The School

(Registered)

Vol. IV **Toronto, September, 1915** **No. 1**

Address communications to THE SCHOOL, Bloor and Spadina, Toronto

Edited by Members of the Faculty of Education,
University of Toronto

$1.25 per annum. **15 cents per copy.**

UNIVERSITY OF TORONTO PRESS
TORONTO

Ontario Department of Education

TEACHERS' MANUALS

The Department is publishing Manuals for Teachers, dealing with methodology and containing supplementary material for their use in class. These manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated:

For Continuation and High Schools and Collegiate Institutes:

The following have been published:

A Manual of Suggestions for Teachers of Science, 50 cents
A Manual of English Composition, 15 cents

For Public and Separate Schools:

The following have been published:

Primary Reading, 10 cents
Ontario Readers, Books II., III., IV., 25 cents
Arithmetic, 15 cents
Grammar, 15 cents
History, 10 cents
Literature, 25 cents
Teaching English to French-speaking pupils, 15 cents
Composition, 15 cents
Manual Training, 25 cents

For all Schools:

List of Reproductions of Works of Art, 25 cents

SPECIAL NOTICE TO TEACHERS AND SCHOOL BOARDS

The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in the text-book circular, No. 14, or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the Board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

DEPARTMEMT OF EDUCATION, March, 1914

Ontario Department of Education

Teaching Days for 1915

High, Continuation, Public and Separate Schools have the following number of teaching days in 1915:

January	20	July	
February	20	August	
March	23	Sept. (H. Schools, 18)	21
April	16	October	21
May	20	November	22
June	20	December	16
	119	(High Schools, 77)	80
		Total	199
		Total, High Schools	196

Dates of Opening and Closing

Open	4th January	Close	1st April
Reopen	12th April	Close	29th June
Reopen	1st September	Close	22nd December
Reopen (H. Schools)	7th Sept.		

Note—Christmas and New Year's holidays (23rd December, 1915, to 2nd January, 1916, inclusive), Easter holidays (2nd April to 11th April, inclusive), Midsummer holidays [from 30th June to 31st August (for High Schools to 6th September), inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (6th) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Monday, 24th May), and the King's Birthday (Thursday, 3rd June), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1915, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

The Royal Military College of Canada.

THERE are few national institutions of more value and interest to the country than the Royal Military College of Canada. Notwithstanding this, its object and the work it is accomplishing are not sufficiently understood by the general public.

The College is a Government institution, designed primarily for the purpose of giving instruction in all branches of military science to cadets and officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandant and military instructors are all officers on the active list of the Imperial army, lent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and, in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario it obtains the same exemptions as a B.A. degree.

The length of the course is three years, in three terms of 9½ months each.

The total cost of the course, including board, uniform, instructional material, and all extras, is about $800.

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

For full particulars regarding this examination and for any other information, application should be made to the Secretary of the Militia Council, Ottawa, Ont.; or to the Commandant, Royal Military College, Kingston, Ont.

H.Q. 94—5.
12-13.—52332.

The School

A Magazine devoted to Elementary and Secondary Education in Canada

THE SCHOOL is issued every month except July and August. The publishers guarantee a full year's subscription if claims for numbers lost in transit are made within a reasonable time.

Discontinuances are not made until notice has been received and all arrears have been paid. In such cases the **exact address to which numbers have been mailed** must be given.

The publishers wish to be notified **promptly** of change of address. **Both old and new addresses must be given,** or the name cannot be found. Notifications should reach this office by the 20th of the month in order to affect the next number.

Remittances should be made by Express, Postal, or Bank Money Order. Subscriptions, $1.25 per annum; in United States, $1.50. Single copies, 15 cents.

Address all communications to THE SCHOOL, Bloor Street and Spadina Avenue, Toronto, Canada.

Vol. IV. TORONTO, SEPTEMBER, 1915 No 1

The School

"Recti cultus pectora roborant"

Editorial Notes

Dr. O. J. Stevenson.—Dr. Stevenson, head of the department of English in the Faculty of Education and the first editor of THE SCHOOL, has accepted an appointment as English master in the Toronto Normal School. Dr. Stevenson's withdrawal from the Faculty of Education and from the Editorial Board of THE SCHOOL cannot pass without comment. It is not an ordinary event in the history of either Faculty or journal.

DR. STEVENSON

Although still among the younger educationists of Ontario, Dr. Stevenson's experience has been varied and rich. A Canadian son of the manse he has always had a passion for knowledge and a remarkable industry in its pursuit. He has sought it and acquired it in various Ontario High Schools and in the University of Toronto, in Summer Courses and Annual Conferences, by extensive travel in Europe or America, with the kodak in the wilds, at well-stored bookshelves. Few Ontario teachers have so goodly a store of knowledge as he. None probably have wider sympathies.

Dr. Stevenson's professional life has been quite as rich in experience as his student life. He has taught in rural Public Schools, in very small High Schools, in very large Collegiate Institutes, in two Ontario Universities, and he now begins to teach in a Normal School. And he has not always taught the same subjects. He has been a Public School inspector, the editor of a journal, a public lecturer, a Provincial examiner, and the

author of books as diverse in appeal as texts in literature, grammar, composition, nature study and supplementary reading. And he has touched nothing without adorning it!

Dr. Stevenson is an educationist of great practical wisdom. His students have always found him to be an enthusiastic and suggestive lecturer. He is a teacher of English with no superiors in the schools of the Province. As a writer of English he has few equals either within or without the schools. But the Editorial Board of THE SCHOOL prefers to remember him as a hard-working colleague, a wise counsellor, and a loyal and generous friend. It parts with him with great regret but not without promises of his continued interest and co-operation. It will follow him with prophecies of his continued progress and promotion.

Henry R. Alley.—The very tragic death in Muskoka of Mr. Henry R. Alley, librarian of the Department of Education, recalls a long period in the history of education in Ontario. As the great régime of Dr. Ryerson drew to its close Mr. Alley was a junior in the Ontario Treasury Department. When Adam Crooks, Ontario's first Minister of Education, cast about for a private secretary, he found one in the courteous and alert treasury clerk. Once established in the new office, Mr. Alley made himself indispensable. Ministers came and went, Cabinets rose and fell, a whole generation passed by, but Mr. Alley remained. He was private secretary to Crooks, Ross, Hardy as Acting Minister, Harcourt, and Dr. Pyne and he withdrew from the office only when increasing years made attractive the less onerous duties of the librarianship.

Mr. Alley's service as private secretary was unique in more than its duration, or its persistence through many administrations. Most civil servants of to-day—and this is particularly true of private secretaries—win their appointments by services rendered to the party in power or to the Minister, as well as by merit. Mr. Alley was not a party man. He had never worked for a party. He did not owe his appointment to the personal gratitude of a minister. He was chosen wholly and solely for merit. Between the least responsible and worst paid post in the civil service and the most responsible and best paid post is a hierarchy of finely graded posts. In the industrial world such posts are generally filled by promotion. But this has not always been true in the civil service. Once appointed the civil servant lost something of the strength by which he climbed into office. In the matter of promotion he had to compete not merely with his fellow officials but with the hosts outside who had not lost their influence with the party. But, entering the civil service without political influence, Mr. Alley gained promotion, and gained it on his merits and in open competition with applicants both within and without the service. Moreover, Mr. Alley was not altogether

of the modern school of civil servants. Like the civil servant of to-day, he was industrious, courteous and obliging. But he was more. He always respected his office. He never made light of his duties. He chose rather to do his work well than to please the public. His manners were not familiar or 'easy' but dignified, courtly, at times even exclusive. And like the true civil servant, alike of the new or of the old school, he kept faith. Ministers came and went, educational projects rose and fell, the high things of politics, and perhaps at times the low things of politics passed under his eyes in confidence,—and he kept faith. For well-nigh forty years he maintained inviolate the best traditions of the Canadian civil service.

Mr. Alley's death reminds those who knew him officially in these last years of his two favorite projects. He knew Ryerson, Crooks, Ross, and the later Ministers of Education, and never hesitated to credit each of them with the work he had done for education in Ontario. He hoped that some day someone—he was too modest to attempt it himself—would tell in detail the story of Ontario education between 1870 and 1915. To make the task lighter he set himself in his few years of office in the librarianship to gather material for such a record. In the second place he saw the need of a Provincial library of education. There was developing among the teachers of Ontario a large body of readers who were interested in education as a science. This new interest should be seized and utilized in behalf of better teaching and better schools. But how? Public libraries were helpless. Their contents were too general. Private libraries, the libraries of the teachers themselves, were too expensive. The only way to meet the new interest was to develop the library of the Department of Education into a Provincial library easy of access to every teacher in Ontario and capable of imparting the last word on any phase of education. Mr. Alley was among the first to recognise this and during his few years in the librarianship he strove to make his library of real service to the teachers of the Province.

The Inspector of Elementary Agricultural Classes.—Dr. J. B. Dandeno, who has recently been appointed Inspector of Elementary Agricultural Classes for Ontario, has had a training and experience which give him special qualifications for the work he now undertakes. As a boy on the farm he acquired a practical knowledge of general farming and fitted himself for teaching. For three years he taught in Speedside Rural School and for half a year acted as Principal's assistant in Madoc Model School. He now holds every grade of Public School professional certificate. He graduated from Queen's University in 1895 with honours in science and in 1899 took his A.M. degree (*summa cum laude*) from Harvard. Three years of special training and research in

soils, plant physiology, and plant pathology brought him the degree of Ph D. from Harvard in 1904. Besides his intermediate certificate in agriculture, he holds certificates as science specialist, High School Principal, and Public School Inspector, and has had fourteen years' High School experience, nine as science master and five as Principal. For eight years he was assistant professor of botany in Michigan Agricultural College, during which time he was in close touch with students in agriculture and agricultural development; and four summers were spent as instructor in botany in Harvard Summer School. Dr. Dandeno has published the results of a number of his own researches along agricultural lines. During the past three years he has been teacher of agriculture, as well as Principal, in Bowmanville High School. THE SCHOOL wishes him every success in his new position.

A Change in Household Science.—Ontario has created at least three grades of professional certificates in Household Science—the Elementary, the Ordinary, and the Specialist. The Elementary certificate in Household Science, like the Elementary certificate in Art, Commerce, or Physical Culture, authorizes the holder to teach Household Science as one of the ordinary school subjects and qualifies her for a special grant in behalf of such instruction. Elementary certificates are obtained in free Summer Courses maintained by the Department of Education at the Household Science Department of the University of Toronto. The Specialist certificate is based upon an Honour degree of the University of Toronto in the Department of Household Science, together with the regular course in a Faculty of Education. Service under this certificate also carries with it a generous salary bonus. The training for the Ordinary certificate has recently been re-organised. It is a one-year course open to holders of permanent professional certificates. Hitherto, the course has been given at the Macdonald Institute, Guelph. But the Macdonald Institute has been overcrowded and could not accept all applicants for the course. Henceforth the course will be given in the Household Science department of the University of Toronto. The new building is probably the best equipped as it is the noblest building in America for work in Household Science. As the centre of the activities of the women of the University it will bring the candidates for the Ordinary certificates into touch with all phases of University life. The new course and the new building, with the new inducements in the form of bonuses now offered teachers of Household Science, will probably result in a rapid increase in the number of candidates for the Ordinary certificates. The first session of the new Course begins October 1st. Applications for admission should be forwarded at once to the Faculty of Education, University of Toronto.

Superannuation.—The Minister of Education explained his superannuation scheme to the teachers of Ontario at the Easter meetings of the Provincial Educational Association. He promised to institute his scheme when assured of the unanimous endorsation of the teachers. At their annual institutes in October next the teachers will be asked to endorse the scheme. How do you intend to vote?

It may be argued at these Institutes by teachers not too friendly to the scheme that local boards will defeat it so soon as they recognise their obligation to bear part of the expense, and that the Department of Education must abandon it in these days of financial stress and strain. But these are not the pressing questions. As a matter of fact local boards will not be ungenerous and the Minister of Education will not break his promise. The pressing question is not what will the local board do or what will the Minister do but how do *you* intend to vote in October?

Undoubtedly the strongest opposition to the scheme will come from the young and silent voters or from the voters who act from motives which they will not parade before their fellows. Few young teachers—any one who has trained women teachers knows this—few young teachers anticipate a long service in the schoolroom which is to be crowned by a pension. And they are disposed to vote against any scheme that magnifies the imaginary future at the expense of the very pressing present.

But can the young teacher be *certain* that she will not teach for years? She can be certain that she will grow old, and that, if she continues to teach, she will both need and enjoy a pension. In Germany the retired teacher ranks with the retired judge. Both receive state pensions. In no European country is the teacher more efficient, more highly honoured, or more content than in Germany. Has not the pension something to do with this? Will not each of us pay a little in order that the teachers of Ontario may become more efficient, more highly honoured, and more content? Each of us owes much to the schools and teachers of Ontario. Will not each do her best to repay the debt?

How do you intend to vote?

Summer Sessions.—Although all statistics are not yet available the success of the efforts of the Ontario Department of Education to improve the status of the teachers through Summer Courses has been remarkable. Acting through the University of Toronto the Department organized two or three free Summer Courses for teachers in 1913. The response was immediate and enthusiastic. By 1915 the two or three courses had become a dozen courses, and the two or three hundred teachers in attendance had become well-nigh one thousand—or one in

every thirteen in the Province! And these figures, it must be remembered, are drawn from the Toronto courses alone. They do not include the hundreds of teachers who attended the Summer Courses in the Model Schools at remote centres of the Province, in the Agricultural College at Guelph, or in the Faculties of Arts and Education at Queen's University.

Perhaps the most important of the Toronto Courses was given in the College of Art on Gould Street. When the dismal failure of the old Provincial Art Schools is recalled the registration of 280 in this year's courses for Elementary and Specialists' certificates is startling. At last the effort to introduce art into the schools is to be crowned with success! Perhaps the most interesting courses were those for teachers in Auxiliary Classes and Kindergarten-Primary grades. A registration of twenty in the former was a very generous response to the new interest in the education of the abnormal child. Recognizing the gulf that has hitherto separated the Kindergarten from the Primary School and the resulting isolation of the Kindergarten, fifty-nine Kindergarten directors registered in courses whose certificates would authorise the holders to teach in Primary grades and 14 Public School teachers registered in courses whose certificates would authorise the holders to teach in Kindergartens. The courses whose popularity exhibited the most significant response to the big interest of the day were those in Physical Culture. Here in courses for Elementary or Specialist certificates or for Strathcona B. or Cadet Instructor's certificates were registered at least 131 teachers! In addition nine teachers registered in Manual Training, 49 in Household Science, 30 in Vocal Music, 30 sought certificates in Commercial subjects, 38 were candidates for Normal Entrance certificates, and 92 for Faculty Entrance certificates.

Ontario teachers in hundreds, even thousands, in Summer Courses in 1915! How about 1916? Do you intend to join them? If so apply *now* and prepare for next summer's work.

Teaching a Foreign Language.—Mr. Trout's article in this issue will repay reading. It may not present the only way or, in all respects, the best way of teaching English to the children of Canada whose native tongue is not English but it offers many happy suggestions as to the teaching of a foreign language to young children. Quite unconsciously, perhaps, and under the stress of the teacher's best guide—necessity—Mr. Trout has worked out some methods towards which all teaching of foreign language now slowly moves. He has a message for the teachers of French and German in our High Schools as well as for the teachers of the young foreigners in our Public Schools.

"The most important and pressing educational problems to-day are those which have to do with the betterment of rural education". Is this quotation in accordance with the facts? In order to obtain for its readers an answer to the foregoing question, THE SCHOOL *makes the following offer: For the best statement of any important problem which a rural school teacher has to face, and a proposed solution of the problem, a two-years' subscription will be given; for the second best, one year's subscription.*

The conditions of the contest are as follows:

(1) *The statement of the problem and its solution must not be longer than* 450 *words.*

(2) *The essay must be the work of a teacher who is engaged in a one-roomed rural school.*

(3) *Essays will be valued by a committee of three chosen from the staff of the Faculty of Education, University of Toronto.*

(4) *All essays must reach this office before November* 15*th*, 1915.

Books on the Present War

COLLIER, PRICE. "Germany and the Germans from an American Point of View". Scribner, 75c.

Tells, in essay form, of the characteristics and problems of modern Germany. The book is universally praised by critics. Contents: The Cradle of Modern Germany, Frederick the Great to Bismarck; the indiscreet German political parties and the press; Berlin: "A land of damned professors". The distaff side: "Ohne armee kein Deutschland"; German problems: "From envy, hatred, and malice". Conclusion.

HENDERSON, ERNEST F. "Germany's Fighting Machine". Bobbs-Merrill, $1.25.

The author has moved in German official circles for thirty years, and has made extensive study and research for a new "History of the Fatherland." He has had access to official information and has gathered photographs of every branch of the Army and Navy, and Air Fleets. He left Germany less than a week before the war began, bringing pictures, facts, and information, which together make up this work on Germany's place in the great war.

VON BERNHARDI, F. "How Germany Makes War." Hodder, 75c.

Author, well known for his "Germany and the Next War", is a retired General in the German Cavalry. Tells how and why Germany must fight, describes German use of air-craft and artillery, signalling, the private soldier's duty, etc.

The National Gallery of Canada

ERIC BROWN,
Director, National Gallery.

AS art can be understood and made available to us only in proportion as the mystery which seems to surround it is cleared away and its simplicity is revealed, so the value of an art gallery will be rightly appreciated only when its proper function in the community is considered and determined.

"Portrait Head"
Panel head of a Roman woman from the first century A.D. In the National Gallery, Ottawa.

