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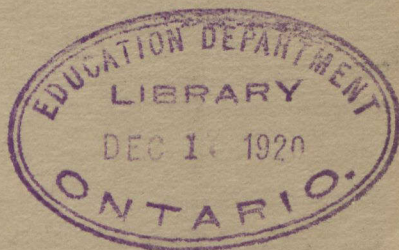
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The Bulletin of the Department of Education
The Bulletin of the Manitoba Trustees'



“What,” he said, “is the task of the teacher in the world? It is the greatest of all human tasks. It is to ensure that Man, Man the Divine, grows in the souls of men. For what is man without instruction? He is born as the beasts are born, a greedy egotism, a clutching desire, a thing of lusts and fears. He can regard nothing except in relation to himself. Even his love is a bargain; and his utmost effort is vanity because he has to die. And it is we teachers alone who can lift him out of that self-preoccupation. We teachers We can release him into a wider circle of ideas beyond himself in which he can at length forget himself and his meagre personal ends altogether. We can open his eyes to the past and to the future and to the undying life of Man. So through us, and through us only, he escapes from death and futility. An untaught man is but himself alone, as lonely in his ends and destiny as any beast; a man instructed is a man enlarged from that narrow prison of self into participation in an undying life, that began we know not when, that grows above, and beyond the greatness of the stars.”

“The Undying Fire”
H. G. Wells.



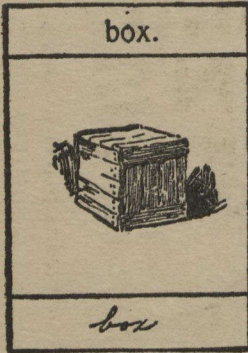
Winnipeg, Man.

December, 1920

Vol. XV—No. 10

PRIMARY SCHOOL AIDS

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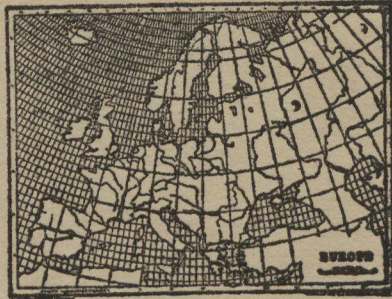
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The Western School Journal

VOLUME XV

NUMBER 10

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XV.

WINNIPEG, DECEMBER, 1920

No. 10

Editorial

CHRISTMAS

Christmas comes but once a year. Nowhere can it be honored more fittingly than in the common school. In the school are all races, classes, creeds. They work together, play together, and forget their differences in the enjoyment of a brotherhood that is sincere and unaffected. Among men generally the joyous season lasts a day or at most a week. In the properly-ordered school it may last throughout the year.

The true observance of Christmas in the school is not the holding of a con-

cert or an entertainment, though that is good in its way, and should not be omitted. Where there is peace, love and a sense of brotherhood, there it is Christmas. It is only the teacher with a warm heart, a kindly disposition, a generous nature, who can enter into the spirit of the season. It is only when pupils are happy, and in right relationship with each other and their instructors that they can enjoy the pleasures of Christmastide.

HOME WORK

The very first thing is to get the facts of the case. It is not so easy to collect them, since practice varies so much in schools and localities. At a convention of school trustees held recently there was testimony given by nearly all present to the effect that children from Grade VII. to Grade XI. are loaded beyond endurance. In another district are found parents who complain that their children are never asked to do any work, and that the only thing at which they can succeed is play. The School Journal is anxious to get information of a reliable nature, and therefore solicits the co-operation of parents, teachers and students. The first effort will be to enquire into conditions in the High Schools of the province, for if there is an evil it is undoubtedly here that it is aggravated, because of the fact that pupils are all working towards examination, and because each

student is assigned work by several teachers. All parties concerned will therefore render a service by writing an answer to the following questions.

1. Grade of students.
2. Average number of hours and minutes home work per week.
3. Number of teachers assigning home work.
4. The studies that demand most time.
5. The hours of free time the students have after school work is done.
6. A fair sample of home work assigned for an evening.
7. A statement of conditions under which home work is done.
8. Any further comment as to effect on health, bearing on scholarship, relation to home life, etc.
9. A statement as to the help that is given in school in training pupils to study when alone or at home.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

NEW REGULATION RE GRADES IX. AND X.

All schools preparing students for examination in Grade IX. or in Grade X. must hold examinations in all the subjects of the curriculum for these grades at Christmas and at Easter. Records must be kept showing the scope of the work examined upon in each subject, and the marks awarded each student, each paper being valued at 100 marks. This information will be required by the Advisory Board in connection with applications for examination in future.

SPECIAL EXAMINATIONS—DECEMBER, 1920.

Teachers are reminded that they should forward to the department by November 25th the names of the Grade XI. students who have yet to pass in some subjects of Grades IX. and X., mentioning the subjects in each case. This examination may be written at any intermediate or high school. No fee is charged, but candidates must supply their own foolscap paper. The timetable follows:

Monday, December 13th—9 a.m., Geography; 2 p.m., Canadian History and Civics; General History.

Tuesday, December 14th—9 a.m., Elementary Science; 2 p.m., Drawing (two hours).

Wednesday, December 15th—9 a.m., Grammar; 2 p.m., Music (two hours); 4 p.m., Spelling.

Thursday, December 16th—9 a.m., Arithmetic; 2 p.m., British History.

Friday, December 17th—9 a.m., Botany.

Three hours allowed for each paper except where otherwise specified.

All teachers should arrange for the writing of Grade VIII. conditions in accordance with instructions sent from the Department to the various students last summer.

FIRST CLASS PROFESSIONAL EXAMINATIONS

The number of teachers taking first class professional work is increasing very rapidly. Classes are being held at the Normal School for those taking Part A work and Part B work, and a great many are studying independently.

An attempt has been made to suit the examinations to the wishes of the majority. At Christmas an examination of the subjects of Part A will be held. The dates will be Dec. 28 to 30. Those wishing further information should write to the Department at once. An examination in the subjects of Part B will be held at Easter, on dates yet to

be fixed. Those wishing to write should communicate with the Department stating very definitely the subjects they elect.

It is possible that classes may be held at the Agricultural College next midsummer. Whether lectures will be given on Part A or on Part B will depend upon the demand. Those wishing to take advantage of the summer school should write at once to the Department and to Dr. W. A. McIntyre, of the Normal School. All applications must be in before April 1, when a full announcement will be made.

Special Articles

ACQUIRING MOTOR CONTROL

By W. A. M.

People must learn to control their bodies. Part of this control may be acquired in school. There are principles governing teaching and practice.

Among the school studies that necessitate training in bodily control are: 1, playing of games; 2, playing instruments; 3, the manual arts—including printing, carpentering, sewing, drawing, writing, handling laboratory materials; 4, the vocal arts such as singing, pronouncing a foreign tongue.

Assuming that one person can help another in the learning of any of these arts, the problem is to find out what help can be given and how it is to be given. Among the problems to be answered are these:

1. Is there in all the arts a best method of performance? For instance, in writing, is there a best method of holding the pen; in singing, a best method of using the voice?

2. Are verbal instructions of any value? For instance, is it of any value to explain to boys how they should hold the cricket bat, or had they better learn by looking at others and by trial and error?

3. Should reasons be given for such instruction as is supplied by the teacher? For instance, in teaching to play the violin, should the position and movement of the bow, the arm and the wrist be explained as necessary, because without such position and movement full and steady string vibration would be impossible?

4. Is a good model necessary? For instance, in learning the piano, is it a great advantage to have a teacher who can play well? In carpentering is it a good thing to have at one's side an expert worker?

5. Should the learner have his mind fixed on bodily movement or on the result of the movement? For instance, should he think of getting a neat looking page or of the movement of his

arm and hand in writing? In dancing should he be conscious of the movements of his legs and body?

6. Is there a time when details of movement should be singled out for special study and practice? For instance, in learning golf, might one profit by swinging a club in pendulum fashion until he acquires a free wrist movement? In singing will one make progress by practising the scales? In playing the piano, is there virtue in finger exercises?

7. Is the best way to acquire control to begin practice, and to learn by success and failure? For instance, in learning to curl, had one better join a rink and begin to play, teaching himself by considering the merits and defects of his own play?

8. Should the teacher in his endeavors to assist the pupil, think of helping the mind, or should he fix his attention on bodily movement or objective result? For instance, in teaching drawing, should the main aim be to cause the pupils to understand what things are to be aimed at, or should it be to develop passion for artistic production, or should attention be given chiefly to methods of holding the brush, mixing the paint, etc? In helping a pupil to speak French, does the teacher who aims at creating a desire to speak correctly, get better results than one who gives chief attention to drill on phonetics? (This question is related to question 5).

Now if the arts were treated one by one in the order suggested by these eight questions, there would result, of necessity, a bulky volume, each chapter of which would set forth the pedagogy of a particular branch. It must suffice in a brief article to follow the other course of procedure. Each of the eight problems will be answered in order, reference being made now to one art and now to another.

1. Good and Bad Methods

Undoubtedly there are good and bad methods in every art. The printer who sets up this page may follow the touch method or the sight method in hitting the keys, or if he sets by hand he may use a wasteful movement as he transfers the type from the "case" to the "composing stick." In golf, the movement of Vardon, Evans and Travis, and their method of holding the clubs are clearly better than those followed by an untutored baseball player. Experience has taught something. Usually there is a well-founded reason for every position and method, but that need not be discussed now. Similarly in carpentry there is a best way of handling the plane, as depending upon the grain of the wood and other considerations. Even when a teacher can not give the best reason for every position and movement, and in many arts these are exceedingly difficult to give, he should know the practice of the best schools and ally himself with one of these, so that his instructions will be consistent and have the endorsement of reputable people. It unfortunately happens that in the present state of knowledge there is difference of opinion—sometimes fundamental—on methods of production. This is particularly true in such arts as singing and gymnastics. Experimentation and rational discussion will in time overcome all differences. In the meantime the teacher will follow some method that is sanctioned by recognized authority, always admitting that mental and bodily differences in students will necessitate variations from common practice. For instance, a left handed writer cannot follow the instructions given out to a right handed class, and a piano player with a weak left hand may require exercises different from those given to the majority of students.

2. Verbal Instructions

Verbal instruction should be an appeal to the intellect. In writing there is something to be gained from telling pupils just what to do. The explanation assists demonstration. A pupil

who sets out to do something should have the end clearly in mind. If his purpose is the reproduction of a certain form—say the letter k—he can observe it by tracing, by analyzing it as to height and formation, by watching how someone else makes it, by listening as someone describes how it is made. He can receive instructions as to the holding of the pen in the same way. In matters of detail, verbal instruction is always helpful. A pupil who gets no definite instruction will undoubtedly develop a method of his own, but it may have to be untaught later on. Still there is a great danger of over-talking and over-explaining. The boy was irreverent but pedagogically sound when he said: "Stop your talking and let us get to work."

3. Rational Procedure

The essence of verbal instruction is giving a reason for procedure. A good golf coach tells the learner not only how to swing, but why a certain kind of swing is effective. A good cricketer tells why the bat should be held in the approved method—and the method is easily explained. So too, a good teacher of dancing tells his pupils why a movement or position is better than another. A good piano player not only shows how the hands should be employed, but why the movement advocated secures the best results. It pays to make a pupil sure of himself; it pays to found practice in reason.

4. Good Models

"In all school arts, clear and correct ideals inspire and guide practice." The teacher who writes well has an advantage over the man who can merely scribble. The teacher who talks English can teach English. And herein is a moral. The teacher is wise who, by example, diagrams and pictures, can show pupils just what positions and movements are desirable. It is unnecessary to say more. Who should teach manual training? Who should teach physical exercises? Who should teach pupils how to play the piano? Who should serve as teachers in Canadian schools? There is a truth in the para-

doxes of Jacotot, but there is also a truth in the saying that he who would teach an art must be able to demonstrate it—at least fairly well.

Object of Attention

The centipede was happy quite

Until the frog for fun

Said, "Pray, which leg comes after which?"

This raised his mind to such a pitch,
He lay distracted in the ditch

Considering how to run.

In the early stages it is necessary to explain details of movement and position very carefully because wrong habits must not be set up, but the pupil must always be encouraged by the thought that his production is to be worthy. The thought of worthy production is the great incentive which causes him to observe carefully, to listen to instructions, to understand reasons, and to ask help when it is needed. Therefore, in piano instruction, there should be real musical selections to play; in swimming, the lessons should not be all given on dry land; in the manual room there should be an opportunity to use tools. When in dancing or talking one considers his movements too closely he falters and fails, and so it is in almost every art.

The thing is to get into the game—make a break. Failures will call for

Study of Details

This study should come as a demand from the pupils rather than as something imposed by the teacher. For instance, if the boys in a football team have lost a match by faulty kicking—say kicking the ball too low and thus sending it over the bar—they will be ready for a drill on the art of kicking. Similarly, pupils are ready for finger exercises when their piano playing is unsatisfactory. They will take lessons on throwing and catching after they have found the need of instruction. This selection of details for special study and practice is absolutely necessary in all arts, but the exercise should grow out of attempt at artistic expression. A course in lines and pothooks should not precede the study of letters.

A series of exercises in drawing lines, squares, oblongs, and a study of cylinders, cones and the like, is quite in order if such exercises grow out of unsatisfactory efforts to express thought. In other words, the study of details should have for the pupil a meaning. Unless there is meaning in the practice of details, all performance becomes drudgery.

Trial and Error

This method is used in all finer adjustments. Anyone to profit by this method must have a reflective mind. One of the finest things a teacher can do for his pupils is to train them to habits of self-examination. When a good result is reached, the pupil should immediately try to account for it. When there is failure he should also try to account for it. Thus will he "rise on stepping-stones of his dead self to higher things."

Mind or Body

In the long run it is the mind which controls the body. Therefore the teacher should in all efforts to help the pupil, try to reach the intellect and the feelings, so as to secure ready and effective operation of the will. In physical training one does not "mould the bodies into shape" as a potter moulds the clay. He works from within rather than from without. Exercises may be good when performed mechanically, but infinitely better when performed with understanding and good-will. In the teaching of every art, the pupil in the end becomes his own teacher—listening to himself, criticising himself, enjoying himself. The good teacher is he who can make his pupils take themselves in hand. The pupil without pride in his performance will never be a great performer. The teacher's work is not arbitrarily directing the movements of the pupils, but developing in them by slow degrees the power of self-direction.

Most of what has just been written refers to the beginning of effort. Another article will deal with practice and drill to fix early associations.

DRAWING OUTLINE FOR JANUARY

Grade II.

1. (a) Give children suggestions on blackboard for a simple border, using lines, squares or dots. Border to be worked on $\frac{1}{3}$ of a sheet of grey cross section paper 6"x3".

(b) Draw any object with a rough surface: fur cap, muff, stole, mitt, etc., aiming to show texture by means of soft pencil strokes.

(c) Review.

2. (a) Practise making original border design on 6"x3" grey cross section paper, shading in the pattern with pencil.

(b) Repeat the above exercise with brush and color.

(c) Review.

3. (a) Review texture lesson.

