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a step toward race regeneration. When, thru Edoardo Talamo, director of the Roman Association of Good Building, she was given the opportunity of putting her theories into practice, she accepted it with the reverence and devotion so characteristic of all her experimental work. Signor Talamo conceived the idea of remodeling for working-men the wretchedly built apartment houses which had sprung up in various parts of Rome. He made of these wretched and tawdry "palaces" convenient, practical, sanitary "palaces" convenient, practical, sanitary tenements for working people. In many cases both mother and father were wage-earners, and it was when the question of what to do with the children under school age arose that Signor Talamo turned to Dr. Montessori. In each apartment house a large, sunny room was set apart for these children, and there, for the first time, Maria Montessori applied her system of liberty, and her ideas of a broad, practical sense-training to normal children. It was her object to provide an environment in which to provide an environment in which the child might be free to manifest those happy and useful instincts natural those happy and useful instincts natural to him, and, true to this ideal, she felt that there must be no unnatural obstacles to be overcome. Every bit of furniture in the Casa dei Bambini is suited to the use of little children. The little tables stand firmly upon broad, spreading legs, yet are so light that two children of three and one half years can move one to any part of the room.

Maria Montessori holds that no individual can be free until he is independent; that he who is served is limited physically and spiritually. So her first

physically and spiritually. So her first step in the education of children is toward rendering them independent of the services of older persons. They are taught how to wash their faces and hands, how to comb and brush their hair how to gray for their tests and hair, how to care for their teeth and nails

The sense-training materials as developed thru years of observation and experiment, form a series of games, something for the child to do in and by himself. They offer him certain exercises in attention, in comparison, in judgment. Working independently with these toys working independently with these toys he establishes a certain fundamental order in his world of sensations. His senses are not, thru such exercises, rendered supernaturally acute, but their natural development is aided—made possible. His senses thus trained become easily and naturally the interpreters of his environment and he more easily understands the world about him.

Inspiring "Lesson of Silence"

How complete this self-control is, and how deeply it has entered into body and soul, was impressed upon me whenever I watched the "lesson of silenee" given. The little bodies relax themselves softly, the breath comes evenly, and each child with his whole being settles himself to enjoy the silence. Their faces are a delightful study. Some of the children close their eyes, some hide their faces, others watch as well as listen, or rather, seem to be listening with eyes as well as ears. The clock ticks; soft sounds come in from the cloister—perhaps the nuns are-chanting in the church and the music comes clearly as the silence grows. how deeply it has entered into body and

comes clearly as the silence grows.

Taken in the light of such an example, a portion of one of the Dottoressa's lectures seems so full of meaning that I quote it here.

Such sense education has a value which consists in multiplying pleasures along with activities. To be susceptible to few stimuli means to live in a narrow enjoyment; to appreciate the finer stimuli means a broadening outlook. When we see one who limits his enjoyment to grosser pleasures, to showy things, we may know that he suffers from a poverty of the senses. If from this limited view evidenced by gross tastes we wish to lead man to the enjoyment of finer things, it is not enough to propose it as desirable, it is necessary to prepare him to enjoy the finer things, and this is a long work. How can w expect him to enjoy that which is fine when he has not the capacity?

"Thru exercises educating the senses we lead the children in the Casa dei Bambini to higher ideals, to a finer joy. They learn to enjoy the silence, the delicate sounds, the delicate colors; they come to distinguish between such stimuli, and to enjoy this very quality of refinement in them.

"The greatest help which can come to man in the conquering of his grosser tastes, whatever his social rank, must come from himself, from his own development.



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HOW TO SOLVE THE PICTURES

The artist who drew the above cartoons wrote out the names of all the towns and cities in the province and from his list chose the names he illustrated as above. Your best move is to follow him and first of all write down all the names of towns and cities in Ontario that you can think of.

To help you get the right start we will tell you that No. 1 represents Collingwood. Now

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Motor Cycle, complete	. Value \$310	11th "	. 5.00 "
2nd Prize	\$50.00 Cash	12th "	1.00 "
3rd "	25.00 "	13th "	2.00 "
4th "	15.00 "	14th "	2.00 "
5th "	10.00 "	15th "	1.00 "
6th "	8.00 "	16th "	1.00 "
7th "	5.00 "	17th "	2.00 "
8th "	5.00 "	18th "	2.40 "
9th "	5.00 "	19th "	2.00 "
AN	D 46 CARH PE	IZER OF SLAS EACH	

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Only the completely correct sets of answers to the above pictures will be sent on to be judged for the awarding of these grand prizes.

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Write your answers on one side of the page only and you ranswers must be forwarded promptly Now.

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2. All 1-there must be fully proposed in postage. Do not forget that your letter must be strengthen that your letter must be set the extra is stomp to want to subscribe. For this service this

Consider their relations or friends are not allowed to compete.

4. Boys or girls under fourteen years of age are not allowed to compete.

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6. Judging will be done by three gentlemen having no connection whatever with this firm. Prises will be swarded to the condect of the contest o

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