



(In the Luxembourg Gallery, Paris.)

“THE MOTHER”

James A. McNeill Whistler, 1833-1903.

One of the pictures in the list suggested for picture study.

(See note in this issue.)

The teachers can do more than anyone else to help their pupils, according to their age and capacity, to see why the cause upon which we are united is just; to feel, if they cannot fully understand, the meaning of liberty and of that free national life which every country, whether great or small, is right to cherish and defend. The pupils can be shown that we are involved in war by stern necessity, that we are fighting in the cause of peace and against the spirit of aggressive domination which is the great enemy of peace. They can learn to be neither unduly exultant nor unduly depressed, to be proud of their race and country without arrogance, to be specially considerate and generous to others in need or distress. In particular, they can be reminded of our duty of courtesy and forbearance towards foreigners of whatever race, living peaceably among us. They can be brought to realise how hateful war is in itself and in the desolation and suffering it involves, so that in the full vigour of a national spirit they may hereafter become workers for the concord of nations, and lay the foundations of enduring peace.

—*Address to the teachers of Great Britain by*
MR. PEARSE, *Minister of Education.*

The School

"Recti cultus pectora roborant"

Editorial Notes

Sir James Whitney and Education.—Sir James Whitney was not an educationist, he was a lawyer. In the larger and more productive period of his life he was neither lawyer nor educationist; he was a statesman. It is probable, indeed, that he knew no more about the problems of education than a very busy public man could be expected to know. And yet he had two or three characteristics which made him a better friend of public education than many of the educationists in Ontario's history.

He knew and trusted men. Having chosen the administrators of the Education Office he loyally supported their administration. It is probable that no period in Ontario's educational history has been so fruitful in changes, in changes that disturbed long-established conditions and dipt deep into the pockets of the ratepayers, as the last nine years. And yet Sir James never hesitated to endorse the action of his educational advisers. He was sure they were right, and went ahead.

Sir James believed in the importance of education. To him it was worth every sacrifice. This was not a belief of the lips. To speak with him was to act. He supported changes which doubled, and, in some services, trebled the expenditures on public education.

And Sir James had a keen sense of proportion. He was neither liberal nor conservative and yet he was both. He could be a radical in his support of the Hydro-Electric, and a conservative of the conservatives in his stand on the question of taxation. He endorsed the plans of the Minister of Education for the reform of the Public Schools at one end of the educational scale and just as warm was his endorsement of all plans for the reorganization of the Provincial University at the other end. Between the two ends lay the High Schools. These had prospered mightily between 1885 and 1905 and men thought that the ministry of Sir James could afford to neglect them for a time. But not so. Continuation Schools, Agricultural High Schools, technical instruction of High School grade, the equipment, staffing, and attendance of the High Schools all attest today the determination of Sir James and the Department of Education to observe due proportion by neglecting nothing.

War and the Teacher.—War lays heavy burdens upon all citizens. It lays special burdens upon teachers as the sponsors for the civilization of the next generation. The teachers of Canada must gird themselves now for new and greater sacrifices.

Mr. Flavelle of Toronto calls attention to the fact that this year Canada must pay \$150,000,000 as the interest on her foreign borrowings and \$180,000,000 as the excess of her foreign purchases over her sales. She cannot borrow these \$330,000,000 abroad in time of war. She must retrench, therefore, or default. Retrenchment in the end will mean for teachers no new buildings, unimportant repairs, scanty supplies, smaller grants, falling salaries. Here is the teacher's first sacrifice.

Many teachers hold military certificates and have commissions in local military corps. To some will come the call for military instructors. They will respond, and next to the regular staffs at military headquarters, take a foremost part in training our citizen soldiery. To others the appeal for recruits will come with peculiar force. They will respond,—they have responded more freely, perhaps, than the members of the other professions—and will be found in the fighting line in Europe.

But their sacrifices will not stop here. Here and there throughout Canada they will rally and organize local sentiment in support of Patriotic and Red Cross Societies. They will work, collect, and pay up to the level of any class of citizens in the community—and beyond.

These are some of the sacrifices which the teachers of Canada must now make. They will make them cheerfully, even joyfully, and remain quite unconscious that they are sacrifices.

School Surveys.—During the past few years in the United States about a score of school survey reports have been issued, some of them of first rate importance. A school survey, it may be explained, is an attempt on the part of a state, country or city to evaluate the results of its system of education. It is, in brief, an educational stocktaking. Naturally the first step in the process is the appointment of educational accountants—in this case, experts in the various fields of education. These experts, local or foreign, visit the district under survey, examine all records, school-buildings, methods of instruction, and so forth, and then present their report which not only gives a conspectus of the present educational position, but also indicates what steps should be taken to remedy whatever faults have come under their observation. Such features as the following are usually reported upon: (1) the organization and administration of the school system including the system of supervision, the appointment, tenure and salaries of teachers; (2) the system of kindergarten, elementary and secondary instruction including the curriculum, promotional examinations, the excellencies and defects of the

instruction in the various branches of the curriculum, the classification of pupils and the adaptation of the programme to local educational needs; (3) the school buildings and the health of the pupils, including medical inspection, hygiene teaching and physical training; (4) records of attendance, and the reports of the chief educational officer; and (5) the costs of the system and its relation to efficiency.

As education is ultimately measured in terms of social service, the surveyors continually keep upon their minds such questions as: "Are the ratepayers getting their money's worth for the amount they spend on education?" "How does this school, or this department, or this institution, or this teaching help or hinder the fullest development of community-life?" No judgment is expressed, no statement is made unless there is some discovered fact which supports it.

On the whole, since the surveys have been made by experts, the reports have been extremely valuable. Certain it is that as a result of such stocktaking many educational systems have subsequently been made more efficient. Fundamental weaknesses of instruction have been remedied, school buildings have been improved and better methods of accounting and reporting have been introduced. Yet after reading a number of the surveys one still feels that there are some valuable features in education which are as yet too elusive for measurement and which perhaps will never yield to measurement. The tone of a school, the effect of the personality of the teacher on the lives of the impressionable children under his care are still the unmeasured aspects of education. Yet no one would deny the value of these factors. Let us have efficiency by all means, if only for its moral effect, but let us beware of the mechanical, German efficiency, where the spirit is sacrificed to the more obvious material results!

The Expanding Sphere of the School.—Democratic education is a product of the nineteenth century. Prior to this schooling was reserved for the middle and upper classes and such education as the poor obtained was acquired at home. The home was the first, and, in spite of all competition, is still the greatest school. Yet its educational powers are on the decline. Those activities which served to feed and clothe the family have largely been transferred to the factories. And this to the educational disadvantage of the rising generation. No wonder then that society has demanded the introduction of this thing and that thing into the school curriculum until the poor teacher is at his wits' end to know what to do with them all! No wonder that vocational education is a phrase to conjure with at the present time! No wonder that the school as a social centre is emphasized by all parties!

School then is assuming a new importance; it is replacing the home in many young lives. And school will keep on growing in importance so much so, that the five-hours-a-day school for eight months of the year will soon be a thing of the past. The cry is now for the maintenance of school all the year round, for increasing instead of decreasing school hours, and for opening the school playground under the direction of a supervisor during out-of-school hours. Soon we shall have what practically amounts to the eight or ten-hour school open all the year. Hence the new move in Toronto to throw open certain playgrounds and schools at nights and on Saturdays is quite in keeping with the general trend of events.

"What are we coming to?" cries the ultra-conservative. "You are ruining the manly independence of our citizens by doing too much for them. Education is the concern of the family and not of the state." We British people have great sympathy with this point of view, but the answer is obvious. The state, for its very existence, cannot afford to allow children to grow up in ignorance; and it cannot allow them to suffer and be neglected, no! not even to teach neglectful parents a well-merited lesson on the value of independence!

The St. George's Creed.—At this serious time when the Empire is battling for its life, when some of our most cherished beliefs have shown themselves mere illusions, when it is so difficult to believe in the perfectability of human nature, it gives one great relief to turn to the noble writings of John Ruskin. How fearless in their outspokenness they are! What a hatred of the mean, the ugly, the sham and the ignoble they show! These are the writings that have helped to make the British nation of to-day—the nation that is showing the world how to be calm and brave in the face of great adversity. And the essence of Ruskin's teachings is found in the St. George's Creed. The creed is found in *Fors Clavigera*, Letter, LVIII, undated, but issued for September, 1875. All members signed the creed before being admitted Companions of the St. George's Guild. It runs as follows. Let it speak for itself.

THE ST. GEORGE'S CREED.

1. I trust in the living God, Father Almighty, Maker of heaven and earth, and of all things and creatures visible and invisible. I trust in the kindness of His law, and the goodness of His work. And I will strive to love Him, and keep His law, and see His work, while I live.

2. I trust in the nobleness of human nature, in the majesty of its faculties, the fulness of its mercy, and the joy of its love. And I will strive to love my neighbour as myself, and, even when I cannot, will act as if I did.

3. I will labour, with such strength and opportunity as God gives me, for my own daily bread, and all that my hand finds to do, I will do it with all my might.

4. I will not deceive, or cause to be deceived, any human being for my gain or pleasure, nor hurt, or cause to be hurt, any human being for my gain or pleasure, nor rob, or cause to be robbed, any human being for my gain or pleasure.

5. I will not kill nor hurt any living creature needlessly, nor destroy any beautiful thing, but will strive to save and comfort all gentle life, and guard and perfect all natural beauty upon the earth.

6. I will strive to raise my own body and soul daily into higher powers of duty and happiness, not in rivalry or contention with others, but for the help, delight, and honour of others, and for the joy and peace of my own life.

7. I will obey all the laws of my country faithfully, and the orders of its monarch, and of all the persons appointed to be in authority under its monarch, so far as such laws or commands are consistent with what I suppose to be the law of God, and when they are not, or seem in anywise to need change, I will oppose them loyally and deliberately, not with malicious, concealed, or disorderly violence.

8. And with the same faithfulness, and under the limits of the same obedience, which I render to the laws of my country, and the commands of its rulers, I will obey the laws of the society called of St. George, into which I am this day received, and the orders of its masters, and of all persons appointed to be in authority under its masters, so long as I remain a Companion called of St. George.

A bright young man came into the class in electricity late. The professor called on him quickly, and said, "Say, John, what is electricity?" The fellow didn't have a chance to get his thoughts together. He sat there a minute. The professor said, "Hurry up, John, you ought to know that." He rose and said, "Professor, I knew that yesterday, but you asked me so quick that it really forced it out of my mind." The professor said, "My boy, if you hadn't forgotten that, you would have been the only living being on earth that ever knew it."

"What's the matter, Tommy? Why don't you want to go to school?"
 "Well, you see, I am in a very awkward position. I was next to the boy at the bottom of the class—and he's left."

The Patriot

A LESSON IN LITERATURE.

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(The following is merely a suggested treatment of this poem, and the teacher may find it advisable, according to conditions, to depart wholly or partially from the method here outlined).

As an introduction to the teaching of this lesson the class needs merely to be told that this is a poem in which the speaker tells his own story. The chief interest in the lesson will lie in the effort of the class to find out stanza by stanza what that story is.

The teacher reads the first stanza:

It was roses, roses, all the way,
With myrtle mixed in my path like mad:
The house-tops seemed to heave and sway,
The church-spires flamed, such flags they had,
A year ago on this very day!

Now ask the class to picture to themselves the scene presented here; and bring out the details of the scene by questioning.

What do you think is taking place? There is evidently some sort of triumph or procession in the streets of a city.

Who do you suppose this "patriot" is, who is being honoured in this way? Perhaps a hero returning from the wars; perhaps some patriot who has been brought back from exile; perhaps a king who has been newly crowned; perhaps even a popular leader who has been elected by the people.

How are the feelings of the people shown? They are heaping roses and myrtle in his path. Even the house-tops are thronged with swaying multitudes eager to see him pass. The city is gay with flags and even the spires of old gray churches are flaming with colour.

Now ask the class to read the first two lines of the second stanza.

The air broke into a mist with bells;
The old walls rocked with the crowds and cries.

What do these two lines add to your picture? The excitement that comes from the ringing of bells and from the shouts and cries of the crowd. There, then, is your picture complete. Even in our own time we have seen such processions and such crowds, at the coronation of a king; or the return of some great hero from the wars.

What mood is such a crowd generally in? Joyful—Yes; and they are in the mood, are they not, to give their hero anything he may ask, no matter how impossible it may be? Let us see what the next three lines say:

Had I said, "Good folk, mere noise repels—

But give me your sun from yonder skies,"

They had answered, "And afterward, what else?"

What had they been giving him? Noise—the ringing of bells, shouts, and cries. *What impossible thing might he have asked for?* "The sun from yonder skies." *What would they have said if he had asked for the sun?* "Yes, we'll get the sun and give it to you. What else can we give you?"

Now perhaps the teacher can best prepare for the reading of the next stanza by one or two general questions, to bring out the idea of the fickleness of the crowd, their sudden changes in feeling, and the fate that sometimes overtakes a popular hero. History is full of men who have labored for the good of their country, but who have failed to please the people and have suffered as a result. Perhaps the story of Miltiades in Greek history is the most conspicuous example.

The third stanza should now be read:

Alack, it was I who leaped at the sun,

To give it my loving friends to keep.

Nought man could do have I left undone,

And you see my harvest, what I reap,

This very day, now a year is run.

In what expressions does the patriot tell of his efforts to please the people? Do you think that he helped in any way to bring about his own downfall? Why does the poet dwell on the fact that it was on "this very day" a year ago, that his triumph had taken place?

The next two stanzas should now be read:

There's nobody on the house-tops now—

Just a palsied few at the windows set—

For the best of the sight is, all allow,

At the Shambles' Gate—or better yet,

By the very scaffold's foot, I trow.

I go in the rain, and, more than needs,

A rope cuts both my wrists behind,

And I think, by the feel, my forehead bleeds,

For they fling, whoever has a mind,

Stones at me for my year's misdeeds.

Bring out by questions the contrast between this scene and that presented in the first two stanzas. A year ago the sun shone gloriously, the house-tops were dense with swaying crowds, his path was strewn with flowers, as he entered the city in triumph. Now the rain is falling, the streets are deserted, except for the mob who pelt him with stones as he passes out of the city to the place of execution.

The last stanza is more difficult than those which precede:

Thus I entered and thus I go!

In triumphs people have dropped down dead;

"Thou, paid by the world,—what dost thou owe

Me?" God might question; now instead

'Tis God shall repay! I am safer so.

The patriot comforts himself with the thought that in the next world there must be some compensation for those who, like himself, suffer injustice in this life. The man who drops dead in the midst of his triumph, may find perhaps that he has been overpaid in this world and that he must suffer in the next to make up for it. But in his own case he is sure that "God shall repay" him for the injustice that he suffers.

The thought contained in this stanza is sufficiently abstract to make it difficult for some pupils in the class to understand it readily. The teacher will find it a great help to use the blackboard to focus the attention of the class on the points of contrast involved. The two contrasted cases may be put into one column, with the text opposite in such a way that the meaning will be perfectly clear to the class.

In triumphs people have dropped
down dead.

'Paid by the world, what dost
thou owe me?" God might ques-
tion.

Now, instead, 'tis God shall re-
pay. I am safer so.

If I had died in the midst of my
triumphs God might have said:

"You have been overpaid by the
world, and you must make up for
it by suffering now."

But now I have suffered great
injustice, and God will repay me
for it. It is better for me that God
should owe me than that I should
owe Him.

The pupils should now read the poem again, and the teacher should question on the main points to see that the poem is understood. The spirit which both teacher and pupils put into their reading will be some evidence of their interest and appreciation.

The Successful Teacher

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

In our school we have experimented with eight or ten different methods of teaching spelling. We could not observe any material difference in the results.

An earnest enthusiastic teacher will succeed in arousing the interest of the pupils by a variety of methods, and that faculty represents the secret of her success.

Even the dictionary "fad" may be overdone, just as it is possible to have too much of almost any good thing. Moderation is the balance-wheel of enthusiasm. A sense of right proportions is necessary in any work of art; and I like to view Teaching as the noblest of all Arts.

One of the best teachers I ever visited was the daughter of a wealthy parent. At an early age she gave promise of unusual artistic talent, and her parents were thus eager for her to be an artist. But she had no ambition to paint pictures. She recognised in the teaching profession an opportunity to exercise, to its fullest capacity, all the artistic genius that she possessed.

One subject in which her pupils were especially well prepared was that of spelling. By means of impressive suggestions at appropriate periods, she had led them to view the dictionary as a field for pleasurable research—not only in spelling but in punctuation as well. She did not introduce the dictionary as a "text book", because she was not so much interested in *books* as in *pupils*.

Her policy was to take children as she found them, and then direct individual interest in every possible wholesome channel, as personal experience made each fitted for that direction.

When this teacher thus exercised her keen sense of proportions, and her deep understanding of human nature, she was exercising her artistic spirit to the best possible advantage. Her pictures were destined to be immortal.

Self-expression is the joy of the artist, and should be the joy of every earnest, faithful worker in every vocation.

How many of us teachers view our work as a work of art? Do we go forth to our studios each morning with joy in our hearts? Are we thankful for this splendid opportunity of devoting our talents to a form of labour that possesses such a wide possibility for good?

If we have not yet reached that stage, let it be the goal towards which we are striving. If we feel that such an attitude is absolutely beyond our attainment, then it is time for us to conclude that we have entered upon the wrong vocation.

Love of children, joy in their companionship, keen interest in their play, and infinite patience in awaiting the results of our best efforts—these are the essential attributes of the successful teacher—the true artist in the moulding of character.

Method is of far less concern than spirit. Spelling may sometimes seem to be a dull subject; but to the true teacher the child is never dull; and the idea of “dullness” will be eliminated only when the teacher centres her interest on the pupil rather than on the subject.

The important question is not how many words has the child learned to spell, but rather what is his attitude towards spelling and its relation to life? The same holds true of every subject. To develop an interest in mental culture and the right attitude towards work is the chief function of the artist in child training.

Book Review

The Russian Empire of To-day and Yesterday, by Nevin O. Winter. Published by L. C. Page and Co., Boston. 487 pages. Price \$3.00. Russia, “the land of riddles”, is at this time arousing universal interest. Our ideas of her military prowess were gathered from her disastrous war with Japan, and we were uncertain as to the part she would play in this titanic world struggle. She has surprised us, and now we are realising that in our ignorance of the Russian Empire, its people, extent, culture, government, we have been doing our ally a great injustice. Mr. Winter's book is one of the most readable and enlightening that has appeared in recent years. It is not a history proper, although a great deal of history is told. The author visited every important section of European Russia, had some unusual opportunities for investigation and in his book gives first-hand impressions and descriptions of those phases of his subject in which the general reader is interested. The Land and the People, the Capital, Great Russia, Nihilism and Revolution, Peter the Great, the Land of the Cossacks, are half a dozen of the twenty-six topics with which he deals. A detailed map and over half a hundred first-class photographic reproductions are additional valuable features of the book.