(b) Paint a japanese lantern. Try to secure a real lantern from which to work, otherwise the lesson has little value. First paint the shape with water, then drop in the colors.

(c) Review.

4. (a) Free arm movement, or brush-work exercise.

(b) Toque. Fold $4\frac{1}{2}$ "x6" lengthwise. From this cut or tear the shape of a toque with tassel or ball at top. Decorate with border. Color and fringe ball or tassel.

(c) Review.

Grade III.

1. (a) Discuss color, shape and proportions of toys which children may bring.

(b) Make brush drawing of toys.

(c) Review.

2. (a) On $\frac{1}{3}$ of a sheet of grey cross section paper 6"x3" dictate the ruling of a simple geometric border, using vertical and horizontal lines only.

(b) Shade portions with closely pencilled lines to bring out pattern.

(c) Rule a simple geometric border (original) upon grey cross section paper. Tint with any color.

3. (a) Color the pattern made in last lesson with a tone of the color already used in tinting.

(b) Rule an original border pattern upon 6"x3" grey or cream cross section

paper, using vertical, horizontal and oblique lines.

(c) Shade portions with pencil to show pattern.

4. (a) Review the ruling of original border patterns as above.

(b) Tint the whole.

(c) Color pattern with a shade of same color.

Grade IV.

1. (a) Dictate the ruling of a simple geometric border lengthwise on 3"x9" manilla paper, using horizontal, vertical and oblique lines only.

(b) Dictate the shading of portions of the design in pencil.

(c) Repeat the ruling of the above border and tint.

2. (a) Finish the tinted border in color, using shades of the color already used.

(b) Draw an object with a smooth surface, e.g., school bag, hand bag, football, felt hat, boot, shoe, moccasin. Shade to suggest smoothness of surface. (Use objects large and numerous enough to enable every child to see plainly. No child should be more than 4 or 5 feet from the object.)

(c) Rule an original design for a border.

3. (a) Shade border with pencil to form pattern.

(b) Repeat the design and tint.

(c) Color with shades of the tint used

4. (a) Draw an object with a rough surface, e.g., fur coat, bath towel, fur cap, mitt, etc. Shade to show texture.

(b) Draw an object with a medium surface, e.g., cap, woollen scarf, toque, cloth coat, etc. Shade to show texture.

(c) Draw an object with a smooth surface. Shade.

Grade V.

Lettering. Practise the alphabet in simple line letters. Letters must be printed upon blackboard. See drawing book No. 4, page 30. 6"x8" in height. Upon white cross section paper practise in pencil the letters of the alphabet commencing with those composed of horizontal and vertical lines only. Rul-

ers must not be used. Continue with letters composed of oblique lines, horizontal and oblique, vertical and oblique, and lastly letters containing curves. Draw straight portions of the letter first then connect with curves. Suggested exercise — making up any name using only straight line letters. Practise line lettering with brush and color over light pencil lines, using reverse side of white cross section paper.

Problem. Applied Lettering. Use cream or grey manilla cross section

paper, cut either horizontally or vertically, to suit length of name (6"x9" paper will take words of 8 letters in length). Let pupil work out his name in color. Letters should first be lightly pencilled. Finish with simple line border. Do not fill in squares as decoration will overbalance lettering. Border should not touch lettering, but should be of an equal distance from it all round.

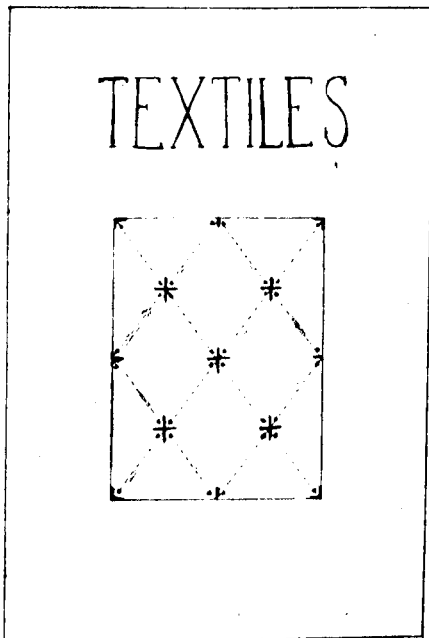
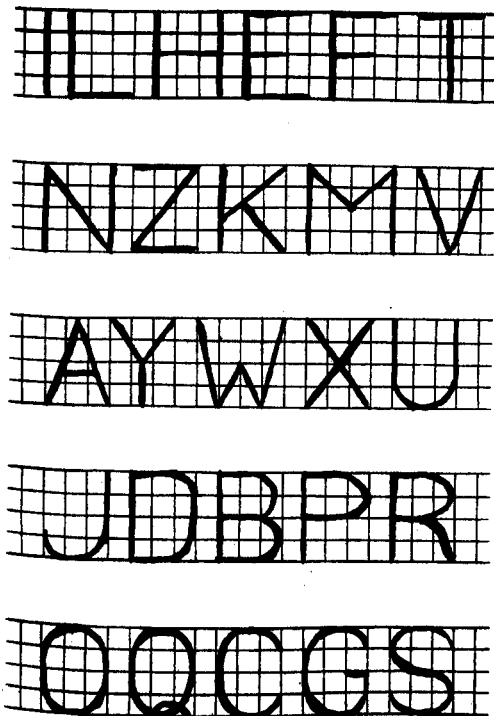
Problem. Textile pattern for Book Cover. Within a space 3"x4" placed

GRADES I-II



(Repetition of Strokes, Alternation of Forms, Enclosing Bands, are the basis of border designs)

GRADES III-IV



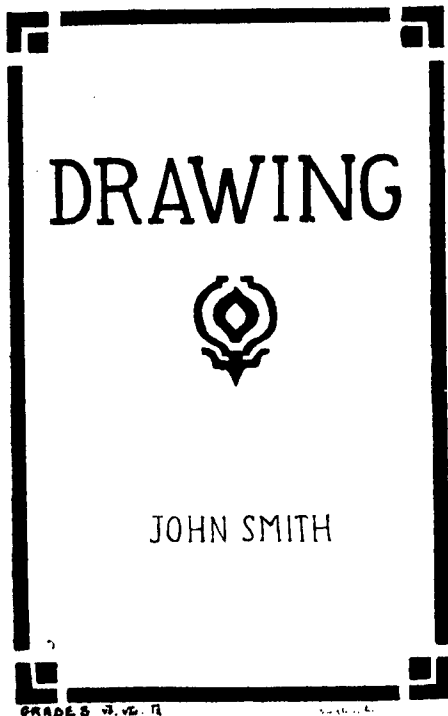
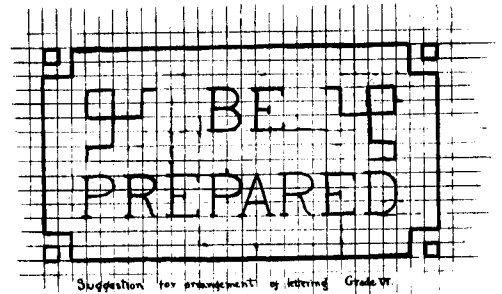
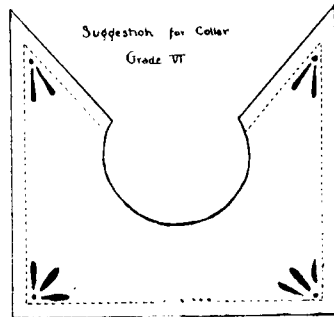
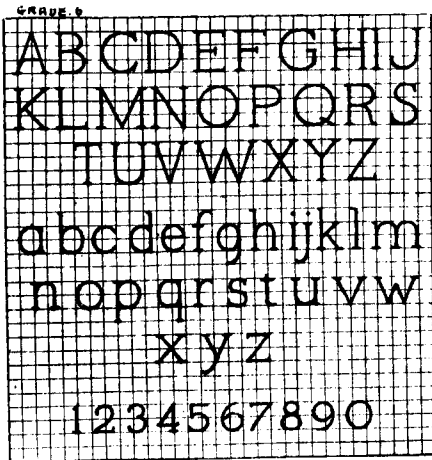
Suggestion for arrangement of Book cover design. Grade V.

vertically 2" from the bottom of 6"x9" manilla paper, placed vertically on desk, design a surface pattern to represent a textile. Use simple lines, dots, circles, etc. Practice printing the word "TEXTILES" upon plain manilla paper according to the following plan. Allow $\frac{3}{8}$ " for the width of each letter, with $\frac{1}{8}$ " between, except in the case of the letter "I" which requires only $\frac{1}{4}$ ". Height of letters 1". Place word TEX-

TILES 1" from top of paper in the space above the design. Finish in color using a tint of color for background of textile, and shade of same color for pattern and lettering. Whole of paper may be tinted if desired.

Grade VI.

Problem. Collar. Upon 6"x9" manilla paper cut the shape of a collar (round or square). Plan a simple dec-



oration similar to those units already practised which may be applied in embroidery or darning stitch. Tint the collar and color the pattern in a hue of color and its complementary.

Practice. Lettering. Alphabet, copied from Page 26, Graphic Drawing Book 5, should be printed upon the blackboard in an enlarged size. Note the addition of serifs. Upon white cross section paper practise printing the letters of the alphabet.

Problem. Upon 6"x9" manilla paper plan an announcement or sign of not more than 2 or 3 words, viz.: "Be Prepared," "Football Match," "Empire Day." Count the number of squares required for letters chosen and rule the paper into cross sections. Enclose the printing within a simple ruled bor-

der placed at an even distance all round from the lettering. Border should not overbalance lettering. The whole may be worked in color or pencil.

Grades VII. and VIII.

Problem. Book Cover. Make a book cover design for outside of collection of drawings. Use a unit developed in November work. Color according to one of the color schemes previously made. Practise the word "Drawing" or "Drawings," see Graphic Drawing Books 6 and 7. Whole alphabet should be placed on blackboard. Practise also pupil's own name on smaller scale. Unit and lettering to be suitably arranged upon cover and completed in color. Repeat whole exercise, using another color scheme.

HINTS ON DRAWING

By Adeline Baxter, Drawing Supt., Winnipeg

Before attempting even the simple border work required in grades 2, 3 and 4, discuss with the children just what makes a border pattern, and lead them to see that regular repetition in a row, of some form, is the first requisite. Illustrate by placing upon the blackboard a row of short vertical lines of equal length at equal distances apart, rows of horizontal strokes, rows of oblique strokes, rows of squares, of triangles, etc. Then discuss and experiment as to whether or not it would improve matters to add some sort of small shape between the separate repeated forms, and note that in most cases such added shapes act as connecting links, and so unite all the parts of the pattern, making it more easily taken in by the eye.

As a border may be carried onward in both directions to an unlimited length, we must leave it unfinished at the edges of the paper, but it is necessarily limited in its width, according to the height of the line, dot or other shape used in forming it. To further emphasize, then, this limitation of width, bounding lines should be drawn above and below the pattern, fairly

close to but not touching it. This idea of **repetition, connecting link, and bounding lines** should always be kept in mind and after a discussion of the whole matter, the class should make a border which has first of all been worked out by the teacher and dictated to the class. This will give them an idea of what is required and then they should be encouraged to work out original patterns for themselves. The ruled border patterns in grades 3 and 4 are designed to give exercise on the use of the ruler as well as to follow up the simpler designs begun in grade 2, allowing also for the use of color in so far as the children have knowledge of it, patterns being colored with a deeper tone and the background with a tint of the same color.

The other work for January in the junior grades is the drawing with pencil of simple common objects, and the brush drawing of toys in color. In both these exercises views should be chosen which show only length and width, as the children as yet cannot do much with depth or the third dimension. In the former work with pencil, the boundaries of the object should be

very lightly indicated—faint touches rather than complete outlines being used. Then the surface, rough, smooth, or medium should be indicated by means of pencil strokes, rough and hairy, as in fur, smooth and closely placed as in a leather school bag, and partly rough and partly smooth as in the surface of a woolly cap or scarf. Here, as always, observation and discussion of the object should precede any attempt at rendering, and demonstration of methods should be made by the teacher whenever possible. Toys in color should be similarly treated, their form and proportion discussed, color noted, and profile or flat views only attempted.

Lettering should be further practiced in the senior grades after the method indicated in a previous article, the study of straight line letters preceding that of curved. All letters should be drawn freehand, cross section paper being used as a guide, proportions of letters being found in the Drawing Books used in Senior Grades. Practice upon cross section paper should of course lead on to free lettering with scarcely any guide lines, but skill in this is attained slowly and only after much practice. Lettering can be applied practically in many exercises, in printing signs and notices, posters, etc., while in map drawing the ability to letter well is indispensable. Too much emphasis can scarcely be laid upon these lettering exercises.

In the simple exercises in applied design suggested for the senior grades, the fundamentals already alluded to

must again appear, namely, orderly repetition of some simple form placed so that it is evident whether the design is to form a border, to cover a surface or merely decorate a small portion of a surface—the coloring to illustrate what the children have already learned as to the use of color—either an arrangement of tones of one color (tints and shades) or tones of opposite pairs of colors, (complementary).

In regard to a book-cover design, although the first office of a book cover is to protect the contents, we are concerned only with the design and unless fortunate enough to secure suitable strong material to serve as protection, we have to do our best with ordinary drawing paper. The next duty of a book cover is to tell us of the contents of the book, which brings to us the necessity for having its name in plain and distinct letters in a conspicuous place. Then if we value our book we naturally desire that it shall be pleasing to look at, so our problem becomes one of arranging the title, and possibly our name together with some simple, pleasing decoration, in the best manner possible. As the book cover is of itself a limited area, it is well to emphasize this point by the use of simple border lines, accenting the corners with some simple decorative treatment. The title of the book, together with any further decoration should be placed towards the upper portion rather than in the geometric centre, the name of the owner in smaller print appearing in the lower portion.

THE ART OF LIVING TOGETHER

Senior Grades

School education as a preparation for life may be viewed, (1) as fitting for the battle of life, (2) as fitting for the service of life. The latter is the broader conception. To those who sympathize with it, the teaching expressed in the last two articles will be approved.

In the high schools are assembled pupils from wide areas. Limitations

of class, creed and locality are forgotten when a student body represents a whole city or county or province. In Canada, sorority clubs and fraternities are practically unknown. Students live together as members of great families—usually loyal to their particular institutions. In their games, their studies, their vocational activities and their experiences out of school, all learn the art of living together in a friendly way.

In addition to the means suggested in the previous articles, the high school may employ the following methods for directly promoting good feeling and right understanding.

1. Study of the activities in the community, with emphasis upon the necessity of interdependence. Charles Lamb once said that no man could hate his neighbor if he only understood him. It is when people emphasize class distinctions that their pedagogy centres in the word "battle." It is when they emphasize co-operation that they build around the word "service."

2. Insistence upon the practice in school of such virtues as are necessary to harmony and good-will. Honesty, truthfulness, industry, kindness, consideration of others—where these are found there will be little trouble over work and wages, hours of labor and character of work done. There may be differences of opinion on many questions of political economy, and therefore it is as impossible to teach some branches of the subject in a school as it is to teach religion. There is no difference of opinion however, as to the advisability of inculcating such virtues as those named.

