



"THE WRECK OF THE BIRKENHEAD"

(See note in this issue).

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THE KING'S MESSAGE TO THE  
OVERSEAS DOMINIONS:

**I** *DESIRE* to express to my people of the Overseas Dominions with what appreciation and pride I have received the messages from their respective Governments during the last few days.

*These spontaneous assurances of their fullest support recall to me the generous, self-sacrificing help given by them in the past to the Mother Country.*

*I shall be strengthened in the discharge of the great responsibility which rests upon me by the confident belief that in this time of trial my Empire will stand united, calm, resolute, trusting in God.*

—George R.I.



# The School

*“ Recti cultus pectora roborant ”*

## Editorial Notes

**The War as a School Subject.**—The Minister of Education of the Motherland has instructed his teachers to train their children in the lessons of the war. The Department of Education of Ontario has added “the war, its causes, and the interests at stake” to the school courses and examinations of this Province. President Stanley Hall of Clark University assures us that 80 per cent. of the city schools of the United States give instruction in the war. Everywhere in the English-speaking world schools teach the war with greater or less intensiveness.

No doubt, here and there, especially outside the Empire, the schoolmaster will protest against the new subject. If schools now stagger under an overload of studies, he will say, why force upon them an additional burden? If a multiplicity of subjects has made the teacher's scholarship thin and inaccurate, why add an unnecessary subject? If the history of the last quarter century cannot be taught without bias and in true perspective, how may the school hope to teach history that is not a day old? War is a compelling human interest and yet abounds in the inhuman. Is it safe or is it right to expose the child to absorption in a subject which will fill his imagination with the cruel and the horrible?

But such protests will be very rare, indeed, even outside the Empire. Most teachers will adopt the new subject for its own sake. War, even when as remote as the Balkan war or the Russo-Japanese war, is an absorbing interest. It is good pedagogy to make use of such an interest as a ‘core’ around which to weave other interests or subjects not so highly favoured. The journalist knows this truth and never gets far away from the day's war news. The clergyman knows it and takes his ‘saws and instances’ from the battlefield. The teacher knows it and has the greater need to practise it, because he deals with children.

Discussions of commercial questions do not ordinarily interest children. Let the school teacher show how the closing of the Dardanelles by the Turks affects the price of wheat at Chicago and the school boy is alive with interest! Social and political problems do not appeal to the child's mind, and yet every schoolmaster recognizes the very rapid



growth of the school boy's knowledge of the civilisations of Japan, India, Turkey, Russia, France, and Germany since this war began. In short, under the stimulus of the war, history, geography, the applied sciences, drawing, composition, and even literature have taken on a new life as school subjects!

A contemporary has drawn up a list of topics economic, social, political, historical and geographical, that might be discussed under this new school subject. A glance at just one of these—the geography of the war—will show at how many points the new subject connects with the old school subjects and with the world of affairs outside and how great a revolution in the school courses the new subject may effect.

Let us assume, for example, that the teacher approaches the new subject from the side of geography. The pupils will follow the war from the Rhine through Luxembourg, into Belgium, towards Paris, and back again towards the Belgian border. Seacoasts, mountains, rivers, canals, roads, cities and farmlands, peoples and products, will all come under review. They will repeat this in the Eastern theatre of the war along that great battle front from the Baltic to the boundary of Roumania. And then come the incidents in the Shantung peninsula or in the German Archipelago, the voyage of the Emden up and down the coasts of British India, the exploits of the Australians in the South Pacific, the naval victory in the Bight of Heligoland, the battles off Cape Coronel and in the Falkland Islands, the Scarborough raid, Admiral Beatty's victory in the North Sea, the appearance of the German submarines in the Irish Sea, the movements of the Russians in Caucasia and of the British in the Euphrates Valley and on the Orange River, the attack upon the Dardanelles and the picturesque fight for the Suez Canal. But this, with all it involves, is more than a course in world geography. It is in reality a liberal education!

If teachers without the Empire readily adopt the war as a new school subject, all the more readily must teachers within the Empire adopt it. It is the Empire's war. It is Canada's war; Canadians must believe in it, pay for it, and help to win it! If this is to be done all Canadians, adults and children, must know the war and we schoolmasters must teach it. In teaching it we shall lead our pupils, in the words of the English Minister of Education, 'to see the strength of unity in a just cause, to be neither unduly depressed nor unduly exultant, to be proud of their race and country without arrogance, to be specially considerate and generous to others in need or distress, to feel the meaning of liberty and of that free national life which every country, great or small, is right to cherish or defend, to realize how hateful war is in itself, and in the desolation and suffering it involves so that in the full vigour of a national spirit they may hereafter become workers for the concord of nations and lay the foundations of enduring peace.'



# The Causes of the War

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[In preparing the following summary much use has been made of the presentation of Britain's case by the members of the Oxford Faculty of Modern History in the book entitled "Why we are at War". The book is commended to teachers, who will find it dispassionate and comprehensive.]

## TRIPLE ALLIANCE AND TRIPLE ENTENTE.

TO follow intelligently the sequence of events between June 28th and August 4th, 1914, one must hark back to history. The growth of alliances among the powers of Europe since the formation of the German union in 1871 has produced the Triple Alliance of Germany, Austria, and Italy on the one hand, and the Triple Entente on the other. The Triple Entente consists of an understanding between Britain, France, and Russia, the two latter being more closely united in the Dual Alliance. After the defeat of France in 1870, Germany made rapid strides in population and wealth, while her military strength, under the controlling influence of Prussia, grew even faster than her industry and science. Thus she presently became a force in the councils of European nations. For a time Germany and Russia were in close touch, but soon divergent interests began to estrange them. The sentiment of the Russian people had been always anti-German and the Balkan policy of Russia had brought that country into opposition with Austria, a neighbour whom Germany was now interested in supporting. Hence, in 1879, a secret treaty was made between Germany and Austria, and in this union we discern the beginning of trouble. To the dual combination Italy was added three years later, and the Triple Alliance has continued ever since.

On the part of the other three nations, not till after 1890 was there concerted movement to offset the Triple Alliance. The cautious Bismarck had even courted the friendship of Russia, and there had been causes of contention between Britain and each of the other two countries. After the fall of Bismarck, however, the policy of Germany under Kaiser William II became so much more aggressive as to occasion alarm. The first result was the Dual Alliance of 1896 between France and Russia for mutual defence. This gave France some sense of protection against attacks upon her Eastern border, which she had dreaded since 1875, when she had been saved from a second invasion only by the intervention of Russia and Britain. French colonial expansion was at first viewed with complacency by Germany but later with jealousy; and when agreements were made between Britain and France relative to



Morocco in 1904 and 1911, Germany gratuitously chose to consider herself injured and war was narrowly averted. These conferences between Britain and France, which settled old controversies like that about Egypt, were an indication of growing friendship between those ancient enemies, now united in a common desire for peace and a common apprehension of the German peril. The agreements were supplemented in 1912, not by a formal alliance, but by an undertaking to discuss in common any threatening situation, with a view to a common war of defence should need arise. No power could justly take offense at this arrangement unless that power was bent on attacking unjustly one of the parties to the understanding. Taught by the experience of 1905, when Germany, temporarily freed from concern about Russia by the occupation of the latter in the war with Japan, had attempted to make the Morocco affair an occasion for war, Britain in 1907 likewise made a friendly arrangement with Russia of old disputes about Persia, Afghanistan, and India. Touching the alliance of Britain with Russia in this war, it has been said that "war makes strange bedfellows". But those who criticise the alliance have failed to note that Russia since 1907 has made distinct constitutional progress, and that her new political ideals are largely drawn from England. In evidence of this progress may be cited the establishment of the Duma, the leading position taken by the Czar in the Hague conventions, his earnest advocacy of arbitration and disarmament, and his recent promise to give autonomy to Russian Poland.

#### RUSSIA AND GERMANY.

With this attitude of the Czar and Russia, contrast the attitude of the Kaiser and Germany. An examination of German Army Acts and Navy Laws will show that it has been the policy of the Kaiser and his war advisers to increase the army and the navy just as fast as would be tolerated by those who had to meet the bills; that the opposition to these expenditures has weakened just as the plea of national defence has come to be interpreted as national defiance—"to secure the future of Germany"; that sudden great increases have been accompanied by warlike challenges as in 1909 and 1911; and that the past three years have witnessed the greatest expenditures of all. Thus Germany has set the pace in the "race of armaments". The German expenditure on the navy in particular cannot be regarded otherwise than as a challenge, especially as she has met British proposals for a truce by evasive replies and increased estimates.

A further consideration affecting the present alliance with Russia is that, though Britain fought for Turkey in 1854, she has no reason to fight for a Germanised Turkey. In fact the interests of Britain now coincide with those of Russia in south-eastern Europe. For several years



past Germany and Austria have been extending their spheres of influence eastward.

Roumania had a friendly Hohenzollern on the throne, and Serbia, till 1903, was under the thumb of Austria, with an Obrenovitch as king. As early as 1878, Austria had occupied Bosnia and Herzegovina, and had conceived a line of penetration to Salonica. Germany was supporting and training Turkey, and was following a similar line of penetration through Roumania and Constantinople to Bagdad. Clearly the policy was to oust Russia from her traditional position as leader and protector of the Slavonic race, and to interfere with her long-cherished design upon a sea outlet in the Mediterranean quarter. Such a policy was bound to precipitate a conflict.

#### SERBIA.

In 1903 Serbia escaped from the domination of Austria by a revolution in which the King was slain, and replaced by one of a rival family friendly to Russia; so that in 1908, when Austria formally annexed Bosnia and Herzegovina, Serbia would have gone to war for this part of her old kingdom, had Russia sufficiently recovered from the war with Japan. Russia was on this occasion obliged to submit to the bullying of Austria and Germany, but the humiliation has rankled. Again in 1912, after the Balkan affair, Austria intervened to prevent Serbia from gaining the spoils of war in the shape of Adriatic ports, and a general conflict was prevented only by the good offices of Sir Edward Grey, who saw clearly that hostilities between Austria and Russia meant the embroiling of Europe. Meantime Russia has been saving money, re-organizing her army and preparing to meet further aggression. Thus was the stage set for war; it remained for Austria to ring up the curtain.

#### IMMEDIATE CAUSES.

On June 28th, 1914, the Archduke Ferdinand, heir-apparent to the throne of Austria-Hungary, was assassinated at Serajevo in Bosnia. It was apparently a political crime planned by Bosnian conspirators who took this outrageous means of showing their resentment at the annexation of Bosnia by Austria. After investigation, Austria declared Serbian officials implicated but presented no legal proof. Instead, after almost a month's delay, on July 23rd, Austria presented an ultimatum to Serbia, with 48 hours given for an answer.

This note demanded from the Serbian government an apology and a number of specific requirements. Some of the demands were very drastic, and number five in particular might be thought inconsistent with independence, in the opinion of so good a judge as Sir Edward Grey.

To this note, of a character "sudden, brusque, and peremptory" (to quote the language of Sir Edward Grey), Serbia made a conciliatory

reply, which anyone not an Austrian would have regarded as offering reasonable compliance with the demands. But Austria-Hungary would have none of it, and drew up a series of pettifogging objections which, in view of the issues involved, seem little short of criminal. No wonder the British ambassador at Vienna expressed the opinion that the attitude of Austria made war inevitable.

On July 25th Austria withdrew her Minister from Belgrade, on July 26th began to mobilise the army, and on July 28th declared war on Serbia.

Russia took the reasonable position that the Austrian note was harsh, that Austria ought to publish the proofs, that the time limit was too short, that Serbia's appeal to arbitration should be granted and that she was willing to accept Germany, France, and Italy as arbitrators. She made it plain that she must mobilize if Austria attacked Serbia. She confided to England the conviction that Austria must feel that Germany was at her back, and that Germany was the real obstacle to a peaceful settlement.

#### GERMANY FOR WAR.

And in fact Germany's position throughout the negotiations cannot be regarded as consistent with peaceful intentions. If Germany was heartily for peace, why did she warn the powers that Austria must be let alone to fight out her quarrel with little Serbia, when she must have known that Russia would not be content to stand by and see the bullying done? If Germany was heartily for peace, why did she quibble against the proposals of Britain for a conference to ensure the peace of Europe? If Germany was heartily for peace, why did she not, when besought by Britain and other powers, call off her satellite, Austria, in order to give time for some solution of the difficulties? There is no evidence of her using any such persuasion. If Germany was heartily for peace, why on July 31st did she issue an ultimatum to Russia, demanding that the latter should demobilize, when at that very moment Austria, apparently weakening, was engaged in conversations with Russia looking toward peace?

In the controversy as to the responsibility for this war, Germany finds herself on the horns of a dilemma. Either she fancied her bluffing tactics would once more prevail, in which case she convicts herself of misjudgment and folly; or else she saw that her attitude made war certain, in which case she convicts herself of crime.

#### BRITAIN FOR PEACE.

Britain can conscientiously protest that she did everything possible that peace might prevail. Sir Edward Grey saw at once that if war



started all Europe might be drawn into the struggle. Accordingly on receiving news of the Austrian note he suggested to Russia that she should influence Serbia toward humility, and proposed to the German ambassador the co-operation of Germany, France, Italy, and Britain to induce moderation at Vienna and St. Petersburg. When Austria rejected the Serbian reply, he proposed that the German, French, and Italian ambassadors meet with himself to discover "some issue that would prevent complications". This failing through the quibbling of Germany, he next day tried to induce the German ambassador to suggest any other device that would save the situation. When this proved abortive, he induced the Russian ambassador to make the offer on July 30th, that Russia would stop all preparations for war, "if Austria would eliminate from her ultimatum to Serbia points that would violate the principle of the Sovereignty of Serbia". On the rejection of this, a general mobilization in Russia was ordered on July 31st.

Sir Edward Grey still had hopes that Austria and Russia might find a *modus vivendi*, as Austria seemed to give signs of a more conciliatory spirit. But these hopes were dashed by the German ultimatum to Russia of July 31st. The same day Germany, after invading France before July 30th, demanded to know French intentions, to which France replied that she would consult her own interests. On August 1st both Germany and France ordered general mobilization.

Throughout all the negotiations, there stand out the anxiety of Britain, France and Italy for peace, the moderation of Russia, the stubbornness of Austria, and the cynical indifference of Germany, which made peace impossible.

#### THE NEUTRALITY OF BELGIUM.

On the 29th of July Sir Edward Grey warned the German ambassador that the interests of Britain might force her into the conflict; and in reply to the bid for Britain's neutrality made by the German Chancellor, the British government made it clear that there were two vital points with which Britain was concerned, and about which there would be no bargaining. These were that France should not be crushed and that Belgian neutrality should be observed. The reception of this warning at Berlin was, to say the least, peculiar. The Chancellor was so occupied by news of Russia, that he received the British warning without comment. Easier to understand is the reply of the German Secretary of State to the question propounded to France and Germany on July 31st, as to whether they would respect the neutrality of Belgium. France assented at once, but Germany "would rather not answer" because, as the British ambassador hinted, it might disclose their plan of campaign.

Apparently alarmed by the hint of Sir Edward Grey that British public feeling would be aroused by the invasion of Belgium, the German ambassador at London inquired on August 1st whether Britain would remain neutral, if Belgium were left inviolate. Sir Edward Grey naturally refused to tie the hands of Britain, as that was not the only vital question. That the ambassador was reckoning without his home government was proven on August 3rd, when he had to ask that Britain should withdraw the neutrality of Belgium as one of the conditions of British neutrality. Meanwhile on August 2nd Germany had invaded Luxemburg. Still Britain did not declare war. But when on August 4th they swept into Belgium, the British government presented an ultimatum requiring their withdrawal, which Germany accepted as a declaration of war.

There can be no question in any impartial mind as to whether Britain waited long enough; the only question is whether the British Government did not wait too long. It has been said that, had Britain sooner declared her "solidarity" with France and Russia, Germany might have taken a different attitude. Sir Edward Grey was of the opinion that such a course would have interfered with the influence of Britain as a mediator, would not have been justified by public opinion, and would not have mattered in any case, as Germany could not have expected our neutrality. From a study of the deeper causes of the war and the past policy of Germany, one is led to conclude that, at the most, it could only have postponed the inevitable day.

It is true the British declaration of war was received in Germany with a frenzy of resentment, beginning with the Chancellor, who railed at Sir Edward Goschen about the preposterous idea that Britain should go to war for "a scrap of paper" like the treaty of 1839. The storm of fury that swept over Germany appears never since to have abated, and has found expression in the "Hymn of Hate", for which a grateful sovereign decorated the author. We may well be excused for suspecting that the German wrath has lost none of its edge because they feel that Britain has not patiently awaited her turn.

(To be continued).

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She—"This be a terrible war, doctor."

He—"It is, indeed."

She—"It's a pity someone don't catch that there old Kruger."

He—"Ah, you mean the Kaiser."

She—"Aw—changed his name, has he—deceitful old varmint?"

*Punch.*



## The "Scrap of Paper"

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EVERY Britisher knows that his Empire entered the terrible struggle at present being waged in Europe chiefly because of the violation of Belgian neutrality by Germany. Every one of us, therefore, should know the contents of the treaty which guaranteed Belgian neutrality and territorial integrity—that document which meant so little to Germany that the German Chancellor designated it as a "scrap of paper," but which proved sufficiently powerful to induce the British nation to enter a war in which it might otherwise have avoided participating.