H. G. M.

Nature Study for December

G. A. CORNISH, B.A.

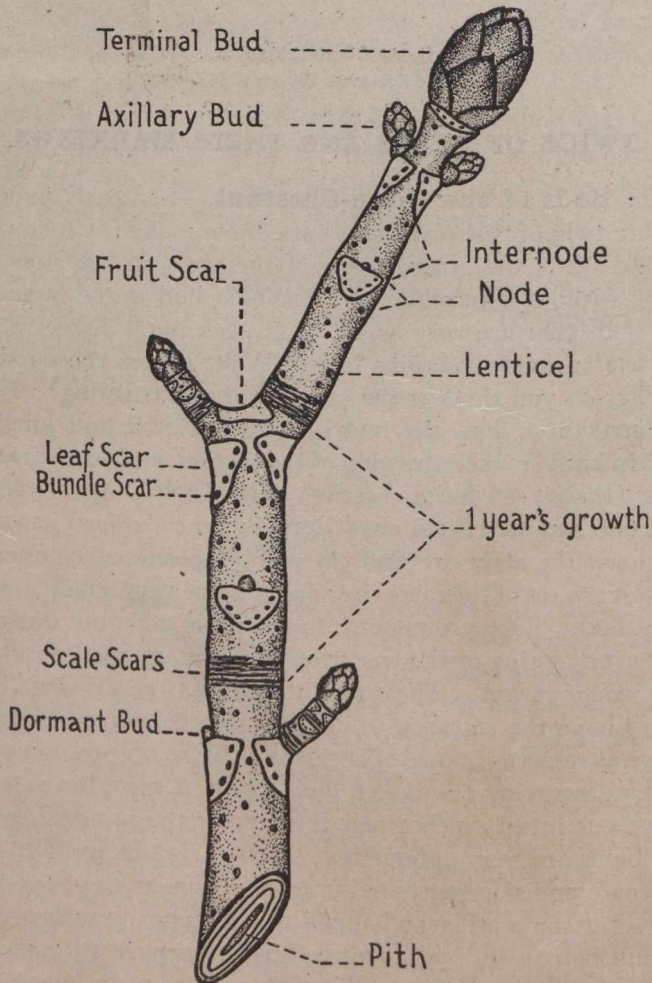
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TWIGS OF TREES AND THEIR MARKINGS.

1. The Buds of the Horse-Chestnut.—Let each pupil be supplied with a twig of this plant and have them make the following observations:—What is the arrangement of the buds on the stem? Try to find a twig without a terminal bud. Which bud is the largest? Look for some buds that are very small. Let each pupil dissect a large bud and find the various structures in it. What covers the outside of the bud? What do you think is the purpose of this covering? How many kinds of structures does the bud contain? Cut a bud longitudinally with a sharp knife, make a drawing of the section, and study its structure.

To the Teacher.—A horse-chestnut twig usually has a large terminal bud with two smaller lateral ones opposite each other just below it. Further down the stem are buds in pairs opposite each other. These pairs are not always of the same size; one may be very small, and is called a dormant bud. Each grows out into a leafy branch, but not all expand and grow every spring or the tree would have many more branches than the space would permit. The dormant buds may remain small for years but always have the capacity to develop into branches like the others. They serve as reserves in case of accident. If the branch is cut off above them, thus destroying the larger buds, they at once begin to develop and sprout out into branches and thus repair the injury done. These dormant buds are very interesting. Many remain in that condition for long years and may become buried deep under the bark and quite invisible. Let some accident happen to the upper branches, or let the whole trunk be cut off, and at once these buds push through the bark and a crown of new branches will spring as it were by magic from the truncated stump endeavouring to develop a leafy mass to save the life of the tree. When many of these buds become buried below not only the bark but also beneath the newer wood they give a peculiar appearance to the surface of the lumber cut from it. We speak of it as bird's-eye maple or bird's-eye birch. If a piece of such board can be procured it should be shown to the class.

The structure of the bud is quite interesting. If the leaves are carefully removed the outer ones are short, scaly and covered with varnish; then come what appear to be masses of hair, but if these are laid out carefully the seven leaflets and the leaf-stem betray them as the



Twig of Horse-chestnut.

From Bulletin No. 69 (June, 1911).

Issued by the Agricultural Experiment Station at Storrs, Conn.

ordinary leaves of the tree much distorted from being packed into such tight quarters and well embedded in a winter coat of hair. There may be nothing else contained in the bud. If it is a large terminal one probably a central conical mass will be observed and if this is examined with

a lens it will be recognized as nothing less than a bunch of flowers which in the spring will expand into that beautiful, fragrant mass of white, daintily tinted with red, which makes the tree such a pleasing sight. The outer varnished scales never enlarge like the inner foliage leaves, but drop off at the opening of the bud as their work is done. What is that work? Don't teach that these thin scales protect the delicate leaves beneath from the winter cold, for it is quite absurd that a few scales could prevent our low temperatures from penetrating the organs within. The great danger to all delicate parts of plants is desiccation. Those delicate leaves within are filled with sap and if left uncovered would dry out and die at once, but the hairy covering and the non-porous scales with the cover of varnish form an excellent waterproof coat that prevents evaporation throughout the winter.

2.—The Markings on the Twigs.

Observations to be made by the pupil.—Should a leaf, a fruit, or a flower when it falls from a twig leave a scar? Look for the leaf scars on the twig. Make a drawing of one. Notice the little pits in the scar. What relation have the scars to the buds? Find a twig with two lateral but without a terminal bud and examine the end of it for a large scar. What do you think has fallen off there? What kind of scars should the bud scales leave when they fall off? Look for these rings of scars. All the twigs from the end to the first ring scars grew from the bud this year. Count how many years' growth there is on the twig and on each of its branches. Find a twig of horse-chestnut in which the growth has been very slow, and count the years of growth. Such branches are found on the under shaded parts. Examine other twigs such as the apple and the pear and find the leaf scars and the fruit scars—the latter are large, deep pits.

To the teacher.—Every organ that falls from a twig such as a leaf, flower or fruit leaves behind it a scar that it takes many years to efface. The larger the organ, the deeper and more marked the scar. A horse-chestnut leaf being large leaves a very large saddle-shaped scar, with seven spots on it; these spots are the points where the conducting strands passed from the twig into the leaf. Where a bunch of flowers was located and has fallen, a still more massive scar remains; these were the marks on the end of the branches which have no terminal bud. As a bunch of flowers terminated the stem, of course there could be no bud. When the bud in the spring grows out into a branch the four or five rows of bud scales falling off leave a series of ring-scars close together which mark the beginning of the year's growth. By running back the series of rings, as in the illustration, each year's growth is plainly marked.

A leaf scar is located below each bud, so we know that a bud grows in the axil of every leaf.

The twigs of the lilac, ash, elm and apple should also be studied, then scars observed, and then years of growth marked.

3.—Identification of Trees from their Twigs.

A synopsis is added by which the teachers can have their senior pupils find the name of any of the common trees from the twigs. Let each pupil after doing work outlined above, collect five twigs and identify them from the table. Twigs of the trees of the neighbourhood should be collected, mounted on cardboard, properly named and placed in the school museum.

Synopsis of the common trees of Canada:—

Group I. Buds opposite each other on the twigs.

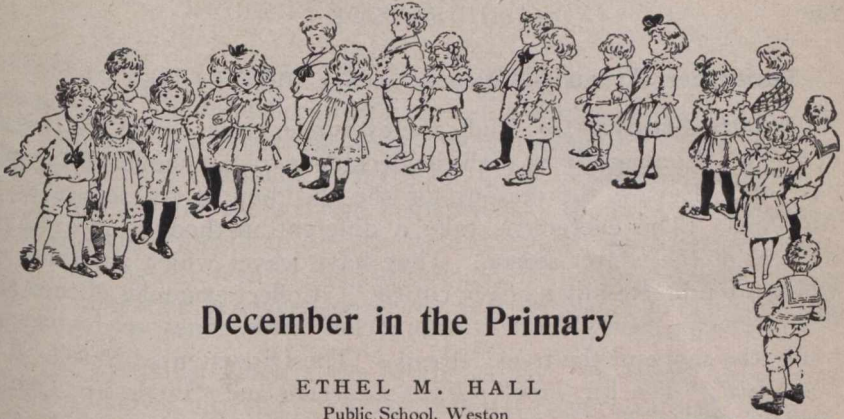
- (1) Visible bud-scales one or two—*the ashes*.
- (2) Visible bud-scales several—*the maples*.
 - (a) Twigs slender, buds small.
 - (b) Twigs stout, terminal buds large—*horse-chestnut*.

Group II.—Buds alternate and arranged in two rows on opposite sides of the stem.

- A. Buds roundish-oval: each about twice as long as broad.
 - (a) Visible bud-scales one or two—*basswood*.
 - (b) Several bud-scales visible—*elm*.
- B. Buds pointed, often three or more times as long as broad.
 - (1) Buds round in section, long, and jut out from the stem—*beech*.
 - (2) Buds slightly angular in section, shorter than in the beech and lie close to the stem—*hornbeam*.
 - (3) Twigs hairy or resinous dotted—*birches*.

Group III.—Buds arranged spirally on the twigs.

- A. Buds on short stalks—*alder*.
- B. Buds not on stalks—
 - (1) Apparently one large bud scale—*willows*.
 - (2) Several bud-scales visible.
 - (a) bud-scales black or dark purple—*mountain ash*.
 - (b) bud scales hairy, not black—*white poplar*.
 - (c) bud-scales smooth or hairy at the tip or margins.
 - (a₁) Several buds crowded at the tips of the long shoots—*oaks*.
 - (b₁) Long narrow-pointed buds, chestnut-brown in colour, with resin at tip.
 - (a₂) bud-tip points outward—*black poplar*.
 - (b₂) bud tip pressed against the stem—*aspen*.
 - (c₁) buds dark brown—*hawthorn*.



December in the Primary

ETHEL M. HALL
Public School, Weston

“The same expectant hush that lay
On Bethlehem so long ago—
Where evening shadows longer grow,—
Shuts in this dim December day.
The old-time spell is on the land,
On sober fields and woods of brown,
Sweet mystery on every hand,
The last month of this year to crown.”

December is all too short for the work which we would love to do in it. Let us not spoil the month by crowding and hurrying. It would be wiser to do less and let the spirit of the month linger with the children throughout the holiday season and longer, for: “We may not pass this way again.”

Introduce the work of the month by memorizing the beautiful story of the Birth of Christ, found in Luke 2: 1-16. The word pictures are so vivid that they need no comment.

Use the latter part of the poem: “The Little Lord Jesus” as a prayer for the month:—

“ I love Thee Lord Jesus,
Look down from the sky
And stay by my cot,
Watching my lullaby.
Be near me, Lord Jesus,
I ask Thee to stay
Close by me forever
And love me I pray.
Bless all the dear children
In Thy tender care,
And take us to Heaven
To live with Thee there.”

December Hymn:—"It came upon a Midnight Clear."

Nature Study.—(a) Study the evergreen trees:—pine, fir, spruce, hemlock. Compare them with the deciduous trees—maple, elm, poplar, oak, etc. Review the reasons for the shedding of the leaves in the Autumn. "The evergreens take a different method of meeting the dryness of the winter season. They have leaves which are thick and which are protected by a heavy cuticle." Collect examples of each kind of evergreen. Study the leaves, branches, buds, cones, seed-wings and study the shape of the trees. Read—"The Discontented Pine"—*E. S. Burnstead*; "The Fir Tree"—*Hans Anderson* and "Little Fir Tree"—*Evaleen Stein*.

(b) Holly—a broad-leaved evergreen. It was first used by the Druids before the Roman Period. The Romans used it in their celebrations. There are over a hundred varieties. It is a cone-shaped tree, twenty to fifty feet high according to climate. It grows in sandy soil and has smooth ash-colored bark. It flowers in May or June. The blossoms are white. The bright red berries remain all winter. There are six or eight seeds in each berry. Most of the Ontario holly is imported but it grows commonly in British Columbia. Tell—"Legend of the Holly Leaves." Memorise—"Holly," by Susan Hartley.

Picture Study:—This is the month for the study of Christ in Art. Refer to the art of the Middle Ages as shown by the ancient galleries of Europe. Some good subjects for study are—Madonna—*Murillo*, Holy Family—*Muller*, Arrival of the Shepherds—*Lerolle*. Announcement of the Shepherds—*Plockhurst*. Christmas Chimes—*Blashfield*. Madonna of the Chair—*Raphael*. Sistine Madonna—*Raphael*. The Boy Christ—*Hofmann*. Christ the Good Shepherd—*Plockhurst*. Madonna—*Carlo Dolci*. The Madonna—*Champney*. Madonna and Child—*Titian*. The Light of the World—*Holman Hunt*. The study of these or other subjects will create a most desirable atmosphere in the school-room. Make a collection of Madonnas. A Madonna should be in every primary room. *Murillo's* Madonna is beautiful and the story of its execution is interesting.

"The sweetest thought of Christmas is that of the human mother and the Divine Child—the lowly Mary of Nazareth and the Holy Babe of Bethlehem. It is the central conception of religious art. Over and over again in endless iteration is the tender theme repeated on altar-piece and painted window, in carving and mosaic, often rude and in-artistic but instinct with sacred feeling. Upon these, too, the wealth of genius has been lavished. No pictures in the world have such a value. For *Raphael's* Madonna in the National Gallery, London, the British

Government paid \$350,000. His Sistine Madonna in Dresden is worth even more." The influence of this ideal of purity and tenderness in an age of violence and ignorance can never be measured. Often the idea presented is that of peasant motherhood, lowly, tender and pure but its very humanness and the innocent helplessness of the Babe of Bethlehem will appeal with a greater force to the rude unlettered worshippers. Sometimes, too, vaguely seen in the background, a chorus of angelic figures hover in adoration, a suggestion of the universal homage of the Divine Child.

In the "Slumber songs of the Mother Mary" by Alfred Moyes, are expressed some of the thoughts which may have passed through the mind of the Mother of Jesus:—

"Sleep, little babe, I love thee!
 Sleep, little King, I am bending above thee!
 How shall I know what to sing
 Here in my arms as I sing thee to sleep?
 Hushaby low, Rock-a-by so,
 Kings may have wonderful jewels to bring,
 Mother has only a kiss for her king!
 Why should my singing so make me to weep?
 Only I know that I love thee, I love thee,
 Love thee, my little one, sleep.

But when you are crowned with a golden crown,
 And throned on a golden throne,
 You'll forget the Manger of Bethlehem town
 And your mother that sits alone
 Wondering whether the mighty King
 Remembers a song she used to sing,
 Long ago, rock-a-by so,
 Kings may have wonderful jewels to bring,
 Mother has only a kiss for her King."

If we do no more that instil the idea of mother love with its wealth of affection, we will have left a wonderful lesson in our study of the "Madonna in Art."

Literature for the teacher:—The story of the Other Wise Man—*Van Dyke*. One Night in Bethlehem—Bible. Prophecy and Fulfilment. Keeping Christmas—*Van Dyke*. A Christmas Carmen—*Whittier*. A Christmas Thought—*Lucy Larcom*. Descriptive articles on Eastern Life.

Poems for December:—The First Christmas Eve—*Agnes Lacey*. Christmas Bells—*Longfellow*. Three Kings—*Longfellow*. Why do Bells of Christmas Ring—*Eugene Field*. Little Town of Bethlehem—*Stubbs*. When Stars of Christmas Shine—*Poulson*. Bells across the snow—*F. R. Havergal*. While Shepherds watched their flocks—*Tate*. Night before Christmas. Vision of Sir Launfal—*Lowell*.

Legend and Story:—(For method: see THE SCHOOL for December, 1913). Legend of the Fir Tree—*Jean Halifax*. Magdalen—*Primary Education*. Legend of the Holly Leaves. Piccola—*Esther White*. Legend of Saint Christopher—*A. E. Allen*. The Christmas Candle.—*Flora Millar*. The Little Pine Tree—*Hans Andersen*. Legend of the Shepherd—The Golden Road—*L. M. Montgomery*. Christmas Story—Luke and Matthew. Christmas in France, Italy, Austria, Bohemia, Germany, Norway, Holland, Rome, Mexico, Russia, Spain, England, etc.

Songs for December.—O, Christmas Tree—*Nina B. Hartford*. Carol—It Came Upon a Midnight. A Manger Song—*Chas. E. Boyd*. A Christmas Lullaby—*Chas. E. Boyd*. A Lullaby—*W. A. Post*. Beautiful bells of Christmas Tide—*Perkins*. Sleep! Sleep! Baby of Mine. Away in a Manger. December Days. Stocking Song. Long Years Ago.

A Pretty Pantomime.—Christmas Bells.

Hark! The Christmas Bells are ringing
In the steeples, swaying, swinging!
Christmas comes, and o'er the earth,
Comes the message of Christ's Birth.
Ringing, swinging, ringing, swinging,
Christ was born on Christmas Day.

Geography.—Study Arabian Life. Make a study of the country, people, animals, trees, food, life in the desert, etc. Let the sand table be dry to represent the desert. Show desert life in tents. Model men, animals, etc., and place them upon the table in characteristic attitudes. Show the three wise men on the way to Bethlehem. Build the "Little Town upon the Olive-crowned Hill." Place the guiding star above the table. Model sheep and shepherds in different attitudes. Mass in the story of the journey of the Wise Men and the message of the angels behind the table. The Little Town of Bethlehem and the scenes from Arabian Life may also be shown. A detailed lesson will be found in THE SCHOOL, February, 1914.

Paper Cutting.—Tents, houses, camels, donkeys, ostriches, horses, trees, etc.

Modelling—Bells, trees, animals, and all necessary work for the sand-table.

Drawing or Color Work.—Sprays of holly, stars, bells, stockings, Christmas scenes, Santa and his reindeer.

Reading.—(a) Drill on the long sounds of the vowels. Call them little helpers. Make lists of words containing the short sounds of the vowels. Let the pupils see the effect of placing the silent "e" at the end of one of these words. The silent "e" makes the vowel say its own name as mat—mate; not—note. Review frequently.

(b) To teach the non-presentive word "*the*". It is wise to begin with a story in order to gain the interest of the pupils. "Tom rushed into the house (illustrate) after school. He wanted his mother. Not finding her in the front of the house, he rushed out to the kitchen (illustrate). He found her standing upon a chair (illustrate). 'Why, mother, what is the matter?' said Tom. 'I saw a rat run across the floor,' said his mother. 'Where's the cat?' said Tom. 'Outside somewhere,' said his mother. 'I'll find her,' said Tom. So he ran down the steps (illustrate) into the shed. (Illustrate, drawing the pictures rapidly as you talk). He found the cat asleep on the floor (illustrate). He picked it up in his arms and ran back up the steps, into the kitchen, (point to the pictures) and put the cat down. He expected the cat to run at the rat but the lazy old cat just lay down upon the mat (illustrate) and went to sleep. Tom's mother was so angry that she took the broom (draw) and swept the lazy cat down the steps upon the grass. So the rat got away to its hole in the wall."