Since art is so vast that its good purpose is to refine every human activity and since the painted picture on the wall must be the very least part of art, it may well be asked what is the value of an art gallery and why should we visit it? Apart from the most obvious reason, that of pleasure, there are a number of other reasons which the acknowledgment and understanding of the wider purpose of art cannot fail to make clearer to us. To begin with the greatest reason first. An art gallery and especially a national art gallery should be the place where the national and international standards of art are kept, so that just as we go to the standard weights and measures to check up our own, we may go to the art gallery to correct our ideas and opinions upon art. Here the spirit of enquiry is more valuable than the spirit of judgment, for it may be conceded that at any rate a goodly proportion of the standards of art in the art gallery are correct and that an equal proportion of our ideas which clash with them are wrong. When this truism is learnt the numeration table of art is learnt too and nothing can stop us from making all the further progress we wish. Then there is the historical reason. An art gallery contains a more or less continuous representation of the

"MARY IN GREEN"

John Lavery, A.R.A. In the National Gallery, Ottawa

history of art which will make all our reading on the subject vastly more interesting, for there is nothing more interesting than the history of art, so interwoven is it with the most picturesque, romantic and significant incidents of the ages. One can follow the art of the Egyptians, Greeks and Romans past the long gap of the dark ages to the Gothic ecclesias-

"CHRIST CARRYING THE CROSS."
French Primitive School, 14th Century. In the National Gallery, Ottawa.

ticism and on to the burst of the fifteenth century Renaissance and thence by many and ever widening roads and schools to the present day.

The educational value of the art gallery is intimately connected with the historical, but at the art gallery we can also study the ideals and

methods of the various schools. How one has sought to express the truth more fully by a most faithful imitation of nature; how another has tried to express it by conveying only the general impression made upon the artist by the sunshine, storm or snowfall, and yet another has tried

THE LILAC GOWN

Charles Furse, A.R.A. In the National Gallery, Ottawa.

to express it in the rendering of effects of light and atmosphere, and so on until we are delighted that art is no longer a mystery, and we come to have sympathy with the eternal endeavour to express the thoughts and feelings by means of art.

Then lastly there is the pleasure-giving value of the art gallery. Art is natural to us all and when it is put before us plainly and honestly we invariably recognise it and are happier for it. Out of this happiness will grow the desire to know more about it, and from the desire to know more we shall learn to correct our ideas and to form better ones, and therein shall gradually come to possess a knowledge of art which will help us all our lives.

The National Gallery of Canada has been in existence for thirty-five years, and in that time it has acquired, by means of purchase and gift, one thousand and one hundred original works of art, and has besides a gallery of over one hundred of the best coloured reproductions of the world's most famous pictures, and a good collection of casts of the greatest sculptures.

A Governor of Cadiz.
By Francesca Goya.
In the National Gallery, Ottawa.

In the very few years since the Government appropriations have made it possible to secure any important works of art, the policy of the trustees has been to secure the best example within their means of the more important schools of art in order that the artistic chain may not be too incomplete for the purpose of study until larger funds have made possible the purchase of works of greater significance. Upon this basis it is hoped to build up a national art collection which will grow with the greatness of the country and will express the country's highest degree of refinement.

At the same time special arrangements and engagements have been made with regard to Canadian art which it is hoped will stimulate and encourage it to maintain its proper place as the thermometer of true national progress. The National Gallery premises at Ottawa could not possibly contain more than a very small proportion of the works of Canadian artists which the trustees are purchasing; so in order to get over the difficulty and at the same time to spread a better knowledge of our native art throughout the country, loan exhibitions are being arranged for any art society or body which has proper facilities for their public exhibition.

Then again, by arrangement with the Royal Canadian Academy, the National Gallery presents an annual travelling scholarship of $1,000 to the most promising young artist of the year subject to certain simple restrictions of age and nationality.

Reproductions in photogravure of some of the important pictures in the galleries are now available on post cards and 7 x 5 prints and, if their sale justifies it, it is hoped to issue coloured ones of good quality which should be of very great use in the schools for the purpose of picture study.

CHARITY.

By Frank Brangoyn. In the National Gallery, Ottawa.

Now that these efforts are being made to encourage our national art it is very gratifying to note that Canadian art is undergoing a great change and a still greater growth. The earlier Canadian painters who were in most cases born in Europe, entirely trained in Europe, and encouraged to paint even Canada in a European way, are passing. A younger generation is coming to the front, born and brought up in Canada, understanding and loving their own country and, to some small

though quite inadequate extent, encouraged by Canadians. These men are painting Canada with an outburst of strength and colour which it is hoped will bear fruit in the birth of a great national school of art.

A visit to the National Gallery at Ottawa will go far to justify the policy of securing the best possible examples by which the great epochs of art may be studied until such a time as a thoroughly representative group of each great period may be secured. The earliest painting in the collection at present is a panel head of a Roman woman from the first

IN SUFFOLK

By Ormesby Brown, R.A. In the National Gallery, Ottawa.

century A.D. The picture was found with a number of others covering the faces of mummies in the Fayoum district in Egypt and is in a perfect state of preservation. The early German school is illustrated by a pair of portraits by Durer's contemporary, Bart. de Bruyn; the early French primitive school by a small "Christ Bearing the Cross" of the 14th century, and the early Dutch by an exquisitely painted picture called "The Five Senses" by Frans Floris who first brought the Italian

tradition into Holland. Two large paintings, "The Saviour" by Cima da Conegliano and "The Magdalen" by Andrea del Sarto, express the maturity of the Italian Renaissance, and a magnificent portrait by Caravaggio, the first of the naturalistic painters of Italy, carries on the story to the Spanish School which begins with pictures attributed to Herrera the younger and to Gomez and ends with a fine portrait by Goya in the 18th century. The Dutch-English painting of the early 17th century is represented by a portrait of King Charles I by Daniel Mytens and by a double portrait of the Earl of Carrick and his sister by Gerard Honthorst. From this the pure English school is but a step and is well represented by portraits by Hogarth, Reynolds, Gainsborough, Hoppner, Lawrence and Beechey. The French 19th century school begins with J. F. Millet's well-known oil painting, "Oedipus taken from the Tree", a beautiful sea and shore picture by Boudin and a charming little Corot and continues through the years of 1870 when the great impressionist movement began with typical pictures by Claude Monet and Alfred Sisley. Mid-Victorian England is represented by portraits by Sir John Millais and Holman Hunt and a small head by Lord Leighton. This brings the story down to our own day and the National Gallery possesses a noteworthy representation of such great artists as John Lavery, William Orpen, Arnesby Brown, George Henry, Glyn Philpot, F. Brangwyn, Charles Furse, Laura Knight, Annie Swynnerton, and many others.

In making the National Gallery collection of the reproductive arts such as engraving, etching, mezzotint and lithography, and including original drawings, the same policy has been followed as with paintings, and already one can study the development of each of the arts from the earliest Italian and Flemish engravings of the 15th century down to the fine work which is being done in etching and lithography in our own day. A growing collection of small bronzes already includes nine animal studies by A. Barye, the great French animal sculptor, and others by the equally great Englishman, J. M. Swan, R.A., and a number of others hardly less interesting.

On the two lower floors are the galleries of casts, coloured reproductions of great pictures, and the Diploma pictures of the Royal Canadian Academy. In the last eight years of its growth, that is since the first appointment of the Advisory Arts Council, which in 1913 was merged by the passing of the National Gallery Act into the trustees of the National Gallery, the National Gallery has developed quickly and strongly and it already possesses the nucleus of a representation of the fine arts of the ages which cannot fail to be a satisfactory basis for a sound maturity.

Nature Study for September

G. A. CORNISH, B.A.,
Faculty of Education, University of Toronto

BIRDS' FEATHERS

Introduction.—A series of lessons on nature study was given in THE SCHOOL last year—one lesson in each issue. A second series is proposed for this year; and as the lessons of the new series will be entirely different from those of the old it is recommended that the two series be used together so as to provide sufficient material for a month's work in the subject.

This is a very suitable season in which to make a study of birds' feathers, as the poultry of the farm-yard are now in the middle of the moult. The teacher should have one of the pupils bring all the feathers that have been plucked from a fowl at home, and the different kinds can be selected from these for study in school. The boys can find the quills of the ducks and geese where these have been resting at night. Feathers of any other birds may also be put to good use, and if a dead bird is found at any time it may be used to show the arrangement of the feathers on the body.

Observations to be made by the pupils.

(*a*) *The structure of a feather.*—Examine a large feather from the tail or wing and find the two main parts. How does the lower part of the stem (quill) differ from the upper (shaft)? Examine the tip of the quill for an opening. What was the probable use of this opening? Cut the quill open and examine its contents. Is there a furrow on the shaft? Examine its contents. Of what is the fringe (vane) on each side of the shaft composed? Are these parts separate or united? As you strike a feather through the air is the vane rigid enough to resist being broken apart by the air? Examine one little part (barb) of the vane and observe whether it has a structure similar to the whole feather. What is the chief use of these large wing-feathers? What are the two most important qualities they should possess? What gives them rigidity? What gives them lightness? Examine their arrangement on the wing. Do they overlap? Which edge is above—the one toward the tip or the one away from the tip? In which case does the wing allow the air to pass through it—on the up-stroke or on the down-stroke? Make a drawing of a wing-feather.

(*b*) *The kinds of feathers.*—Examine one of the feathers that cover the body. How does it differ from the previously examined feather? Has it a quill and a shaft? Has it a vane? What difference in the vane at the top of the feather and near the base? Is it the part of the vane that is exposed that is rigid? Is the fluffy part covered by another feather when they are on the fowl? Which part of the feather would be more valuable for keeping the bird warm? Which for offering little resistance to the air while it is flying? Do these contour-feathers overlap on the bird? Is the overlapping of such a character as to offer little resistance while the bird is moving forward? Notice at home the effect on the plumage of winds from in front and behind. Which wind ruffles the plumage? What presses it smooth against the body? Examine the feathers from a fowl and find a feather with all the vane fluffy. What is the use of feathers of this character? Which has more of such feathers—a duck or a fowl? What use do the duck and goose make of these feathers in nesting? Examine a plucked fowl at home and find a fourth kind of feathers scattered like hairs over the body. Have these filoplumes, as they are called, any barbs? Make drawings of a contour-feather, a down-feather and a filoplume. If possible examine a pin-feather. Split its sheath open and examine the contents. Are the feathers attached uniformly over the surface of the body or are they in patches?

(*c*) *Other features of feathers.*—How does a bird clean its feathers? Does water wet a feather? Why? Of what value is this to a bird? Would a bird's feathers become soiled in time? The chimney-swift spends much time within chimneys; would the feathers get smeared with soot? Would feathers wear out? What happens to a bird's plumage to prevent it from wearing out or getting too dirty? What is meant by moulting? When do the poultry moult? (This can be found by inquiring at what season loose feathers are found in the poultry house). Do the wing-feathers drop out? Do they all drop out at once? Why do you think they do not in the sparrow and robin? Which two varieties of our common poultry shed all the wing-feathers at about the same time? At what season are goose-quills found? Why is it necessary for birds to shed their feathers? Do cats and dogs shed their hair? Do snakes and lizards shed their scales? State the uses of feathers. From what bird is eider-down obtained? Name the principal birds that supply ornamental feathers.

Information for the Teacher.

(*a*) A bird's feather when studied with care is a work of wonder. The most skilled craftsman, with the keenest eye, the most delicate touch, and the most perfect correlation of mind, eye and hand, though

he worked for a lifetime, could never produce a single object that would compare in delicacy, complexity and perfection with one of the many million feathers that Nature shakes from the wings of our moulting birds every autumn with such prodigal profusion as if they were of no account. When the correlation between these delicate, complex structures and the functions they perform is understood, the admiration for God's creatures becomes more profound and the beautiful adaptation to environment brought about by Nature impresses the imagination with the sublimity of God's handiwork.

A feather plucked from the wing or tail of a fowl or pigeon consists of a central axis with *vanes* on each side of the upper part of it; this upper part of the axis is called the *shaft* and the lower part is the *quill*. Both of these parts are tubular, thus giving the greatest rigidity with the least weight. These tubes are not entirely empty; the shaft is filled with a white *pith* that is composed of a honey-combed mass of cavities filled with air; while in the quill is a series of dried-up *capsules* fitting one into the end of the other in a single row. These dried-up membranes within the axis are the withered rudiments of the organs through which nourishment was conducted out to the ends of the feather when it was living and had blood passing out to its different parts. At the tip of the quill where it is attached to the body is a small hole through which the blood-vessel formerly entered the feather when it was still growing and quite unlike what it is when mature. On each side of the shaft is a vane composed of little branches running out from each side of the shaft. All of these *barbs*, as they are called, on one side seem bound together to form a single broad surface quite resistant to air, but almost as light as the air itself. If one of these barbs is put under a microscope, it is observed that it has a row of lateral branches (*barbules*) running out from each side so that each barb resembles the whole feather in structure. On one side of a single feather of a crane 650 barbs were found, each having over 600 pairs of barbules or well over 1,000,000 on the whole feather. These wing-feathers are arranged in a single row along the back edge of the wing; the edge of the feather toward the tip of the wing overlaps the edge of the feather behind when the wing is observed from above. By means of this arrangement, when the spread wing strikes down in flying, the resistance of the air forces the edges ever tighter together so that the wing forms a broad surface as resistant to the air as a canvas sail. On the up-stroke the feathers are forced apart and the air slips through so that little resistance is offered to the upward movement; thus the most progress is made with the least effort.

(*b*) The exposed plumage covering the body is composed of the contour-feathers which do not differ greatly from the quill-feathers already described. The part of the vane of such a feather which is

exposed is rigid, the barbs all being closely united, but the part of the vane toward the quill which is covered by the overlapping feather is fluffy, the barbs not being bound together. The down-feather which is entirely covered by outer feathers is fluffy throughout the vane. These features adapt the bird to its environment. The whole exposed part of the plumage, except those feathers at the posterior part of the bird, are rigid and smooth and overlap in such a direction that when the bird moves forward the air slides off them as it would from a polished surface; the feathers of the posterior part are fluffy as the air does not pass over this part when the bird is flying forward. But it is very essential that the bird should have a covering that prevents any great loss of heat, for the bird's body has a temperature of 107° F., the highest among animals. As it is the most active of animals it is essential that heat should not be lost, otherwise the animal would be unable to take enough food to supply it with sufficient heat and to make up for the necessary waste caused by its extreme activity. As the bird moves rapidly through the cool air, the thick downy covering forms a most perfect insulator against the loss of heat.

Still another kind of feather is to be found—the little hair-like feathers that are usually singed from the body. They are like hairs split at the free end into a tuft. They can be of no great value.

In the autumn, if a fowl or duck be plucked, it will be found covered with pin-feathers. These are the new feathers that are just developing, and by obtaining them in different stages of development the whole wonderful story of the growth of a feather can be worked out.

(*c*) Birds' feathers become soiled just the same as do our bodies and clothes. That wonderful tool, the beak, can work among the feathers with great skill, smooth them out when they are ruffled, and cleanse them from adhering matter; the foot also assists in these operations. But in spite of all this care of the toilet, the feathers gradually wear, break off and become stained and soiled, so that it is just as essential for the bird to change its costume as for its vainer but more homely human imitator to obtain a new suit. Every summer and early autumn, when the trying duty of rearing its brood has been accomplished, the scarcely less critical process of moulting follows. Every feather is shed and replaced by a new one. The new ones are well developed before the old are cast off, so that the unobservant never notices the process. The feathers of the wing and tail also drop out but usually not all together or the bird would lose the power of flight. Corresponding feathers in the two wings and the two sides of the tail drop out in pairs, but not in such numbers together as to impair flight seriously. Vacant spaces in the wings may be easily observed in the sparrows as they fly about. In the ducks and geese the wing-feathers all fall out at the same time, so that the wild ducks

and geese at this season lose the power of flight and remain hidden in the weeds and rushes. For better protection the more brilliant males lose all their conspicuous colours for a few weeks at this critical time and wear an "eclipse" plumage so that they are as little conspicuous as the females. This is the season at which the small boy delights to search the commons and roadside for goose-quills. Frequently the new plumage has quite a different appearance from the old and this partially explains the change in the colouring of birds at different seasons. Generally a second change in the plumage occurs before the breeding season begins, but this is often due, not to a shedding of the feathers, but to a wearing away of the tips, thus exposing a deeper layer of a different colour.

Just as the bird moults its feathers, so the mammal does its hair, as everybody who owns a cat or dog knows well. The snake and lizard also shed the whole outer covering of scales and the turtle does the same. The process is, therefore, a very common one in the animal kingdom.

The plumage of birds is of great economic importance. The ends of the earth have been ransacked by plumage hunters who cater to the vanity of the fashionable lady. The down of the goose and the duck, but especially the eider-duck of northern regions, is used to stuff pillows, cushions, quilts and even feather-beds. The wing and tail quills were formerly largely used for pens but the steel pen has now entirely replaced them, though they still furnish tooth-picks for the fashionable hotel and the dining car, and stems for fine sable brushes. Feathers also are used to make dusters and to ornament fish-hooks.

A primary teacher reports that one of her little pupils not long since handed her a soiled and crumpled note reading: "Please 'scuse Cora at recess to-day, 'cause she's feelin' kinder sick."

"Why, Cora," said Miss Brown, a little suspicious, "this doesn't look like your mamma's writing."

"No'm," answered the unabashed sinner, "but that's 'cause we're teachin' her to write the new way."

Teacher—"Oh! I wonder who sent me this lovely valentine. Did you, Lucy?";

Lucy—"No, miss."

Teacher—"Was it you, Ethel?"

Ethel—"No, ma'am."

Small Voice—"Why don't you ask me, teacher?"—*American School Board Journal.*

Teaching English to Foreign Children in the West

PAUL F. TROUT
Camberley, Sask.

OWING to the fact that there are so many children of foreign parentage attending the schools of Manitoba, Saskatchewan and Alberta, I feel safe in saying that no more important subject confronts teachers in these three provinces than that of teaching these children our English language.

In this paper I shall deal with the subject only as it applies to children beginning their school life. In teaching English to adults a somewhat different method would probably be followed.

First, we must understand the home life of the average foreign child. Most of the foreign peoples in our country come from the peasant classes of Europe and their home life is vastly different from ours. With them there is much less sentiment and parental tenderness as we know it. As a general thing with us, a child is an important, precious thing; in the average foreign home he is regarded casually as a matter of course. To be sure, in the vast majority of foreign homes children are treated kindly, but the child is not given the consideration which we generally bestow on him. Children are never "humoured" and strangers as a rule take absolutely no notice of them. I have often visited in foreign homes where the children were all made to stay out in the kitchen and keep quiet while the grown-ups sat in the best room of the house—the little ones sometimes peeping furtively around the door jamb to see what the men were doing.