When Belgium proclaimed herself an independent nation, the European Powers felt that their assent in some definite form should be given. Consequently representatives of Britain, France, Austria, Russia and Prussia met in London to discuss the restrictions which were to be laid upon the new nation. On June 26th, 1831, they drew up and signed on behalf of their respective governments the Treaty of Eighteen Articles. Of the eighteen sections of this treaty, two are especially pertinent to the present situation. Their text is as follows:

Art. 9: Belgium, within the limits traced in conformity with the principles laid down in the present preliminaries, shall form a perpetually neutral state. *The Five Powers, without wishing to intervene in the internal affairs of Belgium, guarantee her that perpetual neutrality as well as the integrity and inviolability of her territory in the limits mentioned in the present article.*

Art. 10: By just reciprocity Belgium shall be held to observe this same neutrality toward all the other States and to make no attack on their internal or external tranquillity, *whilst always preserving the right to defend herself against any foreign aggression.*

On January 23rd, 1839, another treaty was signed by the same five Powers, and accepted by Belgium. In this occurs one particularly interesting section, which is quoted here:

Art. 7: Belgium, within the limits defined in Articles 1, 2, and 4, shall form an independent and perpetually neutral State. *She is obligated to preserve this neutrality against all other States.*

This treaty was respected by both France and Germany in 1870. When interrogated by Britain, both these countries gave full assurances of their intention to respect Belgian territory. Both kept their word, and compromised Belgian neutrality in no way during the Franco-Prussian war.

## Diary of the War

### JUNE.

June 28. Murder of Archduke Francis Ferdinand of Austria and his wife, the Duchess of Hohenburg, at Serajevo.

### JULY.

- July 23. Presentation of Austria-Hungarian Note at Belgrade demanding complete submission of Servia within 48 hours.
- July 24. Russian Cabinet Council decides to resist the subjection of Servia to Austria.
- July 25. Servia's partial submission rejected by Austria.
- July 28. Austria-Hungary declares war on Servia and Russia begins to mobilise.
- July 29. Belgrade bombarded by Austrian artillery.
- July 30. German ultimatum to Russia.

### AUGUST.

- Aug. 1. Germany declares war on Russia and asks France her intentions. Luxemburg invaded by German troops. Italy declares her neutrality.
- Aug. 2. Germany invades Belgium.
- Aug. 3. British Navy completes mobilisation.
- Aug. 4. Germany declares war on Belgium. War on Germany declared by Great Britain at 11 p.m., London time. Britain mobilises her army.
- Aug. 5. Germans repulsed at Liège. German mine-layer Königin Louise sunk by British destroyer Lance. Lord Kitchener appointed Secretary of State for War.
- Aug. 6. H. M. S. Amphion sunk by a mine and 132 lives lost.
- Aug. 8. First British troops land in France.
- Aug. 9. British cruiser Birmingham sinks German destroyer U. 15.
- Aug. 10. Belgian field army retires from Liège.
- Aug. 12. France and Great Britain declare war upon Austria. German cruisers Goeben and Breslau reach Constantinople.
- Aug. 15. Japan demands evacuation of Kiao-Chau by Germany.
- Aug. 17. Official announcement of arrival of British Expeditionary Force in France. Belgian capital removed from Brussels to Antwerp.
- Aug. 18. Austrians defeated by Serbs near Shabatz.



- Aug. 20. French capture 24 German guns in Alsace. Battle of Gumbinnen begun. Lasted three days. Russians defeat Germans. German cavalry enters Brussels.
- Aug. 21. Fine of \$40,000,000 levied on Brussels and \$10,000,000 on Liège.
- Aug. 22. French defeated in Alsace with heavy loss. Namur bombarded by Germans.
- Aug. 23. Namur falls. Belgian loss 14,000. Japan declares war on Germany and begins the siege of Tsing-tau.
- Aug. 24. Anglo-French army begins to retreat from Mons and Charleroi. Allies withdraw from line of the Sambre.
- Aug. 25. British army occupy the line Cambrai-Landrecies-Le Cateau. Louvain destroyed by Germans. Battle of Lemberg begun.
- Aug. 27. Kaiser Wilhelm der Grosse sunk by H. M. S. Highflyer off West African coast. German cruiser Magdeburg destroyed by Russians in Gulf of Finland.
- Aug. 28. Three German cruisers and two destroyers sunk in Battle of Heligoland Bight. Malines bombarded by Germans. Russians disastrously defeated after the three-day battle of Masurian Lakes (Tannenberg).
- Aug. 29. Samoa captured by a New Zealand force.

## SEPTEMBER.

- Sept. 1. British capture 10 German guns at Compiègne. Austrians defeated by Russians at Lemberg.
- Sept. 2. Germans almost reach Paris.
- Sept. 3. French Government transferred to Bordeaux. Lemberg captured by Russians.
- Sept. 5. British, French and Russian Governments mutually engage not to conclude peace separately during the war. H. M. S. Pathfinder sunk by a submarine off east coast of Scotland.
- Sept. 6. Battle of Marne begins. Germans retreat.
- Sept. 7. Maubeuge surrenders. Dinant shelled and burned by the Germans.
- Sept. 8. British drive Germans back from Petit Morin River.
- Sept. 9. Oceanic wrecked off the N. coast of Scotland.
- Sept. 10. Battle of Marne ends. Germans hold positions on the Soissons-Rheims line.
- Sept. 12. First day of the Battle of the Aisne.
- Sept. 13. Allies' attempts to force the passages of the Aisne begin. Russian victory over Austrians in Galicia; 30,000 prisoners and many guns taken. British submarine E.9 sinks German cruiser Hela. Germans invade British East Africa.

- Sept. 18. Parliament prorogued. Labour leader Will Crooks leads the singing of the National Anthem.
- Sept. 20. Rheims Cathedral bombarded. H. M. S. Pegasus disabled in Zanzibar Harbour by the Königsberg.
- Sept. 21. Japanese torpedo-boat sunk by a German cruiser outside Kiao-Chau.
- Sept. 22. H. M. ships Aboukir, Cressy and Hogue sunk in North Sea by a German submarine. A Zeppelin destroyed in Düsseldorf sheds by British naval aeroplanes. Madras bombarded by Emden.
- Sept. 30. Tsing-tau invested.

## OCTOBER.

- Oct. 1. Admiralty announces that H. M. S. Cumberland has sunk ten German liners off the Cameroon River.
- Oct. 2. Press Bureau announces arrival of Indians at Marseilles.
- Oct. 3. Battle of Augustowo ends in victory for the Russians.
- Oct. 7. Bombardment of Antwerp begun. Belgian Government transferred from Antwerp to Ostend. Submarine E. 9 sinks German destroyer in Ems estuary.
- Oct. 8. Arras shelled by Germans. Fall of Antwerp.
- Oct. 9. Part of British Naval Brigade interned in Holland. Zeppelin destroyed at Düsseldorf by British airmen.
- Oct. 11. Battle of Flanders begins. Russian cruiser Pallada sunk in the Baltic by German submarine.
- Oct. 12. Rebellion declared in South Africa by Maritz. Martial law proclaimed.
- Oct. 13. Belgian government transferred to Havre, France.
- Oct. 14. Canadian first contingent reaches Plymouth.
- Oct. 14. H. M. S. Hawke sunk by torpedo in the North Sea.
- Oct. 17. Four German destroyers sunk off the Dutch coast by British destroyers and light cruiser. Russians begin to drive back the Germans from before Warsaw.
- Oct. 18. Submarine E. 3 sunk in a German bay.
- Oct. 19. Transference of British army (Oct. 3rd-19th) from the Aisne to Flanders completed. British ships bombard Belgian coast.
- Oct. 20. Sale of vodka prohibited in Russia.
- Oct. 24. Germans cross the Yser. German submarine rammed and sunk by H. M. S. Badger.
- Oct. 25. German centre in full retreat in Poland.
- Oct. 26. German submarine blows up the Admiral Santeaume, a refugee steamer. De Wet heads a rebellion.
- Oct. 29. Turkish vessels bombard Odessa and Theodosia.



- Oct. 30. Lord Fisher appointed First Sea Lord in place of Prince Louis of Battenberg, resigned. Russian cruiser and French destroyer sunk by the Emden.
- Oct. 31. British casualties to date 57,000.

## NOVEMBER.

- Nov. 1. British cruisers Monmouth and Good Hope sunk by German squadron at the Battle of Coronel, off the Chilean coast.
- Nov. 3. German naval raid on Yarmouth. British submarine D. 5 sunk by mine while pursuing German squadron. Akaba bombarded by the Minerva and the Dardanelles forts by a combined French and British squadron.
- Nov. 4. Russians defeat Austrians at the Battle of the San. German cruiser Yorck sunk by mine in Jahde Bay.
- Nov. 5. Great Britain declares war on Turkey and annexes Cyprus.
- Nov. 6. Kiao-chau surrenders to Japanese and British.
- Nov. 8. Fao, in Persian Gulf, captured by Indian troops.
- Nov. 9. The Emden sunk by H. M. S. Sydney off the Cocos Islands.
- Nov. 10. Germans capture Dixmude.
- Nov. 11. Prussian Guard defeated by British troops near Ypres. Siege of Przemysl resumed. Gunboat Niger torpedoed by German submarine off Deal.
- Nov. 12. Germans begin vigorous offensive against the Russians between the Warta and the Vistula. De Wet defeated by Botha.
- Nov. 14. Death of Lord Roberts in France.
- Nov. 15. Germans take 28,000 prisoners in Poland.
- Nov. 16. House of Commons passes Supplementary Vote of Credit for \$1,225,000 and agrees to the raising of another million men for the regular army.
- Nov. 17. Libau, a Russian Baltic port, bombarded by German squadron.
- Nov. 19. Partial success of Russians near Lodz.
- Nov. 20. German offensive from Wielun begun.
- Nov. 21. Zeppelin headquarters at Friedrichshafen on Lake Constance raided by British airmen.
- Nov. 22. Hotel de Ville at Ypres destroyed by German bombardment.
- Nov. 23. German submarine U. 18 rammed in Firth of Forth by British patrolling vessel.
- Nov. 25. Battle of Poland favours Russians.
- Nov. 26. H. M. S. Bulwark blown up in the Medway. Germans begin a new offensive along the Vistula. Austrians defeated to east of Cracow.

(To be continued)

## The Colonies and the War

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THE British Empire is of slow growth. Like everything British, it has had a gradual evolution, the stimulating force being practical experience. Every new institution has been tried and tested before it was adopted, and old institutions were only modified after being tried in the searching crucible of experience. Unlike the German Empire it is not the product of the mind of one man, nor based on one man's theory of what a great empire should be. It is built on no theory, for the Englishman detests theory, but honours experience. As a result, to the metaphysical theorist at least, it is an inchoate conglomeration of unscientific blunderings. Such was undoubtedly the view of official Germany. One of the factors which stimulated the Kaiser to plunge into a reckless war was the firm belief that the decrepit old Empire would disintegrate when the first stroke of adversity fell on the Motherland.

To the man whose god is the material things and whose ideal of strength is theoretical symmetry, there was room for such a belief. Ireland appeared to be on the verge of civil war; the whole country was divided into two warlike camps; the British army in Ireland had shown a mutinous spirit, and Sir John French had resigned his office. India had been stirred to its depths by a ghastly series of dacoities, seditions, and bloody assassinations. Egypt was in a none too quiescent mood. The Nationalists, stirred up by paid agents from Turkey, had for years preached open sedition against the British rulers, and more than one political murder had been committed during the last decade. In South Africa, General Herzog, ever since he had broken with General Botha, had fired the back velder with racial animosity and tried to open up the sores that the generous treatment of the mother country and the magnificent statesmanship of that giant among colonials, Botha, had done so much to heal. To the Germans, even Canada seemed none too eager to assume her responsibilities for the defence of the Empire. She presented a series of hesitations to assume adequate naval expenditure, and finally a political squabble followed by a deadlock which ended in doing nothing. Australia and New Zealand alone, isolated from the rest of the Empire, seemed eager to do their parts.

Such, apparently, was the political state of affairs when the war came like a bolt from the blue. All was immediately changed. Never before has the British Empire revealed its essential unity and grandeur more magnificently. The whole became a brotherhood filled with one



desire, pulsating with one fixed purpose to defend the glorious Empire with their resources to the last dollar, and their blood to the ultimate man. The war showed Germany, showed the world—yes, even showed the Empire itself, for they hardly realized it previously—that this ramshackle, disjointed, nondescript Empire has a bond of unity more virile than any material symmetry or theoretic logic, the bond of a unity of spirit and sentiment. Ireland flew to arms, Nationalist and Unionist vying with each other in their eagerness to enlist. The fervour, enthusiasm and devotion of India was sublime. Princes, with the royal blood of a thousand years coursing through their veins, laid their all at the feet of the King-Emperor to defend his realm, and volunteered their services in any capacity to serve him at the front. Mr. Tilak, the most able and inveterate of all the Indian agitators against British rule, who had just come from a six years' imprisonment for preaching sedition, offered his services to stimulate the people to defend the flag. India was at once emptied of her soldiers without the slightest fear that mutiny would arise. When Turkey joined the enemy, though Mohammedans look up to the Sultan as their spiritual head, the Indian Moslems to a man, denounced the action of Turkey and scorned the appeal for a holy war against the Christians. The same is the story of Egypt and the Sudan. The Sudan is the home of the most fanatical of Moslem enthusiasts, who under the Khalifa fought a successful war for the prophet till Kitchener crushed them at Omdurman. Yet when Turkey proclaimed a holy war, the golden thread of unity in the British Empire had penetrated far up the Nile and the leaders of the fanatical dervishes came one and all to the Sudan to pledge their allegiance and offer their services to the Emperor-King; the very first to lead being the eldest son of the Khalifa, who had been only a few years ago hunted to death by the British army.

What shall we say of South Africa? Is it the great exception? Without hesitation we can say that South Africa is the noblest example of that wooing by the British Empire which compels the love of the unwilling suitor. A few years ago Boer and Briton were locked in the deadly grasp of a bloody and ruthless war. The Boer was conquered and felt fully the bitterness of the vanquished. He was no Oriental, but of European stock and aspirations. Yet almost at once Britain gave him free institutions. He prospered and in ten years became a friend of the Empire. It is true there was a rebellion, stirred up amongst the far back velder by a few traitors well paid with German gold. This rebellion was put down by Boers. One has only to scan the casualty lists to be assured of that. Their fidelity to the Empire was so unselfish that it impelled them to raise the sword against their brothers and friends, to point the gun at the men who only a few short years ago had fought by their sides in the unequal contest against the common enemy. Surely that was the



supreme test of patriotism and the Boers never faltered during the bitter ordeal. General Botha stands to-day as the noblest patriot of the British Empire.

Canada, of course, showed a fine spirit from the first; party politics disappeared, parliaments and provincial legislatures vied with each other in offering gifts, and private individuals gave their contributions with a generous hand. The rush of recruits became a stampede, and the quality both intellectually and physically was not to be surpassed among the picked armies of Europe. Australia and New Zealand, impelled by the same deep feelings as Canada, poured out their offerings in money and men with true patriotism. The same feeling that actuated the larger colonies stirred the smaller ones scattered over all the continents and in every ocean. None was too remote, too isolated to feel the spell of the British kingship. As we read the simple letters accompanying contributions, coming from the red Indians of the far North West, from the deserts of Central Africa, and from isolated islands of the Pacific, nobody knows where—we realize to the full that our Empire is a thing of flesh and blood and not of mere dead materialism.

We said that the British Empire was not understood by the Germans; its irregularities, its lack of due proportions, disgust their fine sense of logical completeness and efficiency. All have observed the pyramidal evergreen tree on the well-kept lawn. Its axis is vertical, the branches spring out from the stem with the regularity of the spokes of a wheel, every branch is trimmed to the line, the bounding surface is geometrically perfect. Again, all know the gnarled old oak rearing his ancient head above the lesser things around, his trunk is rough and crooked but stout, his every branch has answered to its environment and taken its natural course where the air and light commanded, for the members have sprung from the stem wherever conditions to form them in perfect vigour appeared. The vulgar monstrosity of the lawn is the German ideal. Its very symmetry is its weakness, and the unnatural and cramped warping necessary to its symmetry contain the germs of its early decrepitude. The grand old oak of a thousand years well represents the British Empire, where every member is free to develop to perfection in his local environment. Each branch spreads out where God's sunshine and air are most invigorating; but all are firmly fixed in the parent stem, and the same vital sap courses its way to the extremest tip of the most distant twig. The truly æsthetic eye perceives a deep beauty, a perfect symmetry, a noble sublimity in the oak that is completely absent from the deformed evergreen.

Now the great tempest has come and the winds sweep by. The oak holds high his head with the vigour of a thousand years; the branches sway in the strength of their youth and the storm passes by leaving him as strong as ever.



## The Naval Campaign

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“WE have upon the seas the strongest and most magnificent fleet which has ever been seen. We rely on it with the most absolute confidence, not only to guard our shores against the possibility of invasion, but to seal up the gigantic battle-ships of the enemy in the inglorious seclusion of their own ports. . . . It has hunted the German mercantile marine from the high seas, and it has kept open our sources of food supply.”—Mr. Asquith at the Guild-hall.