Run over the story rapidly by means of questions and write the names of objects beneath the picture, connecting the words as *the* cat, *the* rat, etc., by means of a curved line. Use the pointer when referring to "*the*" and tell the class that it is a queer little word which *never speaks alone*. It is shy and talks only *when its companion speaks*. Drill by means of sentences as: *The cat is on the mat. The rat is in the hole. The broom is in ma's hand.*

(c) A nursery rhyme:

A ship, a ship, a-sailing,
A-sailing on the sea,
And oh! it was all laden,
With pretty things for me.

There are toys in the cabin,
And apples in the hold,
The sails were made of silk,
And the masts were made of gold.

The captain was a duck
 With a jacket on his back,
 And when the ship began to move,
 The captain said, "Quack! quack!"

Draw a good-sized ship on the blackboard. Indicate the waves with "hold" of ship beneath the water. Use colored chalk for the sails and masts. Question the pupils as to their knowledge of boats. Why are sails used? Where is this ship? (As the words or groups of words are brought out place them on a different part of the board for future drill). Thus—A ship, a-sailing, on the sea, pretty things. What cargo is our ship carrying? (Toys and apples). Where are the toys? Where are the apples? (Illustrate on the ship on the blackboard). Of what are sails usually made? What material is used for these sails? (Made of silk). Of what are masts usually made? Of what are these masts made? (Made of gold). Name the chief man on every ship. This ship had a queer captain. Can you find out what he was? How was he dressed? What does a captain usually say when the ship is ready to sail? (All aboard!) What did this captain say? (The phonic knowledge of the pupils will aid them in finding out what you wish). Drill upon the words on the blackboard. Ask some pupil to read the story from the board. There is sufficient work here for three or four lessons and the interest will not diminish. Let the pupils imagine that it is a Christmas ship.

Number.—Begin the second review of the simple combinations using the central figure as a *constant* one as:— $1+3=4$, $2+3=5$, $3+3=6$, etc. Continue counting by 5's, 10's, 2's, 1's, and 3's. Have the pupils analyze the numbers frequently thus:— $52=5$ tens and 2 units; $124=1$ hundred 2 tens and 4 units, or 6 tens and 3 units will make what number? (63). 1 hundred, 7 tens and 5 units will make what number? (175). Continue the spelling of the numbers to nineteen. This will be sufficient for the first term as these are the most difficult to remember. The Roman numerals as far as nineteen may also be taught. This completes a solid term's work and is a good foundation for the "tens" and "doubles" and rapid addition in January.

Let us forget the things that vexed and tried us,
 The worrying things that caused our souls to fret;
 The hopes that cherished long, were still denied us
 Let us forget.

Let us forget the little slights that pained us,
 The greater wrongs that rankle sometimes yet,
 The pride with which some lofty one disdained us
 Let us forget.

But blessings manifold, past all deserving,
 Kind words and helpful deeds, a countless throng,
 The fault o'ercome, the rectitude unswerving

Let us remember long.

The sacrifice of love, the generous giving
 When friends were few, the hand clasp warm and strong,
 The fragrance of each life of holy living

Let us remember long.

Whatever things were good and true and gracious,
 Whate'er of right has triumphed over wrong
 What love of God or man has rendered precious

Let us remember long.

So pondering well the lessons it has taught us
 We tenderly may bid the year "Good-bye,"
 Holding in memory the good it brought us,

Letting the evil die.

Susan E. Gammons.

Book Reviews

Old Mole, by Gilbert Cannan. The Macmillan Co., of Canada, Toronto. "The surprising adventures in England of H. J. Beenham, M.A., sometime sixth-form master at Thrigsby Grammar School in the County of Lancaster". An interesting novel which culminates in a rather impressive interpretation of life. The book is, of course, not at all suitable for the school library, nor is it intended for children's reading; but teachers will find it an interesting volume for holiday relaxation.

Old Masters and New, by Kenyon Cox, is a fine volume of essays in Art Criticism published by Fox, Duffield and Company, of New York. It is well-written and is illustrated with good prints in black and white. This work is recommended as quite suitable for teacher's or school or public library.

French Composition Book, by Margaret Kennedy. Published by G. Bell & Sons, Ltd., London. 90 pages. Price 20 cents. Valuable material for the busy teacher is contained in this inexpensive and compact little book. It consists of a series of carefully selected and well graded exercises to which are appended suitable hints for translating into French. An innovation for books of this type is a number of outlines of anecdotes for the purpose of practice in free composition. More of these might well have been given. For third and fourth year classes in French such a book is almost indispensable.

H. V. P.

Constructive Work for December

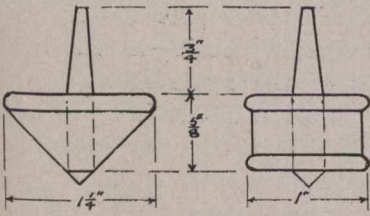
A. N. SCARROW.

Faculty of Education, University of Toronto

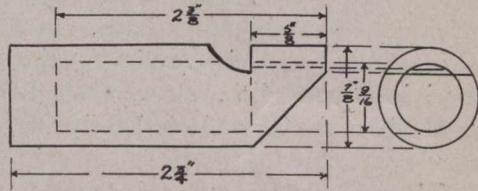
This is the month for toys and presents. The desire to give rather than to receive presents should be encouraged by the teacher. Much money is spent every year in buying for young children simple toys that might easily be made by the givers, if they only had the facilities and a little guidance. This is a kind of work which for many reasons is suited to beginners. First; these toys are not designed and constructed on any hard and fast plan, and so leave much to the imagination, invention, and genius of the maker. Then again, many of them are scarcely expected to last more than a few days or hours, and therefore do not require any great strength of construction or elaborate finish. It would be rather unfortunate if they were made so strong that they could not easily be taken apart and investigated. Moreover, it is a good thing for children to have before their minds the planning and preparation of Christmas presents for a longer time than merely to buy a five or ten-cent toy.

There is still another phase of this work on Christmas toys that may be used advantageously in school, namely, the repairing and renewing of old toys to be distributed amongst children who otherwise would have empty stockings on Christmas morning. This work is quite as good from the standpoint of skill and mechanical ingenuity as the making of new toys, and may be made to develop even a broader social feeling. There are around the homes of the boys and girls many toys and play-things that have become dear to them. These, after the owners have outgrown them, they would gladly place in a collection that might be gathered by a school for repair and distribution to children of an age to appreciate and profit by them. It is only when a thing that is valued is given that the real Christmas spirit begins.

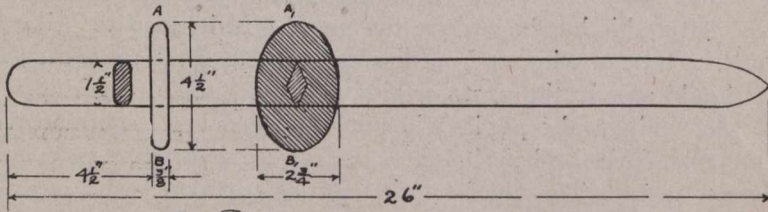
The teacher might appoint a day to bring in presents that are to be renewed and distributed, and then choose committees of boys and girls to look over the articles and hand them to individuals who would make the best effort to put them in good condition. There should be discussion in classes or in groups under the teacher's direction of how best the repairs might be effected. The teacher will often be surprised at the apt suggestions offered by some of the pupils. The more ingenious pupils should be given the responsibility of overseeing different departments



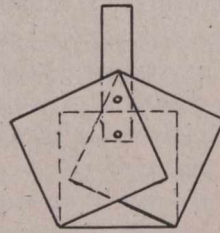
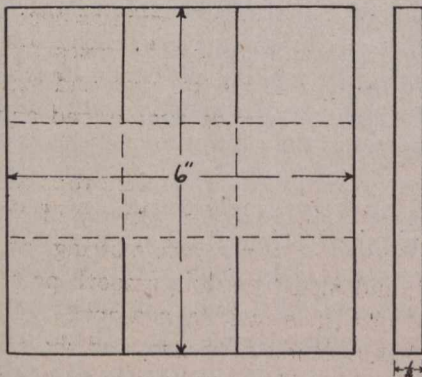
1. Spool Tops.



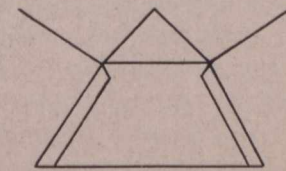
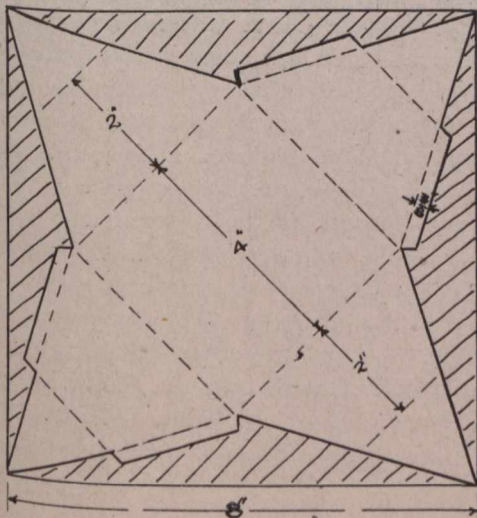
2. Whistle.



3. Sword.



4. Candy Basket.



5. Candy Box.

of the work. This work of making and repairing presents is quite as much suited to girls as to boys. In the homes, in fact, it has been left almost entirely to girls, relieving the boys of the responsibility and depriving them of the pleasure of giving. A boy will buy his present, a girl will make hers. It is hardly necessary to say that the latter is more appreciated.

The materials required for these repairs cannot definitely be determined until the collection has been made and the requirements investigated. After this has been done the pupils will be glad to bring pieces of cloth, or tape or wire, and needles and thread, while the school equipment should supply the paste or glue and the tools for making repairs. A class of wide-awake pupils will not require many tools more than a boy's pocket knife and probably a gimlet, a pair of pincers, a hammer and some tacks. The chief requirement is a teacher who has a little faith in herself and her class, and then will follow a pleasant surprise at the result of a first timid attempt at Christmas work in school.

There is also a more general kind of Christmas work, such as decorations for rooms and Christmas trees, the making of candy-boxes and Christmas cards, all of which leave much to the artistic taste and skill of the individual, but which at the same time may be encouraged and helped by the teacher.

The drawings shown suggest a few very simple toys. The tops are made from spools, the only tool required being a knife. Many of the boys would be glad to make a larger top to be spun with a string, and having a small nail driven in the end, and filed to a dull, smooth point. Christmas would hardly be Christmas without a whistle or a horn. The barrel of the whistle should be bored before it is cut to size, and shaped. The dimensions need not be strictly followed. Have different sizes made and, if there is not a brace and bit at hand, ask some boy to bore at home as many pieces as are required, and bring them to school for the class to finish. All the work but the boring may be done with a knife. A small plug may be made for the end and trimmed after gluing in. The sword can be made entirely with a knife, and for material almost any person can find a slat of thin wood around the house, or split one off the edge of a thin board. Allow the pupils to make changes in the design so long as they are improvements. The drawings are merely suggestive. Numbers 4 and 5 are simple exercises in stiff paper. The candy-basket is made on nine squares. Cut on the full lines, and crease on the broken lines. Instead of pasting the sides and the handle in place, they may be tied with pieces of fancy string as suggested by the holes. The candy-box, also, might be punched and tied at the corners instead of pasting as shown in the drawing.

Other exercises suitable for Christmas will be found in the Manual: the paper box and handkerchief case, page 47; the woven candy-basket, page 127; the raffia mats and work in wool, pages 128, 129 and 133; and, for first and second grade pupils, the paper cuttings, page 147. There is a book on Manual Training Toys by the Manual Arts Press, price \$1.00, which should be in every school library.

Book Reviews

Know Your Own Mind, by William Glover. Cambridge University Press, London. pp. 204. 50 cents net. The Cambridge University Press is issuing a series of cheap popular works on philosophy and psychology. "Know Your Own Mind" is a popular exposition of Herbartian psychology. It has all the strengths and weaknesses of the Herbartian position. Herbartian psychology false in its fundamental assumption of ideas as separate entities possessing dynamic qualities, by its logical development and wealth of illustration has gained a large following especially among teachers. Mr. Glover by his facile pen almost persuades us to throw in our lot with the Herbartians. The book is written in an easy style, so easy, in fact, that at times it degenerates into colloquialism. The author has a wide knowledge of English literature and his quotations are apt and pointed. If we were asked what the chief defects of the book were, we should answer, "the reliance on 'a master'—Herbart in this case, the quotations from so many secondary authorities, and the neglect of modern psychology, especially along experimental lines". Nevertheless, we enjoyed reading it and are indebted to Mr. Glover for a praiseworthy attempt to make psychology accessible to the masses.

P. S.

The Alexander-Dewey Arithmetic. An elementary book by Georgia Alexander, edited by John Dewey, Professor of Philosophy in Columbia University. 300 pages. Price 45 cents. Longmans, Green & Co., New York. This book should be in the library of all teachers of arithmetic in the lower forms of our Public Schools. The whole treatise of 300 pages is devoted to the elementary rules and if carefully read and its method adopted by our teachers, it would greatly improve the teaching of arithmetic in the Public School. The idea is to relate numbers to the experiences of the child, thus arousing his interests and stimulating his thought. The plan adopted is based upon a psychological understanding of the child. It is a splendid book at a very moderate price.

C. L. B.

Christmas Trees

MARGARET D. MOFFAT

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Nearing Christmas, the grocers of the city received a consignment of Christmas trees. As these were being delivered small sprays were broken off. Children on their way to school picked them up and brought them to the teacher. She seized them with avidity, for nature study material is scarce in the heart of a city. She "saved the pieces" until she had five varieties—white pine, spruce, balsam, hemlock and cedar. She had some old pine-cones on hand. So, one afternoon she held up the sprays to class-observation and asked "What are these?" Scorning the ordinary "red-tape" of up-raised hands came a spontaneous chorus; "Christmas trees!" And little wonder! A whole life-time of happiness is concentrated in one of those trees and memories that can be hugged throughout the years!

There's a wonderful tree, a wonderful tree,
The happy children rejoice to see.
Spreading its branches year by year,
It comes from the forest to flourish here.
And this wonderful tree with its branches wide
Is always blooming at Christmas-tide.

Well, it doesn't spoil the interest of the boys and girls in the tree to teach them that different kinds of trees grow in the woods to be decorated sometimes with gifts for them at Christmas. Start with the white pine. From the little branch pinch off the tiny bunches, giving one to each child. When all have one, ask for the parts of a tree which have been taken before—roots, branches, trunk, leaves, flowers, fruit and seed. Ask which part of the tree they are holding. They have the leaves. Ask them to name something they have seen which has the same shape as these leaves. They are like pins or needles. Since they have no heads we call them needle-like. How many needles are in Jack's bunch? Dorothy's? They all have five. A little sheath holds the five together. Compare these needles with those that ladies use for sewing. These are soft and dark-green. Measure their length. These leaves came from a white pine tree. It is the lumberman's tree. It has been cut down in such quantities to be used for building that by-and-by there will be none. The seeds of the white pine are at the bottom of the scales on cones. All cone-bearing trees are conifers. Squirrels are very

fond of cone-seeds. While they are quite green in July the squirrels will strip the cones like a pineapple, dropping the core and scales to the ground beneath the trees.

Take the spruce branch next. A teacher in the country can have a specimen for everybody but the city teacher with her one little sprig passes up and down the aisles while the children examine it. She asks them to see how the leaves are arranged on the stem. She pinches off a needle for each child. What is the difference between these needles and the white pine needles? They are not so smooth around but have three or four sides. They are scattered up and down the stem. They are short and stiff. The spruce tree also has cones, so it is a conifer.

The balsam is examined in the same way. The needles are short and flat. The spray is dark-green above and very light-green beneath. Invite the children to pinch the balsam needles and smell them. They are very fragrant with an odour all their own. A small boy once came home from kindergarten Christmas services and announced, "When I have a Christmas tree I won't have that 'smelly' kind!" Another name for balsam is fir. And here, tell Hans Christian Anderson's story of "The Little Fir Tree." Read it and re-read it for yourself and condense it until you can make it sound very real and attractive. There is also another story, short enough to be used for reproduction: "A little Fir grew in a park. Near her stood a lofty Maple. People passing admired the Maple. But nobody noticed the little Fir tree. The Maple tossed her head proudly and looked down upon the Fir at her feet. The Fir could not help feeling sad. But the Fairy of the trees passed one day. She saw the lonely little tree and said to her:

'Tree, tree, be cheerful for me
And you forever green shall be.'

Then the Fir felt better. By-and-by autumn came. The leaves of the Maple faded into a dull yellow. She looked very shabby. Then one night a storm finished the proud tree. In the morning she stood with branches ragged and bare. Snow fell and covered the park. People said, 'How pretty that little green tree looks in the white snow!' It was the little Fir tree."

The hemlock branch is much like the balsam. It is flat and the leaves are flat. The spray is dark-green above and light below but the leaves are very short, only half as long as those of the balsam. The spray is fern-like and very limber and there are tiny cones clinging to it.

The white cedar is different from all the others. The leaves are very tiny and over-lap one another like scales on a fish or shingles on a house. The cones are cone-shaped and small, clustered thickly on the sprays. The cedar also has a strong fragrance all its own. The wood is durable. Posts, railway ties and shingles are made of it.

In the country, where teachers and children have opportunity, other conifers can be studied:—the red cedar, the broad flat patches of juniper or the ground hemlock of swampy fence-corners, the red pine and the white and black spruces. There is, too, almost as much bird-life in winter as in summer. Groves of conifers can be watched for winter-birds. The tiny, restless, golden-crowned kinglets flit about the spruces in zero weather. The chickadees, pine siskins, brown creepers, nut-hatches, downy and hairy woodpeckers are all there. Seeking for seeds from the cones come the grosbeaks and crossbills. The beaks of these latter are "made a-purpose." The strong beaks of the grosbeaks for cracking hard seeds and the twisted bills of the crossbills for ferreting out the seeds from the deep scales of a cone. Read and memorize Longfellow's poem, "The Legend of the Crossbill."

That bird is called the crossbill
Covered all with blood so clear.
In the groves of pine it singeth
Songs, like legends, strange to hear.

In an Irish school not long ago a school teacher asked a class to define "nothing". He wrote the question on the blackboard, and did so quickly and rather carelessly. A little red-headed fellow's hand shot up. "Well, Thady, what is nothing?" said the teacher. "You may tell us."

"It's the dot on the 'i' ye've just forgotten to make, sor!" was the triumphant reply. An equally good definition was that of the lad who declared that nothing was "a footless stocking without a leg". He, too, was Irish. Less imaginative, but no less convincing, was the mercenary definition given by a canny "chiel" in Scotland. "It's when a man asks ye to haud his horse," he explained, ruefully, "and then just says 'Thank ye'."

A Missouri farmer whose son was an applicant for a position under the government, but who had been repeatedly turned down, said:

"Well, it's hard luck, but Joe has missed that civil service again. It looks like they just won't have him!"

"What was the trouble?"

