



From painting by Troyon 1810-1865.
(In the Louvre Galleries, Paris)

"RETURN TO THE FARM".

One of the list suggested for picture study for this month.

(See note in this issue).

MAY I tell you in a simple parable what I think this war is doing for us? I know a valley in the North of Wales between the mountains and the sea—a beautiful valley, snug, comfortable, sheltered by the mountains from all the bitter blast. It was very enervating, and I remember how the boys were in the habit of climbing the hill above the village to have a glimpse of the great mountains in the distance, and to be stimulated and freshened by the breezes that came from the hill tops, and by the great spectacle of that valley. We have been living in a sheltered valley for generations. We have been too comfortable, too indulgent, many, perhaps, too selfish, and the stern hand of fate has scourged us to an elevation where we can see the great everlasting things that matter for a nation—the great peaks of honour we had forgotten—Duty, Patriotism, and—clad in glittering white—the great pinnacle of Sacrifice, pointing like a rugged finger to Heaven. We shall descend into the valley again, but as long as the men and women of this generation last they will carry in their hearts the image of these great mountain peaks, whose foundations are not shaken though Europe rock and sway in the convulsions of a great war”.—LLOYD-GEORGE.

The School

"Recti cultus pectora roborant"

Editorial Notes

Higher Certificates.—In no part of its policy has the Ontario Department of Education been more successful in recent years than in its plans for the training of teachers. The old County Model Schools which served their day and generation with greater or less success have disappeared to be replaced by a small group of well-placed, fully-staffed, and fully-equipped Provincial Model Schools. The three Normal Schools of a decade ago have expanded into seven Normal Schools with larger staffs, better curricula, and a bigger professional purpose. The Normal College for the training of teachers for secondary schools has become two Faculties of Education in affiliation with the Universities, and education is now a university subject. Throughout the professional schools reigns a new spirit.

The nobler results of these changes cannot now be measured. They lie in the future. But some results are present and tangible. Teaching is becoming a life-work. As every training school instructor knows few students now enter the teaching profession in transit towards other occupations. And as every inspector knows and as the public examinations attest, the scholarship and professional skill of Ontario teachers steadily appreciate. As to moral standards,—well, lapses were not uncommon a generation ago, but it is doubtful if the records of the Department of Education will show one complete failure in the last decade.

One of the most hopeful of the tangible results is the improvement in the certificates of teachers. The higher grade certificates oust the lower grade. Temporary certificates or 'permits' disappear. The last Provincial Report records the appearance in the schools of 27 additional first class certificates, 343 second class certificates, and 109 third class certificates and the disappearance of at least 264 temporary certificates. Ontario has set her face against the temporary certificate and the certificate of the untrained or inadequately-trained teacher. And Ontario is right. The highest-grade certificates are not a whit too good for her.

War and the Teacher.—THE SCHOOL of December referred to the sacrifices to be made by Canadian teachers during this war. But sacrifices do not constitute the whole duty of teachers. Harold Begbie summons all British citizens "to keep their heads" and "to do business as usual". The British Minister of Education exhorts teachers who cannot respond to the call for soldiers to stay at their posts and perform their daily duties with patience amid tumults.

Under ordinary conditions it would be the duty of teachers to hear and obey the summons "to keep their heads". They interpret the civilisation of one generation to the succeeding generation and thus become guarantors of peace, order and good citizenship. As the sponsors for human progress they must always 'keep their heads'. But under the extraordinary conditions of to-day it is doubly their duty. The public is excited. Public feeling is intense. A war unjustly thrust upon us, atrocities that belong to the Middle Ages, an accursed espionage system have combined to develop passions that are well-nigh uncontrollable. These may at any time break out into excesses of thought and word, if not of physical action. What may they not do when the casualty lists contain the names of the Canadian soldiers who are soon to be in the firing line? We *must* be calm. Above all, we Canadian teachers, as sponsors for public security *must* 'keep our heads'.

This does not mean that the schools should be silent on the war. Far from it Every teacher should be an expert, the expert of his neighbourhood—in the events of the war. In every schoolroom there should be frank, full, and frequent discussion of the war. What this war means every Canadian pupil should know to the measure of his understanding.

The Department of Education of Ontario recognizes the obligations of the schools in this respect. It has recently issued a circular of instructions so appropriate in form and purpose that we cannot forbear quoting it here:

"As the present war, in which Britain is engaged, is undoubtedly one of the most momentous in the history of civilisation, it is of grave importance that its causes and the interests at stake, as well as the relations thereto of the different nations directly or indirectly concerned, should be fully appreciated by the Dominion of Canada.

"The Minister of Education for Ontario, accordingly, directs that the above topics shall form part of the course of study in History in every school of the Province so far as they can be intelligently taken up in the different grades. In furtherance of this direction, he now intimates to all candidates concerned that at the coming Departmental examinations the papers in the courses in English, Canadian and European History will contain one or more questions dealing with the above

topics, and he directs that an adequate knowledge of the topics in question shall be required as one of the tests of promotion from grade to grade.

"With the same end in view, the Minister strongly recommends that generously disposed citizens, as well as School Boards, shall offer under suitable conditions, prizes for essays on one or more of the phases of the present struggle. It cannot be too widely known, nor can it be too deeply felt, that, while each of the overseas Dominions is mistress in her own house, her welfare is bound up with that of the British Islands and that she owes loyal and filial service to the Mother of Nations."

Discipline.—Two recruits are drilling in a field. To a casual observer the discipline maintained by each is the same. Both recruits obey the words of command promptly, both are eager to improve. Yet the inner discipline of the two men may be totally different. One may be giving an unthinking mechanical obedience to the words of the commanding officer. He may seem to be saying "Here I am, doing the correct thing; do what you like with me and I'll obey". The other may be giving a reasoned obedience. He may have thought "I want to be a good soldier. In order to become a good soldier I must work in harmony with others. To do this somebody must be given authority to command us. This authority is vested for the time being in the sergeant or other officer drilling us. Therefore I will give such person implicit obedience".

Two pupils are studying under the same teacher in the same classroom. Both are apparently well-behaved. No reproving words need be uttered by the teacher. Both pupils are obedient, are well-disciplined. They both obey the rules and regulations of the school. But one may be giving an unthinking unreasoned obedience while the other may be rendering thoughtful and reasoned obedience. What makes the difference between the two cases? In the rendering of an unthinking obedience the person surrenders his individuality to the keeping of an external authority. In the case of reasoned obedience personality is retained, nay, made a stronger and nobler thing.

This distinction between the thinking and the unthinking, the reasoned and the unreasoned, goes down to the very heart of human life and personality. It is found not only in discipline and obedience but also in teaching, in law, in religion and in politics. A teacher may teach as one having the voice of authority. "I say it is, therefore it is". "The text-book says this, therefore it is". In such a case the pupil's individuality is undermined and destroyed. He accepts because authority tells him to accept. He really hands himself over—intellect, soul and all—to whosoever may be his superior officer for the time being. In politics we may teach the duty of unswerving loyalty to the state.

The state orders, hence there must be loyal and unquestioning obedience. Manhood is sapped by such unthinking acquiescence. The only obedience worth having is the obedience of the thoughtful man who obeys because he thinks it right to obey.

Unthinking obedience or loyalty has several things in its favour. In the first place it is remarkably efficient. Whole droves of people may be handled without a murmur of dissent from any one. But it may not stand, in fact does not often stand, the test of the crisis. The crisis usually demands straight-thinking and initiative. If reliance has always been placed on authority or on somebody, then the time of danger and trouble finds one unprepared. Reasoned obedience and thoughtful loyalty are infinitely harder to obtain, but when obtained they are worth much more. They have a moral basis which other kinds seem to lack. Its value is shown by the old saying "One volunteer is worth ten pressed men". The volunteer gives not only willing service but also reasoned and thoughtful service.

We firmly believe that the type of education found in the British Empire and especially in Great Britain itself tends to develop that initiative, that thoughtful obedience, and that reasoned loyalty of which we have spoken. A truer freedom exists in the schools than is found elsewhere. In Germany on the other hand the schools demand, and therefore develop, a mechanical unthinking obedience. The pupil develops no initiative; the authority of the teacher and state are all-sufficing for him. He is too lazy to think; the virtue of obedience has become a vice. Germany is externally more efficient than England; we doubt very much if the internal efficiency of her people is as great. It is the same with the training for war. Germany does not try to develop the individual initiative of the soldier; she relies on mass training with its external obedience and efficiency. The British system of army training is essentially democratic, because it aims to train the individual soldier. In the last analysis, according to British military tactics, the soldier will have to rely upon himself—upon his own judgment and initiative. Hence the whole of his training is directed to this end. So we look upon this great war as a struggle between ideals of education, of government and of law. We have no doubts at all as to outcome. If our analysis is correct, victory will be found on the side that has taught the value of personality and the virtue of thinking for oneself, that is, on the side of the one that has taught the higher though harder discipline.

Minorities and Education.—Since the dawn of history the majority has always ruled. Even in those apparently contradictory cases where an autocratic tyrant has bent the people to his will, the majority has

still been obeyed. In this case the will of the majority was to submit and hence the government of the day expressed the wishes of the people as a whole. Whenever the tyrant abused his power so that only a minority was on his side, he was soon removed. Not only in the political life of government, but in every phase of what we call custom and law the will of the majority prevails. Vehicles move on the right hand side of the street. Why? Simply because the majority of the people have agreed that, for the sake of safety, they will restrict their individual liberty to some extent and obey this rule of the road. Law then simply means a custom which is sanctioned and imposed upon the whole of society because of its service to the majority. Any law may be altered, and is altered, as soon as the majority decide that its usefulness has passed. Law and custom and usages represent the maximum that the bulk of a people can agree upon. Since this maximum is but a fraction of the controversial whole, it tends to be colourless and lifeless. The things we differ upon are always the most interesting; the things which excite no controversy have not much emotional content—they represent as it were the lowest common measure of agreement.

From the nature of the case the will of the majority will be conservative, non-controversial and generally uninteresting. A custom, a usage, a law perpetuates itself, it is carried on by its own momentum. But there comes a time in changing society when the custom or law fits the conditions so badly that revision is imperative. The custom or law is then changed to bring it into line with existing conditions. But society moves on and no sooner has a revision of the custom or law taken place than it is again out of date, hence the saying that "The majority is always wrong".

What of the minority? Is it, therefore, always right? Far from it, but from the intelligent minority comes the restlessness, the criticism, the driving power which alters the expressed will of the majority. The progressive ideas of the minority percolate the majority but slowly. The minority is always ahead of its time, the majority always behind. A working arrangement is only made possible by the gradual absorption of the ideas of the radical minority by the conservative majority. The seers, the prophets, the minorities of mankind have never found honour in their own time. They expressed ideas which were beyond the customary ones of their period. They strove hard yet few lived to see their ideas or doctrines accepted by the community at large. Hence the minority's lot, like the policeman's, is usually not a happy one.

These views on the majority and the minority are admirably illustrated in the field of education. Take the course of study as an example. The course of study represents the view-point of the majority. Only

those subjects are introduced which meet with practically universal acceptance. Hence the course of study no matter how quickly it is reformed remains conservative and lags behind the times. The reformer, expressing the views of the minority, urges his plea that changing conditions demand a changing curriculum and in course of time, if his views be sound, his persistence gains its reward. One word of warning should here be given. It must not be supposed that every nonconformist, every reformer, every member of a minority is necessarily in the right. What is claimed is this—that the true seer, the true prophet always is ahead of his time and therefore belongs to the minority. Let us who are of the majority, therefore, take heed to the voice of the minority, for may be it is the voice of the prophet. Let us give a fair field to opinions which we do not hold and see no way of accepting for years to come.

Book Reviews

Der Tolle Invalide Auf Dem Fort Ratonneau, by Ludwig von Armin. Edited by A. E. Wilson, Cambridge University Press, London. VIII+64 pages. Price 60 cents. This is a delightful little story of twenty-four pages, couched in simple yet pleasing German, suitable for second or third year classes. The remaining forty pages include: (1) questions based on the narrative; (2) grammatical exercises; (3) subjects in outline for free composition, and (4) a German-English vocabulary. Many of the grammatical exercises afford excellent material for drill. Others, however, are rather elementary, and some are valuable solely from the point of view of mental gymnastics. Editors of books of this type might do well to lay much more stress upon subjects in outline for free composition. This book is intended more especially for students instructed according to the principles of the direct method.

H. V. P.

Outlines of Physical Geography, by H. Clive Barnard, M.A., B.Litt. (Oxford). 156 pages. Price 40 cents. A. & C. Black, London. The Macmillan Company, Toronto. In the early chapters of this work the author has gone into some details on surveying for mapping purposes, which would not appeal to the teacher or student in elementary physical geography, but the remainder of the work is quite suitable and valuable for the teacher, the student or the ordinary reader of the subject.

C. L. B.

Prose Literature

A LESSON IN LITERATURE.

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IN setting apart any time for the reading of prose in school, the teacher must at the outset ask himself what returns he expects his class to get for the time thus spent. If the half-hour is spent merely in reading with the pupils something which they can just as well read for themselves outside of school, the time of the class is wasted. The purpose of Supplementary Reading must be to interest the pupil in the masterpieces of English Literature and to create a taste for good reading,—and the teacher must decide how he can best accomplish this in the time at his disposal.

During the year, most teachers aim to have their classes read at least one standard work of prose fiction. But a work of fiction is usually several hundred pages in length, and if other books are to be read, not more than a couple of months can be given to it. If the novel is read wholly outside of school, some pupils are sure to rush through the book in a few evenings, for the sake of the story, without getting much permanent value from the reading. And yet it is a question how much time the teacher is justified in giving to it in school.

In one of the junior forms of the University Schools we are this year reading Kingsley's *Hereward*, a book of about 500 pages. We began the reading in October, and we have decided that we must finish the book this fall. With only half an hour a week at our disposal it is certain that we cannot read the whole book in class. What plan, then, are we to adopt in order to be sure that the book has been properly read and that the pupils are getting the best value from their reading?