3. Study of the history of the progress of society. By this is meant a study of the common people—their social and industrial experiences. Such a book as Finemore's *Social Life in England* illustrates the point. Probably a book like this is much more interesting and profitable than a book which deals chiefly with kings and queens, religious differences and constitutional reforms.

4. Study of existing trade conditions, social conditions, philanthropic work. There is always going on something which young people can study with profit—the work of hospitals, the opening of schools for the blind, the providing of rinks and playgrounds for children, the furnishing of libraries. High School pupils can well afford to spend some of their time on the problem of community building. Discussions of such problems as these are valuable in every way, because they promote gen-

eral intelligence, open vistas of opportunity, and lay foundations for intelligent civic action:—What purpose does the public library serve? How is it financed? Why should the public support it? Who should support the General hospital? Who should support institutions for the insane? Who pays the school tax? What is the rate? What schools should a province support? Why? Who provides the income of the province? Of the city? Study the diagrams of the civic research league and obtain lessons from it.

5. Social functions under school supervision. Nothing should be encouraged that is not under supervision. Supervision does not mean suppression, but encouragement of proper forms of expression. Probably one of the reasons why some forms of entertainment run to excess is because the schools do not make the direction of school activities a matter of serious concern. Is not social culture as important as intellectual culture?

6. The paragraphs in previous articles may be extended to apply to high school work.

Again let it be said that the schools of the past placed emphasis upon individual development. We shall do well to consider the individual in relation to society, for he has to live in society. Individualism of the right kind surely makes for the right form of social life, but just as surely right social conditions breed individuals of the right type. The boys who took swimming lessons all winter on a machine in a gymnasium, were asked how they got along when they jumped into water. The answer was: "Sank, of course." So the boy who is trained in an abstract way without reference to his social environment, on going out into life will be submerged. Isn't it well to teach students while at school to live together happily so that they may perchance live in the same way in later life, and is it not well to make them appreciate to some degree the world around them, so that they will enter it with sympathy and understanding?

A DISCUSSION OF SILENT READING

By William Dodge Lewis, Pd.D., Deputy Superintendent of Public Instruction, State of Pennsylvania. Formerly Principal William Penn High School, Philadelphia, and Albert Lindsay Rowland, Ph.D., Director of the Bureau of Teacher Training and Certification, Department of Public Instruction, State of Pennsylvania. Formerly Superintendent of Schools, Radnor Township, Pa.

What is silent reading? Silent reading is nothing more nor less than translating written or printed symbols into thought, without giving oral expression to the thought. One may repeat words without understanding their meaning, as a school-boy might read the syllables of his older brother's Latin book. He would not be said to read silently, as the term is generally used by educators, unless he knew the meaning of the words and comprehended the thought they expressed.

Why teach silent reading? Pupils should be taught to read silently, because nearly all of their reading both in school and out will be done silently. The teacher assigns lessons in the text books in English, mathematics, history, geography, and science to be read silently by the pupils; the boy seeking a job silently scans the "help wanted" page of the paper; the housewife silently peruses the advertisements, the business man absorbs market reports at a silent breakfast table or in the populous solitude of the suburban train; nearly everybody silently skims the headlines of the daily paper for his special interests; the workman silently observes the placarded caution and silently reads the directions for his job; the traveller silently rejoices at a needed printed direction on the road; indeed all modern civilized boys and girls, and men and women, read silently nearly every waking hour.

So the pupil should read his lesson quickly and accurately. If he grasps the essential thought, sees the relations of subordinate ideas, recognizes similarities and differences, draws accurate conclusions, connects what he reads with what he already knows, he gets his lesson quickly and thoroughly. In other words, he reads well silently. In proportion as he fails in these points he fails in his school work. The job-hunter, the housewife, the business man, the workman, the traveller—every-

body—is a success or a failure to a considerable degree according to his ability to read, understand, and act on the information he reads—silently.

Oral Reading. It is of course necessary to teach oral reading. Particularly in the early grades, surely the first and second—the larger share of the reading time must be given to the process of associating the words the child already knows with the written and printed symbols. Various methods and sequences accomplish substantially the following results:

The child acquires power over new words; learns combinations of letters that represent parts of words; comes to recognize words as wholes; and he gradually learns to grasp the meaning of groups of words.

Such progress had been made in the mastery of the mechanics of oral reading that educators were shocked a few years ago to find that pupils were so mastering the process of word-calling as to be able to read readily and accurately of the thought of the passages read. A system of reading that had come into general use was radically modified to correct the evil. The discoveries of educational leaders, however, are usually considerably ahead of the practices in the majority of class-rooms; and the "easy posture" and the "full rounded tone" have continued to receive undue attention in reading classes.

The absurdity of excessive use of the oral method, after the mechanics of the process are mastered, has been slow to be recognized.

In tens of thousands of class-rooms today the process is substantially as follows: The pupils are all supplied with the same text. One pupil reads aloud while the others are supposed to follow his reading silently. When he has finished his portion of the text, the teacher or the pupils make corrections of his pronunciation or phrasing, and

the teacher may ask questions or add comments or explanations. The incentive to adequate expression by the reader is lacking because his classmates all have the text before them; it is natural for the hearers to read on ahead of the oral reader if the material is of interest; and it is perfectly easy for them to gaze absently at the book while employing their minds with matters wholly unrelated to the class exercise. Perhaps most important of all, **reading aloud is an experience of rare occurrence outside the classroom, while silent reading is a universal daily experience for all but the illiterate.**

The mechanics of reading are fairly well mastered in the third—some authorities say the second—grade. Some oral reading is doubtless desirable beyond these grades, but the relative amount should diminish rapidly.

Experts have recognized the importance of silent reading for many years. Briggs and Coffman showed its value in their book, "Reading in Public Schools," published in 1908. Studies in this field have been made by Gray, Starch, Judd, Courtis, Monroe, Kelly, and many others. They have made no attempt to deny that oral reading has a place in the curriculum, but have merely pointed out that from the third grade on, its place is less and less important in comparison with silent reading.

The importance of speed. A familiar experience in moving picture shows emphasizes the differences in rate of silent reading. The printed lines in the film are necessarily timed for the slowest readers, and the majority of observers are doubtless able to read them two or three times. At first glance it would seem that comprehension would be inversely proportioned to speed, that is, the greater the speed the poorer the comprehension, and vice versa. The standard tests of Gray, Courtis, Kelly and Monroe, however, which have been given to thousands of children, prove exactly the reverse. The rapid silent readers have almost invariably shown the best understanding of the matter read. It would thus seem that concentrated effort on either speed or com-

prehension would tend to improve the other factor. It is necessary, however, to test speed results carefully to insure conscientious reading of the text.

The use of the tests above referred to, in connection with definite drill for speed, have shown that speed can be considerably increased, certainly without sacrificing accuracy, and possibly with an increase of comprehension. The value of the power to read rapidly and accurately can hardly be over-estimated. Men like Roosevelt have been able to accomplish their wonders largely because of the power to absorb the content of a book or paper at astonishing speed. The every-day experience of teachers struggling against the slipshod habits and unprepared lessons of their pupils would be robbed of much of its discouragement if habits of concentration could be formed by the use of speed drills.

Accuracy must go with speed. Nothing would be more disastrous than to encourage speed at the expense of accuracy. As suggested before, pupils must get most of their information from the printed page. Perhaps the most frequent cause of failure is inability to comprehend the printed page.

The exasperated Harvard professor who exclaimed of his freshmen, "They can't read print!" put his finger on one of the sorest of the sore spots in American education.

Is it not possible that at least one of the causes why "they can't read print" is that they have been taught only to **call the words of print.** The comparatively new movement for supervised study is an effort to correct this fault. But supervised study is more frequent in the secondary than in the elementary school. Is it not possible that the error should be corrected earlier, and that a concentrated effort should be made to train the mastery of print by the process by which it is mastered, if at all, probably ninety-eight per cent of the time—by silent reading.

What the reader must do. In preparing any lesson, as in reading anything, the reader must get the sequence of the thought. It is a not uncommon experience to let the eye run automat-

ically over the words of a paragraph, and at the end to awake suddenly to the fact that the thought content of the paragraph has not been grasped. Doubtless this habit is the cause of many a poor lesson. The child has sifted the words past his physical eye—perhaps there has even been a faint audition of the words—but the mind has been rambling in more genial fields and the inexperienced child has never awakened to the fact that he was not really reading.

Another common fault is that of reading a selection at a **dead level**. There may be little mental wandering, but there is no process of arranging the thought by selecting the important points, recognizing their relation to each other, putting subordinate ideas in their proper place, associating the current of thought with previous knowledge, reviewing the process, and summarizing. The result is that when he fails, the child tearfully assures the teacher that "I read it three times."

Successful preparation of lessons—successful silent reading—involves a conscious grasp of the thorough and intelligent arrangement and review of its content. Often it involves a recognition of similarities and differences, classification, careful inference, and complete association and assimilations. In other words, there must be a real thinking process which is the basis of a habit of concentration. This habit requires purposeful training which can best be given by a well planned course in silent reading. This course should provide drill in the fundamental process by calling for quick and accurate grasp of the thought. It should measure results by means of outlines, topical recitations, inferences, directions to be followed and by the greatest possible variety of tests.

A Teaching Scheme. As noted above, much of the value of teaching silent reading lies in the development of speed. For this purpose, speed drills should be devised. Exercises selected should be under, rather than over-graded, as the pupil should read for content and should be relieved as far as possible from technical grammatical or vocabulary difficulties. For these drills

it is suggested that the teacher prepare, on the mimeograph if possible, a considerable number of slips to be filled out arranged as follows:

Date	Grade	Teacher's Initials or Room Number G.P.W.	Page
10/4/22	5A		
Name of Exercise		Time in minutes	
Pupils			
Brown, Mary			5½
Carmalt, Joseph			3
Derr, Jane			4
Eldridge, Henry			5
Fisher, Mary			5½
Green, Alice			6
Hunt, Roy			8½
Knowlton, William			5
Manly, Rose			4
Morris, Mary			4½
Newton, George			5
Newton, Thomas			4½
Orr, Robert			5
Pierce, Helen			6
Porter, Clara			5
Roberts, John			4
Rowe, Gertrude			6
Smith, Fred			5
Vaughn, Lee			6
Wilson, Alice			3½
1-3, 1-3½, 3-4, 2-4½, 6-5, 2-5½, 4-6, 1-8½		Class median 5 Class mode 5	

For a speed drill the teacher should have one of these slips and a watch with a second hand. A stop watch would be valuable. Directions should be given for all the pupils to begin reading at the same moment and that they should raise their hands as a signal to the teacher when they have finished. The teacher should give the signal for them to begin as the second hand of her watch reaches sixty. As each pupil raises his hand indicating that he has finished, the teacher should note the time in half minutes opposite that pupil's name on the drill sheet. Any pupil's time should be indicated at the nearest half minute space. For example, a pupil who finishes at two minutes, ten seconds, should be marked as two minutes; one who finishes at two minutes, twenty seconds, at two and one-half.

In the illustration above, the sheet has been filled with names and scores

of a supposed fifth grade class of twenty pupils. On this sheet three minutes occurs once, three and one-half minutes once, four minutes three times, four and one-half minutes twice, five minutes six times, five and one-half minutes twice, six minutes four times, and eight and one-half minutes once. In this case both the mode and the median are "five."

The class median or mode is, however, not so significant as the individual scores. The class score is always determined by the ease or difficulty as well as by the length of the particular exercise read. This makes comparison with other exercises almost valueless. The only significant comparison in this case is between individuals of the same class, and between the score of this class and of other classes of parallel grade who have read the same exercise.

The important facts for G.P.W., the class teacher, in this case are the individual scores and their relative standing. Roy Hunt, who took eight and one-half minutes to read the exercise, is the slowest reader on this occasion. Is this true of other occasions? If so, Roy needs special help and training. It is also clear that Joseph Carmalt and Alice Wilson are rapid readers and it is important to see that their comprehension of the exercise is also adequate. Thus, for the class teacher, the important facts are the relative scores of the pupils, both in comparison with other pupils and with the former scores of the same pupils.

It must be recognized that no standard speeds are possible without also standardizing the material. To be absolutely accurate, each separate exercise should be its own speed standard. This, although possible, would be a device so cumbersome as to defeat its own purpose. Every bit of reading presents its peculiar difficulties, its slow spots, its points of interest, its urge to hurry on. These in turn vary with the apperception of the reader, with his peculiarities, his interests, and his motives. These largely determine his speed. It would be unwise for authors of a silent reading series to make

a practice of indicating with any degree of definiteness the time required for various exercises. Experience in trying out exercises with different classes would show so wide a variation that it would be clearly seen that specific statements would tend only to mislead the teacher.

Testing Comprehension. However, the most difficult problem in the teaching of silent reading is the test for comprehension. "How do you know that the pupils are reading, or that they understand what they read?" asked a teacher. The oral tradition is so strong in the school room that many teachers are uneasy if someone is not talking all the time—the pupil reciting or the teacher explaining. As a matter of fact, some of the valuable time spent by the pupil comes when he is left alone with a book. This explains the admirable results occasionally secured in the one-room ungraded school by the pupil who has a real thirst for knowledge. The teacher is not free to annoy him all the time. Of course the good teacher does not intrude unduly, but good teachers are all too few.

In a silent reading lesson, it is sometimes possible for the teacher to test comprehension by merely watching the faces of the children as they read. If the selection being read, with which the teacher should of course be perfectly familiar, has elements of humor, pathos, intense feeling of any sort, a comprehension of these elements should find expression in the faces of the readers. This is a very general test, however, and it is rarely sufficient and in some cases not possible.

At perhaps the other extreme of complexity is a dramatic reproduction of the selection read. This involves not only a correct general impression of the author's meaning, but a clear grasp of the details of the story in the proper sequence.

Not every exercise permits of this form of treatment. The comprehension of a bit of argumentative prose is best tested by an outline showing the general points contended for. Often a bit of exposition can also be tested by the requirement to make an outline.

Probably no exercise is more useful than this as a means of teaching pupils to understand the relationships of what they read. On the other hand, a description can sometimes best be recognized by a diagram or drawing. This is particularly true of instructions or directions. An appeal to the reader's artistic or aesthetic sense usually registers in the face or manner and can often only be tested in a general way by his expression and his actions. Stories or statements with an ethical value are clearly comprehended if the pupil can solve a similar ethical problem set up by the teacher. Historical facts involving the relationships of men to men or of men to events are grasped if the reader can correctly reproduce these relationships.

Particular emphasis, especially in the later grades, should be placed upon the complete presentation of a topic by a pupil standing in front of the class and making the group understand what he has to say without questions by the teacher. More and more this is coming to be emphasized as a means of good teaching everywhere; and pupils are being trained to stand before a group of their classmates and give an intelligent account of anything of which they have an adequate knowledge without the painful tooth-pulling process of extracting ideas. In this way the course in silent reading correlates with the other most important part of the English course—oral and written composition, and lays the foundation for habits that will function in all lines of school endeavor.