"Oh, he was short on spellin' and geography and missed a good deal of arithmetic."

"What's he going to do about it?"

"I dunno," said the farmer. "Times is mighty hard, an' I reckon he'll have to go back to teachin' school for a livin'."

Salaries of Teachers in Ontario

Continued

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Faculty of Education, University of Toronto

II. Another important factor which must be taken into account when estimating salary values in Ontario is the academic and professional qualifications of the teachers. No one would expect a teacher, who, after graduation from the elementary school, had spent eleven

TABLE III. Table showing the percentage distribution of salaries for men and women holding first, second, and third class certificates respectively. The writer only used 70% of the cases and hence the table may be very slightly inaccurate.

Salary in Dollars.	1st Class.		2nd Class.		3rd Class.	
	M%	W%	M%	W%	M%	W%
200-300	—	.6	—	.2	—	1.9
300-	—	.6	—	2.6	.6	8.5
400	—	8.1	1.2	10.8	18.0	45.0
500	1.3	24.1	17.3	38.6	64.6	39.9
600	2.9	32.4	24.4	23.7	14.0	3.6
700	1.3	15.3	16.2	7.1	1.7	1.2
800	1.3	8.1	13.0	9.5	.6	—
900	2.1	1.8	4.4	1.6	—	—
1000	5.0	6.1	8.6	5.7	—	—
1100	8.8	.3	3.8	.2	—	—
1200	8.4	1.8	2.2	.1	—	—
1300	17.1	—	1.8	—	.6	—
1400	7.7	—	1.2	—	—	—
1500	9.6	.3	1.8	—	—	—
1600	8.4	.3	1.2	—	—	—
1700	4.2	.3	.6	—	—	—
1800	4.7	—	1.2	—	—	—
1900	2.5	—	—	—	—	—
2000	2.5	—	1.2	—	—	—
2100	2.5	—	—	—	—	—
2200	4.2	—	—	—	—	—
2300	5.4	—	—	—	—	—
Median Salaries.	\$1423	\$651	\$743	\$595	\$549	\$488
Average Salaries.	\$1340	\$634	\$757	\$587	\$524	\$458

years in equipping himself for his career, to receive as small a salary as one who had only spent four or five. He has had a greater capital

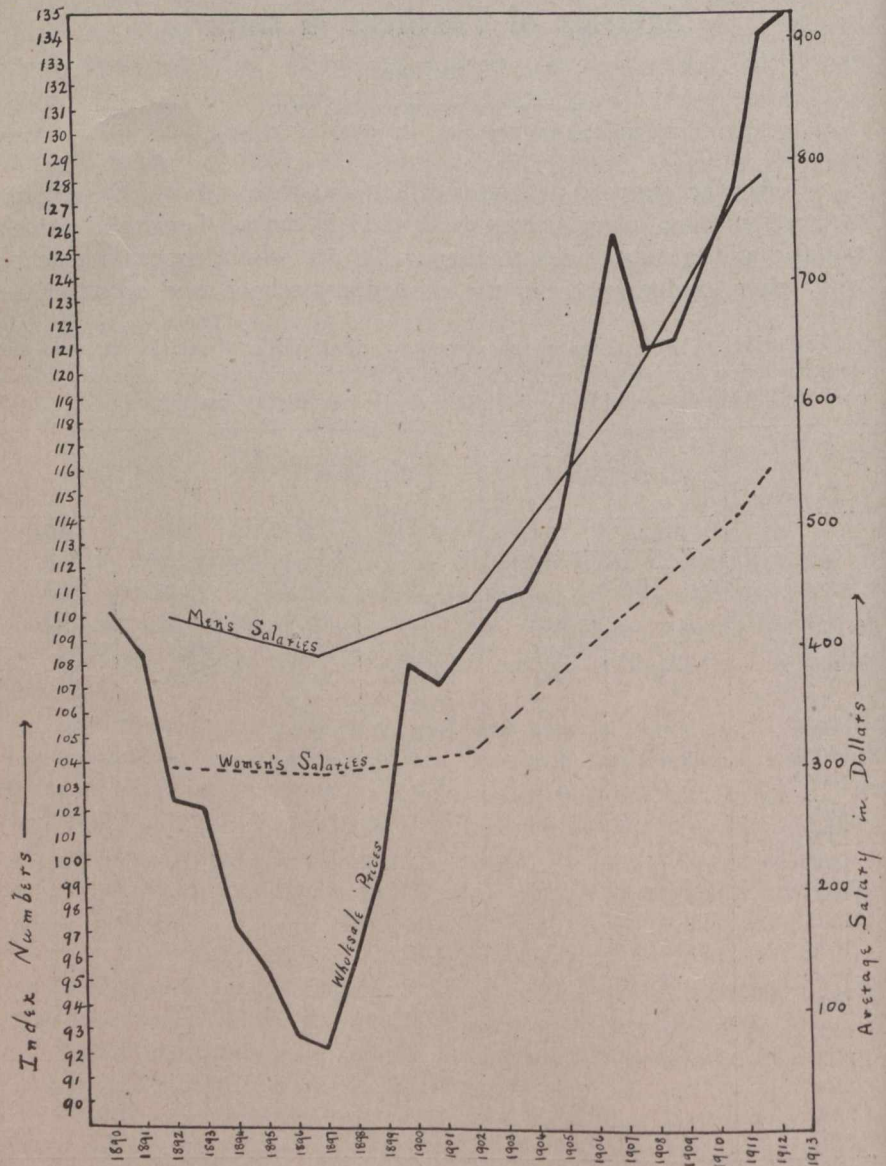


Diagram VI.

Curves showing the relationship between salaries of teachers and cost of living. The thick continuous line shows the course of wholesale prices in Canada during the twenty-three years, 1890-1913 (inclusive). The number of commodities on which the figures are based is 272. The average prices from 1890-1899 gives the index number 100. The thin continuous line shows the average variation in the average salary of men teachers; the dotted line that of women teachers.

outlay and must have a greater return. I have been unable to calculate the salary value of a degree in arts, but the difference between the average salaries of Public School and High School Teachers is a rough indication of its value in Ontario. For men it is approximately \$800, for women \$300 per annum.

A better indication of the value of prolonged academic and professional training is given by the preceding table, which shows the distribution (in percentages of persons earning them) of salaries of teachers holding first, second and third class certificates respectively. A mere glance shows that the holders of the better certificates command the higher salaries. The median and average salaries are:—

	1st CLASS		2nd CLASS		3rd CLASS	
	Median	Average	Median	Average	Median	Average
Men.....	\$1,423	1,340	743	757	549	524
Women.....	\$ 651	634	595	587	488	458

For Ontario a first-class certificate means approximately 7 years' study beyond the elementary school or 11 years' in the case of graduates; a second-class means 5 years, and a third-class 2½ years. Each additional year of preparation brings in a handsome financial return which is received so long as the teacher remains in service.

III. The third problem with which we have to deal is the relationship between salaries and cost of living. Salaries move more slowly than does cost of living. The salaried man is best off in hard times, paradoxical though such a statement may sound. The reason is that salary adjustments are slow; movement in salaries lags behind the general trend of price of commodities. Consequently, in hard times, when salaries are still normal and purchasing power is greater the teacher is in a fairly happy position. It is then that the normal schools and faculties of education are full to overflowing. Business outlets are closed; the security of the teaching profession makes a great appeal.

In Figure VI, I have plotted for about twenty years the course of teachers' salaries, men and women, in Ontario alongside that of wholesale prices for Canada. The general parallelism among the curves indicates, although it does not prove, a causal relationship between salaries and cost of living. It will be noticed that in the hard times of the early nineties salaries dropped but slightly; on the other hand they were slow to respond to the subsequent increases in the cost of living. Nine-two cents would purchase as much in 1897 as \$1.35 would in 1913. Salaries in the same period have doubled for men and almost doubled for women teachers. Yet it is to be doubted if teachers are really better off than they were, owing to the raising of the standard of living; they are not

content to live as their parents did before them (and who can blame them?); they make the luxuries of the past generation into the necessities of the present. Therefore there will be a persistent demand for higher salaries based upon the fact of the increase in the cost of living.

IV. The drainage of teachers away from the profession into other walks of life has the effect of increasing salaries. There is a perpetual shortage—a continual struggle to keep up the supply by the central authority. How many teachers are lost to the profession in Ontario each year? I have endeavoured to make a calculation, but the result is only an approximate one because certain factors were unknown and had to be guessed.

The calculation is as follows. In 1913, 2,350 new teachers entered the schools of Ontario. If this rate of increase were kept up, then in 8.08 years (the average stay of a teacher within the profession) there would be 18,988 teachers. This would give in the 8.08 years 5,117 teachers over and above the needs of the Province, or 633 per annum. We may, therefore, safely say that the loss of teachers in Ontario by drainage to the North-west and to other professions is not less than 600 per annum. Such a defection cannot fail to have a pronounced effect upon the salaries of those who remain.

V. Throughout the whole of the study the differences between the salaries of men and women have been indicated. Why should there be such differences as are shown by Tables I, II and III? The answer is difficult to give. It should be noted that women are crowding the men from the profession. Prior to 1870 there were more men than women teachers. In 1882 there were in Ontario 3,062 men and 3,795 women teachers. In 1913 the proportion was 1,511 men to 9,246 women. Now many persons are convinced that children should not be taught exclusively by women, hence there is a premium put upon the services of men teachers. This is probably a deciding factor in favour of higher salaries for men but the economics are too complicated for discussion in this brief paper. Great Britain on the whole recognises that one-third less salary than a man receives is the legitimate salary of a woman teacher. In the United States the tendency is to pay them more nearly equally; in fact New York City pays all its teachers on the same basis. The present tendency in Ontario, as may be seen from Figure VI, is for the salaries of men teachers to increase more rapidly than those of women. How long this will continue it is impossible to say.

Little Willie—You are awful proud of your gran-pop, ain't you?
Little Bob—You betcha! Why, he used to lick pop reg-lar!

Art for December

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

[Teachers may write THE SCHOOL asking for information regarding Art Work. These suggestions will be answered in the next available issue by Miss Jessie P. Semple, Supervisor of Art, Toronto, and Miss A. Auta Powell, Instructor in Art in the Normal School, Toronto.]

I. Christmas Work for Junior Grades.

Christmas time is drawing near once more, and with it comes the spirit of giving. Let us plan our December work to encourage this spirit in the children. Very simple articles, thoughtfully planned and carefully executed, will make little gifts to take home for mother, father, sister or brother.

The following list of articles is suggested as being possible for junior grades:—cards, folders, book-covers, doilies, book-marks, cornucopias, boxes with decorated covers, blotters, calendars.

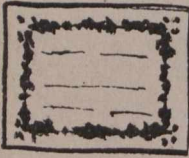
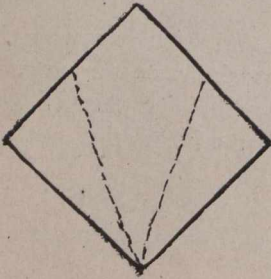
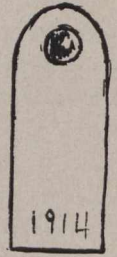
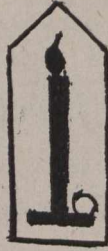
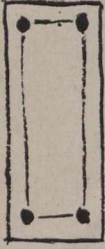
Motifs suggested for use in decorating the above are—holly, mistletoe, Christmas trees, candles, evergreen, Christmas seals, stars, pictures suggestive of Christmas, cut out and mounted.

In Junior First classes allow some latitude, but in higher grades use only one motif on each article. Children in the Second Book may add a carefully printed or written greeting, or Christmas motto. Pupils in Senior Second may make a more extensive booklet, containing an illustrated story of their own composition, and having a decorated cover. The Christmas colours are red and green.

Christmas cards may be cut out of stiff paper. The decoration should be planned to follow the lines of the card. Corners may receive special attention. (See illustrations).

Folders make a more important looking form of Christmas cards. They present a choice of several spaces for decoration. All of these should not be used. Carefully print or write your Christmas message on the inner side, and decorate only the outside of the flaps, or leave the outside plain, and place decoration on the inner side of the flaps. Both methods are shown in illustrations.

If boxes are made decorate the covers along the lines of construction, that is, at corners, where diagonals meet, or parallel to edges.



Blotters may be decorated along the same lines as box covers and held together with brass paper fasteners or a ribbon of appropriate colour.

A set of green or red paper doilies for the Christmas dinner table makes an interesting problem for juniors. Cut the papers round in shape, fringe the edges with the scissors, and decorate with a wreath of holly, mistletoe, or Christmas greens.

Cornucopias are easily made (see illustrations) and may be used to hold Christmas goodies.

II. Third and Fourth Book Grades.

(NOTE.—Suggestions for what to make before Christmas were given in the November issue in order that one article might deal with the subject of Picture Study).

Pictures are introduced into the schoolroom in order that the imagination may be exercised, the emotions cultivated, the love of the beautiful fostered, the love of the great and the good made permanent. Linguistic results expected from the correlation of picture study and language work should be subsidiary as should also the power to observe. Yet the latter need not be entirely neglected, for are there not already too many of us going around the world having eyes and seeing nothing—to whom the “stones” which should give us “sermons” are only rocks and our “brooks” are but “running water.”

The practice of naming and minutely describing the details of a picture will not accomplish the purpose of picture study. These details must be interpreted, unified and made to contribute to the main thoughts which the master wished to express.

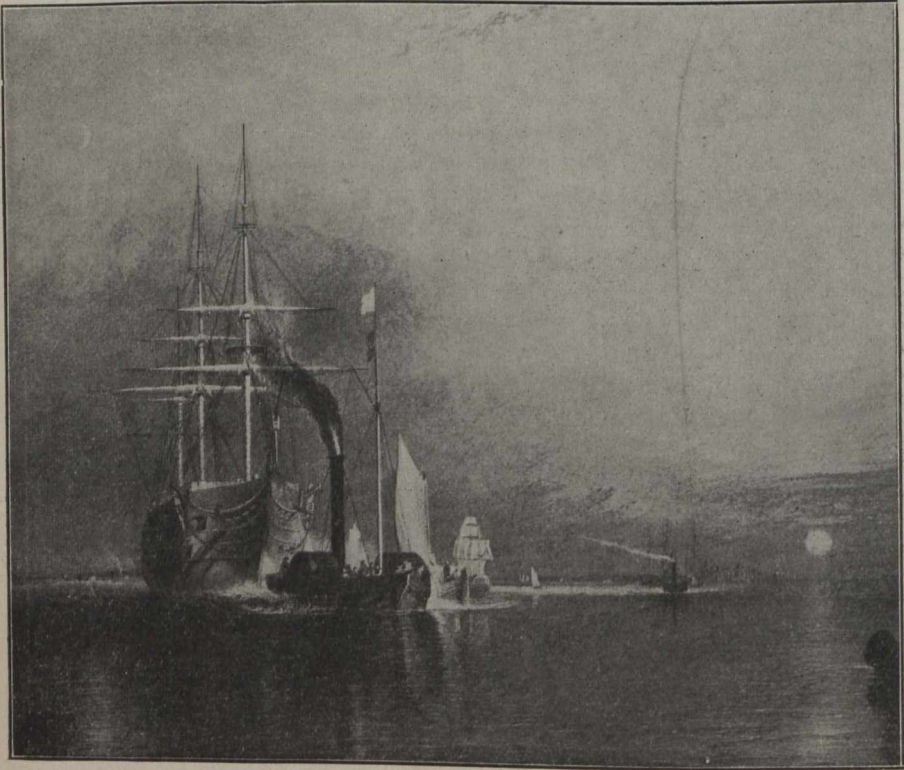
Appreciation will depend largely upon the degree of knowledge possessed. A knowledge of the setting or historical text of a picture will help to a fuller appreciation. This should be followed by an interpretation of the picture itself. This interpretation may be developed by means of questions which will provoke thought on the part of the children and attach some significance to the details. To illustrate from Turner's Fighting Téméraire:

1. *Tell briefly the story.*

During the Battle of the Nile, the British captured a French battleship called the “Téméraire,” which means “the daring one.” Three months later this same battleship manned by a British crew fought in the Battle of Trafalgar. She was the second ship in Admiral Nelson's line and having little provisions or water on board was what sailors call “flying light” so as to be able to keep pace with the fast sailing Victory. When the latter drew upon herself all the enemy's fire, the Téméraire tried to pass her to take it in her stead, but Nelson hailed her to keep astern. Nevertheless two hours later she lay with a French 74 gun-ship on each side of her, both her prizes; one lashed to her main-

mast and one to her anchor. She had prevailed over the fatal vessel that had given Nelson death.

The *Téméraire* was a sailing ship, built of oak. Soon afterward ships were built of iron and propelled by steam. What will become of the *Téméraire*? For a time British sentiment prevented her destruction and she was used as a training ship, but she was finally towed away when her usefulness was over.



"THE OLD TÉMÉRAIRE"

2. *Interpretation.*

Pupils will readily observe that the sky is ablaze with sunset light and that the waters reflect the glow of the clouds in every ripple. They will see too the low, broad hull of the self-important little steam vessel towing the stately and more dignified battleship but it may require a question or two, and a few moments' thought to bring out the relation between these details. Both represent the close of a glorious day. The ancient battleship has had her day. Now it is all over!

Other observations will be: (a) A few scattered spectators; (b) the men in the little row-boat; (c) the city in its remote and dream-like

haze. Here again a few pointed questions may be necessary to show the unity of thought. A few scattered spectators in an audience room make it seem lonelier than if it were quite empty. The interest (if any) of the men in the little row-boat only emphasizes the absence and neglect of the rest. The careless city seems unaware of the passing of a vessel that has brought honour to a whole nation. All these details were intended to say—Ingratitude—none grateful enough to do her honour as she passes to her end.

Pupils will observe the diagonal directions of masts, flagstuffs, smoke, etc., the splash of the water churned into foam by the paddle-wheels of the forward boat. What is the significance of these details? Each helps to make us feel the pull which shows the reluctance with which the old gives way to the new or with which age gives way to youth. What could be more pathetic than the reluctance with which this old battleship goes to her grave!

After your pupils have interpreted this picture, present Holmes' "Old Ironsides" in order that they may make comparisons between what the painter has said in the language of form and colour and what the poet has said in verse:—

"Aye, tear her tattered ensign down!
 Long has it waved on high,
 And many an eye has danced to see
 That banner in the sky;
 Beneath it rung the battle shout,
 And burst the cannon's roar—
 The metor of the ocean air
 Shall sweep the clouds no more.

"Her deck, once red with heroes' blood,
 Where knelt the vanquished foe,
 When winds were hurrying o'er the flood,
 And waves were white below,
 No more shall feel the victor's tread,
 Or know the conquered knee;
 The harpies of the shore shall pluck
 The eagle of the sea!

"Oh, better that her shattered hulk
 Should sink beneath the wave;
 Her thunders shook the mighty deep,
 And there should be her grave.

Nail to the mast her holy flag,
 Set every threadbare sail,
 And give her to the god of storms,
 The lightning and the gale!"