The result of this is that the children are very timid when addressed by strangers and especially so when first they go into the presence of that strangest of strangers, the school teacher, about whom their elder brothers and sisters have spoken so often. The average foreign child is seldom taken to any place and hence knows very little outside the circle of his home. This serves to increase his bashfulness when first he goes to school.

The successful teacher's first efforts must be devoted to overcoming this feeling of strangeness and timidity. I have found the best way to do this is to assign the child a seat and then go ahead with the school and give him very little attention during the first day or two. He has been used to being left to himself all his life and in this way much of the strangeness will wear off. Four five-minute lessons in English words will be enough for each of the first few days.

The first lesson in English is very important because it lays the foundation for the others to follow and in it the child gets his first and most lasting impression of the teacher. We should always study to make that first impression as favorable as possible and above all else never to betray the slightest sign of impatience at the child's slow progress. Just remember that you received your first instruction in your mother tongue and probably it was hard enough even at that. Be pleasant, not too insistent, and always remember that repetition unending is often the key to success.

Regarding procedure, much depends upon circumstances. For my part, I generally stand before the little ones and begin the first lesson thus. Putting my hands on my head I say "head" several times, indicating at the same time that I want them to say "head". It does not take the average youngster long to grasp the fact that "head" means that which yours hands are touching each time. Then I proceed in the same way with arm, hand, finger, thumb, hair, eye, face, nose, mouth, ear, foot, etc. Most of these names they will learn in the first two days. Then I proceed with the names of objects in the room such as window, globe, blackboard, table, chair, desk, clock, etc. In the course of these terms, I introduce such sentences as, "That is a chair", "that is her head", "that is your book", "this is my seat".

As soon as sentences are mastered it is easy to introduce verbs in such connections as: "you walk", "you stand still", "show me your arm", "I sit in my seat". At the end of the first week, if the child is not too timid, he will be familiar with quite a few sentences and words. When young, they learn very quickly.

Generally at the end of the first week, phonics and number work can be begun.

As a rule foreign children will learn the different letters, the sounds they represent, and the names of the different numbers very quickly—even before they know very much English. In teaching phonics at this stage it is often difficult to find words which mean anything to the children—their knowledge of English is so limited that it is best to put phonics aside until they are more familiar with the English vocabulary.

At this point, I will say that I think it well to prohibit the use of any language other than English around the school. Compel the children to use English in their own conversation and they will soon master it. The teacher should assist the pupils as much as possible in this task by conversing with them on the playground at recess time and taking a lead in their games. In this way they will often learn nearly as much English outside of the school as inside.

The next step is to help the children to master the English idiom. We find the children speaking and writing English with the idiom of their

native tongue. To overcome this requires continual effort and sometimes success will never entirely crown the teacher's efforts. The home influences are often too strong. But if we cannot secure good English in every case, let us not forget that, for purposes of racial assimilation, bad English is much to be preferred to no English at all. To overcome the foreign idiom and improve the pupil's English, I would recommend that great stress be placed on reading, oral and written composition and memory work. I would have them take their readers home every night, write a composition to be read by the pupil before the class at least three times a week and commit something to memory to be recited aloud to the class at least twice a week. Composition and memory work can be made to alternate on the time table.

I would not hand the compositions back corrected to the pupils in a foreign school. Such a course would leave too many bad examples lying around. It is far better to burn the papers. The teacher, however, should read the papers carefully to see which type of mistake is most common. Then take frequent lessons on this most common type of mistake until it disappears, and then in the same way tackle a mistake of another type. It would be hopeless to attack all the mistakes at once, but much progress can be made by tackling them one at a time.

Now we come to the last important consideration, that of increasing the pupil's knowledge of English words—his vocabulary. First teach him the use of a dictionary early, and see that there are several in the school.

I have found that the spelling lesson is one of the most useful instruments for extending the pupil's knowledge of English words. With the lower grades, I write the words in the spelling lesson on the blackboard. Before the class begins studying it, I bring them before the blackboard and go over the words with them, telling in the simplest English the meaning of each word and using it in a sentence. But with the higher grades I proceed differently. If the different grades are small, I combine two or more to make a spelling class of ten or more. Then I take one lesson a day from the speller and lay great stress on the pupils being able to express the meaning of the different words. After about half an hour of study in which the dictionary plays an important part, I have the class line up in front of the room. One end of the line is the "head of the class" and the other is the "foot of the class". Commencing at the "head" of the class, I ask the meaning of a word in the spelling lesson. If the pupil can't give it in equivalent English words, he must go down to the "foot" of the class. I have used this device with great success in a school where all the children are of Doukhobor parentage. The pupils take great interest and the competition for the place of honour is very keen. I believe there is nothing better than the

above device for improving and developing in the foreign boy or girl the ability to express thoughts clearly in English.

The task of assimilating the great hordes of immigrants which have poured upon our shores from all parts of Europe during the past few years falls heaviest upon the public schools. The first and most important stage in the process of racial assimilation is the teaching the foreigner our language because it is only through it that he will be in any measure brought into intellectual contact with our civilization. The adult is generally beyond our reach, but we must get right after the first generation of children and keep diligently on the job if the process of racial assimilation is to be a speedy success. We must teach the children of these immigrants our language, our literature, our history, our customs and our national ideals so that they may grow up Canadians in thought and spirit if not in blood and appearance. Let us, then, study our methods with great diligence.

Book Reviews

A Primer of Practice on the Four French Conjugations, by Henrietta M. Arthur. G. Bell & Sons, Ltd., London. 50 pages. Price 15 cents. The editor of this little volume states that "this primer is the outcome of my own experience both as a learner and a teacher of French." It is simply a series of drill exercises in both French and English such as the practical teacher would make use of in enabling a class to master the forms of the regular French verb. A chapter is devoted to each tense and much practice is given in the various forms of typical verbs from each of the four conjugations. As the point of emphasis is the verb, the vocabulary used is comparatively limited in its scope. To teachers of French this book should be helpful and suggestive, especially in review lessons. H. V. P.

Contes de l'Heure Presente, by Level and Robert-Dumas. Blackie & Sons, Limited, London. 128 pages. Price 20 cents. Students who have gained some little facility in reading French will find this little volume of short stories exceptionally interesting. In it are included two stories by Level, and six by Robert-Dumas, all of which appeared first in the "Monde Illustré", and the "Paris Journal". The tense, vivid, forceful, "newspaper" style of these stories should make a strong appeal to students surfeited by a diet of sentimental comedies of the Perrichon type. The annotations are in French, but are expressed in simple language and should present little difficulty to the average student. Outlines of topics for free composition and an excellent vocabulary are additional features of a book which, as a supplementary reading text, might very well find a place in Canadian secondary schools. H. V. P.

Little Tots' Corner for September

HELENA V. BOOKER
Wentworth Public School, Hamilton

BACK from the woods, the lake, or the country troop the children. Do we ever wonder at the eagerness and enthusiasm with which they appear before us in September? Remember that it is the love of the new, the untried, the unknown which appeals to them, and try to make your year's work full of these elements. Are any of them reluctant to come? It is probably because the past months have been full of pleasure, of activity, of freedom. Can we fill our school year so full of these essentials to childhood that all reluctance will vanish? In planning to interest your pupils you are accomplishing something equally vital—you are interesting yourself.

For the first few days, until your class is ready to be divided into sections, try this time-table, but just here a warning. Follow a time-table but do not be led into slavery. If in the midst of your reading lesson a moth bursts its cocoon, and emerges, dripping and limp but *alive*, who can blame small heads for turning to see this long-expected miracle, or small minds for refusing to concentrate on anything so dead as a reader? Drop the other work and enjoy the moment with the children. It does not come every day. In the light of that old-time fetich, the time-table, this may be high treason, but in the light of the modern fetich, child-study, it is good doctrine.

In this city, primary and kindergarten hours are 9 to 11 a.m., and 2 to 4 p.m. Where children are required to stay until 12, make the last hour recreative.

TIME-TABLE.

9.00- 9.10—Opening Exercises and Singing.
9.10- 9.20—Morning Talk.
9.20- 9.35—Lesson in Number.
9.35- 9.40—Marching or Exercise.
9.40-10.00—Busy Work in Number.
10.00-10.15—Recess.
10.15-10.30—Phonic Lesson.
10.30-10.35—Singing or Game.
10.35-10.45—Teach New Word.
10.45-11.00—Writing of New Word.

2.00-2.10—Singing, Reproduction Story.
2.10-2.15—Mental Number Work.
2.15-2.20—Review Words.
2.20-2.40—Blackboard Reading.
2.40-2.45—Exercise.
2.45-3.00—Busy Work in Reading.
3.00-3.15—Recess.
3.15-3.20—Phonic Review.
3.20-3.35—Writing or Drawing.
3.35-3.40—Story.
3.40-4.00—Nature Study, Art, Language. Dramatization, etc.

Let the morning talk at first be such as to make the children feel at home, their families, what they did in holidays, what they saw coming to school, what games they like best, what toys they have left since Christmas. Later on Manners and Morals talks may be introduced.

The number-lesson the first day should be purely objective, and should aim at ascertaining the stage which each child has reached in number. Have the class analyse the school-room; how many windows, how many panes in each, how many in all; how many doors, how many panels in each, how many in all; how many chairs; how many desks in each row down, across; how many pictures on each wall, on two walls, etc.? Note the children who are slower, those who are quicker, and jot down results. Continue this for a day or two and you will learn where to begin in actual number-teaching.

Teach the conception of the numbers as wholes first, say up to 5 or 6, and leave on the blackboard the picture of each number with the corresponding figure beside it. Always use a symmetrical group to represent a number, preferably the domino style of numbering. A long row of seven dots is much harder to visualise than a group of three at the top, three at the bottom and one in the middle. In grouping try to have one number lead up to another, *e.g.*, four is pictured in square formation; place one in the middle to obtain five. When teaching the conception of a number appeal to as many of the senses as possible, show the number in as many ways and with as many materials as possible. Have children touch five desks, place five cards, take five steps, ring the bell five times, pick out five pictures on wall, show five fingers, nod five times, and for busy work make five objects with pegs or cards, draw pictures of five apples, five dots, five chairs, etc. You may find that a child can recognise five apples but cannot take five steps.

Before taking up six review all previous numbers well. Erase the figures beside your number-pictures and place one figure at a time on the blackboard, having the child show picture to correspond. Reverse the process, show the picture and have child point to number.

When the numbers up to six are known as wholes, begin analyzing but always show the number as a whole as a starting point. Show the picture of three as two above and one below. Place a ruler in the middle of the picture. "How many dots above?"—(two). "How many below?"—(one). "How many altogether?"—(three).

Phonics at first will be oral. (See page 11, Manual of Primary Reading). For the first day's lesson take various ear-tests. Have children close eyes while teacher taps various objects—bell, window, blackboard, paper, tumbler, etc. Children tell what was struck. Have a child go to any part of room and speak; with closed eyes children point to child and if possible tell who she is. Another day sound the names

of objects in the room and have child point to object. Do not separate sounds too much at first, *e.g.*, ch-air. Next day try sounding pupils' names and have child stand as he hears his name. Similarly take names of objects in the kitchen, in the yard, names of animals, etc. Touch an object (chair) and have pupils give words to rhyme (hair, pear, scare, etc.). After the first week let the pupils try sounding words slowly as the teacher has done. When ready for analysis of words, analyse out initial sounds only at first, then final sounds. Middle sounds are much harder to recognise. When a sound has been obtained by analysis, say a long list of sounds and have children raise hand each time they hear the new sound. Have them give other words containing that sound. After three weeks, written phonics may be begun. (See page 13, Manual of Primary Reading). Teach one new word a day at first. Do not worry if the child does not write the word well. The object just now is not writing, but reading. We are merely helping word-recognition by giving the motor image of the hand. The work on pages 23 and 24 of the Manual may occupy a month or more. Keep a list on the blackboard of name-words taught, and beside each draw the corresponding picture. This is important, as a child absorbs much unconsciously, and pictures are excellent silent teachers.

For drill rub out the words beside the pictures. Put the words in a list on the blackboard. Point to picture of mat, and have child show "mat" in list. When all words have been shown, reverse the process, teacher pointing to the word and the child to picture. Try this guessing game. Teacher says, "I am thinking of something we wipe our feet on". Child points to "mat". "I am thinking of something that lives in the water". Child points to "fish", etc. On large papers write the words as taught. Call this "Moving Pictures". Hold all papers in hand showing only outside one. Children who know the word may signify. When correct word is given remove first paper, placing it at the back and thus revealing second paper. Increase the speed of this process as recognition of the words becomes quicker. This may also be worked by having child run and point to picture as word on paper appears. Lastly distribute all the slips. At a clap of the teacher's hand all children who have papers run and place them beside the corresponding pictures. Repeat this till all children have had a paper. Make a set of number-cards containing pictures of the numbers as taught and use them in the same way. Other devices:—Place each word known in a picture of a fish on blackboard. Enclose all with a chalk-line, and call it a fish-pond. Have children fish with a pointer and as each word is named (or fish is caught) teacher erases it and puts it on the bank of the pond or on a string. Similarly words may be fruit or leaves on a large tree.

Picturing them as furniture in a house, setting the house on fire, and having children save the furniture, naming each as saved, creates some excitement.

When sufficient words have been taught to begin sentence reading, use the blackboard unsparingly and do not be in a hurry to place readers in the children's hands. Children are ready memorizers, and soon know every word of the Primer by heart. Blackboard reading, giving each child a different story, is the most "safe and sane" method of preventing parrot-work.

For busy-work in reading chalk the new word on desk and have child outline it with pegs, corn, etc. Make little cards one inch by one-half inch and write on these all the first words of the Primer. If possible give each child a set of these in a little box in his own desk. Children will bring you little chocolate boxes about four inches long which are excellent for the purpose. These word-cards are very useful at all stages of Primary work and well repay the teacher for her trouble. Children may find the new word taught, find all words with a given sound in, build a given story, and later on build original stories from these cards.

Stories.—For the first few days tell the old favourites, Red Riding Hood, Jack and the Beanstalk, Cinderella, etc. The children never tire of these, and moreover a bond of sympathy is at once established when the child learns that his teacher knows all his own story-gems. *Tell* stories to primary children instead of reading them, and put all the life and vim of which you are capable into them.

What shall we do with the bright pupils who finish their work before the slow ones are well started? An abundance of busy-work material is the solution of this problem. Shoe-pegs, corn, melon-seeds, may be dyed in the primary and secondary colours. Three packages of dye—red, blue and yellow—will accomplish this and will last several years. Have pupils sort these for one busy-work period. Place pegs vertically, equal distances apart and call them armies. Place horizontally and call them mats. Place obliquely and call them ladders. Repeat these exercises alternating colours. Form squares (cakes), oblongs (trains), circles (plates), triangles (chicken-coops), etc. Illustrate any number-fact, *e.g.*, make three chicken-coops in one group and two in another to illustrate $3+2=5$.

Illustrate word taught, *e.g.*, lay pegs to form a picture of cap and soon children learn to lay pegs to form the word itself. These materials can be laid to represent many objects in the room, *e.g.*, four pegs may form a chair, three a bell, five a hat, etc. If the art lesson has been a tree, form a tree with the pegs or seeds. But in all busy-work give definite work and look for definite results or a careless waste of time ensues.

Nature Study.—Try to find the milk-weed caterpillar, cabbage-worm, and parsley-worm. Remove the bottom from old chalk boxes, cover with wire netting and you have suitable boxes in which to keep these caterpillars. The sliding side forms the door through which they may be fed. Put the food in a little bottle of water in the box to keep it fresh. Just have the children watch these and note the changes.

Gather large pictures representing plainly some one thing (baby, horse, house). Pin these on the wall and attach to each a large card bearing the corresponding word and say nothing about them. Next month we will solve this riddle.

Book Reviews

The Horace Mann Readers by Walter L. Hervey, PhD., Member of Board of Examiners, New York City, formerly President of Teachers College; and Melvin Hix, B.S., Principal of Public School No. 9, Long Island City, New York City. Primer 30c.; First Reader 32c.; Second Reader 40c.; Third Reader 48c.; Fourth Reader 55c.; Fifth Reader 65c.; Sixth Reader; Daily Lesson Plans, Manual for the Teacher, First Year, 75c.; Daily Lesson Plans, Second Year; Phonogram Cards. Primer Set, 26 cards 25c.; Word Cards, Primer Set, 130 cards $1.25; Phonogram Cards, First Reader Set, 115 cards $1.00; Practice Primer; Introductory Second Reader 40c.; Introductory Third Reader. Longmans, Green, & Co., New York. The Horace Mann Readers should find a place in every school library. This is particularly true of the primer and first reader wherein the authors have certainly applied the best in educational theory concerning the teaching of primary reading. "Let Thought Lead" is their motto from the very beginning. This should be the motto of every teacher of primary reading The vital question of phonics is consequently subordinated to its proper place. Some of the many means used in teaching beginners to read are: story telling, dramatization, silent reading, singing, phonics, games, labelling, flash reading, rapid sentence drills, incidental reading conversation, pictures, word-building, word problems. I cannot too strongly urge that teachers of primary grades make a close study of these books.

F. E. C.

The Best Private Schools, 468 pages, price $2.00. Porter E. Sargent, 50 Congress Street, Boston. This is a very attractive volume and one in which parents will be particularly interested, especially at this time of year. It treats of the Mission of a Private School, the Choice of a School, Historical Sketch of the Private Schools in America; Boys' and Girls' Summer Camps and related subjects. It describes about 1,200 American and 79 Canadian Private Schools, Music Schools and Art Schools. The comparative tables and educational directories are exceedingly interesting and valuable to anyone connected in any way with educational affairs. This book should be an excellent guide to parents in selecting a school for boy or girl; its descriptions of schools and camps are entirely free from bias and commercialism and are evidently the result of a great deal of careful work. Educationalists generally will find it one of the most interesting of recent books.

Diary of the War

(*Continued from the June number.*)

MAY.

May 1. British trawler Colombia attacked and sunk in the North Sea by two German torpedo-boats, which were afterwards sunk by British destroyers. British destroyer Recruit torpedoed and sunk in the North Sea. American oil-tank steamer Gulflight torpedoed by a German submarine off the Scillies.