In the first place, when we began the book, the first two chapters were read aloud in class so as to be sure that the initial difficulties in the story were overcome. Since then I have assigned about 50 pages per week for home reading, and at the beginning of each period pupils are called upon to tell certain parts of the story orally. This means that all must be prepared, and that pupils who have read the story too hastily must reread it in order to be able to take their share in the oral work. In the remaining fifteen or twenty minutes of the lesson period we sometimes read together a chapter that presents certain difficulties

or that contains a fine passage. But more frequently I take the time to read, or have them read in turn, at sight, a chapter from some other book in which I wish them to become interested. Occasionally, too, I like to give them an opportunity to bring a passage of their own to read to the class. This proves an excellent test of reading ability, and at the same time gives some indication of the pupil's taste.

In the Middle and Upper Schools it is not profitable to spend much time in class in the reading of prose fiction. With a little guidance, their reading may very well be done out of school. The pupils will derive more benefit, in class, from reading a volume of essays or biography; and since the non-fiction volume is usually much shorter than the average novel, a good part of it can be read in eight or ten weeks' time. As in the case of fiction, the aim of the teacher is not to enter into a minute analysis of structure or style, but to see that the general meaning is understood and that the pupil finds pleasure in the reading.

This year, in the upper forms of the University Schools, we are reading *An Inland Voyage*, by Robert Louis Stevenson. This is a delightful book for pupils at this stage. It is simple and humorous, and the literary style is exquisite. It has moreover, a special interest for pupils this year, because the scene of the "Voyage" is in Northern France and Belgium, along the Sambre and the Oise, in the very heart of the fighting line in the present war.

The following passage, descriptive of Noyon Cathedral, will give some idea of the style of the book, and will serve for illustration of the method followed in studying the passage in class.

"Noyon stands about a mile from the river, in a little plain surrounded by wooded hills, and entirely covers an eminence with its tile roofs, surmounted by a long, straight-backed cathedral with two stiff towers. As we got into the town, the tile roofs seemed to tumble uphill one upon another, in the oddest disorder; but for all their scrambling they did not attain above the knees of the cathedral, which stood, upright and solemn, over all. As the streets drew near to this presiding genius, through the market-place under the Hôtel de Ville, they grew emptier and more composed. Blank walls and shuttered windows were turned to the great edifice, and grass grew on the white causeway. "Put off thy shoes from off thy feet, for the place whereon thou standest is holy ground". The Hôtel du Nord, nevertheless, lights its secular tapers within a stone-cast of the church; and we had the superb east end before our eyes all morning from the window of our bedroom. I have seldom looked on the east end of a church with more complete sympathy. As it flanges out in three wide terraces, and settles down broadly on the earth, it looks like the poop of some great old battle-

ship. Hollow-backed buttresses carry vases, which figure for the stern lanterns. There is a roll in the ground, and the towers just appear above the pitch of the roof, as though the good ship were bowing lazily over an Atlantic swell. At any moment it might be a hundred feet away from you, climbing the next billow. At any moment a window might open, and some old admiral thrust forth a cocked hat and proceed to take an observation. The old admirals sail the sea no longer; the old ships of battle are all broken up, and live only in pictures; but this, that was a church before ever they were thought upon, is still a church, and makes as brave an appearance by the Oise. The cathedral and the river are probably the two oldest things for miles around; and certainly they have both a grand old age.

"The Sacristan took us to the top of one of the towers, and showed us the five bells hanging in their loft. From above the town was a tessellated pavement of roofs and gardens; the old line of rampart was plainly traceable; and the Sacristan pointed out to us, far across the plain, in a bit of gleaming sky between two clouds, the towers of Château Coucy.

"I find I never weary of great churches. It is my favourite kind of mountain scenery. Mankind was never so happily inspired as when it made a cathedral: a thing as single and specious as a statue to the first glance, and yet, on examination, as lively and interesting as a forest in detail. The height of spires cannot be taken by trigonometry; they measure absurdly short, but how tall they are to the admiring eye! And where we have so many elegant proportions, growing one out of the other, and all together into one, it seems as if proportion transcended itself and became something different and more imposing. I could never fathom how a man dares to lift up his voice to preach in a cathedral. What is he to say that will not be anti-climax? For though I have heard a considerable variety of sermons, I never yet heard one that was so expressive as a cathedral. 'Tis the best preacher itself, and preaches day and night; not only telling you of man's art and aspirations in the past, but convicting your own soul of ardent sympathies; or rather, like all good preachers, it sets you preaching to yourself,—and every man is his own doctor of divinity in the last resort.

* * * * *

"On the whole I was greatly solemnised. In the little pictorial map of our whole Inland Voyage, which my fancy still preserves, and sometimes unrolls for the amusement of odd moments, Noyon cathedral figures on a most preposterous scale, and must be nearly as large as the department. I can still see the faces of the priests as if they were at my elbow, and hear *Ave Maria, ora pro nobis*, sounding through the church. All Noyon is blotted out for me by these superior memories;

and I do not care to say more about the place. It was but a stack of brown roofs at the best where I believe people live very reputably in a quiet way; but the shadow of the church falls upon it when the sun is low, and the five bells are heard in all quarters, telling that the organ has begun. If ever I join the church of Rome I shall stipulate to be Bishop of Noyon on the Oise."

In my opinion this passage requires very little "teaching". It may be necessary to make clear the meaning of a few words, such as *causeway*, *secular*, *sacristan*, *transcended*, *preposterous*,—and such words should be written on the blackboard, with the meaning opposite. But the important thing is to have the passage well *read*, so as to bring out the meaning and the touches of sentiment that run through it. To read the passage hurriedly, or indistinctly, or mechanically, is to rob it of its chief value. Little is to be gained by an attempt to get suitable paragraph-headings or by requiring pupils to reproduce the substance of the chapter or make an analysis of the description of the cathedral. If you have time to spare, it will pay you better to have the pupils read the passage aloud several times so that they may carry away a more vivid impression of an exquisite piece of description.

JOHNNY'S PROGRESS

"I am glad to see you home, Johnny," said the father to his small son who had been away at school, but who was now home on his Christmas vacation. "How are you getting on at school?"

"Fine," said Johnny. "I have learned to say 'Thank you' and 'If you please' in French."

"Good!" said the father. "That's more than you ever learned to say in English."

HAD HEARD OF HIM

In San Antonio a lady had been entertaining a neighbour's four-year-old son by telling him stories of the war and its heroes, including Grant, Lee, and other famous leaders.

The little boy surprised her by saying: "Yes, I've heard of Grant often; we pray to him in our church every Sunday."

The lady, of course, told the little fellow that he must be mistaken.

"No, I'm not," said he; "during the service we always say, 'Grant, we beseech Thee, to hear us'."

The Successful Teacher

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I KNOW a boy who did not enter school until the age of 10 years—mainly because his father was unwilling that he should have the regulated “scar on his arm”. But it turned out that this impediment proved to be a blessing in disguise.

From his earliest years, Robert played the greatest possible variety of games; he spent two months of every summer on a farm, where he worked in the hayfield, caught fish from the brook, climbed cherry trees, searched for eggs and shared in countless other rural activities. He learned to play the piano; he used a box of tools; he listened to numerous interesting stories.

Very readily, and without formal instruction, he learned to read the stories for himself. He learned choice poetry by heart. All these activities were undertaken in the most informal manner without any semblance of direct “teaching”.

When he reached the age of ten, his parents moved to another city, and Robert entered school in the Third Grade. He was placed in this low grade because he was “backward in arithmetic”.

In less than two months he was advanced to the fourth grade. It chanced to be a progressive school. The principal and teachers were on the alert for just such cases as this. He was twice “double promoted”; and graduated from the eighth grade at the age of 13 years—the leading pupil in a class of forty-six, many of whom were older than himself.

Robert was naturally no brighter than the average child. How are we then to account for his unusual success as a student?

How was it that a child who missed all the elaborate instruction of the first three years at school could thus successfully compete with a large class of children who had received the earlier instruction?

First, no doubt, it was on account of his wide experience out of school. No boy's education is complete without, at least, one summer on a farm. Two months on a farm is of more educational value to a child of eight years than is ten months in the schoolroom.

Children on a farm devise the most of their games. They thus become resourceful in the simultaneous use of head and hand. There

is easily developed a fondness for chickens, calves, colts, little pigs; and thus is the heart educated in sympathy, kindness and love.

Boys who learn to love all kinds of domestic animals will never go far astray when they engage in the activities of practical life. They will live the "Golden Rule", even if they never heard of it.

Robert's teachers all remarked on his originality in composition and in the solution of problems. This originality may be traced to his opportunity for natural development, a daily choice of his own amusement, and his wide experience with the ordinary affairs of life.

Then he had a well developed curiosity. The majority of children enter school before their curiosity is much above its minimum degree of intensity, and thereafter it is thoroughly satiated. It never reaches a maximum degree of intensity.

One day when Robert was in his sixth year, his father had been telling him a number of interesting stories. The supply having become exhausted, the father said;

"If you bought 12 bananas, and ate one at each meal, how many days would they last?"

Robert's eyes began to shine. That was a very attractive picture.

"Wait a minute—don't tell me—I can do it—*four days!*"

"Good!" exclaimed the father, and then remained quiet.

After a moment of deep meditation on Robert's part, came the surprising request:

"*Papa, tell me another banana story.*"

Thereafter "banana stories" became a daily recreation; but they were never given except at Robert's request. Thus was his mind always in a receptive attitude—always anticipating something new. "Give me a harder one!" he would often exclaim. Then would come one so hard that he could not do it nor would his father tell him how. Later on he would figure it out for himself.

What lessons may teachers learn from this story? Perhaps the most valuable lesson is that we should devise every possible means of widening the child's active experiences. Then should follow the greatest possible variety of pictures and stories.

Each child in the class should be called upon to tell all that he can of his outside experiences. These will be eagerly welcomed by the other children.

Another lesson to be learned is that we should be more concerned with the development of a wholesome curiosity than with the endeavour to satiate a curiosity only yet partially developed.

On one occasion I visited a class of Third Year pupils and gave the following exercise:

$\frac{1}{2}$ of 60? All could do that.—“30”.
 $\frac{1}{2}$ of 30? That was also a ‘cinch’.
 $\frac{1}{2}$ of 15? That puzzled a few of the dullest.
 $\frac{1}{2}$ of $7\frac{1}{2}$? There were a number of guesses; but no one secured the correct answer.

“Perhaps that cannot be done—anyway my time is up; I must go.”
 And I whispered to the teacher not to tell them the answer.

On the following day, I repeated the exercise with a similar result; but on the next day, one boy waved his hand in a most zealous manner.

“Well, Thomas, what is your answer?”

“ $3\frac{3}{4}$.”

“And how did you get that result?”

“I asked my father last night,” was the surprising response; but I was delighted that I had aroused in the mind of one boy a curiosity that lasted until he reached home.

This story will suggest to teachers methods of arousing and developing a wholesome curiosity, that will make the work of instruction more interesting for all concerned.

The story of Robert’s experience indicates that much successful teaching may be done outside of the classroom.

ENVY TEACHERS?

Ithaca, at the foot of Cayuga lake, has a large university for the insane.

The main provision of the Mayflower compact was potatoes.

Six animals peculiar to the frigid zone are three seals and three polar bears.

Three kinds of teeth are false teeth, gold teeth and silver teeth.

The permanent set of teeth consists of eight canines, eight bicuspid, 12 molars and four cuspidors.

Typhoid can be prevented by fascination.

Guerrilla warfare is where men ride on guerrillas.

The Rosetta Stone was a missionary to Turkey.

The invention of the steamboat caused a network of rivers to spring up.

The qualification of a voter at a school election is that he must be the father of a child for eight weeks.

After a while the Republican party became known as the Free Spoil party.—*Taken verbatim from New York State Regents’ Examination papers.*

Nature Study for January

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THE FOWL.

THE following lesson on the fowl is an attempt to combine the lessons in nature study and agriculture and to show how intimately they are related. The work to be performed by the pupils out of school is of two kinds; first, observations to be made for themselves regarding the fowl; and, secondly, information to be obtained from their parents, from books or from agricultural journals.

(1) An estimate of the number and kinds of fowl in the school section.

(a) *Observations to be made by the pupils.*—How many fowl are kept at home? Of what breeds are they? Write out a description of each breed under the following heads—(a) size, (b) colour, (c) character of comb and wattles, (d) colour of legs, (e) colour of eggs. What is the average number of eggs layed per day by the flock? What is the amount and value of the food given? Calculate whether they are being kept at a profit.

(b) *Information for the teacher.*—A fowl census can be arrived at nicely from the information gained by means of the above observations. The chief breeds of fowl found in any Ontario neighbourhood are likely to belong to two main types. (a) The Mediterranean varieties—small, active, intelligent birds, mostly with yellow legs and laying pure white eggs: Black Minorcas, Black Spanish, Leghorns, Andalusias. (b) The Asiatic varieties—larger, heavy-bodied, slower, flesh or slaty legs and laying brown eggs: Plymouth Rocks, Wyandottes, Rhode Island Reds, and Orpingtons. The Orpingtons have yellow legs. It would be impossible, on account of lack of space, to give details as to the colouring and appearance of the various breeds. Of course, it will be found that in many cases the fowl are of mongrel stock and have all grades of colour and size, but there will be enough flocks of fairly true breeds to get a proper idea of their characteristics. The calculation to be made as to the profit or loss furnishes a practical exercise in arithmetic.

(2) The feeding habits of the fowl.

(a) *Observations to be made by the pupils.*—What is the use made of the beak in getting food? Describe its shape. Does the bird masticate its food? Where is the food first lodged? Can you think of any possible

advantage in storing the food in a crop and masticating it later in the gizzard? What use is made of the feet in getting the food? Describe them and examine the claws carefully? Why are scales covering the feet better than feathers? (Some fowl have feathers on the feet and the disadvantage of such an arrangement will be easily seen). Are the claws sharp like a canary's or blunt? Explain this. What kinds of food do fowl eat when they depend on what they can pick up? How do they drink? What are the kinds of food given them? State two reasons why broken oyster shells or broken bone are given? Would any kind of broken stone do? How frequently are fowl fed? Which would you expect to digest more rapidly—the soft food or the grain? Which would be best to feed in the afternoon—the mash or the grain?