Suggestion—Would a simple booklet, beautiful because well arranged, coloured and executed, containing the pupil's own brief description of some one picture adapted to the spirit of the season, make an acceptable Christmas gift? A reproduction of the picture chosen could be secured by the pupils for a penny. Mount on gray drawing paper of the size and shape desired. For the written pages use blank white paper. Simple initials and head and tail pieces in colours might be inserted. The cover might be of gray drawing paper coloured in three tones of a chosen colour. The background should be the lightest in value, the ornament of middle value and the title the strongest. Avoid strong differences in values which would produce poster effects.

III.—With December Art Classes at the High School.

Suggested work for Form I.

1. Teach the principles of elementary design and have the class apply them in:

(1) The lettering and ornamenting of a Christmas book cover, or a Christmas card.

(2) The painting in two values of simple decorative spots designed from nature specimens studied and drawn during the Fall months.

2. Study with the class some masterpiece appropriate to the season, such as the "Sistine Madonna" or its companion picture the "Madonna of the Chair" by Raphael. (For very interesting studies of these pictures, see the "Woman's Home Companion" for December, 1913, and January, 1914).

Suggested work for Form II.

1. Teach the principles of design and have them applied in:

(1) Planning and making a book cover, or a calendar according to definitely stated requirements.

(2) Designing a decorative initial letter, tailpiece or spot according to definitely stated requirements.

2. Study with the class "Holy Night" by Correggio.

In many schools the month of December is set apart for designing and making articles for the Christmas and New Year's festivals. At this time of the year the desire to do something in keeping with the season's gift-making takes captive the mind of the child. And the teacher of art especially will wisely direct this natural tendency along

lines of good taste. Cards and calendars, book covers and decorations suitable for a multitude of small gifts afford excellent opportunities for teaching lessons in beautiful proportions, well-spaced areas and balanced tones.



Fig. 1

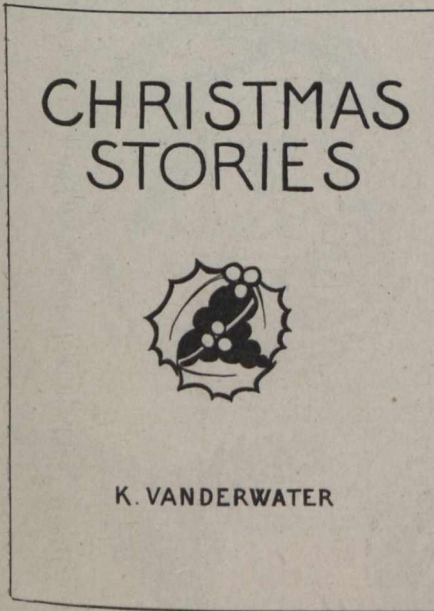


Fig. 2

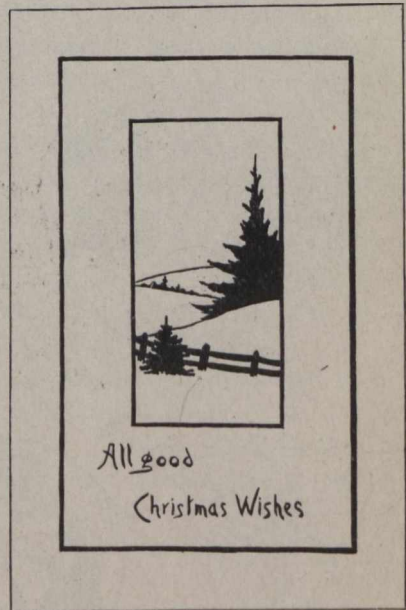


Fig. 3.

Plate A.

Designs 1 and 3 were supplied by Miss Ada Wrong; Design 2 by Miss Kathleen VanderWater.

While the teacher will seek to become thoroughly acquainted with the principles of balance, harmony and rhythm, no set of rules can be made to take the place of a sane, cultivated taste. This will be his guide in judging, rejecting, amending or passing the inventions of his pupils.

No part of the year's work is so interesting, or so profitable in the formation of correct artistic ideas, and with no other part of their art work, when neatly completed, do children appear more pleased.

Where lettering is required, the style, size, intensity of tone and disposition of the letters, are vital to the design. These, then, should



Fig. 4.



Fig. 8



Fig. 5.



Fig. 6

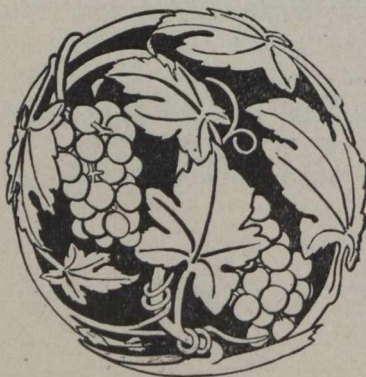


Fig. 10



Fig. 7.

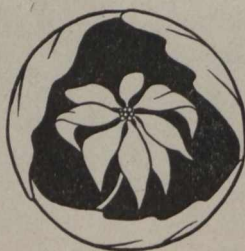


Fig. 9



Fig. 11.

Plate B.

Designs 4, 5, 6 and 7 were supplied by Miss Mary Abraham; 8 and 9 by Miss Kathleen VanderWater; 10 and 11 by Mr. J. Wheelton.

be very carefully considered. The use of different styles of letters upon the same cover or title page should be avoided. Letters that can be easily read should be chosen in preference to such as are highly ornamental. A critical study of standard magazine and book covers and title pages will supply much interesting information in this connection.

The best results are obtained when the teacher, while allowing scope for individual originality, states explicitly the problem to be worked out in a design. He should indicate the purpose, shape, size, tones, colours (if any), degree of ornamentation, motif of the design. By so doing, time is saved and discouragement is prevented. For example, the following problems may be given for Form I:

(1) Design in black and white a border 5" x 12"; motif, a leaf of the red oak repeated; slant of the mid-rib, 45°.

(2) Design in black and white a cover 9" x 12" for a book of Christmas stories, place in well-proportioned areas the title, name of author and an appropriate decorative spot.

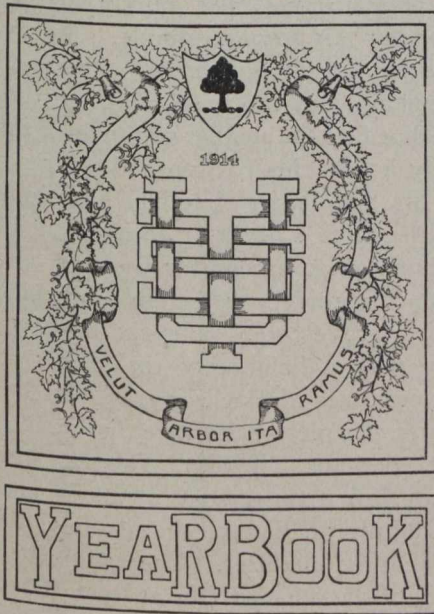


Plate C.

Design supplied by Morley J. Ayeartst,
Form III, University Schools.

(3) Design in black and white, in a circular (4" diam.) or a triangular (5" to a side) area, a decorative spot or tail-piece, using the poinsettia, holly, mountain ash, or geranium as a motif.

The following more difficult problems may be set for Form II:

(1) Design, in black and white, a cover 9" by 12" suitable for a Year Book of the school. In addition to the title, show the school crest, motto, monogram and sprays of maple leaves.

(2) Design and mount upon suitably tinted paper 9" by 10" a calendar. The design is to consist of a water colour sketch, an appropriate quotation with a decorative initial letter, and a cover design for the dates, arranged so as to produce an effective and harmonious result.

(3) Design, in black and white, a decorative initial upon a background (3" by 4") of holly leaves and berries.

(4) Design, in black and white, a circular (6" diameter) decorative spot based upon an arrangement of the poinsettia or grape vine leaf and fruit.

NOTE.—THE SCHOOL is indebted to Mr. L. Wheelton of Lindsay Collegiate Institute; Miss Mary Abraham, of the McKeough School, Chatham; Miss Kathleen VanderWater, of Belleville; and Miss Ada Wrong of Sandwich for supplying the illustrations identified with their names in the text.

“The Mother”

(Note on the frontispiece)

JAMES A. McNEILL WHISTLER

(American Artist)

Born at Lowell, Mass., 1834—Died at Chelsea, England, 1903.

The following somewhat lengthy quotation from OLD MASTERS AND NEW by Kenyon Cox contains much of a suggestive character for those teachers who will study this picture with their classes this month, 'and will help to explain its immense popularity:—"The purely artistic elements of such a picture as the 'Mother' are few and simple. A gray, a black, a little low-toned white, and the dim pink of the flesh, this is all of colour. The right lines of the curtain and the baseboard, cutting the parallelogram of the canvas, are echoed by the smaller rectangle of the frame upon the walls, and diagonally across this background is drawn the austere silhouette of the figure, its boundaries simplified into long curves, delicately modulated, but with scarce a break or accident in all their length. Everything is sober and severe except for the one outbreak of capricious fancy in the dainty embroidery of the curtain, which lights up the picture like a smile on a grave face. It is the masterly management of those elements—the perfect balance of the spaces so frankly outlined, the quality of the few tones of black or gray, the fine graduation of the curves—which gives the picture its rare distinction. These purely artistic matters were, perhaps, all that Whistler was consciously occupied with—this beautiful arrangement of tones and lines and spaces was all he would admit he had produced—but the picture owes its popularity to quite other qualities. The public has insisted on "caring about the identity of the portrait," or at least about its character and humanity, and in feeling that such a "foreign" emotion as love has, somehow, got itself expressed on the canvas. The gentle refinement of the aged face, the placid pose, with hands folded in the lap, the sweetness and strength of character, the aroma of gentility, the peace of declining years—all these things have been rendered or suggested by the artist with reverent care and sympathy. One feels that he has so painted *his* mother that she becomes a type of *the* mother as she is for all of us, or as we should wish her to be, and we accuse him, in spite of his denial, of having made something finer and nobler and far more important than any "arrangement in gray and black", however exquisite.

Letter Writing

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

THE response to my invitation contained in the September issue of THE SCHOOL was most gratifying. We received scores of letters from teachers and pupils, and all were enthusiastic about the benefits and the interest of this practical exercise. The letters that we could not find time to answer were sent to schools in England, Australia, and United States.

The pupils' letters contained a great variety of topics. They described the schools, homes, books, gardens, pets, games, crops, weather, summer holidays, adventures, and many other matters of interest to children.

It is well for the teacher to encourage the pupils to write to other children just as they would talk to them. The less formality the better. Any "Composition" topic may be woven into a letter, and in that way becomes more interesting to the writer. The more the teachers experiment with this method of letter writing, the more they will be impressed with the possibilities that it contains—especially when it is conducted in a spirit of helpfulness and enthusiasm.

The publication of two or three of the letters of recent arrival will offer helpful suggestions to teachers who have not already taken part in this work. Many teachers read the published letters to the pupils, and that plan is found to be a decided stimulus to the interest.

Seaforth, Ont., September 22nd, 1914.

My dear friend:—

Our teacher read to us the letters from Alexandra School, and we are enjoying the privilege of answering them. We were all glad to receive the letters, and I think it lots of fun to write to unknown friends.

I live on a farm, a mile and a quarter away from Seaforth. I walk to school every fine day. My father has seven horses, nine cows, two calves, and lots of pigs and chickens.

I am in the Senior IV Class, and I expect to try the Entrance next year. I like Arithmetic, Grammar, Writing, and Reading. What subjects do you like best?

This summer I had a very pleasant time. I spent a month at Goderich, and a week at Stratford. At Goderich I went in bathing every other day.

When I receive an answer to this letter, I will send you some scenes of Seaforth.

Yours truly, RUTH POWELL.

The foregoing letter was well written, well punctuated, and well paragraphed, indicating that Ruth took pains to do her very best. Properly directed and encouraged by her teacher, she could tell many interesting things about the horses, cows, pigs, and chickens. City children know very little about such things.

A boy's letter from Seaforth contains the following paragraph:—

“Our town is not large, but it is very beautiful. If you were to come here by railway, you would get off the train at Main Street. On it are many stores, four hotels, a theatre, a post office, and a library.”

It speaks well for the influence of letter writing that a boy is given the opportunity to write a paragraph of that kind. Such an opportunity might occur in no other way.

All readers of *THE SCHOOL* will be interested in an American pupil's description of tobacco growing:—

Somers, Conn.,
October 9th, 1914.

Dear Canadian Friend:—

I was very much pleased with your letter, and I hope that you will be pleased with mine.

My age is 11 years. I am four feet eight inches high and weigh eighty pounds.

Do you know how to raise tobacco? First, we plant the seed in the tobacco bed. When the plant has seven leaves, we set it out with a machine, called a tobacco setter. Then we cultivate it and hoe it, to loosen the soil around the plant. When it is a foot and a half high, we hoe it with a horse hoe. When it is about four feet high, we cut it down, put it on a lath, and hang it in the shed. When the tobacco is damp we take it down and strip it and put it in bundles. Then the tobacco buyer comes along, and gives us money for it.

It is autumn now. The trees are very pretty because the leaves are all colours. We go shooting squirrels and hunting rabbits. I went hunting rabbits once this year, but I did not get any.

I hope that you will write again.

Your friend,

PHILIPPE LEROUX.

To be able to express one's ideas clearly and concisely in writing is a most desirable and valuable faculty. Letter writing between distant schools offers the most effective and interesting means to accomplish this end. Letter writing cannot be interesting or effective unless the young writers have assurance that they are writing to some purpose—that is, that their letters are likely to be read and answered.

Although we have received a great number of letters, the invitation is still open. Teachers may send the *best* letters written in their schools, and we'll try to make a prompt reply. I say the "best" letters, as it would be impossible for us to answer all that we receive, unless this restriction is applied. Address Alexandra School, 160 Sanguinet Street, Montreal.

If teachers will send a batch of letters to almost any town in England, Australia, or New Zealand, they will likely receive answers; but, of course, much patience will be required in awaiting a response. In making a beginning, I believe that it is preferable to communicate with schools nearer home.

Suggestions for the Class-room

Schools as Art Centres.—The appreciation of art and the love of beauty, next to the love of God, are the greatest safeguards against things gross and low in human life, and hold out to well ordered beings legitimate and infinite sources of happiness. To see beauty and love it is to possess large securities for true living. The best educational thought of the times demands that proper training of the child must bring into healthful activity not only the body and intellect, but also the emotional and esthetic faculties. The training of the school must fit the individual for the enjoyment of life as well as its maintenance. In the long run that is the best, most practical education which prepares one for the fullest enjoyment of all that is beautiful and true in life. The schools are becoming more and more the social centres of the community life and this fact doubles the importance of the work of beautifying the schools and placing within them conditions which will exalt the esthetic and ethical life of the people. In hundreds of schools splendid work is being done in the way of school decoration, in courses in drawing, and in arts and crafts, as well as by the efforts of art associations in placing works of art in the schoolrooms.—Thomas A. Mott in *American Education*.

Neatness.—There is nothing more important in the school-room training than neatness. Its importance lies in the formation of correct habits. We cannot begin this work too early and there is no better place to carry it forward than the school. The relation between the home and the school is strengthened through efforts along this line. Neatness is the forearm of sanitation, hence demands attention.—*School Education*.

Canada's Jane Austen

DONALD G. FRENCH
Principal, Canadian Correspondence College

[Next article of this series: The Great Lakes Poets—Lampman, Campbell and D. C. Scott.]

NO history of English literature is considered complete unless it gives due place to the work done by Jane Austen in her portrayal of rural English domestic life; and no history of Canadian literature, when such comes to be written, should fail to recognize that L. M. Montgomery has done for Canada what Jane Austen did for England.

L. M. Montgomery (now Mrs. (Rev.) Evan Macdonald) was born at Clifton, Prince Edward Island, and spent her childhood in Cavendish—a seashore farming settlement which figures as “Avonlea” in her stories. Like many another young Canadian she has to the credit of her experiences a few years as teacher in the schools of her province. That her life so far has been spent chiefly within the limits of the little island province and the bounds of an Ontario country parish does not narrow her outlook although it necessarily confines her to themes bounded by rural experiences, for her forte is the portrayal of what she has seen and knows. She has the imaginative and creative gifts, but she uses these in enabling us to see the beauty, the humour, and the pathos that lies about our daily paths.

“Anne of Green Gables”, which was Miss Montgomery’s first novel, has an interesting literary history. She tells us that upon being asked for a short serial story for a Sunday School weekly, she cast about for a plot idea. A faded note book entry suggested: “Elderly couple apply to orphan asylum for a boy; a girl is sent to them”. The writing of a serial was started, but time did not allow the author to complete it for the purpose intended. As she brooded over the theme it began to expand and the result was a book which may already be confidently labelled a “Canadian Classic”.

In Anne we have an entirely new character in fiction, a high-spirited, sensitive girl, with a wonderfully vivid imagination; wise beyond her years, outspoken and daring; not always good but always lovable. The basis of the story is already explained; its working out is somewhat different from the original suggestion. Matthew and Marilla Cuthbert, an elderly bachelor and his sister, living alone on the farm of Green Gables, send a message to an orphan asylum asking that a boy be sent

them. Through some mistake a girl comes—the girl Anne. At first Marilla wants to send her back, but sympathy with the child's longing for a real home, and an interest in her very quaintness, ends in establishing her as a member of the Green Gables family—and then the story has only begun. It is Anne who dominates the whole book. There are other characters, quaint too, and well-drawn, but the introduction of Anne into the community—Anne, so unconventional, so imaginative, and so altogether different from the staid, prosaic, general attitude of the neighbourhood proves to be the introduction of a peculiar ferment, and the incidents which discover to us the process of fermentation are most delightfully odd and mirth-provoking.

In "Anne of Avonlea" we follow the career of our orphan heroine. When we said goodbye to her she was fitting herself to become a teacher and it is with two eventful years of school teaching that this book deals. The writer understands children thoroughly and makes her child characters of all types perfectly natural and life-like. The same creative faculty which gave us in Anne an entirely new shadow-child shows itself in the portrayal of the mischievous but lovable Davy Keith, his demure twin sister Dora, the imaginative Paul Irving, and the many individualities of the pupils of Avonlea School.

Plot interest is not a strong feature of this or of any of L. M. Montgomery's books. There are, nevertheless, several threads of action which bind together the series of incidents. Her novels are novels of incident rather than of plot; they do not, however, lack in continuity and unity. Frequent passages of nature description reveal at once the author's intimacy with nature and her poetic attitude of mind.

Here is a typical descriptive passage: "A September day on Prince Edward Island hills; a crisp wind blowing up over the sand dunes from the sea; a long, red road, winding through fields and woods, now looping itself about a corner of thick set spruce, now threading a plantation of young maples with great feathery sheets of ferns beneath them, now dipping down into a hollow where a brook flashed out of the woods and into them again, now basking in the open sunshine between ribbons of goldenrod and of myriads of crickets."