May 2. The Norwegian steamer Baldwin and the Swedish steamer Elsa sunk in the North Sea by the U39. The Austro-German army defeats the Russians very heavily south of Cracow.

May 3. General Botha arrives within sixty miles of Windhoek. Eight British trawlers sunk by a submarine in the North Sea.

May 4. Germans gain a footing on Hill 60.

May 7. The Cunarder Lusitania sunk by a German submarine off the Old Head of Kinsale. 1,142 lives lost. British destroyer Maori mined and sunk off the Belgian coast; her crew and some of the men of H.M.S. Crusader, which went to her help, captured.

May 8. French forces win a victory north of Arras. Germans occupy the Russian port of Libau on the Baltic. Turks defeated on Gallipoli Peninsula after three days' fighting.

May 9. British first army advances at Festubert. China accepts the demands in Japan's final note.

May 10. French again victorious north of Arras. Zeppelins raid Southend; one life lost. Anti-German riots break out in many English towns.

May 11. Russians victorious over the Austrians near the Roumanian frontier.

May 12. French continue their progress north of Arras. H.M.S. Goliath torpedoed and sunk in the Dardanelles by a submarine; 500 lives lost. British submarine E14 penetrates into the Sea of Marmora and sinks two Turkish gunboats and a transport. General Botha enters Windhoek the capital of German South-West Africa. General Cox's brigade repulses a Turkish attack on the Gallipoli Peninsula.

May 13. The French capture Carency and a large quantity of German war material. Lord Bryce's committee of inquiry publishes its report on the German atrocities in Belgium.

May 14. Russians forced to continue their retreat in Poland and Galicia. Germans occupy Jaroslav.

May 15. Text of the American Note to Germany on the submarine "blockade" published. Austrians enter Sambor, south of Przemysl. Lord Fisher, the First Sea Lord, resigns.

May 16. Lancashire territorials make progress on the Gallipoli Peninsula. British capture two German lines south of Richebourg l'Avoué; further south they cross the Festubert Quinque road and advance nearly a mile. King of Italy requests Signor Salandra to remain in office.

May 17. British First Army captures two miles of German trenches south of Richebourg l'Avoué. Germans forced across the Yser by French artillery fire. Germans defeat the Russians and force several crossings of the River San. A Zeppelin drops about fifty bombs on Ramsgate, but it is attacked and disabled by British aeroplanes; no casualties.

May 18. Lord Kitchener asks for 300,000 more recruits and announces that Allies intend to use asphyxiating gases.

May 19. Premier Asquith announces that a Coalition Government is about to be formed. German attack on Przemysl begun. Australasian troops inflict a loss of 7,000 on the Turks in the Dardanelles campaign.

May 20. Italian Chamber passes vote of confidence in the Ministry. Two German Taubes brought down by French artillery.

May 21. French complete the capture of the Lorette Hills and take 250 prisoners. The French division makes progress at the Dardanelles.

May 22. Troop train carrying 500 men of the Royal Scots wrecked near Carlisle; 200 killed and many injured.

May 23. Italy declares war on Austria. Turkish gunboat sunk by British submarine. Turks are granted an armistice in order to bury 3,000 of their dead killed between May 18th and 20th.

May 24. General Mackensen's army attacks the Russian positions between the rivers Lubaczowka and San. Italians attack Austrians and march towards Trent and Trieste. Austrian aircraft raid Italian coast towns. Italian destroyer bombards the Austrian port of Porto Buso.

May 25. German submarine U21 sinks H.M.S. Triumph in the Aegean Sea.

May 26. Zeppelin raid on Southend; two women killed. Constitution of the new Cabinet announced.

May 27. H.M.S. Majestic sunk off the Dardanelles by the German submarine U21. H.M.S. Irene blown up in Sheerness harbour; 300 lives lost. Eighteen French aeroplanes bombard the Baden Aniline Company's works at Ludwigshafen and destroy part of the chlorine plant. Russians win a victory at Sieniawa on the San. Italian forces occupy Ala. Hull steamer Cadeby sunk off the Scillies by gunfire from a German submarine.

May 28. Admiral Sir Henry Jackson succeeds Lord Fisher as First Sea Lord. Operations on the Gallipoli Peninsula from May 6th to 19th described in a despatch from General Hamilton. Submarine E11 sinks a Turkish transport and a supply ship in the Sea of Marmora. Newcastle steamer Spennymoor and the Elder-Dempster cargo liner Ethiope sunk by a submarine in the Channel.

May 30. White Star liner Megantic unsuccessfully attacked by German submarine off Queenstown.

May 31. German reply to the American Note on the sinking of the Lusitania and other vessels published.

JUNE.

June 1. French capture the sugar refinery at Souchez after two days' battle and make progress in "The Labyrinth". German attack on Bzura-Rawka line repulsed. Austrian aeroplanes bombard Italian towns of Brindisi, Bari and Molfetta; four killed.

June 2. Italians cross the Isonzo, and establish themselves on Monte Nero. Germans capture three of the forts at Przemysl. German transports torpedoed by British submarine in the Sea of Marmora.

June 3. Austro-German forces capture Przemysl and advance towards Lemberg. Amara, on the Tigris, captured by the British. British capture German trenches at Givenchy along a front of 200 yards.

June 4. Anglo-French attack on the Gallipoli Peninsula results in the capture of lines of trenches, length three miles, depth 500 yards.

June 6. Zeppelin raid on the East Coast; 24 killed and 40 injured. Von Linsingen forces a crossing of the Dniester at Zurawno, forty miles from Lemberg.

June 7. Flight Sub-Lieutenant Warneford destroys a Zeppelin between Ghent and Brussels at a height of 6,000 feet. British airmen drop bombs on airship shed at Evere, north of Brussels, and destroy a Zeppelin. French capture two lines of trenches at Hébuterne, south-west of Arras, and at Moulin-sous-Touvent, north of the Aisne.

June 8. German counter-attacks at Hébuterne repulsed; further French gains in the "Labyrinth" at Neuville St. Vaast. Mr. Bryan, United States Secretary of State, resigns. Victoria Cross conferred on Flight Sub-Lieutenant Warneford.

June 9. Canada resolves to raise a further force of 35,000 men. British casualties to May 31st given by Mr. Asquith as 258,069. United States sends a second note to Germany on the sinking of the Lusitania. Montfalcone captured by the Italians. Mr. Balfour announces that a German submarine had been sunk during the past few days and that of the crew six officers and twenty-one men had been made prisoners.

June 10. British torpedo-boats No's. 10 and 12 torpedoed by a German submarine off the East Coast and sunk. Russians drive the Austrian and German troops who had crossed the Dniester at Zurawno back again and make 16,000 prisoners.

June 11. Gradisca on the Isonzo securely held by the Italians. The Breslau attacked by a Russian destroyer near the Bosphorus and severely damaged. German attack on Mosciska repulsed by the Russians with great loss.

June 12. Austro-Germans again cross the Dniester at Kolomea. Italians bombard the fortress of Malborghetto. Souchez railway station captured by the French.

June 13. Austro-Germans make a successful attack on Russian front from Mosciska north to the San. M. Venezelos gains 193 seats out of 316 in the Greek general election.

June 14. Austro-Germans advance to Jaworow, north-west of Lemberg. Austrian attacks in the Carnic Alps repulsed by Italians.

June 15. French airmen bombard Karlsruhe. Mr. Asquith moves vote of credit for £1,250,000. British carry German trenches along a mile front east of Festubert, but fail to hold them. Zeppelins raid East Coast; 16 killed and 40 injured.

June 16. British carried German first line trenches and some of second along a front of 1,000 yards north of Hooge. French advance along the Fecht valley and capture Steinbrück, a suburb of Metzeral.

June 18. Petrograd announces that during the past month's operation the Austro-German losses were from 120,000 to 150,000. Italian coast raided by Austrian warships with little damage.

June 19. Russians defeated by Austro-Germans and compelled to retreat towards Lemberg from Grodek Lakes line.

June 20. Zolkiew and Rawa Ruska captured by the Austro-Germans. Italians consolidate their position on Monte Nero. British aeroplane drives off a German super-biplane with two engines.

June 21. Metzeral captured by the French who also make progress towards Souchez. De Wet found guilty of treason and sentenced to six years' imprisonment and a fine of $10,000. Mr. McKenna announces issuance of a war loan, unlimited in amount, at par and bearing interest at four and a half per cent. Successful attack made on the Turkish positions on the Gallipoli Peninsula by the French and British.

June 22. Lemberg re-captured by the second Austrian army. Austrians defeated near Nizniow and thrown back across the Dniester. Sondernach, south of Metzeral, captured by the French. German submarine sunk at Borkum, apparently as the result of an explosion.

June 23. Munitions Bill introduced into House of Commons by Mr. Lloyd George. Austrians cross the Dniester along the line Zurawno-Demeskowce, but are heavily defeated and flung back across the river.

June 24. British government waives the right of confiscation in respect of breaches of blockade. German attack with asphyxiating bombs and burning liquid at Calonne on the Meuse repulsed by the French.

June 25. Russians fight delaying action at Bobrka, eighteen miles south-east of Lemberg. Bukoba, a German port on Lake Nyanza, destroyed by British East African force. French throw twenty bombs on Douai station.

June 26. General Sukhomlinoff, Russian Minister of War, resigns and is succeeded by General Polivanoff. Germans obtain footing on sunken road between Ablain and Angres, north of Souchez, along a front of 200 yards.

June 27. Germans capture Halicz. Russians retreat to the Gnila Lipa. Austro-German army advances towards the Bug. French airmen bombard Zeppelin sheds at Friedrichshafen.

June 28. French recapture the lost sunken road. British attack successfully in Gallipoli.

June 29. German attack at Bagatelle in the Argonne, use of aerial torpedoes by the Germans. National Registration Bill introduced into House of Commons by Mr. Walter Long.

June 30. German attack east of Metzeral repulsed. French make slight progress west of Souchez.

A teacher recently gave his pupils a lecture on patriotism. He pointed out the high motives which moved the Territorials to leave their homes and fight for their country.

The teacher noticed one boy did not pay attention to the instruction, and as a test question he asked him—

"What motives took the Territorials to the war?"

The boy was puzzled for a moment, then, remembering the public "send-off" to the local regiment at the railway station, he replied—

"Locomotives, sir."

Teacher—Anything is called transparent that can be seen through. Now, Willie, can you give me an example?

Willie—Yes, ma'am. A hole in the fence around the ball park.

Children's Literature from the Canadian Point of View

ADELINE CARTWRIGHT
Children's Librarian, Dovercourt Branch of Toronto City Library.

THE subject of my paper is "Children's Literature from the Canadian Point of View." This subject I shall divide into three parts, books about Canada by those who are not Canadians, books by Canadian authors, and children's literature in relation to the boys and girls who come to our libraries.

Do you remember George Cohan, the American comedian, and his remark, "I'm from New York. I've never been there"! "I'm from Canada,—I've never been there," might very fitly be said by many of the authors who, without sufficient knowledge of the customs of the country, rush boldly in to describe the life and manners of Canada, past and present. It is for this reason that "Canada" in the series of "Peeps at Many Lands", and "Our Little Canadian Cousin", are valueless, while the pages devoted to our country in Kipling and Fletcher's "History of England", are hopelessly inaccurate. "The Young Gordons in Canada," by Sanford, is a very fair sample of the stories produced by such writers. A motherless English family of five, with a very incompetent author-father, find that they have no money left, so they sell everything, rent a farm in Canada from a friend, who has not seen his property for a number of years, and on their arrival find that it is in a tumble-down condition, a favorite camping place for Indians. However, the noble efforts of the children, led by the second daughter of sixteen, soon result in the renovation of the house, while her pen brings them money when they are on the point of despair. They have the usual adventures, a flood, a forest fire, a snow storm, and a remittance man whom they inspire to higher things. One would scarcely imagine that the authorities would care to see this book in the hands of prospective and desirable immigrants, while our children should not be given such inaccurate pictures of life in Canada, descriptions whose lack of proportion they can see for themselves.

But there are authors, not Canadians, who have given us very excellent pictures of early days in New France and two of these are worthy of special mention. The first is the historian Parkman, who succeeds in making those long-dead times live again, with all their sufferings, adventures and heroic deeds; while the other is Mary Hartwell Catherwood who, in her book, "The Romance of Dollard", gives a picture of the times and of one of the most heroic deeds in our history which called forth praise from Parkman himself.

Turning to the Canadian authors, we find that there are few who have written exclusively for children. Examine them more closely and you will find that the subjects that appeal to our authors are two, namely, stories of animal life, and, inevitably, fiction. I do not include history among these, for though Mr. Nursey's "Story of Brock" and Mr. Gurd's "Story of Tecumseh" are biographies indispensable in the children's room of the library, yet the other historians appeal only to more mature minds.

The value of animal stories to children was thoroughly discussed three or four years ago when John Burroughs, with all the fervour of one whose love and knowledge of nature are great and comprehensive, denounced such tales as weak, sentimental, and misleading, while others declared that they led children who would never have been stirred by natural history pure and simple to love the birds and beasts and to desire a more accurate knowledge of their ways. Be this as it may, our three chief writers of nature stories are William J. Long, Ernest Thompson-Seton and Charles G. D. Roberts.

The first of these has given us "Beasts of the Field," "Birds of the Air", "School of the Woods", and "Ways of the Wood Folk." These life studies of animal instincts and training were written after much careful observation and although on occasion one finds that Mr. Long has evolved theories not sustained by scientific research, yet they are nevertheless possessed of charm and interest though the boys and girls should not be allowed to take them literally.

Ernest Thompson-Seton's stories are vivid, sympathetic and humorous, though tinged with sentimental pathos towards the last, for he seems always conscious that the animals must have a tragic end. His best known books are "Lives of the Hunted" and "Wild Animals I Have Known," stories of animal life in which the wolves and bears and other creatures are shown in their native haunts.

Charles George Douglas Roberts is our best writer of nature stories. Of "The Kindred of the Wild," John Burroughs, the despiser of most animal stories, says, "The volume is in many ways the most brilliant collection of animal stories that has appeared. It reaches a high order of literary merit. Many of the descriptive passages in it of winter in the Canadian woods are of great beauty. True it is that all the animals whose lives are portrayed are simply human beings disguised as animals—they think, feel, plan, and suffer as we do; in fact, exhibit almost the whole human psychology. But in other respects they follow closely the facts of natural history and the reader is not deceived; he knows where he stands." This is high tribute from such a source. Roberts has written other volumes of short animal stories, and his novel of the forest, "The Heart of the Ancient Wood", is a masterpiece.

Though Mrs. Macdonald, formerly Miss L. M. Montgomery, has given us our best Canadian books for girls, yet Anna Chapin Ray, an acclimatised Canadian, has written a good series in the "Teddy" books, while Mrs. McClung's "Sowing Seeds in Danny" is an entertaining picture of life in Winnipeg.

But it is in "Anne of Green Gables" that we find the best picture of Canadian girl life. Anne herself, the little red-haired imaginative orphan, is an excellent character study, and her varied experiences make most delightful reading. Do you remember how she bought some hair dye from a pedlar who said "that it was warranted to dye any hair a raven black and wouldn't wash off"? It wouldn't wash off, that was true, but it dyed Anne's hair green and she had to have it all cut off. The book gives an entertaining and wholesome picture of an imaginative girl's life in the country and shows a love for nature and great sympathy with child life.

When we turn to books for boys by Canadian authors, we have a greater number on hand. Ballantyne gives us pictures of life at the Hudson's Bay Company's posts, while James Macdonald Oxley has written a number of stories based on incidents from Canadian history.

The Reverend C. W. Gordon is best known as a novelist, but one of his books, "Glengarry Schooldays", is a fine story for boys. He gives a picture of the old log school house where the men of early days received their education. It tells of the people's lives, their hard work and their simple pleasures. His characterisation is somewhat sketchy and his humour rather weak, but the atmosphere is fresh and invigorating; the picture of the life is true, and he leaves the reader with the firm conviction that "there were giants in those days."

Ernest Thompson-Seton, besides his books of animal stories, and his contributions to Scout literature, has given us two good stories, "Rolf in the Woods", and "Two Little Savages", both books being filled with wood-lore and possessed of great interest to the boy scout.

Norman Duncan has given us one of the best boys' stories that I have been fortunate enough to read in "The Adventures of Billy Topsail." The hero, who is the sixteen-year-old son of a Newfoundland fisherman, has various adventures, including a fight with a great devil fish, a perilous trip over the ice with His Majesty's mails, and a voyage on a sealing vessel; and through the tales one is given a graphic and unvarnished account of life on the Newfoundland coast. The late Mr. Frank T. Bullen, himself a renowned writer of sea stories, says of Mr. Duncan's work: "I am absolutely certain that, with the exception of Mr. Joseph Conrad and Mr. Rudyard Kipling, no one writing about the sea has ever probed so deeply and so faithfully into its mysteries as he has. The bitter brine, the unappeasable savagery of the snarling sea and black-rock, bite into the soul as acid eats into the engraving plate, as

one reads. You feel the corroding salt eating into the cracked hands, the blistering cold gripping the marrow, the silent endurance of things unspeakable."

But excellent though these books may be, yet the children's room which contained books only by Canadian authors would be neither large, nor popular, nor of great value. Imagine a children's library that has no picture books, no fairy tales, no stories of King Arthur, no "Little Women" or "Robinson Crusoe". And none of these are Canadian.

The little children must have an opportunity to become familiar with the picture books of such artists as Kate Greenaway, with her exquisite, spring-like colouring; as Randolph Caldecott, with his jovial, pink-coated huntsmen; as Walter Crane, with his wonderful colour combinations; as Leslie Brooke, with his delightfully humorous illustrations of the old nursery tales.

As they grow older the children must be given the old fairy tales that have come down to us from the childhood of the world, with the myths of Olympus and Valhalla, and the legends of King Arthur and his Round Table, of Charlemagne and his peers. It is now or never. In a year or two the opportunity will be gone, and they will be incapable of appreciating those tales which must be read at an age when all things are possible. Some people consider that fairy tales are harmful; one mother told me that she would not allow her daughter to read them because when she grew older she would not know what to believe. This has never been found to be the case, rather has it been learned that fairy tales have a direct influence in aiding the religious imagination. Purely from an educational point of view it is necessary that children be made acquainted with the meanings of the references daily met with in books and conversation.