(b) *Information for the teacher.*—The beak of a fowl serves many functions and one of the most important is the picking up of the food. It is admirably adapted for this purpose. It is bluntly pointed, of moderate length, and quite strong. Only one grain can be picked up at a time and if each was masticated before being swallowed it is doubtful if food could be consumed rapidly enough to sustain life; but nature has made suitable adaptations. The fowl in a wild state feeds on the ground and has many enemies, and it is an advantage to pick up and swallow its food as rapidly as possible and then retire to a secluded place. The food passes into the crop where it is softened by a secretion and only when it passes into the gizzard is it thoroughly ground up by this very muscular organ, which is always supplied with a layer of stones to assist this grinding process. The fowl belongs to the scratchers and its natural feeding place is on the ground in the forest. There it scratches to find seeds and insects, and the growth of weeds on any waste place gives some indication of the immense numbers of seeds that soil contains. The legs are strong and the claws are heavy and blunt, very suitable tools indeed for the raking operations they perform so deftly. Thick horny scales cover the foot and leg and present a resistant surface which easily protects the underlying sinews, nerves and bloodvessels from being injured. Feathered feet are a great disadvantage, as they get dirty, interfere with the free motion of the feet and in a clayey soil accumulate as much mud as a school boy would in coming to school after a spring rain. Fowl should have three meals a day. The kitchen scraps are mixed with bran or other chopped grain and made into a mash which is fed early in the morning, a light meal is given about noon and an hour or two before sunset the most substantial meal of the day is provided; this should be of hard grain such as wheat or cracked corn, so that they may go to the roost with a well-filled crop, and as the grain digests slowly it keeps the digestive organs in a comfortable state throughout the long fast until the next morning. Oyster shells, broken plaster,

broken bone or some other limey substance must be fed regularly in order to give a supply of material to make the egg shell which is largely composed of this material. While any pebbles would do to assist digestion, only limestone can be of service in building egg shell. There is lime in the grains which it eats but not in sufficient quantities, and if the above substances are not supplied the shell on the egg will be thin.

(3) Protection from enemies, disease and cold.

(a) *Observations to be made by pupils.*—Where does a fowl stay at night? If there are two roosts at different heights which does it prefer? The wild fowl is a ground bird, why would it spend the night on a roost? What parts are not protected from the cold by feathers? How are these kept from freezing at night during the winter? Examine one on the roosts to see. Would fowl need exercise to keep them vigorous? How could they be kept scratching during the winter? Which is more important in the winter hen-house—warmth or fresh air? What reasons can you give for putting the window on the south side?

(b) *Information for the teacher.*—The fowl will invariably roost on the highest perch available. This is undoubtedly a feral instinct by which it got away from roving carnivorous mammals as minks and weasels. In the hen-house where the walls give protection, a roost a couple of feet high is all that is required and high roosts are not to be recommended as the birds sometimes injure themselves in reaching such a perch. The legs, feet, eyes, comb and wattles are the parts most likely to suffer from the cold during the winter. It is only necessary to visit a hen-house at night to see how the fowl squats down on its feet, enveloping them in the feathers and buries its head in the downy covering of the back (not under the wing). Fowl if they are to be healthy and lay eggs in large numbers must have abundance of fresh air and take vigorous exercise. The hen-house is built with this purpose in view. The southern exposure is largely occupied by a window which can be opened on all but the coldest days. The grain is placed in a straw litter so that every particle has to be searched and scratched for. If a fowl is kept exercising, there is no danger of its getting cold and some leave the south entirely open except in severe winds and snow when a curtain is dropped or a window drawn. The north side and the roof are built tight so that the wind cannot penetrate and the roost is built along this part. A curtain drops down in front of the roost to protect from the cold of the more open southern aspect.

The material in this lesson is quite sufficient for a month's work. After dealing with these topics it is possible the teacher might procure some person in the district who is an expert on poultry raising to give the school a talk on the subject. Next month this topic will be continued, with a nature study lesson on the hen's egg.



January in the Primary

ETHEL M. HALL
Public School, Weston

“Who comes dancing over the snow
His soft little feet all bare and rosy?
Open the door though the wild winds blow,
Let the child in and make him cosy.
Take him in and hold him dear
For he is the Wonderful, glad New Year.”

Again the March of the Months begins. January is the first to appear, bringing thirty-one cold, sparkling, frosty days and nights. Four of the glittering days pass by and then the school halls again echo to the tread of tiny feet. Rosy cheeks and tingling fingers and toes greet the Primary teacher, with occasionally a tearful face and a plaintive voice sobbing out the story of numb hands and feet.

“Hush! Do not let Jack Frost know that you are afraid of him,” says the Comforter. “He might be listening. He is surely somewhere near by”.

“Some one has been at the window
Marking on every pane.
Who made those glittering pictures
Of lace-work, fir-trees and grain?
Some one is all the time working,
Out on the pond so blue,
Bridging it over with crystals;
Who is it now? Can you tell who?”

The cold is soon forgotten in the warmth and cheer of the school-room.

What a splendid month in which to study the work of the “frost and snow!”

"Hast thou entered into the treasures of the snow?" said one of the Bible writers. How much better is our opportunity to study the snow in our northern climate, with "cold piping for the blood to dance to?"

Psalm 147: 16-18 are excellent Scripture gems: "He giveth snow like wool; He scattereth His hoar frost like ashes; He casteth forth His ice like morsels; Who can stand before His cold? He sendeth forth His word and melteth it. He causeth His winds to blow and His waters to flow".

Let the children sing the old *hymn* "Wash me and I shall be whiter than snow".

New Year's Prayer.—

Jesus keep Thy little child,
Through this glad New Year:
Safe beneath Thy tender wing,
Safe from harm and fear.
Jesus make Thy little child
Daily more like Thee,
Gentle, tender, loving, kind,
Full of purity.

Always conclude with the Lord's Prayer.

Talk about the New Year—the number of days, months, weeks, etc. Memorize the old rhyme—

"Sixty seconds in a minute,
How much good I can do in it!
Sixty minutes in an hour,
All the good that's in my power:
Twenty hours and four a day
Time for sleep and work and play,
Days three hundred and sixty-five
Make a year for me to thrive."

Draw a large book on the board and have the pupils imagine that each new day is a page to be turned, and each page is to be kept clean.

"I cannot begin to tell you
Of the lovely things to be
In the wonderful Year book waiting
A gift for you and me.
It's full of the brightest pictures
Of dream and story and rhyme,
And the whole wide world together
Turns only a page at a time."

And also one on Turning Leaves—

“Now what is that noise,” said the glad New Year,
 “Now what is that singular sound I hear,
 As if all the paper in all the world,
 Was rattled and shaken and twisted and twirled?”
 “Oh that,” said the jolly old earth, “is the noise
 Of all my children, both girls and boys
 A-turning over their leaves so new
 And all to do honour, New Year, to you..”

Nature Study.—“It is the silent duty of January to dissolve and absorb the good in the discarded plant leaves and worn herbage, and to mingle it with the soil, helping the earth to recuperate strength for the labours that must soon be renewed.”

There is a rich opportunity to impress the pupils with the beauty of the outside world in winter. The air is so dry and clear. The trees stand silhouetted against the sky—every twig and limb is clearly outlined. Call attention to the sunsets which are incomparably splendid. Ask the children to watch for little tracks in the snow. These show that some little animals are abroad. How many bright eyes can see the white breasted nut-hatch running head-first down the tree-trunk?

Study evaporation—vapour, clouds, dew, rain, frost (expansion in freezing and snow flakes).

Uses of the snow—(a) Protects trees, shrubs, grasses and fall crops. (b) Reservoir of water. (c) Makes roads for lumbering. Continue the study of the pines. Mr. A. B. Klugh, M.A., gives a splendid “Key to the Pines”. Show pictures of pines and firs including the huge varieties of the Pacific Coast.

Legend and Story.—1. Roman legend of Janus—*Chicago Institute*. 2. North Wind and the Duck—*Alice E. Allan*. 3. The North Wind and the Sun. 4. How the Bear lost its Tail—*Myths*. 5. Old Father Time’s Gifts. 6. Legend of the Northern Lights. 7. Fable; Elephant, Owl and Monkey—*James*. 8. New Year’s Day in other Lands: England, Russia, Germany, Denmark, Italy. 9. The Snow Image—*Hawthorne*. 10. How the Eskimo tells his age. 11. The Snow Flakes—*Anderson’s Fairy Tales*. 12. The Aurora.

Poems for January.—1. O, I am the Little New Year. 2. Turning Leaves. 3. Wonderful Weaver—*Geo. Cooper*. 4. Putting the World to Bed—*Esther Buxton*. 5. Playful Snowflakes—*Weaver*. 6. Red Riding Hood—*Whittier*. 7. Selections from “Snowbound”—*Whittier*. 8. The First Snow Storm—*Lowell*. 9. Six Little Eskimos—*Keeler*. 10. Tree in Winter—*Eleanor Smith*. 11. Winter Time—*Stephenson*.

Teach the Literature of the following.—THE SNOW STORM.

All the sky was dark and gray,
 On that chilly winter day,
 In the woods and on the hill
 Every tree was bare and still.
 Whirling, dancing, to and fro,
 Came the feathery flakes of snow
 Floating down—the pretty things!
 Just like birds with soft white wings,
 Covering everything from sight
 With a robe of purest white.
 Where the flowers lay asleep
 Soon was spread a blanket deep,
 Warm and safe they rest below
 While the howling north winds blow.

Eleanor Cameron.

Write the poem on the board. Read the poem clearly. Pause a moment. Read the sonnet again so that the pupils will see the pictures clearly. What picture do the words of the first two lines make you see? Could you paint the picture? What colour would you use for the sky? What colour would you use for the ground? Describe the picture shown in the third and fourth lines. Could you make a charcoal drawing to tell the story? Do the first four lines make you think of a storm? Does the rest of the poem make you see a storm? What words show that the wind is rising? Had the stillness spoken of in the fourth line anything to do with the size and shape of the flakes? To what is the flight of the snow-flakes compared? What word in the last line tells that the wind has become stronger and colder?

To what is the snow on the ground compared? (robe, blanket). What is the value of the snow to the roots and seeds under ground? (Correlate with nature work). Continue as above. Let the pupils shut their eyes while the best class reader stands and reads the poem distinctly, that the pictures may be impressed upon the minds of the pupils. The teacher might read Wm. Wilfred Campbell's poem "How One Winter Came" if her class can follow her. That will depend much upon herself and a little upon the environment of the children.

Songs for January.—1. Jack Frost—*Songs and Games for Little Ones*. 2. Sleighing Song—*Educational Music Course*. 3. Gay Little Eskimo—*Primary Education*. 4. In the Land of Ice and Snow. 5. Little January. 6. The Little Old Man in the Fire—*Primary Education*. 7. Over the Snow and Ice we go—*Primary Education*. 8. The North Wind. 9. Frost Song—*Willmott*.

Paper Cutting.—Reindeer, whale, seal, walrus, icebergs, bears, dogs, huts, sleds, igloos, snowflakes.

Model in Plasticine.—Eskimo huts, cover with cotton and sprinkle with frost-powder. Model animals of the cold lands.

Drawing and Colour.—1. Scenes from Eskimo Life. 2. Illustrate the poem "The Storm".

Sewing.—Make dress for Eskimo dolls.

Folding.—Fold sixteen squares. Form boxes—(See Manual).

Geography.—Study the life of the "Child of the Cold". (a) The country itself,—character, features. (b) People,—children, appearance, dress, manners and customs, games and amusements. (c) Homes,—winter and summer, size, shape, character, material. (d) Food: sources, how cooked and served. (e) Animals: whale, polar bear, seal, walrus, reindeer, etc.

Sand Table.—Cover with cotton leaving a space here and there to show the ocean (blue paper). Place the igloos, Eskimos (dolls), reindeer, dogs and sleds, whales, seals, etc., to show the life of the country. This can be made very realistic if the teacher is original and enthusiastic.

Picture Study.—Artist—*Sir Edwin Landseer*. Subjects: "The Monarch of the Glen," "Saved," "Dignity and Impudence," "The Old Shepherd's Chief Mourner."

Sir Edwin Landseer lived from 1802 to 1873. He belonged to the English School of Artists. He became a pupil of his father when very young. He showed great talent and exhibited pictures in the Royal Academy when only thirteen years old. No picture has ever showed with more superb effect the king-like majesty and noble freedom of wild animals in their native haunts than "The Monarch of the Glen". Landseer was in his fiftieth year and at the height of his fame as an animal painter when he exhibited this picture. Other well known pictures by the same artist are: "The Stag at Bay" and "The Challenge". "The Old Shepherd's Mourner" is in one of the Sheepshanks' collection in South Kensington Museum. It expresses in every line of the dog's face and form the profound grief which he feels. The other details of the picture tell the rest,—the Glengarry bonnet on the floor, the shepherd's staff, the spectacles lying on the Bible, the ram's horn, the shepherd's plaid, and the vacant chair. "Dignity and Impudence" is in the National Gallery, London.

Reading—Phonics.—To teach the combination *ea*, having *e* long.

1. Review words having *ee*: long sound of "e".
2. Review words having *e* long caused by silent *e* at the end of the word. Run rapidly over these lists being sure that pupils can recognise them at sight and pronounce them correctly.
3. Bring from the class the word *leaf*.
4. Let the pupils analyse the word to show that there are *three* sounds, the known *l* and *f*. Have two pupils put these upon the board. What is the second sound? Allow some pupil to write the word *leaf*. He will probably write *leef*.
5. Show the pupils that there is still another way to represent the long sound of *e*, that is by *ea*.
6. Write *ea* in red chalk on the board. Now write *leaf* with *ea* in red.
7. Make a list of words containing *ea*,—leaf, peak, meal, deal, cream, beans, heap, dear, peas, east, wheat. Drill thoroughly upon these words.
8. Another lesson will be a *story* containing words having this combination.

Reading: A Rhyme.—THE SNOW.

Merry little snowflakes,
 Dancing through the street,
 Flying in our faces,
 Falling at our feet.
 Joyous little snowflakes,
 Winter's wild white bees,
 Covering all the flowers,
 Powdering all the trees;
 Merry little snowflakes
 Dancing through the street,
 Flying in our faces,
 Falling at our feet.

