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The School

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Vol. V

Toronto, November, 1916

No. 3

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Last month I drew your attention especially to our list of books suitable for Supplementary Reading in the lower grades of the Public Schools. This month I will tell you of our texts for the higher grades of the Public Schools and for the High Schools.

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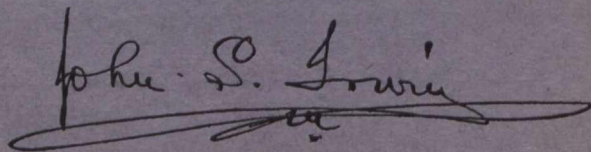
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TORONTO, September, 1616.

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February.....	21	August.....	
March.....	23	Sept. (H. Schools, 19)...	20
April.....	14	October.....	22
May.....	22	November.....	22
June.....	21	December.....	16
	122	(High Schools, 79)	80
		Total.....	202
		Total, High Schools.....	201

DATES OF OPENING AND CLOSING

Open.....	3rd January	Close.....	20th April
Reopen.....	1st May	Close.....	29th June
Reopen.....	1st September	Close.....	22nd December
Reopen (H. Schools)	8th Sept.		

NOTE—Christmas and New Year's holidays (23rd December, 1916, to 2nd January, 1917, inclusive), Easter holidays (21st April to 30th April inclusive), Midsummer holidays [from 30th June to 31st August (for High Schools to 4th September), inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day (1st Monday (4th) of Sept.), Victoria Day, the anniversary of Queen Victoria's Birthday (Wed., 24th May), and the King's Birthday (Saturday, 3rd June), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1916, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

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"Recti cultus pectora roborant"

Editorial Notes

Teaching the War.—The war is fraught with such momentous consequences for civilisation and liberty that it is the undoubted duty of teachers to make the issues plain to children. The Department of Education of Ontario, recognising this, has decreed that the history of the war shall be taught in schools and has issued a circular, now revised and brought up to date, on the subject. This every teacher should consult. At the outset two problems are confronted. In the first place, history deals with the examination and interpretation of past events in such a way as will serve for future guidance. Yet the war is still on. It is not past. How can the teacher interpret fairly events which are of so recent occurrence that they still burn the soul and warp the judgment? The answer lies in the fact that we know nothing of anything until it is past—all knowledge is past or historical knowledge, and that sufficient time has now elapsed to enable us to get a proper perspective on the earlier phases of the struggle and on the immediate causes of the war. With the more remote causes there is not the difficulty of recency. Further, the more correct our interpretation of earlier events, the sounder will our judgment be on those more recent, and the surer our forecasts as to the future. The second difficulty, and perhaps the greater to the busy teacher, is the question of source material. So many books have been written about the war and so much war news gets into the daily and other papers that confusion instead of enlightenment is likely to result. In this connection *THE SCHOOL* has played, we think, a useful part. Month by month it has printed articles on various aspects of the war, bearing in mind the whole time the needs of the teachers. These articles are to be continued and eventually the whole of the war syllabus, as outlined by the Department, will be covered. In the meantime and in response to the urgent requests of teachers, all the war articles of *THE SCHOOL* to September 1916 have been collected and reprinted in a special edition. The editors are of opinion that this book of over 150 pages is the best single volume on the subject for the purpose of schools. Only a strictly limited number of copies is available. *Verbum sat sapienti.*

Diary of the War

(All the events of the war previous to April, 1916, are given in this form in the book recently published by ~~The School~~. For particulars see advertisement in this issue.)

(Continued from the October number.)

JULY, 1916.

- July 1. *British and French open a great offensive north and south of the Somme.* The British attack on a 20 mile front and succeed in breaking the German lines on a front of 16 miles towards Bapaume. Montauban and Mametz captured and Fricourt threatened. The French under General Foch attack from British right to five miles south of the Somme, their objective being Péronne. They take the villages of Frise, Dompierre, Béquincourt, Bossu, and Fay, and enter the outskirts of Hardecourt and Curlu. Turks recapture Kermanshah. Russians progress towards Stanislau.
- July 2. British capture La Boisselle and Fricourt. The French capture the German second line on a five mile front south of the Somme, taking the villages of Curlu and Herbécourt; 9,500 prisoners to date. Russians take the offensive at Smorgon and Baranovitchi and penetrate the German lines. Germans make some progress in the Lutsk salient. British, in German East Africa, occupy the towns of Bukoba and Karagwe.
- July 3. The Anglo-French offensive continues. French take Chapitre Wood, Feuillères, Buscourt and Flaucourt on the road to Péronne, and Assevillers farther south; prisoners now total 12,000. At Verdun the Germans take and lose the Damloup Work. At Baranovitchi General Evert breaks Hindenburg's front and captures 4,000 prisoners. Belgians defeat the Germans at Biramulo, east of Usumbara, East Africa.
- July 4. French make a considerable advance south-west of Péronne; Belloy-en-Santerre and Estrées taken; they capture Sormont Farm east of Buscourt, their line to the south moving in conjunction. British take Bernajay Wood to the east of Montauban; British prisoners to date 5,000. Germans counter-attack unsuccessfully at Thiepval. Russians score a success in the Lutsk salient and make a fresh advance from Kolomea, cutting the railway from Hungary between Delatyn and Körösmező. Report published of the Royal Commission of Inquiry into the causes of the Irish rebellion.
- July 5. French advance north of The Somme, carrying $1\frac{1}{4}$ miles of the German lines east of Curlu and capturing the village of Hem. British win more ground on the slopes of Thiepval.
- July 6. British capture 1,000 yards of trench of La Boisselle and defeat a German counter-attack south-west of Thiepval. Russians defeat Linsingen north of the Lutsk salient and advance 11 miles along the Sarny-Kovel railway; 8,000 prisoners. Bothmer forced to retreat to Koropiec; 10,000 prisoners. *Sir Edward Grey raised to peerage, Mr. Lloyd George becomes Secretary of State for War and Lord Derby Under-Secretary.*
- July 7. British open the second phase of their operations and advance 500 yards on a 2,000 yards' front east of La Boisselle. Trenches also carried at Fricourt. British defeat the Prussian Guard near Contalmaison; portion of the Leipzig redoubt carried. Sir John Jellicoe's despatch on the Battle of Horns Reef published. General Smuts occupies Tanga, the terminus of the Usumbara Railway.

- July 8. British after hand-to-hand fighting penetrate into Ovillers and Trônes Wood. French capture Hardecourt. Russians under Lechitsky take Delatyn. The pursuit of the Austro-Germans along the Sarny-Kovel railway continues for 25 miles; the Russians cross the Stokhod. Turkish positions west of Erzerum carried by Russians.
- July 9. British repulse German counter-attacks on Trônes Wood with heavy loss. General Foch advances along the Bray-Péronne road and captures Biaches, one mile west of Péronne. Russians win the crossing of the Stokhod at Svidinki. Fighting on the Tigris at Sanna-i-Yat. Austrian cruisers surprise four British drifters in the Adriatic and sink two of them. *German merchant submarine Deutschland arrives at Baltimore, Maryland, laden with dye-stuffs and mails.*
- July 10. British capture Contalmaison and the greater part of Mametz Wood. Germans succeed in entering Trônes Wood after very heavy fighting. French capture Hill 97 on which La Maisonnette Farm stands. Germans resist strongly on the Stokhod.
- July 11. General Haig announces the complete capture of the German first system of defence north of the Somme on a front of 8 miles; total prisoners to date 7,500, with 26 field guns. British retake Trônes Wood, but later lose part of Mametz and Trônes Woods. Germans attack at Verdun from Fleury to Chenois; a footing gained in Damloup Battery and in Fumin Wood, but French later regain some of the lost ground. A German submarine bombards Seaham Harbour on the Durham coast; one woman killed.
- July 12. British gain Mametz Wood and part of Trônes Wood. Germans gain a little ground at Chapelle St. Fine, Verdun. Fierce fighting on the Strypa; Russians take 2,000 prisoners. Grand Duke Nicholas drives towards Erzingan pushing the Turks back from 20 to 30 miles.
- July 13. British make slight progress on the Somme battlefield. Heavy fighting on the Austrian centre near Buczacz; Russians take 12,000 prisoners. Mr. Asquith announces that the Government have decided to postpone the August Bank Holiday. Conference at the War Office on equipment.
- July 14. British break into four miles of the German second system of defence north of the Somme and capture over 2 miles of it, including the villages of Longueval, Bazentin-le-Grand, and Bazentin-le-Petit; the whole of Trônes Wood taken. In this battle a British cavalry charge is made. General Crewe captures Muanza, Lake Victoria Nyanza.
- July 15. British advance on German second line continues; Delville Wood and parts of Foureaux Woods and village of Pozières taken; 2,000 more prisoners. General Sakharoff breaks the south-western face of the Lutsk salient opposite Vladimir Volynski and Brody on a front of 12 miles; 13,000 prisoners taken. Russians capture Baiburt on the Erzerum-Trebizond Road, Armenia.
- July 16. British continue to hammer the German second line. They complete the capture of Ovillers and carry the fortified farm of Waterlot. Germans before Kovel forced to retreat to the Lower Lipa.
- July 17. On a front of 1,000 yards the British make progress north of Ovillers; they also advance towards Pozières and Martinpuich. French repulse German counter-attacks at Biaches and La Maisonnette Farm. War Savings Week opened in England.

- July 18. Germans by a counter-attack re-capture a portion of Delville Wood but are repulsed near Longueval. Sir Roger Casement's appeal rejected by the Court of Criminal Appeal.
- July 19. Heavy fighting on the Longueval-Delville Wood front; much ground re-captured by British; advance made south of Thiepval and east of the Leipzig redoubt. French take some trenches south of Estrées. At Verdun they progress at Thiaumont and Fleury.
- July 20. British gain an advance of 1,000 yards north of the Bazentin-Longueval line; the Foureaux Wood penetrated. Five German aeroplanes brought down by the British. French advance between Hardecourt and the Somme. The French carry the German first line between Barleux and Soyécourt and from Estrées to Vermand Owillers; 3,000 prisoners. Russians under General Sakharoff defeat the Austrians south of Lutsk and force a crossing over the Styr; 1,300 prisoners taken in two days on the Styr above Brody and on the Lipa. Russians in their advance on Erzingan capture Gumishkhaneh.
- July 21. Fierce fighting in Foureaux Wood. German attack on the Leipzig Redoubt repulsed. The Germans counter-attack at Soyécourt. The battle in the Lutsk salient continues; enemy driven over the Styr with loss of 14,000 prisoners. M. Sazonov resigns.
- July 22. British make an attack along the Pozières-Guillemont front; severe street fighting in Pozières. French gain a little ground in the Fleury sector at Verdun. British announced to have seized a number of Dutch fishing vessels.
- July 23. Fierce fighting in Pozières; greater part of the village taken by the British. British attack and put to flight six German destroyers near the mouth of the Scheldt.
- July 24. Germans counter-attack at Pozières and are repulsed. French progress south of Estrées and north of Vermand Owillers. At Verdun the French take a redoubt near Thiaumont. The Russians under Sakharoff penetrate the German lines 12 miles from Brody.
- July 25. *Erzingan falls to the Russians under General Judenitch.* Pozières completely captured. German attacks repulsed. General Sakharoff defeats von Linsingen on the River Slonuvka.
- July 26. British carry a trench north of the line Pozières—Bazentin-le-Petit. French progress at Estrées. Severe fighting at Soyécourt. French make further progress at Thiaumont Work, Verdun. General Sakharoff closes in on Brody. Mr. Asquith announces the names of the members of the Dardanelles and the Mesopotamia Commissions.
- July 27. British again make progress in Delville Wood and Longueval. *Captain Charles Fryatt, commander of the Gt. Eastern liner Brussels, court-martialled and shot at Bruges for having tried to ram the German submarine A. 33.* Russians break the enemy first line west of Lutsk; 9,000 prisoners.
- July 28. *Fall of Brody to the Russians.* British capture the last enemy strongholds in Longueval and in Delville Wood. Zeppelin raid on East Coast.
- July 29. Zeppelin raid on Yorkshire and Lincolnshire; no casualties. *Russian captures in the last three days amount to 33,000 prisoners and many guns.*
- July 30. British and French make a combined attack from Delville Wood to the Somme. The French carry a trench on a front of 3 miles and reach the outskirts of Maurepas beyond the Combes-Péronne railway.

- July 31. British airman attacks and drives off a Zeppelin near the East Coast. Austrian line forced back south of Brody. German attacks on new Franco-British front beaten off. General Smuts' troops reach the Central Railway, German East Africa.

AUGUST, 1916

- Aug. 1. German offensive at Verdun west and south of Thiaumont work repulsed; French counter-attack launched. French gain a German trench between Estrées and Belloy-en-Santerre, and a fortified work between Hem and Monacu Farm.
- Aug. 2. Zeppelin raid on the eastern and south-western counties; no casualties. French success at Verdun south of Fleury; German trenches carried and 800 prisoners taken.
- Aug. 3. French occupy Fleury village and make progress in the direction of Thiaumont; 1750 prisoners taken in counter-offensive to date. British capture trenches north of Bazentin-le-Petit and west of Pozières. Russians gain a footing in Rudka-Mirynska, 20 miles east of Kovel. Belgians occupy Ujiji on Lake Tanganyika. Execution of Roger Casement.
- Aug. 4. *Second anniversary of Britain's declaration of war.* British gain ground west of Pozières, capturing the German main second line system on a front of over 2,000 yards; 500 prisoners taken. French forced to evacuate Fleury but take it again. Russians under General Sakharoff cross the upper Sereth and capture a series of villages, heights and woods. Germans retake Rudka Mirynska. Turks attack the British troops guarding the Suez Canal near Romani and suffer a heavy defeat; 2,500 prisoners taken. *Italian army begins a general offensive on the line from Gorizia to the sea.*
- Aug. 5. British advance north and west of Pozières. General Sakharoff progresses west of Brody; 3,000 prisoners taken. British pursuit in Suez Canal area continues for 18 miles; a strong rearguard position taken. General Smuts begins a general attack on the main enemy forces in German East Africa.
- Aug. 6. Italians carry several lines of entrenchments in Montfalcone sector and capture 3,600 prisoners. British make progress towards Martinpuich. General Sakharoff progresses south of Brody.
- Aug. 7. *Italians win a great victory, capturing Austrian strongholds on the Lower Isonzo and the Gorizia bridgehead;* 8,000 prisoners to date. General Lechitsky captures Tlumacz, 12 miles from Stanislaw, and breaks the Austro-German line south of the Dniester on a front of 16 miles; 2,000 prisoners. General Sakharoff captures 8,000 prisoners near Brody. British repulse heavy German attacks north and north-east of Pozières. French advance east of Hill 139, north of Hardécourt. They carry a line of German trenches north of the Somme, between Hem Wood and the east of Monacu Farm.
- Aug. 8. British advance 400 yards south-west of Guillemont. General Lechitsky carries Tysmienica, six miles from Stanislaw; 7,400 prisoners. Germans gain and lose the Thiaumont work at Verdun. French capture German trenches on front of $3\frac{3}{4}$ miles north of the Somme. Portugal resolves to extend her military co-operation to Europe.

- Aug. 9. *Fall of Gorizia.* Italians pursue the Austrians and occupy the hills of the Rosenthal and the Vertoibica line; prisoners to date 12,000. Zeppelins raid the east coast of England and the south-east of Scotland; 8 killed and 17 injured. Australian troops advance 200 yards north-west of Pozières. General Lechitsky captures Chryplin, an important junction two miles from Stanislau. French advance north of Hem Wood. French guns bombard Doiran on Serbo-Greek frontier. Turkish counter-attack in Sinai Peninsula repulsed.
- Aug. 10. *Russians capture Stanislau, Monasteryska, and many villages.* Sakharoff crosses the Sereth and advances towards the Lemberg-Odessa railway. Other Russian forces cross the Zlota Lipa and advance on Halicz. Italians drive the enemy across the Vallone, east of the Isonzo. Allies capture a Bulgar position, Hill 227, near Doiran, east of the Vardar. British advance north of Bazentin-le-Petit and north-west of Pozières.
- Aug. 11. French capture German trenches south of Maurepas and north of Hem. British air squadrons bombard air sheds at Brussels and Namur, and Belgian railway stations. First Italian contingent lands at Salonika. General Smuts defeats the Germans at Matamondo and General Van Deventer occupies Mpapua.
- Aug. 12. Two hostile seaplanes raid Dover; 7 injured. French reach Maurepas and threaten Cléry; 1,000 prisoners. Austro-German line under General von Bothmer gives way west and south-west of Tarnopol; retreat to the Bug and Zlota Lipa.
- Aug. 13. British destroyer Lasso mined or torpedoed off the Dutch coast; 8 casualties. Russians force the line of the Zlota Lipa. French progress south-west of Estrées. British advance north-east and north-west of Pozières. Italians pierce the enemy line east of Hill 212; 800 prisoners taken.
- Aug. 14. Italians advance on the Carso and take lines to the west of San Grado and Mt. Pecinka; 1,400 prisoners. Russians cross the Zlota Lipa and Bysztyca. They capture 1,000 prisoners in the Carpathians.
- Aug. 15. The king returns to London after a week's stay among the British Army in France. General Brusiloff reaches the Zlota Lipa to south of Brzezany; Russian attacks in Horozanka region. *Russian captures from beginning of June offensive total 358,000 prisoners.* Bagamoyo in German East Africa occupied by naval forces. General Smuts forces his way through the Nguru Hills.
- Aug. 16. French, after capturing positions on a three mile front north of the Somme, reach the Guillemont-Maurepas road. British advance west and south-west of Guillemont.
- Aug. 17. British repulse strong German attacks near Pozières and capture trench north-west of Bazentin. Increasing activity in Balkans shown; Bulgarians advance towards Kavalla, and Serbs in contact with Bulgarians south-east of Florina.
- Aug. 18. Great British advance towards Ginchy and Guillemont. French take part of Maurepas and extend their positions east of the Maurepas-Cléry road. French progress at Thiaumont, Verdun. General Smuts crosses the Wami River.
- Aug. 19. *German High Sea Fleet appears in the North Sea but retires in face of British forces;* H.M. light cruisers Nottingham and Falmouth torpedoed and sunk; a German submarine destroyed and another rammed and possibly sunk; dreadnought Westphalen twice torpedoed by E. 23 and believed sunk. British make further progress on the Bapaume road and capture

- the outskirts of Guillemont. German attacks at Fleury repulsed. Bulgarians cross the Greek frontier on their march to Kavalla. Russians advance on the Stokhod; Tobol occupied. Bulgarians and Serbs fighting near Florina.
- Aug. 20. Bulgarians advance in the Struma valley. Serbs gain a success in the Moglena sector; British and French encounters with Bulgarians all along the front. General van Deventer enters Kidete.
- Aug. 21. Explosion in a Yorkshire munition factory. Another Italian contingent lands at Salonika for service in the Balkans. British penetrate into Guillemont and establish themselves outside Mouquet Farm. French make progress north of the Somme near Cléry, and south-west of the Somme east of Soyécourt and south-west of Estrées.
- Aug. 22. British gain a further hundred yards of the enemy trench on the Picardy ridge. French success attained north of Maurepas. Russians reach Mount Kowerla, south of the Jablonica Pass. Russian offensive launched west of Lake Van, Armenia. Italians gain minor successes in the Dolomites. Serbians gain success near Florina. British repulse the Bulgarians near Lake Doiran. General van Deventer captures Kilossa, German East Africa.
- Aug. 23. British repulse German counter-attacks south of Thiepval and advance 200 yards. Zeppelin raid on East Coast; no casualties. Russians recapture Mush and defeat the Turks at Rayat, near the Persian frontier, taking 2,300 prisoners.
- Aug. 24. French capture the last portion of Maurepas and advance 200 yards beyond it. British capture 400 yards of trenches south of Thiepval and advance across the Leipzig salient, and on the eastern and north-eastern edges of Delville Wood. Zeppelin raid on East and South-East Coasts; no casualties.
- Aug. 25. Five or six Zeppelins raid East and South-East Coasts; one reaches the outskirts of London; 29 casualties. British advance several hundred yards on the Longueval-Bapaume road. The Prussian Guard makes an unsuccessful attempt to check the British advance on Thiepval. Serbians advance in the Ostrova region north of Vodena.
- Aug. 26. British take 200 yards of German trench north of Bazentin-le-Petit. General Moschopoulos appointed Chief of Greek General Staff in place of General Dousmanis.
- Aug. 27. *Roumania declares war on Austria-Hungary. Italy declares war on Germany.* M. Venizelos addresses a great mass meeting in Athens. British progress north-west of Ginchy. Slight Russian advance towards Halicz.
- Aug. 28. *Germany declares war on Roumania.* Austrians forced to retreat in the Transylvanian Alps at Roten Turm and Predeal Passes; Austrians withdraw south of Kronstadt; Austrian monitors bombard Turnu Severin, Giugevo, and other Roumanian towns on the Danube.
- Aug. 29. *British announced to have taken 266 officers and 15,203 men, with 86 guns and 160 machine guns since July 1st.* Roumanians occupy Brasso, Petroseny, Kronstadt and Kezdi Vasarhely. *Turkey declares war on Roumania.* General Lechitsky captures Mount Pantyr, 16 miles north-west of the Jablonica Pass. *Hindenburg appointed Chief of the German General Staff in succession to Falkenhayn.* Ludendorff appointed Chief-Quarter-Master-General.