Beyond this stage the tastes of boys and girls divide—girls ask for tales of home and school life; boys demand books of school, sport, adventure and war. We must provide for both and strive to lead them to the best, always remembering that it cannot be done at once, but only by giving them what they ask for in a book somewhat better than the one they have had before. For if a boy asked a librarian for "Tom, the Bootblack", and she gave him "Tom Brown's Schooldays," he would never ask for her assistance again.

We must provide for girls the best of books about girls. Then, perhaps through their dawning interest in the love story, perhaps through their interest in some historical character or period, we may be able to lead them to such books as Bronte's "Jane Eyre,"—as Barrie's "Little Minister,"—or Bennett's "Master Skylark," a little boy who was kidnapped to sing before Queen Elizabeth and who was befriended by Shakespeare himself, a book of rare charm of style and beauty of descrip-

tion,—Dix's "Merry Lips," a girl in the reign of Charles I, who longed to be a boy like her four brothers and who had her chance when she was forced to cross the country dressed as a page,—Yonge's "The Dove in the Eagle's Nest," a splendid story of the robber barons of mediæval times and their castles on the Rhine, and Blackmore's "Lorna Doone". The reading of such books will ultimately lead to the reading of our classic novelists, such as Austen, Scott, and Dickens, and though the work with girls is far more difficult than the work with boys, it is perhaps of greater importance, for it seeems as if the inducements to girls to read the cheaper, weaker, more sentimental novelists were so overwhelming that it needs the greatest zeal, the truest interest, the most fervent missionary spirit not to yield to their demands and place on our shelves the sensational and sentimental stories of home or boarding school, which will inevitably lead to the equally sensational and sentimental novels.

When we approach the boy's books we are on safer ground. If he asks for school stories, we can lead him from the earlier ones by Ralph Henry Barbour and Quirk's "Freshman Dom" and "Baby Elton", through Gordon's "Glengarry Schooldays" to the Ultima Thule of Kipling's "Stalky and Co.," Maclaren's "Young Barbarians", and Hughes' "Tom Brown's Schooldays." And, if I may be permitted a word of warning, the average English school story, both for boys and girls, is very poor, sensational, overdrawn and melodramatic. In this field the Americans have the advantage over the British.

If the boys ask for tales of adventure and war there is a large selection. If they are looking for Indians, they may have Canavan's "Ben Comee," Seton's "Rolf in the Woods", Schultz's "Quest of the Fish Dog Skin" and "With the Indians in the Rockies", Altsheler's "Young Trailers" and "Free Rangers," (but not the rest of that series which deal with the American Revolution from a decidedly prejudiced point of view). If they prefer sea stories we can give them Duncan's "The Adventures of Billy Topsail", Frank Bullen's "Frank Brown", and "The Cruise of the Cachelot", Dana's "Two Years before the Mast", Kipling's "Captains Courageous", Masefield's "Jim Davis", Stevenson's "Treasure Island", and our two classics, "Robinson Crusoe" and "Swiss Family Robinson." If they wish to hear of 'arms and the man', what can be better than Allen French's two magnificent tales of Iceland's heroes, "Rolf and the Viking's Bow", and "Grettir the Strong", or Howard Pyle's "Men of Iron", the scene of which is laid in Henry VII's reign, or the wonderful chronicle of the heroic deeds of those true-hearted gentlemen who formed the noble brotherhood of the Rose and sailed "Westward Ho" to rescue their lady, as Charles Kingsley has told us in a book which every boy and girl should read.

These are days of golden opportunity for the teacher. She has an influence over the minds of the children far greater than any we can exert. If she realises this and makes the most of it she can open worlds for the children which they never would have found for themselves. In this work we can help—it is for them to say whether they will accept or refuse our aid.

Here lies our opportunity for influence. Books affect the judgment, the character, the whole life of the child. If our shelves are filled with books that have passed the three-fold test—that are ethical (not in the sense of preaching, but rather by the influence of an heroic life)—that are dramatic,—and that are good as regards atmosphere and style, and if we know our books, the tales they tell, and the appeal which each one makes, then we may stand at our door and welcome the children as they come and go, and feel that we are doing our small share

> "Not only to keep down the base in man,
> But teach high thought, and amiable words,
> And courtliness, and the desire of fame,
> And love of truth, and all that makes a man."

Book Review

The Canadian Bird Book, by Chester Reed, 468 pages, numerous illustrations. Price $3.00. Published by Musson Book Company, Toronto. This book has a misleading title. It is in no sense a Canadian bird book as hundreds of the birds described are not found in Canada. No person who was at all familiar with Canada, let alone one who had made a special study of birds in Canada, would describe a bird's nest as coming from Saltcoats Marshes, Assiniboia. Surely everybody knows that Assiniboia has been absorbed into Saskatchewan years ago. Too many of the illustrations are blurred as a result of the colours not overlapping properly. Nevertheless this is an excellent book and cannot be recommended too highly to all teachers and pupils. Every Canadian bird is pictured in it in colours and the colouring is excellent. Where there are variations in colours in the male, female or young, all the variations are given. Besides this, illustrations of the eggs of all our birds are shown of natural size and the markings on the eggs are shown very accurately. Many interesting photographic illustrations of nests and young are also given and these are very crisp and clear. The descriptions are brief as the illustrations tell so much that little description is required. The habits are briefly mentioned also. The present reviewer knows of no other bird book that can compare with this one in the wealth of its illustrations, and none more useful for identifying a bird or its egg. Every public school library should possess a copy and no more suitable gift can be mentioned for a boy or girl or an adult who is a student of nature. We would like the book better and believe it would have as good a sale in Canada if it had retained its real title "The Bird Book" when it was introduced into Canada and did not carry a title on the cover that is not in accord with its contents.

G. A. C.

Studies in Literature

O. J. STEVENSON, M.A., D. PAED.
Normal School, Toronto.

[Note: The following are intended merely as appreciations of certain well-known poems, and no attempt has been made to indicate methods of teaching. From time to time, studies of poems from the Readers or from the prescribed literature will be included.]

ULTIMA THULE

With favouring winds, o'er sunlit seas,
We sailed for the Hesperides,
The land where golden apples grow;
But that, ah! that was long ago.

How far, since then, the ocean streams
Have swept us from that land of dreams,
The land of fiction and of truth,
The lost Atlantis of our youth!

Whither, oh, whither are not these,
The tempest-haunted Hebrides,
Where sea-gulls scream, and breakers roar,
And wreck and seaweed line the shore?

Ultima Thule! Utmost Isle!
Here in thy harbours for a while
We lower our sails; awhile we rest
From the unending, endless quest.

—*Longfellow.*

Most young people start out in life with glowing hopes and ambitions. Some wish to achieve fame, others strive for wealth, others still are content with a quiet life of domestic happiness. But very few people, if any, ever reach the goal of their hopes. Unexpected difficulties arise and they are met with reverses—illness, poverty, accident, discouragement—and one ideal after another is given up. The years pass swiftly, and before we know it there comes "the little touch, and youth is gone". But to many men and women there comes the desire, after the struggle is over, for a few years of quiet rest in the evening of life. Not that we shall ever give up the search for happiness—for in the life, or lives, to come, we shall still pursue the quest, still strive for that ideal something with which we hope to satisfy our longing, even though we may never attain it.

This is the thought that Longfellow expresses in the beautiful little poem "Ultima Thule". It was a belief of the Greeks that somewhere to the south and west of the Great Sea, the Mediterranean, there was an enchanted land in which were the famous gardens of the Hesperides, tended by the daughters of Jove and containing trees which bore apples of the purest gold. To every youth the land of the Hesperides is his own enchanted future; and the golden apples are the prizes of life, fame, wealth, love, which he hopes some day to win. Still farther to the west past the Gates of Hercules (Gibraltar) in the mid-ocean beyond, there was a fabled island known as Atlantis. To those who had missed the golden apples of the Hesperides there was still the hope that they might reach this happy island in the west. And so it is that even when the hopes of early youth are gone, there are still the dreams of younger manhood and womanhood to be fulfilled. But alas! the lost Atlantis is never found. The years pass by and later life comes on. And as the careworn mariner looks out over the sea of life he sees now the bleak and barren Hebrides—the troubles, the disappointments, the griefs and losses that come to all men with approaching age. But beyond these "tempest-haunted" islands with their shipwrecks and their storms lies the quiet isle of Thule (Iceland). Here there is a harbour of peace in which the storm-tossed mariner "awhile may rest from the unending endless quest". Before death comes and after the storm and struggle of life is over, happy is he to whom a few brief years of happy contented rest is given.

THE SPLENDOUR FALLS ON CASTLE WALLS.

[The following sketch is purely fanciful. In order to fill out the picture and make it coherent, details have been introduced that are not warranted by the poem itself. As a matter of fact the picture outlined by Tennyson was suggested to him by the scenery of the lakes of Killarney.]

The splendour falls on castle walls
And snowy summits old in story:
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes flying,
Blow, bugle; answer, echoes, dying, dying, dying.

O hark, O hear! how thin and clear,
And thinner, clearer, farther going!
O sweet and far from cliff and scar
The horns of Elfland faintly blowing!
Blow, let us hear the purple glens replying:
Blow, bugle; answer, echoes, dying, dying, dying.

O love, they die in yon rich sky,
They faint on hill or field or river:
Our echoes roll from soul to soul,
And grow for ever and for ever.
Blow, bugle, blow, set the wild echoes flying,
And answer, echoes, answer, dying, dying, dying.

In the first stanza of this poem Tennyson has given us the outlines of a picture, which the reader may fill in as he pleases for himself. In order that you may see the picture at its best, imagine yourself on a hillside overlooking a beautiful valley. It is evening, and a glorious sunset. In the valley below you a chain of lakes lie gleaming in the setting sun; and from where you are standing you can hear the roar of a mountain torrent, and see the water of the cataract plunging down to the valley, like a river of gold. High up on the hill side stands a moulder-ing castle, whose old gray walls are bathed in sunlight; and behind it in the distance there rises a chain of mountain peaks, whose snow-capped summits are glowing in the light of the setting sun.

Somewhere along the hillside, or in the valley below, there loiters a pair of lovers. It may be that he is a soldier, or a forester, or perhaps a young nobleman from the castle, but it matters little. As they linger to look at the rich sunset before them, he raises his bugle and blows a long blast, and then together they pause to listen to the echoes—wild at first, then faint and sweet like horns that are blown by fairies. Another blast! It is growing darker now—the glens take on a purple hue in the dying sunlight; and as the last faint echoes die out on the distant hills, to the girl there comes the inspiring thought that, unlike the echoes of the bugle in the dying sunset, the echoes of a human life—the influence of our words and actions—

"Roll from soul to soul,
And grow for ever and for ever."

Once more they pause for a moment to gaze on the loveliness of the scene; and then the lover blows one last long blast on the bugle, and as the sound of the echoes becomes fainter and fainter in the distance, the lovers turn homeward through the deepening twilight.

FROM SCIENCE PAPERS.

I was once in a small church where there was a large pipe organ. The sound of the bass pipes was so loud that it broke the windows of the church. I concluded that sound was due to vibration.

Frog eggs are deposited sometimes in the fence corners.

The frog is the second best jumper in the animal kingdom for its size.

India and the War

G. A. CORNISH, B.A.
Faculty of Education, University of Toronto

NOTHING surprised the world more than the whole-hearted enthusiasm with which India co-operated with the rest of the British Empire when war was declared. Everybody was familiar with the stories of decoity, sedition and assassination that were being recorded in the press with painful frequency during recent years, and many a misgiving passed through the minds of the Britisher as to the loyalty of the Indian when the testing time came. Undoubtedly Germany expected the action of Britain would be greatly crippled by sedition and rebellion among the Mahommedans and Hindus of Southern Asia. Let us consider some of the reasons for the enthusiastic loyalty displayed in India.

The people of India never had a name for the peninsula in the south of Asia that contains the territory now included under that name. It had always been broken into a great number of petty communities, each fighting continually for existence. The British came and consolidated these warring clans into a great Indian Empire. The educated people realise that, without the controlling hand of the British, this could never have been accomplished and they fully understand that if that hand were withdrawn the whole fabric would crumble into dust and India would soon revert to a state of impotency, misery and disunion.

The great mass of the population are illiterate and have no opinions, but the educated class whose influence counts know well that the British rule has been wise and just, that the country has prospered, that commercial development has been phenomenal, and that a degree of contentment has been attained that without the British they never could have dreamt of. They realise that the capable Indian has gradually been given his part in the government of the country, so that now the Indians occupy positions on the bench of the highest courts, and have their representatives in the Viceroy's council. In the native states, which are semi-independent, the whole internal government is in the hands of the ruling Raj and his native advisers.

It is true the college-bred Indian is not satisfied; he realizes that much of the government is still in the hands of the British; he thinks they are too conservative in giving him representative institutions. While he probably does not like the British administrators, he admires them, looks up to them, and above all realizes that they are indispensable.

More than that, he is an Oriental and he looks up with awe and reverence to the King-Emperor. The visit of King George and Queen Mary to India did much to create enthusiastic loyalty to the British Crown.

The Indians have a high opinion of themselves and of their country. They do not consider India to be a dependency of Britain but a companion nation. The national pride was stung to the quick by the refusal of citizenship to their people by South Africa and Canada and they are anxious to vindicate their claim to a position of equality in the British Empire. The opportunity arrived with the outbreak of the war.

The educated Indian, a born student, shrewd, an indefatigable reader, is well in touch with current events. Nobody realizes more fully than he does the due effects of a victory for Prussian despotism; he knows the tyranny of their rule among conquered people, their military insolence in Alsace, their petty irritations in Schleswig-Holstein, and their bloody ruthlessness in South and East Africa. While he does not love the British, he feels that to fall into the hands of the Prussian would be the knell of all his hopes and aspirations.

Such were the considerations that influenced India to support Britain so enthusiastically. When war was declared the spirit of India was magnificent. The leaders of sedition ceased their opposition and encouraged preparation; the native press rang true and announced its enthusiastic co-operation in the war. The native princes, both Hindu and Mohammedan, always loyal, poured out their treasure, offered their military forces and placed themselves and their sons at the service of the British commander.

The Indian troops were placed in readiness at once to play their part and in September 80,000 of the pick of the Indian army landed in Marseilles amid the acclaim of the French people. Since then they have been fighting side by side with the British and Canadians in Belgium. The expedition to the Persian Gulf that has won an unbroken succession of hard-fought victories is composed very largely of Indian troops. They hold their part of the line at the Dardanelles, have been the chief protectors of Egypt, and are also playing their part in the difficult task of crushing the Germans in East Africa.

Wherever they have fought they have shown themselves to be skilful and courageous and they compare favourably with the soldiers of any other nation in the field.

Kindergartner—You've counted up to eight nicely, dear. But don't you know what comes after eight?

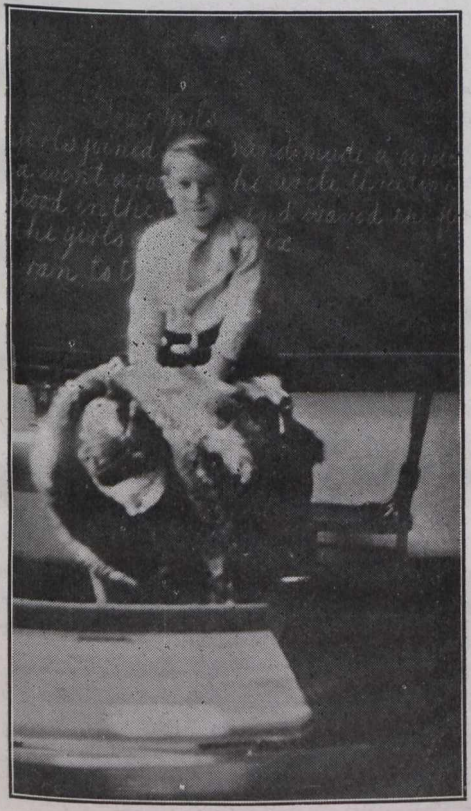
Elsie—Bedtime.

In the Classroom

F. H. SPINNEY
Principal, Alexandra Public School, Montreal

I.

Teacher's motto: *The child is the centre of interest.*



MISS BROWN was beginning the study of geography with thirty-six bright-eyed little strangers of the Fifth Grade. To her, a "geography lesson" was not a mere recitation of memorized facts and figures. She had progressed beyond that stage.

Her first aim was to ascertain the extent of *each child's* knowledge of his surroundings and the world in general. She did not expect to secure that information in one lesson, or even in three or four lessons; but she could make a beginning in the first, and on that she would base the nature of future lessons.

As a feature of her plan, she placed on the board the following questions, to be answered in writing:

(1) Where were you born?
(2) How long have you lived in M – – – –?
(3) In what other places have you lived?
(4) How many people live in M – – – –?
(5) How many people live in Canada?
(6) Why do so many people come to Canada from other countries?
(7) From what other countries do they come?

It did not take the pupils long to answer the questions. After reading the answers, the teacher filed them for future use. In making plans for each new geography lesson, she first reviewed these answers, in order to find some clue to the interest of each child.

Maurice had been born in Russia, and had lived in Holland, England, New York and Toronto. What a splendid basis for a series of lessons—allowing this boy to narrate all his experiences.

Maurice took the greatest possible delight in the narration, and the other pupils listened with eager interest. They realized that geography was a subject that actually related to the activities of a boy at their own age. The experiences of one child are always interesting to other children.

There was a great variety of answers to questions four, five, six and seven, especially to question six.

"Why do so many people come to Canada?" eagerly asked one dark-eyed boy, who was not entirely satisfied with his own written answer.

"What is your opinion?"

"I do not think that I know."

"We'll talk about that question again in a few days. Perhaps you will think of some good reason for yourself."

The lesson closed, with CURIOSITY at a high level.