The only element not yet taught in the order of the Manual would be *c* soft as contained in *dancing*, *faces*. *Through* would present some difficulty. All other words in the lesson can be gained by means of the phonic knowledge of the pupils. Teach these as sight words now. *Joyous*, *covering*, *powdering* and *merry* may be made easier by writing in syllables, on another place on the board. Now have the poem read at sight, individually and simultaneously. Let them dramatise the poem.

Number.—1. Review the simple combination of ten.

2. Form a table from each combination $5+5=10$; $15+5=20$; $2+8=10$; $12+8=20$, etc.

Dwell on the *endings*.

Begin rapid addition using tables ending in *zero*. Insist upon accurate sight adding. Make it a disgrace to *count*.

3. Oral addition of *one* column.

4. Drill problems on 10 (mental).

(1) In ten pints how many quarts? (2) In ten days how many weeks and days? (3) In ten cents how many two-cent pieces? (4) In ten cents how many five-cent pieces? (5) In ten cents how many three-cent pieces? (6) How many pints of milk can be bought for ten cents if a pint costs two cents? five cents? (7) A dime has ten cents. How many pennies in a dime? How many five cent pieces? (8) How many pencils can you buy for ten cents, if you get two for five?

Let the pupils make other problems involving ten.

5. Continue counting by 10's, 5's, 2's, 3's.

6. Learn to spell the twenty, thirty, forty and fifty families. One a week is sufficient.

7. Teach counting by 100's in Roman Notation.

8. Reading and analysis of numbers between 199 and 299.

"Some primary teachers," says Brumbaugh "have the idea that they need only objects like woolly sheep, dolls, rotten potatoes and penny candles, in order to be sure of a lesson. They push the woolly sheep around on the table, they exhibit the dolls, they cut open the potatoes, they light the candles and they *talk, talk, talk, and lo!* *It is a lesson*".

9. Written addition of *two* columns.

Now is the time to test your *teaching* of the decimal system—10 units = one ten, etc. If you have made this clear in teaching and analysing numbers, you will have no difficulty in "carrying", in addition, or so-called "borrowing", in subtraction.

No amount of drill will make up for a little sympathetic understanding on the part of the teacher. A visitor to a glass factory saw a man moulding clay into the glass. Noticing that all the moulding was done by hand, he said to the workman, "Why do you not use a tool to aid you in shaping the clay?" The man replied, "There is no tool that can do the work. We have tried different ones, but somehow it needs the human touch". How many of *your* childish number classes do you remember now? Not many; but your teachers live in *you* now.

"Tis the human touch in this world that counts,
 The touch of your hand and mine,
 That means much more to the fainting heart,
 Than shelter and bread and wine.
 For shelter is gone when the night is past,
 And bread lasts but for a day,
 But the sound of the voice and the touch of the hand
 Live on in the soul away."

Book Reviews

The Home of Man, America, by W. G. Brown, M.A., and P. A. Johnson, B.A. 283 pages. George G. Harrap & Company, London. Price 45 cents. A clear and concise description of both North America and South America has been given. The author has carefully compiled statistics on the climatic conditions of the different countries and also on the commercial commodities produced by each country so that comparisons may easily be made. Chapters have been added outlining the history of the two countries.

J. A. I.

The Home of Man, Asia, by L. A. Coles, B.Sc., L.C.P. 192 pages. Published by George G. Harrap & Company, London. Price 30 cents. For advanced pupils or for those who wish to obtain a good general knowledge of Asia and its countries this should be a valuable book. It does not give all the needed information but by suitable questions leads the student to acquire it for himself. The maps and diagrams are clear and exact. At the end of each chapter useful questions, taken from Cambridge University Examinations, have been given.

J. A. I.

Bell's Reading Books. Illustrated; brief notes; strongly bound in cloth. Price 1 shilling. We have recently received four of this series of readers: *The Last Days of Pompeii*, *Settlers at Home*, *Hereward the Wake*, *The Tower of London*. The complete list of titles is an extensive one. The type is clear and readable, the size of the volumes convenient, and the subjects very suitable for the reading of children in the Third and Fourth Book grades.

The World's Greatest War. Published by Hollinrake Company, 100 Church St., Toronto. Price 25 cents. This fifty-page booklet, just off the press, contains a treatment of the causes involved that the teacher of "current events" will find very valuable. Statistics, illustrations and brief sketches of the history of the belligerent nations are also included.

H. G. M.

Constructive Work for January

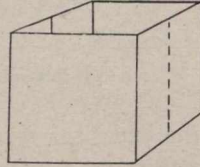
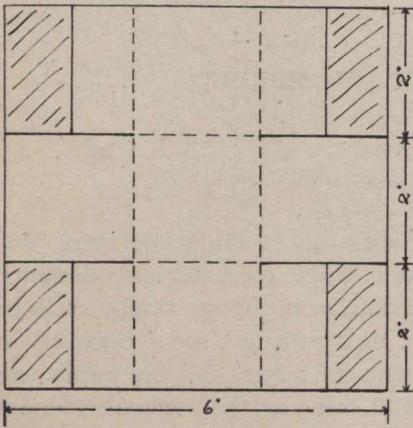
A. N. SCARROW

Faculty of Education, University of Toronto

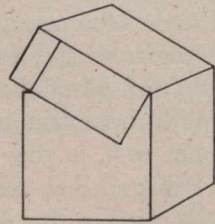
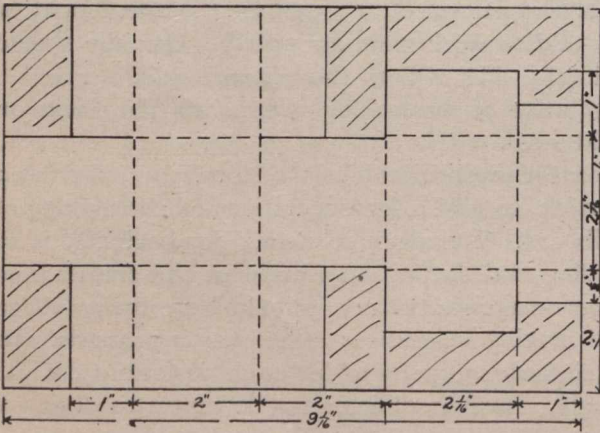
ONE of the exercises given at the beginning of the school year was the making of a calendar and mounting it on a suitably designed card. It was then suggested that a new picture might well be provided for each month, and that a new calendar sheet must be so provided. January is the month for new calendars, and the pupils will be interested in working out designs and bringing their school calendar up to date. Their experience in their former effort should lead to better results this time. In the repetition of any exercise the aim should be to plan more carefully and to work more accurately. Our aim should be the development, side by side, of both thought and skill.

Other exercises suggestive of the passing of time are the clocks on pp. 46 and 53 of the Manual.

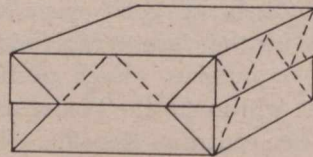
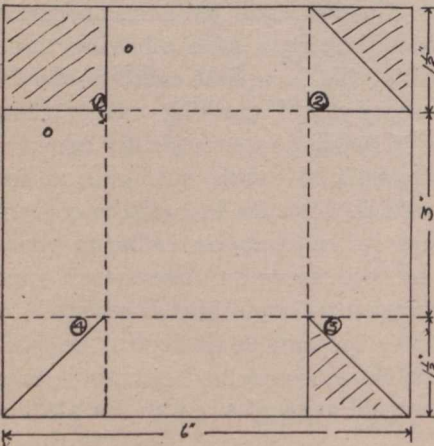
With these brief hints for work suitable to the New Year, it has been thought well, in this article, to give a few suggestions on the making of boxes in paper or cardboard. The simplest method for beginners is to obtain the box by folding and cutting on certain of the creases thus obtained. In all of these exercises the class should have the privilege of trying the work and making suggestions as the lesson proceeds. In the first illustration a six-inch square is folded so as to form a cubical box with a two-inch side. As it is difficult for beginners to divide a square into three parts without measuring, it is usual to take a square large enough to make four times the dimensions of the box, and then cut off a strip from two adjacent sides, leaving a square having three units on each side. The fact of doing this in a first exercise should suggest to a pupil the need for measuring and marking, rather than merely folding to get the dimensions. Dividing into thirds by measuring would be a good exercise for pupils at their seats. Another matter for the class to decide is whether to place the laps at the corners inside or outside. Each position has its advantages. Placing them outside will make the box stronger, but will leave an unnecessary joint down the centre of the side. The question to be decided is whether to sacrifice strength or appearance. Leave the matter finally to the individual judgment. In the case of the lid of the folded box there is a structural reason, in addition to the consideration of strength, for placing



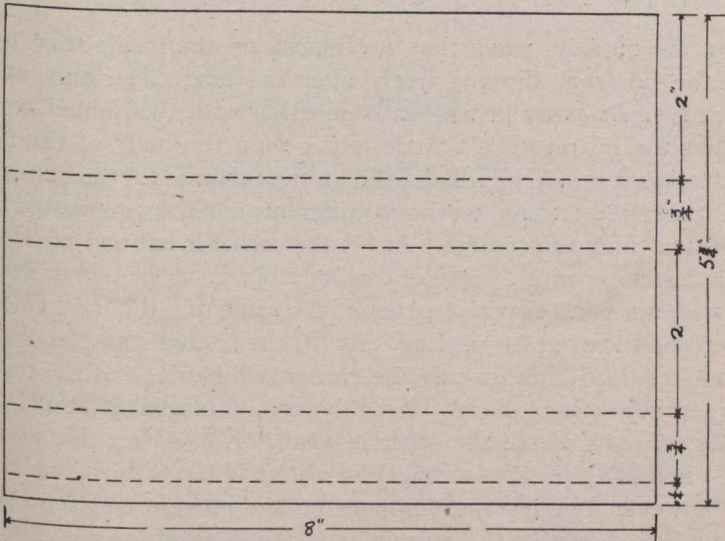
1. Folded Box.



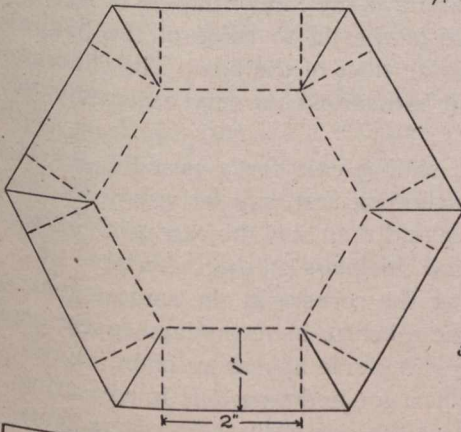
2. Folded Box with Lid.



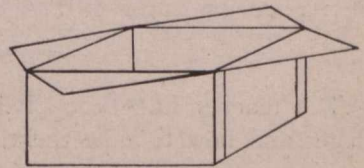
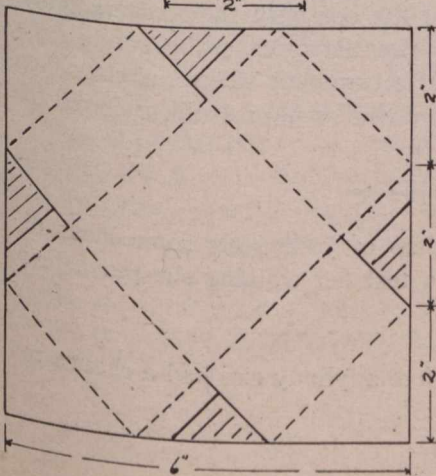
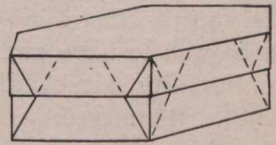
3. Measured Box with Lid



4. Case for Pencil Box.



5. Hexagonal Box with Lid.



6. Candy Box.

the laps on the outside: when they are placed on the inside they tend to hinder the lid from slipping freely over the box. The only other matter that seems worthy of note in connection with this folded box is the fact that the lid must be a little larger than the body of the box. How much larger it should be will depend on the thickness of the material.

In the third illustration we have different methods suggested for cutting and fastening the corners. At (1) the corner is cut and provision is made for fastening with a piece of cord or ribbon; or the corner might be bound with a separate strip of paper of the same or a different colour. The other corners are cut for pasting. At (2) the triangle may be placed inside or outside, but in either case the corner will be weak at the upper edge where strength is required. No. (3) may be placed as at (2) but will provide strength where the other is weak. No. (4) has the advantages of (3) and has the extra strength of a double lap. With this style of corner, however, one lap must appear on the outside and the other inside. The box shown in the margin is fastened as illustrated at (4), the broken lines indicating the position of the hidden laps. It will be noticed that, by suiting the corners of the lid to those of the box, a satisfactory design is shown on opposite sides of the box. The children will find that they must make their measurements very accurately to get the lid to fit the box nicely.

The fourth illustration shows a sliding case for a pencil box. It would be well to have pupils make the box first, say for seat work, as before, but with suitable dimensions, and then suit the case to the box, allowing in the measurements for the thickness of the material.

The hexagonal box is fastened at the corners in the same manner as the square box, but care should be taken to have the laps appear on the outside on alternate sides, every other side appearing plain. Extra care must be taken in laying out the hexagon and especially in measuring the lid, which will be a duplication of the box with the measurements suitably increased and the marginal rim narrower. The candy box shown is simple enough to require little comment when our class has reached this stage. Other exercises of a similar nature will be found in the manual on pages 49 and 61.

The teacher had been giving a class of youngsters some ideas of adages and how to take them, and to test her training she put a few questions:

“Birds of a feather—do what?”

“Lay eggs,” piped a small boy, before anybody else had a chance to speak.—*American School Board Journal*.

Art for January

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

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

I. Junior Grades.

In junior grades it is specially important that drawing should be from objects uppermost in the interests of the children. This is to be remembered, not only in illustration, but in representation also. We have several sources from which to procure material. At this season of the year we may use objects connected with any game or occupation of the child; also toys. These toys, new at Christmas, will have a special interest.