If we would understand clearly the navy which has achieved this splendid victory we must go back to the “Naval Renaissance” about the year 1900, when Britain began to readjust her world naval policy, to carry into effect vast correlated schemes for the redistribution of the fleets at sea and the more rapid mobilisation of the ships in reserve, to reorganise the Admiralty and to train officers and men for the Naval Reserve. In the preamble to the German Navy Act of 1900 we find the following:

“It is not absolutely necessary that the German Battle Fleet should be as strong as that of the greatest naval power, for a great naval power will not, as a rule, be able to concentrate all its striking force against us. But even if it should succeed in meeting us with considerable superiority of strength, the defeat of a strong German fleet would so substantially weaken the enemy that, in spite of the victory, he might have obtained, his own position in the world would no longer be secured by an adequate fleet.”

The man who realised the sinister significance of this was Lord Selborne, then First Lord of the Admiralty, and happily for Britain he was able to lay his hand on the man to carry out the most gigantic task to which any governmental department had ever addressed itself. He succeeded in having Sir John Fisher, now Lord Fisher, made First Sea Lord. Instantly with the support of Lord Selborne and Mr. Balfour, then Prime Minister, the Naval Board began its work. Overseas squadrons which had no strategic purpose were disestablished, unimportant dockyards were dismantled, ships too weak to fight and too slow to run were recalled, a whole fleet of old iron-clads were scrapped, officers and men were transferred from the weak and obsolete ships or wrenched from comfortable employment ashore and made the nucleus of the crews guarding our new naval frontier. Furthermore, Lord Fisher, with

the instinct of a great strategist, saw that radical changes were necessary in the design of British ships of all classes. He organised a powerful committee of naval officers, shipbuilders and scientists, and the result of their work was the laying down of the first group of the famous "Dreadnought" class. Secretly and rapidly four units of the new type, the "Dreadnought", "Indomitable", "Inflexible" and "Invincible", were rushed to completion. The essential difference between these ships and their British predecessors or those then building abroad was that they carried ten big guns as against four on their most powerful rivals.

Unfortunately, just as the task of rebuilding the fleet had been initiated a change of government occurred, and there was reason to suppose that the naval reorganisation would be delayed indefinitely or perhaps abandoned. Sir Henry Campbell-Bannerman, the Prime Minister, and Lord Tweedmouth, First Lord of the Admiralty, were above all things desirous of arresting the rivalry in naval armaments. In 1906, 1907 and 1908 only eight Dreadnoughts were laid down, while Germany began nine and began to accelerate her programme.

Lord Tweedmouth then resigned and was succeeded by Mr. Reginald McKenna. The new Minister threw himself heartily into the work of reorganisation and accorded Lord Fisher his undivided support in spite of his finding most of the Cabinet arrayed against him—indeed, Sir Edward Grey was the only Minister who agreed with him. Then a momentous event took place—the Admiralty resigned in a body. This dramatic act won the day: the Cabinet was converted. It was decided to lay down eight Dreadnoughts in regular rotation, the reason for not beginning all the ships at once being that the Admiralty wished the later ships to be armed with a very powerful gun which could not be ready if all were laid down immediately. Public opinion was roused and the cry, "We want eight and we won't wait" was heard on every platform from Land's End to John O'Groats. But the Admiralty stood firm; they felt that they alone were in possession of all the facts and that secrecy was absolutely necessary. During this period Mr. McKenna was probably one of the most unpopular Ministers England ever had, but he resisted all pressure.

In the autumn of 1911 Lord Fisher retired under the age clause, and Mr. McKenna, who was needed in the Home Office, was replaced by Mr. Winston Churchill, who put the finishing touches on the new navy.

On March 17th, 1914, Mr. Churchill announced in the House that there would be no naval manœuvres in 1914, but that it had been decided to call up the whole of the Royal Fleet Reserve for a period of eleven days. From March to July elaborate drafting arrangements were adjusted and tried out. Then after the assassinations at Serajevo on June 29, the principal ships passed in review before the King and dis-



appeared in the Channel and were, by the most remarkable coincidence in all history, fully ready and mobilised when war broke out.

This is the fleet which, two weeks after hostilities began, won four notable victories without firing a shot:

1. It frustrated Germany's elaborate scheme to produce a panic in England.

2. It strangled Germany's overseas commerce. There were 2,000 German steamers of 5,000,000 tons gross afloat when war began. Practically all were captured or interned, and the heart of the German mercantile navy stopped beating.

3. British trade went on in its normal course owing to the confidence of ship owners and shippers.

4. The British Expeditionary Force was transferred to the Continent unmolested and Britain was able to avail herself of the help offered by the Dominions and by India.

Next let us look at the relative strength of the fleets involved in this terrible struggle. The following table shows the number of effective fighting ships belonging to the chief belligerents in commission and building at the outbreak of hostilities:

CLASS OF SHIP	Britain.	Germany.	Russia	France	Austria
Super Dreadnoughts and Super Battle Cruisers.....	14	...	...	...	...
Dreadnoughts and Battle Cruisers.....	18	18	11	12	12
Pre-Dreadnoughts.....	70	30	8	21	3
Armoured Cruisers.....	34	9	6	28	3
Protected Cruisers.....	15	31	16	...	...
Light Cruisers.....	87	12	...	4	8
Destroyers.....	227	152	141	84	12
Torpedo-boats.....	109	45	26	187	8
Submarines.....	75	40	48	76	7
Mine-layers.....	7	2	...	...	...
Total.....	656	339	256	412	53

The story of the naval campaign may be divided into two parts: events in the North Sea and events on the high seas. In the North Sea we know that our Home Fleet forced the German ships to skulk behind the powerful fortifications at Heligoland, Wilhelmshaven, Cuxhaven and Kiel, while their mine-layers violated every international and humane law by sowing mines broadcast over the sea and by abusing the

use of neutral flags. Abroad, as has been said, they never attempted to protect their commerce, vessels like the "Emden" and "Karlsruhe" contenting themselves with inflicting as much damage as possible on the shipping of enemy nations.



Following is a summary of the British and German losses to date:

GREAT BRITAIN: BATTLESHIPS

Bulwark, blown up off Sheerness, November 26th.

Formidable, sunk in Channel, January 1st.



## CRUISERS:

Amphion, sunk by mine, August 6th.  
 Pathfinder, sunk by submarine, September 22nd.  
 Pegasus, disabled by Königsberg, September 20th.  
 Aboukir, Cressy, Hogue; sunk by submarines, September 22nd.  
 Hawke, sunk by submarine, October 15th.  
 Hermes, sunk by submarine, October 31st.  
 Good Hope, Monmouth; sunk in action off Chili, November 1st.

## GUNBOATS:

Speedy, sunk by mine, September 3.  
 Niger, torpedoed, November 11th.

## SUBMARINES:

E3, sunk in North Sea, October 18th.  
 D5, sunk by mine, November 3rd.

## GERMANY: ARMoured CRUISERS

Scharnhorst and Gneisenau, sunk off Falkland Islands, December 5th.  
 Yorck, sunk by mine, November 4th.  
 Friederich Karl, sunk in Baltic, November.  
 Blücher, sunk in action, January 24th.

## CRUISERS:

Magdeburg, destroyed by Russian fleet, August 27th.  
 Ariadne, Mainz, Köln, sunk in Heligoland Bight, August 28th.  
 Königsberg, imprisoned in East Africa, October 30th, sunk later.  
 Emden, destroyed by H.M.A.S. "Sydney", November 9th.  
 Leipzig, sunk off Falkland Islands, December 5th.

## DESTROYERS:

Two, not named, sunk in Heligoland Bight, August 28th.  
 S128, sunk by submarine E9 off mouth of Ems, October 7th.  
 Four, S115, S117, S118, S119, sunk by H.M.S. "Undaunted" and  
 destroyers off the Dutch coast, October 17th.  
 Taku, sunk at Tsingtau.

## SUBMARINES:

U15, sunk by H.M.S. "Birmingham", August 10th.  
 One (unnamed), rammed by "Badger", October 25th.  
 U18, sunk off Scottish Coast, November 23rd.

## MINE-LAYERS:

Königin Louise, sunk by "Amphion", August 5th.  
 Ruahin, sunk at Tsingtau.

## GUNBOATS:

Soden, captured by "Cumberland", September 30th.  
 Comet, captured by Australians, October 14th.  
 Luchs, Tiger, Jaguar, Iltis, Cormoran, sunk at Tsingtau.

## ARMED LINERS:

Kaiser Wilhelm der Grosse, sunk by H.M.S. Highflyer, August 26th.  
 Cap Trafalgar, sunk by H.M.S. Carmania, September 14th.  
 Spreewald, captured by H.M.S. Berwick, September 12th.  
 Berlin, interned at Trondhjem.  
 Preussen, interned at Batavia.

Further, Germany must write off her effective list the battle cruiser Goeben and the light cruiser Breslau, though these have become part of Turkey's fleet.

This is a sorry record for the Germans to contemplate. Practically every merchant ship has been captured or held in neutral ports, while every armed vessel which has put its nose beyond the protection of fortress guns and mine fields has been destroyed.

The record is what it is because the British fleet has been active. Twenty-five years of peaceful plodding work in building up Germany's colonial empire, oversea trade, shipping and prestige has gone in six months. Empires in the past have decayed slowly, never before has an empire had its life-blood sucked from it in a period of 200 days.

Old Lady—"I've brought back this war map you sold me yesterday, Mr. Brown. It's not up to date. I've been looking all the morning for Armageddon, and can't find it marked anywhere."—*Punch*.

"Now," said the Principal to one of the pupils at the close of the lesson in which he had touched on the horrors of war, "do you object to war, my boy?"

"Yes, sir, I do," was the fervent answer.

"Now tell us why."

"Because," said the youth, "wars make history, an' I jest hate history."

Little Girl (saying her prayers at her mother's knee)—". . . and please God make me a good girl. Amen. How would it be, mother, to give the Germans cigarettes filled with gunpowder?"—*Punch*.

Michael (gloomily)—"Mummy, I do hope I shan't die soon."

Mummy—"Darling! So do I—but why?"

Michael—"It would be *too* awful to die a civilian."—*Punch*.



# The Western Campaign

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## I.—INTRODUCTORY:

In an attempt to understand the fighting in the western arena one must bear in mind a few of the cardinal points in the theory of warfare held by Germany.

One of these is that the fighting is to be pushed forward with the utmost speed and determination, once war is declared. Victory comes to that country which can muster adequate forces in the shorter time.

The worth of the theory was proven in her war with France in 1870, and since that time she has laboured to have everything so arranged that the theory would be again effective when the occasion arose. She developed a perfect organisation for the rapid mobilisation of large bodies of troops; she built railways which would be of the greatest possible strategic importance; she perfected in secret the most powerful engine of war ever invented. All this was based on the idea of snatching early victory from an unprepared enemy.

Another point in her strategy was revealed in the first days of the war. Count Bernhardi in his book, "How Germany Makes War", quite frankly discussed the plan of striking at France by way of Belgium, the battle-front swinging, like a giant's arm, in a wide circle to the west, sweeping all opposition before it. To be deliberately and openly discussing such a matter seems to the casual reader like fanciful speculations of the man with a craze, trying to see how many forms the notions might take in his brain. To the German strategists it was the strong wine of matured military wisdom. They adopted this plan for the movement of their great armies. The battle-front throughout the war has been like a bar pivoted in the centre, that centre being at the north-eastern point of France, the fortress of Verdun.

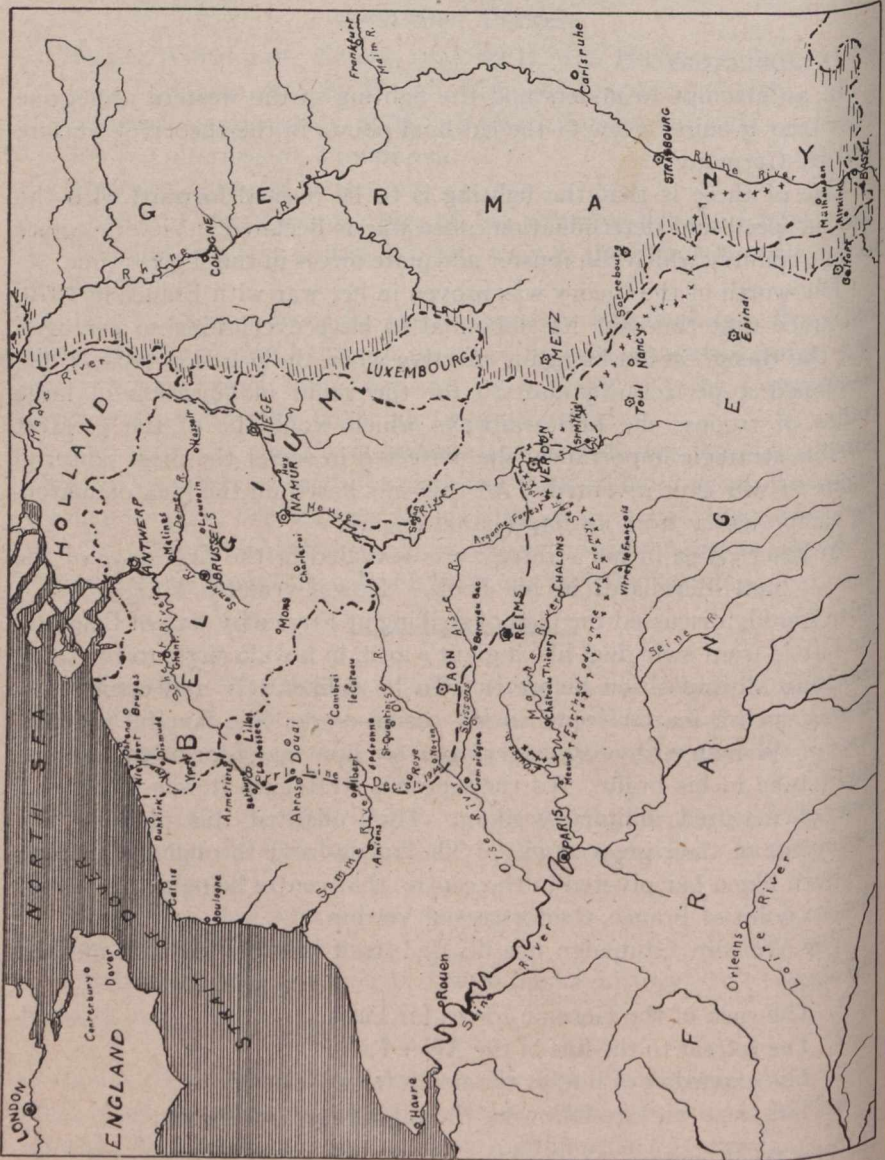
The Western Campaign has divided itself into certain well marked phases:—

1. The rush of the German forces for Paris.
2. The retreat to the line of the Aisne River.
3. The extension of line to the north from Noyon.
4. The siege warfare following the taking up of positions.

## II. THE RUSH OF THE GERMAN FORCES FOR PARIS.

Before formal declaration of war each country, under fear of being taken at a disadvantage, instructed her fighting forces to hold themselves in readiness for a call to arms. As evidence accumulated of the pre-

paredness of the others the breaking-point came, mobilisation was ordered on all hands, Germany, France and Belgium on August 1st. On August 2nd, Britain addressed a note to France and Germany as to their intentions regarding the guaranteed neutrality of Belgium. France



at once signified her readiness to observe Belgium's neutrality; Germany claimed it impossible to reply, as to answer at all would disclose her plans. Meanwhile, her troops were moving on France, Luxembourg, and Belgium. The next day, August 3rd, Germany made known her



plans to Belgium, demanding free passage for troops through her land. Belgium refused and appealed to Britain. At practically the same moment, 11 p.m., London time, August 4th, Great Britain and Germany declared war.

The Germans came forward in force all along the Franco-German and Belgo-German borders during August 5th, 6th, and 7th. It soon became evident that they relied mainly on success in the north to bring them before Paris. Liège was assaulted heavily, but her troops drove off the invaders with enormous losses. The Belgian mobile force, however, withdrew leaving the garrison force in Liège.

In an effort to compel the enemy to divert troops from the north, the French used their most readily available troops in the southern part of the Verdun-Belfort line. This seemed a wise thing to do from another point of view as well—the moral value to the French of an advance into the Lost Provinces. By August 8th, they had carried forward forces as far as Altkirk and Mülhausen. This advantage was not long held.

The Belgian forces fought heroically, but before the fierce and continuous onsets of superior numbers, they could only fall back. At a terrible cost the great mission of the Belgian people to the allied cause was being fulfilled; they were holding on and giving time to Britain and France. By August 12th, they had retreated twenty miles to the west through Huy and Hasselt; but the British and French had by that date come up to their right by extending their left wing into Belgium as far as the Sambre, east of Namur.

Pursuing their policy mentioned above, the Germans on August 15th, with an army of over half a million, began to move around Brussels on the north. The government was removed to Antwerp on August 17th, and, to avoid bombardment, Brussels was left to the enemy on August 19th, without a fight. The Belgian army drew off to the north towards Antwerp, leaving a gap straight to the west. With wonderful speed the Germans rushed through as far as Ghent, and then turned to the south, leaving sufficient forces to protect their lines of communication against the Belgian army from Antwerp.