(To be continued).

Primary Department

Primary Studies in English and Number

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ENGLISH.

LESSON—GROUP III.

Section 1. *Picture Study and Composition.*

1. What is involved in *oral picture reading*? There is first the training of the eye in taking in a group of details at a glance—a mechanical process; then the interpretation of these groups of details—a mental process; next the making known of the ideas obtained to others through the medium of the voice—also a mechanical process. (Compare McMurry's definition of *Oral Reading*.)

Obviously in picture study the order of procedure is, first, observation; second, appreciation; third, imagination; fourth, narration.

Use as a basis for this lesson-group the picture on the third page of the Ontario First Reader. By means of questions the teacher guides the pupil in his study, but each child must be encouraged to interpret for himself and to tell his thought in his own words. After the detailed study of the illustration several pupils may be asked to tell an original story of the picture.

The teacher then tells *her* story of the picture. She says: "This father enjoys playing with his children. Every evening he spends an hour with Jane and her brother Jack. It is now time for the 'children's hour'. Jane wants her father to put away his paper and go with her to the children's play-rooms".

"The great day-nursery, best of all,
With pictures pasted on the wall,
And leaves upon the blind.
A pleasant room wherein to wake
And hear the leafy garden shake
And rustle in the wind."

R. L. STEVENSON.

Ask each child to be prepared to give a description of his own play-room or one he would like to have; to tell the toys he would like to buy for it; the games he would like to play in it, etc.

2. The following verses tell how "the children's hour" in Jane's "great day-nursery" was spent.

THE STORY-TELLER

Now all is ready quite, for now
 The story-teller rubs his brow,
 And *questions* them: "What shall it be?
 A fairy-tale from memory?
 Or will you have a story true?
 Choose anything that pleases you.

Or shall I tell it in a song,
 And make up as I go along?
 Which shall it be, in prose or rhyme,
 This tale of once upon a time?

FRANK DEMPSTER SHERMAN.

Question—Who was the story-teller? How did he know the kind of story Jane and Jack wanted? He *questions* them. How would *you* answer the questions? (In senior classes pupils may read each question silently then give an oral answer. Or, one pupil may read the question and call upon another pupil to answer it. In junior sections the teacher asks the question and pupils answer it.)

Section 2. *Literature.*

AUTUMN'S MESSAGE

A message came to the flowers one day,
 Brought by the wind from far, far away;
 And this is what to each flower he said,
 "Autumn is coming to put you to bed."
 Then to the birds in their nests he went;
 "Autumn to you a message has sent,
 Be ready to start as I pass by
 For down to the South is a long way to
 fly."
 Then on he went to the leaves on the trees:
 "Put your best dresses on, if you please,
 For Autumn sends word to be ready to go"
 As soon as the North Wind begins to blow.

Autumn came soon the flowers to greet,
 Singing a lullaby soft and sweet.
 The flowers covered their weary heads
 And sank fast asleep in their cozy beds.
 The leaves all sprang from the trees away,
 A splendid frolic they had that day,
 Then sank to rest in a tired heap,
 Ready at last, for their long winter's
 sleep.
 The birdies, too—their playmates gone—
 Flew away to the South with glad, sweet
 songs.

Autumn's work was now nearly done,
 Leaves and flowers slept—the birds had gone,
 Blankets of soft, white snow she sent
 And tucked them in nicely before she went.

ALICE B. LE FEVER.

"In our last lesson you told how *you* would answer the questions asked by "the story-teller". The story you have just heard was the one told to Jane and Jack. How did *they* answer the story-teller's first question? the second? the third? How did they answer the question 'Or will you have a story true?'

"Long years ago people had many strange and beautiful fancies about everything they saw and heard. They spoke of the wind, the flowers, and the leaves as if they could think and talk as we do. This may not be true but it is a beautiful thought and helps us to touch more gently and to love more deeply 'all things fair we hear or see'.

"If every day during this month you watch carefully the flowers, the birds and the leaves you will discover for yourselves how much of this story-poem is true".

Note.—Does this poem need elaboration? Klapper says: "There is a danger in elaborating and expanding the obvious, in stating in cold explanation what the child not only understands but feels as a result

of the author's appeal. . . . To explain a sentiment that the child feels is to bring the sublime to the low level of the commonplace".

As a selection for dramatization and memorization this autumn poem is unsurpassed in beauty and possibilities.

Section 3. *Language.*

Questions and Answers.—In the previous sections pupils have been given much incidental but definite training in the art of questioning. While studying the poem *The Story-Teller* the children have been learning through repetition of correct forms how to ask questions. The ear has become accustomed to the correct form. Pupils should also be trained to see what question or questions the author has answered in a paragraph or section. In the treatment of *Autumn's Message* a beginning has been made in this direction.

Many exercises in the construction of questions and answers may now be given. The Readers contain many basic lessons. For example: Primer, page 13. (Picture lesson): (a) Read as a dialogue. (b) Similar questions asked; original answers; (c) A similar picture shown (page 75). Original questions and answers. Primer, page 83 ("A Dialogue"): (a) Read as a dialogue in class. (b) Original dialogue about a nature topic. For example: I have a fruit. Guess what it is.

Questions.—Is the skin rough or smooth? Is the pulp juicy or dry? Where does it grow? etc.

First Reader, page 3: (a) Lesson read by teacher or pupil. (b) Lesson reproduced. (c) Other nursery rhymes used in a similar game.

Primer, page 13. (Second lesson). (a) Pupils discover the interrogation mark. (b) Proper form taught and impressed.

Word-Study.—(a) Use of *shall* and *will* in questions. See *The Story-Teller*. (b) Use of *came*, *gone*, *went*, *flew*, *done*. See *Autumn's Message*. For *Method* see September number of THE SCHOOL.

Section 4. *Reading.*

Use *Autumn's Message* as the basis for a series of reading lessons. The child reads the sentence silently, then answers the question or performs the action.

1. Who will be a flower? Which flower are you? Who will be a pansy? Who will be a rose? Who will be the goldenrod? Who will be an aster?

2. Who will be a bird? Which bird are you? Who will be a robin? etc.

3. Who will be a leaf? What kind of leaf are you? etc.

4. Who will be the wind? From which direction did you come? Who sent you? To whom did you bring messages?

5. What did the flowers do when Autumn came? What did the birds do? What did the leaves do?

6. Who will be Autumn? Tom may come. Hum softly.
7. Come flowers, come! Clasp your hands over your head. Kneel. Bow your head.
8. Come little birds. Fly to the South.
9. Come leaves from the trees. Frolic softly. Kneel.
10. (Poem recited from memory). Teacher—lines 1-3. "Wind"—line 4. Teacher—line 5. Wind to birds—lines 6-8. Teacher—line 9. Wind to leaves—lines 10-12. "Autumn"—lines 13-22. Teacher—line 23-26. (Autumn and Wind scatter snowflakes).

Section 5. *Dictation.*

Who is pulling? Brother Ned? Dick, the pony? Uncle Fred? Good old Ponto? No or yes? Someone's pulling, Who can guess? (Teach that the name of a person should begin with a capital; correct punctuation of written question and answer.) See *Seat-work* for suggestions.

Section 6. *Seat-Work in English.*

Transcription of questions and answers from Primer, pages 13, 14, etc.

- (2) Transcription of rhyme in section 5.
- (3) Using the rhyme in section 5 as a basis: (a) Ask three questions as, Is it Bo-Peep? (b) Make three guesses as, It is Mother Hubbard. (c) Questions and answers: Is it Fox Sox? No, No. Is it John Stout? Yes. (Readers used to transcribe names).
- (4) Write questions beginning with: who, what, why, where, when.
- (5) Copy from Reader: (a) Sentences which tell something. (Capitals and periods). (b) Sentences which ask questions. (Capitals and interrogation points). (c) Sentences which contain names of persons.
- (6) Teacher writes on board questions about the reading lesson the answers to which form a short connected story. Children write the answers.
- (7) Children give oral or written answers to a class-mate's oral or written questions about fruits, flowers, birds, pictures, etc.
- (8) Children arrange words under proper headings:
- | | |
|-------------|--------------|
| <i>One.</i> | <i>Many.</i> |
| bird. | birds. |
| flower. | flowers. |
- (9) Sentences in Spelling Exercises (Spelling Manual). (a) Transcription. (b) Transposition of words to ask a question. (c) Omitted words supplied in proper places.

NUMBER BY DEVELOPMENT.

Third Stage.—Facts.

The children have learned how to construct expressions from the blackboard and from the teacher's dictation on their desks or peg-boards

and to write the whole exercise afterwards from the desk construction work. (See October number of THE SCHOOL.)

The addition and subtraction facts should now be taught. A box containing splints, lentils, small pictures of trees, caps, etc., is placed before each child with ample space to arrange the objects as directed. In the recitation use the method outlined in the Ontario Arithmetic Manual, pages 30-34; 40-41.

Seat-Work.—1. Pupils read silently from the blackboard, construct on desk or peg-board, then copy the statements, filling in the blanks. Example: Take 10 pegs. Put 7 pegs in one pile. There are — pegs in the other pile. 7 pegs and — pegs are 10 pegs. 7 trees and — trees are 10 trees. 7 fingers and — fingers are 10 fingers. 7 and — are 10.

2. Children sketch simple objects on paper to represent the facts, then copy statements filling in the blanks as: Nell had 8 cents and Sam gave her 2 cents more. She then had — cents.

There were 8 birds on a fence. Soon 2 more hopped on. Then there were — birds on the fence. 8 cents and 2 cents are — cents. 8 birds and 2 birds are — birds. 8 cats and — cats are 10 cats. — men and 2 men are 10 men. 8 — and 2 — are 10 —. 8 and 2 are —. 2 and 8 are —.

3. Children learn quickly to make the signs and are then equipped for many different kinds of work.

(a) Complete these sentences and use the *sign* that stands for *are*: 5 and 5 10. 7 and 3 10.

(b) Use the sign for *and*: 6 4 are 10. 8 2 are 10.

(c) Complete the sentences:

$$\begin{array}{lll} 1+1= & ; & 2+ & =10; & 10=6+ & . \\ 8+2= & ; & 3+ & =10; & 10=5+ & . \\ 3+3= & ; & 6+ & =10; & 10=4+ & . \end{array}$$

4. Subtraction problems. Illustrate and copy statements, filling in blanks: Five cups were on a shelf. Two fell off. There were — cups left on the shelf. A cat had five kittens. Two were gray and the others were black. There were — black kittens.

5 cups; take away 2 cups leaves — cups.

5 kittens; take away 2 kittens leaves — kittens.

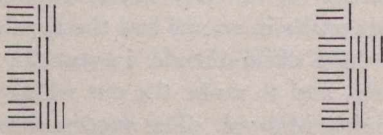
$$5 - 2 =$$

$$5 - 3 =$$

5. Encourage pupils to write original addition and subtraction number stories.

6. (Teacher's Dictation) $7 =$; $4 =$; $5 =$; $8 =$; $3 =$; $9 =$; $6 =$; $6 =$.

(One child's seat construction from the above).



(Pupil's seat written work from above construction)

7 = 4 + 3	3 = 2 + 1
4 = 2 + 2	9 = 4 + 5
5 = 3 + 2	6 = 3 + 3
8 = 4 + 4	6 = 4 + 2

Educative Handwork

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THE TWILIGHT MONTH.

"November, you're the twilight month
When night comes unawares—
In your soft hush, the little flowers,
Kneel down to say their prayers".

The poem "Autumn's Message" given in "Primary Studies in English" in this issue presents work for a series of cutting lessons.

Paper Cutting.—Cut out and mount on cards:

1. Flowers. Some flowers standing up straight—others slanting, "as if the wind was passing by"—and others on the ground "asleep in their cosy beds".

2. Trees. With leaves fluttering down; with a pile of leaves on the ground.

3. Birds—"flying south". These may be used as units for a border.

4. Nests. Used also as borders. These cuttings may be put into a booklet. Trace, colour and cut a maple leaf for a cover.

Nests, birds, leaves, trees, and a coverlet made of plasticine representing snow is profitable handwork.

The booklet for this month may be made of brown paper doubled and cut the shape of a nut. Cuttings of different kinds of nuts may be pasted on the inside pages. Our friend "Chippie" makes a bright cover for a booklet. Fold paper 8"×5" double. Trace the squirrel on it having the squirrel's back at the folded edge.

The object of scissoring is to develop observation and lead to individual independent work. There seems to be an affinity between children and scissors. The movement required in clipping seems to

satisfy the desire of the child for activity better than most mediums. The child's aimless cutting results in scraps but the rhythmic snip of the scissors is a fascination. The child should be taught to handle the scissors, to name their parts, and to make the cut which is described on page 27 in the manual training Manual. The success in cutting depends largely on learning to cut to a line. Much cutting on straight lines must be done before attempting curves.

Bold free cutting of newspapers is the first step. Snipping is a good exercise for finger control. The little pieces may be used as a snow-storm or a load of hay in a toy waggon. Fringing is used in making brooms, brushes, plumes, feathers and towels. Cutting spirals from circles or squares gives pleasing results. Cutting on the lines of newspapers and fringing the ends for mats follows. Then cutting on the lines of writing paper is the next step. The pieces may be pasted to form links in a chain.

These cutting exercises give strength, an idea of direction, and confidence in holding, cutting, and spacing, thus helping in the manipulation of the scissors.

After these preliminary lessons, curves come as a further step. Geometric forms, *e.g.*, square, triangle, circle, may be cut out. Apples, pears, lemons, oranges, which approximate these geometric forms may follow. By pasting these cuttings on a card a simple picture is made. At first, use a single unit and paste in the centre of the sheet. If two or more units are used arrange in a group or arrange to tell a story.

Patterns may be hektographed on manilla paper by the teacher. By the use of tracing paper additional patterns may be obtained. The children trace around the pattern, cut out and paste.

A child enjoys telling stories in graphic form. Their graphic vocabulary is developed by paper cutting and if a systematic series of lessons is given, correct method and orderly thinking are helped.

The patterns of animals may be used in the following suggested list of stories: Hen:—"Chicken Little", "Little Red Hen". Dog:—"Hey diddle diddle", "The Town Musicians". Bear:—"The Three Bears", Pigs:—"Three Pigs", "Old Woman and her Pig". Cat:—"Old Mother Hubbard", "Pussy-cat, Pussy-cat where have you been"? Rat:—"Lion and the Mouse", "The House that Jack Built".

Cuttings from a fashion book always fascinate a child.

It is not wise to let patterns take the place of free independent cutting. They may become crutches on which we depend permanently. They are necessary at first because of the child's lack of ideas of form. The child must have a clear mental picture of the object he wishes to cut, and the pattern helps to give it to him. Every child's mind is a picture gallery of many rooms. If a child does not image he is not being

taught. The word calls up the image. The word is useless if it does not. Any crude showing of the mental image is better than none at all. Few of us can "externalize" our images because our ideas are not clear. We must lead the child from the crude, blocked out, faint idea to the clearer and broader idea.

Cut up patterns and have the child assemble the parts together. This putting together of puzzle pictures gives an excellent foundation for freehand cutting, because in piecing the puzzle together he should have the picture before him on another card.

In cutting and pasting landscape pictures show him the completed picture but have him paste it in parts. Paste first the sky and ground, then a road or possibly some trees or shrubbery.

In ART WORK, nuts, squirrels, fruits may be drawn. "Autumn's Message" easily suggests scenes to draw.

Recreation.—"Play is the first period of apprenticeship in the life of a child. It reacts on him and helps to make him what he is". *Francis W. Parker*. Marches and rhythmic exercises train for bodily control, generate life, cultivate the powers of observation and give alertness of movement. Given between lessons they rest the child. The quick change from one to the other develops the motor control and the co-ordination of mind and body. Suggest the rhythm by saying, "The band is playing". The child marches and beats the drum. "The birds are flying south". The step changes to a light step and the arms are extended for wings. "The bears have come to town". The child imitates the bear.

Sense Training.—"If the child's knowledge reaches to a solid foundation of sense training, the floods of time will beat in vain upon that knowledge. Other things may pass away, but that will remain". *Francis W. Parker*.

