

HELPING YOU to KEEP POSTED

B RITAIN'S and France's air fleet in evolution has been one of the war wonders. When the first Boche goose-stepped over the Belgium border what few flying men there were in the fighting forces of Britain and her Allies were all practically known by name and almost every incident of their work during the first few months of war made a record of individual daring and amazing adventure to be flashed in news bulletins all over and beyond the seven seas. Now the work of the individual pilot—although each of the thousands of aviators in this fourth arm of the fighting services has a stunt or two in his daily log which would have startled the world of the land-lubbers three years ago—has merged, so far as world significance is concerned, into the wonderful combined exploits of the air fleets.

In the World's Work, James Middleton explains how these flotillas of flying, fighting ships go into battle. After explaining in detail the formation maintained by the airplanes at the battle of Messines, where the British service was so effective that the Germans were driven from the air, he says: "The air fleet is now as definitely organized as the navy, different types of machines being used for different kinds of work. A squadron of fighters, 15,000 or 20,000 feet in the air, advances far over the enemies' lines. These fighters do one thing and one thing only: it is their business to keep off all enemy planes, so that the other units can perform their work. Back of them are the photographers and reserves, about 6,000 feet up, who obtain all possible information concerning the enemy terrain and send it back to the staff. Behind them are the 'spotters,' who direct artillery fire, sending the ranges by wireless to the artillerymen, several miles in the rear. Finally, still farther back, are the scouts and bombers. These fly close to the ground, over the enemy trenches, into which they drop bombs and also sweep with machine guns. They also carry information back to the attacking forces.

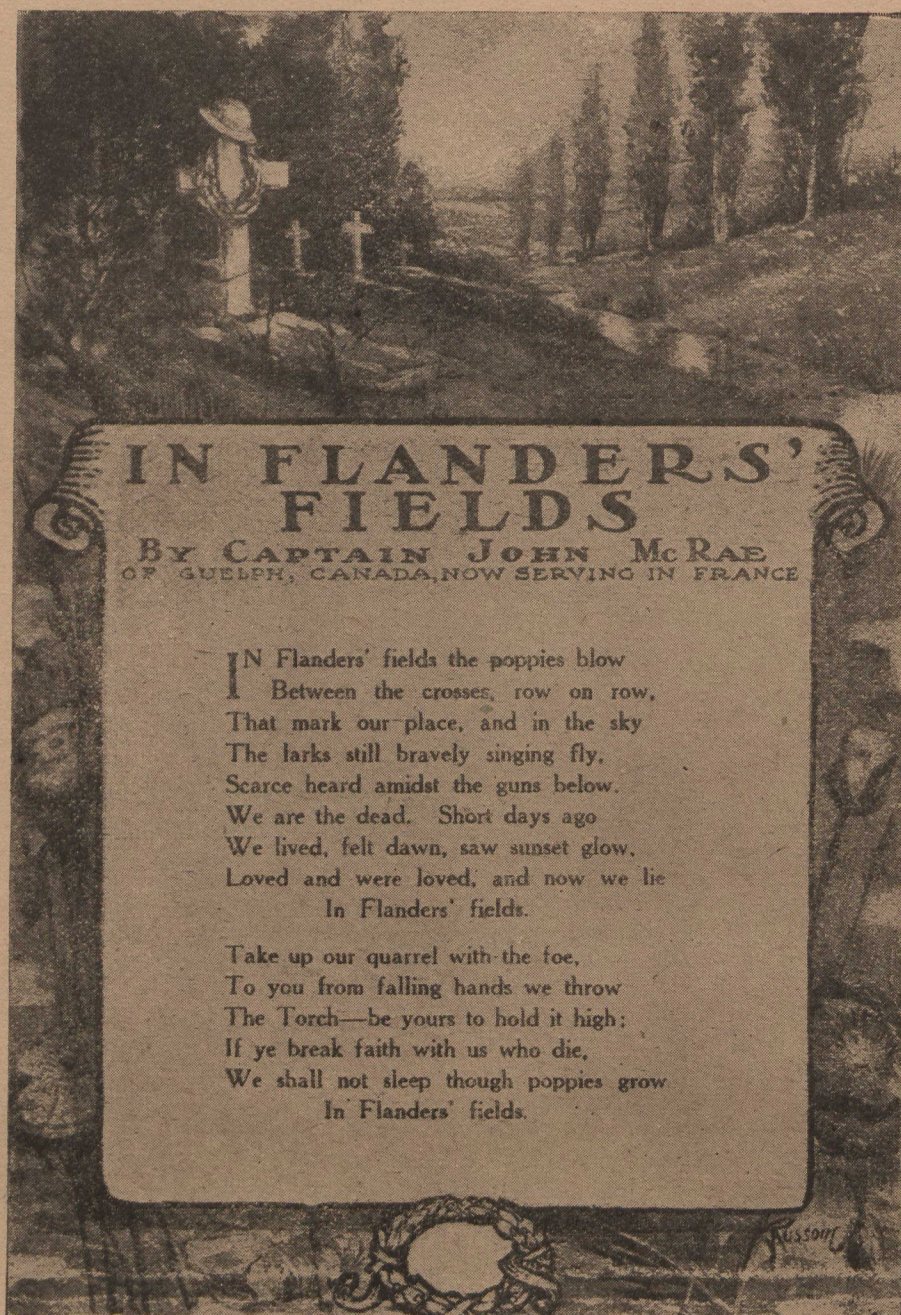
It is to the "fighters," the advance squadron in the formation, that the most spectacular and daring work is allotted. At the present moment, in fact, the battle-plane—a "fiery little creature," as Mr. Middleton characterizes it—is considered the most important engine of warfare. It speeds up and down the lines,