Reading for entertainment. Thus far silent reading has been discussed as a

medium for information or instruction. It has equally important as a medium for appreciation or entertainment. The "reading craze," an almost universal experience of early adolescence, finds its expression almost exclusively in silent reading. Breathless absorption in a story cannot wait for oral reading because one can usually read nearly twice as fast silently. Here the course in silent reading should join hands with the course in literature. Selections well within the comprehension of the pupil should be provided which should be exempt from the ordinary testing process. Children should be encouraged to tell these stories, to talk about them if they want to, but should not be held up to the same rigid standards of analysis and reproduction as they were for other types of material.

Poetry, too, can be read silently, but it will not be poetry in the mind and spirit of the child unless with the inner ear he hears the sound which is essential to real poetry. Some pupils are deficient in this process of **audition**, and anything like exclusive instruction in poetry by the silent reading process would therefore be a mistake.

A Summary. Briefly to recall the substance of this pamphlet, we have observed that silent reading is an almost universal process of thought gathering by civilized man; that oral reading with mastery of the mechanical process of interpreting symbols must come first, but that its exclusive use is unreasonable; that drill for speed and accuracy must go hand in hand; that silent reading involves the thinking process.

DEVICES AND THEIR PLACE IN TEACHING

Their Relation to Methods and Principles

A principle is something so deep and so fundamental as to be most difficult of definition. Like an axiom, it is indisputable; yet, unlike an axiom, it lies so deep as often to be unrecognized as the propelling motive to some action.

As soon, however, as the principle makes itself felt, the individual, whether conscious or not of the fundamental cause, seeks some method of expressing the principle. Necessity produces one sort of method or invention. The instinct of curiosity which leads to

experimentation and improvement on invention produces a second sort of method; the spirit of emulation, or of ambition to excel, may cause the development of a highly mechanical or scientific method; while parent love, sympathy, friendship, and faith in our fellows, will call out still different methods of carrying out a principle. An individual's instinctive love of variety causes him, in working out a method, to make a number of minor changes—devices which catch the attention of an observer, and often please or interest him.

Illustrations: The fundamental principles of good dressing are (1) protection of the body, and (2) decoration. The methods of dressing vary for men and women, for Eskimos and Chicagoans, for the leisure class and for the working woman. And in any single narrow field, numerous devices appear, such as the military collar, the streaming tippet ends, the plain or the be-trimmed sleeve, the short or long skirt, the bright or the sombre bodice, the "cut-a-way" or the "frock" coat.

Food is cooked because of the fundamental need of food's being palatable and digestible. Potatoes may be boiled, baked, scalloped, mashed, creamed, made into soup, or prepared to be both palatable and digestible by a dozen different methods. Scalloped potatoes, for example, may be served in individual ramikins or in one large casserole; may be garnished with parsley or with cheese; or may be made attractive by any other device the chef may invent.

The principle which underlies one's learning to subtract is economy of time and energy when finding the differences between numbers used in daily business. There are several methods of subtracting: right to left, left to right, Austrian, "borrowing," etc. A teacher may employ any one of several devices for helping her pupils learn any one of the methods: She may use tooth-picks for presentation of the plan and for use in doubt; she may have competitive drills for fixing subtractive relations; she may use blackboard or paper for solving the examples; and she may use the thermometer, or walk-

ing to the north or south of a given spot on the floor, or making spaces on the blackboard, to teach subtraction of positive and negative quantities.

These illustrations, better than definitions, serve to show the interrelation of principle, method, and device, and to point to the relative importance of each. That devices have a worthy place, none can deny. But that they should not outweigh method or principle is plain. Whether a woman wears a flower or a ribbon bow on her hat is of less importance than that she select a hat that is becoming and suitable; but still more important than the becomingness is the need of having some sort of head covering, especially in cold weather. The momentous debates over methods and devices of teaching are parallel to the seasonal discussions over styles in dress. Both become matters of no consequence in the face of some really big principle of life. The mother whose child is ill thinks not for a moment of whether the dress she has on is one for morning or afternoon; she cares only to be dressed quickly that she may wait upon her child. The teacher who would build a character is not primarily concerned with whether the child knows a particular multiplication table, but is concerned over the chance there is in the learning of the table for the pupil to gain greater self-confidence, and strength to persist even unto victory. That these lessons can be learned from the building of a rabbit-hutch or the entire care of a horse or a cow, just as well as from the multiplication tables, every experienced teacher knows. And when those lessons are once learned they can be applied to the care of the horse or to the conquering of the tables, whichever one lost out in the original teaching.

All three—devices, methods, principles — are constantly needed in life, but their proper interrelations must be kept. Rings, and beads, and ribbons, are proper devices of dress; but a woman who wears too many strings of beads, flying ribbons, cords and tassels, and too much jewelry, has lost the sense of relative values and has violated a principle of good dress-

ing. So teachers who become carried away by devices in teaching lose their perspective and forget principles: They teach the device, not the child.

The young girl who is just learning to cook spends undue time on the devices of garnishing or serving, and, if left alone, is apt not to have the meal on time, or the food hot; in the same way, the inexperienced teacher is likely to overdo device, and, when he visits a colleague, sees and tries to imitate the devices observed. Occasionally a young teacher visits one of experience and returns with "nothing seen" because no devices showed. One test of a teacher's growing power is the gradual discontinuance of much device. The greatest teachers of the world are bound down to no special method, to no particular equipment, to no set textbooks. Like Socrates, Pestalozzi, and others less known to fame, they teach anywhere with any material. If "college education" can be defined as "a log with Mark Hopkins on one end and a pupil on the other," what ought to be the definition of an elementary school education?

A Few Staple Devices, With Rules for Their Use

Devices are more needed in drill lessons than in either development or appreciation lessons. This is because the tendency in drill lessons is to emphasize the form rather than the content. Association of meaning and form will obviate the necessity for any considerable number of devices. Nevertheless, some are always necessary.

Four Rules.—(1) Devices should be easily understood when quickly explained. For example, a teacher once worked out an elaborate scheme of playing croquet, putting a word at each arch, and a harder word at each stake. She used the device with second-grade pupils who did not know how to play croquet. As a consequence, the entire time was spent in teaching pupils how to play the game rather than in drilling on words. (2) They should fit the lesson in hand, not evidently be "dragged in." At another time, the same teacher had a class reading the story of "The

Clever Starling," (the talking bird which was caught in a net with other birds.) She wrote on the blackboard a dozen words that might give trouble in the oral reading, calling for the meaning of each as she wrote it. Then she said, "Let us play these are birds, caught in this net (she quickly drew a chalk net over the words), and you may be the fowler who takes them out, one at a time. He does not want to lose any so all must be pronounced." (3) If devices should not fit the immediate lesson, they should chime with children's interests. For example, if the circus has just been in town and pupils are engrossed in its interesting details, the teacher may "play" that the desired number combinations are animals in cages, and pupils must correctly name the animals pointed to, saying "twelve" if 3×4 or 6×2 is pointed to; or 8, if $5 + 3$ is indicated. A few quickly drawn vertical lines for "bars" are sufficient to create the atmosphere; finished drawings are here out of place. Again, near Christmas time, the number combinations, phonic stems, or words needed, can be written upon the branches of a Christmas-tree. (4) Devices must not be worn threadbare, just because they interest the pupils at first, or because the teacher does not want to bother to find new ones. Very slight changes are sometimes sufficient. If the ladder device is used (and it is always good), the ladder may be drawn on the blackboard, on a chart, or on the floor. Words, cities, number combinations, phonic elements, or whatever drill is being used, may be written on the rounds of the ladder, the child being able to climb the ladder successfully if he has firmly planted a foot on each round by answering correctly. If the ladder is on the floor, the words may be on the sides of the ladder, and the child try to walk on one side without falling off. Later the ladder may lead to the top of a wall; or to an apple-tree on which hang apples (harder words), or to a Christmas tree loaded with presents.

The device of putting the same kind of seat-work into a fresh cover such as a colored leaf, or a sunbonnet (cut from

wall paper), or a large star, makes the work seem wholly new to children. A third grade was once seen to glow with pleasure over some familiar seat-work passed, for a change, in an attractive basket on whose handle a big bow of red ribbon had been tied. Not long since a young rural teacher was observed while she drilled third-grade pupils on the table of threes. All she did was to ask one pupil after the other to say the table in order, beginning with 1×3 . There was no life to the lesson, nor was this any proof that pupils knew 6×3 or 8×3 whenever seen. She needed a dozen "snappy" devices, such as flashing cards, calling the combinations in irregular order, having a "match," or a "race," or doing all possible in a given number of minutes. Variety and snap are essential factors in drills.

A few other staple devices.—1. The "Is it —?" game. The teacher writes number combinations on the board and then says, for example, "I'm thinking of a certain product (or sum)." A child points to 3×4 and says, "Is it 12?" The teacher says, "It is not 12." Child points to 7×2 and says, "Is it 14?", continuing until he guesses the correct product, or errs in naming the product of two factors to which he points. This can be varied in dozens of ways, to use with word and other drills as well as with arithmetic facts.

2. Keeping record of pupils' weekly abilities, by either the number done correctly in a given time, or the time taken to do a specified number of examples, or words.

3. "Racing" is always good. Two individuals or two groups may race. Two illustrations are given: (1) A large outline map of some country (say the U.S.) is on the blackboard or a sheet of tagboard. The children have learned some of the states, or the largest rivers or cities, or the locations of certain industries. The teacher sends two pupils, each with a pointer, to the map, and rapidly names five cities, for example. The child who first touches the correct spot for the location of at least three out of five cities named, wins for

his side. (2) Two similar columns of names of states, cities, rivers, or of industries, may be on the board, but in different order. Let us take the last named. The two children are ready. The teacher says, "Done along the Columbia river," "Done in the southern states," "The cause of California's being settled," "Most famous in Colorado," or "Illinois and Iowa noted for." Each pupil points to the correct industry in his column, and, as before, the one who most often finds the answer first wins.

4. Take some maps from discarded geographies, trace the outlines with hectograph ink, and print a large number. Or save bits of maps, without names, from many sources. Cut a map into sections, so that each piece has some distinguishing feature. Mount each piece on a square of stiff paper. (Children like to prepare the cards themselves.) The teacher then "flashes" one card after the other and pupils name the part of the map seen. Or they may all write the answers, checking their work as the teacher slowly re-shows the cards, approving the correct names as one pupil after another reads his answer: "The southern part of Europe," "Florida," "Alaska," and "The eastern coast of Asia," are typical answers.

5. A "snow storm" which covers the words as fast as they are correctly pronounced, makes pupils happy indoors even though the first snow of the season tempts them to dream of school-closure.

6. Rapidly rescuing people or furniture (words or number combinations) from a burning house, the whole made dramatic by a few red flames seen to be bursting from the roof, is great fun.

7. "Cleaning house" (erasing words known as they are pronounced), is a fine device for the very end of the drill, since the board is thus left clean for the next class.

8. "Fox and Geese," makes a fine game for securing rapid replies (to number combinations, for instance). The board contains many expressed operations. A child stands and says 6, 12, 21, 4, 18, etc. He may go in any

direction he pleases but must keep in line; that is, he can't skip all over the board. As soon as another child "locates him," he stands. The "goose" stops; the "fox" steps to the board, pointing to the combinations and naming the same sums, products, differences, or quotients, as the "goose" named up to the time of his stopping. If correct, the "fox" becomes the next "goose" for another "fox" to catch.

A few devices for helping enunciation follow:

9. Say quickly and clearly,
 - (a) la, le, li, lo, loo
 - (b) da, de, di, do, doo
 - (c) Repeat (a) giving each syllable four times, thus—la, la, la, la—le, le, le, le, etc.

- (d) Repeat (b) giving each syllable as often as its place number indicates, thus—da; de, de; di, di, di; do, do, do, do; doo, doo, doo, doo, doo.

(e) On the tip of the tongue.

(f) Over the hills the farm boy goes.

10. Draw on the blackboard a triangle. Write a, e, oo, at the three points. Sound each slowly, then more and more rapidly, but always separately.

Do the same with syllables, ip, ik, it.

12. Drop the vowel and give only the consonants in 11.

Texts, school magazines, and the teacher's ingenuity will supply many other devices, if more are needed.

THE YOUNG TEACHER'S PROBLEM

By ALICE HAWTHORNE.

A few days ago a young teacher came to me and said, "What do you do in second and third grade Language? I can manage everything, but I'm always looking for something to do in Language."

This condition seems quite common to teachers just beginning their work. Most courses of study are sufficiently flexible to permit the use of the teacher's own choice of material; but when the teacher herself has no idea of what to select, the situation becomes a hard one.

The purpose of this article is to offer a few suggestions as to material close at hand which makes effective subject matter for primary language.

Motives For Language Work

Animal Study

Selecting the Subject: In taking a walk one afternoon, I saw a man who was training a Shetland pony. The little pet responded much as a circus pony does. She had at least eight different tricks which she could do very creditably. At once I asked permission to bring over a class of children to see the

performance. The man, pleased, gave his ready consent.

Studying the Subject: Our walk next week through the autumn woods to Judy's pasture was a delight. We talked of the different colors in the trees, the flying seeds, the ripened nuts, the frisky squirrels and the empty bird nests. The mile walk was in itself worth the effort it cost. When we came in sight of the pony, the children raced excitedly to the gate. Mr. Graves was waiting for us. He took Judy to the barn where she always did her tricks. No circus pony ever had a more appreciative group of spectators than our new friend had that afternoon. After spending considerable time in watching Judy, petting her, feeding her an apple, and admiring her generally, we went back to school. No one noticed anything on the way back. All were talking of the cunning pony, of the time when each hoped to own one just like her, and how that particular pony would be trained.

The Recitation: The next day in the language class we told everything we could remember about Judy. The incidents were given in connected para-

graphs. Each child who talked came before the class and tried his best to make the rest of the children see just what Judy did in the trick he was describing. Then the teacher wrote the list of Judy's tricks on the blackboard as subjects for written compositions and each child selected one trick to write up.

- "Climbing the Golden Stairs."
- "Shaking Hands."
- "Kissing Mr. Graves."
- "Telling Time."
- "Playing Dead."
- "Jumping Over the Rail."
- "Taking Off Mr. Graves' Hat."

Practical Application of the Knowledge of the Subject: The purpose was to write so well that when the fourth grade heard the compositions read they would want to visit the pony, too. When the paragraphs were finished, each child made a poster representing his trick. The posters aimed to show action; very little attention was given to detail. The third grade then took their first written production into the fourth grade room and read their paragraphs. The posters had been placed along the blackboard. As a paragraph was read, the poster belonging with it was pointed out by the fourth grade. I hardly need say that the fourth grade soon visited Judy.

The two paragraphs here given are exactly as the children wrote them and will show the plan of the work. The posters were made without any kind of pattern or picture to look at.

"Kissing Mr. Graves"

One day our class went to see a pony whose name was Judy. Mr. Graves stood up and the pony put her front feet in the man's hand and kissed him. Then she got down and walked away.

"Playing Dead"

One day we went to see a horse. Her master made her lie down. Then Mr. Graves said, "Now boys, you have killed my horse." Then he said, "Are you dead?" She shook her head, she wasn't dead. "Jump up

then," said her master. Then she scrambled up in a hurry. She was not dead.