To allow the previous experiences of the pupils to determine the nature of instruction seems to be an admirable method for geography. To-day's lesson may be based on Harry's experience; to-morrow's lesson may be based on Tom's. Percy's enthusiasm for the subject may be utilized to stimulate Donald's interest, which is decidedly *below par*. One leading purpose of a geography lesson, or of any other lesson, is *to arouse the interest and enthusiasm of the greatest possible number of the pupils*.

The best effect of any lesson is to stimulate curiosity. A geography lesson is of no value to Peter Jones unless he has some curiosity concerning the subject matter. Far better for him to be occupied in constructing mud pies down by the brook! There he will be learning geography in the most natural and interesting manner. That would be particularly true if he had for a companion a skilful teacher equally interested in that form of recreation.

There is no other subject on the course over which so much valuable time is worse than wasted. This applies with special emphasis to those geography lessons which are being taught wholly for "examination purposes". Examinations in geography would be of far higher value if pupils were allowed to use their books during the examination period. Of course, in that case, we should not advise such questions, as, "Name

the coast waters of Asia." We might, however, ask, "Which one of the coast waters of Asia is of the greatest commercial value?"

Miss Brown allows the use of the book in examinations. She gives a great variety of questions, and assigns values relative to the standard obtained by the leading pupil. How many teachers dare adopt that method. No doubt, there are many who would willingly try such a method were they allowed the option.

Miss Brown has travelled in many countries of Europe, also in Egypt and South America. That may account for her intense enthusiasm in the teaching of geography.

The teacher should occasionally ask herself: How wide is my knowledge of the world? Is that knowledge increasing daily? How deep is my interest? Is that increasing or decreasing? It is certainly *decreasing* if she is listening daily to the mere recital of *coast waters*, *minerals* and *exports*. Possibly she could not answer all such questions herself. Probably the most successful professional or business man in the town could not name half of them. Why, then, are they of such vital concern to the child?

Progressive teachers are ever searching eagerly for new methods of instruction. Sometimes it would be far more beneficial to be seeking for a *new store of enthusiasm*. A month of travel in the summer will often be of more value than the perusal of several volumes of theoretical methods.

Geography is one of the vital concerns of life. Our habits, religion, occupation and character depend, to a large measure, upon the nature of the locality of our birthplace.

Whether or not the teacher can make the subject of *vital concern* to a class of boys and girls depends upon her ability to relate the method of instruction to the individual experiences of the children. If she possesses that ability to a high degree, she will use a slightly different method for each lesson, and change her general plan of instruction every term. In this way, will she maintain her own interest and enthusiasm, without which it is impossible to arouse any interest or enthusiasm on the part of the children.

There is no end to the world; neither is there any end to the material for geography lessons or the methods of instruction. Every child is a distinct personality, and lives in an entirely different world from every other child. It is the function of the teacher to find out as clearly as possible the nature of the world in which each of her pupils is living. Such an undertaking requires the rarest type of tact and skill.

Current Events

Law on the High Seas.—The rules of international law applying to war on the high seas are contained chiefly in the Declaration of Paris, 1856, and in the Declaration of London, 1909. The four chief points in the Declaration of Paris are as follows: (1) Privateering is abolished; (2) A neutral flag protects even enemy's goods except contraband of war; (3) Neutral goods, even under an enemy's flag, are not liable to capture, except contraband of war; (4) Blockades in order to be binding must be effective. To these the powers of Europe agreed. The United States also agreed except with regard to the first which seemed to them to discriminate against nations with a small navy. The Declaration of Paris, however, could never be satisfactory to an island power like Great Britain. Many of the provisions seemed unfair and an attempt was made by the Declaration of London, 1909, not only to amend them but to further safeguard the observance of international law by the establishment of an international prize court. Some of the articles of the Declaration of London were: (1) It recognized a class of goods known as conditional contraband, *i.e.*, goods which were to be considered as contraband if it could be shown that they were destined for military purposes though ordinarily not so used; (2) Conditional contraband on a neutral vessel bound for a neutral port was not liable to capture.

The British parliament, however, definitely refused to confirm these terms of the Declaration of London as they seemed to discriminate so materially against an island power and in favour of a continental power. Thus, unfortunately, at the outbreak of war last summer there was no code of international usage in maritime war that had won universal assent. The British government therefore in October, 1914, issued orders-in-council giving her interpretation of the principles of international law that should apply under present conditions and stating that by these rules Great Britain and France would be guided in the conduct of the maritime war. These rules were based on the Declaration of Paris but gave a wider extension to the list of contraband and conditional contraband articles and declared that articles not on the free list being imported into neutral countries were liable to retention and search and possibly to confiscation.

In reply to the protest of the United States, Sir Edward Grey pointed out that conditions of war had changed so materially in very recent years that some wider interpretation of the rules was necessary to cover cases that had never arisen before. He pointed to the military uses of net-

works of railways that made it futile to blockade the ports of any continental power if adjacent neutral nations were allowed freely to import, while the development of the submarine made clearly impossible any such blockade as had been contemplated in the Declaration of Paris. The principle of universal military service, too, and the increase of governmental regulation of private life made it increasingly difficult to distinguish between civil and military sections of the population and between civil and military measures. Moreover, new methods of warfare, *e.g.*, the motor and the aeroplane, have made necessary changes in the lists of contraband goods; barbed wire is used for defence; cotton is necessary in the manufacture of high explosives; rubber is necessary for automobiles.

The general situation was, moreover, materially changed by the action of Germany in assuming for military purposes governmental control of the food resources of the whole country, and in proclaiming in February, 1915, a submarine blockade of British coasts. These measures were followed by the British orders-in-council, March 11th, which practically established a blockade of Germany by declaring that goods bound for or coming from Germany, either directiy or via a neutral port, might be diverted to a British port and there detained. It does not, however, confiscate the ships as a formal blockade would do.

Though formal protests have been made by the United States against the interference with her trade that these orders-in-council have made necessary, neutral opinion generally recognizes the mildness and the necessity of these measures and discussion is being conducted in a friendly spirit.

In marked contrast was the defiance not only of international law but of the principles of common humanity which has marked the course of Germany's submarine blockade. Vessels have been sunk without warning, without having any chance to surrender, without any effort to rescue passengers. Whether the stern protest and warning of the United States in the last note to Germany will be effective in mitigating the inhumanity, if not the illegality of Germany's course, remains to be seen.

W. E. M.

FROM SCIENCE PAPERS.

The frog feeds in air insects and on larva in water. It has saw-like teeth which work cross-ways.

Take a man if there is oxygen in the air he lives if he dies perhaps there is not.

Apple seeds are dispersed by juicy bites.

White is no colour, but burns itself into whatever colour is held before it.

The claws of the frog are dull compared with those of the cat.

The Rote Song

T. A. BROWN,
Normal School, Ottawa.

THE value of the rote song may be estimated from two points of view. On the one side there will be the clear, definite aims of the teacher, who, knowing what to strive for and using whatever methods may seem best, seeks to obtain the desired results; on the other, the incidental benefits that come through the purposeful teaching of suitable songs.

It might be well to digress for a moment to consider what is meant by suitable songs; or at least to point out what should be accounted unsuitable. The unsuitable would eliminate nearly all the "songs of the day", which, like the butterflies of the summer, sport themselves for a season and are gone forever. But, unfortunately, they are not as harmless as the butterflies; those that do not express silly sentimentality aim at being humorous by holding up to ridicule the highest and most sacred social and moral associations and ideals of life, and by treating in familiar and light way the common evils of society. The words of a song should be carefully considered before they are taught to a class of school children.

In addition to possessing a low moral tone, they are usually lacking in aesthetic value. They may be bright or "catchy" in style through the employment of the so-called "rag-time" movement, but there is always an apparent straining after new effects,—a desire to introduce novelty which makes them inartistic in expression. The first requisite of an artistic production is that it be graceful and natural.

The "rag-time" movements are not vicious in themselves, but they are contortions of the standard rhythmic movements; they are like the jokes in the almanac,—a twisting from the standard use of the language. To appreciate the joke you must be familiar with the ordinary use of the words; then the unexpected turn or dual meaning suggests a ridiculous thought. In the same way, in order to appreciate "rag-time" you must be familiar with the standards; then the unexpected delay of the movement, the unlooked-for halting, the "after-beat" attack will amuse by lending a touch of novelty to the air—by making it "catchy" as it is appropriately called. It would be well, therefore, to have the children become familiar with the standard rhythms before attempting the more complex movements.

It is not implied in this that a rapid movement within a measure is to be considered a difficulty. There must be variety of movement to avoid

monotony. The difficulty arises when the tone is briefly suspended on the strong beat whose function is to divide the music into distinct units similar in length or duration but different in composition. Such movements should not be attempted until the children show by proper emphasis that they are able to appreciate the regularly recurring accent which the ear detects and learns to expect.

In returning to the topic we are to consider, the first reason that will come to the minds of most teachers for having Rote Singing in the schoolroom is that it is a pleasant recreation. This alone is sufficient to justify the practice. The sum total of perplexities and worries that surround the child's school life far outweigh the sum of legitimate pleasures. The elementary curriculum is lacking in pleasurable subjects, but here is one—a supervised recreation—that may be made use of with comparatively little trouble, one that will amply repay the teacher for the time spent, not only in renewed vigour but by the creation of an atmosphere of cheerfulness and of kindly relations between the teacher and the pupils. The second reason is that it connects the school life and the home life of the child. The songs learned at home are sung in school and the new songs learned in school are sung at home. Child nature tends to be emotional; if in addition to this there is some ability to sing, these emotions will find expression in song, and unless the mind is filled with pleasing melodies set to suitable words, others of an undesirable character will take their place.

The aid it lends discipline may be mentioned as another reason. As has already been suggested, it creates a desirable school atmosphere. It implies a willingness on the part of the teacher to brighten the school life when possible, and the reaction will be a willingness on the part of the pupils to do their best to please the teacher. Then, too, all are doing the same thing, at the same time, and in the same way. To sing in time and with the others is easier than to sing out of time and against the others—the right way is the easiest way. Hence it cultivates a spirit of co-operation and unity; a desire to participate in a united effort to accomplish a common good. It should be remembered that a child does not sing when in a bad humour, but a child cannot remain long in bad humour when all the others are cheerfully engaged in a merry song.

The physical benefits resulting from the judicious practice of singing are worthy of notice. The breathing capacity will be increased; the vocal cords strengthened; a pure, definite, sustained vowel quality cultivated; and clear, accurate articulation made natural. More especially should be mentioned the training it gives in the control and management of the breath. Observe that the outgoing breath in normal respiration is uncontrolled or passive, while in singing it must be

controlled and gradually expended. This brings into action a set of muscles that do not receive development in ordinary physical exercises.

To all this might be added the fact that through the medium of the song, patriotism and all the other moral and social virtues find best expression. They are suggested incidentally and are apparently only a minor part of a more important exercise. Many believe this is the most effective way to teach them.

(*To be continued in October.*)

Book Reviews

Blackie's Large Type Poetry Books. Blackie & Son, London. A classified collection of poetry for school reading, graduated to suit the progressive stages of advancement. The collection consists of the following three books: Junior, 96 pages, 4d.; Intermediate, 112 pages, 5d.; Senior, 144 pages, 6d. The poems have been selected from the works of the best authors and thus possess real poetic merit. Great care has been exercised in selecting only those that appeal to young minds. They are printed in large readable type. They are very suitable indeed for supplementary work. F. E. C.

The Cambridge Intermediate Geography, by A. J. Dicks; 347 pages; 62 illustrations; 26 maps and diagrams. Cambridge University Press. Price 3s. Excellent material is presented in this text book for those who wish to show the relations of cause and effect. The climate and vegetation of the different continents and countries has been discussed from this standpoint. The illustrations and diagrams are excellent. The history of some of the countries has been briefly outlined. It is one of the most useful books a teacher of geography could have. J. A. I.

Bird Studies in Twenty-four Lessons, by W. Percival Westell; 152 pages; 47 illustrations. Price 2s. 6d. This is one of the Cambridge Nature Study Series. The lessons have been grouped according to the seasons and present a practical means by which teachers may give pupils a real idea of the lives of birds by observing the bird in its home. The book would be a very useful one for Canadian teachers if Canadian birds were used instead of English birds. *Pond Problems*, by E. E. Unwin, another valuable book in the same series is open to the same objection as far as teachers on this continent are concerned. J. A. I.

The Story of English Industry and Trade, by H. L. Burrows, B.A. 208 pages. Price 1s. 6d. Published by A. & C. Black, Ltd., London. The Macmillan Co., Toronto. This little volume endeavours to treat historically the development of English industries. This is done in a very interesting way. The constant aim is to let the reader look into the every-day life of the common people. This aim is accomplished very successfully. It is well illustrated and is intended for use as an historical reader. The style is very simple and of such a character as to attract children even of the lower grades. An excellent book for the school library. G. A. C.

Physiology and Hygiene, by E. S. Chesser. 231 pages. Published by G. Bell & Sons, London. This is a volume written particularly for girls' schools. It has nothing very novel in it but deals with the usual topics in the usual manner. The treatment of body structure is too detailed for our schools and deals too much with the names and details of bones, etc. However in the part dealing with hygiene the teacher will find some helpful information. G. A. C.

Letter Writing

FREDERICK H. SPINNEY
Principal, Alexandra Public School, Montreal

IF your pupils are not already interested in the exchange of letters among different schools, read to them the letters contained in this issue. They will suggest the topics that are interesting to boys and girls in other parts of the world. Allow the pupils to find the places on the map; that will also stimulate the interest.

Take care that your own interest is as keen as possible, and make thorough preparation for each "Letter Writing Day", which should occur about once in a fortnight.

In some schools the pupils make daily notes of interesting events, and choose the best of such notes for incorporation into the letters.

Letters of unusual interest will be published from time to time, as has been done during the past two years. This has been a great stimulus to the interest.

The following very neatly written letter is from a Canadian boy of German parentage:—

R.R. No. 2. AYTON,
ONTARIO.

Dear fellow-pupil:—

We were all asked to write to your school, and I would like it very much if this letter would be given to a pupil of the Fourth Class.

Our school is built at the crossing of four roads. It is built of stone, and is painted red. There is a cement walk leading from the road to the school door. The inside of the school is plastered down to the wainscotting, and below that is painted grey. There are nine boards, four of which are used for announcements and marks of the Junior Class. The floor is made of hardwood.

We have only one teacher and we like her very much. I am in the Fourth Class, and intend trying the Entrance this year. The chief subjects of our class are: arithmetic, grammar, composition, reading, literature, nature study, oral composition, writing and drawing. I like them all very well.

We have about twenty flower plants now. We fixed up our three flower beds last Friday, and planted seeds. We are to have window-boxes and will fix them up this week.

We each have a few collections in school. I have seeds, insects, leaves, weeds, wood and nuts. Other pupils have the same.

On the ninth of December we started a weather record. We write down the direction of the wind, whether there is rain, snow, thaw, etc., and the degree of Fahrenheit. I have not missed a day. I like it very much.

We are going to have a Rural School Fair in the fall at Ayton, and each pupil will grow some grain or vegetables to try for a prize.

The chief occupation here is farming, and the farmers are now getting ready for seeding. The chief grains that we grow are fall wheat, oats, barley, peas and timothy.

At home, we have thirty head of cattle, nine horses and forty pigs. We have ninety chickens, and get about sixty-five eggs a day.

I have three sisters and two brothers. I am twelve years old, and the youngest of the family.

Well, what do you think about the war? I think that it is the greatest atrocity that the world has ever seen, because they have powerful guns which can kill so many men in a second. I hope the dawn of peace will shine soon and that the "Motherland" will win. We sing the National Song—"God Save the King".

I hope that you will answer soon.

Yours truly,

CARL KREUZER.

The foregoing letter is a credit to the pupil and to the teacher. It is only when prompted by a spirit of enthusiasm that a boy of twelve can write such a letter, and boys are not enthusiastic over school activities unless they have an enthusiastic teacher. The influence of a good teacher on a boy's life can never be valued in dollars and cents. We received a number of well-written letters from the Ayton School.

Here is a portion of a letter from England, from a little girl of 13 years of age. All the English letters show much thoughtful care on the part of teachers and pupils.

11 Pulleyns Avenue,
High Street, South,
East Ham, London.

Dear Annie:

It gives me great pleasure to answer your letter. I do not write many letters at home, but I write several at school. . . . .

How much I would like to visit Canada! I have heard that you go skating and tobogganing—what pleasure! . . . .

East Ham is in Essex, as you may know. There are large buildings opposite our school. The fire station is a large red building with yellow trimmings. It is two stories above the ground. It has one motor engine, one horse engine, one horse escape, and a small escape. The Town Hall, also a large building, is on the corner of High Street and Barking Road.

At the south of East Ham lies the Royal Albert Docks, where great ships lie to be repaired. Not many steps from there is our great River Thames, and the famous Free Ferry runs across from North Woolwich to South Woolwich.

All the pupils in our class are busy writing letters to one girl and another, and as our time is nearly up I must close.

I hope you will write again soon.

Yours sincerely,

ADA LOE.

We have received a number of letters from schools in Manitoba. In small miscellaneous schools it is very difficult to arouse interest in letter writing, but the writer of the following letter had his interest aroused by hearing the reading of the published letters.

WOODLANDS,
MANITOBA,
March 17th, 1915.

Dear friend:

Our teacher read us some of the letters in THE SCHOOL, and we said that we would like to write too; so there are four of us writing this morning.

There are twenty pupils attending school now. I am n Grade Seven. There are only two in my class. We have a new libraryi and get books every Friday.

We did not have a severe winter this year and the snow is nearly all gone now. We had a skating rink at the station.

We got out fifty-four loads of wood during the winter. That will do for next summer and next winter.

I have a very funny calf at home. It follows me like a dog and seems to greatly enjoy a sleigh ride.

I thought of a way of finding perpetual motion. It was to have clock springs so fixed that when one unwound it would wind up the other, and so on, until it got back to the first one again. But I am afraid it would lose its motion, as there would be too much friction.

Be sure to write soon.

Your sincere friend,
MAX ASEMISSEN.

Teachers who wish to make a beginning in the exchange of letters may send five of the best letters that the pupils can write to Alexandra School, 160 Sanguinet Street, Montreal.

It is well to supply the pupils with a thin kind of writing paper, and allow all to use the same kind. *Good material will stimulate the pupils to do good work.*

FROM SCIENCE PAPERS.