1. VISUALISATION.—Place three nuts as almond, walnut, chesnut on the table. Have them named from right to left and from left to right. Which one is in the middle? Name the one at the left, at the right. Change the position of the nuts and question in a similar way. Rearrange while the child closes his eyes. Have the child replace them. Continue in this until several have tried. Increase the number of nuts as the ability of the child increases. Vary by using autumn leaves or pictures of birds.

2. TOUCH.—Blindfold the child's eyes and ask him to distinguish the nuts. As soon as he discovers by the sense of touch what kind of nut he has, he holds it out and says "I have a walnut; I have an acorn".

3. HEARING.—Drop the nuts on a desk. Have the pupils distinguish by sound the different nuts used.

4. TASTE.—Have the child taste the nut. Test in a similar manner to the above.

Geographical Nature Study

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The primary is not the place to have November toll a sad death-note for Nature. Conditions may not be so favourable for outside work, so preparations should be made to be actively engaged indoors.

III. THE WEATHER.—No teacher is at a disadvantage in this fundamental subject. It influences not only our pleasures, but the problems of food, clothing, and shelter. The use of a thermometer has helped to clear hazy ideas of temperature, and class excursions have aroused keen interest in general phenomena. The systematic record will be confined to a period of two weeks. How can it be kept most advantageously? For very young children a large business calendar sheet, on which discs of coloured paper are pasted, tells a graphic, simple story of the condition of the sky. Yellow may represent a clear sky; gray, cloudy; and small open umbrellas, rain. Other symbols may show frost, snow, and wind direction, but one should avoid complications on which time has to be spent in interpreting signs. This is not the purpose of the exercise. Where children have learned to read, the following chart kept permanently in the individual note-books, as well as on the black-board, proves satisfactory.

Date	Time	Wind direction	Sky	Temperature
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November usually provides frequent, distinct changes in weather which give desired variety to a chart for young children. The time at which the observations are made should be the same each day. The direction of the wind may be obtained from smoke, flags, movement of clouds, and use of a simple weather-vane. The condition of the sky may be considered as clear, partly cloudy, cloudy, or rain.

Interest is easily sustained during the keeping of the chart, but no matter how attractive, it does not warrant the time if no more use is made of it. The problem is how to study it as other than a perfunctory and superficial task. The aim is to draw some tentative conclusions for

our locality. During the keeping of the chart, great care should be taken not to force observation on the class, and no inferences should be drawn that the class are unable to discover for themselves. Concrete seat-work may form a basis for oral discussion. Blanks in simple black-board statements may be filled as determined by careful study of the individual records. For example—

1. Our weather record has been kept for — days.
 2. The temperature has been — on — days; — on — days; — on — days.
 3. On — days, the wind blew from the —; on — days, from the —; and on — days, from the —.
 4. The sky was clear on — days; — on — days; and — on — days.
 5. When the sky was clear, the wind blew from the —; when —, from the —; and when —, from the —.
 6. When it was warmest, the sky was —, and the wind blew from the —.
 7. When it was coolest, the sky was —, and the wind blew from the —.
- This little study may suggest such relations as temperature and winds, direction of wind with clear sky and rain.

The rest of the month will be a summary of observational work, endeavouring to impress the dominant note of Autumn. Many isolated facts may be related and we shall see if the concomitant bodily action has helped to stamp the impression on the mind. The lessons will be in the form of problems which should appeal to the class as worth while solving. Illustrations from their own experiences will be the foundation, but the problem will add definiteness to what might otherwise tend to be desultory.

1. From places we have visited, where could we have the best toboggan-slide? Shall we make it on the steep or more sloping side of the hill? Connect later with water, its speed, load, etc. Although direct observation has been the basis of such a problem, other aids may now help to recall what they have seen. The sand-table or school garden, in which slopes are actually modelled, may help make this problem very real; and lantern slides or pictures from a variety of sources may enlarge their mental horizon. Encouragement should be given to the class to collect suitable illustrative pictures of which definite use will be made later in the year.

2. We find that the tendency is for cooler weather. How shall we prepare for it in clothing, and shelter? Have the class cut out pictures from a Fall and Winter catalogue to verify their conclusions.

3. If the cows can no longer get green grass in the fields, how are we going to get fresh milk during the winter? This relates to the problem of food and shelter for animals.

4. What might be our "bill-of-fare" if we had a meal just from the things supplied by the farm at this time of year?

5. What game is most suitable for the month? Why?

These problems are but suggestive, and the resourceful teacher will supplement them with others that will best summarise the work suited to the neighbourhood.

Kindergarten-Primary Suggestions

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WHILE the spirit and principles of Froebel should survive throughout all the grades the point of vision naturally varies with every successive stage. The kindergarten-primary in its endeavour to prevent the line of demarcation between it and the kindergarten from being too definitely drawn must not leave the suggestion that it exists as a kind of senior kindergarten. The kindergarten-primary viewpoint is entirely different. It aims at definite training in reading, language, literature, the manual arts and number. The admirable equipment of the kindergarten will partially furnish, however, that abundant supply of varied concrete material so necessary in the actual presentation of these subjects.

LANGUAGE.—Building gifts should be used in the kindergarten-primary for the development of language. The power to express thought should be definitely developed through this medium of play. After a period of constructive building by the children the teacher should skillfully encourage *oral expression*. The natural interest and enthusiasm created by the work will produce spontaneous expression in the interpretation of their *own* thoughts—a basis for the study of reading.

READING.—The significant work of the kindergarten-primary must not be lost in the endeavour to keep the natural, joyous, progressive, educational route. Power to think through the medium of printed words, as grown folk do, is the real desire of the child. The step is a big one and every device, method, and principle must recognise the child as an intelligent, thinking being. Reading is a very desirable acquisition and in a goodly mixture of work and fun it should be administered. *The toy table* which should have every article *labelled in script* and in *print*, has proved a source of intense fascination, while, at the same time, through visualisation a large number of sight words has been learned. Games to ensure correct visualisation are enjoyed for a short period, *e.g.*, remove the names from animals; the children, given the names, must replace; or, give the children the toys; then much pleasure

is gained in finding the name cards. The word-tablets are more effectively used if the toy and the name be placed within the range of the child's vision. Co-operation on the part of the child in adding to the equipment an object and attaching the name himself increases personal and class interest.

ILLUSTRATIVE WORK.—This is so attractive to the little ones that it may and should be correlated with reading. Short sympathetic attractive sentences are written below the illustration after the work is finished. These serve as a review and test of power gained.

NUMBER.—**ENLARGED PEG BOARDS** and pegs with the additional use of the one-inch laying sticks of the kindergarten give abundant opportunity for perception in number, after nature materials and other things loved by children in their play have served an introductory part. Pictures similar to the Fitch Number Cards may be easily made and the expression of the number idea suggested to and by the child. **MODELLIT**, a new and excellent modelling medium, readily lends itself as an aid in number-grouping. Balls modelled and placed in threes, fours, etc. may represent beads. The *beads* are then strung on a lace in the number group and the groups are separated by a straw. *Buttons* modelled may be placed on a small picture sewing card, four in a row, four holes in each button, etc. Thus, according to the originality of the kindergarten-primary teacher, many devices may be used, keeping in mind always that the play is a means to a definite end.

RELAXATIONS.—Between the periods of work rhythmic imitative and dramatic movements of the little child's muscles are absolutely necessary both in the classroom and in the open air. To symbolise a toy window, especially as we near the Christmas time, stimulates every pupil to stand his best. And a little play, as,

“Now little Jack,
You may go in your box.
Now little Jack,
You may pop up.”

gives abundant mirth in healthful exercise as the children, with hips firm, knees bend and raise, symbolising with a clap the snapping of the lid of the Jack-in-the-box, as it is closed.

If we keep the open mind, continue to experiment, be ever on the alert to see the best and utilise it, we should assuredly come nearer to the truth, if at the same time, we remember the one great thing that must be put into all work—**ONESELF**.

Supplementary Reading in the United States

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THE Ontario Department of Education gives High School teachers a very wide liberty in choosing supplementary reading for their classes, and in testing the reading done. In Saskatchewan, on the other hand, two or three books are prescribed for each grade, and the reading is tested in the departmental examinations. Under these circumstances it is interesting to consider the prevailing practice in the United States.

A very large degree of uniformity is brought about in the United States by the fact that almost every college and university in the country accepts the certificates of the College Entrance Examination Board, which holds examinations each June in a great many different centres. The papers in literature set by this Board, and by the universities themselves, are based on a course of reading and study agreed upon by the universities, colleges, and secondary schools. During the four years of the high school course two books are to be read from each group of the list for reading, and one from each group of the list for study. Judging by the examination papers, the American "reading" corresponds pretty closely to our "supplementary reading", and the prescribed list will, therefore, be of interest to Canadian teachers.

READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups from each of which at least two selections are to be made, except as otherwise provided under group I.

Group I—Classics in Translation (two to be selected): *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books i, ii, iii, iv, v, xv, xvi, xvii; the *Iliad*, with the omission if desired, of Books xi, xiii, xiv, xv, xvii, xxi; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

Group II—Shakespeare: *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Caesar*; *Macbeth*; *Hamlet* (if not chosen for intensive study).

Group III—Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney (Madame d'Arblay), *Evelina*; Scott's novels, any one; Jane Austen's novels, any one; Maria Edgeworth, *Castle Rackrent* or *The Absentee*; Dickens' novels, any one; Thackeray's novels, any one; George Eliot's novels, any one; Mrs. Gaskell, *Cranford*;

Kingsley, *Westward Ho!* or *Hereward the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, any one; Cooper's novels, any one; Poe, *Selected Tales*; Hawthorne, any one; a collection of short stories by various standard writers.

Group IV—Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or *Selections* (about 150 pages); Dana, *Two Years before the Mast*; Lincoln, *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk"; a collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V—Poetry: Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveller* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish ballads, as, for example, "Robin Hood" ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or Canto IV, and *Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Browning, "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—" "The Pied Piper," "Instans Tyrannus"; Arnold, *Sohrab and Bustum* and *The Forsaken Merchant*; selections from American poetry with special attention to Poe, Lowell, Longfellow, and Whittier.

The best idea of what is expected of pupils and teachers in connection with this "reading" may be got from the examination questions set on it. Below are given the questions from two literature papers of 1915.

COLLEGE ENTRANCE EXAMINATION BOARD

ENGLISH LITERATURE

A READING

Answer *three* questions under A.

1. Have you, in your reading from the Bible or the Greek and Latin classics, found any story that you think especially suitable for modern literary treatment? If you have, explain your choice and suggest how the story might be treated by a modern author. If you have not, tell what differences you see between ancient and modern life that make it hard for you to understand the ancients.
2. Show that a tragedy of Shakespeare represents a conflict between opposing forces.
3. For what qualities other than its humour do you find one of Shakespeare's comedies attractive?
4. In what ways have the stories which you have read in preparation for this examination enlarged *either* your knowledge of human life lying outside your own experience, or your ideas of how a story should be told?

5. From the essays, biographies, or letters read in preparation for this examination, what specific suggestions have you received concerning effective writing in one of these forms?

6. Why do you think poetry is not more read nowadays? What lyric poet do you think most likely to appeal to persons of your acquaintance not now interested in poetry? On what grounds do you recommend this poet?

COLUMBIA UNIVERSITY ENTRANCE EXAMINATION

ENGLISH LITERATURE

A READING

Answer the questions under any two of the following groups.

Group I. *Classics in Translation.*

Write two or three paragraphs on one of the following topics:

1. The Bible as literature.
2. Ulysses among the Phaeacians.
3. The death and burial of Hector.
4. Æneas in the Underworld.

Group II. *Shakespeare's Plays.*

1. When did Shakespeare live?
2. What qualities in poetry, characterization or plot do you associate with his work? Refer specifically to certain places in his plays where these qualities are illustrated.

Group III. *Prose Fiction.*

Malory, Bunyan, Swift, Defoe, Goldsmith, Frances Burney, Scott, Jane Austen, Maria Edgeworth, Dickens, Thackeray, George Eliot, Mrs. Gaskell, Kingsley, Reade, Blackmore, Hughes, Stevenson, Cooper, Poe, Hawthorne.

1. What characteristics most please you in a work of fiction?
2. In what story or stories do you find them best illustrated?

Group IV. *Essays, Biography, Letters.*

Addison and Steele, Boswell, Franklin, Irving, Southey, Lamb, Lockhart, Thackeray, Macaulay, Trevelyan, Ruskin, Dana, Lincoln, Parkman, Thoreau, Lowell, Holmes Stevenson, Huxley, Bacon, DeQuincey, Hazlitt, etc.

1. Write on one of the authors in the above group, as an essayist, or as a writer of biography or autobiography or letters; indicate his importance in his chosen field.

Group V. *Poetry.*

Palgrave's Golden Treasury (Books II, III, IV), Goldsmith, Pope, Ballads, Coleridge Byron, Scott, Macaulay, Tennyson, Browning, Arnold, Poe, Lowell, Longfellow, Whittier.

Answer one of the following questions:

1. What do you mean by lyric poetry? Name some of the best lyrics you know.
2. What narrative poem by any of the above poets would you recommend for reading?

Why?

I have quoted only part A of each of these papers. Part B of each is on the books prescribed for intensive study, and is in many respects very similar to our own examination papers in literature. The questions quoted indicate some differences between the American and the Ontario systems of dealing with supplementary reading, and may perhaps suggest further discussion of the question of supplementary reading.

"Papa," asked James, "wouldn't you be glad if I saved a dollar for you?"

"Certainly, my son," said Papa, so delighted at this evidence of budding business ability that he handed the youth a dime.

"Well, I saved it all right," said James, disappearing. "You said if I brought a good report from my teacher you would give me a dollar; but I didn't."—*Youth's Companion.*

In the Classroom

(Continued from October Number)

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LESSON 5.—DIVISION OF FRACTIONS.

MANY teachers find smooth sailing in fractions until they encounter Division; then the clouds gather, and further progress becomes difficult. The writer has undertaken the teaching of this principle by many different methods; but he has found the method about to be defined the most satisfactory of all.

Group I. (comprising ten pupils of the lowest rank) went to the board, to the spaces assigned, wrote their names high up, and awaited the teacher's direction.

The teacher cut an apple into two equal parts.

"In 1 apple how many halves?"

The pupils understood that they were not expected to give an oral answer; but were to express the teacher's question in figures and signs and then write the answer.

The following varieties of forms were expressed:

$$\frac{1}{2} \div 1 = 2.$$

$$1 \div \frac{1}{2} = 2/2.$$

$$1 \div \frac{1}{2} = 2.$$

Turning to the pupils in the seats, the teacher asked

"How many think Ida's is correct?" "Harry's?" "Mary's?"

The majority decided in favour of Harry's expression, which was:

$$1 \div \frac{1}{2} = 2.$$

The teacher held up two apples.

"In 2 apples how many halves?"

Seven pupils wrote correctly:

$$2 \div \frac{1}{2} = 4.$$

"In 3 apples how many halves?"

All the pupils of the group wrote correctly:

$$3 \div \frac{1}{2} = 6.$$

The teacher cut the apple into four equal parts.

"In one apple how many quarters?"

Every member of the group wrote the expression correctly. Then the teacher continued the questions until the following expressions were written by the pupils: $1 \div \frac{1}{2} = 2$; $2 \div \frac{1}{2} = 4$; $3 \div \frac{1}{2} = 6$; $1 \div \frac{1}{4} = 4$; $2 \div \frac{1}{4} = 8$; $3 \div \frac{1}{4} = 12$; $\frac{1}{2} \div \frac{1}{4} = 2$; $\frac{3}{4} \div \frac{1}{4} = 3$; $\frac{1}{2} \div \frac{1}{2} = 1$; $\frac{1}{4} \div \frac{1}{4} = 1$.

"Now, two hard ones that you cannot do."

$$3\frac{1}{4} \div \frac{1}{4} = ?$$

$$8\frac{1}{4} \div \frac{1}{4} = ?$$

Only two pupils of the group succeeded with the two "hard questions".

"Erase all your work and take your seats."

The last two questions were given to test the brightest pupils of the group, and thus no "explanations" were necessary.

Group II. went to the board.

The teacher called up two boys and divided one apple between them.

"Tell that story with figures and signs."

The entire group was puzzled.

The teacher laid down the parts of the apple.

"If I divided 15 apples among 3 boys, how would you tell that story with figures and signs?"

Seven pupils of the group of eleven wrote: $15 \div 3 = 5$.

"That is correct."

The teacher again divided the apple between the two boys.

Five of the group wrote: $1 \div 2 = \frac{1}{2}$.

Four boys were called up. The apple was divided evenly among them.

All the pupils at the board wrote: $1 \div 4 = \frac{1}{4}$.

Eight boys were called up. The apple was divided evenly among them. That "story" was written correctly.

Apples and parts were divided in like manner until the following expressions were on the board: $1 \div 2 = \frac{1}{2}$; $1 \div 4 = \frac{1}{4}$; $2 \div 4 = \frac{1}{2}$; $1 \div 8 = \frac{1}{8}$; $4 \div 8 = \frac{1}{2}$; $1\frac{1}{2} \div 3 = \frac{1}{2}$; $2\frac{1}{2} \div 5 = \frac{1}{2}$; $\frac{1}{2} \div 2 = \frac{1}{4}$; $\frac{1}{4} \div 2 = \frac{1}{8}$; $1\frac{1}{4} \div 5 = \frac{1}{4}$.

"Now, a *hard* one that you cannot do."

"Imagine that I divide $5\frac{1}{2}$ apples among 11 boys; write that story."

Not one pupil in the group secured the correct result.

"That's *too hard*; we'll try it again some other day."

Group III. (comprising the brightest pupils of the class) went to the board. These pupils had been watching very carefully the work of Groups I. and II., as they were aware that the work reserved for them would be of like kind, but more difficult.

Without the use of apples, the teacher asked: "How many eighths in one half?" "How many eighths in one-quarter?" "How many eighths in three-quarters?" etc.

The pupils wrote the answers as follows: $\frac{1}{2} \div \frac{1}{8} = 4$; $\frac{1}{4} \div \frac{1}{8} = 2$; $\frac{3}{4} \div \frac{1}{8} = 6$; $1\frac{1}{4} \div \frac{1}{4} = 5$; $2 \div \frac{1}{8} = 16$; $1\frac{1}{8} \div \frac{1}{8} = 9$; $1\frac{3}{8} \div \frac{1}{8} = 11$; $2\frac{5}{8} \div \frac{1}{8} = 21$.

"Erase that work, and we'll try a few more."

When all were ready, the teacher continued: "Divide 3 apples among 6 boys." "Divide 2 apples among 8 boys." "Divide 5 apples among 10 boys." etc.

The pupils wrote: $3 \div 6 = \frac{1}{2}$; $2 \div 8 = \frac{1}{4}$; $5 \div 10 = \frac{1}{2}$, etc.