Class Pets

The best language work I have ever had came as a result of observing some type of pet. One spring, since our material seemed about exhausted, I brought the children two little white rabbits. These were kept in the room for a while. Soon their box became too small, so a pen was a necessity.

- "How We Made Our Rabbit Pen."
- "What Our Rabbits Like to Eat."
- "How We Named Our Rabbits."
- "How Long Ears Begs for Food."
- "How Bob Tail Liked the Train."

These were some of the compositions written about rabbits.

The next fall the securing of food for the winter was our problem. We visited gardens, hauling back loads of cabbage stalks and worthless heads. The accompanying picture shows the children with loads of cabbage. "Long Ears" is the only rabbit in the picture. "Bob Tail" had burrowed out and was lost. Such fun as the children had with their wagons! All of the excursions were written up. The real purpose of the pets was to give the children a feeling of sympathy and love for animals, but from the language side alone they were worth the while.

One spring we set a Buff Cochin hen in a box in my office. The group of children was not large, so each child wrote his name on an egg. The care of the pet was given to one child for a day. As the biddy was very gentle, the children loved to care for her. When the chicks began to hatch, there was wild excitement.

The superintendent of the training school, who was very much interested in our family, said, "You surely don't expect those children to do any work today, do you?" His own little son was one of the group. But the children did work and let the brood of chicks entirely alone.

The next day, despite the prediction of everyone, we had fifteen chicks. Each child chose one for his own pet. The brood lived with us for six weeks. School was then out, and so the ten

survivors were sold for the benefit of the Red Cross.

Individual Pets

If it is not convenient to take the entire class on an excursion, the pets can be brought to school for a day. Every boy loves to have the rest of the children see his dog do tricks. One little third grade child displayed his pet with great pride. Rover walked on his hind legs, said his prayers, shook hands, and caught the rubber ball. Our language exercises were a pleasure for several days because of this little visitor.

Sports

Various sports make a good study for language. In a section of the country where coasting was the main winter fun, we had such a good time in our written work. The little poem taken from a primary language book brought up many personal experiences:

A hill, a sled
All painted red,
The name in yellow,
A boy in cap,
Mittens and wrap,
A jolly fellow.
A track like ice,
That's very nice.
A scrape and rumble,

A little swerve,
A tricky curve,

And such a tumble!

The "little swerve" and tricky curve" reminded the children of many times when they had had a tumble in the snow. In order to help the children increase their vocabulary, we worked out lists of words to describe the various parts of our story. For describing the hill such words as "icy," "glassy," "glistening" and "sparkling" were given; for the way the sleds went, "whizzing," "skimming," "zipping", and "dashing"; to describe the kind of wind, "keen", "sharp", "cutting" and "icy".

The oral work always should precede the written. From the list of words the children decide the ones to be used. After the oral production, the exercises are criticised and suggestions for improvement made. Then the written work represents the best a child is capable of doing.

Bird Study

Bird Study represents such an extensive source of language material that no attempt will be made to include it in this article. It is worthy of a very prominent place in the primary curriculum.

THE TEACHING OF ENGLISH COMPOSITION AND GRAMMAR

By MISS J. E. A. PATERSON, Dufferin.

It is with considerable trepidation that I approach this subject, both on account of its importance and through distrust of my ability to handle it with the fulness it deserves. It is undoubtedly the most comprehensive subject in the school curriculum, although, after all, it is only a small part of our training in English that we receive in the school-room. Consciously or unconsciously, our education in this subject is proceeding all our lives, from the period when the infant mind is endeavouring to grasp the names of common objects, till the grayhaired man is wrestling with the freshly-coined additions to the language which he finds in the daily paper.

It is, however, only the school-room part of this training with which we teachers are immediately concerned and in which we all have a hand, for there is not a subject taught in school which does not, in the manner of its teaching, act as either a help or a hindrance to the acquiring of correct English.

Definite lessons on Grammar and Composition are given at certain periods and they are both necessary and important, but there is one fact which the teacher should never lose sight of—that correct speaking by both teachers and pupils on all occasions is an unconscious but very powerful aid in the understanding and assimilation of the regular lessons. Children must be train-

ed to express their thoughts correctly in speech before they can be expected to transcribe them correctly on paper.

When a normal child begins his school life at the age of seven, he has a considerable vocabulary, though sometimes (I am speaking of the country child) it requires effort, tact and time to induce him to use it. Most assuredly, however, it is time well spent.

Teachers in one-roomed schools often find it hard to overtake, each day the work of six or seven grades and it is generally the primary classes that suffer. It is so easy to give the smallest ones some busy work or, indeed, anything that will keep them quiet while we attend to the older children, and so the little ones grow weary and dull and think school is no great place after all. A good plan is to finish each lesson to an upper grade a few minutes before the next class is ready and to spend that time in conversation with the babies. Let **them** do most of the talking; after the first shyness has worn off they will need very little prompting—especially the little girls.

It is not possible to lay down hard and fast rules as to when written composition should be begun, but I think it is more often begun too early than too late. The more practice children have had in talking in sentences, the easier it is to write them and the importance of oral composition throughout all the grades can not be over-estimated.

Of course the teacher has to be constantly on the watch for little errors of speech—the misused “seens” and “dones” and “don’ts” which are always with us, as well as a few more with which you are doubtless all familiar and which can only be put out of action by persistent and patient correction.

It seemed to me lately that these had taken a new lease of life, so I urged my pupils to try to keep clear of them and to correct one another’s speech if necessary, in the playground. A few days afterwards I heard a wordy dispute during noon-hour, but maintained a discreet silence. As soon, however, as recess was over, a boy stood up. “Oh” he exclaimed, “Gladys says it’s not

right to say ‘them there things.’” I smiled, “Gladys is right, but what made you think she was wrong?” “Well,” he returned, rather sheepishly, “Our Jim always says, ‘them there yon things’ and I thought it was right!”

Another thing to be guarded against if we wish our pupils to acquire correct habits of speech is slipshod answering.

Occasionally, as when rapidly reviewing a subject, simultaneous answering is permissible, but on ordinary occasions individual and grammatical replies should be insisted on. It is not an unknown thing for a teacher to supply nine-tenths of the answer to her question—not only putting the words into the pupils’ mouths but actually saying them for him and letting him merely mumble out the final syllables. This not only wears out the teacher needlessly but encourages carelessness and irresponsibility in the pupil.

After the children have begun to write regular compositions, the correction of them often present a difficulty. Of course, with small classes it is not much of a task to make the necessary corrections and to see that the exercise is re-written in proper form, but most of you will have found that, although the pupils do this, the re-writing is to a certain extent mechanical—it is done without much thought being given to the why and wherefore of the change, consequently the same mistakes make their appearance with baffling regularity.

Now, it nearly always happens that the same kind of mistake is made by several pupils, so it is a good plan to classify the common errors and put them on the B.B. in groups, requiring all the pupils to write the correct form—giving, in the upper classes, their reason for the change. These groups should be transferred by the teacher to a notebook for future reference and review.

I always find the teaching of composition in the earlier stages very interesting and the pupils seem to find it so as well, but there comes a time when the elementary rules of sentence-forming

and transcribing are fairly well mastered and a period of marking time seems unavoidable. Occasionally one has a pupil who presents some originality, either in his actual ideas or in his manner of expressing them, but the majority do not rise above the dead level of mediocrity. Of course one should be thankful that they do not fall below that, but, for my part, I would rather have a pupil whose exercise was really bad than one who, time after time hands in a production like this: "Dear Teacher, yesterday was a holiday. We did not go to school. I got up and ate breakfast. Then I did my chores. Then I ate dinner. Then I helped take in a load of hay. Then I ate supper and had two pieces of pie. After that I ate three apples and went to bed." Doubtless that child's home life was monotonous, but doubtless also his imagination had not been cultivated, otherwise he would have been able to spread a touch of color over the dreary drab of his daily doings. At this stage of the child's development, nothing helps like reading good prose and memorizing good poetry. But let what they read and what they memorize be literature. Even though they do not grasp the full meaning of it, if the English of it is good, it will certainly have a beneficial effect on their composition and their language, besides stimulating their imagination and enlarging their mental outlook. In rural districts reading matter is usually scarce, but, with the number of books in our school libraries increasing yearly, it should not be hard to keep the young mind supplied with mental pabulum of a more improving type than is afforded by the weekly "Funny Paper."

Another thing which is very helpful in adding to their vocabulary is the study of derivation. This should, in my opinion, be begun—in a small way,

of course—much earlier than the time set forth in the Programme of Studies. At present I have one pupil in Grade IX, and the lessons in derivation given to him are absorbed—in an absolutely gluttonous manner—by four Grade VI. pupils who take the keenest delight in introducing, in both oral and written work, words built up through their recently-acquired knowledge. Regarding the other part of my subject—the teaching of Grammar I shall say little—partly because it is of less importance than Composition and partly because the teaching of it presents few difficulties if children have been trained to talk grammatically. Most of the trouble in getting pupils up to the entrance standard in this subject is caused by their being rushed through the course too quickly. If the study of grammar were begun in Grade III. or Grade IV., pupils would become more gradually familiarized with its difficulties and it would lose much of its terror. A couple of years' work can be easily and pleasantly accomplished without using a textbook and it is a great encouragement to children to find, when they begin to use the book, that so much of it is familiar to them.

Now, I am afraid that what I have said has not been set forth in a very methodical manner, so, to find up with I shall repeat the points I wish to emphasize.

1. Carefulness of speech on the part of pupils and teachers.
2. Daily practice in oral composition.
3. Grammatical answering.
4. Methodical correction of written errors by the whole class.
5. The development, by reading and memorizing of a taste for good literature.
6. An earlier beginning of the study of Grammar.

Step by step lifts bad to good
 Without halting, without rest,
 Lifting better up to best;
 Planting seeds of knowledge pure,
 Through earth to ripen, through Heaven endure.

—EMERSON.

Children's Page

A Child's Song of Christmas

My counterpane is soft as silk,
My blankets white as creamy milk,
The hay was soft to Him, I know,
Our little Lord of long ago.

Above the roofs the pigeons fly
In silver wheels across the sky,
The stable-doves they cooed to them,
Mary and Christ in Bethlehem.

Bright shines the sun across the drifts,
And bright upon my Christmas gifts.
They brought Him incense, myrrh and gold,
Our little Lord who lived of old.

O, soft and clear our mother sings
Of Christmas joys and Christmas things.
God's holy angels sang to them,
Mary and Christ in Bethlehem.

Our hearts they hold all Christmas dear,
And earth seems sweet and heaven seems near,
O, heaven was in His sight, I know,
That little Child of long ago.

—Marjorie L. C. Pickthall.

EDITOR'S CHAT

Dear Boys and Girls:—

Christmas 1920! How very, very quickly Christmas seems to come when once it is on the way. Yet I know that to some of you the days drag on leaden feet as you wait for that glorious morning when, creaking downstairs in the dark and cold, you will be able at last to explore the knobby parcels that bulge your stockings, and that lie piled around the Christmas tree. I hope that all the things you have wished for will be there. The Mechano set that Tom longs for that he may build workmen-like bridges and marvellous machines. The curly-haired doll that Jeanie wants to mother; the doll's dishes that Anna has pictured in her dreams for weeks; the sleigh that Billy

has passed with longing eyes; the fur that Katie has wished for all winter. May they all be there, and other things too, so that Christmas may be for you the happiest of days, and the day when dreams come true.

Now you have often heard it said that there are two sides to every question. Well, boys and girls, questions are not the only things that have two sides. Nearly everything has that I can think of, and Christmas is no exception to the rule. There is happy Christmas and unhappy Christmas. And it is because I want yours to be altogether happy, that I am going to talk for a few minutes about the unhappy Christmas. Everyone in the world has wishes. Very different they

are too! Tom's wish is for a Mechano, but it may be that in the next street there is another boy whose greatest wish is for a warm coat or a pair of mitts. Jeanie wants a new doll—but there may be another Jean in the neighborhood who would love her old doll.

Now boys and girls, there is no reason why your dreams shouldn't come true, but will you do your best to make some one else's dreams come true as well? Will you fix up your old toys, dress your old dolls, bring out your well known books, give up a little of the candy and fruit that friends give you, that some of these less fortunate boys and girls may be as happy

as you are? Can you bring gladness to a lonely home where there are no boys and girls, by offering to run some errand, sweep off the snowy walk or carry in the kindling wood?

2000 years ago when Christ came to earth a little baby in a manger, He came that He might serve others, and through all His life he served and though He was poor He gave great gifts to the world; and at last He gave the greatest gift of all, His life. The motto of our Happy Prince is the short one, "Ich dien," "I serve," and if we make this our motto this Christmas time we will be helping with all our power to give this old world the happiest of Christmases.

SOME DO'S AND DON'TS FOR CHRISTMAS

Don't buy useless, cheap, showy presents. Pass quickly by all plush, shell and gilt boxes; the hand painted satchets, and the handkerchiefs with cheap lace. Look at and leave the perfume in boxes; highly perfumed soap; cheap silk stockings.

Don't give to people just because they give to you.

Don't give the best presents to the richest people you know, and the smallest to the poorest, but

Do give useful, pretty gifts. Try to give to each person something you could use yourself, or something you know they want. A plain, dainty

handkerchief; a raffia basket; a darning or knitting bag; a cheap edition of a good book; a raffia or ribbon covered coat hanger; a little plant or a bulb you have grown; a pot of jam, a loaf of bread; a box of home-made candy; a new pencil or pen; a ball of string in a little bag; or any other useful little thing.

Do give to the poor, the sad and the lonely.

Do write letters.

Do be happy and cheerful.

Do be contented with your own gifts.

WEE ROBIN'S YULE-SONG

(A Scotch Story)

There was an auld Pussie Baudrons, and she gaed awa' down by a water-side, and there she saw a Wee Robin Redbreast hoppin' on a brier; and the Pussie Baudrons says: "Where's tu gaun, Wee Robin?" And Wee Robin says: "I'm gaun awa' to the king to sing him a sang this guid Yule morning." And Pussie Baudrons says: "Come here, Wee Robin, and I'll let you see a bonny white ring round my

neck." But Wee Robin says: "Na, na! gray Poussie Baudrons, na, na! Ye worry't the wee mousie, but ye'se no worry me." So Wee Robin flew awa' till he came to a fail fauld-dike (turf wall), and there he saw a gray greedy gled (hawk), sitting. And gray greedy gled says: "Where's tu gaun, Wee Robin?" And Wee Robin says: "I'm gaun awa' to the king to sing him a sang this guid Yule morning."