Constituents of ordinary air are O. N. H. O. and Ammonium Salts.

The plum is known as the pome or apple fruit.

Ordinary air consists of O. N. H. O. insects microbes and other impurities.

The frog locomotes by means of its powerful hind legs.

The frog's front legs are short so he can climb hills.

The frog's tail is taken into the body and becomes lungs for the frog.

The frog is better fitted for swimming in air than in water because its head is blunt.

The oxygen tends to make us jolly and lively, and it uses our energy (laughing gas, $C^2 H^2 O^4$).

The claws of a cat are in a sheaf. They are curved. This enables the bird to hold its prey.

A Teachers' Superannuation Scheme

CHAS. G. FRASER,
President, Ontario Educational Association.

MANY problems will come before the teachers of Ontario the solution of which will decide the place the people of Ontario will take in the period of expansion which lies in the immediate future, but none of them is of more importance to the cause of public education in our province, or to the welfare of the teaching profession, than the question of a provincial superannuation scheme for the teachers and inspectors of the Province; and as the subject will be up for consideration at most of the Teachers' Institutes in October a short presentation of the problem should be in order at this time.

That a Teachers' Superannuation Scheme is necessary is shown by the following facts. During the last half-century, since Public Schools have been established, one country after another has instituted some form of pension scheme for its aged teachers until the state without a teachers' superannuation scheme is the exception; and while from time to time these various schemes have been changed and improved in no single instance has the idea been abandoned; and in those countries where the greatest attention has been paid to State Education the most generous provision has been made for the declining days of worn-out teachers.

In Ontario the need for a Superannuation Fund has been emphasized since the year 1900 when a Superannuation Committee was appointed by the Ontario Educational Association. Each year since that time the Committee has reported on the work it has undertaken and has suggested schemes which were afterwards modified, submitted to actuaries and then urged upon the Provincial Cabinet. Year by year some form of resolution has been passed at the annual meeting expressing the desire of this the representative body of the educators of the Province for the providing of a superannuation scheme; and there was great rejoicing indeed when the Minister of Education, with the knowledge and consent of the late Prime Minister Sir James Whitney and his Cabinet, sent the following message to the O.E.A. by his Deputy Minister, Dr. Colquhoun:

"I have consulted my colleagues and we have definitely decided to offer a measure dealing with the superannuation of teachers at the next session of the Legislature. This measure will necessarily be affected by three consideratons. First, a certain amount of public indifference on the subject. Second, hostility on the part of a portion of the teaching profession itself. Third, the existence on the statute book of the old

(*Continued on page 66*).

fund. Subject to the limitations imposed by these conditions we shall try to frame a measure just to the teachers and acceptable to the public and any legislation of this kind must necessarily receive the endorsement of the great majority of the parties affected."

Since that time many changes which were then unthought of have intervened; but in spite of all of them the promised Bill has been prepared and presented to the House. It is now printed and ready for distribution and, while it may have a few points to which some might take exception, its general plan is simple, its provisions generous, and its requirements reasonable.

The Bill provides that if a teacher or inspector has completed forty years of service in Ontario under the operation of the Act he may retire with an allowance of 40/60 of his average salary for the preceding ten years; but if the retiring allowance for 40 years of service, computed in the regular way, shall fall below $365 a year, the Bill provides that the allowance shall be made $365. Similarly it is provided that no allowance shall exceed $1000 a year.

The Bill also provides that if, by reason of ill-health, a person is unable to continue at the work he may retire after fifteen years of service; and if these years of service have been under the operation of the Act, his retiring allowance shall be 1/60 of his average salary for the preceding ten years multiplied by the number of years of his service; but if the allowance, calculated in this way, shall fall below $300, the amount of his allowance shall be computed by multiplying $20 by the number of years of service.

For the purpose of calculating the amount of the yearly allowance all years of service in Ontario prior to the operation of the Act shall be counted as half-years in both these cases; but they will be counted as full years in deciding the number of years of service for the completing of the necessary forty years or the necessary fifteen years.

It will be noticed that whether a person retires because of ill-health or because of length of service, the amount of the annuity is in the same proportion—1/60 of the average salary for each year of service. It will also be noticed that the rule applies to men and women without distinction.

The scheme is to be financed by the three parties most directly concerned, viz: (1) the teachers and inspectors; (2) the local school authorities, and (3) the Province. The contributions are be to based on the salaries paid to the teachers and inspectors; but for the purposes of the Bill no salary will be considered as less than $550 a year. The teachers are to pay two per cent. of their salaries into the Fund; the Province

(Continued on page 68)

is to pay a like amount and the local school authorities are to pay one per cent. of the teachers' salaries.

Because of the many calls which may be made upon the Fund during the earlier years of the operation of the Act, without a proportional contribution, it is provided that, in the case of any teacher leaving the profession because of death or other reason, no moneys that he has paid into the Fund shall be returned; but after the first ten years it is contemplated to make provision for the proper adjustment of this point.

These are the main features of the Bill and show the simplicity of its plan and the effort that is being made to deal generously with the members of the profession. The outstanding features claim our support and if there should be some minor features that might be changed somewhat there is no reason why these slight defects may not be provided for in amendments which may be introduced when the Bill is again under consideration before the Legislature. It is believed that the operation of the Bill will be in the interest of all parties concerned and will be a good investment for all.

From the teacher's standpoint it will provide a scheme by which he will be able to make provision for his declining years by a reasonable contribution proportional to the salary he receives. It will be a partial compensation for the comparatively small salaries which teachers receive. It will attract to the teaching ranks those who by nature are peculiarly endowed for the work and it will retain in the ranks those who have become ornaments to the profession. It will give a permanency to the profession that will bespeak efficiency; and we shall no longer hear either dispute or ridicule of the statement that teaching is a profession. When we have teachers in the class room who will make our work a success and a joy to us all, we may rest assured that the remuneration received will be a generous recognition of our true value. The public is willing to pay a double price for excellence in any commodity, while "scrunts" and windfalls cannot be given away gratis. The true interests of the teachers, the schools and the public never clash, and no more potent agency has been proposed for a long time to advance the interest of all these than this proposal to create a Teachers' Superannuation Scheme.

From the standpoint of the State this scheme will have a tendency to attract to the teaching profession a large number of persons who by natural endowment are specially qualified for the work. It will have a tendency to retain in the profession many teachers who by application and experience have become, or would become, ornaments to it. It will end the present scarcity of teachers. It will avoid the yearly preparation of over 2,000 teachers in the training schools of the Province. It will insure efficient work in the schoolroom—the most important post IN

(*Continued on page 70*).

the State—the very bulwark of the State. If this is so, do you wonder that the Legislature is willing to contribute to a fund that would secure such advantages or would have a tendency to secure them?

From the standpoint of the local school authorities the scheme will insure all the advantages which the State would gain but in a far more immediate and direct way, and their own boys and girls will show the result of being trained under competent teachers. Shall we not have their support?

To the State the education of the childhood of the land is a most important consideration. It is the conservation of the most valuable natural resource which the State has; and the present world-struggle emphasizes the necessity for seeing that the work of education is properly done and that proper ideals are inculcated in the hearts of the rising generation. Where is the calling in life that requires more skill and tact and wisdom born of experience, and to which none but the pure in heart and the noble-minded should ever be admitted? Next to the mothers, the teachers of our land have the greatest claim on the consideration of the State.

And is there not a need to do something to encourage permanency in the profession? What other occupation has to admit that fifty-five per cent of its members are apprentices? What other calling in life with 12,000 members has had over 20,000 persons admitted to its ranks in the past ten years? And yet we have a scarcity of teachers. These additions to the ranks lower the quality of the work done in our schools and lessen the remuneration for doing it; and before these new teachers have acquired any skill in the work they leave and are followed by others as poorly prepared and as unskilled as they were. The wonder is that the work is as well done as it is. Is it any wonder that the State wishes to adopt some expedient that will have the effect of attracting to the profession those who would do efficient work in our schools or that it will contribute to a fund that will retain in its service those who are making good?

Comparison with the tables of the Canadian Government Annuities system shows the great advantage the Bill offers to teachers and particularly to women teachers. Comparison with other superannuation schemes shows ours to be simple and generous. It may not be perfect. Man-devices (and woman-devices too) are but human. We may require to change some of the minor features; it may be advisable to introduce an optional retiring age; perhaps the one per cent should be paid as a county rate instead of by the individual sections; the contributions of those who die in the service should be returned; perhaps there should be a sliding minimum allowance for those who serve the forty years.

(*Continued on page 72*).

It is our part to make out our case in regard to each point and we can rest assured the framers of the Bill who had at heart the welfare of the three parties concerned will be glad to perfect their work before it becomes law. The conclusion of the Bill makes general provision for the working of the scheme on just and equitable lines.

When the advantage the Superannuation Scheme will be to the teaching profession and to the cause of education is thus presented, we believe the teachers of the Province, young and old, will be almost a unit in supporting it. We believe that those to whom the nation has intrusted the work of creating the ideals of the young of the land will exemplify the spirit of the hour in their devotion to the interests of the cause with which they are identified and will be no whit behind the soldiers of the King. And if individual members see, or think they see, defects in the Bill they will devote themselves to the improvement of the plan rather than to opposition to it. To-day Opportunity knocks at the door of the teaching profession of Ontario and history tells us that if she is neglected she does not knock again.

Book Reviews

A First Course in Practical Chemistry for Rural Secondary Schools, by W. Aldridge, headmaster of Shepton Mallet. Bell & Sons. 122 pages. Price 1s. 6d. This manual outlines some eighty-four experiments. The instructions are clear and accompanied by many good diagrams. The first sixty-seven deal with elementary chemistry with a decidedly agricultural bias, while the remaining experiments are biological, and treat of plant physiology and the chemistry of milk. The book is one of Bell's excellent science series. H. A. G.

Practical Heat, Sound and Light, by T. Picton of St. Paul's Schools. Bell & Sons. 151 pages. Price 1s. 6d. These experiments are outlined under the following form,—purpose, apparatus, method, and a list of questions to drive home the principles underlying each experiment. Thirty-seven experiments are devoted to heat, fifty-two to light, and six to sound. Many excellent diagrams illustrate the descriptions. Teachers will find this a valuable little book. H. A. G.

Art Metalwork, with Inexpensive Equipment, by Payne. This is another work by the Manual Arts Press and is quite in keeping, both in the author's treatment of the subject and in the artistic get-up of the book, with the other recent publications from this house. Part I deals with materials and equipment and describes the production of copper and its alloys, which are mostly used in art metalwork. The chapter on colouring and finishing is excellent. Part II—Problems—describes the various processes of this work, such as etching, soldering, piercing, annealing, raising, planishing, modelling, chasing, enameling and repoussé work. These various processes are all illustrated in the working out of definite problems. The great number of drawings and photographs helps materially in making a very excellent book. Manual Arts Press, 186 pages. Price $1.50. A. N. S.

Some Results of Four Months' Experience

MISS R. L. EIDT.

Conditions.—I found myself gazing with horror-stricken eyes at a register list of names numbering seventy-two, no matter which way they were counted. Seventy-two, and the paper said, "number on roll about forty". The next question—how many classes? The register did not show what class the pupils were in, neither did any such report reveal itself. I got it, however, by sending to the printer, who had printed the last school report for an edition containing the report of the school. This took two weeks, and until then I was floundering with tests which, owing to my inexperience, were not fair. The equipment of the school was fair, but the trustees have purchased much since then. Beautiful maple trees surround the very large school-yard, part of which is on the sides of a gently sloping hill. Everything was very clean. The school is scrubbed every two months. On entering the door I had come face to face with the time-honoured box-stove of my own school days. It is to be discarded next year for a Waterbury jacketed stove provided it does not fall to pieces before then.

On the very first day I made a little speech about the duties of the pupils toward their school. I told them they were running it. I was only there to give advice occasionally. Every two weeks we elect the following officers: monitors, blackboard and brush cleaners, water carriers, fire boys, bell-ringer, window-openers, and sweepers. The pupils take great interest in the election, and all are anxious for an office.

Seating.—The seating was not of the best, so I changed some of their seats. Of course I did not get them in their right places without making mistakes. I had still to find out that the boy with that studious, sober look was the one who thought it would be great fun to shoot peas on the platform and have the teacher slip on them (which fortunately did not happen) and who made the other boys laugh; so I had to put him with the quiet ones. Another case of change was when I discovered that the boy who idled away his time with the other boys, worked like a Spartan when placed near two hard working girls. Little sisters and little brothers must (so they thought) sit with their older brother and sisters. This appeared to be a time-honoured custom. The double seats of course could not be made suitable for both sizes of children. Bitter tears were the result of my first attempt to separate them, but two weeks after the smallest boy in school came up and said "Pleathe Mith, kin I haf

(*Continued on page 76*).

anoder theat, I fink I'm too beeg already to thit mit Rosie no more". He set the rest going and with a little tact I soon had them all where I wanted them.

Classification.—I have eight classes: two primers, two firsts, two seconds, junior third and senior fourth. I take all the classes together for hygiene with extra lessons for the fourth class every second Friday. Primers and firsts go together for composition, literature, geography, nature study, manual training, etc. Second, third and fourth for oral composition (once a week), nature study and agriculture, art, writing, manual training. Third and fourth go together for history, geography and composition. Junior and Senior second are together for geography, history, spelling, etc. Reading is separate for all classes except when occasionally I join two classes just for a change. It urges the lower class to "catch up" or read as well as the seniors while the seniors try just a little harder so that the juniors can't. The only classes I have together for arithmetic are the two first classes. Of course this does not apply to the mental drill (five minutes) which they get each day. Then I join two classes each time. I found fairly good equipment for teaching arithmetic in the higher classes but absolutely nothing but chalk in the primer classes. I now have a numeral frame with coloured balls, sticks, marbles, chestnuts and corn; also tickets for building number stories on tables. The Board supplies paper and cardboard and the pupils bring scissors.

Discipline.—I hope no one ever asks me for a definition of discipline. To my mind it includes so many things that it is like the definition of a parallel line one boy gave, "A parallel line is one which goes on and on and on and on as often as you want to say it." A person, especially one so ignorant as I, has a great deal to learn even in four months. For the first few weeks my jaws were so sore by four o'clock I didn't feel like eating any supper. Why I really think I did not close my mouth—unless to make the sound 'm' or 'p' all day. Little tots do enjoy holding up their hands and asking something merely for a change—not enough seat work you know. Instead of saying each time, "Well Elsie, what is it?" I have now a dumb way of asking these things. The children call it dummy talk. Two fingers up, "May I leave my seat?"; one finger up "May I leave the room?"; thumb up, "May I ask you a question about my work?" and so on. All I do is merely nod or shake my head. Of course for the first few days I saw mirages of thumbs and fingers in ones, twos, and threes outstretched. The novelty wore off and I found the system a good one.

For forming in line and leaving the class-room I ring the little hand-bell as we were taught in Normal. One tardy pupil means that all the

(*Continued on page 78*).

rest must wait. This is very effective for the children give him his punishment by black looks.

My Bad Boy.—I heard all about him before I ever saw him. All former teachers had whipped him on a fair average once a day. His father could do absolutely nothing with him and whipped him when he wasn't whipped in school. Please pardon my conceit but I am proud of this episode in my experience—I knew him as soon as I saw him. He had a dogged look and seemed to regard me as an enemy. I made it a point frequently to ask him in preference to the rest about little things of which I was not certain. This seemed to please him. He openly rebelled once. I had giving a spelling test and he did not hand in his paper, having only written two words on it. The pupils settled the matter. We were a union of workmen and one of the workmen had broken the rules of the union and the penalty was expulsion. With suggestions carefully given by the judge the union decided to give this offender one more trial as this was his first offence. He is still on trial and has never been the least trouble since. He does not play a great deal with the other boys but sits in school reading library books. In the fall it was almost a daily occurrence for Eddie to come in with some weeds and together we would hunt until we found its name in the "Weeds of Ontario". He has the best wood collection, a splendid weed and leaf collection, and had the best arranged insect collection—but the mice chewed their way into the box and left nothing but pieces. I never felt so badly about anything and could hardly keep the tears back when I surveyed the ruined box. Had it been any of the others I would not have cared so much. Eddie just smiled a sad little smile and said, "I guess Miss E – – – I was getting too proud of it". He brought several mouse-traps to school, and the timid girls were afraid to open their pencil boxes for fear of finding some of Eddie's mice using them as a coffin.

Agriculture and Nature Study.—Was there anything ever quite so interesting? We are to have a school garden and spend from one to two hours a week in school, and more on outside work. We are to have a school garden and our germination tests are already progressing nicely although we had to plant some of the seeds twice because the frost got at them. Every day the pupils linger around the table on which the bottles and boxes are placed and loud are the exclamations of delight when they discover a new sprout. Early in the winter I sent for all available bulletins; these have been distributed among the pupils, and in some cases the parents ask for them. In return the pupils bring to school the bulletins which they have sent to them. One boy presented me with one on the raising of hogs which he said he knew would interest me because I could "cut such dandy ones out of paper".

(*Continued on page 80*).

The school garden is to be on a hill at the end of the school yard. Since the yard is larger than most school grounds it will not make so much difference. We have already ordered our seed. Many of the pupils are having home plots as well as garden plots at school. As many as could took poultry too. Many of the parents smile and say "such foolishness" but on the whole I think there is a great deal of interest taken in it. To-day in completing our supplementary reading on the Christmas Carol, where Dickens says that nothing good had ever been done where some one did not laugh about it, one of the boys said that that was the way it went with us.

Last week we took nature study on the cow and found the interest of the children very keen. One thing here which makes the lessons interesting is that the pupils want to be sure that everything is true. They examined the cow's mouth and watched to see how she got up; made sure whether the horns were directly between the ears or a little ahead and so on. In studying the hen some of the boys went out several nights to make sure that a hen doesn't put its head under its wings to sleep. The children do much to bring out the human side of these lessons; what one doesn't think of the other one does.

In the fall one of the boys gathered three cocoons and now they have come out as three large beautiful moths. However they are all alike. One lived for three days but broke its wings badly beating them against the box. The other two he has poisoned and put with his insect collection. The moths are from the tomato cocoon. The insect collections are also very good for such young pupils.