All toy drawing in junior grades should be done from memory. When so drawn, the main features stand out strongly in the mind of the child, and are easily reproduced. If the toys are allowed to remain in sight during the period of drawing, the children become confused by small details, and their drawings lose all proportion.

If, then, as in our tree drawing, the work is to be done from memory, great care must be taken in forming the mental picture. A confused idea can result in nothing but poor work.

Place toys in convenient positions for observation. A very large toy may be seen from the front of the room. Smaller toys cannot be clearly seen unless placed nearer the children on aisle boards. To secure the best "seeing" on the part of the children place toys in different positions at each lesson. A very good observation lesson may be had from a bowl of goldfish, no two fish being in just the same position.

The observation of the toy should be definitely directed by the teacher. Use a variety of methods to secure careful "seeing", such as: measure with hands the length of the toy; measure height; draw in the air; "point to" important parts is a great help. Then shut eyes and see toy mentally. Look at it again and correct impressions. Show, with hands only (no crayon yet) its size on the drawing paper—length, height, etc. Then cover toy and draw. This drawing should be done as far as possible in mass, without outlines. The work may be done in

charcoal, or coloured crayons, using either the actual colour of the toy, or the colour preferred by the child.

When drawings are finished uncover toys and criticise work. Compare drawings with the object. Go over each point again carefully. "Who can improve?" Cover and try again, or use the same toys, in different positions, for another lesson.

Class discussion of finished drawings is always a help. Place all drawings up around the wall and have children pick out the train with the best wheels; the train with the best smoke-stack; the train with the best bell; the train with the best cars; the train that looks the best size on the paper; the train they would like to ride on, etc. All this will help to form the habit of making clear mental pictures. You may also show drawings of similar toys done by other classes.

Draw for the children as much as possible in all lessons, reading, geography, etc. Seeing some one else draw is always a great incentive. But, of course, do not spoil the whole object of your drawing lesson by drawing for them to copy.

In first book classes there should be much encouragement and little criticism from the teacher. In second book classes the children should develop more skill in representing correct proportions, and in the arrangement of drawings on the paper. A more careful observation of detail, especially of the wheels of vehicles, should also be expected. Front views, side views, corner views, etc., will give plenty of variety to the study of wheels. The children are unconsciously developing a knowledge of perspective, when they realise that the wheel in front seems to come farther forward, or lower down on the paper, than the one behind.

Difficulties in this work usually arise because pupils draw without sufficient consideration. Use, therefore, every method a resourceful teacher can conceive of to encourage careful observation.

II. Third and Fourth Book Grades.

We once heard a boy remark after the weekly visit of the Art Supervisor during which she had given a little talk on landscape painting and picture study—"Say, she gave the whole thing away, didn't she?"

Would that someone having the power would write an article for THE SCHOOL and "give the whole thing away" in regard to object drawing. Of course, the aims of art education in the Public Schools are manifold but judging from the discussions which took place in the Manual Arts section at the last meeting of the O.E.A., there seems to be a growing desire on the part of all concerned that among the many results to the child there should be a certain ability to really draw.

At the present stage of our ignorance we offer the following suggestions on object drawing.

The first requisite is plenty of models, well placed. Probably many of us have made the mistake of putting up one or two little objects where only a few pupils could see them and then explaining to the class how these models looked. Was there not a remarkable similarity in the set of drawings secured? Talk made the children all get the same view in spite of their different positions.

For models below the level of the eye, use boards placed across the aisles—two in every other aisle, one at the front and one half way back. If the pupils occupying the front seats cannot be placed in other parts of the room, place small tables at the ends of the aisles.

It may seem needless to dwell upon these details but I am convinced that the poor placing of models is a common failing.

When a class has become really interested in object drawing, almost any homely dish or tin pan will be received with enthusiasm, but if interest is lacking at first, find something pretty and gradually work up to everyday objects.

To give the pupils a background of knowledge to aid their seeing or to reinforce it, begin by studying circles at different levels. The method suggested by the Prang Company's Graphic Drawing Books works out well (see Fig. 1). Have each pupil provide himself with a circle not less than 4" in diameter cut from cardboard, also a hatpin. Have them push the hatpin through the centre of the cardboard circle. Hold the hatpin horizontally from front to back so that the full face view of the circular disc is opposite the eyes. The appearance of the cardboard in this position is a circle (1). Hold the hatpin next in a vertical position, so that the edge of the cardboard is exactly opposite the eye level. Its appearance in this position will be a horizontal line (2). Still holding the hatpin vertically, lower it slightly. Its appearance in this position is a narrow ellipse (3). Lower the disc still more. The apparent width from front to back increases, though the apparent width from left to right

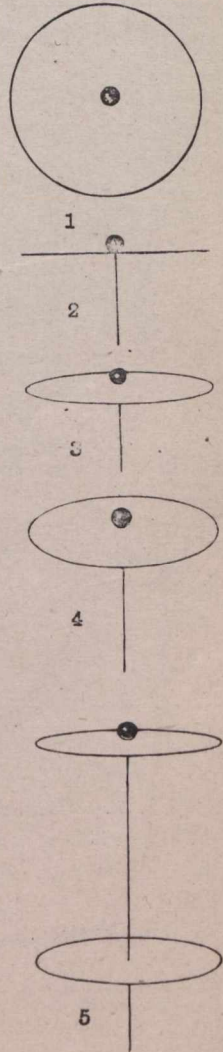


Fig. 1
(Graphic Drawing Book)

remains the same (4). In (5) the hat-pin and two discs become the skeleton of a cylinder.

Now choose an object that is large in size and of simple shape (see Fig. 2). First show on your paper how high and how wide it is (1). Then draw

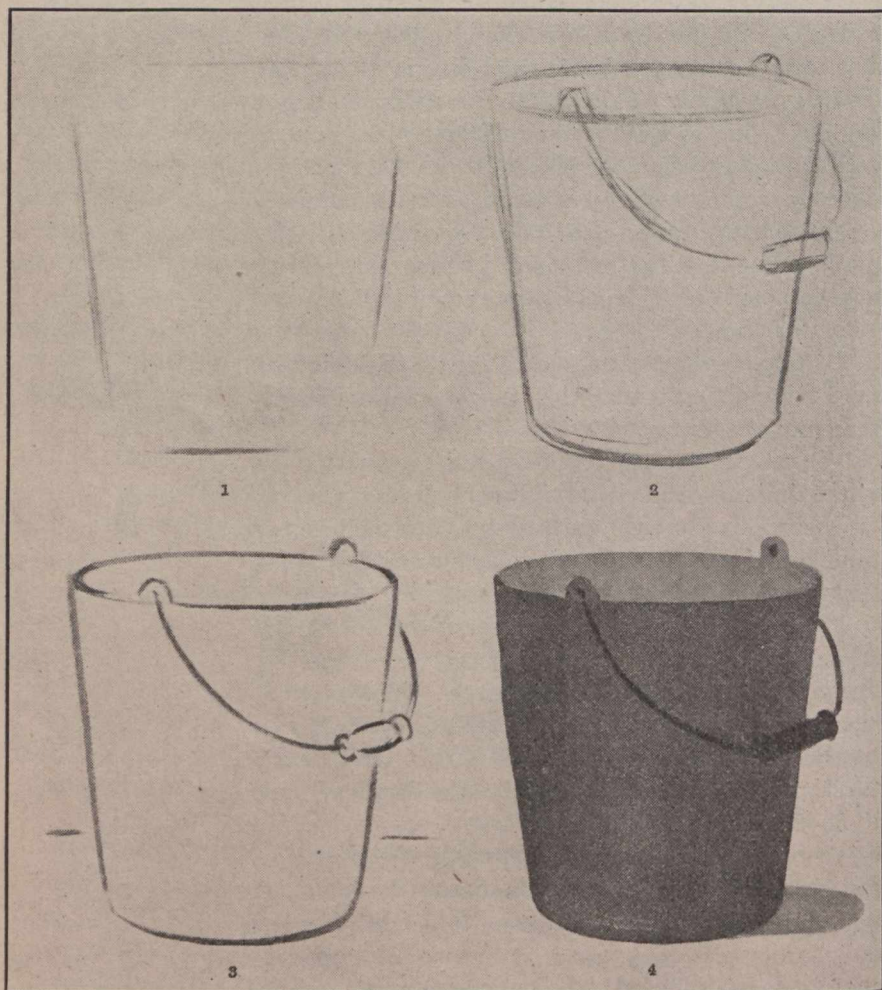


Fig. 2

From *Graphic Drawing Books*, The Prang Company.

the shape of the top and bottom (2). It might be well to have the complete ellipse drawn at the bottom to test the accuracy of their observations by applying the knowledge gained from the use of the cardboard discs. Next draw any part of the object that is not included in the general shape, in this case, the handle. Strengthen the lines that

you wish to show most plainly (3). If you wish to add a gray wash or a tone of colour to your drawing, do this before you strengthen the outlines (4).

Glasses of water, lamp chimneys, drinking cups, dinner pails, bowls and tin cans afford splendid practice on the foreshortening of circles.

When the pupils can draw objects circular in section, grapple with convergence.

Most children have an inborn prejudice against perspective. When they have to draw something as familiar as a box and know the actual size quite well, it hurts their feelings when they first try to draw its appearance. The more devices for interesting them the better. Try one or both of the following:

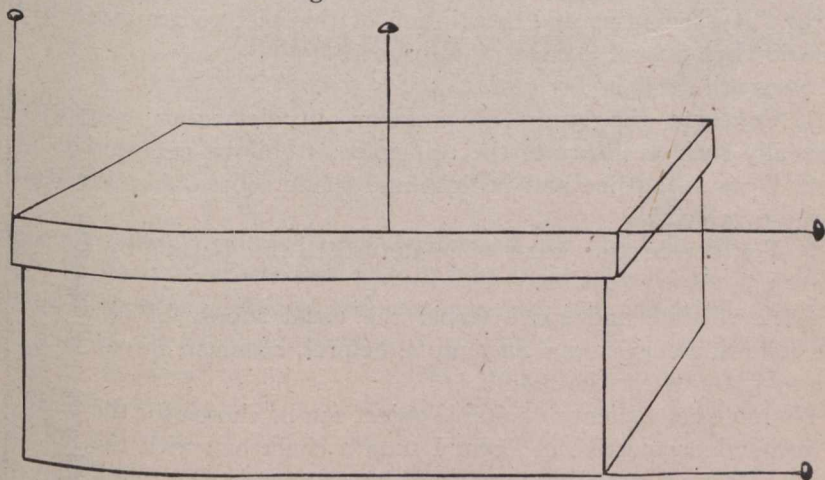


Fig. 3

1. Have each child prepare a slip of paper with an oblong door cut in the centre. (Cut on three sides—not along the bottom). Ask the pupils to hold the paper in front of them and open the door, back and down, until it forms a level shelf seen through the opening. The shortening of the back line and convergence of the sides is easily seen when framed by the rectangle. Now ask them to draw the shelf without the frame.

This again is a background of knowledge which will aid their seeing when they have boxes, books, etc., to draw.

2. The second device, that of sticking pins in certain corners and edges, is illustrated by the accompanying diagram. It is an easy matter for the pupils to see how far up on the pin the farther edge of the box shows. The foreshortening of the box cannot escape being seen. Such guide posts are a great aid in placing the difficult farther corners more accurately.

Succeeding lessons should involve the drawing of the simplest available objects illustrating the point. Emphasize proportion and shape with special attention to the apparent width of the new surface.

III. With January Art Classes at the High School.

Suggested work for Form I.

1. Continue the review of the principles of freehand perspective as applied to the drawing of simple objects in parallel and angular perspective.

2. Study and draw some of the commoner winter trees, noting their characteristic branching and general contour.

3. For picture study, take "The Armada in Sight" by Seymour Lucas. A good print and description of this picture are given in the Ontario High School Composition, page 194.

Suggested work for Form II.

1. Continue the study of problems in elementary perspective, especially such as illustrate the principles of oblique perspective.

2. Draw in outline and in light and shade some object illustrative of these principles.

3. For picture study take "The Return to the Farm" by Constant Troyon.

Lack of time and space forbid the usual supply of illustrations. The following suggestions may prove helpful, however, in carrying out this programme for the month.

No more convenient or suitable object can be chosen for the teaching of freehand perspective in Form I than a chalk box with the lid half-drawn. Have a sufficient number of boxes so that each pupil may see the box in the position described.

(1) Draw the chalk box with lid partly drawn and placed below the eye and with its long side directly in front of the student. From the drawing deduce the laws and state the terms of parallel perspective.

(2) Draw the box similarly placed, to the right or left of the student. From the drawing deduce the laws and state the terms of angular perspective.

(3) Draw the chalk box with lid partly drawn and placed below the eye and with the short side over which the lid is drawn directly in front of the student.

(4) Draw the box similarly placed, to the right or left of the student.

(5) Follow these exercises with time-sketching of such objects as a row of books, a strawberry box in angular perspective, a square footstool, as seen. Finish one of these in light and shade.

In choosing winter trees for a drawing lesson, those should be selected which may be drawn with foliage in the spring.

The most convenient and suitable object for the teaching of oblique perspective to Form II will be found in a box with a hinged board lid. This should be drawn in angular and parallel perspective and with the lid at various angles, opening from and towards the student. Prang's Art Education for High Schools, pages 52-57, gives some good suggestions and illustrations in oblique perspective. These exercises should be followed by the drawing of such studies as an open trunk, a house, or a barn, with a slanting roof. One of these should be finished in light and shade.

Return to the Farm

(Note on the frontispiece)

CONSTANT TROYON

(1810—1865)

(In the Louvre Galleries, Paris)

ANIMAL portraiture has ever challenged the skill and the interest of man. Both in their wild and in their tame condition their characteristic forms and movements have afforded welcome subjects for the exercise of his artistic talents. The vigorous masterpieces of prehistoric times, of reindeer and bison, of mammoth and rhinoceros, engraved on bone or scratched and painted upon the rocky walls of man's early cave-dwellings are proofs not alone of his inborn cravings for picture expression but also of his fondness for representing the animal life and action about him. A study of the art of ancient Assyria, Egypt and Greece reveals countless representations of their favourite animal forms in sculptured statuary and relief. But to the scientists and artists of very recent times we owe the creation of a more perfect knowledge and a more lifelike portrayal of the beasts of the field whether wild or tame.