Things now looked rather gloomy for Belgium. No doubt there were acts of desperation on the part of Belgian civilians. The Germans, holding lines through the land of the enemy, seized upon these acts as an excuse for wholesale reprisals calculated to strike terror into all Belgians; civilians were shot in numbers, Louvain with its renowned university was completely destroyed.

The German line now moved south directly upon the Franco-Belgian boundary. At Mons the British, under Sir John French, came into action for the first time on August 24th. The enemy had now accumulated driving force and impetus. Longwy fell after a 24 days' siege; the French line was driven in on the Meuse near Sedan, necessitating a



retreat by the forces to the east and west of the weak point; the Germans came on in decidedly superior numbers. There was nothing to do but to fall back. The French were defeated severely at Charleroi and the British at Mons. The British troops formed the left wing of the allied line, facing the main German advance. Fighting a rearguard action almost continuously for three days to prevent an outflanking movement by the enemy, they retreated through Cambrai and Le Cateau in the direction of St. Quentin. The successful retreat from Mons might well be ranked as one of the most brilliant military achievements in British history.

The German staff had experienced one setback in their plans when the Belgians fought so stubbornly at Liège. The second difficulty came from within. The Kaiser seems to have insisted that the French be driven out of Alsace and the Russians out of East Prussia. Troops were diverted from the western arena in spite of its being directly contrary to their plans. The Germans did not have the necessary advantage in numbers when they began the southward drive on Paris. The case was made worse for them by the French withdrawal of troops from Alsace to place directly on the enemy's line of march; General Pau's troops came up to reinforce the British at St. Quentin.

The struggle was now a race against time for each side. The question was whether the new French and British forces being formed would be on time to stem the tide. The Belgians were doing their full share north of Brussels to keep as many men there as possible, making sallies from Antwerp upon the German lines of communication. But still the Germans came on. Paris was put in condition for seige. One third of the civilian population moved to the south, and the government departments were transferred to Bordeaux.

The German right had reached a point about thirty miles north from the centre of Paris, near the outer fortifications on September 3rd. The German left was caught on Verdun, and the centre bent southward to the south of the Marne. The capture of Fort Troyon to the south of Verdun would have completed the investment of that fortress. Two French armies, looped around Verdun, stretched to the south, fighting back to back against fierce German assaults from the north-west and from the east respectively. The German plan seems to have been to force the way south behind the French line of fortresses and compel the forces in them to retreat or suffer being shut off from the rest of France. Germany's transportation problem would have been greatly simplified had Verdun been taken.

*(To be continued.)*

Urchin (to friend)—“It 'tain't arf fine ter be a General, cos 'e can call a bloke 'Pooden Fice', an' 'ave 'im shot if 'e sorces 'im bäck.”—*Punch*.



## The Eastern Campaign

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WHEN the ominous days of late July brought to millions of minds the real danger of a great war, much doubt existed as to the preparedness and efficiency of the Russian army for such a conflict. With her immense territory of eight and a half million square miles, or one sixth the land area of the globe, and a population of one hundred and seventy two million people, Russia is practically self-supporting and has almost unlimited resources. Her geographical position is such that she has never attempted the development of a great navy, contenting herself with a sufficient fleet for defence on the Black and Baltic Seas.

But what of her army? Her defeat in the Japanese War had been a serious blow to her military status among the nations, but this defeat and humiliation produced a most wonderful effect upon the army, which by thorough reorganisation and better training has become a tremendous fighting force and has dispelled the doubts existing at the beginning of hostilities. In recent years, Russia has been training about 430,000 men annually and at the outbreak of the war she had 6,250,000 trained men or nearly as many as Germany and Austria together. In every branch of the military service the Russian army has been modernised and in 1914, for the first time in her history, Russia sent into the field a mighty army, well-shod, well-fed and amply supplied with the best equipment the technical skill of Europe could supply.

Although many railways have been built in the last few years, it was generally expected that Russia, owing to her vast territory, would require a long period for mobilisation and concentration, but within sixteen days from the declaration of war, all the preliminary concentration had taken place. This had a most beneficial result for the hard pressed allies in the west, in forcing the Germans to transfer ten Army Corps or half a million men from the West to East Prussia, to stem the Russian invasion there. The general mobilisation order was given on July 30th. On July 31st, Germany declared war on Russia and on August 2nd, the Russian force under General Remenkampf, crossed the Prussian frontier. The Russian advance along the whole line began on August 16th, and continued steadily during the fortnight following. In this advance, the Russians defeated the Germans in a six days' battle at Gunbinnen, which was the first battle of magnitude in the east. They then pressed on and occupied Insterburg, Allenstein and Soldau, and invested Königsberg. Just at the





end of August, however, the Germans brought up strong reinforcements, and a very serious reverse was inflicted upon the Russians who had been led into a marshy district near Osterode, and were there entrapped and outflanked. The German official report of this battle placed the Russian killed at 120,000 and the captured at 70,000. This defeat compelled a hasty retreat to the frontier, but this early invasion of East Prussia had accomplished its purpose, for refugees in thousands had fled to Berlin and had forced the Government to send strong reinforcements to the East, thus relieving the pressure upon the Allies in the west. Much credit is due the Russian General Staff for this early drive into East Prussia, undertaken before mobilisation had been completed, for the one purpose of drawing the Germans from the west. The unexpected success of this campaign led General Rennenkampf too far from his base of supplies and resulted in final defeat. It also resulted in the Germans sending such strong reinforcements into this district that a second invasion has been very difficult.

With the concentration of greater forces, Russia began to give more attention to the Austrian frontier. Austria entered the war with 2,250,000 trained men. She was expected to reinforce her ally strongly, and to keep the Russian forces fully occupied. But as this war has shown the great efficiency of the Russian army, it has even more shown the decadence of Austrian arms, and, behind that, of the nation. When we consider how Serbia, weakened by the Balkan Wars, and with a small force probably not exceeding 250,000 men, has been able not only to defend her own territory, but even to invade Austria, the degeneracy of the Dual Monarchy becomes more apparent.

It was not the intention of the Russian General Staff to advance on Berlin by way of East Prussia on account of the natural obstacles in lakes and marshes. The better course lay to the south through Galicia and Silesia, but first the Austrians must be crushed. During August the Russians obtained a footing in Galicia by the river Styr, while the Austrians had advanced northward from Cracow. A second Austrian army a half million strong, was advancing through the province of Kielce, while a third advanced from Lemberg as a base.

The Austrian plan was to begin a vigorous offensive through Poland towards Lublin on the north-east and Lodz on the north. In this she would have the assistance of the German army which had already entered Poland in the province of Kalisz. If this move were successful it would prevent the Russian invasion of Galicia from the East. The Russians must meet and defeat this invasion before they could safely enter Galicia.

*(To be continued.)*

## The Canadian Militia

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THE year 1905 is memorable in Canada for it was then that the last of the British Tommies marched aboard the men-o'-war at Halifax and Esquimalt. Canada was full grown. From thenceforth she was absolute mistress in her own house.

But, however much confidence the British Tommy has inspired in the last century, and however much he may have done for Canada in the dark days of 1812 and 1813, the hardy citizens of the new land have never left him to do it all. One hundred years ago this year, the farm houses from Quebec to Niagara and westward were once again rejoicing in the presence of the men folk of the family. Two years before not one was to be seen at home. To a man they were at the frontier under Sir George Prevost's, General Proctor's or General Brock's command, a sturdy support to the regulars.

After that stirring war the military spirit of the country was awakened just as we may expect after this war, millenium and peace enthusiasts notwithstanding. Volunteers organised themselves into regiments, mounted and equipped and drilled themselves. Thus began the Governor General's Body Guard. Year after year the Government promised recognition and aid. The recognition came, but the aid did not. Suddenly the tornado burst in the wake of William Lyon Mackenzie. Then the equipment and arms were provided and it was almost entirely due to the militia that the rebellion was so quickly suppressed. For the Governor had allowed almost all the regulars to be sent to crush Papineau. From that time on the country has paid more and more attention to its militia.

Before the birth of the Dominion in 1867, the defence of the country was entirely in the hands of the Imperial Government. It was on the British regulars that the British statesmen mainly relied, but with the example of 1812 and of 1837 before them they were careful to foster a militia of the residents as a background and support. Of this militia we do not now know or hear a great deal, but under other names it provided the nuclei of the best known of the regiments of to-day. All along the frontier there were companies and regiments drilling regularly in spite of bad roads, heavy work and constant neglect from the Government.

Though we are constantly being reminded of our century of peace along the United States frontier the nineteenth century has not been



entirely peaceful for Canada. First came the Rebellion of 1837, then there were the Fenian dangers, and the North West Rebellions, led by Louis Riel and Gabriel Dumont, and finally the South African War. From 1850 onward, the familiar names of our modern regiments appear. The Governor-General's Body Guard came first in 1855, closely followed in 1860 by the Queen's Own Rifles. In 1862 and 1863, there was a large crop, among them the Royal Highlanders of Montreal, the Victoria Rifles of Canada, also at Montreal; the Royal Rifles of Quebec, and the Royal Grenadiers or Toronto. The military spirit suddenly flourished at this period, owing partly to the Fenian danger, partly to the North-West agitation. In 1866, '67, '68, '69, '70 and '71 were organised a score or more of regiments, well-known to-day. Again in 1883, '85 the spirit revived, owing no doubt to the second Riel rebellion. Since then regiment after regiment has been formed, hardly a year passing unmarked by the birthday of one or more. Naturally, the South African War rousing, as it did, so much feeling among Canadians, inspired the advent of several more, and they have continued to appear till 1914. There are now 109 on the militia list. On paper, Canada provides for more than 130,000 citizen defenders. Judging from the manner in which volunteers have joined all of these regiments since the war cloud burst, it was no idle boast when the Minister of Militia remarked that if necessary, Canada could raise and equip 100,000 men for defence of the Empire in Europe. Since there are over 90,000 in training now, this seems to be a mild statement indeed.

The British North America Act, which created our Dominion, provided for a Department of Militia and Defence in the Canadian Government. The Minister of Militia is a member of the Cabinet and responsible through the House of Commons to the people for the administration of military affairs. He is not necessarily a military man, and is the link between the military organisation and the civil power.

The Commander-in-Chief is the Governor-General, His Royal Highness the Duke of Connaught. This office is not to be confused with that of Chief of the General Staff, held at present by Major General Gwatkin, or with that of General Officer Commanding, now abolished. The Commander-in-Chief is the titular head of all the military forces. The General Officer Commanding formerly exercised the military command of all the active militia. In place of this office there is now the Militia Council, of which the Minister of Militia is President, and on which the Chief of the General Staff has a place as first military member. This council advises the Minister and interprets and executes the military measures of the House.

In addition, there is the office of Inspector-General held by General Cotton until his death and now divided between Major General Lessard and Major General Steele. The office is advisory and carries no direct



authority, except such as necessary in performance of duty. It may be compared with that of inspector in our educational system in Ontario.

Though the familiar volunteers are popularly known as the militia, the law applies the name to all the able bodied men between 18 and 60 years of age. Some classes such as Privy Councillors, judges, members of parliament, clergymen and college professors, are exempt. The active militia are those who at any time are members of a regiment. But the Reserve Militia is the manhood of the land, and it is within the power of the Government to order out at need the Reserve as well as the Active Militia. The chief difference between the two is that the latter is trained and the former untrained. The latter also can be called upon to aid the civil authorities at any time to restore or to maintain order.

The achievement of sending the Canadian contingent to South Africa was remarkable. The distances were so great and the resources for supply were so inadequate in a new country, that a real precedent was set in Canadian affairs. "Suppose," says W. Sandford Evans, "a Government with headquarters at Berlin should undertake to raise an entirely new regiment, and it should choose as its recruiting points, Dublin, Edinburgh, London, Lyons, Paris, Cologne, Hamburg, Berlin, Dresden, Constantinople, Bagdad, and one other point still nearer the Persian Gulf; suppose this Government had never attempted anything of just the same kind before; suppose it had little in its stores except rifles and ammunition; and suppose it got this regiment of more than 1,000 men together, fully clothed and equipped, and on shipboard, sailing out of the harbour of Hamburg, all within seventeen days of the time it first made up its mind to raise a regiment at all—well, it would congratulate itself. Yet, in terms of European and Asiatic geography this was the achievement of the Canadian Government".

The Canadians won a good name in South Africa, especially at Paardeburg; and established fine traditions. So when the need once more arose last summer the answer of both the Government and people was swift and decided. First, the intention was to raise an expeditionary force of 22,000 men, but the supply of men knew no bounds, and finally it was a force of 33,000 men which the ocean liners transported to Plymouth. A second contingent whose strength is unknown, is being transported at the present moment, (early February) and when this article appears all will perhaps be in Europe. A third contingent is being recruited, and there seems to be no limit to the numbers of those willing to fight for King and Country. It is not a spirit of adventure that prompts the volunteers. Canadians in general have a horror of military action. The numbers of educated and refined young men who are leaving good positions to risk their lives for their Empire proves that nearly fifty years of complete self-government has not weakened the sentiment which binds Canada firmly to the mother land.



## War Maps and How to Use Them

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THE present war is of such a portentous nature that every school pupil should have the details of it so indelibly fixed in the mind that it will be one of the pleasures of later life to rehearse its events to a generation yet unborn. In no way can the events be better followed from day to day in all their details than by the use of a suitable war map on the walls of the school.

It is the purpose of this article to discuss the most suitable maps to purchase and also how to utilise them to the greatest advantage.

The number of maps of the war region to-day is overwhelming, and yet the number that are really useful for schools is rather limited. No part of the world has been so thoroughly and repeatedly mapped as the regions in which the war is focussed. The most elaborate maps issued are those of the military departments of the several governments. Germany has prepared military maps of its own empire and that of adjoining countries that are models of their kind. They are in six colours and show not only rivers, mountains, cities, towns and villages, but every road, house, forest and landmark of any kind. Different kinds of roads are distinguished by different markings. These are issued in many sheets to cover the country. France, Belgium, Russia, Austria and England have similar maps. These are the maps the military officers in the fields use. The maps produced by the foreign countries would be of little use to us, for the names we give to many of the largest cities are quite different from those by which they are known in the country itself.

A map to be useful for school purposes requires a good deal of detail in the names as the official reports issued from day to day mention chiefly small places. The following are among the best:

(1) Bartholomew's Map of Central Europe. This is the most useful single map of moderate price covering the battlefields on both the east and west sides. It has great detail in the names of places, hence the names are printed rather small. It includes all the war region of France and Belgium, all of Germany, Poland, and part of Austria. It does not include Bukowina, Serbia, or the extreme north-east of East Prussia.

(2) War Maps issued by *The Daily Telegraph*. There are six of them issued and numbers 4, 5 and 6 are the ones that I recommend above all others for school work. Number 4 deals with the western area; number 5 with the eastern area; and number 6 with Egypt, Asia Minor and Persia. The railroads, mountains, rivers, canals and main roads are conspicuously marked and these are all of great importance in war.

Even the forests are marked in number 4. The places are marked very plainly and even the villages are named; most of the places mentioned in the daily reports can be found.

(3) *The Times* War Atlas and War Atlas Supplement consists of a series of about forty-seven maps that cover every phase of the war in all the continents. While useful for some regions, they are on the whole not so useful as number 2.

Let me now indicate how to use these maps. Suppose you have purchased the *Daily Telegraph* maps, numbers 4, 5 and 6 for the school, as every teacher should, you next procure a sheet of beaver-board 10' by 3' at the local furniture dealers'. The maps should be pasted on this, side by side. Make a thin paste of flour and water, turn the map face down, and with a paint brush cover it thoroughly with the paste, leave it a minute or two to get thoroughly wet and to stretch, and then apply to the beaver-board, rubbing with a cloth from the centre toward the margin, in order to prevent wrinkling. All should be hung on the school wall. Now the line of battle should be indicated, and moved from day to day according to the reports in the daily press. To do this, represent the allies in red, the enemy in blue. Take some sheets of red and blue paper, and cut out very small disks with a carpenter's punch. Then purchase a package of ribbon pins, as small as possible, and put a disk on each pin and arrange these in two rows along the map on each front, also in Egypt, Armenia, Persia and in Mesopotamia. Appoint a pupil each week to keep the battle line up-to-date for each field, and let him report to the class each day what change he is making. Further details might well be introduced. A box of crayons of different colours might be used to indicate the line of battle at different periods since the war began, a different colour being used for each date. As we are particularly interested in the British soldiers, their positions at different dates might be indicated in more detail and with a special colour. To assist teachers who wish to try this I here give the position of the line of battle at different critical dates and also the position of the British troops in greater detail. The places mentioned through which the line passes are all marked in the *Daily Telegraph* maps.

Western Line: August 16. On the north from Malines, through Louvain, Jodoigne, Namur, Dinant, Givet, Mezieres, Buzancy, Verdun, St. Mihiel, Toul, Nancy, Saarbarg, Mollkirch, Weiler, Sennheim, Muelhausen, to near Basel.

August 24th. At the north beginning at Lille through Valenciennes, Maubeuge, Mezieres, Verdun, Toul, Epinal to Belfort.