"Chronicles of Avonlea" is a volume of short stories, which contains some of the most finished work of this author. The perfect art that conceals all art is shown in many of these short stories. There is a strong vein of simple humour in this as in all Miss Montgomery's work; there is also a very keen personal sympathy of the author towards her characters.

Two other books by this author, "The Story Girl" and "The Golden Road", are written with even less attention to a central plot than either

of the two "Anne" books. They are somewhat loosely connected series of incidents in which the same characters take part. But they have none the less a high value when viewed from our standpoint; we are to remember that our Canadian Jane Austen need not invent for us thrilling plots. Other writers can do that, but other writers cannot or at least do not hold before us the mirror of Canadian country life.

"Kilmeny of the Orchard" is in a sense but an expanded short story. It is a prose love idyll and does not, perhaps, bulk very large when compared with the other books. It is really one of the extended "chronicles" of Avonlea.

In characterizing L. M. Montgomery the Jane Austen of Canada, let it be understood that we are not regardless of the difference in the scope of the work of the two writers. Jane Austen's canvas is immensely broader, yet L. M. Montgomery's portrayal of her fellowmen and fellow-women shows a much keener personal sympathy; her work has more heart to it.

"Tommy," said his teacher, "the words 'circumstantial evidence' occur in the lesson. Do you know what circumstantial evidence is?" According to the Youths Companion, Tommy replied that he did not.

"Well, I will explain it to you by an illustration. You know we have a rule against eating apples in school. Suppose some morning I should see you in your seat with a book held up in front of your face. I say nothing, but presently I go round to where you are sitting. You are busily studying your lesson, but I find that your face is smeared, while under the edge of your slate I see the core of a freshly eaten apple.

"I should know, just as well as if I had caught you at it, that you have been eating an apple, although of course, I did not see you do it. That is a case in which circumstantial evidence convicts you. Do you think you know what it is now?"

"Yes, ma'am," said Tommy. "It's eating apples in school."

A newspaper story from Illinois tells of the visit of a county superintendent of schools to a school in a neighboring county. After he had spoken to the pupils the teacher said:

"Children, who knows where Cincinnati is?"

"Fourth from the top!" came the instant reply.

It is said the superintendent enjoyed the incident, whether he keeps track of National league baseball or not.

Current Events

The next generation will know more of what happened in Europe this last month than we know to-day. Thousands of volumes will be written on this war. Reminiscences from high and low, descriptions, official documents, statistics; all will be available to the next generation where to us is given only the censored descriptions of newspaper writers who have seen an army march through a town or who have seen a town after the army marched through it, and the laconic despatches of the official bureaus that "conditions on the whole remain unchanged; our right wing has made a slight advance in some places; everywhere the attacks of the enemy have been repulsed. Conditions remain satisfactory."

There is every reason to believe in the last statement so frequently repeated in official despatches, in spite of the reckless onslaughts of the main force of the German army. The allies are satisfied with the progress made. Their line holds unbroken from Switzerland to the North Sea. The German Emperor's dinner in Paris is indefinitely postponed. Though the Germans exhausted their strongest force in an attempt to break through to the north coast of France, the line held and Calais and Dunkirk are still safe. If only the line can hold, and there seems no reason to doubt that it can, Germany's strength will soon be required in another direction. Like the waves of the sea, the Russian advance progresses, backward and forward, but always a little more forward. For a time, about the middle of October, it seemed as if a decided repulse of the Russian invasion might be at hand. German troops were in force on the Vistula. The fall of Warsaw was imminent. Then the tide turned. The battle of the Vistula was a decided defeat for the German-Austrian armies and the pursuing Russians within two weeks were seventy-five miles west of Warsaw. Now, (November 10th) we hear that they are in force in Posen, on Prussian soil, only 200 miles from Berlin. In Galicia they are twenty-five miles north of Cracow.

At sea, the submarine has continued to take heavy toll. The Russian cruiser Pallada in the Baltic, with 573 men; the British cruiser Hawke, in the North Sea, with 400 men; the Hermes in the Straits of Dover have been added to the list of victims of torpedoes sent from submarines. Yet some limits to the effectiveness of the submarine are indicated by the fact that a fleet of British ships stood for days off the coast of Belgium in a known position and shelled the German trenches without suffering any attack. The most serious naval loss is, of course, that of the Good Hope and the Monmouth sunk off the coast of Chili, on November 4th, by a German squadron composed of the Scharnhorst, the Gneisenau, the Leipzig, and the Nurmberg. Against that, however, may be set the destruction of the Emden by the Australian Sydney, and the bottling

up of the German cruiser *Konigsberg* in a shallow river in German East Africa. The eastern seas are free of German ships. With the fall of Kiau-Chou and the consequent release of Japanese and British cruisers there for other duties, it is highly improbable that the German squadron in the western Pacific can escape much longer.

In the meantime, the British navy has done its duty in a way that has been thorough and effective if not spectacular. Less than one per cent. of British shipping has fallen into the enemies' hands. British merchant ships go everywhere, while German commerce is swept from the seas. Food in England is cheap and abundant. Troops are carried safely across the ocean from the farthest parts of the earth—India, Australia, and Canada, and landed safely in England or France. Whatever partial reverses are sustained, this central fact should always be remembered.

The outbreak of the Turkish force on Germany's behalf has greatly widened the area of the war and points to further complications. For weeks German arms, ammunition, and men have been poured into Turkey and at last the two German ships, the *Goeben* and the *Breslau*, under Turkish names, have precipitated Turkey into the struggle, perhaps against her will. A threatened Turkish invasion of Egypt and North Africa directly affects Italy whose new territory there was so lately wrested from the Turk.

A revival of the Balkan crisis may still further widen the area of the struggle. Albania is without a settled government, and the situation invites foreign intervention. Already Italy has landed troops from her warships at Avlona to establish hospitals and make sanitary arrangements. Greece has sent troops into Northern Epirus, never reconciled to its inclusion in the Kingdom of Albania after the late Balkan war. Now that Austria is unable to intervene, there may be a new arrangement of frontiers throughout the Balkan Peninsula.

The Dutch, too, we are told, are taking additional precautions against violation of their neutrality by Germany now that the seizure of Antwerp puts temptation in the Kaiser's way. The Scheldt, it is said, is being mined and 300,000 Dutch troops are stationed on the frontiers. All this, in spite of the German assurances that they will respect the neutrality of Holland.

The insurrection in South Africa seems destined to be short-lived. When we heard that Col. Maritz's uprising had been seconded by men so distinguished as General Beyers, lately Commander-in-Chief of the South African forces; and General De Wet, formerly leader of the Orange Free State, we began to ask ourselves if the early and generous grant of self-government to South Africa had done all we hoped and supposed. The loyal support and vigorous action of General Botha, late leader of the Boer armies against Great Britain, supplies the answer. W. E. M.

The National Gallery and its Possible Relation to Education in our Schools

ROY F. FLEMING

Art Instructor, Ottawa Normal School

THE National Gallery of Canada, situated in the capital, was founded over thirty years ago, and yet comparatively few outside of the artist fraternity know of its existence. It was established in 1881 by the Royal Canadian Academy of Art with the help of the Governor-General, the Marquis of Lorne and good Princess Louise, whose help in the development of Canadian art is always remembered with grateful appreciation.

The first home of the Gallery was in the Supreme Court Building on Bank Street, Ottawa, but it was soon moved to the upper floor of the Fisheries Building on O'Connor Street, where it remained till three years ago when the great new Victoria Memorial Museum gave it a home in its east wing.

There the collections are arranged on three floors, and consist of about three hundred original paintings, both Canadian and foreign, a few drawings, engravings, designs, and etchings, several halls of sculpture, copies of well known European sculpture, and as well a few original examples of Canadian sculpture.

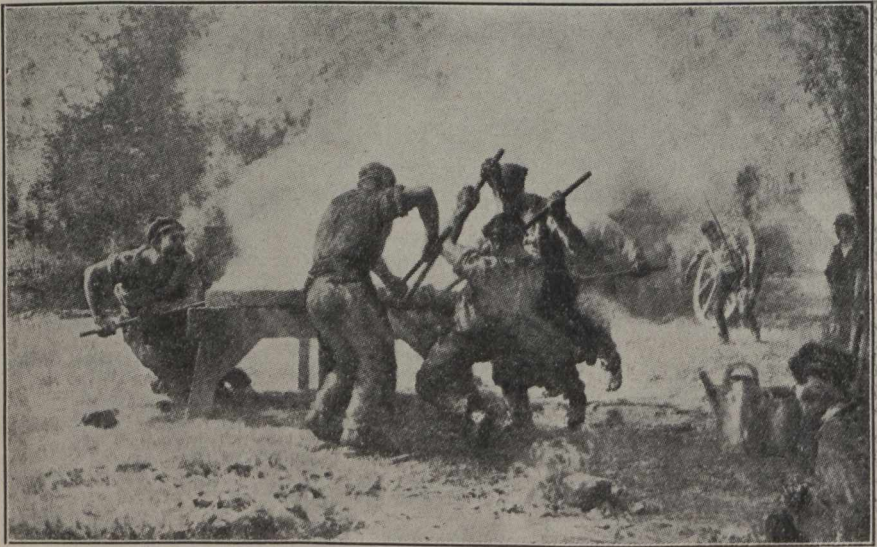
The foreign sculptures suffer in our esteem on account of their not being original. But as the original works are not available at any price, and these that are here are fair copies in plaster, we may as well be content. And so there may be seen many of the well known works of sculpture, such as Venus de Melos with her arms broken off, the great and terrible Laocoon group with the serpents strangling to death the priest and his two sons, Michael Angelo's Moses in indignation, Apollo Belvedere, and a hundred more, from ancient to mediaeval times.

The paintings and drawings are not divided into schools, but are rather arranged in the gallery to present an agreeable relationship of size and colour. Altogether they number about three hundred, more than half of which are Canadian. By far the larger proportion of the pictures are recently modern, though some are of earlier period, one as far back even as the Egyptian period, done in wax in the second or fourth century, A.D.

There are a few early Italians, only two Spanish, one of them a Goya of recent acquisition; of the French, the *pleine-air* Babizon painters have a considerable representation; the British painters, particu-

larly the portraitists, are mostly represented, from Hogarth and Thornhill to Gainsboro and Reynolds, and later to Millais, Lavery, Brangwin, and even the great Whistler. Americans are ignored. But of Canadians there is a grand galaxy.

Of the past, three names forever illumine above all others,—Paul Peel, Blair Bruce, and J. M. Barnsley; and of the present, Robert Harris, Horatio Walker, Homer Watson, William Brymner, G. A. Reid, Lawren Harris, Suzor-Coté, J. W. Morrice, Wm. Cruickshank, Edmond Dyonnet, C. W. Jefferys, F. Brownell, Florence Carlyle, and some others have works there which have true merit and are a joy to look upon.



"THE SMITHS"

By W. Blair Bruce

Canadian landscape has been well portrayed, in summer and in winter, in quiet and in turbulent moods; many of the people too are represented engaged in their daily occupations; and many of the themes chosen have been so well treated that a spirit seems to issue forth striking sympathetic chords in the beholder. As the Gallery exists more particularly for the collecting of worthy Canadian works of art a few of those paintings having more than ordinary merit would bear description.

Paul Peel's "Mother Love" has no rival in the Gallery in its appeal to the human affections. The fisherman's wife lovingly watches her baby in the cradle, unmindful of the net she is engaged in mending. We can hope that as the artist was Canadian born, it was *Canadian*.

mother love he had in mind when he painted. The theme is as old as the human race (and yet it never grows old).

Blair Bruce's "Smiths" is of terrific action and power, the struggles and shouts of the boss-smith are almost audible, and if ever a tire was well set, it was this one. A Canadian spirit pervades the picture, a spirit of energy and determination, and we are reminded also of Longfellow's poor blacksmith, faithfully working and teaching his life lesson,



"MOTHER LOVE"

By Paul Peel, R.C.A., National Gallery

"something attempted, something done, has earned a night's repose". The decorative colour scheme of green and violet adds to the beauty of the picture.

Only a few of us remember the familiar oxen of the farm; they are now almost gone. Horatio Walker's "Oxen at the Trough" and Wm. Cruickshanks' "Breaking the Road" tell us of the ever patient and faithful work of our pioneer beasts of burden. Some day a poet will

arise and tell us of the place our good old oxen hold in our life, and then we will remember and appreciate still better Buck and Bright with their logging chain or their plow, preparing the soil to yield the nourishment upon which even *we* gained our strength.

Dyonnet's "Mendicant" in the Diploma room is worthy of tribute. The poor old man rests quietly with his open hand partly extended asking for alms. The rough coat, the clutched hat, the dishevelled hair and the forlorn and discouraging countenance tell of disappointment and struggles and defeats, till indeed we feel that if he were really there we might give him something. The picture is a masterpiece of character delineation.

We would like, too, to describe Lauren Harris' "Riverdrive" and Huot's "Habitant Ploughing" and one or two more, but limitations prevent. There are many treasures in our National Gallery.

And now may we ask what relationship do or should this National Gallery and its works of art bear to the work of our schools? Should these works of art be left for art students or for adults whose education is complete, or should knowledge of these works and the good influence they might yield be taken advantage of by our academic schools?

We think the latter. We think our schools, both elementary and secondary, must assume a responsibility for imparting knowledge of the aesthetic; and as we have here in our midst a National Gallery which may be a useful asset to aid toward this end, we feel this should be taken advantage of. Visitation to the Gallery is possible only to the school classes of Ottawa city. But this use which is limited to the people in close proximity is not the only way in which the Gallery could be of assistance in education. We refer to the possible use in our schools of reproductions of the works of art in the Gallery. So few Canadian pictures decorate our best or worst schools. We have our patriotism expressed in pictures of our sovereigns and sometimes our Governors-General; occasionally a Canadian picture supplement does service as decoration in our schools, as, for example, scenes of the South African war and the battle of Batoche of the North West Rebellion. Otherwise our schools are decorated with reproductions of European art such as Raphael's "Sistine Madonna," Rembrandt's "Night Watch," Turner's "Fighting Téméraire," Corot's "Spring," Rosa Bonheur's "Horse Fair," Millet's "Angelus," Velasquez' "Weavers," and many more. These of course have high merit but these have no more right to be the sole or main pictorial decoration in our schools than should European history exclude the study of Canadian history in our schools.

Instead would it not be more fitting to our Canadian spirit and ambition to have in the schools of our people some of our own Canadian works of art or reproductions of them; and instead of having this Euro-

pean art in the place of honour, should we not exalt our own art or what of it is worthy? Should we not let Peel's "Mother Love" take the place of Raphael's world-worshipped "Madonna," Horatio Walker's "Oxen" the place of Paul Potter's "Bull", Lauren Harris' "Riverdrive" of Claude Lorrain's "Ford", Robert Harris' "Fathers of Confederation" take the place of Rembrandt's "Syndics of the Cloth Guild" and Homer Watson's "Nut Gatherers of the Forest" the place of Rousseau's "Woodland", Blair Bruce's "Smith's" of Millet's "Gleaners", and Hebert's Bronze "Inspiration" of Myron's "Disc Thrower"? Not that we claim our art to be equal or superior to these for which we seek to choose substitutes, but in order that we may worship and love our own and see our own ideals in material form, instead of forever worshipping the foreign.

So far reproductions of the works of the Gallery have not been available. But now one commercial firm in Ottawa is reproducing certain pictures of the National Gallery in colours. Photographs of all the paintings are shortly to be for sale at moderate prices by the management of the Gallery.

It will thus be seen that our National Gallery, which has in the past been comparatively overlooked as an educational factor, has possibilities for assistance that deserve our consideration. As citizens and educators of Canada we should not forget that the Gallery is our own property and for our own use, and it is our duty to avail ourselves of the opportunity it presents.

A school nurse, following up a "case" in the Italian district of Chicago, found the following sign hung in the door of the child's home which proved to be the cobbler's shop:

Closed on
Act. Sickes
In Famly.

"Did you write that card yourself?" she asked the cobbler as a means of getting an opening.

"I no write," the Italian answered. "I got a friend is a barber across the street; he ben to college."—*American School Board Journal*.

Charlie had failed at the semi-annual promotion and his father took him to task because he showed no signs of remorse. "I'd be ashamed to be in a class with so much smaller children," said his father severely.

"But, Dad," answered Charlie, "think how proud those kids are to be in the same class with a big boy like me."

Physical Culture in the Rural District School

EVELYN LEES

Botha, Alberta

IN the rural district school, where the ages of the pupils may vary from five to eighteen years, the problem of classification is no small one. Usually the number of pupils in attendance is so small that only one class can be formed, and in this case the teacher must be constantly and keenly alive to the fact that, although the exercises absolutely *must* be brisk, strenuous and varied in order to be of the greatest benefit to children over twelve, yet these same exercises may be so tiring as to be almost injurious to the little ones under nine. These younger children may, however, take many of the easier movements in each class of exercise and then "stand easy" and watch the older pupils. But if there be more than seven scholars under nine and a reasonable number over that age, it is certainly advisable to form two classes and devote at least one-third of the drill-lesson period exclusively to these juniors, who will take some simple busy-work while the seniors perform their exercises.

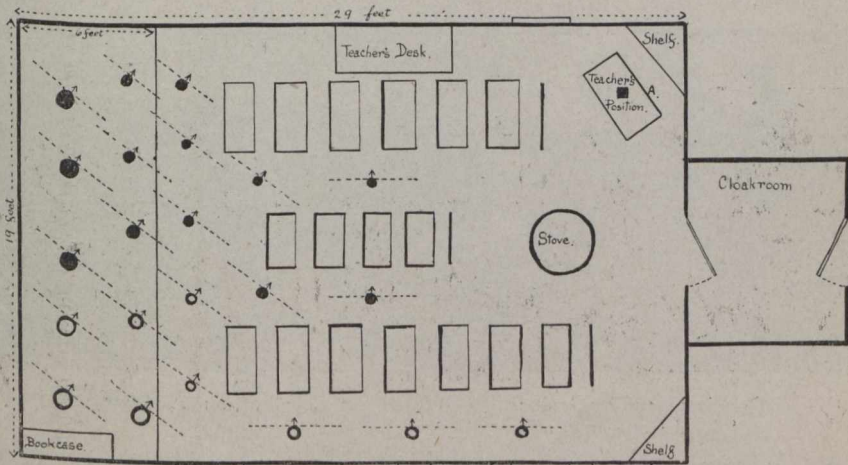
When the question regarding the number of classes has been settled, the problem of arrangement presents itself. This would present no difficulty if physical culture could always be taken in its proper place—on the school grounds—for here there is ample space for each child, but when mosquitoes, winds, rain and cold are taken into consideration, the field becomes rather unreliable as a drill-hall. Let us consider the case of a teacher who has just given a fifteen-minute lesson to seven juniors and now has to arrange sixteen seniors in a small country school-room, where the largest open space is a platform 19 by 6 feet, and where the desks, as in so many rural schools, are screwed down. As a diagram will show more plainly than words the seriousness of the space problem, I give the following plan of Blue Ridge School, Alberta, showing how, during the winter months of 1914, a number of students of from nine to nineteen years of age practised their physical culture exercises twice a week in very limited quarters.