Prominent among the animal artists of the nineteenth century were the English painter Swan and the German painter Khunert who painted lions and tigers and polar bears in their untamed condition and amidst their native surroundings. To the French sculptor Barye has been given the merited title of "the Michael-Angelo of the wild beasts" for his lifelike representations of them in bronze. Much better known, however, are the almost humanized dogs, deer and monkeys of Landseer, the spirited steeds and ploughing cattle of Rosa Bonheur, the sheep masterpieces of Jacque and Mauve and the farm and barnyard scenes

of Troyon. To this select list should be added the name of the Canadian artist Horatio Walker, whose well-known paintings of horses, oxen, sheep and pigs place him foremost among the animal painters of the American continent.

Our frontispiece by Constant Troyon is a summer evening pastoral scene of rare excellence. The position of the light on the clouds and of the shadows on the ground proclaim the day's decline. How appropriate is the dark background of forest shadowing the road along which the returning cattle have travelled! How far-reaching are the distances of the pasture-lands on either side of the forest, varied in the foreground by a bend of the river in whose cool waters the more tardy cows delay to splash and drink! How true is the character imparted to dog and donkey, sheep and cows! Each contour, poise and movement has been intelligently grasped and vividly expressed. Each animal is acting quite naturally in its leisurely return to the farm enclosure after a hot day in the pasture field. The faithful shepherd dog, anxious to conclude his task of bringing the cattle home, would hurry their lagging gait, but his impatient bark merely attracts the surprised gaze of the unafraid sheep and a protesting head shake from the bossy who has assumed the leadership of the herd.

S. W. P.

Book Reviews

Ninette, par Achille Melandri, edited by C. W. Bell. 150 pages. Price 30 cents. George G. Harrap & Co., London, W.C. An interesting little tale of Venice in the Middle Ages. Suitable for intermediate classes in French. Notes, vocabulary and reproduction exercises.

W. C. F.

Exercises in English, by Fred W. Bewsher. Published by G. Bell & Sons, Ltd. 141 pages. Price 24 cents. A volume whose basis consists of passages from prominent English authors selected with a view to arousing the reader's interest and creating a desire to read more of the originals. A set of questions follows each passage, and they are as varied in nature as one could wish. Questions dealing with parsing, analysis, spelling, punctuation, paraphrasing, choice of words, reproduction and expansion are found here, and most of them are suitable for oral work. The book is intended for students who have mastered the rudiments of English grammar.

H. G. M.

Methods of Teaching Canadian History

MISS D. J. DICKIE

Normal School, Camrose, Alberta

METHODS" is to a teacher, a subject forever debatable. When everything else has been decided finally we shall still be discussing "methods". One teacher uses a method with great success which another teacher, equally skillful, cannot use at all. The unknown quantity of personality enters so largely into the result. It is of little use to get a method and to say: "This way lies success!" It may or it may not. Success is a woman and fickle. One can only try, and if failure results, try again.

Obviously two things are necessary here: (1) Some tests by which the strength or weakness of the method may be tried, and (2) a new method to try if the old one fails. You have been using a method for—say—three months. You have prepared your material carefully; delivered your lessons energetically; the method, has, in short had a fair trial. What tests should you apply to the results?

In the first place I think I should ask whether or not it had proved interesting. Do the children enjoy the history class? Do you enjoy it? Many teachers would put first *the* test: does it do the work? Do the children know their history?—and this question should be asked, at least, in the second place. These two important points being decided, many others may be applied to a method as tests of real success: Does it give scope for outside and independent work on the part of the pupil? Is it simple enough for the needs of the class? Does it train judgment, the reason of the pupils as well as their memories? Does it enable him to apply his history lesson to current events and to civics? Does it make him more sympathetic, tolerant, broadminded and patriotic? That is to say is it a "real" method. Does it make his history *real* to him, a part and an important part of his experience. By such tests as these, a method of teaching history should stand or fall.

But supposing it has failed! These things are not being accomplished in the pupil. He is not interested. He is not getting up his work. Then it is important to have at hand several new methods to try. There is for example the *reading method*: The pupils use their texts, reading aloud in turn as in an ordinary reading lesson. Having finished a section, a halt is called and the points of importance summed

up. The next section is then covered in the same fashion. Such a method is, of course, suitable only in the upper grades where texts are used and where the children read fairly well. It gives superior training in the mental selection of the "main point" and in summarising, a type of mental power that it is entirely worth while to acquire. I know a class of grade VII pupils whose powers of mentally selecting and classifying the main points of their lesson amounted, after a year's use of the "reading" method, to an instinct. Their powers of summarising were somewhat less carefully trained perhaps but the term examinations showed that they knew their work. Without exception, too, they acknowledged their interest in the work and announced their preference for the method. Their teacher is enthusiastic for it and has unusual powers of selecting and arranging mental material. The weak point seemed to me to be the lack of scope for outside and individual work. Everything is done in class. Then, it is slow. A teacher with many grades and much history to cover would, I imagine, find it impracticable.

The Recitation Method.—The weakness of the reading method is the strength of the recitation method. This is the commonest of all methods and that it is often unsuccessful is usually the fault of the teacher. Properly regarded, the recitation method has two divisions: (1) The assignment, (2) the recitation proper. Of these two the first is, perhaps, the most important, although the busy teacher often makes it a matter of seconds. "Take chapter VII for next day. Prepare it now!" and she hurries away to the arithmetic class, while the history class drags open its book and begins, disgustedly, to struggle with chapter VII. They have already had a thirty-minute history lesson and long for pastures new, but chapter VII must be dealt with. Now it is possible, though by no means always the case, that a college student is capable of doing his studying undirected but the average public school boy will make but a poor fist of it.

The recitation lesson in its full form means, first, a full assignment, a fifteen or twenty minute period of outlining, on the part of the teacher, and of discussing, on the part of the pupil, the work to be covered in the next lesson. It means the pronunciation and spelling of difficult words; hunting up places on the map; looking up meanings in the dictionary and references in the encyclopedia, if there is one; and most important of all it means that the teacher makes clear to her class the connection of the new lesson with the old one and explains its particular significance in the general period of history which is being studied. *Lastly*, not in the first place, she announces the amount to be covered. The class is now ready to read, and may, if desired, do so at once. A

second period for reading, at home or in some other school period, will be sufficient to prepare the pupil for the second half of the lesson, the recitation proper. Ten minutes of rapid questioning will suffice to assure the teacher of the pupil's grasp of the facts and the rest of the recitation period may be spent in leading him to use those facts as material for thought. Half a dozen good, gripping, carefully-prepared questions will do this, will make him *think* the main point; think that main point into relation with the trend of events in the period being studied; think the facts of the lesson into relation with the main point; compare facts; arrange the facts in order of importance and finally will make him think his history period and the lesson of courage or perseverance or truth-telling or patriotism or idealism which it teaches down into his own community and into his own life. There can be no more effective method for upper grade pupils than the recitation properly handled. It answers "yes" to all the tests applied to it but it is quite unsuitable for younger pupils.

For them there is the *presentation method*. This method means pretty much what its name implies; that is, the material is presented by the teacher in story or lecture form. The class does not prepare and has no text. It is thus suitable to beginners in history, and it is useful too when the teacher of upper grade pupils wishes to present special points where much material or specially difficult material is to be presented at once or where such material is inaccessible to, or too difficult for, the class. The presentation lesson usually begins with a brief drill on the work last taken. This serves at once as a review and as a point of departure for the new lesson. The new material is then given in story or in lecture form, with halts here and there to test the understanding and memory of the pupils. It concludes with a brief drill which includes general questions on the significance of the facts taught. In such a lesson the teacher is able to keep the class, as it were, in her own hand, giving them only what she thinks best. She does the selecting and arranging for them; indeed the chief point of danger is that the lesson may, unless carefully handled, make no appeal and serve no purpose further than that of memory training.

The story method, which is suitable for the youngest children, is a variation of the presentation. The teacher groups her material about the person of an ideal (as "Arthur"), or an historical (as Nelson) character. When this is done, the incidents should be worked up into a real story with a proper beginning, climax and conclusion, a conclusion which is really connected with and grows out of the climax, and whose facts and characters are fixed in the child's mind by the skill of preparation as well as of presentation. A teacher who wishes to use the

story method with real success will not find it waste time to write out her stories beforehand, constructing with what care and wording them with what grace she may. It is an exercise which cannot fail to bring satisfaction to her own mental life and the stories may be kept from term to term for use again and again. Such a collection is useful to a teacher beyond any published work.

The much-talked-of *source method* is hardly adapted for public school use. Original documents and the time to use them are alike beyond most teachers. An adaptation of this method is, however, used successfully in grade VII. Let each pupil in the class select a different text and preparing his work from it, contribute to the lesson whatever of especial note he has found in his own book. The points will be common in the main but many incidents and anecdotes will be gathered which add a special interest to each lesson. Discussion, judgment, opinions formed and stated, these are valuable results of this method.

The average teacher will find use at different times for many methods. Possibly it is true of history as Stanley Hall says it is of reading that "no child can be taught the subject by any one method". Variation is as necessary to successful mental and informative work as it is to interest. Still it is of the greatest advantage to the teacher to know many methods definitely, to understand their uses, their advantages and disadvantages. A clear mind on these points saves time for both teacher and pupils.

"Who can tell me the name of a liquid that will not freeze?" asked the teacher.

"Hot water," piped the youngest child present.

THE PROCESS OF ELIMINATION

A teacher who was drilling a small class in fractions asked:

"How would you divide an apple into halves?"

"Cut it into two equal parts," was the reply.

"Correct," said the teacher; "and how would you divide it into fourths, Johnnie?"

"Cut it into four equal parts," said Johnnie.

"And how would you divide it into thirds, Herbert?" was the next question asked.

Herbert hesitated a minute, then said, "I should throw one of the fourths away."

—N. R. M.

Canada's Lake Poets

DONALD G. FRENCH
Principal, Canadian Correspondence College

[The next article of this series will deal with "Fields of Canadian Fiction".]

WHEN you open your eyes upon a new landscape, the first impression is more or less of a blur. It is only when you begin to grasp the outstanding features and to assort and classify them, that you get a view which you are able to carry away as a "picture of memory". Similarly, if we are to get a perspective of Canadian literature, we must group and classify Canadian writers. In doing this we shall follow a suggestion made by a writer dealing with Canadian poetry, and distinguish Wilfred Campbell, Archibald Lampman and Duncan Campbell Scott as the leading representatives of the "Great Lakes School". While they all wrote widely on varied themes, we could, possibly, in an attempt to trace the influences that were responsible for their earlier outbursts of song, show convincingly that the fount of the Muses (so far as Canada is concerned) had its hidden springs in our magnificent chain of great lakes.

The dominant note of Wilfred Campbell's verse is shown in the following from "The Hills and The Sea".

"Give me the hills and wide water,
Give me the heights and the sea;
And take all else; 'tis living
And heaven enough for me."

In his nature poems, Campbell has an Epicurean taste for nature's beauties. He is at his best when voicing an intimacy and enjoyment of nature which is entirely free from Wordsworthian sermonising.

His "Lake Lyrics" combine simplicity and effectiveness of language with the genuine ring of true appreciation of what is being described. There is sweet melody and keen human intimacy with nature presented in "Vapor and Blue":

Domed with the azure of Heaven,
Floored with a pavement of pearl;
Clothed all about with a brightness
Soft as the eyes of a girl.

Here where the jewels of nature
 Are set in the light of God's smile,
 Far from the world's wide throbbing
 I will stay me and rest awhile.

And store in my heart old music
 Melodies gathered and sung
 By the genies of love and beauty,
 When the heart of the world was young.

A characteristic Canadian lake picture is presented in "Lake Huron" from which we quote a single stanza:

Miles and miles of crimson glories,
 Autumn's wondrous fires ablaze;
 Miles of shoreland red and golden—
 Drifting into dream and haze.

Although we regard the Great Lakes as the inspiration of Campbell's nature verse, we must remember that he wrote other poetry of a more serious nature. His poems of deeper thought express an intimate knowledge of human nature and show a careful appreciation of dramatic values. Such poems as "Lines on a Skeleton", "The Violin", "Unabsolved", and "The Poetical Tragedies" move us with deep and noble impulses. In "Unabsolved" we have a dramatic picture of the soul-numbing influence of the great "lifeless" North, and the anguish of the traveller whose cowardice doomed the Franklin party to destruction. This strikingly powerful monologue, which represents the remorse-stricken man as reciting his story to his father confessor, is akin in theme and mood to the "Ancient Mariner". An extract that discovers to us the bleakness of the man's soul, the biting remorse that conjures up all the coldness, dreariness, and ugliness of the circumstances surmounting his crime, is this:

Long day by day a desolation went
 Where our wan faces fared, o'er all that waste:
 And I was young and filled with love of life,
 And fear of ugly death as some weird black,
 The enemy of love and youth and joy;
 A lonely, ruined bridge at edge of night,
 Fading to blackness at the outer end.
 And those were cold, stern men I went with there,
 Who held their lives as men do hold a gift
 Not worth the keeping; men who told dread tales
 That made a madness in me of that waste
 And all its hellish, lonely solitude

And set my heart a-beating for the south,
 Until that awful desolation ringed
 My reason round, and shrunk my fearful heart.
 Yea, father—I had saved them but for this;—
 Why did they send me on alone, ahead,
 Poor me, the only weak one of that band
 Who was too much of coward to show my fear?
 Why did life give me that mad fear of death
 To make me coward at the very last?
 Why did God give these men into my hand
 And leave them victim to a craven fear
 That walked the lonely wastes in form of man?

In his "Sagas of Vaster Britain" will be found many poems which sing very suitably our loyalty to the motherland in the present crisis.

Archibald Lampman is not so truly a "Lake poet" as Campbell, if we are considering the actual singing of lake themes, but he is even more than Campbell, Canada's nature poet. He sings all the moods of the Canadian seasons, all the beauties of our native forests, all the delights of our wide landscapes and in fact, in nearly every poem he wrote, he drew his inspiration from his observation of phases of nature, or used a nature setting for a background.