September 1st. Beginning at L'Isle-Adam just north of Paris, north west through Compiègne, Chauny, Laon, Rethel, Mouzon; south to Verdun, Domevre, Nancy, Luneville, Rambervillens, Saulxures to a few miles east of Belfort.



September 6th. This was the extreme line south reached by the Germans. At the west the line began at Lizy on the river Ourcq, south to Changis, Monteuls, Fere Campse, Vitry, Revigny, Charny, north of Verdun, along just east of Verdun, Toul, Nancy and Luneville, through Blamont, Senones, east to Schlettstadt, just west of New Breisach.

The present line of battle is shown in a map in this issue of the SCHOOL and need not be detailed.

As we are particularly interested in following the British soldiers, their positions will be given in more detail.

Position of British army on August 21st, when they first formed their line in Belgium from Condè through Mons to Binche.

August 24th—Valenciennes, Bavay to Maubeuge.

August 25th—Quilcy, Le Cateau to Landrecies.

August 28th—Noyon, Chauny to Le Fere.

August 29th—Compiègne to Soissons.

September 3rd—Lagny to La Ferte.

September 6th—Lagny, Crecy to Coulommiers (farthest point south).

September 8th—Trilport, to 10 miles east of La Ferte.

September 10th—La Ferte to Chateau Thierry.

September 11th—From a little south of Soissons, east to a little south of Braisne.

September 12th—Along the River Aisne from Soissons, nearly to Bourg.

This position was retained until October 3rd, when the British forces began to move up into Belgium which they reached about October 19th, and formed the line from Ypres to Armentières which position they still retain, though the line now reaches south to La Bassée.

Let each teacher purchase and mount the three maps suggested, and mark in the lines of battle as suggested above. Next month the successive lines of battle along the eastern front in Poland will be indicated, and that map can be brought up to date. Further details regarding the maps will be issued from month to month while the war lasts.

The *Daily Telegraph* maps and Bartholomew's map of Central Europe can be purchased from the Students' Book Department, University of Toronto. The cost of each is 25 cents.

Teacher-in-Training (reviewing a lesson in hygiene with a Junior Third Class)—“Now, where does the saliva come from?”

Boy—“From the Salisbury glands.”

The Jester—“Hullo, sonny! Choosin' yer turkey?”

Diminutive Patriot—“Garn! Yer don't catch me 'avin turkey these days. Wy, I'd as soon eat a German sausage!”—*Punch*.

# Memorization

## A LESSON IN LITERATURE.

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Memorization forms an important part of the pupil's work in English Literature throughout his school course; and it is important for both teacher and pupil that the work of committing to memory should be carried on with the least possible expenditure of time and energy. The teacher must in the first place make proper provision for hearing and assigning memory work in class; and in addition to this, he can do much to help the pupil in his memorization by giving him directions as to the best way to memorize.

**Class Procedure.**—It is not too much to expect that the pupils will memorize, on an average, at least ten lines a week, and the teacher must see that the memorization is distributed fairly evenly over the school year. In order to ensure regularity, some teachers take the first few minutes of each literature period for the assignment and recitation of memory work. If this plan is followed, it is probably advisable to give the class a few minutes to look over their work before hearing the recitation. This method has the added advantage of getting the pupils down to steady work at the very beginning of the period before the new lesson is begun. Generally speaking, five minutes should be sufficient time to devote to memory work in the school period. In making new assignments the teacher must be careful, for obvious reasons, not to give too long a passage. It is better to have a few lines well done than to have a long passage imperfectly learned. It is, of course, sometimes advisable to reassign a passage, or several passages, for review, rather than to give new material every day.

**Examinations.**—On the term examination a question on memorization should always appear. It is sometimes better to give two or three short passages than one long one; but about twenty lines in all, is usually sufficient. Some teachers find it advisable, as the term advances, to give a series of bi-weekly or monthly examination tests, the marks for which will count on the term examination results.

Memory work usually counts about 10 per cent. of an examination paper in Literature. In estimating the value of a pupil's work, the teacher can afford to disregard obvious slips and certain unimportant errors, such as the substitution of *a* for *the* and *of* for *from*, etc. But marks should be deducted for misspelled words and for serious omissions or errors. No rules can be given which will apply to all cases. Some-



times the omission of a line, or even of a stanza, is no more serious than the omission of an important word. Pupils who have not made an effort to punctuate should lose a mark; but of course no one should be required to follow the punctuation of the text-book slavishly. As a rule, also, when pupils have not made proper divisions between lines of poetry, one or more marks should be deducted. It goes without saying that where the class is asked to quote, say fifteen lines, the pupil who quotes not more than eight or nine lines should get fewer than half marks. Even if a pupil has made no effort to memorize, he will usually be able to quote a few lines, and his work in that case is worth very little.

**Recitations.**—In hearing memory work in the class, it is sometimes best to ask the whole class to write, at their seats or at the board. Pupils should be able to write, and look over, ten lines in ten minutes. When the pupil who is standing to recite, hesitates or is unable to proceed, the teacher will give him the necessary cue, or will call upon certain pupils to do so. The latter method has the effect of keeping the class on the alert. But even the best pupil may forget when reciting, and the teacher should be careful not to make the recitation a means of torture for the nervous pupil. When the teacher is severe, there is always a temptation for her pupils to “prompt”.

**The Sense of the Passage.**—In order that the pupils may do their best work, the teacher should see that they follow the best methods of memorizing. It is important, in the first place, that pupils should bear in mind the sense of the passage they are memorizing, instead of learning it by rote, as if it were a series of words and phrases without meaning.

Yelled on the view the opening pack;  
 Rock, glen, and cavern paid them back,  
 To many a mingled sound at once  
 The awakened mountain gave response,  
 A hundred dogs bayed deep and strong,  
 Clattered a hundred steeds along,  
 Their peal the merry horns rung out,  
 A hundred voices joined the shout;  
 With hark and whoop and wild halloo,  
 No rest Benvoirlich's echoes knew.  
 Far from the tumult fled the roe,  
 Close in her covert cowered the doe,  
 The falcon, from her cairn on high,  
 Cast on the rout a wondering eye,  
 Till far beyond her piercing ken  
 The hurricane had swept the glen.  
 Faint, and more faint, its failing din  
 Returned from cavern, cliff, and linn,  
 And silence settled, wide and still,  
 On the lone wood and mighty hill.

The pupil who follows the thought of a particular poem will find it much easier to remember, than one who sees in the passage only a succession of empty phrases. Let us suppose, for example, that the class are memorizing the preceding section from *The Lady of the Lake*.

The pupil who bears in mind the general plan of the section:

The echoes of dogs, steeds, horns and voices;

The effect on the wild creatures;

The passing of the "hurricane";

is more likely to be able to quote the passage, than one who has attempted to learn the mere words only. And, furthermore, the pupil who follows the sense of the passage is more likely to learn a poem as a whole or in its larger divisions, than one who does not understand it. It has been shown by repeated experiments that a passage is learned much more easily and quickly when taken in its larger sense divisions than when it is studied one or two lines at a time.

**Memory Types.**—The teacher should, in the second place, see that in committing a passage to memory, the pupils make use of different channels of sense-impression—the eye, the ear, and the motor activities. Tennyson says that "things seen are mightier than things heard." And most of us probably remember what we see better than what we hear. Some pupils are, however, ear-minded, and remember best what they hear. All pupils should be advised to repeat their memory-work aloud in learning it, and it is sometimes advisable to have a particular passage read aloud several times in class for the same purpose. There are certain pupils too, who memorize a passage more readily by writing it, because in so doing their muscles are called into play. It is not very often possible to take time in class to have memory work written out, but the eye-method and the ear-method should occasionally be supplemented by the muscle method also. There is no doubt, however, that most pupils belong to a mixed type, who learn more readily when all three methods are called into play.

**Laws of Recall.**—The teacher should, in conclusion, bear in mind that in the memorization of prose and poetry, the same laws of recall hold, as in the general learning process. It is important that on the pupil's first study of the poem in question, his ideas should be clear and accurate and that he should get the wording correctly. In memorization, as in all other things, prevention is a thousand times better than cure. It is important also that the passage should be presented to the pupil in the most forcible and vivid manner possible. In the case of the poem quoted above, the pupil whose imagination has been stirred, so that the whole scene stands out vividly before him, will have less difficulty in remembering it than the pupil to whom it is merely a dull recital of matter of fact details.



In memorization, as in other things, it is necessary also to strike while the iron is hot—and at the same time to keep it hot by striking. Memorize the passage as soon as possible after it is studied, and keep it fresh in the memory by frequent repetitions. The pupil who learns a passage to-day and then puts it aside for a month, will find that he has a large part of his work to do over again. A passage that is learned only for the purpose of immediate recall, which the pupil stumbles through with difficulty in class, is usually forgotten in a few days. If the pupil wishes to practise economy of effort, he will learn his work a little beyond what is necessary for immediate reproduction in the class-room.

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## Book Reviews

*Soils and Crops*, by Hunt and Burkett. 541 pages. Published by Orange Judd Company, New York City, and *Farm Animals*, by Hunt and Burkett. 534 pages. Published by Orange Judd Company, New York City. These are two companion volumes written by the two well known teachers of agriculture. They are not written primarily for the Agricultural College but for the High School pupil, and for that reason they have a particular interest for Canada, as in all the provinces an endeavour is being made to introduce this class of teaching. Both these books can be unhesitatingly recommended to such schools. Each book is divided into lessons of about equal length and these lessons are accompanied by what is called a "practicum". This corresponds to what we should call laboratory work, though in this case the laboratory may be the stable, the vegetable garden or the wheat field. This method cannot be praised too highly, as lessons on agricultural topics, to be made valuable, must be accompanied by concrete investigation. The language is always simple and numerous suggestive illustrations are interspersed. The agricultural teacher cannot afford to be without these books and all science masters will find them suggestive. G. A. C.

*The Sergeant of Fort Toronto*, by Geo. F. Millnes. The Copp, Clark Co., Toronto. 370 pages. Price \$1.25. Every teacher will be interested in reading this historical romance, the action of which centres about an old French fort on the site of the present city of Toronto. The story of the effect of "strongwater" on the Indians, of their attack on the fort, of their cunning in avoiding punishment, of their attitude toward the storekeeper, the abbé, and the mission—all these make delightful reading for the teacher who likes to get "local colour" for the embellishment of lessons in Canadian history. The book is first, last, and always an intensely engrossing story and not a history, but the character-sketching of the inhabitants of New France is such as to impress itself on the memory of the reader.

## The Successful Teacher

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

MISS Warner had charge of the advanced division of a village school of two departments.

For each pupil she had prepared a large card, on which she kept a careful record of lates, attendance, conduct, and effort. These cards were accessible to all pupils who cared to examine them.

When the week's record was satisfactory, the last hour on Friday was devoted to games. The games were so managed that all pupils had equal opportunities of winning.

On the last Friday of the month, three book prizes were given to the three pupils who made the best record in games. All pupils were entitled to compete, but only those pupils whose card records were "good" were eligible to receive a prize.

When I visited Miss Warner's school, I found the relationship between teacher and pupils practically ideal; and, on hearing of the "Last Friday Play Period", I managed my programme in such a manner as to be present on one of these occasions.

The game in which I was most interested was that of tossing three 5 cent baseballs into the waste-paper basket, which was placed at a distance of 16 feet. The successful landing of three balls in the basket gave that pupil the privilege of another turn, and so on, the limit for one pupil being 21.

It so turned out that Harry and Frank each made a score of 21. They then "played off" for the prize. The new scores were 15 and 17 respectively. Thus was Frank entitled to the book—one of Henty's very interesting stories.

The "play-off" was a very exciting climax, and was vigorously applauded by the greatly excited spectators. There were six parents present, including the village preacher, who always contributed one of the prizes.

The commendable feature about this method of giving prizes is that all pupils have an equal opportunity of winning. Each is required simply to do his or her *best*. It is not necessary to stand at the "head of the class", nor score the "highest percentage" in examinations.

Another commendable feature is that faithfulness in work and skill in play are brought into close relationship—as they always should be. If the education of the young could be always wisely directed, the play



spirit would be so cultivated that it would last throughout life, and ever afford relaxation amidst the strenuous activities of earning a living.

Men and women who retain their eager interest in play generally continue active and energetic to a later age than can those people who allow the play spirit to die with the passing of their youthful days.

Teachers especially should never lose their interest in play. Baseball, tennis, skating, coasting, will tend to keep the muscles supple, the mind alert, and the heart young.

To be successful teachers we must ever try to keep in touch with the child's point of view. To do this most effectively, we must ever keep young in spirit.

## Book Reviews

*From the Trenches.* Louvain to the Aisne, the first record of an eyewitness, by Geoffrey W. Young. William Briggs, Toronto. 318 pages. Price 75 cents. A very interesting and picturesque account of what went on in the wake of the armies during the early part of the war, comprising incidents concerning the soldiers, the peasantry, Paris during the time of anxiety, the devastation wrought by the Germans, the soldiers' letters home. The "human interest" is a marked feature of the volume and it is so clearly written, in such simple language, that children will enjoy it. It will give them a much more concrete idea of the effects of war than they can get from many other sources.

*The War, 1914*—a history and an explanation for boys and girls, by Elizabeth O'Neill. 16 plates, 4 in colour, 2 maps. Published in London, T. C. and E. C. Jack. The Copp, Clark Company, Limited, Toronto. Price, 50c. This book is simply and brightly written for children. It explains clearly how the war began, how wars are fought to-day, how Belgium saved Europe, the march of the Germans towards Paris, the war at sea, the onward march of the Russians and the battle of the trenches.

W. L. C. R.

*Pan-Germanism*, by Roland G. Usher, Ph.D., Associate Professor of History, Washington University, St. Louis. The Copp, Clark Co., Limited, Toronto. Price, 75c. A critical study of the German schemes for the conquest of the world. A careful sifting of supposedly more trustworthy evidence than we can hope to obtain from newspapers, weekly journals or magazines where "timeliness" is the chief consideration. The Balkan crisis, the war in Tripoli, Persia, Morocco, are only incidents in a gigantic struggle for dominion. Professor Usher elucidates the critical situation, and throws light upon the political and economic significance of the vast movement known as Pan-Germanism.

W. L. C. R.

# March in the Primary

ETHEL M. HALL

Public School Weston

**Nature Study.**—I. Watch for the signs of Spring. 1. Longer days. 2. Returning birds—robin, bluebird, songsparrow. 3. Snow melting and ice breaking up. 4. Sap running. 5. Trees changing. 6. Early buds awake—willow, lilac, horsechestnut. 7. Maple tree-buds, sap, sugar.

II.—Lessons on “Making Maple Sugar”.—1. Experiences of children. 2. Teacher’s experience. 3. Practical work in the country. 4. Sand table work. City children might profitably visit the T. Eaton Company, and study the miniature sugar camp on the sand table. It is an excellent representation of the old and new methods of taking and boiling the sap.

III.—Work of the Wind.—1. Teach the points of the compass. 2. Show a compass. 3. Ways of finding the direction of the wind. (a) Weather vane. (b) Clouds floating. (c) Swaying trees. (d) Blowing of tall weeds and grasses. (e) Holding up a moistened finger. (f) The blowing of the dust in the street. (g) Blowing of dead leaves, girl’s hair, facing the wind, the bending of the trees. (Let the pupils play “weather vane”).

**March Scripture.**—“He that observeth the wind shall not sow, and he that regardeth the clouds shall not reap”. Eccl. 11: 4. “The wind bloweth where it listeth and thou hearest the sound thereof, but thou canst not tell whence it cometh or whither it goeth.”—John 3: 8. “For, lo, He that formeth the mountains and createth the wind and declareth to man what is in his thought, that maketh the morning darkness and treadeth upon the high places of the earth, The Lord, the God of Hosts, is His Name.—Amos 4: 13.

## Prayer for March:—

Dear Father, who rulest the tempest,  
And sayeth, “Peace be still”;  
Be with us through life’s storm and shine,  
Help us to do thy will.

## Hymn.—“Peace, Be Still!”

**March Songs.**—1. The North Wind. 2. The Wind—*Stephenson*. 3. The March Wind—*Bakeman*. 4. The March Minstrel—*A.R.B.* 5. March—*Geo. Willmott*. 6. Spring Cleaning—*Eleanor Smith*. 7. Pussy Willow—*Geo. Willmott*. 8. The March Wind—*Ethel Brown*. 9. March Wind—*Shubert*. 10. The Land of Windmills—*Chas. Boyd*.

**Literature to Teach.**—1. March—*Celia Thaxter*. 2. The Spirit of the Season—*Wordsworth*. 3. Waiting to Grow—*Selected*. 4. Pussy Willows—*E. E. Foulke*.



**Spelling.**—Having finished the list of phonogram words take the manual and use the phonic lists given in (a). This will be sufficient for March and is really a review of the work taken up in February.

Vary the work and make it as pleasant as possible. Many pupils have become "chronic" poor spellers because of a self-consciousness and fear developed early in the school life and have never fully overcome the feeling.

Some teachers teach spelling as though the whole dictionary must be memorised in a year or more. *Don't* detain primary pupils to make them write out lists of misspelled words. If drill is necessary, contrive some method of making the last period of the day a *joy* not a *dread*.