And gray greedy gled says: "Come here, Wee Robin, and I'll let ye see a bonny feather in my wing." But Wee Robin says: "Na, na! gray greedy gled, na, na! Ye pookit (pecked) a' the wee lintie, but ye'se no pook me." So Wee Robin flew awa' till he came to the cleuch (hollow) o' a craig, and there he saw slee Tod Lowrie (sly fox) sitting. And slee Tod Lowrie says: "Where's tu gaun, Wee Robin?" And Wee Robin says: "I'm gaun awa' to the king to sing him a sang this guid Yule morning." And slee Tod Lowrie says: "Come here, Wee Robin, and I'll let ye see a bonny spot on the tap o' my tail." But Wee Robin says: "Na, na! slee Tod Lowrie, na, na! Ye worry't the wee lammie, but ye'se no worry me." So Wee Robin flew awa' till he came to a bonny burn-side, and there he saw a wee callant sitting. And the wee callant says: "Where's tu gaun, Wee Robin?" And Wee Robin says: "I'm gaun awa' to the king to sing him a sang this guid Yule morning." And the wee callant says: "Come here, Wee Robin, and I'll gie ye a wheen grand moolins (crumbs) out o' my pooch." But Wee Robin says: "Na, na! wee callant, na, na! Ye speldert (knocked down) the gowd spink (goldfinch), but ye'se no spelder me." So Wee Robin flew awa' till he came to the king; and there he sat on a winnock sole (plowshare), and sang the king a bonny sang. And the king says to the queen: "What'll we gie to Wee Robin for singing us this bonny sang?" And the queen says to the king: "I think we'll gie him the wee wran to be his wife." So Wee Robin and the wee wran were married, and the king and the queen, and a' the court danced at the waddin'; syne he flew awa' home to his ain waterside, and hoppit on a brier.

—Attributed to Robert Burns.

CHRISTMAS WISHES OF MOTHER GOOSE'S CHILDREN

Characters

(Five boys and five girls)

Little Boy Blue; Old Man in Leather; Jack Horner; Jack; Tommy Tucker; Mother Goose; Bo Peep; Little Miss Muffett; Old Woman Who Lived in a Shoe; Jill.

Costumes

These should be appropriate to the characters.

Mother Goose: Here it is nearly Christmas again! My children are well supplied with clothing, toys, and food. I ought to be very thankful that they are all such good boys and girls. They never tease me as many children do. They are all satisfied with what they have.

(Enter Little Boy Blue, Bo-Peep, Old Woman who Lived in a Shoe, Old Man in Leather, Little Miss Muffet, Jack Horner, Jack and Jill, and Little Tommy Tucker. They push, laugh, skip about to music which finally ceases.)

Little Boy Blue: Oh, Mother Goose, I must have a new horn. I think this old one has been blown for years and years. I can't make a noise on it. See! (Blows hard until his face is red and cheeks puff out, but the horn gives forth little noise.) You see it doesn't work well at all. Will you buy a new horn for me?

Mother Goose: I suppose I shall have to buy you a new one. Before it is a week old, I fancy that one will be out of order too—unless you spend most of your time sleeping as you have done.

All repeat while marching about with hands up and out before their faces as if blowing a horn:

Little Boy Blue, come blow up your horn,

The sheep's in the meadow, the cow's in the corn:

What! is this the way you mind your sheep,

Under the haycock fast asleep?

Bo Peep (showing a broken crook)
For a long time I have wanted a new

crook. I really need it. How can I look after my sheep with this old crook! No wonder they are lost. This crook has been carried too many years. Will you get me a new one, Mother Goose?

Mother Goose: A new crook? Why, I thought you had a new one not long ago. I can't buy a new crook for you every year. I'll see where they can be bought and how much they cost.

All recite in concert while marching with hands over eyes as if scanning the distant horizon in the hopes of spying the lost sheep:

Little Bo Peep has lost her sheep,
And don't know where to find them;
Leave them alone and they'll come
home,

Bringing their tails behind them.

Old Woman Who Lived in a Shoe (showing an enormous shoe. The shoe may be made of pasteboard): Just look at this shoe, will you? You see it is worn out at the toe and at the heel. When I am looking after the children at the toe, the youngsters escape through the hole at the heel. And when I look after those in the heel, the little fellows crawl out at the toe and run away. Now no wonder I have grown old before my time. I must have a good new shoe.

Mother Goose: There's no telling what children will do with either new or old shoes. I must look after my grandchildren and I will see that they have a new shoe to live in.

All repeat, while marching in a circle and performing the pantomime act of whipping imaginary children:
There was an old woman who lived in a shoe;

She had so many children, she didn't know what to do;
She gave them some broth without any bread,
And whipped them all soundly, then put them to bed.

Jack Horner: I'm tired of Christmas pies. I'm tired of eating alone by myself at the second table in the corner. I would like a sample of a new kind of modern pie. I'll take mince, apple, squash, custard, lemon—or better yet, all of them.

Mother Goose: Now Jack, you are altogether too particular about what you have to eat. There's no pie better than a Christmas pie and plums agree with most boys. What is the matter with you all to-day? Nothing seems to suit you.

All recite in concert, while going through the motions of eating, and finding a plum:

Little Jack Horner sat in a corner,
Eating a Christmas pie;

He put in his thumb and pulled out a plum,

And said, What a brave boy am I!

Jack and Jill (with a broken pail)
Jack repeats: It's time we had a new pail, I think. Pails like this don't last forever. Water has been carried in this pail for over two hundred years.

Jill: No wonder we tumble down when we go for water. I guess you would if you did nothing else.

Mother Goose: There seems to be no end to the wants of these children this year. I never knew so many things wanted before. Why can't you all be satisfied with what you have?

All recite, while carrying imaginary pails of water, and all tumble down at the close of the lines:

Jack and Jill went up the hill,
To draw a pail of water,

Jack fell down and broke his crown
And Jill came tumbling after.

Tommy Tucker: Nobody can cut bread without a good sharp knife. I had one once—but I lost it. It was dull as a board anyway. I need a nice, new sharp knife. I must have it.

Mother Goose: Then earn it. Do less singing and whining. Just work a little. It won't hurt you.

All recite while imitating a boy crying and whining:

Little Tommy Tucker, sing for your supper,

What shall I sing for? White bread and butter;

How shall I cut it without any knife?
How shall I marry without any wife?

Old Man in Leather: I, too, am not very old, but I look old. I think it is on account of my clothes too. Now I haven't had a new suit of clothes since I was in France in 1697, when Mother

Goose first made her appearance before the people. You see these clothes are ragged—very ragged. I have had to wear them in rain and in sunshine. I need a new suit and I must have it.

Mother Goose: Your leather suit can be no older than this one I am wearing. I have never had but this one suit. Let us wait a little while longer, Old Man, we shall not mind.

All recite while marching about, keeping eyes on the Old Man and bowing and smiling. Shaking hands at the last line:

One misty moisty morning,
When cloudy was the weather,
I chanced to meet an old man,
Clothed all in leather.

He began to compliment and I began to grin,

How do you do, and how do you do,
And how do you do again?

Little Miss Muffet (showing a cracked and broken bowl): Don't you

think I ought to have a new bowl? How can I eat my curds and whey in this old broken one? It doesn't hold as much as it used to. I am growing thin because I do not have enough to eat these days. Now, will you buy a new bowl for me?

Mother Goose: Well, how many more of my children want new things? I was just thinking and saying that you seemed very well contented with your toys, clothing and everything. I guess I bragged about you all too soon. I will see about this bowl. You must have been very careless to have broken this fine one.

All recite, while sitting down quietly—until last line is reached, then all rise quickly and run away:

Little Miss Muffet,
Sat on a Tuffet,
Eating curds and whey;
There came a black spider,
And sat down beside her,
And frightened Miss Muffet away.

OUR COMPETITIONS

Maps, and still more maps! They came in rolls, and long flat envelopes. They came in parcels and letter size. They were painted, crayon-ed, pencil-ed and ink-ed! There were some with mountains that gave them a pock-marked appearance, like some dread disease. There were others that yawned with huge lakes, and bays of wierd sizes and shapes, but take them all in all they were good, and you may be quite sure the judgment is fair, for it was made by 80 people who voted on the best, the second best, and so on; so you may feel quite satisfied that you have had a fair trial for your map.

The prize is won by Muriel McAlister, Grade V., Waldorf P.O., Sask.

Honorable Mention in order of merit to:—Hazel McAlister, Gr. VI., Waldorf P.O.; Selma Sandberg, Stonewall, Man.; Lucille Casy, St. Norbert, and Marie McDonald, St. Laurent; Gordon ——— Stonewall; Armande Berriault, St. Adolphe; Arthur Poirier, Lorette and Aime de Laronde, St. Laurent; Jessie and Genevieve Cowan, Willen P.O.; Antoinette Bonneau, St. Adolphe Convent; Mary Van Dusen, Stonewall; Winnifred Luane, Bonnie Doon School.

(Note:—Later we will try and print the prize map.)

The whole world is a Christmas tree
And stars its many candles be,
Oh! sing a carol joyfully,
The world's great feast in keeping.

Heap on more wood! the wind is chill,
But let it whistle as it will,
We'll keep our Christmas merry still.

Dimmest and brightest month am I;
My short days end; my lengthening
days begin.
What matters more or less sun in the
sky,
When all is sun within?

For those who think of others most
Are the happiest folks that live.

—CARY.

School News

WESTERN MANITOBA

The Thirty-Sixth Annual Convention of the Western Manitoba Teachers' Association, held at Brandon on October 14th and 15th, proved to be a decided success in every particular. The programme was carried out as advertised, the attendance at the sessions was excellent, and the enrolment created a record for the Association.

A new feature of this year's programme was the Thursday morning session. This was under the direct supervision of Superintendent Alfred White, of the Brandon Schools, and proved to be very profitable. Two demonstrations, illustrating the Economy of Time in Teaching, as applied in the spelling lesson, were given by Miss E. Ritchie and Miss M. G. Fraser, both of Brandon. These were closely followed and much appreciated by a large audience. Mr. A. Black, of the Brandon schools, also gave a class-room demonstration of how Physical Drill could be made interesting, which was also much appreciated.

The afternoon session found the Auditorium filled to the doors. Mayor Dinsdale in a happy speech welcomed the visitors to the city, and extended the greetings of the citizens to all present. Dr. H. P. Whidden, president of Brandon college, gave an excellent address, choosing as his topic "The Making of Our Schools National." In the course of his remarks the speaker said, "The time has come in the history of our country when our schools, supported and directed provincially, should be made national in outlook and spirit. In accomplishing this, the flag, national songs and national stories will continue to have an important place, but there must be more than mere sentiment. There should be the working out of common standards; a programme of study having much in common, and most of all a common Canadian consciousness with a common national purpose. A provincial outlook must make way for the Dominion outlook.

This will probably be effected most readily by the teaching of some of the simplest subjects such as history or Geography from a local centre to the widest reach of the national circumference." The speaker urged in conclusion for the establishing of a biennial or triennial educational conference of those actually engaged in the work of teaching from the elementary schools up to the University.

Perhaps one of the most enjoyable features of the programme was the social gathering held on Thursday evening. The Brandon convention seems to be in a fair way of solving that ever-present problem of how to make the strangers feel at home and how to widen the acquaintanceships often begun at Normal schools or at former conventions. Fully three hundred and fifty teachers gathered at the Normal school, and after an excellent formal programme had been enjoyed, the floors were cleared and dancing was the order until a late hour. Those that did not dance, seemed to enjoy themselves as well as those that did, and the whole evening was pronounced a decided success.

On Friday morning the teachers met in separate sections. The Elementary teachers were addressed by Miss K. McLeod, of the Model school staff, Winnipeg. Miss McLeod read an excellent paper on "Child Study and Literature." This was full of practical suggestion for the teachers of all grades from the beginners' class up to Grade VIII. Following this the Elementary teachers divided into three groups for conference work—Grades I. and II., Grades III. and IV., and Grades VI. and VIII. In each division topics were discussed of peculiar interest to the grades concerned. The papers read were followed by an open discussion which was freely entered into by a number of speakers. In the Secondary section Mr. C. Cresswell, of Elkhorn, discussed "The Syllabus in Science as

Laid Down by the Advisory Council." This seemed to be a live topic for discussion and many pointed expressions of opinion were given by those present. One speaker felt that the wide science course for both Grades IX. and X. was an imposition, both on the teacher and on the pupil. Another speaker pointed out the necessity of an experimental course if the pupils were to get the training which science is supposed to give, and showed that the present text is largely mathematical, requiring a knowledge of algebra. No attempt had been made to correlate the physics of elementary science in Grade IX. with the regular Physics course. It was also pointed out that no school on the other side of the line called for 90 experiments in Physics. In the middle west the convention lays out the course in Physics. Teachers have a right to a say in the formation of a syllabus. Finally a committee composed of Messrs. Knapp, Johannsson, Creswell and Anderson was appointed to place before the Advisory Council the necessity of reducing the course in Science, or at least for a correlation of the Science subjects.

"The Teaching of Literature" was the subject of another interesting discussion which was led by Mr. A. M. Shields, of Virden. Mr. Shields emphasized the importance of literature in the school curriculum, and showed the necessity of overcoming distance in studying the subject. He recommended more reading to the pupils by the teachers and the selection of good literature for use among children.

The four speakers at the final session on Friday afternoon were: Miss May Bere, the newly appointed Psychologist on the Winnipeg school staff; Mr. W. H. Huntley, president of the Teachers' Federation; Mr. W. D. Bailey, of Winnipeg, and Mr. Taylor Stathen, of Toronto.

In an address of special interest to the teachers present, Mr. Huntley described in detail the work accomplished by the Teachers' Federation of Manitoba, and recited a number of instances of the difficulties experienced by teachers in various parts of the Province which were remedied through the

efforts of the Federation. Reference was made to the formation of a Canadian Teachers' Federation at Calgary last summer, and to the significance of this newly formed organization. Mr. Huntley stated that the Federation was endeavoring to find a better method for the teachers to present their problems; to improve the service of this provincial body; to obtain a definite standing for teachers and also to improve their status and salary. He urged that the Teachers' Federation would be just as strong and helpful as the teachers themselves made it.

Miss Bere, with the aid of charts and drawings, explained in an entertaining manner to the teachers the significance and value of the work in which she is engaged. "Like all other branches of science, psychology has undergone many changes," said the speaker, "and has become a vital force in the mental, physical and social problems of today." It is hoped that this paper may be published in the Journal at an early date.

Mr. W. D. Bailey, M.L.A., for Assiniboia, gave a short address on, "The Function of the School in Training for Democracy." He urged for the cultivation of more self-control and capacity for self-government among the pupils in the schools. He expressed himself as ready at all times to represent the teachers of all parts of the province in the provincial house, and to be ready to serve them as opportunity might present itself.

The final speaker at the session was Taylor Strathen, the well known Y.M.C.A. worker. The speaker urged the utilization of play hours for character building. "For," said the speaker, "this is the time when the boy is free to do what he likes to do, and when his character is either made or marred."

Team play was also emphasized as a valuable factor in the boy's life, and the teachers were urged to help their pupils to find true service in new citizenship.

The election of officers resulted as follows: Hon. Pres., Hon. Dr. R. S. Thornton; President, Mr. A. M. Shields, Virden; Vice-President, Miss

Davdson, Alexander; Secretary-Treasurer, B. A. Tingley, Brandon. Executive Committee: Inspector J. E. S. Dunlop and Miss Faryon. Publicity Committee: Miss L. Harrison, Brandon; Miss M. Swityer, Carberry, and Mr. J. H. Snyder, Hartney.