attacking enemy planes of all types. Its business is merely constant and aggressive fighting. Its energies decide the all-important question of modern warfare—the control of the air. Its success or failure

in making the heavens exclusively the abiding place of its own and its fellow craft is the most important element in deciding the fate of campaigns. The British won a glorious victory at Messines largely because these manhunters of the air made it impossible for German planes to leave the earth, and thus left the British observers and the bombers on the larger machines an unobstructed heaven in which to work.

In manipulating this fighting machine both sides have developed different theories of warfare. So far as the fourth arm is concerned, the Germans have not adopted their favourite theory of the offensive-defensive. All their military writers have taught that the best way to defend is to attack, and that the army is lost which rests content with fighting off its adversary. The Germans have, so far, not applied this

How Flying Flotillas Go to Battle



The New York Times got hold of this beautiful Canadian poem and decorated it. The second stanza is especially commended to those who think Canada has done enough in the war.

doctrine to fighting in the air. The German scheme of land fighting treats its men not as individuals, but as more or less inarticulate units in a huge machine. Initiative is notoriously not the prime quality of the German soldier.

This native lack of German initiative explains the fact that practically all the fighting takes place over the German lines. The German fighting fliers practically never cross over to the French lines, but remain over their own, waiting for the attack. Germans themselves explain this disinclination on the grounds of military prudence. Their business, they say, is to destroy the fighting planes of the Allies, and this they can do quite as well over their own fields as over the French.

A MONG the acres of dust-dry "dope" printed nowadays—as always—about education, it is almost startling to come across some of the plainest and most practically interesting matter from—

Denmark! Well, why not? We have met some well-educated Danes in Canada, one in particular, who can talk hours about world subjects outside his own profession—which is music; and if anything on education can come out of Denmark as interesting as this man's talk, a large number of people in this country would like to read it. And there is such an article. Copenhagen, as may be surmised, is the scene of it.

Copenhageners practise economy of a common sense kind in most matters affecting child welfare, and they are particularly thrifty in their demands as

to the disbursements of appropriations for educational purposes. They do not stint on the amount to be spent, but in every tax-payer a vigilance committee is constituted and the Skolraad is closely watched by all his fellow-citizens who see to it that he gives a good return for every penny put down on the tax bill for the schooling of Copenhagen.

Copenhageners do not stop at keeping the School Director well up to the mark; they are just as insistent that the guardians and parents of the children do nothing to reduce the efficiency of the educational system. "For in Copenhagen," as Edith Sellers puts it in "The Nineteenth Century," "public opinion among all classes is strongly on the side of the authorities when the enforcing of the Education Act is in question. There the very man-in-the-street is alive to the fact that to spend money on schools, and then allow children to absent themselves from school, is wickedly wasteful as well as short-sighted and unwise."

The clever and the stupid alike must all go to school, the law decrees, unless their parents can prove they are having them taught properly at home. The educational system is founded upon the principle that every child must be given a fair chance of developing every talent he has, no matter how few or how many and the whole organization of the town's schools, the Communal Schools, as they are named, is devised for the express purpose of securing for every child this chance. "In every school," says Miss Sellers, "carefully thought out arrangements are in force for lending a helping hand to the specially gifted; for lending a helping hand, too, to those who start life handicapped.

"In the Friskoler, and all the communal schools are now free," continues Miss Sellers, "there are three series of classes, and three distinct standards of teaching. There are the ordinary classes for children of average intelligence;

the Hjaelpelasse for children who, through nervousness, mental slowness, or some other defect, are a little below the average in intelligence, and must therefore be taught with special care, if they are to learn easily; and the Vaerne classes for those who are so far below the average that they must be taught by special methods, if they are to learn at all. In the ordinary classes the average number of pupils is twenty-nine; while in the Hjaelpelasse and

Vaerne classes, it ranges from ten to twenty; and three hours' teaching in these classes, owing to the great strain it entails, is reckoned to the teachers as equal to four hours' teaching in the

Copenhagen Has Common-Sense Education

ordinary classes.

"Then, attached to several of the communal schools are free Middle Schools, where the education provided is of a higher order than that provided in the communal schools; and to these children who give proof of marked ability are sent. There are also State-supported Schools for those who are too sorely afflicted—the deaf and dumb, the blind, etc.—to be taught in the communal schools; and to these they must go, whether their parents wish it or not, unless suitable education can be provided for them at home; for in Denmark no parent is allowed to let his afflicted child grow up untaught. Thus, in Copenhagen, the children whom the town educates are divided according to ability into five distinct sections; and for each section there is a different standard of teaching, and, practically, a different method.