**Poems for March.**—1. Written in March—*Wordsworth*. 2. The Wind in a Frolic—*Wm. Howitt*. 3. Chimney Tops—*Marion Douglas*. 4. Which ever way the Wind Blows. 5. Why do you Cry Little Wind—*A. L. Laney*. 6. What the Winds Bring—*Stedman*. 7. A Wind Came up from the Sea—*Longfellow*. 8. Four Big Brooms—*Mary B. Street*. 9. Shut the Doors—*Maud Grant*. 10. Stephenson's "Wind Poems". 11. Eugene Field's "The North Wind". 12. The North Wind doth Blow. 13. The Bluebird—*Minna Irving*. 14. When the Wind Blows Down the Chimney—*F. J. Hadley*. 15. The Windy Day—*G. M. North*.

**Legend and Story.**—1. The Wind and the Sun—*James*. 2. A Story of Hermes—*Myths*. 3. The Sun Fairies—*Edith Herons*. 4. When the Wind Fell Asleep—*E. Christy*. 5. The Story of Little Peter—*Legends of Holland*. 6. Little Wooden Shoes—*Holland*. 7. Legend of the Milkmaid of Dort—*Lucas*. 8. Siege of Leyden—*Brave Little Holland*. 9. How Tommy Raised the Wind—*Cowles*. 10. Story of Spring—*Hans Anderson*. 11. King Aeolus and the Bag of Winds—*Classic Myths*. 12. The Tempest on Galilee—*Luke 8, 22-25*. 13. Story of St. Patrick. (March 17th). 14. Talk about Shakespeare.

**Picture Study.**—Dutch Artists.—Rembrandt, Paul Potter, Frans Hals, Anton Mauve and Ruysdael.

**Geography.**—1. Position in Europe. 2. Early History of Holland and struggle with Spain. 3. Struggle with the Ocean. (a) The sand banks. (b) The piles of granite, etc. (c) The dykes—how made. 4. Struggle with rivers and lakes. (a) Marshes pumped into canals. (b) Canals deepened and dyked. (c) Rivers channeled and made into broad canals. 5. Changing the soil for growth. (a) Soil brought from other lands. (b) Sand, clay and peat added. 6. The Windmills. (a) Construction. (b) Purpose. 7. Canals. Used as (a) roadways, (b) fences, (c) drainage, (d) link between farms, villages, towns, cities. 8. Homes. (a) how built, (b) furnished, (c) gardens. 9. Industries. (a) farming, (b) cattle raising, (c) cheese making, (d) butter making, (e) tulip bulbs cultivated. 10. Manners and customs of people.



**Sand table.**—Allow the pupils to build canals, dykes, gardens, homes, windmills, etc., on the table. Let the work be free expression, after the study of the country.

**Blackboard.**—The teacher can aid the visual, by massing in the main features of the life in the country behind the sand table.

**Paper Cutting.**—Illustrate "The March Wind", by Helen Beckwith or Stephenson's "Wind Poems". Cut tulips and hyacinths for sand table.

**Model.**—Dogs, carts, men, boats, bridges, geese, storks, etc.

**Construct.**—houses, churches, bridges, from paper or cardboard.

**Art.**—Dutch scenes and those representing the work of the wind.

**Phonics.**—During all reading lessons be on the alert for any difficulty. Give special review lessons in another period on the sounds needing special attention. Use devices to keep the work interesting.

Do not use devices in *teaching* the sounds, reserve them for *reviews*. Especially with young teachers, the device is frequently allowed to take the place of the element to be taught.

In transition from script to print it is not necessary to print on the board. No teacher can imitate the printed form *perfectly*, and the pupil is called upon to learn *three* forms—script, *your print* and the *printed page*.

Never force beginners to read aloud. When they are ready they will *always be more than willing*. Fluent reading cannot be gained by compulsion. Inspire the pupils with a *love* of reading and they will *read*. Forced plants are never as beautiful as those which develop naturally. Prepare your work thoroughly, teach systematically, then stand aside for a moment and watch the result.

**Number.**—It is a splendid plan to teach the addition tables as far as possible the first year. First year pupils cannot retain them all, but the very fact that their horizon has been broadened will help in the fixing of those absolutely necessary to remember. *Constantly* teach the tables of 9's in all combinations and at the same time review the 10's and doubles. Continue the use of those combinations in addition of one, two, three and four columns. 1. Count by 2's in Roman Numerals. 2. Continue counting by 5's, 10's, 2's, 3's, 4's, etc. 3. Analyze numbers from 399 to 499. 4. Review the spelling of the numbers as far as sixty.

Monday is a good *review* day. With primary children it is an eternity between Friday and Monday. What they can *appear* to forget in two days and three nights is appalling! But they haven't really forgotten. It is there *somewhere*, buried under a pile of beautiful experiences of skating, etc. The covers must be lifted from the brain and connections made without the knowledge of the child. That is where the *wise* primary teacher shines.



## Letter Writing

FREDERICK H. SPINNEY

THE letters which were published in the January number of THE SCHOOL seemed to arouse a widespread interest, and pupils' letters have been coming in from all parts of Canada.

Some splendid letters were received from Valentia, Ontario, one of which is published herewith:

VALENTIA, ONT.

Jan. 7, 1915.

Dear friend:

We take a magazine called THE SCHOOL, which published some letters written by pupils in Montreal and England. Our teacher read the letters to us, and we said that we would like to take part in exchanging letters.

The day before Christmas Holidays, our school had a debate. The subject was "Resolved that Manitoba has a more desirable climate to live in than Nova Scotia". Three other pupils with myself were on the negative side and the same number on the affirmative. The latter were victorious by 5 points.

What is the winter like in Montreal? This winter has been the coldest and stormiest for fifty years. The north and south roads are full of snow; but when the wind blows hard, the ground can be seen in many places.

We have heard that you receive letters from India and other foreign places. The pupils of our school would be very glad to receive letters from there.

Your Ontario friend,

OLIVE CASEY.

Another pupil told about a "Mission Band" to which she belonged. A little girl wrote a splendid description of her home. A boy told about what the village was doing for the "Patriotic Fund". In fact, the letters from Valentia treated of a variety of topics seldom found in letters from the one school. The pupils have also written to Australia, and are patiently awaiting answers.

The time that it takes a letter to travel from Australia to Valentia will be suggestive of the long distance through which it has to travel. To trace out the course of such a letter would furnish an interesting lesson in practical geography.

If teachers wish to send *five* or *six* of the *best* letters to 160 Sanguinet Street, Montreal, with from 2 to 5 cents in stamps, we shall endeavour to have them answered here, or sent to some distant school where the pupils are eager to receive and answer letters.

From time to time the most original and suggestive letters will be published, with the kind permission of the Editor of THE SCHOOL.

# Art for March

- I. MARGARET D. MOFFAT, Assistant Supervisor of Art, Toronto  
II. W. L. C. RICHARDSON, Faculty of Education, University of Toronto  
III. S. W. PERRY, B.A., Faculty of Education, University of Toronto

[Teachers may write THE SCHOOL asking for information regarding Art Work. These suggestions will be answered in the next available issue by Miss Jessie P. Semple, Supervisor of Art, Toronto, and Miss A. Auta Powell, Instructor in Art in the Normal School, Toronto. If individual answers are asked for, return postage should be enclosed.—EDITOR.]

## I. Junior Grades.

*Illustrations.*—No part of our art course for junior classes has a more important place in the education of the child than illustration. It quickens the powers of observation by giving a definite reason for noticing carefully the things about us. It cultivates the imagination, as the child must arrange the different elements entering into the picture and see the whole in his mind before he can properly produce it on paper. It is wonderful how much children can be trained to see "mentally." More than all, it gives unlimited scope for self-expression.

Oral language work and illustration may be used together to great advantage, the preparation for a lesson in illustration providing the best kind of material for a language lesson.

Material for these lessons may be drawn from various sources:—Occupation, games, stories, nursery rhymes, etc. If a story is to be illustrated, some special incident must be chosen, or a series of illustrations may be made showing various parts of the story.

The following order of work is suggested: 1. Select subject for illustration. 2. Discuss elements which might enter into the picture—sky, earth, hills, trees, road, house, river, children, etc. 3. Decide which of these elements are to be used. 4. Use all possible means to help the children see the picture mentally. Have children pose to show the action in the picture. Use pictures, sketches, objects, etc., to help to form the image in the child's mind. 5. Remove all helps, and draw. 6. Show results for class criticism. Allow the pupils to decide which they think best, and why. Children learn much from seeing the work of others.

Do not drill to secure perfect work, but introduce the same elements into another story, and note the improvement.

The best illustrations are always those which "tell the story." In the first book classes always aim for "action", setting being a secondary consideration. In second book classes pay more attention to backgrounds, taking two lessons for the illustration if necessary, one to draw the "place", and the other to put in the "action." Without giving any



technical instruction in the subject, it is possible to develop a keen sense of perspective in these illustrations, especially in second book classes.

The following subjects are suggested for Spring work in illustration:—

1. Anything suggesting the season, such as, March winds, April showers, return of the birds.
2. Spring games, such as, skipping, marbles, kite flying, spinning tops, etc.
3. Spring occupations: chopping wood, ploughing, digging the garden, sugaring off, etc.
4. Spring verses, such as:—

“The little flowers came through the ground,  
And raised their heads and looked around.”

You can find many such verses in readers and journals. 5. Stories and nursery rhymes.

I know of no story more fascinating to children than “Hiawatha”. It is full of simple, forceful pictures which are readily imaged. Here are a few of them: —

1. By the shores of Gitche Gumee,  
By the shining Big-Sea-Water,  
Stood the wigwam of Nokomis.  
Dark behind it rose the forest,  
Rose the dark and gloomy pine trees,  
Rose the firs with cones upon them.
2. On the shore stood Hiawatha,  
Turned and waved his hand at parting.
3. On the clear and luminous water  
Launched his birch canoe for sailing,  
From the pebbles on the margin  
Shoved it forth into the water;  
Whispered to it “Westward! Westward!”  
And with speed it darted forward.

Remember always, that we teach illustration, not to make artists, but to cultivate the powers of imagination and self-expression. The work produced must necessarily be crude, and, if we sacrifice freedom to get results which “look better”, we have missed the point entirely. With careful teaching, skill in expression will gradually develop without any sacrifice of free work on the part of the child.

## II. Third and Fourth Book Grades.

*Design.*—Gray manila paper, squared off in quarter-inch spaces, is a great aid in planning designs. Border designs for box covers, rugs, panels, announcements or signs may be easily drawn upon it, as the ruled lines will keep the bands straight and of even width.

Suppose one takes the problem of a border to an oblong area. The emphasis of the form of the article by the addition of a border line is the first step towards beautifying it. The eye seizes the shape of the

object with greater comfort. The addition of two more bands enhances still further this sensation of strength and comfort. The question of where we shall stop in the number of border lines will be decided by the principle of proportion.

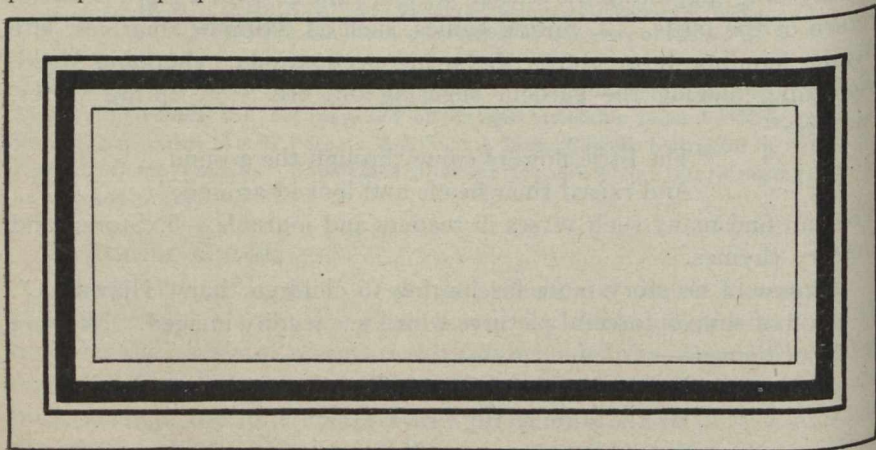


Fig. I

There are three spaces to be considered—marginal space, border area, and central enclosure. These spaces should vary in width in pleasing proportions. In Fig. I., the space allotted to the border is to be filled by three straight bands of varying thicknesses. One of these bands should distinctly dominate the other two in size and weight. The spaces between these bands should also vary in width, one being much larger than any other.

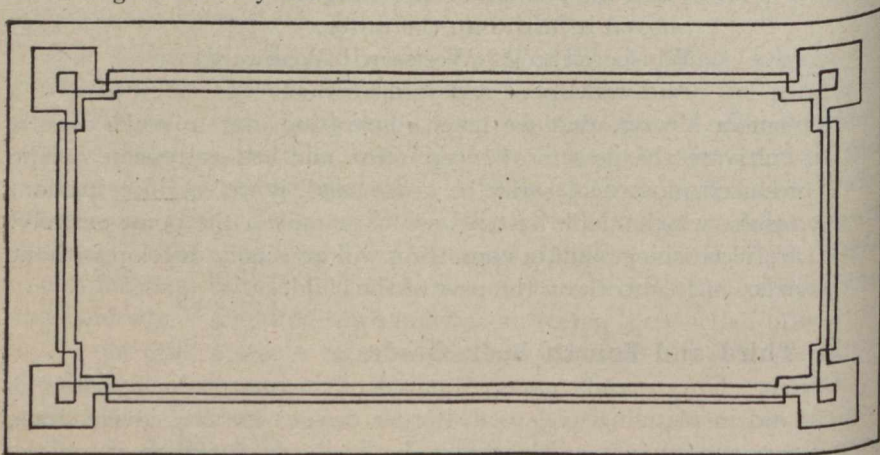


Fig. II

The areas enclosed and the bands themselves offer attractive possibilities for colour. On the gray manila paper, black crayon and one colour will give good colour effects.



In succeeding lessons, the next step would logically be to vary the above problem by accenting the corners. The corners may be stepped out or in, the bands interwoven, interrupted by blank spaces or by the insertion of other block forms.

From the modification of the corners we might take the middle of the sides as the next point of possible change, if such seemed desirable.

When designing for circular forms, instead of using squared paper as a foundation, make a net work of radii and concentric circles faintly and erase when they have served their purpose.

We shall also have to consider briefly the matter of surface patterns. These might be suitable for a floor covering (tile or rug), a panel to a book cover, wall paper, etc. In teaching design in the upper grades the pupils should be required to consider the object to be decorated, its material, its use, and the appropriateness of the design.

For some children the making of a unit of design suitable for repetition is a very difficult task. They seem unable to grasp the fact that they have the liberty of shifting the details of a plant form or of changing the proportions, shapes, or sizes of its various parts. To modify and conventionalise they must have something tangible, something they can handle themselves.

Try letting such pupils cut many curved and straight line units similar to those suggested in Fig. III., and group two or more forms in a pleasing and orderly arrangement. When a child seems unable to combine these units, let him begin by tracing one form in a row from left to right, repeating it at regular intervals; then alternating its position by reversing left and right; then



Fig. III

upright and upside down, and in combination with one other unit. Now try to lead them to see in simple plant forms motives that will resemble some of their units. Once their minds are open to correct seeing and imaging, the barrier to original design will be cleared away.

Block units devised by the squared paper method may be used also as a surface pattern exercise with interesting results.

As an exercise for surface patterns we might make an ornamental cover for a Nature booklet. The paper may be coloured, or it may be any manila paper which may be coloured. Lay out the face of the cover as shown in Figs. IV. or V. Design a unit to fit the plan; repeat it to make the pattern; colour the pattern, using a group of hues, much dulled, and exhibiting but little contrast. When finished the design as

a whole should first strike the eye, not individual units, nor the spaces between them. All lettering should be most carefully spaced and drawn on squared paper, and transferred by tracing to the cover. Let the lettering be bold and simple.

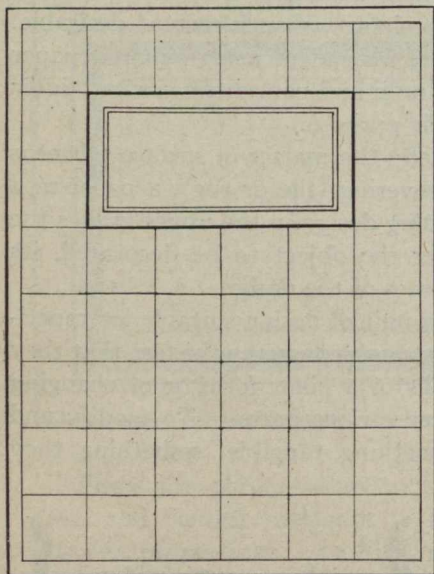


Fig. IV

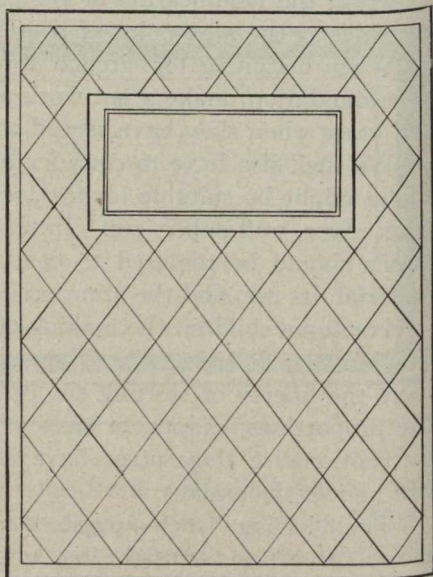


Fig. V

### III. With March Art Classes at the High School.

The time seems opportune for a review and an extension of the study of colour.