Community singing, ably conducted by Inspector Hunter, of Deloraine, did much to add to the enjoyment of what was conceded by all to be the best and most successful convention in the history of the association.

NORTH WEST CONVENTION

The Annual Convention of the North West Teachers' Association of Manitoba was opened in the basement of the Presbyterian Church at Russell at 10 a.m. on Thursday, Nov. 4th.

Mr. L. M. Campbell, principal of the Russell School, presided at the morning session and opened with an address in which he declared that the main point to consider was the nature of education rather than its necessity. We can forgive the ignorant, uneducated man but not the ignorant learned. Then followed an address by Mr. Glen, President of the Trustees Association of the province. This was the great feature of the morning, delivered as it was in a quiet yet forceful manner. Mr. Glen emphasized the necessity of a more sympathetic relationship between trustees and the teachers, and declared that the fault lay with the teachers as much as with the trustees. He made other gentle and kindly thrusts at the teachers which were very helpful. The latter part of his address dealt with municipal school boards, and he showed very plainly the benefit arising from the same. In the discussion which followed, Mr. Rosenthal spoke against the "bureaucracy" of such school boards. Inspector Morrison urged a wider sympathy between teachers and trustees.

Miss King, of Russell, then read a well-planned paper on Grade IV Geography, in which she urged that before the class comes into Grade IV, home geography should be taught, thus saving the teacher of a IV class much extra work. Then she dealt with the method of teaching Grade IV work, showing how care must be taken to connect the known with the related unknown. In the afternoon a rather long

discussion on Grade III arithmetic was introduced by Inspector Morrison. Those who participated in it were mostly principals, as the ladies seemed to imagine that men were to do the discussing. Such topics as the Multiplication Table, methods in written addition and subtraction, long division, were discussed. Mr. Rosenthal declared that too much stress was laid on method and too little on the individual child.

The next paper was an exceptionally well-prepared treatment of the "Relation of the Home to the School," by Mrs. L. C. Boulton. She pointed out that in the school are children from all kinds of homes and therefore the necessity of a right relationship between parent and teacher was a very great one. She urged that there be no relaxation of discipline both in the home and the school. There should be some form of religious exercise in the school, at least Bible reading and prayer. She ended with the farewell words of our Prince to the children of Australia. In the discussion following Mr. Campbell took exception to the idea of religious education in schools. Miss Carson elaborated upon the importance of that period in the child's life before he enters school.

The Convention then divided and Miss McFadyen read a paper on the Primary Number Work, while the secondary teachers met in separate session and discussed the value of organized sports, the overcrowding of the High School programme as concerning intermediate schools, and the idea of organization for the secondary teachers.

The evening session was most inspiring. There was a full house. Inspector Morrison took the chair and Dr.

Swallow, Mayor of Russell, gave the address of welcome. The chief event of the evening was a very fine address by Major Duncan, assistant superintendent of Winnipeg schools. The subject of the address was "Citizenship." He showed how well Germany had trained her people in the ideas of knowledge and power. But he declared that efficiency was not the main thing. The fault of our schools lay in the failure to give the child a broader vision than the making of money. The idea of helping others was not enough emphasized. Consequently many who made money became hearts of stone. We must all have the vision of the Cross, self-sacrifice. There should be no snobishness in professions. No one calling should be rated above another. All depended upon the spirit in which one enters a profession. The heart of good citizenship was good character. The rest of the programme consisted of recitations and musical items as follows:

Address, The mayor; The Marseillaise, High School Girls; Address, Major Duncan; Solo, Mrs. Lucas; Reading, G. L. Stewart; Drill, Miss Cumming's Girls; Piano Solo, Miss McMurtry; Recitation, Mr. O'Neil; Solo, Mrs. Nelson; Recitation, Vivian Girls; National Anthem.

Great credit is due Mr. O'Neil for his splendid humorous recitations.

The Friday morning session was opened by Miss Sproat, who read a paper on Entrance History. Mr. Hoole, of Shoal Lake, was in the chair. The class should be trained to ask questions and the teacher should know her lesson thoroughly. Use of outside works was recommended. Poems on historical facts should be read. The lesson should be definitely arranged for home work. The teacher should give the child a broad outlook on trade, politics, and manners. Messrs. Plewes, Campbell, McDonnell and Miss McLaren discussed the paper as to dates, outside references, use of the newspaper, debates, text books.

Then followed a business meeting. Mr. Plewes, the secretary, read the minutes of the last meeting, and the financial report. Officers elected were:

Honorary Presidents, the Inspectors; President, Mr. Cossett of Rossburn; Vice-President, Miss Armstrong; Secretary, Mr. Plewes; Auditor, Mr. McDowell. The Committee consisted of principals mostly.

Rossburn was chosen as the next place of meeting, and the date as soon as convenient after October 10th. A few questions from individual teachers were brought forward and discussed at a question drawer.

The chief event of the afternoon session was a talk given by Inspector Belton on "After the War." First he reviewed the history of the war, and then the peace terms in outline. He pointed out how little the teachers know of these terms and the places mentioned. He said the war was caused by greed and capitalism; others that it was the Prussian spirit; others that war is a fundamental instinct of human nature. The armistice was another contentious problem. The Peace terms and the League of Nations were matters which were by no means settled. His third topic was on the Great Unrest of age. Was it all a result of the war? It was what the doctors call Universal Neurasthenia. Everybody tended to be "against the government." The atmosphere was full of argument, irresponsibility, strikes, mistrust and suspicion. The remedies he would apply were physical remedies, music, humor, philosophy, patience, sympathy. Finally, we must remember Him who said, "Come unto Me and ye shall find rest."

Mr. Rosenthal vehemently disagreed with some of the inspectors' ideas in regard to the solution of the great unrest.

Resolutions were now read and the convention then divided into three groups to discuss matters in regard to the Teachers' Federation. The following were the resolutions:

1. Resolved that: A vote of thanks be tendered to the ladies of Russell who provided the excellent banquet on Thursday evening.

2. That a vote of thanks be extended to those who took part in the program last evening, especially Mrs. L. C. Boulton, Major Duncan and Mr. Glen.

3. That the meeting do heartily endorse the formation of Municipal School Boards.

4. That the N. W. Teachers' Association convention extend an invitation to the public to attend all the sessions of our convention.

5. That Mrs. Boulton's able address on the Relationship of home and the school be published in the Western School Journal.

78 teachers registered, this being the largest attendance yet present at the Convention.

MULVIHILL CONVENTION

Nestling snugly in a grove of oaks, whose dying leaves of gold and crimson fell like a benediction, the little village of St. Laurent, on the shore of Lake Manitoba, witnessed for the second consecutive summer, the annual convention of teachers of the Bartlett-Todd Inspectoral Divisions.

The excellent facilities for entertainment afforded by the unique little resort were thoroughly appreciated and enjoyed by all who had convened for the occasion. The white robed band of Mothers and Sisters, with their garb of Purity—the outward emblem of an inner life of love and sacrifice—gave a quiet welcome to all, and the radiating influence of their own peaceful lives took immediate possession of their guests.

It was in this atmosphere of earnestness that the deliberations of the convention were undertaken, and it was this same mystic spirit that seemed to hover over the gatherings throughout the session, permeating the very buildings and inspiring and guiding the convention proceedings.

A paper on "Boys' and Girls' Club" work by Mr. Peadon, adduced many helpful suggestions for this very active and practical form of applied education. Pertinent questions and concise answers characterised the discussion that followed the paper.

Mother St. Head's demonstration of teaching a lesson in Geography revealed an unusually wide grasp of the subject presented, a thorough and painstaking preparation, and a delightfully free and easy presentation. A lasting impression of the significance and educational value of this subject undoubtedly remained at the conclusion of the lesson.

Mrs. Baker discussed "Grammar and Language in the lower Grades," in an able and exhaustive outline of her method of procedure. The natural grading and development of this rather technical subject tended to eliminate the difficulties, and its natural correlation with other subjects supplied the necessary interest and provided subject matter for many other lessons.

Miss Parker read a paper on "Subjects Not on the Program of Studies," and from this apparently indefinite source, succeeded in finding many things which perhaps might better be classed in the category of "Heart and Hand" work than that of "Brain" work. It included social work in the community through the medium of entertainments, sympathetic co-operation with parents, trustees, existing organizations, etc. A teacher's residence in connection with the school played an almost indispensable part in this form of practical and social education.

The question drawer, which has come to be a feature of almost all conversations of this nature, was ably presided over by Inspector Todd, whose wide practical experience as a teacher and educator, qualified him admirably for the work.

One question on "Moral Training," called for a more lengthy conference, and Inspector Bartlett introduced it with a short address in which he presented new angles from which this important subject might be approached. The absolute necessity for making **Moral Training** in some form or other the background for all lessons was insisted upon and the grave responsibility resting upon the teacher himself for his own personal equipment in this connection was pointed out.

In addition to the usual Resolutions of Thanks for entertainment, local and outside assistance, etc., the following Resolutions were passed:

1. That a scale of salaries with annual increases for all grades of schools and teachers be set by the Dept. of Education, and that Local Trustees have nothing to do with teachers' salaries.

2. That a copy of Inspectors' Reports to Trustees in so far as they relate to the teacher, shall be given to the teacher, and that it shall be signed by the chairman of the Trustees or by the secretary-treasurer.

3. That in the case of alleged arbitrary dismissal of any teacher, an appeal may be made to the inspector, who shall investigate the same, and whose decision shall be final.

4. That a Teacher's Cottage in connection with a school, and built within the school grounds increases the efficiency of the teacher, with less expenditure of energy, and should be encouraged in every possible way.

Miss Dalton, of Ashern, gracefully presided over the deliberations of the Convention, and Miss Magnusson, of Lundar, creditably filled the position of secretary-treasurer.

A nature ramble along the shore of the lake brought to its close a Convention not large in numbers, but rich in inspiration and in that subtle consciousness that a bigger and better world is being built on the foundations of sacrifice and service, which is the contribution of the teaching profession.

ST. CLEMENTS AND BROKENHEAD TEACHERS' ASSOCIATION

On Nov. 11th and 12th, the Teachers of Inspector Willows met in the museum room of the new Legislative Building and organized the St. Clements and Brokenhead Teachers' Association of Manitoba. The following officers were elected: President, A. Willows; Vice-Pres., F. A. Justus, Tyndall; Sec.-Treas., Miss McPherson, Beausejour; Ex. Com., Miss K. E. Smythe, Narol; Mrs. Elmitt, Melrose; Mr. Ed. Bathgate, Garson Quarry.

The following addresses were given: Training the Child for Citizenship, Insp. A. Willows; Correcting Errors in Composition, Mr. H. Graf, Lydiatt; Character Building, F. A. Justus, Tyndall; Teaching Geography, Mr. Ed.

Bathgate, Garson Quarry; The Problem of the Non-English Child, Mrs. T. Grove; Oral Reading, Insp. E. D. Parker; Reading in the Rural Schools, Insp. E. E. Best. Hon. R. S. Thornton, Minister of Education, was present during the first afternoon and gave a very interesting address on "Five years of Progress in a Rural School." Dr. Thornton had visited this school five years ago, in Nov. 1915 and again in Nov. 1920. He gave a full history of conditions then and now, and showed that excellent progress had been made.

Of the ninety odd teachers in the division, 65 registered the first day and several others came in on Friday.

ST. CLEMENTS TRUSTEES' ASSOCIATION

The Annual meeting of the St. Clements Trustees' Association was held in the Libau Public School on Friday afternoon, November 19th. In the unavoidable absence of the President, Mr. J. Frost, Mr. W. J. Gayleard, Secretary-Treasurer of Sheffield, S.D., was elected chairman pro tem. Fully two

thirds of the schools in the municipality were represented at the meeting, some by every member of their boards. The Association was organized three years ago, and in former years the attendance was not very good but this year set a record that will be hard to beat. Addresses were given by Mr. French of

the Provincial Executive, Inspector Willows and others. The following resolution was passed unanimously.—That this Association is strongly in favour of asking the Manitoba Government to enact legislation that will provide for the doubling of the present legislative grant and the trebling of the General School tax now paid to

Public Schools. The following officers were elected for the coming year:—President, Mr. A. Anderson of Sheffield, S.D.; Vice-President, Mr. Fred Otto of Thalberg, S.D.; Secretary-Treasurer, Mr. G. G. Gunn of Gonor S.D.; Ex. Com. Inspector Willows, Mr. J. Frost, Mr. J. McNeill, Mr. W. J. Gayleard, Mr. L. J. Schalme and Mr. D. Pruden.

BROKENHEAD TRUSTEES' ASSOCIATION

The Annual meeting of the Brokenhead Trustees' Association was held in the Municipal Hall, Beausejour, on Tuesday, November 23rd, in the afternoon and evening. The meeting was very largely attended, practically every district in the municipality being represented. Interesting addresses were delivered by the President, Mr. J. S. Hough, Mr. Murray, representing the Manitoba Trustees' Association, Mr. Ira Stratton and Inspector Willows. The question of appointing an Attendance officer for the Municipality was discussed at some length and it was finally decided that each School Board in the Municipality was to authorize the Secretary-Treasurer of the district to act as Attendance Officer for that district.

The principle of the Municipal School Boards was also discussed but

there was considerable opposition in evidence to this question and it was decided to defer the discussion for a year in order to secure more information as to how the principle is working where it has been in force.

The following resolution was adopted unanimously:—That this Association is strongly in favor of asking the Manitoba Government to enact legislation to the effect that the Legislative Grant now paid to schools be doubled and that the General School Tax be increased to three times the amount now paid, that is from \$1.20 a day to \$3.60 per teaching day.

The election of officers resulted as follows:—President, Mr. J. S. Hough; Vice-Pres., Mr. Jos. Kubish; Secretary-Treasurer, Insp. A. Willows.

SCHOOL ENTERTAINMENT AT LIBAU

A very interesting entertainment was given by the pupils of Libau Public School on Friday evening, November 19th. After a good program of songs, recitations and dialogues, rendered in faultless English by these new Canadian boys and girls, Inspector Willows distributed the prize money won by the members of the Boys' and Girls' Club at the Fair held in September. The occasion was all the more interesting owing to the fact that this was the

first fair held by the club which was organized last February. Four schools participated, Libau, Poplar Park, Sheffield and Brookside. The prizes amounted to a little more than \$65.00. One curious feature of the fair was the fact that the first prize for baking and sewing was won by a little lad of Ruthenian parentage, who will some day be a creditable citizen of this Canada of ours.

Selected Articles

HOW TO IDENTIFY BIRDS

Birds can be identified by comparing the specimen with a description or picture of it in a bird book, or by describing it to some one who knows birds. In either case the observer must be able to answer certain questions, and he must know beforehand what these questions are likely to be.

What is the range of the bird? For example, if an observer in South Dakota goes with his observation notes on a thrush to Mr. Frank M. Chapman's "Color Key to North American Birds," and finds that a thrush pictured similar to the one he saw has its range on the Pacific coast, or in New England and west to Illinois, he may be sure that this is not his South Dakota thrush. The first thing to do, therefore, when you bring your notes to any color key, is to look in the short description for the range.