His own theory of poetry is hinted at in many places throughout his writings, but nowhere so clearly put as in "The Poet's Song", in which he describes the poet grown silent and listless in the glare of the city palace:

As listless as the hour, alone
 The poet by his broken lute
 Sat like a figure in the stone
 Dark-browed and mute.

To the messenger who bids him come and cheer the king, the poet cries:

Go show the King this broken lute!
 Even as it is, so am I.
 The tree is perished to its root,
 The fountain dry.

An unrest seizes him and the poet breaks from the palace, leaves the city far behind, and makes his way to the heart of nature, so that:

That night, when the fierce hours grew long,
 Once more the monarch, old and gray,
 Called for the poet and his song,
 And called in vain. But far away

By the wild mountain gorges stirred
 The shepherds in their watches heard,
 Above the torrents charge and clang,
 The cleaving chant of one who sang.

So, too, with our poet, Lampman. He sought not his themes or his material from the din and strife of the city, but from the quiet of rural scenes or from the majestic movements of nature.

Many, especially of his shorter poems, are almost pure word paintings. There is no attempt at spiritual or moral interpretation—the scene, the mood is presented to the reader and he can make his own application. Typical poems of this class are "Winter Uplands", a clear, vivid picture of a frosty moonlight night; and again, just the opposite of this in "Heat", which fairly scorches with the glare of the hot July sun.

Lampman's joy in nature never seems to have been a boisterous one, but rather dreamy, quiet and contemplative. His philosophy of life probably sums itself up in:

There is a beauty at the goal of life,
 A beauty growing since the world began,
 Thro' every age and race, thro' lapse and strife,
 Till the great human soul complete her span,
 Beneath the waves of storm that lash and burn,
 The currents of blind passion that appal.
 To listen and keep watch 'till we discern
 The tide of sovereign truth that guides it all;
 So to address our spirits to the height,
 And so attune them to the valiant whole,
 That the great light be clearer for our light,
 And the great soul the stronger for our soul;
 To have done this is to have lived, tho' fame
 Remember us with no familiar name.

Duncan Campbell Scott has published several volumes of verse, containing poems marked by high descriptive power and evincing an inherent sense of music. His themes have much the same range as those of Campbell and Lampman, dealing with various aspects of Canadian nature and also with subjects of deep seriousness. A distinctive feature of his work is found in his poems on Indian life and character in which he interprets for us the views and feelings of the aboriginal race or individual.

Teacher—What lesson do we learn from the busy bee?
 Tommy Tuffnut—Not to get stung.

Letter Writing

FREDERICK H. SPINNEY
Principal, Alexandra Public School, Montreal

THERE is evidence of such a widespread interest among teachers and pupils, I have decided to continue the publication of the most original and suggestive letters that pass through my hands.

Such publication will tend to make the interest permanent; it will also indicate standards of attainment for the various grades, and offer suggestions to teachers, not only in the exercise of writing letters, but in other phases of school work. As an example, the following letter from a boy in Ontario offers a hint that may be helpful to rural teachers in making their school work more interesting. One of the most discouraging features in a country school is lack of the keen interest that comes from a mild form of rivalry among large numbers of children. The "School Fair" seems to offer a good substitute, and also possesses other splendid possibilities.

R. R. 1 Sarnia, Ont., October 7, 1914.

Dear Friend—

We had a "School Fair" this year. It was held at the Township Hall, October 2nd, and the pupils from several schools took part. They showed corn, barley, oats, leaves, potatoes, weeds, and seeds. I showed leaves, but I did not get a prize.

Each school sang a song, and our school won the prize of a picture, which is now hanging on the wall. Our school also won the most points at the Fair, and we got the prize of ten dollars.

I will close now, hoping that you will answer my letter.

Yours sincerely, ALMA BEATTY.

The following is a letter from a Fifth Grade pupil in Montreal—
Alexandra School,
160 Sanguinet St., Montreal,
Oct. 19, 1914.

Dear Friend—

I was glad when we received your letters. Our teacher read them to the class, and now I am to have the privilege of writing to you.

Our city is very large. It has a population of over six hundred thousand. We have large parks, playgrounds, and a large mountain, called "Mount Royal".

At school I am in the fifth grade. We have gymnastics twice a week, and we have games at recess time. Perhaps our school is very different from yours. Our principal gives games to the classes that have the best record for each week. Each room has class story books, which are changed each month. They tell about many other nations.

Likely you have read about the "Great European War", and how so many people are without homes and clothing and even without food.

Be sure to write soon. I enjoy writing letters to boys in other schools.

Your British friend, JACOB WEBER.

And here is a letter from London, England.

Charles Dickens School,
Southwark, London, England.

Jan. 9, 1914.

Dear Canadian friend—

It will be very interesting to get a letter from you. I hear that you live in Montreal.

The teacher has shown us your town on the map. Of course, London is much larger, and it is a very busy city. It is on the banks of the River Thames. Ships come here from all parts of the world.

Our school is called "Charles Dickens", because it stands on the spot where that great novelist once lived in a lodging house. I am in next to the highest class. My favourite lessons are hygiene, dancing, composition, reading and singing. Our teacher is very kind to us, and gives us many nice things when we are good.

I am 13 years old. I should like to know how old you are. There are nine in our family. How many in yours?

At Christmas time we had a "Post Office", so that we could post letters to one another. And the teacher made a pudding. We each brought a plate and spoon, and she gave each of us a piece.

I hope to receive an answer as soon as possible.

Your English friend, JINNIE BRISTOW.

Every day we receive letters from other schools in Canada, United States, England, Australia, India, etc. We answer all that we can and forward the others to teachers who have expressed a desire to take part in this interesting exercise. We have now so many letters on hand, that it will be necessary to ask the teachers to send only the *best letters*, and we shall try to arrange that they will all be answered.

The reading of the published letters has been found to be most helpful in stimulating the interest of the children. Teachers should encourage them to write about incidents in their lives, which will make each letter different from the others. There is no limit to the number of topics that may be utilized for paragraphs in a letter. Three or four well written paragraphs should be sufficient. Each month should furnish enough fresh topics for a letter, and when answers are once received, there is no difficulty in sustaining the interest.

Teachers who wish to take part in the exchange of letters will please enclose from 2 to 5 cents in stamps to help with the postage. A few well written letters addressed to the "Girls' Department, Charles Dickens' School, Southwark, London, Eng.", would likely be promptly answered. Eighth Grade girls might write to "C.M.S. Girls' School, Meerut, India". Much patience must be exercised in awaiting the answers.

Suggestions for the Class-room

Current Events.—During the week the pupils are told to find one or two news items that would be beneficial to the others. The last fifteen minutes of Friday afternoons are taken for the reports. Each pupil in turn takes his or her place before the class and reports in as good English and as accurately as possible. This is a good drill, as it is very difficult for little ones to face the class, be calm, use correct language, and express their thoughts clearly.

Two pupils may be selected each week to report. They can consult each other and divide their items. This gives each pupil a chance to have a longer report. This interests the pupils in the latest news of the world, some of which is quite valuable.—Mamie Steabner in *School Education*.

Telling a Story.—How many teachers have started to *read* a story to pupils. have striven earnestly to make it interesting and have failed to secure interest and attention! How many have then thrown the book aside and *told* the story, and immediately every little face become alight with interest, and every little body grow tense with excitement, while at the close every little satisfied sigh more than repaid for the effort?

It is so much easier to read what some one else has written than to tax our brains for simpler words and phrases to express the same thoughts. But the results always compensate for the work of preparation.—Nan M. Wilson in *Primary Plans*.

Current Events

The Good Hope and the Monmouth have been avenged. On December 8th the German squadron consisting of the Scharnhorst, the Gneisenau, the Nurnburg, the Leipzig, and the Dresden were sighted at 7.30 a.m. off the east coast of Patagonia by a British squadron under Vice Admiral Sir Frederick Sturdee. After an action lasting for five hours, all the German vessels except the Dresden were sent to the bottom with a loss of nearly 2,500 lives. Of German warships on the high seas, only the Karlsruhe remains to interfere with Britain's commerce. Those who were alarmed by the loss of the Audacious and the Bulwark, whose nerves were on edge when British ships were sunk in the channel by German submarines, feel at last reassured. British supremacy at sea is still unshaken. For four months the submarine and the mine have done their worst, but it seems pretty certain that the chief factor in naval strength is still the heavy battle-ship. The limitations of the airship and the submarine are becoming evident.

On land the situation has hardly changed in the last month. Desperate engagements have been fought and losses, particularly German losses on the eastern frontier, have been very great. Russia bears the brunt of the attack of three nations, Germany, Austria-Hungary, and Turkey. Against them all she has, in spite of her lack of railways and the tremendous difficulties of transportation, made good single handed. German armies heavily reinforced have pushed back the Russian line as far as Lodz, which the Germans occupied once more on December 7th. On the western frontier, heavy reinforcements sent by Great Britain and the withdrawal of German troops to Poland, have made possible a slight but general advance of the French forces in Alsace.

What will eventually determine the fate of the war, however, will be the extent to which the combatants can continue to supply themselves and their armies with food and munitions of war. In this respect, Britain's command of the sea gives the Allies every advantage. In Great Britain conditions of labour and of food supply are normal. She has the world to draw on for supplies. In Germany official statements indicate already the anxiety of the government regarding the food supply. Copper, too, and other munitions of war are becoming scarce. A stricter enforcement of contraband by Great Britain will effectually prevent importation through neutral countries.

The position of Great Britain in Egypt is one of several political anomalies that the war will certainly end. Nominally Egypt is a possession of the Sultan of Turkey. It pays some thousands of pounds tribute to him every year. Its army is a Turkish army, its Khedive appointed by the Sultan. It is evident, however, that Britain's real position in Egypt must at last be acknowledged. We shall doubtless see in the near future formal proclamation of the annexation of Egypt by Great Britain.

The insurrection in South Africa was short-lived. Within the last week De Wet has been captured, and General Beyers has fallen in battle. Only Colonel Maritz is left to lead the scattered band of rebels. He is now across the boundary in German East Africa. If General Botha could persuade his triumphant forces to follow him there, Germany may lose the last of her great foreign possessions.

Can the war last much longer? Premier Asquith and General Kitchener do not encourage us to think that the end is in sight for a year at any rate. They have asked parliament to provide another million men, making two million two hundred thousand men exclusive of territorials. To furnish supplies for the war, the British parliament unanimously voted a further grant of \$1,125,000,000 thus making the total war vote up-to-date, \$1,625,000,000. This grant it is supposed will suffice until next March. What would Napoleon have thought of a nation calmly contemplating the probability of a war lasting several years, and costing one nation \$5,000,000 a day?

The Settlement of Mexico.—On November 23rd, American troops who had for several months occupied Vera Cruz, were at last withdrawn across the border. The Mexican leaders were all willing to give the United States assurances that the rights of foreigners would be respected. Probably the million dollars that the American troops took with them from Vera Cruz, and that the United States holds in trust until some recognized government is supreme in Mexico, may encourage the combatants to come to some agreement.

The first week in November a peace conference was held between the representatives of Carranza, Villa, and Zapata, and a temporary President was chosen; but as Carranza declined to submit to the terms made by the conference, nothing was accomplished. The forces of Villa from the north, and Zapata from the south, immediately began to move on Mexico City. Carranza was forced to flee, and on November 23rd the triumphant forces of Zapata marched unresisted into the capital. The last word in Mexican affairs, at any rate for a month or so, lies with General Villa. His capacity for civil leadership is still unproven. The outlook is not bright.

The Vale

ELIZABETH MCLEOD

Teacher-in-training, Normal School, Stratford

[This poem is based on the last paragraph of Mr. Lloyd-George's speech, "Our Empire's Honour."
(See page preceding Editorial Notes in this issue).]

The children of men moved down from the Hill
The way of the windswept Trail,
And they pitched their tents with a gladsome smile
In a green and shelter'd vale.

A-pulse with symphonies of sound,
The airs of the vale blew soft;
Men trod the Way of the Easy Trail,
And Luxury ruled aloft.

The gods of Self were throned in their hearts—
The great God watched in wrath;
But their dullèd souls groped on through the night,
For the vale was the Vale of Sloth.

The gods of Self grew high in might,
A murmur shook the vale,—
Then broke the shock of thund'ring drums,
Down the Way of the Warring Trail.

Hearts ached—a wail arose on the night,
The winds were a-swoon with prayer,
One thought was aflame in the tearful dark,
One Word rang out on the trembling air.

Across the sky in a blazing trail
O'er the midnight's blacken'd rod,
It burned its way to the soul of Man,
And lo! that word was "God".

Blinding, awful, it spanned the sky,
The stars died out in dread,
The winds fell back with a shudd'ring sigh,
The shadows broke and fled.

So men went back to the home on the Hill,
Afar from the slothful Vale,
And gladly they walked the Way of the Cross,
The Road of the Windswept Trail.

Teaching on an Indian Reserve

RUTH WAITE,

Rama Indian School, R.R. No. 2, Atherley, Ont.

IT was January 5th, 1914, when I arrived at Rama, and for the first time in my life spoke to Indians. My colleague was on the same train, and one of the Indians drove us to the school about half-a-mile from the apology for a station. The school and residence are combined. I was favourably impressed first by the outside of the building, and afterwards by the inside. The entrances are very good, but we think the building would have looked much better if placed further back from the road. The ground could not be levelled and fenced until the snow disappeared. As the men concerned "hurry slowly" the fence is nearly finished at the time of writing—still 1914—the month of July.

There are two schoolrooms, one on each side of the entrance hall. Leading out of each room is a large cloak room. The schoolrooms are large, airy and well lighted. Good blackboards are fixed on the walls, and the floor space is good. The desks are single, and all the furniture is new. A passage leads from the entrance hall to the kitchen at the back of the building. Upstairs there are two bedrooms with clothes rooms and trunk rooms attached, and a very cosy sitting room. The Department for Indian Affairs furnished the residence and we are very comfortably housed. We provide our own bedding, table linen, china, cutlery, etc., and curtains. As we can study our individual tastes, the residence looks very home-like. In the basement are two good cellars. In one we store provisions; the other contains the furnace which heats the whole building in winter. We do our own work, and take "turn about" as cook or housemaid.