A china-pan water colour box fitted with Crimson Lake, Vermillion Middle Tint, Gamboge Tint, Sap Green, Ultramarine, Mauve, Lamp Black and Chinese White or Sepia, and a good No. 7 brush, will supply the required medium.

To ensure a knowledge of the possibilities of their water colour box and to secure definite illustrations of colour terms and colour results, many teachers require from their pupils the production of colour charts. Without disparaging the value of this work and the use of carefully prepared colour charts in the class room we claim that valuable time would be wasted in assigning exercises of this character to pupils at this stage in their art course.

The teacher should assure himself that his pupils understand and can illustrate in colour the following terms: primary, secondary, complementary and neutral colours; hues, tones, tints and shades of colour; monochromatic, analagous, complementary and dominant harmonies of colour. To illustrate these in an impressive way, interesting material with good colour schemes should be employed, such as colour reproduc-



tions of pictures by the great masters of colour, illustrations from the best magazines, pieces of pottery, sample bits of textiles, sample books of wall paper, catalogues containing coloured prints of carpets, linoleums, wall tints and house painting colour schemes.

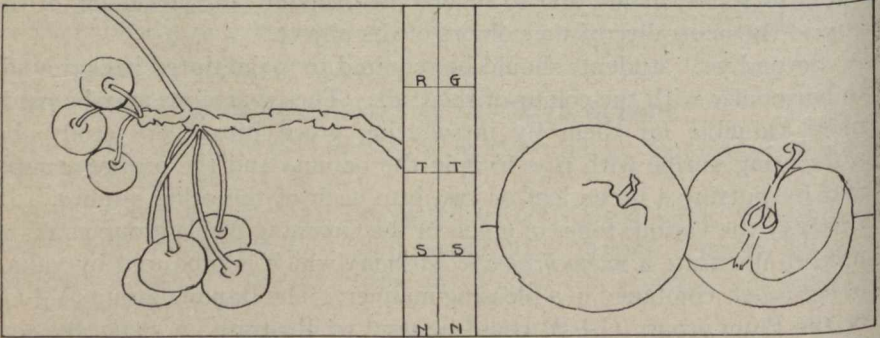
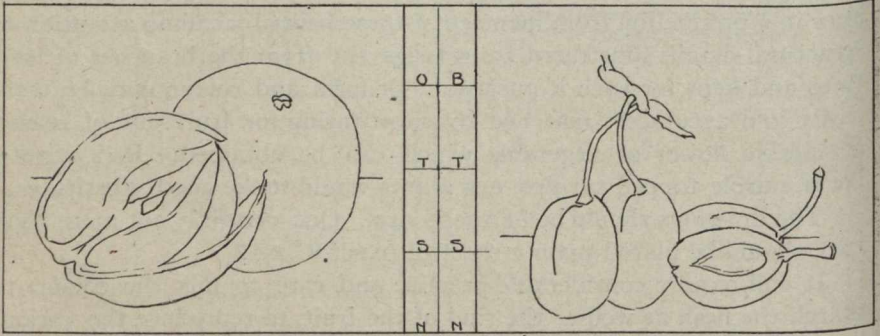
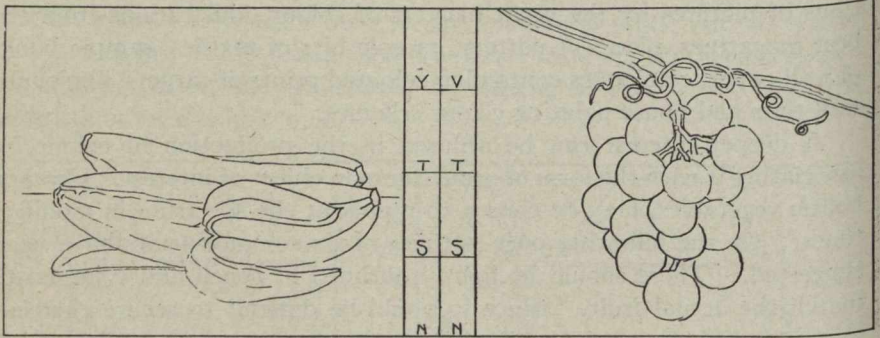
A deeper interest can be aroused in the production of colour by associating it with the form of some common object of interest. Flowers, fruits, vegetables, may be chosen to represent the spectrum in modified tones. On the following page outlines of six common fruits have been suggested. These should be lightly outlined in pencil and coloured to match the actual fruit. Since it would be difficult to secure cherries, grapes and plums at the present time, the teacher might render assistance in a production from memory of these fruits by calling attention to structural details illustrated from twigs cut from the branches of fruit trees and kept for such a purpose. Or form and colour may be more easily and accurately matched by substituting for fruit out of season a suitable flower or vegetable which can be obtained. Red carrots, beets, purple topped turnips, egg plants would make good substitutes.

The drawings should be of a good size. One, certainly not more than two, should be placed upon a sheet of paper 9" x 12".

It will require considerable practice and care to mix the colours to match the flesh as well as the rind of the fruit, to reproduce the various hues, tints and shades, and to reduce the brilliancy of the colours of the box to the neutrality of the colours of the object.

Second year students should be required to make tinted backgrounds to harmonize with the colour of the fruit. These exercises may be made more valuable for them by introducing green into every study, by associating unripe with ripe fruit in the banana and the orange groups, and by putting a green leaf or two into each of the other studies. In this way the various tones of green in the Greening Apple group could be used to illustrate a *monochromatic harmony* which is produced by values of *one colour* combined in a pleasing manner. The Banana group (Y+G) or the Plum group (G+B) could be used to illustrate an *analagous harmony* which is produced by the happy combination of hues of *neighbouring colours*. The red and green of the Cherry exercise have no colour in common, but could be drawn into a *complementary harmony* by mixing a little of either colour with the other, thus placing them together in a pleasing combination of *neutral tones*. The orange and green of the ripe and unripe oranges have yellow in common and may be brought into a *dominant harmony* by placing these colours under the influence of a grey-yellow wash, while the purple and green of the grapes and leaf may be similarly placed under the dominating influence of a grey-blue tinted background.

Excellent exercises in colour matching may be provided for the students of the second year by placing before them to draw and paint





(a) a group consisting of several potatoes and sprouted onions, with one potato cut open to expose the colour of the flesh, and (b) a pulp paper plate containing home-made buns, with one bun removed to one side to show the colour of the un-browned bread.

Throughout these exercises the aim should be to increase the power of the pupils (1) to recognise colours, (2) to appreciate beautiful colours and colour schemes, (3) to express this appreciation through the technique of the water colour medium.

For picture study an effort might be made to secure a couple of good colour reproductions of masterpieces. Particular attention should be directed to the colour scheme of each picture, its key, its harmonies, and the meaning of its lights and shadows.

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## Book Reviews

*Britain as Germany's Vassal*, by General von Bernhardt, translated by J. Ellis Barker, sole rights in Canada held by William Briggs, Toronto. 256 pages. Price, paper 50 cents, cloth 75 cents. The author's title for this book was "Our Future—A Word of Warning to the German Nation". It was published a year after his "Germany and the Next War". He urges Germany to acquire by war first the supremacy in Europe and then the mastery of the world. "Decadent England" is described as Germany's principal enemy. The book reminds one of Machiavelli, but the author outdoes the Florentine in cold-blooded treatment of his theme. School libraries in need of books on the all-engrossing subject may well have on the list "The book that caused the war". Valuable additions to the book are the "Kriegsbrauch" (Customs of War) published by the German General Staff in 1902 and some of the rules of the Hague Conference.

*The German Empire's Hour of Destiny*, by Colonel Frobenius. The Macmillan Co. of Canada, Toronto. 138 pages. Price 50 cents. When this book was published, the Crown Prince of Germany telegraphed his congratulations to the author. Every reader of this book will wonder why the British people did not see what was coming. That such a book should be published in a country ostensibly at peace with her neighbours is amazing. The present reviewer was most interested in the author's forecast of what Britain would do when the hour arrived. German authors reasoned clearly, and from their own interpretation of history built up very plausible prophecies, but failed to read aright the character of the Anglo-Saxon. This book will be enjoyed by High School students.

## The Loss of the Birkenhead

(Note on the frontispiece)

**T**HE Birkenhead was an English transport steamer which was wrecked near the Cape of Good Hope in 1852. As all could not be saved, the women and children were put into the boats, while five hundred officers and men standing in the presence of death as calmly as on parade ground went down with the ship. It is said that the King of Prussia at that time caused the splendid story of iron discipline and perfect duty to be read aloud at the head of every regiment in his kingdom.

The frontispiece illustrating this event was painted by the British artist, Thomas M. Hemy, whose companion picture, "The Burning of the Kent", an East Indiaman, is also well known.

In the following poem, supposed to be written by one of the soldiers on board the Birkenhead, Sir Francis Hastings Doyle has commemorated British unflinching adherence to duty, which, thank God, is still characteristic of our race, as recent events gloriously testify.

Right on our flank the crimson sun went down;  
The deep sea rolled around in dark repose;  
When, like the wild shriek from some captured town,  
A cry of women rose.

The stout ship Birkenhead lay hard and fast,  
Caught without hope upon a hidden rock;  
Her timbers thrilled as nerves, when through them passed  
The spirit of that shock.

And ever like base cowards, who leave their ranks  
In danger's hour, before the rush of steel,  
Drifted away, disorderly, the planks  
From underneath her keel.

Confusion spread, for, though the coast seemed near,  
Sharks hovered thick along that white sea-brink.  
The boats could hold—not all—and it was clear  
She was about to sink.

"Out with those boats and let us haste away,"  
Cried one, "ere yet yon sea the bark devours."  
The man thus clamoring was, I scarce need say,  
No officer of ours.

Our English hearts beat true; we would not stir;  
The base appeal we heard, but heeded not;  
On land, on sea, we had our colours, sir,  
To keep without a spot!



We knew our duty better than to care  
 For such loose babblers, and made no reply,  
 Till our good Colonel gave the word, and there  
     Formed us in line to die.

There rose no murmur from the ranks, no thought,  
 By shameful strength, unhonoured life to seek;  
 Our post to quit we were not trained, nor taught  
     To trample down the weak.

So we made the women with their children go;  
 The oars ply back again, and yet again;  
 Whilst, inch by inch, the drowning ship sank low  
     Still under steadfast men.

What follows, why recall? The brave who died,  
 Died without flinching in the bloody surf;  
 They sleep as well beneath that purple tide,  
     As others under turf.

They sleep as well! and, roused from their wild grave,  
 Wearing their wounds like stars, shall rise again,  
 Joint-heirs with Christ, because they bled to save  
     His weak ones, not in vain.

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Porter—"Do I know if the Rooshuns has really come through England? Well, sir, if this don't prove it, I don't know what do. A train went through here full, and when it come back I knowed there'd bin Rooshuns in it, 'cause the cushions and floors was covered with snow."—*Punch*.

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Boarder (to landlady)—"Mrs. Smithers, if you are unpatriotic enough to hoard your food stuff, that is a matter for your own conscience; but please remember in future not to give me a hoarded egg for breakfast."—*Punch*.

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London Scot (proud of his English)—"Aw'll be hame about eight o'clock the nicht, an'——"  
 Voice of Operator (obedient to Government instructions)—"No foreign languages, please." (Cut off.)—*Punch*.

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Bix—"I see there's a report from Holland that concrete bases for German cannon have been found there." Dix—"Don't believe a word you hear from Holland. The geography says it is a low, lying country."  
 —*Boston Transcript*.

## Nature Study for March

G. A. CORNISH, B.A.

Faculty of Education, University of Toronto

**A**BOUT the beginning of March is an excellent time to commence the study of birds. It is desirable first to let the pupils become familiar with the appearance, song and name of the common birds of the neighbourhood, and later, the habits of a few can be studied more carefully.

The pupils should be told to observe any birds they may see and should be encouraged to go in search for them. Tell all to observe the following points about each bird:—1. Size; whether larger or smaller than a sparrow, larger or smaller than a robin. 2. Colours; if any bright colours are conspicuous and where they are to be found, the colours of the different parts, whether striped, barred, mottled or uniform, whether any flash colours show when it flies. 3. Beak; long or short, straight or curved, strong or weak, also the colour if conspicuous. 4. Habits; whether in flocks or singly; in the meadow, on the road, on the fence or in the trees; if in the trees whether on the trunk or perching on a branch; when flying if it goes straight or in a jerky line; if it soars or continually moves its wings when flying; if it sings while flying or when at rest.

Then comes the problem of identifying the birds that the children find. For this the teacher will need a good chart of coloured pictures of birds or a book with coloured pictures, and by an examination of these pictures the name should be found. Books very useful for identification are: "Bird Guide, Part II.", by Reed, "Colour Key to North American Birds", and McClement's "New Canadian Bird Book".

A bird record should be kept posted up in the school; on it should be placed from day to day the name of bird seen, date first observed, and the name of the pupil who observed it first. This will produce a keen competition, as each pupil desires to see his name appear as frequently as possible. Besides this, each pupil should keep a record of his own in which all the birds found by him are recorded. The numbers on each list can be recorded on the blackboard and revised frequently.

Each day should have five minutes devoted to the pupil's descriptions of birds they were unable to identify and the teacher can probably assist them in finding the names.

The following are the most likely birds to be seen during March: meadowlark, crow, song sparrow, chickadee, robin, bluebird, bronzed grackle, redwinged blackbird, kingfisher, flicker, junco, kildeer. Descriptions or coloured pictures of these can be found in the above books.



## The War and the Schools

PROFESSOR W. E. MACPHERSON, B.A., LL.B.

Faculty of Education, Queen's University

THE study of current events has been for years prescribed by the regulations of the Department of Education as a subject of study in the history classes of all forms in both Public and High Schools. It is difficult to see how any teacher can discuss day after day questions of history with his class and not take up at least incidentally questions of existing conditions which have resulted from the historic forces which he has been describing. Most teachers have been wise enough to draw on the fund of interest, which even the younger school boy has in some degree, in the events of the passing day that are described in the newspapers and form topics of conversation among his elders. One of the chief reasons for teaching history in schools at all is that it serves to explain to us the events and conditions of the social and political world in which we live to-day.

The teaching of current events makes an unexampled appeal to us this year. The Minister of Education in Ontario, recognising the momentous nature of the present struggle has directed that "The War" shall form an integral part of the course of study in the Public and High Schools of the Province.

Thus there is added to the curriculum of the teacher of history this year a topic of consuming interest, the discussion of which affords him a very great opportunity and lays on him a very serious responsibility. Much will depend in the future on the feelings aroused and the ideas communicated to the pupils in our Public and High Schools. What should be the teachers' aim in presenting this subject? What aspects of the struggle should be emphasised? What ideas and what points of view should the teacher of history seek to impart to his class?

We shall, of course, teach our classes, if the pupils are old enough to profit by it, in general the causes of the war, the interests at stake, the reasons why each of the combatants became involved in the struggle, and an outline of the main events. To follow these events intelligently, the pupil must know something of the geographical conditions of the areas of warfare, the location of places, and the nature of the country and its climate; he must know something of how modern armies fight, what are the limits of the forces at their disposal; *e.g.*: how fast an army can be expected to march in a day; how far a gun will carry effectively, how long a submarine can stay under water, and so forth. We may,

moreover, teach him something of the nature of those international laws that are now invoked so freely; what are the laws of war between civilised nations? How far are these respected by the combatants? What are the rights of neutral nations and of non-combatants?

But all this, if we do it, is not enough. At this greatest spectacle of all the ages we in Canada are not merely spectators. Canada has identified herself with Britain's cause and every Canadian feels a personal interest and responsibility in the issue of this war. Can we not make clear at least to our older pupils something of the principles as well as of the material interests at stake? Do they realise that liberty, like property, has duties as well as rights, that the persistence and realisation of a national ideal cannot be taken for granted; that they are not inevitable results of a natural development, but things that must be worked for and, it is now evident, sometimes fought for? We have seen with our own eyes, within the last few months, a magnificent triumph of the principle of individual liberty and initiative for which Great Britain stands; no policy of centralised power, of bureaucratic control or of blood and iron, could ever have produced the spectacle of an absolutely united empire whose members forget all their differences and spring to arms as one man for the sake of the ideals they cherish and ferely make whatever sacrifices are asked. How far differences of political ideals can be discussed will depend on the age of the pupils, but with our classes, generally, we can discuss the reasons why Germany first turned the full force of her military organisation against France; why Belgium was invaded by Germany; why Great Britain had pledged herself to protect Belgium; what Great Britain had to fear from such a German expansion along the North Sea as would inevitably follow a permanent German occupation of Belgium and conquest of France. They can be shown the evidence that Great Britain exhausted all the resources of diplomacy to keep the peace. They can be shown in brief the underlying causes of the conflict in the desire of Germany to obtain an expanding empire for her increasing population, her demand for "a place in the sun", her ambition, through her alliance with Austria-Hungary, to become a dominant power in the Balkans and so ensure control of a path through Constantinople to Asia Minor and the Far East, her lack of natural boundaries, her fears of Russia in case she should occupy such a dominant position to the south, and in conflict with this, the immediate interest of Russia in the control of an outlet to the Black Sea, her desire to preserve the possibility of future access to an ice-free port on the Mediterranean; and her racial sympathy with the Slav peoples of the Balkans.