It will be noticed that the children do not face the desks, but stand at a "half-left-turn" position, so that the light from the five east windows, while not falling full on their faces, strikes them at such an angle as enables the teacher to see every movement plainly. This half-turn

also gives more freedom of arm movement, for the children have no fear of striking another pupil. Those in the aisles stand as shown in the diagram for all exercises involving sideways motions, but are turned so as to face the stove for forward-bending movements.

The black dots in the plan indicate the places occupied by boys, the larger the dot the taller the pupil, and it will be noticed that all the girls stand behind the boys, since their everyday costume is less adapted for some of the exercises. It is wise, when once a child has been assigned a position in the schoolroom, to prevent further trouble by marking that spot by means of three brass-headed nails, one to be driven in the floor between the heels and the others at the toes. Then,

SUGGESTED ARRANGEMENT OF CLASSES in small country school where desks are immovable.



on the command: "Class, fall—in", the children in one minute have left their seats and are "standing at ease" in the very spot the teacher desires them to occupy. The class is now waiting for the lesson, but for a few moments we will let them "stand easy", and consider the one on whom the success of that lesson depends.

"The teacher, of course!" you hazard, but no!—the lesson must be in the charge of energy personified! From this moment the teacher must cease to be an ordinary human being, capable of feeling tired, of bearing pain, or of worrying about private troubles, and for twenty minutes she must become a high-powered dynamo for generating alertness, concentration of mind and precision of movement. She must, absolutely must, just throb—bubble over—with enthusiasm. "Fine

talk," I hear you exclaim, "but after teaching five or six grades in a rural school, one can't always attain such a high pitch of enthusiasm". Well, if you really *can't* wind yourself up until your eyes "snap fire", sit down and let the class go out to play—the children will derive much more benefit (physical benefit, at any rate) from twenty minutes of football than from a physical culture lesson given by a teacher who draws out commands in a voice that shows its owner's decided tendency to yawn. It is hard, I know, very hard, when one is tired out with trying to teach six or eight grades at once, to muster up so much energy as to have some to spare for others, but it *must* be done; and, believe me, the result is worth the effort.

One thing that is helpful in securing this requisite degree of wide-awake interest is change of costume, for dull brains and a comfortable "gym" suit can't exist together! It need not take three minutes to



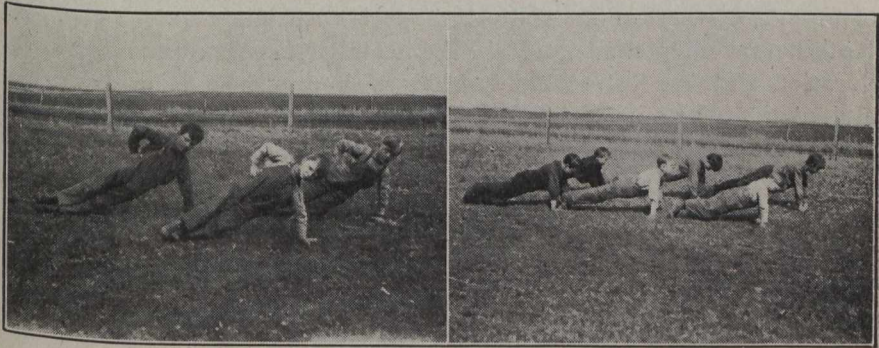
Dancing steps by Seniors
"Reel step—begin."

"Left foot, outward lunge."

slip on drill shoes and a short drill costume in the anteroom before calling out the class, but the advantage of appropriate attire is very much appreciated especially by the teacher who is introducing new and complex exercises. The children, too, instinctively realise that no one would take so much trouble and not mean business, and so they prepare to work accordingly. When showing the class how to do a new movement the instructor should stand so that each child can see easily without moving. The best position in the case shown on the plan would be on a box or armless chair at *A*. When the children are working, the teacher should move with a light brisk step round the ranks, keeping as far back as the space will allow, so as to command a view of the whole school from each point visited.

About the actual lesson there is nothing to be said. The work is admirably and plainly given in the tables of the Strathcona Syllabus

of Physical Exercises—the text-book, not only of every province in the Dominion, but of the British Isles also. In a rural school where two twenty-minute lessons are given in a week, it is seldom advisable to attempt more than one table weekly, but it is essential that the whole table shall be completed at each lesson. It *must* be done *in the time!* But if I plead emphatically for completeness of work, still more emphatically do I say that the table must not be completed at the expense of accuracy, precision and smartness of movement. As surely as even one child makes a mistake, does slack work or glances aside, so surely must that movement be repeated. As an antidote for the modern child's craving for a good time, make the physical culture lesson *an obedient time*. It must be plainly understood by all, that not even to brush aside a hair that is tickling his forehead or kill a mosquito that is biting his leg may a child disobey an order. Regard



Difficult for seven-year olds.
 "Side falling position,—place."

Junior boys.
 "Prone fall" position.

it as a serious matter if, at the end of the lesson period, any exercise has to be omitted, smartly call some one to account for the shortage of time, and there will be no difficulty in working through a table (with, perhaps, the omission of the game or running, which could not be taken in a school 19 by 29 in any case).

In order to work against time in this way and be assured of success, it is necessary that the whole table should have been previously memorised by the teacher. "Another lesson to prepare!" you exclaim. Well, this one won't take much time. When once you know the fixed order in which the groups of exercises always come, it is easy to remember the separate movements of each group. Here is the order and progression of movements: 1. Introductory and breathing exercises. 2. Trunk bending backward and forward. 3. Arm bending and stretching. 4. Balance movements. 5. Shoulder-blade exercises. 6. Trunk turning

and bending sideways. 7. Marching, running, jumping or games. 8. Breathing exercises. Make a practice of learning the table as given in the syllabus, but if by chance something has prevented you from doing so, then just give any exercise you can remember, but keep strictly to the correct sequence. By doing so, the children will suffer less from fatigue and will consequently do better work.

To vary the course and stimulate interest, dancing steps for the girls and prone-fall exercises for the boys may be taken occasionally. The latter are regarded as "fine stunts" with which the boys can challenge the suppleness of athletic threshers and hired men, and the keen interest which such exercises arouse can hardly be credited except by those who have taught them. Such movements, too, are greatly in demand at country entertainments and, since they give the spice of variety to the usual recitation and song programme, they seldom fail to evoke such applause as is highly gratifying to the parents of the children who perform. And what is this applause to the teacher? Nothing much, perhaps, for she knows that such praise is of short duration and less value; but in that moment, when all are clapping and smiling, there may be granted to her a glimpse of her more lasting reward—a vision of a race of men made a little more strong in body and a little more keen in intellect by her efforts—and then she will rejoice over those hours when, though physically tired and mentally dull, she nevertheless threw aside the heavy burden of disinclination and "toiled upwards".

LAURA SECORD.

Laura Secord was the daughter of Wm. Secord. She was a little girl who lived with her mother. She used to have many fancies and dreams in the time of the campaign of 1812-14, and one of them said that she was to be a heroine. The king was calling for some one to save the country and she thought that she was the one. So she went through the woods driving a cow to the village so that the enemy would not suspect.

Then when she thought that she was past the enemy she ran to the village and mounted a white horse and rode to Rheims to see the king crowned.

When she saw that the French won she was glad, but the French sold her to the Bulgarians, and they sold her to the English. The English burned her, and as she was burning one Englishman cried out, "We are doomed, we have burned a saint." Her monument stands in Rheims.—*A Composition from an Ontario High School.*

Book-work in Geometry

T. A. KIRKCONNEL, B.A.

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IN the local Collegiate Institute, students enter their Matriculation or Normal Entrance year with a knowledge of the propositions and deductions of Books I and II. The class then faces the problem of covering the propositions and deductions of Books III, IV and V, together with a review of Books I and II *in one year*.

In schools in which there is a Middle School Class below Matriculation standing which will spend two years on the work just enumerated, there is no serious difficulty to be overcome. On the supposition, however, that there may be other High Schools where the same range of work is undertaken in one year, I give an outline of a method of placing upon the students the main burden of learning the book-work, thus leaving a generous share of the time assigned to geometry for the solution of exercises and deductions.

When the propositions of Book III (say) have been covered (and this is done as rapidly as possible), the teacher shows by drawing the unlettered diagrams and going through the proof orally, that one can think one's way through the propositions of the Book in half-an-hour. After doing this twice, two or three of the best pupils are asked to undertake the same work to demonstrate to the class that they too can meet the test.

Then the class is told that all who produce certificates from a member of the Upper or Middle School certifying that they have drawn the diagrams and provided a correct oral proof of all the propositions of Book III, will be credited with 15 per cent. on their geometry standing, the remaining marks to be determined from brief tests on deductions. The class then settles down during class spaces to the exercises and deductions. It has been found that in this way 25 per cent. of the time is ample for propositions, leaving enough time for deductions to cover all the exercises (except the miscellaneous sets) twice during the year. During the months of January and February the classes are to bring certificates for Books III and IV, thus earning 30 per cent. towards their standing for reports for the two months.

Of course certain safeguards must be employed or the method would degenerate into a farce, *e.g.*, no two pupils shall certify to each other's work; every month a few pupils are asked to repeat to the teacher a few of the most difficult propositions, etc.; the figures of the text-book must not be used, as the frequent drawing of the diagrams is a valuable exercise. The method makes any attempt at memorizing quite impossible.

A True Bright Boy

D. D. MOSHIER, B.A., B.PAED.
Normal School, Toronto

IN July 1897 the writer was a passenger eastward bound on the Canadian Pacific Railway from Vancouver. Among the passengers were a Presbyterian minister from central Ohio and his little son, a bright boy eleven or twelve years of age. The father told me that it was the first time he had ever been on British soil.

All through British Columbia our attention was given to the magnificent scenery along the route, but after leaving the mountains, the passengers looked to their fellow travellers for such entertainment as would relieve the monotony of the outlook over the sparsely settled level country.

The conversation in some way drifted to a comparison of the respective Constitutions of England and the United States. Let that pass, for it was dry enough, no doubt.

In a few minutes I found myself left alone with the little boy, who had been a close listener to the conversation, and who had noted particularly a statement I made, to the effect that most British statesmen were willing to admit that the New England colonists were justified in their revolt in 1776. How well he used this admission the following report of the conversation between us will show.

Turning to me as the others were called to another part of the train, he asked, "Do you know, sir, why it is that the United States hates England as she does?" I smiled at the question as I recognised in it the influence of certain exciting and prejudiced lessons in some American school books which happily now are rapidly being replaced by much better mental food for children's minds.

"I have my ideas, my boy, about that, but I would much rather have yours," I replied.

"Well, sir," he said, "it is like this—I have always said that the emblem of the United States should never have been the Eagle." Then he paused while I asked—"What do you think it should have been?"

"I think, sir, it should have been the elephant."

This was a new idea to me and wondering what was in his mind, asked,—“Why do you think it should have been the elephant?” “Well, sir, you know the elephant has a great memory.” “Yes,” I answered, still wondering what point he was trying to make. But the next moment

that was made very plain as he added,—“And the elephant never forgets an injury.”

At once I resolved to use his illustration to teach a much better lesson. “Now, my lad, let us work out your figure of speech.” He was keenly attentive. “If your father met your elephant and offended him by say offering him a plug of tobacco, would he remember if he saw him five years later?”

“Remember it! Yes, sir, he would remember it if it were fifty years before he met father again, and he would be even with him too for his old insult.”

I fancied he had a look of well-earned pride in his statement of his case as he listened eagerly for the next question. “But, laddie, if at the end of those fifty years, the elephant met, not your father, but you, his son, tell me what would he do to you?” His eyes dropped a little as he assumed naturally a fine pose for thinking, and when in a few moments I asked if I needed to say anything to clear it up, he looked me in the face with a pair of beautiful truth-loving eyes and said, “No, sir, I see clear through it,” and I was certain he did. But the best thing of all to me was the bright look of those eyes which seemed to say “I love truth whether it is for me or against me”.

Two things in the boy deserved the highest commendation—the splendid training in discussion given by his schools, and the beautiful character developed under the “diversity of association” of school life in America.

Some one recently recalled a story told of Queen Wilhelmina of Holland in her childish days. In course of a geography lesson her governess asked her to draw a map of northern Europe. Holland, in the map submitted, loomed very large, while the British Isles were represented by a tiny dot, skied in the arctic region. The governess insisted upon a readjustment of the powers. Reluctantly the royal pupil brought the hated country into a more temperate zone, but—

“I simply won’t make it any larger,” she cried.

A teacher in a New Jersey high school had been trying to make clear to her pupils the principle in physics that heat expands and cold contracts. The rule was discussed in its various aspects and bearings, and finally the teacher said:

“William Brown, suppose you give me a good example of the rule.”

“Well, ma’am,” answered William, “in summer, when it is hot, the days are longer, and in winter, when it is cold, the days are shorter.”

Hints for the Library

Better Rural Schools, by Betts and Hall. The Bobbs-Merrill Co., Indianapolis. McLeod and Allen, Toronto. 512 pages. This book is written especially for rural school teachers and administrators, and is very practical. It deals very frankly with the petty details of management which worry the young teacher. Numerous practical problems are raised and discussed. "Consolidation is looked upon as the most important single factor in improving rural education, hence this subject is accorded detailed and extensive consideration"; and for this consideration 114 pages of the book are used. The authors recognize, however, that "the one-room school is still the largest factor in rural education and will continue to be so for years to come" and, therefore, they devote about four-fifths of the volume to such topics as the curriculum of the rural school, the teacher and the community, organization, management, care of buildings and grounds, school hygiene, equipment of the playground, giving in every case such minute details as the best way to construct a swing, a slide, and a sand-bin. The book is so simply written, and so practical that it cannot fail to be interesting and helpful to every teacher.

Journeys in Industrial England, by W. J. Claxton, published by George G. Harrap and Company, London. 192 pages. Price 24 cents. An excellent little work. The author brings before his readers some of the romance and the reality of the great industries by which England's industrial life is sustained. He does not attempt to go minutely into the processes employed in various manufactures, but takes his readers on interesting and very instructive little journeys through paper mills, ship-building yards, slate quarries, chocolate factories and many other centres of English industry. The book is well printed and profusely supplied with photographs.

H. G. M.

William the Silent, by Agnes M. Miall, published by George G. Harrap and Company, London. 190 pages. Price 24 cents. Miss Miall has evidently written primarily for the young. Many interesting anecdotes are included which the average biographer would omit and these are well told. The book is illustrated, and altogether is a rather admirable little biography.

H. G. M.

Beginners' French, by Max Walter and Anna Woods Ballard. 249 pages. Price \$1.00. Charles Scribner's Sons, New York. This book, based on the Reform Method of teaching languages, is the most advanced of this type yet published in America. The phonetic alphabet is em-

ployed to denote the pronunciation of such words as are considered of special difficulty and all the exercises are in the French language. The grammatical portion is, however, in English. The authors, who are well known as teachers of great merit, suggest various helpful plans in using the book. Illustrated with about twenty plates. Complete vocabulary and full list of irregular verbs with their conjugation. Every progressive teacher of French should have this book. Extremely helpful for all oral work.

W. C. F.

Far Afield, published by Edward Arnold, London. 248 pages. Price 60 cents. We have here a collection of true stories of travel, sport and adventure in many lands, most of them extracts from larger works. It is just such a supplementary reading book as a teacher of students in the third or fourth book could use with interest and profit. Not the least valuable feature of the work is the great amount of geography and general knowledge it teaches incidentally about little known parts of the world. It is well printed and illustrated.

H.G.M.

Exercises on French Irregular Verbs, edited by E. Bourdache. 150 pages. Price 30 cents. George G. Harrap & Co., London, W.C. Consists of a series of French extracts containing irregular verbs, accompanied by exercises, vocabularies and idiomatic expressions. The latter are excellent, but there are not suitable exercises to enable the student to master them. The book is intended for students in their third year's work.

W. C. F.

The Discipline of the School, by Frances N. Morehouse, of the Illinois State Normal University. Cloth. 360 pages. Price \$1.25. D. C. Heath & Co., Boston, New York, Chicago. This is a very practical and interesting discussion of the problems of school discipline. The author has drawn on her experience under a wide variety of conditions and has set forth not only the fundamental principles of school discipline, but has also given an abundance of applications and illustrations. The book is interesting reading and is thoroughly sound in its doctrine. It should appeal with special force to teachers' reading circles, training classes, normal schools, and to university courses in education. While by far the greater part of the space is devoted to the problem of discipline in elementary schools, due attention is given to the question of discipline in secondary schools and to the peculiar problems affecting it.

Pretty Polly Flinders, by Mary L. Blaisdell, and *In Toyland*, by Louise Robinson. Little, Brown & Co., Boston. 40 cents net each. Two very good supplementary readers for Junior classes. The paper, the illustrations, and the binding are excellent, and the type is particularly well suited to the needs of little children. If placed in the school library, they will be very popular with the junior pupils.

Notes and News

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

The position of primary teacher in Victoria School, Woodstock, Ont., has been filled by the appointment of Miss Marion J. MacKenzie, of London, formerly of Keewatin Public School.

Mrs. M. Bolton, of Marshville, Ont., has been appointed to a position on the staff of Creemore Public School.

Mr. Lorne H. Clarke, B.A., has been appointed to the position of mathematical master in Malvern Avenue High School.

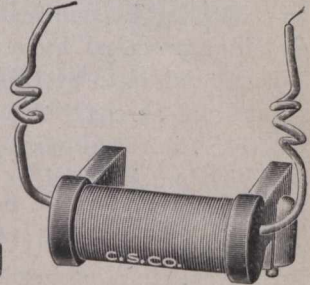
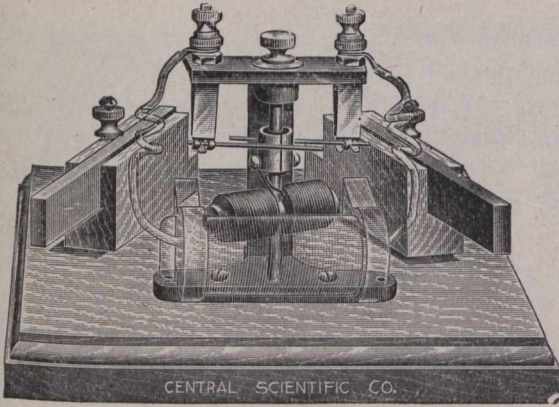
Miss Laverna Stark of Chatham, Ont., has taken a position in Greensville, Ont.

Mr. H. A. Black, of Toronto, has taken the position of teacher of modern languages in Paris High School, formerly held by Miss G. A. Pratt.

Principal T. J. Hughes, of Wellesley School, Toronto, received his Bachelor's Degree from Queen's University at the recent Convocation, after a course of extra-mural study.