Where was the bird seen? Some birds live in swamps, others on the prairie, others in the woods. Some inhabit remote places, others come familiarly about the house. A bird roughly described as "a slate-colored bird about two-thirds as large as a robin," might be either a catbird of the woods, or a Carolina crane found in a marsh. "A gray, spotted bird about the size of a meadow-lark, only more slender," might be the prairie-plover, found always on dry prairie, or one of the several snipes, found about the margins of ponds. Then, too, there are marsh-wrens and house-wrens, marsh-sparrows, field-sparrows and tree-sparrows. "Where did you see the bird?" is one of the first questions that you will be asked by any bird student who seeks to help you with your identification.

When you go to the books, you will find the answer to this question in the remarks about the situation of the bird's nest, since birds are most frequently seen about their nesting haunts. If you are being helped by friends, it is important to give the closest attention to this point. Woodpeckers are

usually seen on the boles of trees, and warblers flitting about the smaller branches. Brown thrashers sing from high treetops, wood-thrushes from inner middle branches. In marshes some birds "teeter" on rushes, others skulk low in the grasses. Every bird has not only its common range and its particular habitat, but in that habitat its peculiar place and habits.

Was the bird male or female? Usually the males are more highly colored, and the beginner should ignore the sober-colored females, lest he get helplessly confused. He will learn them sufficiently from seeing them with the males. In some species, of course, male and female are colored nearly alike, as in the case of blue jays, wrens, chickadees, and others. The bird-books always describe the males first and most particularly.

How large was the bird, and what notes did it utter? The last of these questions is not especially important until the notes become a song, and is of importance then only in a general way; that is, did the bird have a song, and was it of any excellence? The size of the bird, on the other hand, is of the utmost importance, and should be expressed, not in inches, but in terms of well-known birds. Use five standards of measurement—the wren, the canary, the English sparrow, the robin, and the crow. These give convenient gradations, and cover the field sufficiently. Give the size of birds as "a little bigger than the wren," "two-thirds as large as the English sparrow." It is not easy to estimate the size of birds accurately in inches, since a stocky bird looks shorter than a slender one, and a long-tailed bird, like the brown thrasher, does not look as long as it really is, nor does its length appear so great when it is singing from a treetop with drooping tail, as it does when it is on the ground with extended tail. Learn the size of the five standard birds in inches. That will help you when

you are working with book descriptions.

What color was the bird? This question, together with the next, is the severest test of your powers of observation. Birds are roughly described by color masses. The mantle—upper parts—of the wood-thrush, for example, is brown, that of the king-bird, dark slate-color. The breast of the robin is chestnut, that of the nuthatch, white. The body of the scarlet tanager is scarlet, its wings and tail jet-black. The head of the Baltimore oriole is black, its body orange, its wings black with white markings. Thus birds are described by the general colors of head, neck, breast, wings, upper and under parts.

These colors, of course, may not be pure. The white breasts of many thrushes and sparrows are spotted with black or brown. Wings are often white barred, and tails variously tipped or bordered. Heads have different colored caps and crowns, and necks wear yokes of many patterns and colors. Study these smaller markings after you have made yourself certain about the general colors.

The beginner should study carefully the description of a single bird in an

exhaustive bird-book, like Dr. Elliott Coues's "Key to North American Birds," to see how the description is given. He will see that it proceeds from the general color of any part, such as breast or head, to the smaller markings.

What were the diagnostic marks? These are the marks by which birds are described in detail, and the identification of many birds, such as sparrows and warblers, depends wholly upon closely observing these marks. Many sparrows differ little in size and general color, but the smaller markings of no two of them are alike. There are stripes on the sides of the head—under the eye, through the eye, above the eye, and stripes lengthwise of the crown. The color and arrangement of these stripes differ with every species. The general color of the myrtle-warbler is bluish-gray, but it has a dash of yellow on the crown, another on the rump, and others on the sides of the breast, not to mention markings of black and white. Thus, the general color is one matter in bird identification, and the diagnostic markings another. Notice the general colors first, and the specific markings afterward.

THE SOCRATIC METHOD

The nature of the Socratic method may be better understood by the following modernised example. Suppose Socrates could rise out of his twenty-three hundred year old grave (and could speak English) he might come along to the playground, and finding John Thomson the pupil-teacher standing there doing nothing in particular, might enter into conversation with him. By and by he might ask quite casually:

"By the way, Thomson, what is an insect? I often hear people talking about insects, and I'd like to be quite sure what they mean."

Then Thomson would feel very big at being asked in that way by such an old man, and would answer in an off-hand style.

"Oh, an insect? Why, I thought **everybody** knew that. An insect's—let me see—yes, an insect's a little animal with wings."

Then Socrates might look beyond the school railings at a hen pecking among the stones in the road, and say:

"Well, well, now. So that's an insect. D'ye know, I wouldn't have thought that now."

And Thomson would be angry, and think that Socrates was not just such a nice old man as he had supposed, and would go on to explain that a hen was far too big for an insect.

Socrates, on the other hand, would be quite nice about it, and say:

"So an insect is a very small animal with wings."

Th. (relieved) Yes.

Soc. Is a humming bird small enough?

Th. (shortly) No: an insect isn't a bird at all.

Soc. Then an insect is a very small animal with wings that isn't a bird?

Th. (again relieved). Yes.

Soc. In a shop yesterday, I saw a little package marked "Keating's Powder" which was said to kill all insects. There were some pictures of very small animals that weren't birds, but they hadn't wings, so I suppose it was a mistake putting them there, for they couldn't be insects without wings, could they?

(Thomson is now sure that Socrates is a very disagreeable old man, and wonders that he had not noticed before what an ugly pug nose the old man has.)

Th. (bitterly). Yes, they're insects right enough. Everybody knows them. You don't mean to say you don't know them?

(But Socrates never answers side questions like this last. He always keeps to the main point.)

Soc. Dear me! Dear me! What are we to say now? An insect is a very small animal with wings, that isn't a bird, and sometimes hasn't wings. Really, I don't think I quite know yet what an insect is.

Th. (with a happy inspiration, and the memory of reading a lesson). Oh, an insect is an animal that begins as

a grub, goes on to be a chrysalis, and ends by being a perfect butterfly.

Soc. How interesting! Now how long would you say Keating's insects—the ones without wings, you know—would take to become perfect butterflies?

Th. Oh, bother! You do nothing but find fault. Tell me what an insect is—you.

Soc. But you forget, my dear Thomson, that I don't know. I'm only asking for information. Let's examine three or four animals that we know to be insects, and see wherein they resemble each other. Which animals shall we take?

Th. Oh, let's take the butterfly, the bee, the spider and—and, say, the beetle.

Soc. Good: but, by the way, my friend the professor happened to say the other day that the spider isn't an insect, though like you I thought it was, and so do most people. Let's examine it along with those we are sure about, and see how it differs from them: that will help us to find out what an insect really is.

And so the conversation goes on. They find that the spider has eight legs, while all the genuine insects have only six; that all the insects are made up of a series of rings; that these rings are grouped into three sets; that all have either wings or traces of wings, and so forth.

RADICALISM

By Veblen.

The presumption that there can ordinarily be no sound scholarship where a knowledge of the classics and humanities is wanting leads to a conspicuous waste of time and labour on the part of the general body of students in acquiring such knowledge. The conventional insistence on a modicum of conspicuous waste as an incident of all reputable scholarship has affected our canons of taste and of serviceability in matters of scholarship in much the same way as the same principle has

influenced our judgment of the serviceability of manufactured goods.

It is true, since conspicuous consumption has gained more and more on conspicuous leisure as a means of repute, the acquisition of the dead languages is no longer so imperative a requirement as it once was, and its talismanic virtue as a voucher of scholarship has suffered a concomitant impairment. But while this is true, it is also true that the classics have scarcely lost in absolute value as a voucher of

scholastic respectability, since for this purpose it is only necessary that the scholar should be able to put in evidence some of the learning which is conventionally recognised as evidence of wasted time; and the classics lend themselves with great facility to this use. Indeed, there can be little doubt that it is their utility as evidence of wasted time and effort, and hence of the pecuniary strength necessary in order to afford this waste, that has secured to the classics their position of prerogative in the scheme of the higher learning, and has led to their being esteemed the most honorific of all learning. They serve the decorative ends of the leisure-class learning better than any other body of knowledge, and hence they are an effective means of reputability.

In this respect the classics have until lately had scarcely a rival. They still have no dangerous rival on the continent of Europe, but lately, since college athletics have won their way into a recognised standing as an accredited field of scholarly accomplishment, this latter branch of learning—if athletics may be freely classed as learning—has become a rival of the classics for the primacy in leisure-class education in American and English schools. Athletics have an obvious advantage over the classics for the purpose of leisure-class learning, since success as an athlete presumes, not only a waste of time, but also a waste of money, as well as the possession of certain highly unindustrial archaic traits of character and temperament. In the German universities the place of athletics and Greek-letter fraternities, as a leisure-class scholarly occupation, has in some measure been supplied by a skilled and graded inebriety and a perfunctory duelling.

The leisure class and its standards of virtue — archaism and waste — can scarcely have been concerned in the introduction of the classics into the scheme of the higher learning; but the tenacious retention of the classics by the higher schools, and the high degree of reputability which still attaches to them, are no doubt due to their con-

forming so closely to the requirements of archaism and waste.

“Classic” always carries this connotation of wasteful and archaic, whether it is used to denote the dead languages or the obsolete or obsolescent forms of thought and diction in the living language, or to denote other items of scholarly activity or apparatus to which it is applied with less aptness. So the archaic idiom of the English language is spoken of as “classic” English. Its use is imperative in all speaking and writing upon serious topics, and a facile use of it lends dignity to even the most commonplace and trivial string of talk. The newest form of English diction is of course never written; the sense of that leisure-class propriety which requires archaism in speech is present even in the most illiterate or sensational writers in sufficient force to prevent such a lapse. On the other hand, the highest and most conventionalised style of archaic diction is—quite characteristically—properly employed only in communications between an anthropomorphic divinity and his subjects. Midway between these extremes lies the everyday speech of leisure-class conversation and literature.

Elegant diction, whether in writing or speaking, is an effective means of reputability. It is of moment to know with some precision what is the degree of archaism conventionally required in speaking on any given topic. Usage differs appreciably from the pulpit to the market place; the latter, as might be expected, admits the use of relatively new and effective words and turns of expression, even by fastidious persons. A discriminate avoidance of neologisms is honorific, not only because it argues that time has been wasted in acquiring the obsolescent habit of speech, but also as showing that the speaker has from infancy habitually associated with persons who have been familiar with the obsolescent idiom. It thereby goes to show his leisure-class antecedents. Great purity of speech is presumptive evidence of several successive lives spent in other than vulgarly useful occupations; al-

though its evidence is by no means entirely conclusive to this point.

As felicitous an instance of futile classicism as can well be found, outside of the Far East, is the conventional spelling of the English language. A breach of the proprieties in spelling is extremely annoying and will discredit any writer in the eyes of all persons who are possessed of a developed sense of the true and beautiful. English orthography satisfies all the requirements of the canons of reputability under the law of conspicuous waste. It is archaic, cumbrous, and ineffective; its acquisition consumes much time and effort; failure to acquire it is easy of detection. Therefore it is the first and readiest test of reputability in learning, and conformity to its ritual is indispensable to a blameless scholastic life.

On this head of purity of speech, is at the other points where a conventional usage rests on the canons of

archaism and waste, the spokesmen for the usage instinctively take an apologetic attitude. It is contended, in substance, that a punctilious use of ancient and accredited locutions will serve to convey thought more adequately and more precisely than would the straightforward use of the latest form of spoken English, whereas it is notorious that the ideas of today are effectively expressed in the slang of to-day. Classic speech has the honorific virtue of dignity; it commands attention and respect as being the accredited method of communication under the leisure-class scheme of life, because it carries a pointed suggestion of the industrial exemption of the speaker. The advantage of the accredited locutions lies in their reputability; they are reputable because they are cumbrous and out of date, and therefore argue waste of time and exemption from the use and the need of direct and forcible speech.

THE SACRIFICE HITTER

As the baseball season draws to a close, the followers of the game are busy compiling statistics of individual prowess. The men who made the most hits, the most runs, the most stolen bases, and what not—all are picked out and set securely in the baseball temple of fame—at least for the winter.

But there is one kind of player that gets too little attention. He is always prominent in the game, when it is played skillfully. Newspaper accounts mention him frequently, but never as a hero. "Jones sacrificed Smith along to second,"—so runs many an account,— "and a minute later a hit by Jackson sent him in with the winning run."

The crowd gives tremendous plaudits for the man who scored and the batter who brought him in from second! But it wholly forgets Jones, and leaves him to go in to tug off his sweaty

uniform and take his shower, quite unnoticed.

Over and over again the incident occurs: the man who helped to win the game lacks appreciation merely because he drops so quickly out of sight. It is not easy to be a sacrifice hitter; it requires character. You must take your orders from the bench, and step to the plate ready to make a poor little bunt, when your nerves are singing and your muscles are taut with desire to knock the ball into the outfield.

To be able to take the right course for the sake of the team reveals not merely the good ball player, but the man with the right stuff in him. The "pinch hitter" is undoubtedly a great fellow in his way, and deserves the applause he gets; but his chance would come less often if it were not for the sacrifice of the man who preceded him.

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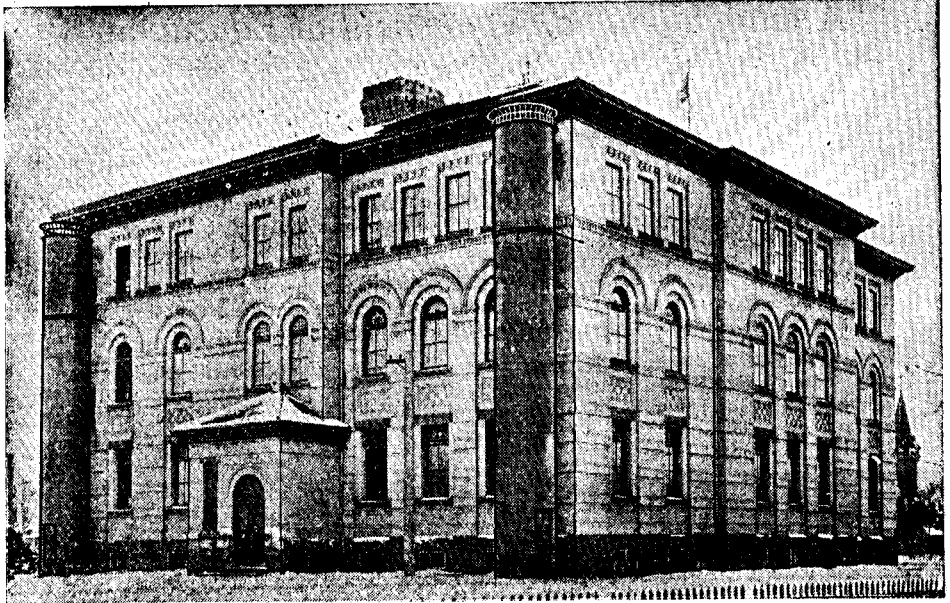
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