With older students the enquiry into the causes of the war might be extended to include a brief survey of European History such as will be given in the April number of *THE SCHOOL*.



When we come to consider the means of information at our disposal, we are likely to be embarrassed by wealth of material. The list given elsewhere in this issue is but a fraction of the whole. We believe, however, they are representative and of the greatest value to teachers. More extended reviews of "War Books" will also be found.

Though it will be necessary at times to devote a whole lesson period to this topic, much can be done incidentally. Maps and pictures displayed on the school notice board or in the classroom will do much; answers to pupils' questions in a few spare minutes at the end of a class, the provision of suitable reading material in the school library; calling the attention of the older pupils to reliable sources of information as to recent conditions and history; all these methods may play a part. Pupils do not lack interest in the war; the enterprise of newspapers has supplied us with abundant material and much surmise; the main task of the teacher who discusses the war will be to clarify and correct impressions, to organise materials, to explain historic backgrounds, and to imbue his discussions with the spirit of the love of truth and honour, and of a just and sane patriotism, strong to endure and willing to make fit sacrifice in a great cause.

---

The Victor (after being admonished for un-scoutlike behaviour)—  
 "Well, you may say what you like, sir, but I consider it distinctly sub-  
 version of discipline for an ordinary private to call his patrol-leader  
 'Toffee-nose'."—*Punch*.

---

Vicar (his mind full of the recruiting posters)—"Wilt thou take this  
 woman to thy wedded wife—for three years or the duration of the war?"  
 —*Punch*.

---

First Old Lady—"My dear, what *do* you think of this war? Isn't  
 it terrible?"

Second Old Lady—"Awful! But it can't last long; the Powers will  
 surely intervene."—*Punch*.

---

The quick mind of the late Doctor Haig-Brown, master of the  
 famous Charterhouse School in London, was ever ready, according to  
 the London Telegraph, to seize upon an absurdity and give it a witty  
 turn.

A fond parent once wrote, asking him to "inter" her son at Charter-  
 house.

"Dear Madam," he wrote back. "I shall be most happy to under-  
 take your son."

## Books on the Present War

### CAUSES OF THE WAR

BENNETT, ARNOLD. "Liberty". Hodder, 25c.

A statement of Britain's case. The author believes that the United States would be the next power to be attacked, if Germany were successful in the present war.

BRERETON, CLOUDSLEY. "Who is Responsible?" Putnam, 50c.

An analysis of the causes of the war, noting how the Prussian tradition has affected modern Germany, and giving a study of the character of the Kaiser.

COOK, SIR E. T. "Why Britain is at War". The Causes and Issues. Macmillan, 5c. Translated into French, 10c.

COOK, SIR E. T. "How Britain Strove for Peace: A Record of the Anglo-German Negotiations, 1894-1914". Macmillan, 5c.

CRAMB, J. A. "Germany and England". Musson (Murray), 75c.

Four lectures given by the late Professor Cramb in London, 1913; a remarkable analysis of the German situation, and forecast of what has actually come to pass.

DILLON, E. J. "A Scrap of Paper: The Inner History of German Diplomacy and Her Scheme of World-wide Conquests." Hodder, 35c.

One of the best brief books. Written by one of the foremost students of European affairs and based on intimate knowledge of France, Germany, Belgium, and England.

### MISCELLANEOUS

ADCOCK, A. ST. JOHN. "In the Firing Line" (Daily Telegraph War Books). Hodder, 35c.

A connected account of the heroism of the British Expeditionary Force, compiled from the accounts of men who have actually fought.

DAVIS, RICHARD HARDING. "With the Allies." Copp, Clark, \$1.00.

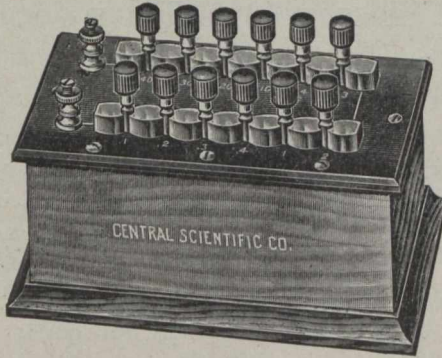
Mr. Davis, an American war correspondent with the Allies, tells vividly what he saw during the first months of the war—the Germans in Brussels, the burning of Louvain, the bombardment of Rheims, Paris in war time, etc. He describes Germany as "defying the rules of war and the rules of humanity", and criticises sharply the neutrality of the United States.

O'NEILL, ELIZABETH. "The War, 1914: For Boys and Girls." Copp, Clark (Jack), 50c.

A story of the war for boys and girls, well printed and well illustrated.



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## A Glossary of Military Terms\*

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University Schools, Toronto

*Army Corps*—A miniature army, composed of from two to three divisions, with every arm of the service represented in due proportion. When mobilised for war a British Army Corps has a strength of about 38,000 men with 152 guns; the strength of the French Army Corps varies between 34,000 and 48,000 men with 148 guns; a Russian Army Corps comprises about 42,000 men with 152 guns; a German Army Corps, 40,000 to 50,000 men with 160 guns; an Austrian Corps has about 50,000 men with 120 guns.

A *Division* is a mixed body of troops under a general officer, forming a section of an army. It numbers on mobilisation about 19,500 officers and men. A Cavalry division consists of headquarters (administrative centres with their staffs), and four brigades of three regiments each; Artillery comprising headquarters, two Royal Horse Artillery brigades, each with headquarters, and two R.H.A. batteries with brigade ammunition column; Engineers, comprising headquarters, four field-troops, a signal squadron; Transport and Supply Column, comprising headquarters, headquarters company, and four companies of the Army Service Corps; four cavalry field ambulances of two sections each.

An *Infantry Division* comprises headquarters, three infantry brigades of four battalions each, and the following divisional troops: two mounted infantry troops; Artillery, headquarters, three Field Artillery brigades, each with headquarters, three batteries, and one ammunition column; Field Artillery howitzer brigade, comprising headquarters, three batteries and ammunition columns; Heavy Artillery, one battery and ammunition column, divisional ammunition column of headquarters, and four sections; Engineers, headquarters, two field companies, and one signal company; Transport and Supply Column, headquarters, headquarters company, and four companies Army Service Corps; Transport and Supply Park, comprising headquarters, headquarters of mechanical transport and workshop, three sections (two mechanical and one horse), bakery detachment; three field ambulances of three sections each.

A *Brigade* is a group of troops under a Brigadier-General, a Colonel, or Lieutenant-Colonel, and usually forming part of a Division. An Artillery Brigade has about 800 officers and men; a Cavalry Brigade, 1500 to 2000; an Infantry brigade, about 4000.

\*From the "*Dictionary of Naval and Military Terms*", by C. F. Tweney.



## ANNOUNCEMENT.

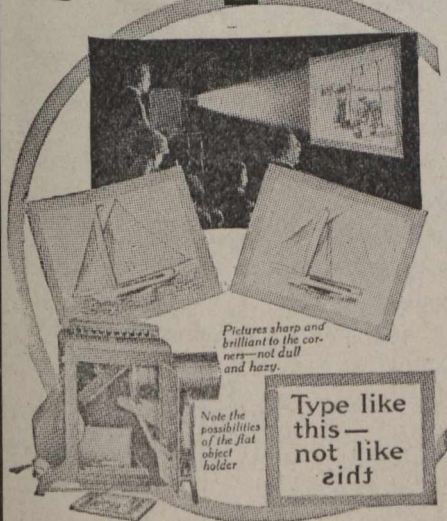
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A *Regiment* is a unit consisting of two or more battalions or squadrons, commanded by a field officer, usually a Colonel. The normal composition of infantry is two battalions, but several have a larger establishment.

(*To be continued*)

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## Questions on the War

A. N. SCARROW.

Faculty of Education, University of Toronto

1. Tell what and where the following are and what they are noted for in connection with the present war: Paris, Ostend, Zeebrugge, Antwerp, Liège, Rheims, Hartlepool, Serajevo, Warsaw, Constantinople, Tsing Tau, Heligoland, Kaiser Wilhelm Canal, Wilhelmshaven, Louvain, Alsace-Lorraine.
2. What do you understand by the Triple Alliance and the Triple Entente? What countries did they affect? What result had these agreements on the war?
3. Explain what brought the following countries into the war: Russia, France, Belgium, Britain.
4. What is Canada's justification for taking part in the war?
5. How has this war shown the unity as well as the strength of the British Empire?
6. What do you understand by the following: A belligerent country, neutral country, contraband, conditional contraband, war footing, peace footing, mobilisation?
7. State what you believe to be the different ideals for which Germany and Britain, respectively, are fighting. Show that each nation is true to its national history.
8. State what you believe will be some of the effects of this war on the world.

(*To be continued*)



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## Devices for Teaching War History

F. E. COOMBS, M.A.

Faculty of Education, University of Toronto

**BULLETIN BOARDS.**—On one could be posted the pictures of the men of the hour. Every Canadian boy and girl should recognise, at sight, the pictures of King George, Premier Asquith, Sir Edward Grey, Winston Churchill, Lloyd George, Lord Kitchener, and General French. Likewise, a few of the outstanding men of the other nations should find their place among these. Pictures of these men have appeared in our daily papers, and are thus easily obtained.

Another board may be set aside for pictures of a more general character. Still another could be used for posting the important events of the war. In like manner maps and other material could be obtained and posted in other parts of the room. The teacher who makes a start will find that many other suggestions will present themselves. Naturally the pupils are the only proper persons to do this work. The class should be divided into the required number of sections and each section allotted its share. No school should be without these bulletin boards. A piece of burlap or a piece of heavy cloth tacked to the wall will serve the purpose.

**LIBRARY TABLE.**—Copies of the important documents, famous speeches, etc., are to be had for the asking. These, along with magazine articles, editorials clipped from our best English, American and Canadian papers, could be collected and placed upon a library table. Pupils should be given free access to these during any of their spare moments. Any pupil whose work is finished and correct could be given the privilege of going to this table to read while waiting for the rest of the class. This would find employment for the brighter pupils and would be an incentive for the others to work more rapidly.

**RELIEF MAPS.**—Have your Sr. IV. grade pupils make a relief map of the western war area. Plasticine and an ordinary table are all the materials necessary. On this map mark the position of the different armies by means of their respective flags. A large red or white flag could be used to indicate where the most recent important engagement took place. The progress of the war could be indicated by shifting the position of these flags according as the armies advanced or retreated.

This device closely correlates history and geography. This should always be done. It will also show the immense importance of rivers, heights of land, etc., in the present war. It will acquaint the pupils with the flags of the different countries. Other ideas will suggest themselves to the alert teacher.



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## Notes and News

[Readers are requested to send in news items for this department.]

We regret that, on account of our decision to issue a "War Number", several excellent series of articles have been interrupted for this month. They will recommence, however, in the April number. The material on the war which is given in this issue will be continued in our April, May and June numbers, and the Editorial Board will be glad to have from teachers suggestions regarding topics which might be discussed, devices which have been found useful, and questions.

We note the following changes since our last issue:—

Mr. Delbert B. Unger, from St. Williams, goes to Leamington High School; Mr. Herbert F. Stickwood, from Newmarket to Comber, Ont.; Mr. L. J. Stapleton, from St. Columban, Ont., to the senior room of Sydenham Public School; and Mr. C. S. Browne, M.A., from Vankleek Hill to Peterborough.

Miss Helen Weatherill goes from Wyoming, Ont., to Seaforth; Miss Rose O'Connor from Lonsdale, Ont., to Little Britain; Miss Annie F. Smyth from Tormore, Ont., to S.S. No. 1, Tecumseh; Miss Evangeline S. Martin from Kelvin to Portage La Prairie, Man.

Mr. W. G. E. Pulleyblank, Miss Adela M. McQuay, and Miss Esther M. Hagborg have been appointed to the staff of the Public School, Dominion City, Man.

Miss Nellie M. Philp, of Ottawa, becomes principal of Pakenham Continuation School, and Mr. Norman E. Brett, of Winnipeg, principal of Pincher Creek Public School.

Mr. R. H. Flavelling, Winnipeg, Man., has taken the principalship of the Consolidated School at Starbuck, Man.

Miss K. McCallum, B.A., Toronto, is teaching in Tillsonburg High School.

Lately appointed to the Staff of the Public School at Foam Lake, Saskatchewan, are Mr. J. J. McCarron, Principal; and Miss Constance Gunn and Miss Tina McQueen, assistants.

Mr. H. Gray of Bath, goes to Englehart; Miss M. Semple of Owen Sound to Lloydtown, and Mr. M. I. Handley of Young's Point to Lindsay.

To the staff of the Simcoe Public School go M. T. Campbell and M. B. Edmonds.

Miss A. Stubbs of Port Carling is now teaching the intermediate room in Sundridge Public School.



## NOTABLE WAR BOOKS

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Miss Nettie Hill, a graduate of the Faculty of Education of Queen's University, '12, who has been on the Ottawa Public School staff for two years is now in charge of the new kindergarten-primary department of Cambridge Street School, Ottawa.

An advertisement appeared in the last two numbers of *THE SCHOOL* advertising The Macmillan Company's war pamphlets at certain prices. These advertisements were inserted at the request of the Daughters of the Empire, with whom the Macmillans had made arrangements to buy very large quantities of the pamphlets at a reduced price. This has led to some confusion, but our readers should notice the post-paid prices which appear in the Macmillan advertisement in this number.

Arrangements have been made whereby the ordinary rate of two cents per ounce applicable to all letters sent from Canada to the United Kingdom, will apply to letters addressed to British and Canadian troops on the continent. The rate on ordinary letters from Canada for the continent is five cents for the first ounce and three cents for each subsequent ounce, so that this extension of the two cents an ounce rate to letters addressed to our soldiers on the continent, is a decided reduction in favour of correspondence going to the soldiers.

Under the Departments of Agriculture and Education two rural science schools for teachers will be held in New Brunswick during the coming summer; one at Woodstock and one at Sussex.

#### QUEBEC

The report of the Superintendent of Public Instruction for last year has just been issued and shows that great progress has been made both in Catholic and Protestant schools. Two new Catholic Normal Schools were opened formally—at Joliette and St. Pascal de Kamouraska. The latter deserves special notice as it is a Normal School for training teachers of Domestic Science as well as of the usual classical course. Already in 1913-1914 there were 107 students in training and 110 pupils in the practice school. There are now 13 Normal Schools for catholic teachers in the province.

The policy of consolidation of schools was again strongly supported. The Government allocated \$6000 to further the movement and an educational campaign was instituted but apparently with little result. The scattered nature of our rural protestant population and the many schools with few pupils render this policy a necessity. These rural elementary schools decreased in 1913-1914, largely because the protestant population had left the district. Hence it is difficult to select a suitable centre for consolidation unless there is a settled population. Wherever the experiment has been tried, as for instance at Glen Sutton, it has been a great success. There the average attendance has increased from about 60 per cent. to over 90 per cent.



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## NOVA SCOTIA

A. H. MacKay, LL.D., Superintendent of Education, assisted in the formal opening of new school buildings at Pugwash, February 4th, and Wallace, February 5th. Both towns have built very creditable school houses.

A new class of 110 has entered the Provincial Normal College, Truro. This brings the year's registration up to 315 to date. Another small class will enter later.

Medical and dental inspection is gaining ground in the schools of the Province. In many localities, popular opinion is being turned in its favor by Women's Institutes.

Mr. Hugh Bell, M.A., has resigned his position on the Staff of Morris Street School, Halifax, to join the Second Canadian Contingent.

Miss Janet Archibald, who had very successfully taught in Truro public schools for over 35 years died February 1st.

This year there is a considerable falling off in the school attendance in the manufacturing towns, due to war conditions. The Technical College also suffers.

## SASKATCHEWAN

Mr. Henry Perkins, B.A., has been appointed principal of the High School at Battleford, Sask.

In view of the importance attaching to the subject of household science in schools, the Department of Education has lately appointed Miss Fannie A. Twiss of Galt, Ontario, to organize and supervise the work so far as the Public, High and Normal schools of Saskatchewan are concerned. Miss Twiss took her domestic science training at Macdonald College, Guelph and at Columbia University, New York, and has had long experience in school and extension work in Ontario. She will have her headquarters at the Provincial Normal School, Regina, and will have the general supervision and inspection of Household science in all classes of schools.

On January 21st, a School for the Deaf of Saskatchewan was opened in the old Legislative buildings on Dewdney Avenue, Regina. For the past twenty years the deaf children of the province have by arrangement between the provincial governments of Manitoba and Saskatchewan received their training at the Manitoba School for the Deaf, Winnipeg. Mr. Thomas Rodwell, late senior teacher in the Minnesota School for the Deaf at Faribault, has been appointed principal and Mrs. Rodwell, for some time assistant matron at the School for the Deaf, Belleville, matron. The other teachers so far appointed are Miss Alice Crummack of Prince Albert and Mr. Archibald McDonald of Fort Qu'Appelle, Sask.



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