"Now, two hard questions that you cannot do."

This announcement was accepted as a challenge, and aroused the most eager efforts on the part of every pupil of the class; because, if Group III. failed, other pupils were given a chance to try.

"Divide 6 apples among 8 boys."

Only two pupils of the group wrote the correct answer.

"Divide 14 apples among 16 boys."

That question puzzled every pupil of Group III. One boy in Group II. asked permission to try.

He went to the board, and wrote: $14 \div 16 = \frac{7}{8}$.

"*That is correct:* let us give Nathan hearty applause."

The teacher and all the class clapped their hands.

Such occurrences were not infrequent in this classroom, and they were always greatly enjoyed by all present. A mild departure from the ordinary routine of school life has a decidedly beneficial effect. It requires, of course, a moderate degree of resourcefulness and perfect control of the class. But these are the two fundamental characteristics of a successful teacher.

It will be observed that the pupils were "told" nothing in the foregoing lesson. They were led slowly and gradually from the known to the unknown. The teacher was willing to wait until some appropriate time in the future before attempting to discover by what mental process each pupil had arrived at the results obtained. The lesson might be considered as a simple increase in the *practical experience* of each pupil.

WE LEARN BY OUR EXPERIENCES.

Book Reviews

The Economy and Finance of the War, by A. C. Picon. 96 pages. Published by J. M. Dent & Sons, Limited, 1916. Many foolish things are said regarding the costs of the Great War and how the nations are to meet them. In this book the facts of finance are stated in a clear manner by an authoritative Cambridge professor. It is well worth the careful reading of any teacher who desires to understand what the real cost of the war to Britain is, and who desires to understand how this cost is to be met and how he can best contribute to the solution of the vast financial and economic problems raised by the war.

G. A. C.

Wordsworth, How to Know Him, by C. T. Winchester. The Bobbs-Merrill Co., Indianapolis. Geo. J. McLeod, Toronto. Cloth 296 pages. Price \$1.25. The first chapters of this new work on Wordsworth deal with the early life of the poet and the influences that shaped his character. The rest of the book is devoted to an estimate of the poet's work and an illuminating discussion of his peculiar views with regard to nature and life. Many of the best poems are printed in full, and long selections are given from poems like *The Prelude* and *The Excursion*. The general reader will find this volume a very interesting combination of a biography, a critical estimate and a book of selections, and the teacher will find in it much that is stimulating. Similar volumes have been published on Browning, Carlyle, Dante and Defoe, and others are in preparation.

G. M. J.

Nature Study for November

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MIGRATION OF BIRDS.

Introduction.—During October and November that most mysterious instinct of birds drives them from their homes in the north, until the woods and meadows that only so recently were alive with their song and motion are now frequented by a few winter residents interspersed with a few stragglers that have been left behind. Such a season impresses on the pupils the facts of migration, and it is, accordingly, an appropriate season at which to discuss some phases of this instinct. I say *discuss* because, up to the present, very little has been clearly explained.

Observations by the Pupils.—Not much observational work can be performed by the pupils; nevertheless, the keen eye and the enthusiastic, sympathetic mind can bring to light many little facts that will make the class discussion more forceful by giving it a concrete basis.

Pupils should be assigned such tasks as the following:

(a) Each should note all the species of birds observed during the month, and the last day of the month on which each species was observed.

(b) Records of birds observed in flocks should be kept, also the approximate number in a flock, and the actions of the flocks from time to time.

(c) Each should make two lists of birds observed in November; the first containing the names of birds that have been summer residents, the second those that were absent during the summer and that appear to be recent arrivals.

(d) Let each pupil draw up lists showing the chief foods that birds find (1) in meadows, (2) in trees, (3) in the water, (4) in the air. Mark the items on these lists that are not available during the winter, and thus draw up a list of the available winter food for birds.

Information for the Teacher.—Almost all birds migrate. Each species, that does so, spends the summer in the most northern part of its range where it rears its young and, sometime later, flies south on its autumnal migration until it reaches the southern boundary of its winter home. Here it remains for the winter; but, since it does not rear a second brood in this region, this southern district is not in the same sense its home as is its northern dwelling-place. The ruby-crowned kinglet nests

in northern Ontario and winters in the Southern States. Hence in Northern Ontario this bird is a summer resident, in the Gulf States it is a winter resident, while in Southern Ontario and in the Northern United States it is a bird of passage, being seen only for a few weeks in the spring and in the autumn. Again, the snowflake breeds in the Arctic regions and spends the winter with us in Southern Canada; hence it is a winter resident in Southern Canada, a summer resident in Baffin's Land and probably a bird of passage in Labrador. These examples will indicate how the foregoing terms are all applied to the same bird in different parts of its migratory route.

A variety of questions at once come into the mind regarding migration. Why do birds migrate? What routes do they follow? How do they find their way? Where do they go? Do the same birds return to the same vicinity each year?

The answer to the first of the foregoing questions can, up to the present, be only partially answered. Generally speaking, it is not because they are unable to stand the rigours of our northern climate, for the birds that remain are no more copiously clothed with feathers than are the species that migrate. If the little chick-a-dee, no larger than your finger, can cheerfully seek his food during the most biting winds of a Northern Ontario winter, surely the wild duck, clad in a thick garment of the finest down, could just as well weather the zero weather of our climate—and in fact our domestic ducks prove that they can readily do so.

However, the winter weather indirectly causes migration, for it greatly diminishes or cuts off altogether the food supply, and hence most birds must migrate or starve. The flying insects disappear, the worms and grubs that live in the ground retreat below the frost-line, the seeds are buried in the snow, the fruit falls off the trees, and the various kinds of food found in the water are shut off from the birds by the frozen surface above. Accordingly, there is little food for birds left accessible, and they are compelled to go to a warmer climate where food is more abundant. It is worth while to warn the reader that the food problem does not furnish a complete explanation of the cause of migration. For some of our insectivorous birds, as the cuckoo, leave us in August when their food is most abundant, and others such as the robin migrate in the spring from a region in which food is abundant, to Southern Canada while it is still frost-bound and while food is just as scarce as it was in the middle of winter.

The birds in migrating follow regular routes. These routes are wide and ill-defined at first, but as the birds move south the routes become more concentrated and finally they move along well circumscribed lines. In Ontario a favourite line of travel is down Bruce penin-

sula; another is across Lake Erie by way of Point Pelee and Pelee Island; and another across Lake Ontario by Prince Edward. They usually follow those routes best supplied with food for the journey, and they never hesitate to fly over broad expanses of water, if by doing so, they will reach a suitable feeding ground. Comparatively few birds migrate to South America through Mexico; on the other hand most of the birds that winter in South America fly right across the Gulf of Mexico in a single flight or follow the lines of the Antilles.

As to how they find their way we are almost entirely in the dark. While the old birds, that have been over the course before, may in some cases lead the way, quite frequently, in other cases, the young birds born during the season migrate earliest. Most birds migrate at night and in clear weather fly high; but in misty weather they fly very low, and undoubtedly many mistakes are made. They do lose their way, they are blown out of their course by adverse winds and the mortality amongst birds during the migration is very great. Undoubtedly, however, they usually follow the same course year after year. It is marvellous to think that the little flashing gem of a ruby-throated hummingbird that day by day throughout the summer was stealing his meals from your flowers is now comfortably established on the banks of the Panama Canal, and that next spring the blood will begin to stir in his veins, making him restless, until at last the old inherited instinct drives him from the tropical abundance of flowers, and with a light heart, he starts on his journey of several thousand miles, and by May will be back again in your garden, poising himself elegantly before the earliest blooms.

Little Nicholas, reading from his history book: "William the Conqueror landed in England in 1066 A.D." Teacher: "What does A.D. stand for?" Nicholas: "I don't exactly know. After dark, I suppose!"

One of the coaches at Yale tells of an old countryman and his wife who, on a visit to New Haven, were interested witnesses of certain manoeuvres of the football team. The old gentleman walked slowly around one stalwart player, looking him over as he might have done a horse he was about to purchase. Then: "Sarah!" he exclaimed. "What is it, Henry?" "He's nigh on to six feet, ain't he?" "Every inch of it." "Weighs about one hundred and ninety-odd, eh?" "I reckon." "Well, football sure does develop 'em most powerful." "He's a fine young man," commented Sarah. "Man!" exclaimed Henry, "He ain't no man! Professor Hunter, who never lied in his life, has jest told me that that young person is in his fourth year!"

A certain youngster in Washington was one day suffering greatly with an aching tooth. His mother was endeavouring to calm him before the necessary visit to the dentist. "You'll have it out, won't you, dearie?" the mother pleaded. "It won't hurt much, and then the ache will all be over." But the unhappy child continued to howl with pain. His brother, a year older, was likewise distressed, and added his pleadings to those of the mother. "Do have it out, dear," repeated the mother. "Yes, Dick, have it out," added the brother. "It will be one less to clean, you know."

Hints for the Library

A Canadian Fairy Tale, by Edith Lelean (Mrs. W. E. Groves). Price 25 cents. Wm. Briggs, Toronto. In our October number the first three of this series of distinctively Canadian plays were reviewed. This is the fourth. In costume and in stage-setting it is much more elaborate than the others but not beyond the resources of the average school. Features of the play are references to the ordinary child's attitude toward Canadian History, to the "book" method of teaching nature study and botany, and to the nickel question. Canada's wealth in farm and mine is well emphasised. This play will furnish entertainment (and teach real patriotism) for a whole evening. The series is recommended to teachers planning functions for the winter season.

Froebel's Kindergarten Principles Critically Examined, by W. H. Kilpatrick. New York, The Macmillan Company, 1916. xii+217. The Macmillan Co., Toronto. If one wants a critical examination of the contribution of any author to the theory and practice of education, one should turn to Kilpatrick. He has that wide range of knowledge and almost supernaturally sane outlook and judgment which leaves a more impulsive man in a state of bewildered astonishment. A short time ago Kilpatrick put us all straight on Montessori; now he has undertaken to examine, without prejudice, that far more difficult person called Froebel. And he has done his task well. His book is not exactly as exciting as a dime novel, but it is the most readable book on Froebel that the reviewer has met. It merits and will, no doubt, meet with a very popular reception, although the orthodox (meaning unthinking) Froebelians will feel inclined to burn the author at the stake. P. S.

Précis-Writing and Reproduction for Army Classes. W. J. Griffith. London, Edward Arnold, 1916. Pp. viii+230. Price 2/6. The title indicates the scope of this book, but it does not show the nature of the contents. The latter, with very few exceptions, are taken from standard descriptions of famous battles and sieges. We find accounts not only of the battles of Poitiers and Ticonderoga but also of Ypres. In fact the book is just as good as supplementary reading for history, as it is for the object it aims at. P. S.

The Early Georges (Black's History Pictures). Price 1s. per set. A. & C. Black, London. The Macmillan Co., Toronto. Every teacher of history knows how much a picture adds to the interest of a lesson. These sets (others have been reviewed previously) illustrate every lesson in British History, and are very valuable, almost indispensable, for class teaching. The present reviewer has used them in his own classes and speaks from experience.

The Children's Story of the War. Price 15 cents. Thomas Nelson & Sons, Toronto. This number of the story will be particularly interesting because it deals with the bravery of the Canadians. The chapters are: The Battle Glory of Canada, Days of Struggle and Anxiety, Heroes of the Ypres Salient, The Battle of Artois, The Battle of Festubert, The Heroisms of Festubert, The Gallipoli Peninsula. The Battle of the Landing.

Toy-Making in School and Home. 300 pages. Price 7s. 6d. George G. Harrap & Co., London. An essentially practical book, teaching how to make, with very few tools original toys out of the simplest materials.

Chandra in India. Price 45 cents. Little, Brown & Co., Boston. This is one of the series of *Little People Everywhere*, a number of which have already been reviewed in these pages. It deals in an interesting manner with life in India from a child's viewpoint.

Brief History of the United States, by M. P. Andrews. 370 pages, with appendices, index, numerous maps and illustrations. Price \$1.00 net. J. B. Lippincott Company, Philadelphia. The author has had experience in secondary school work and has aimed to produce a book especially adapted to the needs of secondary school teachers. This he has done well. The print, paper, and binding are of the best quality throughout—adding to the volume's library value.

The Rhyme and Story Primer. Price 32 cents. Little, Brown & Co., Boston. In this primer the basic method is the teaching of words and phrases; and, later, the building of new words by phonic analysis. Each rhyme used is accompanied by a coloured illustration. This should be a valuable book for primary teachers.

The Department of Trade and Commerce in our Schools

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IT is my intention in this article to argue in favour of a wider use in our schools of the Weekly Bulletin of the Department of Trade and Commerce (Ottawa). I want to tell my readers how a storehouse of information is lost by the non-use of this publication; how teachers and pupils, under guidance, may derive intellectual benefits from its study; how a new world of facts of educative value might place some of the subjects of the school curriculum in a newer light; how initiative in this domain will bring added pleasures to class lecture work; and how patriotism towards this Dominion of ours may be built up by this means.

It will be seen that I am one of those who sincerely believes that a Dominion Bureau of Education is an absolute necessity for the better development of education in this country. What ex-President Taft said in the United States, where state rights—just as they are in Canada under the Confederation Act—are very jealously guarded, should apply in this country: the Federal Government must do its share of perfecting elementary education throughout the land. This is only one of a group of reasons why I urge that the printed matter, such in particular as referred to above, as well as that of the Commission of Conservation, should find a welcome in our school libraries, just as they are welcomed by merchants foreign and domestic.

II.

However much it may be obvious, it will bear repetition to say, speaking of the "Weekly Bulletin", that this publication is a careful compilation of commercial information prepared by men chosen for their special aptitude. Some of the best men in the civil service both Canadian and British, write for or have their reports reprinted in the Weekly Bulletin. For crispness of style, accuracy of details, judicious opinions, and studied expression, free from verbiage, one needs but to refer to their pages to get specimens of these characteristics in abundance.

Now as texts for reading lessons in the upper grades, especially in a geography period, these Weekly Bulletins are in a class by themselves. It is true they are not illustrated; but this is a minor objection which can be overcome by the aid of the school geography or the "Geographic Magazine" (Washington, D.C.). If a teacher wants to tell her class

something about the products of a country, be it China, Argentina, or British Guiana, it is, with the aid of the Weekly Bulletin, no longer necessary to give the stereotyped list of the school books: she can get an up-to-date list from these bulletins that will certainly startle her in wonderment as compared with the arid geography text; and also give the pupils a truer conception of what China, Argentina, and British Guiana stand for.

Take another instance. School boys know that coconuts come from Brazil: should that be the sum-total of their knowledge of this product? Certainly not. Here in the Bulletin for May (1915) at p. 1206, one gets several paragraphs prepared by the British Consul-General at Rio de Janeiro, telling all about the valuable industry arising from coconut culture. The report describes the coconut tree, the fruit, the copra (of which Germany imports annually four millions sterling), the coconut flour, coconut oil, baggase, coir (from which rope is manufactured), palm wine or toddy with its by-products of vinegar, sugar and alcohol, coconut shell, trade in coconuts, and finally gives the estimated annual yield of coconuts. This is the sort of literature which judiciously used in a geography lesson would add interest and curiosity to the majority of pupils in a class, who otherwise, as a good many of them do to-day, would languish and suffer under the "staggering load" of a geography lesson.

III.

Nor are reading and geography lessons alone to be helped by the Bulletin. Arithmetic lessons, granting a capable teacher, may be made instructive and more akin to actual practice in daily life. The value, for example, of the wheat crop exported during the shipping season from the various Canadian government elevators to Europe; the evaluation of foreign imports into corresponding Canadian weights and measures, and other problems centreing about our balance of trade are readily to be had from these Weekly Bulletins.

There is a further probability that the vocational guidance of pupils may be assisted by the Bulletin. Very few school boys even think of becoming industrial chemists, yet to take one example: on p. 1217 of a recent issue of the Bulletin, the Review of the British Dyestuffs Situation is printed. The explanation of this article to pupils in a secondary school would certainly forecast new visions of this vast industry and show how a new avenue for a profitable profession may be opened up to our youth. When it is stated that \$10,000,000.00 of artificial dyes are used annually in the British textile and other industries; and that "British Dyes (Limited)" of Manchester with a capital of \$9,733,000.00 has recently been organised, it will be seen

how important it is that our young Canadians should know of this phase of Imperial commerce in order that they may be well advised when the time arrives for them to choose a vocation.

IV.

The government of this Dominion has for years been maintaining schools of agriculture and experimental farms. The nature and extent of these schools is a closed book to students at our primary and secondary schools. But if anybody should have knowledge about them it certainly is the young people of our Dominion. They would become more thoughtful Canadians if only such facts were imparted to them, and the teachers would thereby have an opportunity of keeping themselves educationally up to date by this sort of "continuation course". Here is a further instance explanatory of the impression I mean to convey. Let us suppose a class is studying a section from their geographies on "Cuba". In that lesson very little of Canada is correlated. But if the teacher were to have at hand, in her clipping book, the report at p. 1257 of the May Bulletin on Cuba's Market for Butter and Cheese, she will readily see an occasion wherein a good patriotic remark may be made about the true place of Canada in the dairy produce world. I append the tables printed in the report, and it will be apparent that though Canada did but a little exporting, the value of products of cheese and butter is graphically conveyed to the class; and the outdistancing of Canada by other lands can be made a halting place for a bit of loyal Canadian moralising.

CUBAN IMPORTS OF BUTTER DURING, 1913

Country of Origin.	Pounds.	Value.
United States.....	250,869	\$ 62,839
Canada.....	376	140
Denmark.....	801,466	244,321
Spain.....	272,460	47,465
France.....	17,625	5,321
Holland.....	205,285	25,606
Italy.....	385	127
United Kingdom.....	252	100
Arabia.....	68	18
China.....	1,736	48
	<hr/>	<hr/>
	1,550,522	\$385,985

CUBAN IMPORTS OF CHEESE DURING 1915.

Country of Origin.	Pounds.	Value.
United States.....	278,441	\$ 58,279
Canada.....	8,797	1,427
Germany.....	13,073	925

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Country of Origin.	Pounds.	Value.
Belgium.....	\$ 44,736	8,971
Denmark.....	3,029	217
Spain.....	62,605	4,216
France.....	23,859	4,335
Holland.....	4,506,284	334,680
Italy.....	6,813	1,604
United Kingdom.....	4,925	1,241
Switzerland.....	144,492	29,745
Arabia.....	22	6
Canary Islands.....	31,033	2,936
	<hr/>	<hr/>
	5,128,089	448,582

It would add value to the underlying idea of this article if principals and teachers would write to THE SCHOOL about their experiences in carrying out some of the suggestions to which I have adverted.

“Why, Willie, what possible interest can you have in reading that book about bringing up children?”

