
Ganong, Whitfield T.	--	Private	104th Battalion	"
Ganong, Arlington T.	--	Private	5th Mounted Rifles	"
Gilbert, Lemuel A. B.A.	--	Private	Tank Battalion	Principal, High School
Harper, Herman F.	--	Private	49th Battalion	Common School
Henry, J. Stewart	--	Lieut.	64th Battalion	"
Henry, Willard	--	Sapper	Canadian Engin.	"
Henry, Walter	--	Sapper	Canadian Engin.	"
Hughson, Moody W.	--	Private	26th Battalion	"
Hoyer, Charles T.	--	Gunner	Siege Battery	"
Howard, William H.	--	Gunner	Navy	"
Hannah, Howard W.	--	Private	68th Battery	"
Hanning, J. Edward	--	Lieut.	Royal Flying Corps	"
Hunter, William E.	--	Sgt. Major	----	"
Hicks, Snowball H.	--	Sapper	Canadian Engin.	"
Hallett, Arden	--	Private	13th Battalion	"
Hoar, Blair	--	Private	Western Battalion	"
Hoar, Arlington	--	Private	----	"
Holmes, Austin H.	--	Sergeant	31st Battalion	"
Jones, Lynne D.	--	Major	132nd Battalion	Principal, Superior Sch.
Jones, W. Gordon	--	Private	3rd Siege Battery	Common School
Jones, G.C.	--	Gunner	4th Siege Battery	"
Jones, Fred B.	--	Private	Navy	"
Joyce, A. Harris	--	Private	118th Battalion	"
Kierstead, Wesley	--	Captain	----	"
King, Frederick R.	--	Private	Western Battalion	"

MEMBERS OF TEACHING PROFESSION.

Province of New Brunswick (Con'd.)

Name	Number	Rank	Unit	Teaching Position Held.
Logan, Herbert L.	--	Lieut.	Army Med. Corps	Common School
Lawson, William J.	--	Gunner	83rd Battery	"
Lawson, Walter C.	--	Capt.	86th Battalion	"
Long, George E.	--	Corporal	-----	"
Machum, George C.	--	Sergeant	80th Battalion	Principal, Superior School
Meresereau, George T.	--	Lance-Cpl.	10th Battalion	Common School.
Meresereau, C. Jack	--	Major	Staff	Principal, High School
Maxwell, Marvin W.	--	Captain	1st Tunnelling Co	Common School
Murray, Walter	--	Sergeant	58th Battery	"
Murray, Norman M.	--	Lieut.	58th Battalion	"
Murray, Roland,	--	Sergeant	16th Field Ambul.	"
Murray, Stanley B.	--	Private	7th Stationary Hos.	"
Mitchell, Arthur	--	Private	Field Ambulance	"
Miller, Emory E.	--	Sergeant	16th Field Ambul.	"
Marr, G.J., B.A.	--	Private	-----	Principal, High School.
Marr, Harry	--	Private	Siege Battery	Common School
Mitton, Thomas Roy	--	Gunner	9th Siege Battery	"
McFarlane, H. Cameron, B.A.--	--	Lieut.	336th Battalion	"
McKiel, H. Harold	--	Corporal	86th Battalion	"
McKenzie, Ralph	--	Gunner	56th Battery	"
McKenzie, A.E.G., B.A.	--	Lt.-Col.	86th Battalion	Principal, Gram. Sch.
McNamara, Wesley C.	--	Gunner	4th Siege Battery	Common School
McNaughton, Frank B.	--	Captain	Army Med. Corps	"
McLean, George	--	Sergeant	-----	"
McLean, Russell R.R.	--	Lieut.	2nd Construction	"
MacPhee, Earle D.	--	Private	219th Battalion	"
MacWilliam, Albert Edward	--	Gunner	9th Siege Battery	"
Nevers, Ralph E.	--	Sergeant	8th Mt. Rifles	"
Nason, Stanley S.	--	Private	Army Med. Corps	"
Orchard, Chauncey D.	--	Private	Cyclist Platoon	"
Powers, Thomas E.	--	Lieut.-Col.	Signallers	Teacher in High School
Perry, George O.	--	Private	104th Battalion	Common School
Payne, Fred J.	--	Private	-----	"
Patterson, Guy	--	Private	185th Battalion	"
Patterson, Harold L.	--	Private	-----	"
Polley, Keble	--	Gunner	9th Siege Battery	"
Patterson, Norman	--	Private	Depot Battalion	"
Rouse, Irvine B.	--	Lieut.	7th King's Own Royal Lancashire	"
Richard, Edmund	--	Private	106th Battalion	"
Steeves, Rufus P.	--	Lieut.	7th Battalion	"
Shaw, Wendall E.	--	Major	Western Battalion	"
Savoie, Leon	--	Private	132nd Battalion	"
Straight, Frank	--	Private	Canadian Engineers	"
Sharp, Murray G.	--	Private	106th Battalion	"
Sims, Curtis	--	Private	1st Siege Battery	"
Smith, E. Earle	--	Private	-----	"
Stephens, C. Bertram	--	Corporal	56th Battalion	"
Smith, E. Earle	--	Captain	140th Battalion	"

4.
MEMBERS OF TEACHING PROFESSION.

Province of New Brunswick (Con'd.)

<u>Name.</u>	<u>Number.</u>	<u>Rank.</u>	<u>Unit.</u>	<u>Teaching Position Held</u>
Arlett, Clarence A.	---	Private	64th Battalion	Common School
Boule, Ivan E.	---	Lieut.	F.P.C.L.I.,	"
Turner, Guy R.	---	Lieut.	18th Battalion	"
Trecartin, James K.	---	Private	68th Battery	"
Underhill, Theophilus	---	Private	132nd Battalion	"
Wallace, Benjamin B.	---	Corporal	236th Battalion	"
Wright, Stanley	---	Lieut.	Army Med. Corps	"
Wetmore, Norman H.	---	Lieut.	64th Battalion	"
White, George	---	Corporal	16th Field Amb.	"
Wilson, Robert S.	---	Lieut.	104th Battalion	"
Wasson, Everett,	---	Private	6th Mt. Rifles	"
Wasson, Clarence H.	---	Private	115th Battalion	"
Weldon, Fred	---	Private	----	"
Wallace, Dyson W., B.A.	---	Squadier	9th Siege Battery	Principal, High School