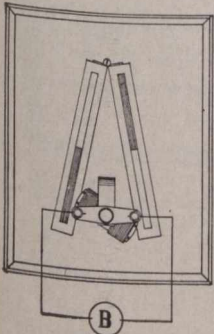
Graduates of 1914 in the Faculty of Education, Toronto, of whom we have heard since last issue, have positions as follows: Mr. E. H. G. Worden is teaching English in Fort William Collegiate Institute. Miss Valeria Strickland is teaching in Earl Grey School, Toronto. Miss Mildred A. Thompson has been appointed to a position in Tweed Continuation School. Mr. W. L. Atkinson has been appointed to McCaul Street School, Toronto. Miss Laura B. de Guerre is teaching in Orillia. Mr. Bruce D. Marwick is teaching at Edy's Mills. Miss Anastasia E. Lynch is teaching at Scudder, Pelee Island. Mr. D. J. Sinclair is teaching in Churchill Public School. Miss Eula Allen is principal of Copenhagen Public School. Mr. John McClellan is teaching continuation work in Coldwater, Ont. Miss Jessie McKillop is teaching in Iona. Miss Bessie Condie is in Eganville Public School. Miss Myrtle Fritz is teaching in her home city, Guelph. Miss Myrtle Coon is teaching in Belwood. Miss Gertrude Huffman is in her home city, Woodstock, in Princess Street School. Miss Florence Whitelaw is in Innerkip Public School. Miss Margery Cole is teaching in Ayr (S.S. No. 10, Blenheim). Miss Louie Nunn is in one of the Hamilton Public Schools. Miss Norma E. Shannon is on the staff of Napanee Model School. Miss Bessie M. Grieve is teaching the Junior Fourth Grade in Kincardine Public School.

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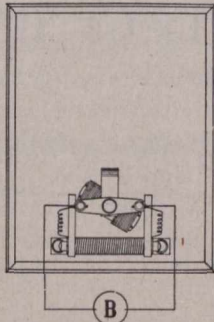


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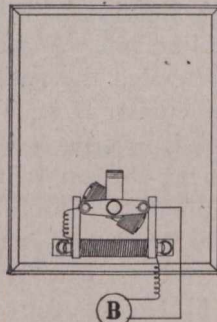
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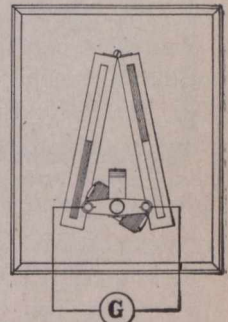
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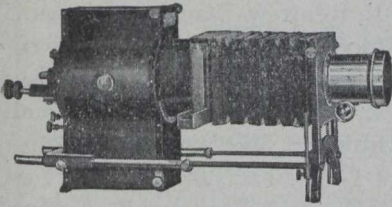
The Annual Convention of the Central Saskatchewan Teachers' Association was held at Qu'Appelle on October 8th and 9th. Mr. A. H. Ball, M.A., Deputy Minister of Education, addressed an open meeting on "Modern Tendencies in Education", in which he discussed physical training, practical hygiene, household science, manual training, agriculture and nature study, emphasizing the value of the teaching of agriculture as contributing to the future welfare of the Western Provinces. Another interesting feature was the School Garden Exhibition at which much excellent work was displayed. The new officers of the Association are: Hon. President: Jas. Duff, M.A., Regina; President: C. S. Stewart, Grenfell; Vice-President: Miss Lewis, Wolseley; Secretary-Treasurer: H. Whitehead, Qu'Appelle.

Mr. R. S. Jenkins, M.A., formerly principal of the Almonte High School, has been appointed principal of the Yorkton Collegiate Institute, Saskatchewan, at a salary of \$2,000 a year.—*Toronto Globe*.

The North York Teachers' Institute held its annual meeting in the County Council Chambers, Aurora, October 22nd and 23rd. One hundred teachers attended the various sessions. Addresses were given by Mr. Wm. Prendergast, B.A., Toronto Normal School, on "Arithmetic and History"; by Professor G. M. Wrong, University of Toronto, on "The Causes of the Present War"; and by Dr. James L. Hughes on "The League of Empire." The following officers were elected:—Hon. President: Mr. C. W. Mulloy, B.A., Aurora; President: Miss M. Trench, Richmond Hill; Vice-President: Miss Bertha Stewart; Secretary-Treasurer: Mr. Jno. G. McDonald, Aurora.

Mr. D. G. French, principal of the Canadian Correspondence College, is giving a series of six lectures on Canadian Literature during November and December in Lansdowne School, Toronto. The entire proceeds are devoted to the Red Cross Fund. The object of these lectures, as also of his series of articles in *THE SCHOOL*, is to give teachers and others a more intimate acquaintance with the work of Canadian poets and writers.

The October number of *The Federal Magazine*, published by the League of the Empire, is of unusual merit. This periodical is one that will be read with interest by all Britishers. As the official record of the activities of the League of Empire, its scope is Empire-wide. An editorial reference is made to the second Imperial Educational Conference of teachers to be held in Toronto in 1916 by invitation of the Government of Ontario. Another feature is a letter written by Lord Roberts on his eighty-second birthday, addressed to all the children of the Empire, in which he tells them why England is at war. It is the simplest, clearest and briefest statement of England's case that the writer of this note has seen. *The Federal Magazine* is doing good work in strengthening the bonds of Empire.



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The fifth annual convention of the South Renfrew Teachers' Institute was held in the Separate School Hall, Renfrew, on Thursday and Friday, October 22nd and 23rd. The weather was ideal and the attendance large. The election of officers for the ensuing year resulted in the appointment of:—President: Mr. M. T. Graham, Arnprior; Vice-President: Miss Gallagher, Arnprior; Treasurer: Inspector G. G. McNab, M.A.; Secretary: Miss Eady; Executive Committee: Misses H. Stanley, B. Fraser, A. V. Stewart and Messrs. Armstrong, Stevens and Taylor.

The Renfrew Teachers' Institute voted \$50 to the Red Cross Fund and pronounced in favour of consolidated rural schools.

The Brant Teachers' Institute passed a resolution for the teaching of the highest ideals of patriotism to school children.

The Woodstock Board of Education has inaugurated industrial night classes, with a registration of over 300 names. There was a big gathering of citizens at the Collegiate Institute, where H. V. Beal, principal of the Industrial School, and Mr. Gamage, chairman of the Industrial Committee, London, together with local trustees, delivered brief addresses.

A pleasing feature of the last meeting of the London Education Committee was the introduction of six Canadian teachers, who have exchanged places with London teachers for a year and will teach in London schools. The chairman of the committee offered the Canadian teachers a hearty welcome to London schools, and the various members all made kind addresses and hoped that the Canadians would have happy experiences which would serve to strengthen the bonds of unity already existing between the motherland and the great Dominion.—*Manitoba Free Press.*

Mr. H. A. Baker of Ingersoll has been appointed principal of Powassan Continuation School, in succession to Miss Boothby.

Miss E. L. Ostrum of Alexandria has been appointed teacher of modern languages in Haileybury High School. Her duties begin with the opening of the new term in January.

A new physics building at the Ontario Agricultural College, to cost \$50,000, has been commenced.

The Ontario Association for the promotion of Technical Training has arranged for a series of lectures to popularize technical training in the province.

The graduates of the File Hills Indian school at Balcarres, Sask., have offered to contribute \$500 worth of grain as a proof of their loyalty to Britain.

Highfield School, Hamilton, has 40 old boys on active service. These include 12 Imperial army officers and 13 officers of the overseas contingent. More are getting ready to go.

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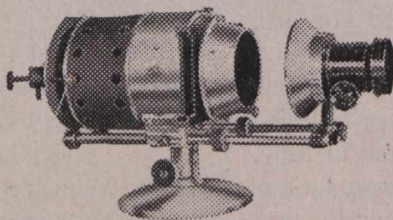
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Emery Ex-Pupils' Association held its first annual reunion on Saturday, October 24th, at the new Public School building, Deputy Reeve Thomas Griffith, President of the Association, welcoming the members and visitors. The new school was inspected and formally opened. It is a two-storey brick structure, with white stone trimmings and cost about \$7,000. The building is fitted with the latest modern equipment.

New dormitory buildings of the School for the Deaf at Belleville, erected at a cost of \$130,000, were formally opened a few weeks ago. Premier Hearst and Hon. Dr. Pyne were present.

Lieut. Kerruish, of the 30th Wellington Rifles, assistant principal of Jesse Ketchum School, has given up his position to join his regiment in London, Ontario. He expects to go to the front with the second contingent. He was presented by the pupils and teachers of the school with a sword and belt. Inspector Armstrong, in a patriotic address, stated that Lieut. Kerruish was the first of the teachers of the Toronto Public Schools to leave the staff for this purpose.

The installation of Dr. J. A. Worrell, K.C., chancellor-elect of Trinity University, took place Wednesday afternoon, November 18th, in Trinity Convocation Hall. After his installation Chancellor Worrell conferred degrees upon two of the representative clergy of the diocese of Toronto, the occasion being the 75th anniversary of the foundation of the diocese. Those honoured were Ven. Archdeacon Cody, of St. Paul's Church, a professor at Wycliffe College; and Rev. E. C. Cayley, of St. Simon's Church, rural dean of Toronto.

The death occurred recently at Camberley of Colonel Charles Blair Mayne, late of the Royal Engineers, who was for some years professor at the Royal Military College, Kingston, Ont. Col. Mayne was in his 59th year. He retired in 1907.

An interesting event took place at the residence of George Stephans, ex-M.P.P., lately when his niece, Miss Margaret Stringer, was united in marriage to Arthur Stringer, the well-known author. Mr. and Mrs. Stringer will spend the winter in California—*Toronto Mail and Empire*.

Mr. J. M. McCutcheon, B.A., B.Paed., has resigned his position as English master in the Stratford Normal School to become Secretary of the Ontario Workmen's Compensation Board.

At the Annual Business Show at New York, October 26th, more World's Typewriting Championships were won by exponents of Charles E. Smith's "Practical Course in Touch Typewriting" as outlined in the volume published by Isaac Pitman & Sons, New York. In the World's Amateur Championship, Miss Bessie Friedman in competition for thirty minutes, wrote at the rate of 129 net words a minute, breaking the world's record in this case by thirteen words a minute. Mr. George



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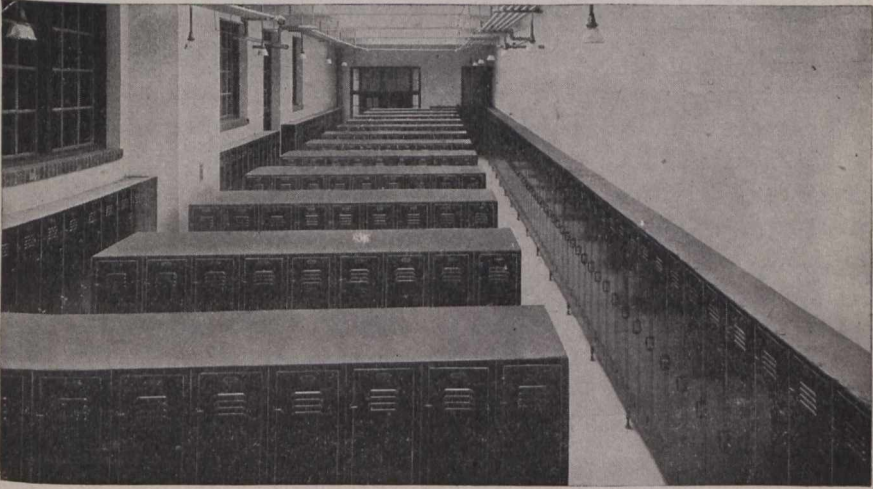
NEW BRUNSWICK.

The Northumberland County Teachers' Institute was held at Chatham, N.B., on September 24th and 25th. The programme included model lessons to Grades I to IX by Misses Irene Savoy, Ida C. Lynch, Anna Kildebrand, K. I. B. MacLean, Tessie A. Gallivan, Estella Caruthers and Agnes Wilson; demonstrations in household science by Miss Vera Wilson, and in manual training by R. W. Stephens; an address on school gardening by R. P. Steeves, M.A., Director of Elementary Agricultural Education; papers on "Literature in Intermediate Grades", by Miss Eleanor Robinson, editor of the *Educational Review*; "Medical Inspection of Schools", by G. G. Melvin, M.D.; "The Teaching of Canadian Civics," by H. H. Stuart; "Elementary Astronomy," by Prof. F. A. Good, of the Provincial Normal School. A public meeting was held on Wednesday evening, at which addresses on educational topics were made by W. S. Carter, LL.D., Chief Superintendent of Education; Geo. W. Mersereau, M.A., Inspector of Schools; R. P. Steeves, M.A., and others.

The Westmorland County Teachers' Institute convened at Sackville, N.B., on October 8th and 9th, with a good enrolment of teachers. Papers were presented on the following subjects: "The Teaching of Geography", by Miss Helena Steeves; "School Gardening, with Exhibition in Connection", by Mrs. Henry Renton; "School Gardening", E. C. Rice, B.A., followed by an address on the same subject by R. P. Steeves, M.A.; "Incidental Teaching", Miss Maisie Ryan; "Literature", Miss Eleanor Robinson; "The Teaching of Civics in the Public Schools", prepared by R. B. Wallace and read by Inspector Amos O'Blenes, M.A. The Institute for part of one session divided into sections for the consideration of problems affecting them, under the leadership of the following:—French Section: Inspector C. H. Hebert, M.A.; Miscellaneous Section: Inspector Amos O'Blenes, M.A.; Advanced Section: George J. Oulton, M.A.; Primary Section: Miss Nichol.

The Albert County Teachers' Institute was held on October 22nd and 23rd in the Consolidated School Building at Riverside. Most of the teachers of the County were in attendance. The Institute was opened with an address by the President, G. W. Chapman. Excellent papers were read as follows:—"Household Science in Public and Elementary Schools", Miss Rouie A. Long; "How to Study", Inspector Amos

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O'Blenes, M.A.; "Mental Arithmetic", J. C. Hanson, B.A., Principal of Riverside Consolidated School; "Teaching of History", Miss Julia F. Brewster. A public meeting on the evening of the 22nd was addressed by Chief Superintendent Carter, Inspector O'Blenes, and others.

SASKATCHEWAN.

A new mounted map of the Province of Saskatchewan showing the constituencies and rural municipalities has been recently issued by the Department of Public Works. Trustees of schools and teachers in the Province of Saskatchewan may obtain copies of this map, at the rate of \$2.00 each, on application to the Deputy Minister of Public Works, Regina.

The Department of Education, Saskatchewan, has issued to every teacher in the province a copy of Sir Edward Cook's pamphlet—"Why the Empire is at War", as well as a copy of a pamphlet entitled "The Flag of Canada" by Sir Joseph Pope, K.C.M.G., C.V.O., I.S.O. The following letter has also been issued to boards of trustees throughout the Province:—

TO BOARDS OF TRUSTEES—*The Flag*

Your board is aware that by the amended regulations respecting the flying of the flag over schoolhouses, authority has been given to school boards to make their own rules respecting the same except in the case of certain days specifically named therein when the flying of the flag is compulsory in all schools under penalty of forfeiting the government grant.

During the continuance of the war which has been forced upon our country it is advisable that boards of trustees give the fullest opportunity to pupils to realize the duties of patriotism and with this object in view the Department would recommend that regulations be framed by individual boards providing for the frequent flying of the flag. It is suggested that the flag be raised every Monday morning while school is in operation and that the ceremony be repeated at other times whenever appropriate and convenient; further, that in connection with these exercises special emphasis be laid by the teacher on such topics as freedom, justice, and fair dealing, principles which the British Empire stands always ready to defend.

If the weather permits the flag should be raised in the presence of the pupils.

WALTER SCOTT,
Minister of Education".

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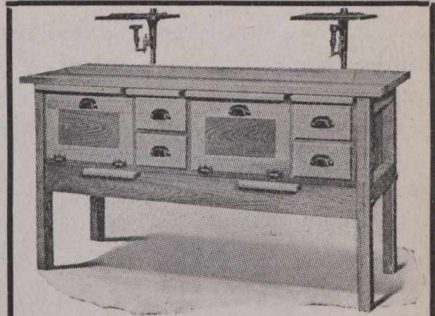
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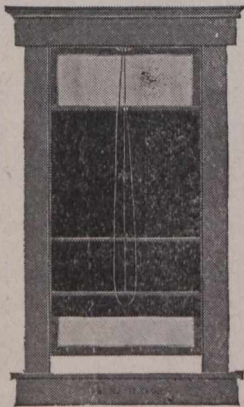


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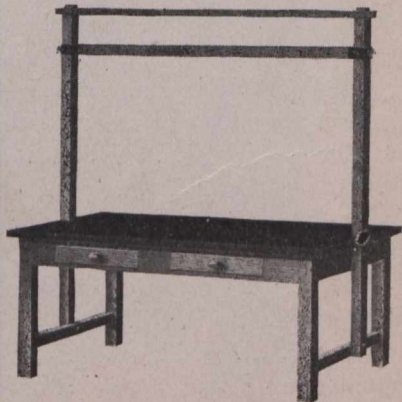
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KEWAUNEE, WIS.

That the supply of qualified teachers is becoming more nearly equal to the demand in Saskatchewan is evidenced by the fact that up to October 31st, 1914, there were five hundred fewer provisional certificates or permits issued than during the same period in the year 1912. In order to further increase the supply of qualified teachers the Department of Education is holding sessions of the Normal School for the training of teachers for First and Second Class certificates at Regina and Saskatoon during the first four months of 1915. Third Class sessions will be held during January and February at the following points: Regina, Saskatoon, Moose Jaw, Prince Albert, Yorkton, Moosomin, Swift Current, Weyburn, Estevan.

The following is a statement showing the number of students trained at the Normal Schools during the year 1914:

	Male.	Female.
Third Class.....	45	71
Second Class.....	23	97
First Class.....	197	454
	<hr/>	<hr/>
Total.....	265	622

Lieut. S. P. Stewart, Principal of the Strathcona School, Regina, was among those who enlisted for active service, and is now with the first contingent at Salisbury Plain.

Mr. C. A. Scarrow, formerly principal of the school at Balgonie, has been appointed principal of the school at Kindersley.

Mr. W. R. Robeson, formerly principal of Indian Head High School, has been appointed principal of the High School at Battleford. He was succeeded by Mr. J. H. Gallaway, formerly principal of the High School at North Battleford.

Mr. B. A. Upshall succeeded Mr. J. H. Gallaway as principal of the High School at North Battleford.

Mr. R. D. Coutts of Ontario has been appointed principal of the Moosomin High School.

Mr. W. Y. McLeish, formerly of Manitou, Manitoba, has been appointed principal of the High School at Oxbow to succeed Mr. A. W. Cocks, who was recently appointed Chief Clerk of the Department of Education, Regina.

Mr. R. F. Blacklock, formerly Chief Clerk of the Department of Education, has been appointed Registrar of the Department.

Mr. James L. Ward has been appointed principal of the new High School established at Wilkie in June last.

Miss M. Jelly, formerly of Qu'Appelle School, has been appointed to the staff of the Provincial Model School, Regina.