“Oh, I’m just looking, mother, to see if I’m being brought up properly.”

It was little Howard’s first term in school—in fact, it was almost his first month as a pupil—and one day he returned home wearing a discouraged expression. His mother noticed the sad look of the lad and asked:

“Why, what is the trouble, Howard? You look worried!”

“I ain’t going to school no more,” replied the boy, starting away from the mother.

“Why, dear, what is the matter?” asked the mother.

“‘Cause,” explained the boy, “tain’t no use, mother. I can’t learn to spell. One day I learn how to spell the words and then the next day the teacher gives us all new words. She just keeps changing them every day and that ain’t no way to do.”

Doris was rather backward in her studies, and one day when her father was inquiring into her standing at school the little girl admitted that she was the lowest in her class. “Why, Doris, I am ashamed of you!” exclaimed the mother; “why don’t you study harder and try to get away from the foot of the class?” “It ain’t my fault,” replied Doris, in tones of injured innocence, “the little girl who has always been at the foot has left school.”

Many of the teachers attending a recent teachers’ convention at Portland, Maine, had good stories to tell, according to the Sunday Magazine. One young and rather pretty teacher from Lincoln County told the following:

“It has been my custom to encourage discussion of subjects outside the lesson papers, and along this line I one day spoke of ambitions. After I had set before the class the desirability of having high aims I asked my pupils what each planned to be. One wanted to be a doctor, another President, another an aviator, another an electric car motorman, another an engineer on a railroad, and so on around the class, until I reached Tommy.

“Tommy is a bright, handsome youngster of seven years, and I was expecting him to want to be someone of great importance in the world. I was puzzled to find him plainly much embarrassed. He didn’t want to tell me his ambition, but finally asked if he might whisper it to me. Much interested, I gave him permission, and he trudged up to my desk. Even there he hesitated.

“‘Come, come, Tommy!’ I said somewhat impatiently. ‘Tell me what it is you want to be in life’

“He raised himself on tiptoes and slipped one arm about my neck as he whispered

“Your—your husband!”

Three Hundred Composition Subjects

[This list, which was compiled by Dr. O. J. Stevenson, appeared in *THE SCHOOL* three years ago. So many of our readers have asked for it again that we reprint it in this issue.—EDITOR].

SOME of the subjects in the following list may be found suitable for either the upper grades of the Public School or the High School. In all cases composition subjects should be related to the experience and interest of the pupils, and in place of some of the subjects here given the teacher should substitute others relating to local conditions. The writer has not attempted to classify these subjects, as in many cases they may be made the basis of narration, exposition or description according to the way they are viewed.

The Schoolroom Clock Makes a Speech. Our Snowball Fight. "Yes, I once Met a Ghost." Crossing the Ocean. A Grain Elevator. The Boat Race. Hallowe'en. A Picture I Like. The Burglar. A Discussion that I Overheard. How We Climbed the Mountain. When the Creek Rose. A Beehive. When the Circus Comes to Town Picking Berries. Learning to Swim. The Story of an Umbrella. The Rainbow. Hunting Rabbits. The Great Snowstorm. Locked Out. A Freak of Nature. A Gypsy Camp. Spearing Fish by Night. My First Day at Manual Labour. When Our House Took Fire. A Serenade. With the Section Gang. How I Came Near Drowning. A Street Car Incident. Some Dinners I Like: Some I do not. Lost in the Woods. A Visit to the Factory. A Ride on the Locomotive. Why I Joined the Regiment. Taking a Flashlight. A Bootblack for a Forenoon. My Camera. If the Gulf Stream Changed its Course. The House Fly, or the Mosquito. A Plea for the Pedestrian. Early Rising. Why I Wish to Travel. Why I Prefer to Live in Canada. Picture Post-Cards. A Ride on Horseback. A Cup of Coffee. The Paper Chase. "I Think it Better to Stay on the Farm." A Sunset. My Class-room. An Accident to My Bicycle. An Apple Tree. My Walk to School. The Chariot Race (from Ben-Hur). The Creek. A Loaf of Bread. The Stage Driver. My Window Plants. Ulysses and the Cyclops. A Pet Animal. In the Hay Field. An Adventure in the Woods. The Hill. How to Make a Kite. My First Canoe Trip. My Summer on a Farm. In the Pine Woods. The Lighting of the Streets. From the Window of a Railway Train. Ten below Zero. The Pioneer Describes an Adventure. When the Train Comes in. Dynamite. The House I Should Like to Own. The Difference Between a Thermometer and a Barometer. The Playground. A Letter Telling of a Burglary. A Visit to a Battlefield. How to Take a Snap-shot. Recess in the Country School. The Street When the Leaves are Falling. The Lady or the Tiger (Stockton). "When I was Young," said Grandfather. John Bull and Uncle Sam. A Sugar-Making Camp. Taking a Short Cut—a story. When I lost my Way. The Ballad of Sir Patrick Spens. A Bonfire on the Beach. The Eclipse of the Moon. How to play Tennis. The Story of an Elm Tree. The Newsboys. How I Learned to Ride on Horseback. An Inlet on the Lake Shore. The Express Train. The Chipmunk and the Red Squirrel. When the Fish-boat Comes in. "I Once met with an Accident in which I Came near Losing my Life." A Robin's Nest. Should we give to Beggars? My First Night under Canvas. What is a Paragraph? Why England is called "The Mistress of the Seas". The Hurdy-Gurdy. Caught in the Rain. The Ballad of Rosabelle. Why I Joined the Cadet Corps. The Golden

Scales (Addison). My Fish Story. "Now the Day is Over, Night is Drawing Nigh." A Locomotive. The Story of Damon and Pythias. Our Canals. What the Town Needs Most. Excelsior (Longfellow). How to tell a Mushroom from a Toadstool. The Three Suitors, in the Merchant of Venice. A Windstorm in Autumn. How I Caught a Wild Animal. Waiting for the Train. "Fire! Fire!" "Once I was badly Frightened." The Vision of Sir Launfal (Lowell). A Letter Home Describing the First Day in the City. At the Rink. A Barn Raising. All's Well that Ends Well (a story). The Park on Saturday Afternoon. The Postman. Lord Strathcona. My Native Town. Santa Claus. A Crowded Street. "The Blinding Mist Came Down and Hid the Land." Uses of Electricity in the Home. A Trip to Quebec. "If I owned an Automobile." A Store Window on Christmas Eve. "Yes, I am a Stamp Collector." Market Day. An Indian Settlement. The Country Fair. King Robert of Sicily (Longfellow). The Woods in Winter. The Bulletin Boards. The St. Lawrence River. Getting Ready for Winter. In the Blacksmith Shop. Election Day. How we got Material for our Museum. A Thaw. The Great Lakes. A Walk Along the Beach. The Corner Grocery. Housecleaning. The First Snow-Fall. Circumstances (Tennyson). David and Goliath. A Sleighing Party. A Blizzard. The Main Street of the Village. A Nutting Expedition. What the First Settler Saw. A Drive Across the Country. The Sleeping Beauty (Tennyson). Why I Sold my Bicycle. Early Spring Flowers. Down the River. The Street Corner. A Visit to my Old Home. The Old Wooden Bridge (Told by the builder, the farmer, the schoolboy, the tramp). The Day I went Hunting. At the Summer Resort. The Grand Trunk Pacific. In the Second-hand Book Store. Fort William to Quebec by Water. The Man who Would not Follow the Fashions. The Telephone. The Main Street at Night. The Wonder of the Niagara River. The Autobiography of a Street Lamp. A Morning Paddle. My Garden. The Day I Played Truant. "If I had a Hundred Dollars." The Market as seen by the Customer and the Farmer Respectively. The English Sparrow. A Mile of Country Road. The Wood Choppers. Threshing on the Farm. The Trees in Front of My House. The Last Indian. A Wheat Field. "Uneasy Lies the Head that Wears a Crown." A City Street after a Snow-storm. The Story of a Man Who Lost his Money. What Rapid Transit Means to the Farmer. From the City Hall Tower. That Piano. A Country Railway Station. The Tell-tale Snow. A Night in the Woods. A Deserted Log House. On the Pier. An Old Sword Tells its Story. The Boy Scout Movement. The Preservation of Our Forests. The City Square. The Weather. The Fruit Farm. On Saturday. "If I were Rich." The Harbour. "Lost at Sea" (a story). An Auction Sale. A Walk into Town. Roller Skating. The Skyscraper. An Aeroplane Voyage from Halifax to Vancouver. The Bible. Our Orchard. Niagara—Past, Present, and Future. The Magazine Counter. The Factory as I saw it. Autobiography of a Volume of Shakespeare. What we Owe to the Tropics. "If I were Mayor." Sunday on the Farm. The River in Winter. Bridging the Atlantic (Steamship, Telegraph, Aeroplane). The Woodpeckers. Do We Make too Much of the Soldier? At the Circus. The North Pole. My Fishing Haunts. The Theatre, as seen from the stage and the top gallery respectively. The Benefits of Cold Weather. Ploughing. The Seven Modern Wonders of the World. Six a.m. and Six p.m. on the City Street. Our Gasoline Launch. A Shower at a Picnic. The Milkman's Round on Christmas Morning. From Toronto to Montreal by Water. The Hydro-Electric. A Letter to a Friend in Another Country, describing your School Life and Studies. Animal Life in a Pond. The Fireplace. The Old Fort. A Botanizing Expedition. How the Accident happened. A Storm at Sea (told by the Captain, by the Steward, and by a Passenger). A Picnic in the Woods. Coasting. A Talk with a Tramp. A Piano's Memories of its Players. The Old Folk's Concert. A Walk along the Railway Track. Moving Day. A Letter to the Paper

regarding the Beautification of our Streets. A Wasp's Nest. The Talking Machine. Village Types (The Deserted Village). The Railway as Seen by the Farmer. Cheap Books (Advantages and Dangers). The Artist, the Farmer, and the Lumberman take a trip West. How Animals are Protected by Nature. Trees and the Industries Arising from them. The Foreign Element in Canada. "When you have seen one green field you have seen all the rest; let us take a walk down Fleet Street." The Timepiece. "No, I would not care to be a Commercial Traveller." Public Opinion. British Power in Africa. Spring Work on the Farm. The Bearskin Rug Speaks. The Commercial Advantages of my Home Town. The Arrival of an Immigrant Boat, as seen by the Immigrant and the Onlooker respectively. What the Moon saw in Twenty-four Hours. Wireless Telegraphy. The Wooded Hillside in April. "Modern Civilisation is Ugly." What England Owes to her Insular Position. "The Circle of Eternal Change Which is the Life of Nature." The Advantages of Being Poor. The Automobile—from the point of view of Chauffeur, Pedestrian, and Business Man. The Sounds of the City Compared with those of the Country. "I Love anything that's Old." Why Nations go to War. On Being in the Blues. "Some Books are to be tasted, others to be swallowed and some few to be chewed and digested."

Book Reviews

Macmillan's New Senior Class Readers. Book I for Class IV, 35 cents; book II for Class V, 40 cents; Book III for Class VI, 45 cents; Book IV for Class VII, 50 cents. The Macmillan Co., Toronto. This is an interesting series of Readers, prepared originally for English schools. They are arranged in accordance with the Board of Education's revised "Suggestions for the Teaching of English" (1912). The object of this new series is to show what the reformed English teaching means *in practice*, and how the intensive reading lesson can be the basis of all the English teaching. Each reading lesson is followed by a *plan of study* and a questionnaire. The selections have been carefully chosen, and seem to be very suitable for the different grades.

Farm Spies, by Conradi and Thomas. The Macmillan Co., Toronto. The stories in this book are written for boys and girls and for those persons who know little or nothing about insects and how to fight them. They are written in simple language and no attempt has been made at exhaustive discussion. Each story is an action story and should be very interesting to children. The subjects treated are: the boll-weevil, the black bill-bug of corn, when corn is fox-eared, the black corn-weevil, grasshoppers, chinch-bugs, the cotton root-louse, windfalls of corn. The volume should make a valuable addition to the rural school library.

Elementary French Reader, by Roux. Price 50 cents. The Macmillan Co., Toronto. Some points of excellence are: two pages of classroom expressions so that French may be used from the beginning of the course; the first seven stories are short and very easy; tenses are introduced gradually; a questionnaire follows each story; the notes have been combined with the vocabulary; conjugation of regular verbs, rules for formation of tenses and a table of irregular verbs have been appended. This seems to be an excellent reader in every respect.

Clothing for Women. Price \$2.00 net. 454 pages; numerous illustrations. J. B. Lippincott Company, Philadelphia. For the woman or girl who does all or part of her own sewing this book will prove a guide in her actual constructive work. It provides numerous suggestions upon design, colour and the art of dress. The first part deals with "how and what to buy"; the second with principles and problems of design; the third with construction.

How to Learn Easily. Price \$1.00 net. Little, Brown & Co., Boston. The title is one that attracts everyone's attention; we all want help of this kind! This book will interest the teacher who is also a student. The titles of chapters are, economy in study, observation and the taking of notes, educative imagination, books and their educative use, is your 'thinker' in order, examination-preparedness. The book is an attempt to use the principles of psychology in a practical way to decrease the labour usually involved in study; it is well written and very interesting.

What Went Ye Out to See?

ETHEL M. HALL
Public School, Weston.

WHAT went ye into that schoolroom to see?

"Miss Fowler has such a reputation as a teacher of little children. She is supposed to have so many devices for the presentation of her work. Really, I cannot see wherein her cleverness lies. I spent a half-hour in her room the other day and I learned simply nothing.

"If I had nothing finer to show than I saw there, I would not consider myself much of a teacher.

"O, yes; the pupils were very quiet and attentive, and they appeared to be interested, but there was nothing elaborate about the lesson. In fact, I thought it rather stupid.

"She was taking a sight reading lesson from the blackboard. Some of the pupils read very well but the majority were *slow*. If I had *her* reputation I should have been ashamed to have them try to read when a *visitor* was in the room.

"Miss Fowler seemed perfectly cool and collected. She actually praised one little fellow who stumbled and halted all through the lesson.

"I should have *died* of mortification.

"I've come to the conclusion that she is not such a great teacher after all. It's all in her *reputation*. So I am going back to my work quite happy and contented. I have been needlessly worried."

That is what *one* visitor saw. What do you see when you visit another schoolroom?

What did Miss Fowler see? Miss Fowler saw before her a class of boys and girls who were quiet and respectful, happy and interested.

She saw a class transformed from a noisy boisterous class into a thoughtful, working class. She saw the degree of effort behind many failures and she rejoiced in the quiet determination to succeed.

Miss Fowler knew that the pupils were not all reading fluently, but she delighted in the amount of *growth* which had changed a class unable to read at *all* into a class of pupils reading with pleasure and understanding. Her mind flew back over the past *two months* of work and she, too, was content, because she was not expecting her "harvest" in the "Spring".

Her heart went out toward the timid little fellow who had been frozen to stone by the cold, unsympathetic eyes of the observer and she gave him another chance to redeem himself.

Character study and swift intuition had given Miss Fowler a correct idea of the purpose of the visit and she prayed a prayer for strength to resist the temptation to "show off" for the benefit of her caller.

She knew, as every experienced teacher knows, that she possessed resources by which she might "entertain" her visitor. But, true to her idea of right, she resisted the temptation to leave a brilliant impression and continued the quiet work of testing the result of previous mechanical work as she had planned.

Miss Fowler had not reached the stage where she could feel entirely immune to public opinion, so she suffered somewhat in *spirit*, as she watched her departing guest.

What do *you* see when you visit another schoolroom?

The Directors of our National Exhibition do not keep open every day in the year. They wait till there are finished products to exhibit.

Many strenuous hours are spent by the artist in his studio before his picture is ready for exhibition. The hours of exhibition are his triumph, but the hours of work are more important because of their necessity. Some hours may have shown very little progress, but each stroke of the brush brought the picture nearer completion.

Our gardens present a different appearance in May and October. We do not look for fruit in May.

Froebel exclaimed: "Eureka! My school shall be called a kindergarten because in it I shall watch my human plants grow."

Are you looking for *growth* or for finished products? As in the garden so in the school. The child must develop as does the plant. We must not expect the fruit before the leaf. If we *see leaves* let us rejoice that there is *growth* present in the plant.

Children as well as plants are affected by the atmosphere with which they are surrounded. Theosophists tell us that an *Aura*, reflecting the soul, surrounds every human being. It is as plainly perceived as the fragrance of a flower. How much we are affected by the thoughts of others we may not be able to estimate, for:

Thoughts are things, and their airy wings,
Are swifter than carrier doves',
And they follow the law of the universe,
Each thought must create its Kind.

Even Christ was affected by the cold cynicism of the cities through which he travelled. It is recorded: "In them He could do no mighty works, because of their unbelief".

Would it not be a serious matter if our attitude as observers prevented some splendid result from being accomplished?

What do you see when you visit a schoolroom?

Are you looking for "show lessons", or lessons in development? Granted that a pupil makes mistakes; are you looking for a determination in him to overcome his difficulties?

What do you see?

Do you see strength of character and reserve power in the teacher which makes her brave the criticisms of the shallow observer in order to keep from turning her room from a work shop into a concert hall.

The hours in the schoolroom which count for most are the hours when teacher and pupil work together with perfect understanding. These are the periods of greatest development and character building.

The bravest teacher is she who meets the visitor with the ordinary routine work and not a vaudeville performance.

Do not expect to see *ideal children*, nor *ideal environment*, nor *ideal results*. When children never fail, mentally or morally, schools will not be needed.

What went ye out into that schoolroom to see?

"A primrose by the river's brim—
A yellow primrose was to him,
And it was nothing more."

MY LITTLE SCHOOL

My little school! Hid in the quiet hills,
Sheltered from roar of traffic, from the
heat
Of noontide sun that burns on busy mart;
Guarded by towering trees, God's nursery
fair
Planted by Him for little children's feet,
And given to me, a gift unspeakable.

My little school! Here the first flowers
wait
Expectantly for eager little hands;
Here Autumn lavishes her gifts of gold,
Then blushes crimson at her own largess;
And Winter reigns in robe immaculate
Of starry flakes that point to Bethlehem.

My little school! At the familiar door
I drop the frets and burdens of my heart;
Dreams of the past, hopes unfulfilled,
Fears of the untried path—all merge in
peace,
As I with joyful step and whispered
prayer,
Enter my little wayside sanctuary.

My little school! Through the swift pass-
ing hours
Nature and God and I contrive a way
To set the soul's imprisoned glory free,
And in the calls for help at work or play
I often hear the Master-teacher's voice
Whisper His message, "Suffer them to
come."

My little school! When the last task is done
And the last loiterer seeks the winding road,
There comes a vision of a greater day,
Unfettered by the bounds of time and space,
Dear little school! May there be one for me,
Upon the uplands of eternity!

LILIAN BANTING, B.A.,
Model School, Hamilton.

