

## OPTIONAL ENGLISH IN GRADE XII.

The first paper in the Optional English for women students in Grade XII will be based on the following works by Milton as found in pages 51 to 100 inclusive of the text by Gayley and Young:

L'allegro  
Il Penseroso

Lycidas

Comus

Sonnets, No. 2, 16, 19 and 22.

This work is substituted for the Elizabethan Drama which was first prescribed, and which appears on page 54 of the Program of Studies.

## BRITISH HISTORY EXAMINATION

The examination in British History, Grade X, in June next, will be based on the syllabus submitted by the sub-examiners in July last. This Syllabus was published in the September issue

of the Western School Journal. A copy of the Journal is supplied to every school and no other distribution of the syllabus will be made.

## IMPORTANT!

Library requisition forms for 1917 were sent out to secretaries of schools September last. These should have been filled in and returned by October 15th to the Librarian, Department of Educa-

tion. Teachers who have not attended to this matter should ask their secretaries for the forms, and if necessary write for a new set to the Librarian, Department of Education.

"To repeat a point made above, the motor interests and inclinations of the young lie in the direction of reproducing by the use of suitable materials the activities which are occurring in their environments. The child is ever seeking to adapt himself to his surroundings through imitation, and he strives then to copy the work of the carpenter and the blacksmith and the farmer, and others with whom he comes in contact. He has here valuable motives given him by his imitative tendencies, to be realized through motor activities; and manual training ought to start at this point. It ought not to begin with logical abstractions which have not become meaningful to the pupil because of his experience and his native interests. It ought not to start with the theory of the use of tools, but theory, here as elsewhere, would be gained largely through actual experience. I cannot see that the theory relating to the manipulation of a saw, for example, can be apprehended any better when taken by itself apart than the theory of arithmetic without weighing and measuring and buying and selling, or the theory of language without speaking and writing correctly and effectively."—Dynamic Factors in Education, O'Shea, pages 65-66.