Today we observed the first crows. The nature study books are a source of great pride among the pupils and they take very good care of them. The weather records are carefully looked after too. I leave all the responsibility to the pupils. Only once did they forget. A pupil writes the readings on the board and also the direction of the wind before nine o'clock and the other pupils take down his results.

Whether my first year of teaching is to be a success or failure remains to be seen, but I do know that my outlook on life has been broadened and the duties of citizenship do not seem such a dreary theory as they did this time last year. I have had my moments of bitter disappointments and utter discouragement, but so far have always managed to find the silver lining to each cloud and hope that where I fail another may succeed.

FROM SCIENCE PAPERS.

By electrolysis of water we find that air contains Oxygen.

A cat's teeth are cushioned.

If it were not for oxygen life would be dull and not lively.

Notes and News

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

D. D. Moshier, B.A., B.Paed., of the Toronto Normal School and Henry Ward, B.A., Principal of Grace Street Public School, Toronto, have been appointed to the staff of Public School Inspectors for the City of Toronto.

A. A. Jordan, B.A., Principal of the English-French Model School at Sturgeon Falls, has been appointed Public School Inspector for the third inspectorate of York County.

O. J. Stevenson, M.A., D.Paed., of the Faculty of Education, University of Toronto, has accepted an appointment to the staff of the Toronto Normal School.

H. G. Manning, B.A., Instructor in history in the University of Toronto Schools, obtained a lieutenant's commission in a Northamptonshire regiment and left for the front in June.

J. B. Dandeno, B.A., Ph.D., Principal of Bowmanville High School, has been appointed Inspector of Elementary Agricultural classes succeeding Professor S. B. McCready who has resigned the directorship.

G. M. Jones, B.A., of Humberside Collegiate Institute, has received the appointment of Lecturer in methods in English in the Faculty of Education, University of Toronto, and Chief Instructor in English in the University Schools.

J. E. Minns, B.A., Principal of Picton Collegiate Institute, has been appointed Public School Inspector for Centre Hastings.

Norman L. Murch, B.A., of Dewson Street School, Toronto, has received an appointment to the department of modern languages in the University Schools, Toronto.

Miss Charlotte E. Green, Instructor in household economics in North Bay Normal School, takes the same position in Ottawa Normal School and is succeeded in North Bay by Miss M. C. Kay.

A. S. Lavitz, B.A., Principal of Waterford High School, will teach mathematics in Picton Collegiate Institute this year.

A. J. Pyke, B.A., of Regina Collegiate Institute, has been appointed Principal of the Collegiate Institute at Saskatoon.

Miss M. A. Higginson, B.A., of Renfrew Collegiate Institute, has accepted the principalship of Hawkesbury High School.

To the staff of the Collegiate Institute at Virden, Manitoba, have been appointed F. Grove, B.A., of Winkler, Manitoba, as teacher of mathematics, and W. A. Anderson, B.A., of Forest, Ontario, as teacher of science.

(*Continued on page 84*).

Eugene J. Weiler of Mildmay, Ont., is now teaching history and science in Assumption College, Sandwich.

Miss F. L. Breckon, B.A., of Ridgetown Collegiate Institute, will teach classics in Calgary Collegiate Institute this year.

Miss E. M. Boyle, B.A., of the class of 1914-15 in the Faculty of Education, University of Toronto, goes to Midland High School as teacher of mathematics in succession to Miss Agnes Dulmage, B.A., who goes to Formosa as a missionary of the Presbyterian Church.

J. G. Ferguson, B.A., Principal of Camrose High School, has been appointed science master in Lethbridge High School.

The Board of Education of Moose Jaw has made the following appointments to the Collegiate Institute staff: R. H. Rowland, B.A., of the University of Manitoba, teacher of moderns; Robert W. Fleming, B.A., of Clinton Collegiate Institute, science master; Neil D. Reid, B.A., of Toronto, teacher of commercial work; F. W. French. B.A., of Calgary Collegiate Institute, teacher of Latin; Miss F. Harold of Regina College, teacher of French.

D. S. MacMurchy, B.A., of Dubuc, Saskatchewan, has been appointed science master in Yorkton High School.

Miss Dorothy A. Broadbent of Victoria has been appointed teacher of English and French in New Westminster High School.

The Advisory Industrial Committee recommended the following appointments to the staff of the Central Technical School, Toronto, on the report of Principal McKay: James McQueen, M.A., assistant teacher of mathematics. Andrew H. S. Adams, M.A., B.Sc., assistant teacher of physics; John Francis Mackey, M.A., Ph.D., assistant teacher of industrial chemistry; F. J. Binks, assistant teacher of machine drawing and design; Miss Ethel Gibson, B.A., teacher of English and French; M. L. Smith, B.A.Sc., director of engineering; William Bailey, assistant teacher of elementary wood-work; George E. Morton, assistant teacher of carpentry; Miss Alice Groocock, assistant teacher of art and design; Miss Nellie L. Pattinson, assistant teacher of domestic science; Miss Rita Kathleen Chesnut, M.A., assistant teacher of domestic science; Miss Evelyn S. Cole, assistant teacher of domestic art (millinery); Miss Charlotte J. Sanderson, assistant teacher of domestic art (dress-making); Miss Adabel Courtice, part-time teacher of physical training.

The Board of Education of the City of Los Angeles, California, has officially adopted the ISAAC PITMAN SHORTHAND for exclusive use in the High Schools of that city commencing September 1915, in place of a light-line system previously taught. The adoption of the Isaac Pitman Shorthand for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H.

(*Continued on page 86*).

Francis, City Superintendent of Schools, of the different systems and textbooks now on the market, including not only the Pitmanic methods, but light-line and connective vowel systems as well.

J. R. Pickering, who has been Principal of Tamworth Continuation School for several years, is now Principal of the Continuation School at Fort Frances. Miss E. V. Eastcott, who was assistant teacher in the Tamworth Continuation School, has resigned to take a course in the University of Toronto and is succeeded by Miss Rorke of Tamworth.

The following changes have taken place in the staffs of Ontario Collegiate Institutes and High Schools this summer. A. H. D. Ross, M.A., M.F., of Toronto is Principal of Bowmanville High School. John McKellar, M.A., of the class of 1914-15 in the Faculty of Education, Toronto, is teacher of junior mathematics in Owen Sound Collegiate Institute. E. H. G. Worden of Fort William and W. E. Staples, M.A., of the class of 1914-15 in the Faculty of Education, Toronto, are teaching in Guelph Collegiate Institute. Miss Mary W. Hubbs of Bloomfield has been appointed to Waterdown High School. George M. James, B.A., LL.B., of Belleville is Principal of Deseronto High School and Miss E. R. Stocker of Odessa has been appointed to the same staff. Miss Lulu M. MacGinn of the class of 1914-15 in the Faculty of Education, Toronto, is teacher of Latin and French in Morewood High School. W. J. S. Southcombe, B.A., of the class of 1914-15 in the Faculty of Education, Toronto, is teacher of classics in Wingham High School. W. B. Taylor, M.A., of Napanee Collegiate is classical master, J. M. Mackay, B.A., formerly Principal of Kincardine High School, is mathematical master, and Miss Margaret Smith of Brantford Collegiate is teacher of art in Galt Collegiate Institute. Charles Potter, B.A., of Watford High School is teacher of mathematics, and A. S. Morrison, B.A., of Barrie Collegiate is teacher of moderns and history in Morrisburg Collegiate Institute. J. E. Adams, M.A., of Chatham Collegiate is science master in Clinton Collegiate Institute. Miss Bessie M. Arkell, B.A., of Kingston is teacher of art, Miss Mae Ryan of Smith's Falls is teacher of junior mathematics and science, and Miss Catherine Kennedy of Sarnia is teacher of household science in Smith's Falls Collegiate Institute. H. W. Kerfoot, B.A., of North Bay High School is Principal of Picton Collegiate Institute. George S. Johnson, B.A., of Moose Jaw is Principal of Whitby High School. A. E. Thompson of Bornholm and Miss Florence Elliott of Kingston have been appointed to the staff of Kingston Collegiate Institute. A. H. Fairchild, B.A., formerly Principal of Weston High School, is now Principal of Newmarket High School. F. C. Asbury, B.A., of the class of 1914-15 in the Faculty of Education, University of Toronto, is teacher of mathematics in Ridgetown Collegiate

(*Continued on page 88*).

Institute. Miss Mayme Montgomery, B.A., of Stouffville Continuation School is teacher of moderns and history in Chesley High School. Miss Norah G. Dewar of Aylmer, Quebec, is teacher of classics in Ridgetown Collegiate Institute. Miss Wilhelmina Rutherford, formerly Principal of Southampton Continuation School, is teacher of English in Fergus High School. Miss Helen A. Franklin, B.A., of the class of 1914-15 is teacher of moderns and Latin in Port Rowan High School. Thomas Preston, B.A., of Barrie Collegiate is Principal and Miss Josie Switzer of Bath is teacher of moderns in Markdale High School. F. J. Barlow, B.A., of Toronto, is teacher of junior science and mathematics in Lindsay Collegiate Institute. Chas. F. Lawrence, B.A., of the class of 1914-15 in the Faculty of Education, Toronto, is teacher of mathematics, Miss Maybelle G. Kerr, B.A., of Owen Sound Collegiate is teacher of English and moderns, and Miss Hilda M. Smith, B.A., is teacher of classics in Caledonia High School. Miss Mae M. Burriss, B.A., of the class of 1914-15 in the Faculty of Education, Toronto, is teacher of English and history and Miss Eva A. Power is commercial teacher in Barrie Collegiate Institute. Walter Clark, B.A., classics, Miss Sadie K. Bristol, moderns, and Miss Dollie Morley have been appointed to the staff of Lindsay Collegiate Institute. In Cornwall High School Miss O. E. Morrison, B.A., is teacher of mathematics, and Miss Eva Cummings, B.A., teacher of English. In Seaforth Collegiate Institute Arthur C. Hazen, B.A., is science master and Miss Mabel E. Allen, B.A., of Tilsonburg High School is teacher of moderns and history. W. G. Spencer, B.A., of last year's class in the Faculty of Education, Toronto, mathematics, and J. G. Cameron, B.A., science, have been appointed to Sudbury High School. Edward Hackett, B.A., of Meaford High School is Principal of Orangeville High School.

Miss Hope Dufton of Bracebridge Continuation School is now teaching moderns and history in Neepawa Collegiate Institute.

The Ontario Teachers' Alliance has had a good year and is making a special effort to make a record during 1915-16. Teachers who are interested in the work done by the Alliance and the advantages offered should write to Miss Margaret Meston, 146 Markland Street, Hamilton. The volume entitled "Schools and Teachers" published by the Department of Education at the request of the Alliance contains a great deal of valuable information for teachers in Public and Separate Schools.

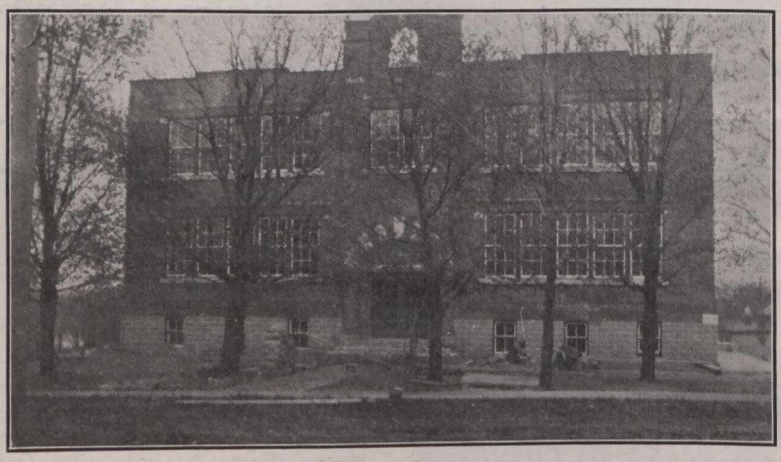
J. M. Swain, B.A., of Prince Albert, Sask., and Wm. H. Shearer, B.A., of Neepawa, Man., are teaching science and English respectively in North Battleford High School.

At the Panama-Pacific Exposition the Grand Prize (highest award) has been awarded to the Merriam-Webster dictionaries published by the G. & C. Merriam Co., Springfield, Mass.

(*Continued on page 90*).

Some of this summer's changes in the staffs of Continuation Schools are: Miss Eleanor Smith of the class of 1914-15 in the Faculty of Education, Queen's University, is teaching in Fort Frances. E. P. Winhold is Principal at Ayr. Nelson D. Morris is Principal at Burk's Falls. Thomas W. Martin is Principal at Southampton. Miss Elsie Caverhill is assistant at Fingal. A. R. Bush, B.A., is Principal at Plattsville. Miss M. Robertson is teaching at Fenelon Falls and Miss Margaret Jonson at New Liskeard. Miss Flora E. Morgan is Principal and Miss C. B. Singleton, assistant at Bath. Miss H. M. Simpkins of Belleville is teaching at Princeton. A. E. Mark is Principal at Blyth. S. D. Rendall of the class of 1914-15, Faculty of Education, Toronto, is teaching English and moderns at Paisley. D. J. Sinclair of Churchill is Principal at North Gower.

We are glad to publish herewith a picture of the new Continuation and Public School at Paisley, Ontario. The cost of this six-room building was $24,000; it is modern, well located, and excellently equipped.



Paisley Public and Continuation School.

The following works published by Isaac Pitman & Sons of New York have recently been adopted by the New York Board of Education for High School use: "Student's Practice Book", "Advanced Speed Practice", "Expert Stenographer", "Knitting for Infants and Juniors".

Some Public School appointments are: F. Huffman is Principal of Fort Frances Public School. Miss Scott of Harriston is teaching the Senior Third grade in the Separate School at Penetanguishene. E. D. Johnston of Forester's Falls is Principal at Hawkesbury. J. J. Wilson, B.A., of Rockwood is Principal at Milverton. W. J. Clipperton of Swansea is Principal at Orangeville. Ambrose Dowswell of Wardsville

(*Continued on page 92*).

is Principal at Essex and Miss Sarah MacLaughlin of Cardinal is teacher of the third grade. D. A. McDonald of Mattawa is Principal at Eganville. George S. Mattice of Bradford is Principal at Smith's Falls. D. McDougall of Comber has been appointed Principal of one of Kingston's Public Schools. George Hunter of Bridgeport is Principal at Brighton. Miss Georgette Moore of Dundas has been appointed to Burlington. Miss Ada E. Cook of Tweed is Principal at Glencoe. Charles H. Stuart of Embro is Principal at Parry Sound. W. J. Hodges of Rockwood is Principal at Morriston.

Miss Mary Gillespie of Ayr has been appointed teacher of English, Latin, moderns and history in Brighton High School.

Miss Violet R. Merrill of last year's class in the Faculty of Education, Toronto, has been appointed to the Public School staff at Yarker.

We have received copies of the Ottawa Normal School year book and "The Classic" published by Stratford Normal School. Both are very creditable publications, and contain much interesting information.

The usual article on "War Maps and How to Use Them" does not appear this month because the variations in the battle lines are not sufficiently great to show up well on a small-scale map. Our readers will find the "Diary of the War" in each issue, also special articles on the different campaigns at various times, and all material necessary for teaching this subject.

NEW BRUNSWICK

The Moncton School Board is making preparations for erecting a new twenty-room building to replace the Aberdeen High School building recently destroyed by fire. In the meantime the departments of this school are being temporarily accommodated in vacant rooms in the other school buildings of the city.

A new Consolidated School is shortly to be opened at Rothesay. A suitable site has been secured and plans for a school-house have been prepared.

At the recent session of the Legislature amendments to the School Law were made as follows:—

To authorise the Inspector to exercise any and all powers vested in a school board whenever in any district it has not been found possible to secure an acting school board.

To enable school districts, and in cities and towns, school boards, to elect annually representatives to the County and Provincial Teachers' Institutes and to pay their expenses.

To require school boards to obtain the approval of the Inspector of plans for new school-houses.

(Continued on page 94).

To require school sites, where possible, to be not less than one acre in area.

To authorize the Inspector in his discretion to take possession of, for the purpose of auditing, the accounts of the Secretary of school trustees in rural districts.

Mr. Alfred J. Brooks, B.A., Inspector of Schools, has enlisted for overseas service with the Canadian forces, and has been granted leave of absence by the Board of Education. Mr. F. A. Dixon, M.A., who has been Acting-Inspector during the year for which leave was granted to Mr. F. B. Meagher, M.A., will perform Mr. Brooks' duties during his absence. Inspector Meagher resumes his duties at the end of his leave—September 1st.

Science "Howlers"

[The following were selected from answers to Elementary Science papers. No two of them are the work of any one student or of any one school].

The frog eats insects and so is carboniferous.

The cat's teeth are based on a dental formula.

The tadpole has lungs or gills but breathes by shoving his tail above water.

The cats teeth are specially developed for killing snakes. It lives on snakes.

The frog is a good jumper, but at swimming is not a success. It paddles along by the shore.

If the carapace of turtle were concave the water would remain in it.

A piece of meat is largely composed of carbon. Therefore carbon must support animal life.

A piece of marble is composed cheefly of $CaCO_3$. So the soil also contains a certain amount of $CaCO_3$. $CaCO_3$ must therefore support plant life.

The frog feeds on fishworms and other insects that are found in water and on land.

The apple blossom is the provisions for the disperal of seeds in the apple.

Black has no colour therefore no colour can be drawn out neither can any colour remain.

Black is one of the colours that will not well assist in making red.

The frog swats the fly with his tongue.

We know that sound is caused by vibration for unless two things come in contact there is no sound.

The frog has no breakable parts.

The second stage in the growth of the frog is the salamander.

If the crayfish gets hold of anything dear knows when it will get away.

So with these protections why should the turtle worry? But he does.

Air consists of O. N. H. HaO and pollen.

The cat has four sets of teeth.

(Archimedes Principle). Hang the principal on the bottom of the scale pan and immerse in water.

The tail of a tadpole becomes its two hind legs.

To prove the presence of Oxygen and Hydrogen in the air. "There is O and H in water and water comes from the air."