Examinations in Art, 1916

Junior Public School Graduation. English-French Model School.

W. L. C. RICHARDSON
University of Toronto Schools

As we are once more face to face with the difficulties of the art work of the season, a critical inspection of the question paper and work of candidates at the 1916 examination may be found of benefit. One thing stands out clearly, *i.e.*, that the special training provided of late years for art teachers by the Ontario Department of Education is beginning to count. This year, the examiners at both Lower and Middle School Examinations in Art found, in the greater excellence of the work submitted, abundant evidence of better training in art down through the grades where the foundations lie.

May these words of encouragement, together with the knowledge that still more is expected of us, be an incentive to greater effort and more earnest endeavour during the coming year.

I. The Question Paper.

JUNIOR PUBLIC SCHOOL GRADUATION AND ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ART

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation.

NOTE 3:—The use of the ruler and other mechanical instruments is permitted only in question 3.

Values

(Candidates will take questions 1 and 2 and any two of questions 3, 4, 5.)

- | | |
|----|--|
| 25 | 1. Arrange tastefully and paint in water colours the cluster of fruit or the bunch of grasses submitted to you.
NOTE:—The water colour sketch should show a well-composed cluster of stems, leaves, and fruit, (or of stalks, blades, and heads). |
| 25 | 2. Make a pencil sketch (showing light and shade and colour values) of the group of objects placed before you. The drawing at its greatest width should not be less than eight inches. |
| 25 | 3. Within a circle six inches in diameter arrange radially a decorative unit simplified from the single poppy, <i>or</i> the single wild rose, <i>or</i> the ox-eye daisy, <i>or</i> the tulip. Finish the design in two tones of some neutral colour on a tinted background.
NOTE:—It will be sufficient to finish half the design within the circle. Print beneath the design the words DECORATIVE SPOT in uniform letters half an inch high. |
| 25 | 4. Within an enclosure, five inches by seven inches, illustrate in pencil or in water colours the following quotation in a simple landscape composition in which the robin and the elm tree are made prominent:
I'm a robin redbreast, my nest is in a tree,
If you look up in yonder elm, my pleasant home you'll see. |
| 2 | 5. After a study of the picture on the opposite page, which illustrates an incident in the corridor of an English prison, following the Jacobite Rebellion of 1745, answer the following questions, writing your answers plainly and concisely in pencil upon a sheet of drawing paper: |
| 2 | (a) What evidences are there in the picture that the scene of the incident is the corridor of a prison? |
| 4 | (b) What is the man to the left? What is he doing?
(c) Who is the woman? What does the picture tell you about her purpose and character? |

- 4 (d) How do you explain the condition of the soldier in the centre?
4 (e) What do the child and the dog add to the interest?
2 (f) Where does the light come from?
3 (g) Where does your interest centre?
2 (h) What name would you give this picture?



By SIR JOHN EVERRETT MILLAIS. P.R.A.

In the Tate National Gallery, London, England.

II. Confidential Instructions to Presiding Officers.

1. The paper to be used is drawing paper from the authorised (No. 2) Blank Drawing Book.

2. Each candidate should be allowed four sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.

3. For question No. 1, each candidate shall be supplied with a cluster consisting of three or four cherries (or strawberries) and leaves attached to the wood (or vine). If neither of these fruits can be obtained in the neighbourhood, each candidate shall be given instead three complete stalks (showing stem, blades, and ear) of timothy grass, or of hungarian grass, or of oats, or of barley, or of wheat.

NOTE.—The choice of groups of objects in questions Nos. 1 and 2 is left to the Presiding Examiner, who shall not consult the wishes of the candidates.

4. For question No. 2 a sufficient number of strawberry boxes and pint preserving jars shall be supplied, so that each candidate may have a good view of a group consisting of one box and one jar situated in front to his right or to his left. The jar shall be about half full of water made black by the addition of a few drops of ink. The box shall be turned upside down and placed at an angle to the right of the jar. The group shall be on a level with the top of the desks or tables at which the candidates are drawing—*not on the floor*. If it is found impossible to secure preserving jars and strawberry boxes, the presiding examiner may substitute pint milk bottles and other small boxes, as chalk boxes, similarly arranged in groups.

The models may be placed on boards across alternate aisles from the *tops* of the desks; one to every six or eight candidates should be sufficient.

III. Suggested Answers to questions on the picture "The Order of Release". (See question 5.)

(a) The darkness of the unlighted distance, the lock on the outside of the cell door, the keys in the hand of the gaoler.

(b) The coat and cocked hat suggest an English soldier. The keys show that he is acting as a gaoler. He is reading a note held towards him by the woman.

(c) The woman is the wife of the Highland soldier. Her purpose is to secure the release of her imprisoned husband. Her character may be seen in her devotion to her husband, in the confidence with which she extends to the gaoler the note in her hand, in the triumph that beams from her face and in the sturdiness with which she sustains baby, man and dog.

(d) A Highland soldier in an English military prison suggests a time when England and Scotland used to go to war with one another. The Highlander has been wounded (his arm is still in a sling) and imprisoned. His attitude may indicate illness or overpowering joy over the reunion with his wife and child whom his unwounded left arm enfolds in a tender embrace.

(e) The child proves the relationship of the woman to the man. She is neither his sister, nor his sweetheart, but his wife. The child is an additional reason for persistent endeavours for her husband's release. The pathos of the scene is increased by the sleeping child from whose relaxed grasp have fallen the flowers he had gathered for daddy.

The collic adds a further tenderness by the eager sympathy of his welcome as he licks the wounded arm of his master.

(f) As the shadows indicate, the light comes from a point above and in front of the group; but it is not sufficiently strong to penetrate the darkness of the prison corridor beyond.

(g) Naturally in the piece of paper which the woman holds out so confidently and which the gaoler scrutinises so carefully. We are quite curious to know its contents.

(h) A Wife's Devotion; Welcoming Her Wounded Hero; The Reunion; The Highlander's Release; or better still, the name given by Millais, the artist, The Order of Release.

It may be of interest to our readers to see some typical answers to question 5, written by students in attendance at our English-French schools. The following are exact reproductions of two of these answers:

(a) On voit que la scene se passe dans le corridor d'une prison par l'homme à gauche portant des clefs dans sa main et de plus les sentiments de tristesse sur le visage de la femme; la chambre paraît sombre.

(b) Probablement un des gardiens de la prison. Il est à lire un papier que lui présente la femme.

(c) La femme doit être la femme du soldat présent dans l'image. Elle a l'air bonne, on dirait qu'elle veut consoler le soldat.

(d) Le soldat a l'air à être blessé mais peut-etre a t-il déserté ou fait au contraire de la loi et qu'il est rendu en prison. On dirait qu'il a un bras coupé.

(e) L'enfant nous porte à la pitié pour le soldat et le chien semble reconnaître son maître, il est content, il saute sur son maître comme pour lui montrer sa joie.

(f) La lumière semble venir par l'ouverture de la porte dans laquelle se tient le gardien.

(g) L'intérêt de l'histoire se trouve dans l'homme lisant le papier et le soldat appuyé sur l'épaule de sa femme.

(h) 1. Un soldat emprisonné.

2. Le châiment.

3. Un incident provenant d'une rébellion.

4. Une des misères de la vie militaire.

(a) Ceci nous dit que cela se passe dans le corridor d'une prison, parce que près de la porte se tient un gardien portant en main un trousseau de clefs.

(b) L'homme à gauche représente le gardien de la prison. Il est à lire une lettre que lui présente la femme du prisonnier.

(c) La femme est probablement la femme du prisonnier. L'image nous la représente comme étant ferme, calme, mais très pauvre et son but est, je suppose, d'essayer à délivrer son mari.

(d) On voit tout d'abord qu'il est très faible, qu'il lui manque le bras droit et qu'il a l'autre bras enveloppé.

(e) L'enfant ne comprend presque rien, mais on dirait qu'il partage la peine qu'ont ses parents. Le chien nous montre l'amour qu'il a pour ses maîtres.

(f) La lumière vient probablement d'une petite lucaine qu'il ya dans la cellule.

(g) Principalement sur la pauvre femme tenant son bébé dans ses bras, mais cela nous inspire de la pitié pour le pauvre homme-soldat.

(h) Je lui donnerais pour titre "*Après la Rebellion*," "After the Rebellion".

IV. Samples of Work done by Candidates with Notes and Suggestions.

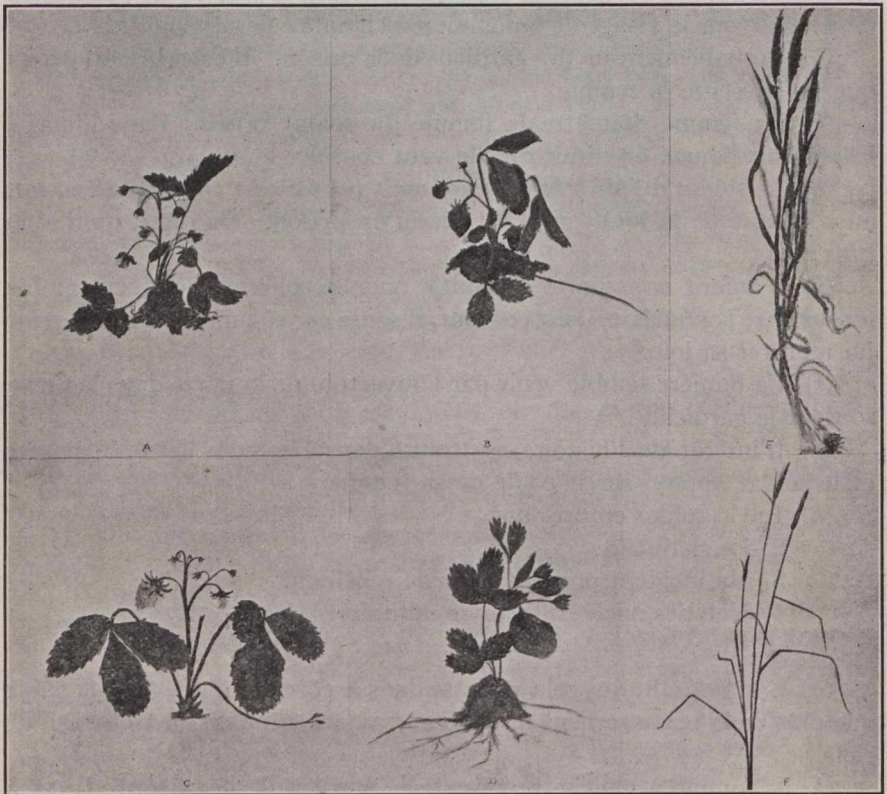


PLATE I.

The best work was shown in the answers to the first question, a decided improvement in colouring being quite noticeable. A common weakness was the failure to secure depth in the drawing of leaves. A plant placed in a natural position would never show a "face view" of all its leaves. A and B, Plate I. show the most praiseworthy attempts to secure depth. More drill in making brush strokes to represent grasses or sedges is also needed. Excellent suggestions and illustrations for this work are given on pages, 114, 115 and 116 of the Ontario Teachers' Art Manual, recently issued.

Few teachers yet realise the value and marvellous possibilities of the pencil as a medium of expression and fewer pupils show any faculty in handling it. The tendency of all candidates was to make fine, hard lines instead of broad, rich strokes which would give character to the result. The more they "fussed" and "finished" their drawings, the more laboured and unsatisfactory they appeared. Pupils should be taught first to see to the condition of the pencil. It should be sharpened to a blunt point well supported by the wood, and the point flattened on one side. The paper will respond better to the pencil if several sheets are placed beneath it. Before attempting light and shade, practise strokes and lines of varying width and colour, until some skill has been attained in laying tones flat and solid in appearance. The lines used to

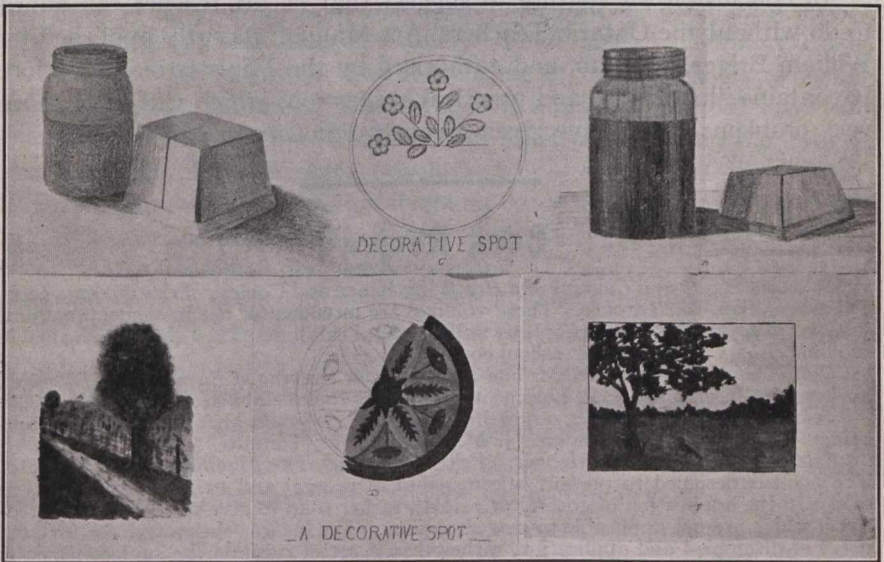


PLATE II.

shade or to render a subject should be definite and firm in quality and should be parallel to one another with no crossing or patching. Pupils should acquire a sure and fearless hand.

There is still room for much improvement in the subject of design. Just about a year ago we suggested in these pages that pupils should be taught how to make a design motive from a flower shape. We repeat the suggestion because many candidates used a realistic drawing of some part of the flower for their decorative unit. The shape chosen should have been simplified by reducing curves to straight lines, omitting certain elements and perhaps shifting others. Pupils' inability to interpret the term "radially" indicated another weak spot in the teaching of design. Lettering has improved but still requires more time. Pupils should

memorise the form and proportions of the letters of a suitable alphabet and have plenty of practice in making combinations to form words, so adjusting the spaces that a consistent uniformity is apparent. All construction lines should be erased.

Public School boys and girls should know and should be able to represent by the shape of the mass such common trees as the maple, elm, poplar, pine, and apple. The form of each of these trees, its distinctive branching and the quality of the foliage can be easily and clearly shown in a brush drawing. The trees in (E) and (F), Plate 2, show none of the distinctive characteristics of the elm, yet these are reproductions of the best work shown. Greater facility in representing such common birds as the robin, blue bird and crow might also be profitably acquired.

In conclusion we venture to suggest that no art teacher can afford to do without the Ontario Teachers' Art Manual, recently published by William Briggs, Toronto, and authorised by the Minister of Education. It contains illustrations and practical suggestions which will solve those very problems which have given greatest difficulty in previous years.

Book Reviews

Food and Health and Clothing and Health, by Kinne and Cooley. Price 65 cents each. The Macmillan Co., Toronto. These volumes are intended for use in elementary rural schools. They are for home people as well as school children. They should be valuable in connection with our public school course in hygiene.

Outline and Suggestive Methods and Devices on the teaching of Elementary Arithmetic, by Franklin P. Hamm. J. P. Lippincott Company, Philadelphia.

Scientific Method in Schools, a suggestion, by W. H. S. Jones, M.A. 36 pages. Cambridge University Press, London. J. M. Dent & Sons, Toronto.

Salesmanship, by S. R. Hoover. Price 75 cents. The Macmillan Co., Toronto. The book is designed to present salesmanship in general and to leave to the future salesman the application of general principles, rather than to give many specific directions, which are not applicable to new situations. The book is thus a treatise for purposes of discussion and application, rather than a set of rules on the subject which it presents.

L'Histoire de Peter Pan, by Daniel O'Connor, based on Sir J. M. Barrie's play. Price 1s. 6d. net. G. Bell & Sons, London. Vocabulary and exercises.

Woodwork for Secondary Schools, by Ira S. Griffith. 370 pages, 580 illustrations. Price \$1.75, postpaid. Manual Arts Press, Peoria.

Fables of La Fontaine (with introduction, notes and vocabulary). Price 3s. Cambridge University Press, London. J. M. Dent & Sons, Toronto.

One Hundred Exercises in Agriculture, by Gehrs and James. Price \$1.10. The Macmillan Co., Toronto. This is an excellent book for teachers of agriculture.

Electrical Construction, by W. B. Weber. Price \$1.25. Manual Arts Press, Peoria.

A Concentric Grammar Course, 1s. 6d. *Deutscher Sagenschatz*, 1s. *Recits Heroiques*, 1s. 6d. G. Bell & Sons, London.

Les Ailes de Courage, par George Sand. Price 3s. Cambridge University Press. J. M. Dent & Sons, Toronto. Vocabulary, introduction, and notes.

Standard Russian Copy Books, 4d. each and *Standard Russian Exercise Book*. 2d. Sampson Low, Marston & Co., London.

Shakespeare's Merchant of Venice, *Carlyle's Essay on Burns*, *Pittinger's Collection of Short Stories*. *Study Outlines* on each of these have been received from the Macmillan Co., Toronto. The price is 5 cents each. They should be very helpful to teachers and students.

Romance of the Edmonton Trail

JESSIE M. GLASS

Edmonton, Alberta

WHAT romance and mystery lie hidden in the stories which are woven around the old trails of Northern and Western Canada! Wayward and wandering were these trails, embodying the spirit of restlessness, love of liberty and thirst for adventure which inspired our pioneers. So closely interwoven were they with the life of the Indian, the fur-trader and the early settler that they formed the very fibre of his existence. Now that the great Canadian West is becoming settled, many of them have been fenced off or changed by survey into the more prosaic road allowance. Their history, in many cases, has been entirely forgotten, except by some of the old-timers to whom they had meant so much. Yet surely the stories of the old trails are worthy of remembrance and should have their place among the legends and traditions of the Western people.

Speaking generally, trails are irregular roads leading in any and every direction over the prairie. They were made by the fur-traders, missionaries, miners, Indians and early settlers. Later on, many of them were surveyed and straightened by the Government. As examples of these old roads, I might mention the old Fort Garry Trail running from Winnipeg to Edmonton, opened as early as 1862, the Rocky Mountain House trail, and the Hand Hills Trail. In the great fur country north of Edmonton, where the Hudson's Bay Company gathered such a rich harvest, there are innumerable old trails made by fur-traders and freighters. In spite of the numerous Indian legends in connection with the northern trails and old forts, it is extremely difficult to obtain data as to their exact age. The great white North is not yet conquered, but the old trails which echoed to the tramp of the fur-trader and Indian are hearing afar off the tread of the advance guard of civilisation, and even the "Walker of the Snow" must yield to the undaunted spirit of the pioneer.

One of the most important of the trails, however, which exerts a powerful influence upon the settling up of the North-West Territories is the Edmonton Trail. I speak of this fine old road in the present tense, for it has escaped the annihilation which has fallen upon some of its fellows and at the present time is considered one of the best roads in the province. Could the Edmonton Trail only tell its own history, from the days of the Indian travois to the present-day reign of the "Ford car" it would be a thrilling and yet pathetic story.

In 1873 the trail was opened by our noted pioneer missionary, Rev. John McDougall and his brother. In 1875 it was continued to Calgary and on to Fort Benton, Montana, by way of Macleod. Travelled by the freighter, the miner and the Indian, it soon became one of the more important trails of the West. About 1885 its northern terminus was extended from Edmonton as far as Athabaska Landing. That section of the trail which is best known, however, lies between Calgary and Edmonton, forming a connecting link between our two western cities. From Edmonton the trail runs south in a wayward and zigzag fashion, passing through the beautiful park district of central Alberta and on to the rolling prairies—the country where the great Chinook, Spirit of the “Breath-of-Flowers”, carries away the snow, and one may see the distant outline of the blue Rockies against the western sky.

It was not always a pleasure to travel the old trail, for in the rainy season it possessed mud-holes of which only a seasoned old-timer would dare to guess the depth. A tenderfoot would be likely to see the wheels of his waggon disappear while he was gingerly feeling his way around the edge. In winter, too, when the snow was packed and drifted and the ruts were deep, the road was almost impassable in its northern part. Indeed, at the present time, it is by no means free of these little peculiarities. Nevertheless it is usually a pleasant old road to travel, for in summer the orange tiger-lilies grow along its edge and the pink and white prairie roses scatter their petals over its breast.

Many and varied were the characters who passed along the Edmonton Trail, from the Indian in paint and feathers to the scarlet-coated “Rider of the Plains”. Often, in the early days, I have watched a long procession of Cree Indians coming down from the Northern Reserves to celebrate Dominion Day with races and pow-wows. The pow-wow, which was a peculiar dance of the Western Indians, has become almost obsolete. In travelling, the squaws and papooses, gay in beads and blankets, were packed into old wooden carts or wagons, while the braves rode bare-back on the cayuses. The tents and extra blankets were carried by means of the travois, which consisted of two long poles slung on the pony's shoulders and dragging on the ground. The Edmonton Trail has seen the passing of many famous Indian chiefs, among them Chief Crowfoot and old Chief Ermine-Skin of the Crees. It witnessed also the return of “Little Bear” and his notorious followers who had escaped to the States after the 1885 rebellion and about 1895 were escorted back to Canada and settled upon the Bearhill Reserve. Big Bear, the famous leader of the Rebellion, suffered a worse fate.

The story of the old trails would be incomplete without the mention of the “Riders of the Plains”, that splendid body of horsemen, who for many years were the only representatives of law and order from Mani-

toba to the foothills of the Rockies. Fort Benton, Montana, previously mentioned in connection with the Trail, was an important post in the early days and a thriving centre for trade in fire-water. About 1866 certain low class traders established forts on the Canadian side of the boundary line, and here bad liquor was to be had in abundance. Some of these posts rejoiced in the appropriate names of Forts Whoop-up, Freeze-out, Slide-out and Kipp. On account of this illegal whiskey-traffic, which had a very demoralising effect on the Indians, and also on account of the cattle-rustling and general spirit of lawlessness which existed in the West, a body of mounted police were organised by the Government in 1873. About '74 the North-West Mounted Police, later known as the Royal North-West Mounted Police, entered the north-west Territories and established headquarters in different parts of the vast territory over which they had control. Many a time has the dust of the Edmonton Trail been stirred by their horses' hoofs as they galloped off to settle an Indian quarrel or bring a cattle-rustler to justice. Owing to the untiring vigilance of these men and the spirit of strict but impartial justice with which they treated both white man and Indian, the West soon assumed a more peaceful and law-abiding character. Had it not been for their influence over the Indians, the rebellion of '85 might have assumed far greater proportions, with results which we would not care to contemplate. The work of the Royal North-West Mounted Police has left an indelible impress upon the West and it is no exaggeration to say that their name should be entered among the Makers of Empire.

The Edmonton trail was used by the troops who offered their services to crush the '85 rebellion. Led by General Strange and preceded by John McDougall and his scouts, they marched from Macleod and Calgary to Edmonton. From there they proceeded to meet Colonel Otter's forces by way of the great river called in the musical Cree tongue, Saskatchewan or "Swiftly Flowing". Of the result and final capture of the outlaw leaders I need not speak.

The immigration of early settlers forms an interesting phase of western life. The way was paved by such dauntless pioneers as the McDougalls, and Father Lacombe, the fine old Catholic missionary. The Canadian Pacific Railway was completed in 1885 but it was not until the fall of '91 that the railroad reached Fort Edmonton. The value of the trails to the settlers can therefore be easily appreciated. In the early days they came into the country in large covered waggons, called in the Western vernacular "prairie schooners". From eastern Canada and the United States they journeyed to the new land of promise, often travelling for weeks before they finally settled on a homestead. The household effects as well as the smaller articles of farm machinery

were packed into the waggons, along with the women and children. A coop of chickens and a few cows, which were often tied behind the wagon, completed the outfit. When the caravan stopped for the night, the chickens were allowed their liberty and the children tumbled out to stretch their cramped little legs. The Edmonton Trail has seen the passing of many of these caravans by day and the gleam of the camp-fires by night. Often has the lonely coyote paused in his weird moon-light serenade to wonder at the invaders, not knowing that they were but the advance guard of a great army of land-seekers.

It is sad but true that the Edmonton Trail has been a silent witness to many a tragedy, due sometimes to a drunken quarrel among the Indians or a fit of jealousy among the settlers. Several spectacular escapes from justice have been made, in which the old highway was an accomplice. But it has witnessed also the cementing of firm and true friendships, the frank open-hearted friendship of those who travel the same trail and break bread at the same camp-fire.

The gold-seekers form yet another group who passed along the trail about 1898. From all parts of Canada and the States they flocked to the Klondike. Many of these would-be miners made Edmonton their head-quarters, travelling north by ponies and dog-trains. Enough has been written of the Klondike Gold Rush to give one an idea of what these men endured and to sadden one with pen pictures of the ghastly sights to be seen on the northern gold trails.

The West has greatly changed from the days when the Hudsons' Bay Company reigned supreme and Indians and buffaloes were the chief inhabitants. No longer are we known by the name of the "North West Territories", and both Edmonton and Calgary have dropped the prefix "Fort". The latter has become a flourishing city, the gateway to the Rockies, and the former, once the rendezvous of hunter and trapper, is now the greatest northern outpost of our Dominion. Yet the Edmonton Trail still exists.

Rather than allow its history to fade into oblivion, let us keep alive a vital interest in the old highway which has played so important a part in the development of our great Western inheritance.

With the further settling up of the west, many of the features of our pioneer life will vanish. This is the rule of development, for "the old order changeth, yielding place to new". Yet some of us may be permitted to feel a natural regret that the days are passing when we could saddle the cayuse and ride out over the unfenced prairie, following the trail which led on interminably, even to the gates of the sunset.

A Scotch student, supposed to be deficient in judgment, was asked by a professor in the course of his examination how he would discover a fool.

"By the questions he would ask," was the prompt and highly suggestive reply.

Some Causes of Failure in the Teaching Profession

JAMES GORDON

Principal, Public School, Kelowna, B.C.

IN general, success in the teaching profession means gaining and retaining the confidence of parents, school-boards, principals and inspectors.

Many teachers fail because they do not get the confidence of the parents. They may be good enough teachers, but they make sarcastic, slangy, even rude remarks to the children, who repeat them at home. Parents often say that they can tell how things are going at school by the talk of the children at home. As a rule they are not far wrong. A good motto is: Do not say anything to the children that you would not like repeated at home.

Parents are loving and thinking beings and have ideas about the upbringing of their children. These ideas may sometimes be wrong, but they are always real and often stubborn. We should try to get the parent's point of view, and remember that we are really performing a parental function for which they are paying us to do better than they can, so that they may have time to do better than we, what we and others are paying them to do.

To gain the confidence of the parents usually means to gain the confidence of the school-board, but not always. You may cause great irritation to the board, by criticising them before your acquaintances, by worrying them with trifles, by continually dunning them for supplies which they cannot easily afford or which are too pretentious; for some teachers have a perfect mania for apparatus. Some principals come to grief because they are incapable, or seem incapable, of effecting the slightest change without throwing the responsibility on the board by asking their permission. On the other hand, the board has a right to know the extraordinary happenings of the school. They do not relish hearing about school troubles on the street. Do not worry the board, interest it.

Teachers often fail because they cannot work with the principal. Sometimes the principal is at fault. He may be fidgety, fussy, overbearing, prying, inflated with his position, interfering, uncompromising, or anything else that is bad. But examine yourself well before you think hard things about the principal. Are you yourself competent; do you try to excel in your work; when he comes into your room does

he see eager and alert children or are they listless even with the windows open; do you cheerfully try to carry out the policy of the school and the suggestions and instructions given, or have you a well-educated cynical smile on your lips which surely denotes that you know better? If he is sharp with you, it may be because you are blunt. If he is interfering, do you compel him in the interests of the school to be so? You complain that he is stand-offish with you. Perhaps you have been telling tales out of school and they have reached his ears! There are thousands of possibilities. Examine them all, if you can before you condemn; but before you condemn get another situation.

Usually inspectors are fair-minded men and not difficult to get along with if one's work is satisfactory. Occasionally a teacher will fall foul of an inspector through bad manners, but more often by inattention to his suggestions. An inspector will bear with your faults on his first visit, but see to it that the faults that he has pointed out are removed when he comes again, for that is the real testing time. As a rule, if you have a good principal and he is satisfied with your work, you need have no fear of the inspector.

A teacher must be a success outside as well as inside school. Some fail because they are too talkative, others because they are too secretive; some because they are unsociable, others because they are too fond of company. Those who fail because of bad habits or vices are perhaps few, but they deserve their failure. We should pay strict heed to our private lives; for people will not trust the education of their children to men and women who are not of upright character.

We should take our place and part in the community as the opportunity naturally comes. Do not press your services on the community, for they will be either refused or they will bring you into disfavour. Teachers cannot often be leaders in a community; they as a rule serve under the banner of some "prominent" townsman. But whether we lead or not we should try to do our social duty in the community. Teachers should be citizens, not campers, as they too often are.

To sum the matter up, if we are teachers, born or made or both, our failure after that is our failure as men and women.

Of course, a teacher who is incompetent always fails in the end. I have to say "in the end", for many survive a very long time. This is due to the scarcity of teachers and the ease with which teachers can move from one Province to another. He often has good testimonials, for people in authority are prone to give an incompetent teacher a good testimonial to get rid of him. And in some cases, if the writer of the testimonial can be assured that the teacher is leaving the Province, he will give a glowing report of the incompetent's competence, more out of charity than guile.

Occasionally one comes across teachers who know little or nothing about their business; they do not know what is required of them, and their presence in the profession can be explained only by the scarcity of teachers. Great numbers fail because they have no clear view of the curriculum, their time-tables are only ornaments, and, as a rule, they are incapable of following a syllabus for any length of time. Their time is occupied with simply entertaining the children, if they even succeed in that.

Even teachers who are capable of teaching single lessons well fail in their results, because they do not give sufficient time to rapid review. Monthly written reviews are of little use unless preceded by frequent rapid oral reviews.

Apart from sheer incompetence the great cause of failure is inability to control children or to teach them to control themselves. A well disciplined and orderly room is never an ill-taught one.

In conclusion one may say that the study of failure, interesting and instructive as it may be, cannot bear comparison with the study of success. We learn more from humble study of living examples of success than from the depressing sight of many failures. But failure is a negative truth and may act as a mirror on our lives.

SONG OF A POINT

"O little point," the tortured pupil cries,
 "Whence come you?" and the point, why
 not? replies:

"I come from haunts of x and y ,
 Where sines and cosines gambol,
 Where circumf'rences and $2r\pi$
 With tans and secants ramble.

"On circle's edge I slide about,
 Or slip within an angle
 Among straight lines skip in and out
 To make a hopeless tangle.

"So to infinity I flow
 Where you may follow never
 For pupils come and pupils go,
 But I go on forever."

N. M., J. C. I., 1914.

An Eastern college graduate applied for work in a Michigan lumber camp. He was told to get busy on one end of a cross-saw, the other end being in charge of an old and experienced lumberman. At first all went well, according to *Everybody's*, but at the end of the second day the young man's strength began to wane. Suddenly the old man stopped the saw and spat.

"Sonny," he said, not unkindly, "I don't mind yer ridin' on this saw, but if it's jest the same to you I wish you'd keep yer feet off the ground."

"My," said little Alfred, as he looked up from his book, "this sailor must have been some acrobat!"

"Why, dear?" queried his mother.

"Because," replied Alfred, "it says in the book, 'Having lit his pipe he sat down on his chest'."

Devices for Teaching War History

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

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

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

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

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

The teacher in elementary mathematics looked hopefully about the room. "Now, children," she said, "I wish you to think very carefully before you answer my next question. Which would you rather have, three bags with two apples in each bag, or two bags with three apples in each bag?" asked the teacher. "Three bags with two apples in each bag," said a boy in one of the last seats, while the class still debated as to the best answer. "Why, Paul?" asked the teacher. "Because there'd be one more bag to bust," announced the practical young mathematician.

A schoolboy was given a problem to do. When it was done he took it to the teacher, who looked at it and said: "This answer is wrong by two cents. Go back to your seat and do it correctly."

"If you please, sir," said the youngster, fishing in his pocket, "I'd rather pay the difference."

Some of Lord Macaulay's Solecisms

JAMES P. TAYLOR

Teeswater, Ont.

IN his "History of England", Ch. III, speaking of the education of women, Lord Macaulay says, "Ladies highly born, highly bred, and naturally quick witted, were unable to write a line in their mother tongue without solecisms and faults of spelling such as a charity girl would now be ashamed to commit". And, in a foot-note, he adds, by way of illustration, "One instance will suffice. Queen Mary [wife of William III] had good natural abilities, had been educated by a bishop, was fond of history and poetry, and was regarded by very eminent men as a superior woman. There is, in the library of the Hague, a superb English Bible which was delivered to her when she was crowned in Westminster Abbey. In the title-page are these words in her own hand, 'This book was given to the King and I, at our crowning'."

For these two slips, she might have been able to offer satisfactory excuses; but, if she could not, she could have said that her lapses were no worse than are some that the most careful authors have made. Even Lord Macaulay himself, painstaking as he was in all matters, has been guilty of many grammatical improprieties.

The following* list of them has been taken from his "History of England" (Harpers' Edition, N.Y.):

Dr. Angus, par. 503, says, "When a comparative is used with 'than' the thing compared must always be excluded from the class of things with which it is compared".

"In no other country, he said, were men so effectually secured from wrong."—Chap. I. This is correct. "No country suffered so much from those invaders as England."—Ch. I. Read "No other country". "In no country has the enmity of race been carried farther than in England."—Ch. I. "In no part of the realm had so many opulent and honourable families adhered to the old religion."—Ch. VIII. "No British statesman had then so high a reputation throughout Europe as Sir William Temple."—Ch. XII. "No commander has ever understood better than Marlborough how to improve a victory."—Ch. XVI.

Dr. Angus, par. 488, says, "Hence 'each other' should never be used of more than two, nor 'one another' of two."

"The fourteen doctors who deliberated on the king's case contradicted each other and themselves."—Ch. IV. For "each other" read

*Limitations of space have compelled us to select only a few from the list compiled by Mr. Taylor.—Ed.

"one another". "They both, independently of one another, consulted the bishops."—Ch. IX. For "one another" read "each other".

"Such was the extremity of distress, that the rats who came to feast in those hideous dens were eagerly hunted and greedily devoured."—Ch. XII. For "who" read "which". "There was a sworn fraternity of twenty footpads which met at an alehouse in Southwark."—Ch. XIX. For "which" read "who".

Dr. Angus, par. 375, says, "When two nominatives of different numbers are found in different clauses of the sentence, the verb had better be repeated."

Once in a while Lord Macaulay was careful about this; very often he was not. "His knowledge was great and various; his parts were quick; and his eloquence was singularly ready and graceful."—Ch. XIII. "Manufactures were rude, credit almost unknown."—Ch. I. Read "was almost unknown". "The constables were resisted, the magistrates insulted, the houses of noted zealots attacked, and the proscribed service of the day openly read in the churches."—Ch. I. Read "was openly read". "His countenance was eminently handsome and engaging, his temper sweet, his manners polite and affable."—Ch. II.

"More than one historian has been charged with partiality to Halifax."—Ch. XXI. "More than one capitalist put down his name for thirty thousand pounds."—Ch. XXIII. Read "put down their names".

"He died childless . . . and the powers which he had exercised were divided between the two councils, the provincial states, and the States General."—Ch. I. For "between" read "among".

Teacher—Jane, can you tell me who succeeded Edward VI?

Jane—Mary.

Teacher—Now, Lucy, who followed Mary?;

Lucy (absently mindedly)—Her little lamb.—*Theosophical Path.*

Teacher—Billy, can you tell me the difference between caution and cowardice?

Billy—Yes, ma'am. When you're afraid yourself, then that's caution. But when the other fellow's afraid, that's cowardice.—*Harper's Bazar.*

"What are you crying for?"

"Te-teacher licked me fo-for something I did-didn't do!"

"Something you didn't do! what was it?"

"M-m-my lessons!"—*Rochester Post-Express.*

FULL MARKS.

In the course of a lesson on the subject of domestic economy and hygiene a mistress got a singularly smart and apt answer from a little girl. Speaking of milk and its importance as a food, the lady asked:

"What is the best place wherein to keep the milk perfectly nice and fresh during say, a hot summer day?"

And one girl—evidently thinking it was an easy one—promptly answered:

"Please, teacher, in the cow."—*Til-Bits.*

Notes and News

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

ESSAY COMPETITION.—THE SCHOOL invites teachers to enter a competition on
HOW I REFORMED A "BAD" PUPIL.

For the best account, a two years' subscription will be awarded and for each of the next five best accounts a year's subscription will be awarded.

The rules for the competition are

- (1) Each account must be written on one side only of letter paper, 8"×11".
- (2) The account must be one from the actual experience of the teacher and signed by the teacher (this name will not be published).
- (3) It should be as concise as possible, stating clearly the habits of the pupil that the teacher wished to reform; the treatment that effected the reform and why it proved efficacious; the time required to effect reformation, etc., etc. If the pupil has left school, describe his (or her) success in life.
- (4) The awards will be made for the *most successful method of reforming the pupil*—not for the literary merit of the composition.

PROVINCIAL INSTITUTE OF TECHNOLOGY

Edmonton, Alberta

LEO E. PEARSON, Art Specialist, Normal School, Camrose,

Appointed as

Instructor in Fine and Applied Art.

Mr. Pearson received his public school education in Southern California, and his secondary school training in the Preparatory Department of the Throop College of Technology. Later, in the same institution, he qualified as a Specialist in Art and in Manual Arts for elementary and secondary schools.

Following graduation he was appointed Instructor in Drawing and Forging in the California School of Mechanic Arts, and while serving with this institution, he spent his summers in taking summer school courses in the Los Angeles Academy of Art, the School of Arts and Crafts in Minneapolis, the School of Art in Chicago and the Stout Institute in Wisconsin. Resigning the position in the California School of Mechanic Arts, he entered the Art Department of Teachers' College, Columbia University, and in 1912 graduated therefrom with his Bachelor's Diploma in Art.

Immediately after graduating he passed the examinations for the Art Specialists required by the Board of Education of New York City, and received an appointment on the staff. Being offered the position as Art Specialist on the staff of the Provincial Normal School at Camrose, he accepted and has been with this institution since that date.

In the summers of 1913-14-15, Mr. Pearson has been in charge of the Art Courses at the Alberta Summer School for Teachers. Assisted by Mr. Hedley, the Specialist in Edmonton; and Mr. Faux, Art Specialist in Calgary, and under the direction of the Provincial Director of Technical Education he has been responsible for the preparation of the "Bulletin on Instruction in Art" for the elementary and secondary schools which the Department of Education distributed to the teachers of the Province in June. This is a most creditable and helpful bulletin and with the courses in Art given at the

Summer School for Teachers and those to be organized during the winter months, the quality of the instruction in Art offered in the schools of the Province will be greatly improved.

J. T. Fawcett, formerly of West Monkton, is now Principal of Tilbury Continuation School.

H. E. Amoss, B.A., D.Paed., formerly Principal of Grimsby High School, is now a gunner in the 72nd battery.

Gordon F. Leslie of R.R. No. 1, Lacombe, Alberta, has enlisted with the 196th battalion.

J. W. Verge of Blairmore, Alberta, is with the 192nd battalion at Sarcie Camp, Calgary.

Miss Agnes M. Johnston, teacher of art and commercial work in Cobourg Collegiate last year, and Miss Minnie Hills, B.A., teacher of mathematics in the same school, have accepted similar positions this year in Ottawa Collegiate Institute

Finlay McNabb, B.A., formerly Principal of Stayner Continuation School, is now on the staff of Gravenhurst High School.

William Clark, formerly of R.R. No. 3, Port Elgin, Ont. is now in active service overseas.

We have received from Washington the first number of *The Mexican Review*, a journal devoted to the enlightenment of the American people in respect to the hopes, ambitions, beneficent intentions and accomplishments of the Constitutionalist Government of the Republic of Mexico.

It is a most unusual request that the Geo. M. Hendry Co., Toronto, make in their advertisement on our back cover this month. As a rule, they wish to sell to teachers; just now they want to buy from teachers. They offer 25 cents and postage for each copy of their catalogue entitled "Physical, Chemical, and Biological Apparatus", 1913 or January 1914. No doubt many of our readers will oblige them.

Further news of appointments accepted by graduates of last year's class in the Faculty of Education, Toronto, is as follows: Arthur M. Wynne, M.A., Central Technical School, Toronto; Miss Dean M. Geddes, Principal of Bayfield Continuation School; Miss Ruby E. Terry, R.R. No. 1, Malton; Robert Harman, S.S. No. 9, Colchester North; O. J. Henderson, Fenelon Falls Continuation School; Miss Florence R. Ballance, Picton; Miss Ambia L. Going, B.A., Keewatin Continuation School; Miss Frances E. Gibson, S.S. No. 10, Vaughan; Miss Mabel L. Kelly, Robert Land Public School, Hamilton; Miss Ethel B. Lampman, Picton St. Public School, Hamilton; Miss Gertrude R. Cline, Queen Mary Public School, Hamilton; Miss Gwendolyn B. Jones, Beamsville; Miss Grace V. Longfield, Oshawa Public Schools; Miss Luella M. Watts, R.R. No. 1, Bloomfield; Miss Ruth H. Walker, B.A., Bath Continuation School; Miss Janet W. Maus, B.A., Glen Morris.

Some recent transfers are: Miss Marie A. La Rocque from Caledonia Springs to Wendover, Ont.; Miss Lucy G. Fair from Innisfail, Alberta to Vulcan, Alberta; Miss Margaret Agar from S. S. No. 2, Armstrong to Kleinburg, Ont.; Miss M. T. Clark from Herbert, Sask. to Leitchville, Sask.; Miss Ada Adams from Janetville to Beeton, Ont.; Miss Ruth B. Benn from Brampton to Laskay, Ont.; Chas E. Kennedy from Coblenz, Sask., to Antler, Sask.; Miss L. G. Knapp from R. R. No. 5, Trenton to Frankfordm, Ont.; Miss Mildred E. Gliddon from Union to Paisley, Ont.: Miss Laura Thomas from Plattsville to Toronto; Miss Beulah G. Graham from Cornwall to Bainsville, Ont.; Miss Juneve Taylor from Brussels to Glenannan, Ont.; Mr. Geo. H. McKee from R. R. No. 3, Ayton to R. R. No. 3, Durham; Miss Myrtle E. Hendren from Trent River to Birdsalls, Ont.; Miss Vera B. Durnin from R. R. No. 3, Goderich to Lloydtown,

Ont.; Miss Florence Blowes from Forest to Brantford; Miss Lulu Mulholland from South Mountain to Port Elmsley, Ont.; Miss Lulu B. Fraser from Kincardine to Galt; Miss Rachel Northwood from Cooksville to Milton, Ont.; Miss Helen R. Webster from Owen Sound to Leamington; John R. Sills from Francis to Percival, Sask.; Miss Helen Cornforth from Kenora to Comber; Miss Luella M. Agar from Atha to Creemore; Miss Stella S. Storms from Yarker to Oak Lake; Miss Cora Mosher from Belleville to Springbrook; Miss Mary Bell from Plattsville to Schomberg; Miss Alice G. Hall, from R. R. No. 1, Cornwall to Newington, Ont.; Miss Hazel Alldred from Restoule to Donaldson, Ont.; Geo. C. Elliott from Carleton Place to Gananoque; H. E. Snyder, B.A., from Stony Mountain, Man., to Wilkie, Sask.; Miss Mary M. McDonald from New Liskeard to Berriedale, Ont.; Miss Edna Atkinson from Loring to Depot Harbour; Miss Clare Breckley from Monkland Station to Cornwall; Miss M. R. Hay from Deseronto to Toronto; Miss Bessie Davidson from Newton to Kingwood, Ont.; Miss Jennie M. Long from Walkerton to R. R. No. 4, Chesley; Miss Helen Dunnett from Castleton to Orono; Miss Mayme Mulvihill from Elmvale to Plantaganet, Ont.; Miss Ida Marshall from Purpleville to Queensville, Ont.; Miss Lena Millard from Wardsville to Omeme; Vincent P. Murphey from Prices Corners to Eau Claire, Ont.; Miss Ethel Reddon from Ayton to Bobcaygeon; J. B. C. Runnings from Sioux Lookout to Brantford; Miss Lena Davis from Wolfe Island to R.R. No. 3 Merrickville; Miss Stella J. Nethery from Kindersley to Cupar, Sask.; Miss A. E. Lynch to Rainy River Public School; Miss Agnes Carey from Picton to Grafton, Ont.; Kenneth S. McLeod from Micksburg to Hyndford, Ont.; Miss Muriel Campbell from Ripley to North Bay; Miss Elizabeth G. Anderson from Monck to Byng Inlet; L. S. Hart from Keene to Manitowaning; Miss Nellie Wetherill from Northport to R.R. No. 2, Demorestville; Miss Annie I. Hume from Beaverton to New Liskeard; Miss Ethel Greenwood from Dobbinton to R.R. No. 3, Listowel; Miss Eva W. King from Norwich Continuation School to North Bay High School; Miss Kathleen Johnson from Brandon to Medicine Hat; Miss Eleanor Hepburn to Shakespeare, Ont.; Miss Margaret E. White from North Augusta to North Gower; Miss Lulu McClean to Warren, Ont.; Clarence Z. N. Dahlgren from Durban to Birch River, Manitoba; Miss Annie E. Brown from Hillview to Simcoe High School; Miss Kate A. Watson from Magpie Mine to Searchmont, Ont.; Miss E. Edna Frost from Melba to Balmoral Public School, Calgary; John T. Jones from New Sarepta to Strome, Alberta; Miss Jessie L. Linklater from Crediton to North Gower; Miss Marion Maitland to Harrow; Miss Elizabeth McNamara from Plantagenet High School to Ennismore Continuation School.

John McArtney, who before the outbreak of the present war was wireless operator at Tobermory, has returned from the front where he suffered the loss of an arm, and is now teaching the Public School at Tobermory in East Bruce Inspectorate. At Brinkman's Corners, in the same inspectorate, Mrs. E. M. Davy of Toronto is teacher of the Public School. Her husband, a Methodist minister, is fighting in the trenches in France.

Quebec.

Teachers who received Model School Diplomas in June 1916 have taken positions as follows:—Arthur, M. Sybil, Montreal West; Bassett, Winifred, Montreal; Benewick, Sylvia, Montreal; Brandes, Esther, Montreal; Bruneau, Edmee, Braemar School for Girls, Vancouver, B.C.; Burk, Miriam, Centerville; Buzzell, Ethel L., Montreal; Campbell, Alta R., St. George's School, Quebec City; Clarke, Alma, Montreal; Conibear, Evelyn, Summerlea; Dansken, Christina, Montreal; Denison, Mary Hilda, Verdun; Donnelly, Gladys, Montreal; Dufour, Aline A., Montreal West; Eidlow, Sophia, Montreal; England, Mildred G., Mt. Royal School, Montreal; Ewins, Marjorie L., Montreal;

Feigleson, Dorothy, Montreal; Feigenbaum, Etta, Montreal; Felton, Ruth A., Montreal; Fleming, Sadie C., Montreal; Forster, Cynthia E., Montreal; Gardiner, Muriel G., Verdun; Godin, Arselia, French Missionary School "Lacroix", Montreal; Gordon, Hilda S., Montreal; Grimson, Flora, Montreal; Hamilton, Alice, Verdun; Harris, Dora, Montreal; Hecht, Ethel, Montreal; Hughes, Lucy E., Verdun; Hunter, Gladys J., Montreal; Johansson, Greta, Lachine High School; Kaufman, Flora, Montreal; King, Jessie H., Verdun; Kingan, Lorna, Montreal; Lamert, Corinne, Montreal; Lande, Bella, Montreal; Lavers, Dorothy, Montreal; Leach, Hazel, Montreal; Lee, Doris G., Westmount; Montague, Annie, Montreal; Moore, Carrie E., Montreal; Munroe, Allison A., Strathcona Academy, Outremont; Munro, Muriel S., Montreal; Murray, Edythe J., Montreal; Nolan, Doris, Montreal; Olmstead, H. Gertrude, Montreal West; Planche, Evangeline, Montreal; Powell, Marjorie, Montreal; Rashback, Dora C., Montreal; Riepert, Alice G., Notre Dame de Grace; Robert, Eva, Lachine; Rollit, Mary M., Montreal; Rorke, Nora E., Montreal; Smillie, Charlotte, Verdun; Streit, Mrs. N., Mission School, Montreal; Streit, Marjorie, Terminal Park School, Montreal; Stuart, Doris, Montreal; Taylor, Rebecca, Bolton Centre, Que.; Tees, Dorothy L., Montreal; Urquhart, Hazel, Montreal; Veith, Gladys P., Montreal; Watt, Violet A., Royal George School, Notre Dame de Grace; Whillans, Florence, Montreal; Woodhouse, Ivy, Westmount; Young, Laura A., Montreal West; Shrimpton, Dorothy, Westmount.

Teachers who received Kindergarten Directors' Diplomas in June 1916 have taken positions as follows: McEwan, Bertha, Montreal; Montle, Ethel M., Montreal; Trefry, Olive, Victoria School, Montreal.

The Protestant Committee of the Council of Public Instruction held its regular meeting in the Parliament Buildings, Quebec, on October 6th.

The grants were allocated to all the Academies and Model Schools of the Province from the Superior Education Fund. There are now 39 academies and 65 model schools taking the Departmental Examinations. As a result of these examinations \$28,000 was distributed among these schools according to merit. Lachute Academy again heads the list in general percentage.

A faint echo of the storm about textbooks was heard when some publishers expressed a wish to wriggle out of their contracts because of altered conditions due to the war. No action was taken in the matter and as the old committee had now completed its labours it asked to be discharged.

The numbers of admissions to the School for Teachers this year is smaller than last year: Model Class 107, Elementary Class 39, Kindergarten Class, 10.

John White of Leeds Village, who has for many years been a valuable member of the Council of Public Instruction has been compelled by ill-health to resign his position. This resignation was accepted by his fellow members with great reluctance and regret. Mr. White was a prominent member of the Poor Municipality Committee.

The problem of the foreign-born children took up some attention as it was pointed out that several thousand children of foreign parentage were not attending either the protestant or the catholic schools. The evil exists largely in Montreal and a committee of the Montreal members was appointed to consider the subject in the light of the recent report.

It has been decided to have more frequent meetings of the Protestant Committee owing to the pressure of new business. Meetings will in future be held 6 times instead of four times per annum.

Saskatchewan.

The following names of Saskatchewan teachers who have enlisted for active service are to be added to the HONOUR ROLL for Saskatchewan: Pte. D. H. Ambler, 188th battalion; N. C. Allen, Strongfield S. D., 229th battalion; J. G. Blythe, Cornwall S. D.,

(Continued on page 194)

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Nothing is omitted that is needed for teaching the subject. The material will be continued in this year's numbers of THE SCHOOL.

Teachers requiring this volume should order before the end of December as neither the supply nor the price can be guaranteed after that time.

For the Teacher of Latin

On Pronouncing Latin - - - - 15 cents.

This is a reprint of articles by Professor H. J. Crawford, B.A., Professor of Education in the Faculty of Education, Toronto, and Headmaster of the University of Toronto Schools. It is a concise dissertation on the Roman pronunciation of Latin and will be found very valuable.

For the Teacher of Art

What could be better than a full discussion of the papers in this subject for the last two years, with confidential instructions to examiners, valuations, reproductions of answers and criticisms of answers? These are available as follows in different numbers of THE SCHOOL.

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For the Teacher of English

Methods in English in Secondary Schools

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(Continued on page 196)

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battalion; J. L. Ward, Wilkie High School, sailed on the *Lusitania*, proposing to enlist in the old country, but was drowned; Pte. M. A. Wittich, Crown Hill S. D., 1st Field Ambulance; E. D. Walker, St. Imre S. D.; Pte. T. C. V. Wigham, Rouen S. D., 217th battalion; R. G. Warman, 1st Field Ambulance Corps; W. Whittaker, Athol S. D., 1st Field Ambulance Dep't; E. J. Wildfang, Avonhurst S. D., 195th battalion; B. S. Walters, Principal, East End S. D.; T. J. Woolford, Knapton S. D., Army Medical Corps; T. W. H. Williams, Scandia S. D., 196th Western Universities battalion.

Nova Scotia.

Thirty-six schools throughout the Province exhibited their garden produce at the Provincial Exhibition, Halifax, in September. They also sent very creditable exhibits in sewing, cooking, canning and manual training. At most of the County Exhibitions, there is also a good show from the Rural Science Schools.

Inspector Robinson of Canning held a very successful Teachers' Institute at Berwick, Sept. 7th and 8th. A school exhibition was held in conjunction with the Institute.

The Provincial Teachers' Association at Halifax, August 30th-September 1st, was one of the best meetings of that Association. The papers and addresses were less technical than they often are; and, consequently, they were more helpful to the ordinary teacher.

Miss Lillie Barrett is principal at Bible Hill School, Truro.

E. W. Connolly, M.A., instructor in mathematics at the Provincial Normal College, has been granted leave of absence while he serves with the Canadian troops overseas.

Little Robert was very bright and at the end of his first term at school was promoted to the second grade. He was much attached to his first-grade teacher, and was loth to leave her. "Miss Eva," he said, "I do wish you knew enough to teach second grade, so I wouldn't have to leave you."

Teacher was impressing upon the class the importance of accurate observation. To illustrate she said, "Now each of you look around this room and tell me what is the most interesting object to you and why."

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"Yes, Thomas, what is the most interesting object you have observed?"

"Your desk, please, Miss."

"Why?"

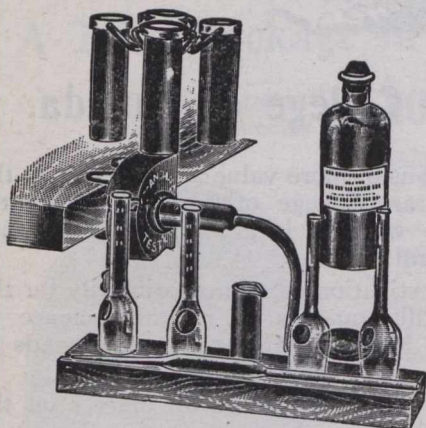
"Billy Baker put a snake in it."—*New York Times*.

IT SOUNDED TOO FAMILIAR.

"I'll attend to you in a minute!" was the favourite remark of a certain mother to any of her children who were naughty; and the delinquent knew that this usually meant a whipping. One day she sent her four-year-old son to the grocer's for some flour. It was his first errand, and, much to his mother's surprise, he returned empty-handed. "Where's the flour?" she asked. "I—I didn't get it, mums", replied the youngster. "I was frightened at the man". "Nonsense, he won't hurt you!" admonished the parent sternly. "Go back at once and get the flour!" But again the boy came back without it, and this time his eyes were full of tears. "What's the matter?" asked the mother, anxiously. "Boo-o-boo-o!" wailed the little messenger. "I'm frightened at that man. Each time I went in he said, 'All right, sonny, I'll tend to you in a minute!'"

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A Canadian teacher fell heir to an English estate of £20,000. In the lawyer's office the clerks made bets as to how she would take it. One thought she would scream, two were of opinion she would burst into tears, two others favoured hysterics. Her reply to the messenger was disconcerting: "I shall finish my monthly report, hear these spelling errors, whip two boys and be at your office in forty minutes".



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The annual competitive examination for admission to the College takes place in May of each year, at the headquarters of the several military divisional areas and districts.

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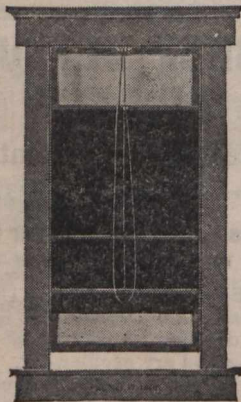
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