On January 26th the new school was opened. My colleague has the primary classes, and I have the senior classes, 37 and 26 respectively on roll. I have grown very fond of my pupils. Some are gradually losing their excessive shyness. Many of them would never dream of speaking to me unless I first spoke to them. I have often received little notes on my desk, "I seen a canary", "Joe seen a snake". They frequently inform me of what another has seen in this manner. I usually ask Joe, or whoever it may be, to tell me himself. Strange to say, the boys are more shy than the girls. There are some winsome little tots in the primary classes, who are not nearly so shy and self-conscious as the seniors. Probably in a year or two this drawback may be overcome.

Until this year there was only a one-roomed school with one teacher. Poor teacher! I cannot imagine how she managed to get through the work she did.

I thought my pupils terribly stolid and unresponsive at first. I actually wished they would cry—anything to change their fixed expression. It was a relief to find they could smile—I endeavour to keep them smiling as much as I can.

I soon discovered that the Indians here are very musical. They have a good silver band, very appropriately named, "The Nightingale

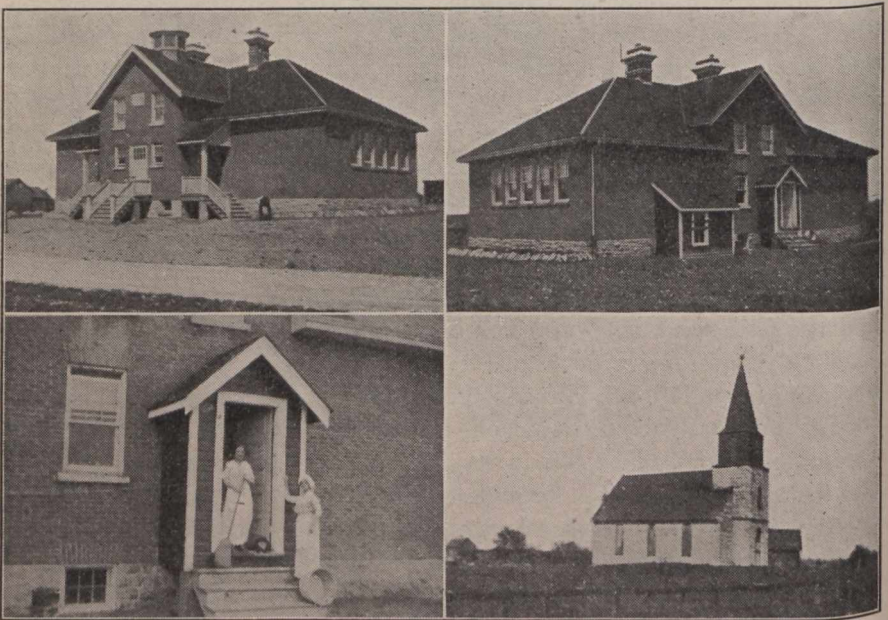


Fig. 1. Rama Indian School and Teacher's Residence. Fig. 2. Rear view—kitchen and sitting room above. Fig. 3. Rama teachers off duty. Fig. 4. Old church, not in use now—landmark all up and down Lake Couchiching—squaws carried the stones on their backs to build it.

Band". It is well managed, and plays good music. Then there is the church choir—small numerically, but very sweet. Adults and children have very sweet voices, and they all speak English, "sweet and low". I was highly amused when I discovered that before my appearance on the scene anxious inquiries were made by the Indians about the new teacher. "Does she know her notes"? It was highly satisfactory when they found that she did. This seemed far more important than any teaching qualifications.

I give my pupils plenty of written composition, and find that, with the exception of those in the First Reader, I can often understand them

better by this means of expression. Those who read the First Book cannot write compositions, although some are 14 and 15 years of age. Several never came to school before they reached the age of 10, and then probably attended irregularly. Since the new school opened, the attendance is better than it has ever been.

The pupils are really clever with their fingers—writing, drawing, painting and needlework make good progress. The boys have commenced manual training in woodwork. They made a few window boxes and painted them, nailed some T labels together for their garden plots, and “fixed up” the tool shed. This is really the vestibule of the outside entrance to the basement. The Third Class boys nailed rests across for the hoes and rakes, etc.

I find the discipline easier to maintain than in either English or Canadian schools. In some respects the Indians are more difficult to teach than white children, especially in arithmetic. The senior girl, however, is in the Fourth Reader. She is only 13, and I never taught a more intelligent pupil. She intends trying the Entrance examination next year.

During the winter we had the church choir practices in the school twice a week. Next winter I think we shall have them once a week and open the schoolroom two evenings a week for a reading-room—one night for the young men, and one for the girls and women. We shall probably take up needlework for the girls in addition to reading. They greatly need something to raise their moral standard. The boys and men have their band and base-ball. The girls seem to have nothing in the way of healthy amusement. Times innumerable I have resolved to resign, perfectly sure I could no longer live among them. I always “sleep” on these resolutions, however. It is no use running away from work.

We have had some strong opposition with our garden. That, however, is a far healthier sign than apathy. We are gradually overcoming the lamentations. We were so disappointed by the tardiness of those responsible for the ground and fence. One of the most progressive Indians has a piece of land adjoining the back of the school ground. Fortunately for us, he encroached on our land and ploughed it. Our agent “squared” things with him, and consequently we cultivated a piece of ground 168' by 60'. The Director of Agriculture at the O.A.C. sent us a very liberal supply of seeds and we commenced—so did the protests. These were very emphatic. The children were sent to school “to learn how to read and write—not to work in a garden”. However, when something was planted that they might eventually hope to see on their table to eat,—corn, beans, beets, lettuce, etc., the opposition

somewhat diminished. The pupils enjoy the work. On very warm days, they have frequently returned to school about 7 p.m. to water the garden, because it was too hot to do so during the day. We always leave the tool house open until 8 p.m. in case any return to work.

I have discovered that I can reach my pupils through music and nature. The girls especially are fond of singing, so also are a few of the boys. Girls and boys are always on the look out for something to show me—or to let me know what they have seen—birds, flowers, insects, caterpillars, etc. I keep on my desk books with coloured illustrations so that those I do not know we can look for in them. We had a shelf fastened on the wall a few days before school closed. This is to be our "Agriculture" shelf when we return. The books, bulletins, specimens, etc., on them will be for the use of those who attend in the evening next winter, in addition to the day school pupils.

As to the advantages or disadvantages of a school and residence combined, the advantages win. If a teacher's heart is in the work, there are few disadvantages, if any, worth much consideration. Granted—there is more work, much of which will depend on the residents themselves. It is good training—to get through the additional work with the minimum amount of labour, and have the residence so neat and tidy that we are always glad to see a visitor.

The chief advantages are: 1. The teacher is "on the spot" and can make the school what it should be—a social centre. 2. The resident teacher has more influence with the parents of the pupils. 3. It is often very difficult for a teacher to obtain suitable board. In a combined school and residence there should be more comfort in many ways. Individual tastes can be studied. 4. The residence will be a "model" for the neighbourhood.

One of my most difficult tasks has been to inculcate truthfulness into the boys. Now, I am thankful to say, they have improved very satisfactorily. I found the girls, with few exceptions, very truthful. Girls and boys endeavour to please me. The life is very strenuous, but full of interest, and I do not regret the experience, although the holidays did not come a day too soon.

Teacher—"Benjamin, how many times must I tell you not to snap your fingers? Now put down your hand and keep still. I shall hear what you have to say presently."

Five minutes later: "Now, then, Benjamin, what is it that you wanted to say?"

Benjamin—"There was a tramp in the hall a while ago, and I saw him go off with your gold-headed parasol."

Composition

JAMES P. TAYLOR

Teeswater, Ont.

ALTHOUGH I have read several books on composition, and have often heard the subject lectured on and discussed at Teachers' Conventions, I have never noticed that any one has ever made prominent the three distinct kinds of work that must be done in every composition, whether it be a short school exercise or a work embodied in ten quarto volumes.

In a few words, I wish to show what these three kinds of work are.

Whoever undertakes to write on a subject has some object in view, something to establish or to elucidate. The writer will, then, first of all, consider what information, what matter, is necessary for his purpose. He may find that what he needs is uppermost in his memory, or that from the general notions that he has he can by reflection develop his material, or that it may be necessary to augment what he has from outside sources. In some way, he must first make sure of his matter.

Having gathered the necessary material for his performance, he confronts a task that may tax his judgment to the utmost. He must throw the matter into logical order; he must so dispose it that, if possible, the end of one thought is the beginning of the next. What is the order? The matter determines the order. Were a builder called on to construct a house with a fixed quantity of material, it is possible that not one of his ordinary plans could be used. In such a case, he would be obliged to consider the material, and devise a plan which, in its construction, would use exactly the given material. There can be no plan, no order for unknown matter. But, be it borne in mind, it is by the skilful arrangement of his matter that an author produces a work, unassailable and immortal. Of the three kinds of work in composition, the most difficult and most important is Order.

The matter being arranged in consequential order, the writer's next work is to express it fully, clearly, and elegantly in language. For this work, the writer must be an adept in constructing sentences, must have a good knowledge of practical grammar, must have a nice discrimination in the use of words, should have a practised ear, should be able to use the sentential marks with good judgment, and, when the occasion calls for it, should be able to attune the diction to the sense. In short, the work of expression gives every chance to a wizard in the management of words. But no amount of fine writing will save a performance that has been carelessly contrived. So I conclude that, in composition, there are three distinct kinds of work,—matter, order, and expression.

Notes and News

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

Miss Winnifred Buchanan of Uxbridge has been appointed teacher of classics in Kincardine High School.

Miss Evelyn Garrett and Miss Beatrice Ketterwell have been appointed to the positions in Wingham High School left vacant by Miss Cooper and Miss Anderson.

Miss Jennie A. Kinnear, B.A., of Port Colborne is to teach mathematics and art in Arthur High School this year.

Miss Marjorie Colbeck of Dutton has been appointed teacher of classics in Sault Ste. Marie High School.

Mr. H. V. Pickering, M.A., of the staff of the Faculty of Education, University of Toronto, has been appointed English Master in the Normal School at Stratford.

Miss Mabel Baird, B.A., of Toronto, Miss Bessie Brimicombe of Goderich, and Miss Elizabeth Perison, M.A., will teach moderns, commercial work, and science, respectively, in Dunnville High School this year.

Mr. E. B. McQuarrie, B.A., of Orangeville, Mr. F. A. Flock, B.A., of Burlington, and Miss L. M. Barry, B.A., of Toronto, have accepted positions on the Toronto High School staff.

Miss Annie Gilfoyle has been appointed assistant in the Teeswater Continuation School.

Miss Maude Boyd will teach primary work in Elmvale Public School this year.

Miss Mary K. Harrison of Port Colborne has been appointed teacher of the second book class in Paris Central School.

Miss Madeline Courtis of Kettleby has received an appointment to the staff of Markham Public School.

Miss Evelyn McKay of Berlin is teaching primary work in Oakville this year.

Miss Mabel McGugan of Watford has received an appointment to the Continuation School staff at Thamesville.

Mr. D. D. MacDonald, Principal of McMurrich School, Toronto, received his B.A. degree recently from Western University, after a course of extra-mural work. Miss A. K. E. Kenyon, principal's assistant in the same school, has also obtained her B.A. degree from the same University by extra-mural study.

Miss Dorothy Job of last year's class in the Faculty of Education, Toronto, is now teaching in Port Dalhousie Public School. Mr. Will H. Noble of the same class is in Palgrave Public School; and Miss Ishbel A. Foster, also of that class, is teaching in Shakespeare Public School.

Mr. R. J. Sinclair and Miss Clara B. McKinley, B.A., both formerly on the staff of Mount Forest High School, will teach science and classics, respectively, in Listowel High School this year.

Miss Henrietta Thompson of West St. John, N.B., who has been a teacher there for thirty-six years, resigned at the end of the Michaelmas term.

A High School Association has been formed in Sackville, N.B. This Society proposes to arrange a series of lectures and debates to be given under its auspices, and also to publish a High School paper called "The Tantramar". Mr. Earle D. McPhee, Principal of the Sackville schools, is President of the Association.—*Educational Review*.

Mr. W. J. Morrison, B.A., of Dunnville, has been appointed principal of Dutton High School.

Mr. S. Wightman, B.A., of Markdale, has accepted the principalship of Bradford High School.

Miss Wilson of Brampton has been appointed by the Orangeville High School to the position of teacher of classics.

The position of principal of Woodbridge Public School has been filled by the appointment of Mr. James H. S. Leuty, formerly of Downsview School.

Miss C. Reynolds of Portage La Prairie has been appointed principal of Lenore Public School, Lenore, Man.

The position of teacher of classics on the staff of Dutton High School, vacated by Miss Majorie Colbeck, B.A., has been filled by Miss Margaret Ross, B.A., of Doon, Ontario.

Miss Etta Holmes of Newcastle, Ont., is now teaching primary work in Richmond Hill Public School.

Miss F. J. Stuart, and Miss M. L. Moore of Wicklow and Seagrave, respectively, have been appointed to the positions in Peterboro' Public Schools left vacant by Miss M. Hallett and Miss D. Fesserden.

Miss Mary T. Williams, of Dunnville, Ontario, will teach moderns in the Peterboro' Collegiate Institute in succession to Miss A. Weir, B.A.

Mr. C. Drew of last year's class in the Faculty of Education, Toronto, has been appointed principal of the Woodville Public School.

Rama Indian School Fair was held this fall. Prof. McCready, O.A.C., and Mr. Hutchison, I.P.S., were present and gave excellent addresses.

Editor James of *The Canadian Statesman*, recently visited Public School No. 12, The Bronx, New York City, and was present at a "parents' meeting". In discussing the desirability of reviving these functions in Canada, he says:—"Those of us who grew up in the country and were school girls and boys in the latter half of the last century, very well remember the Spring and Christmas examinations and entertainments when the parents were invited to attend school for a half-day to see their young hopefuls in class-work for a time, then to be entertained by their recitations, dialogues, singing, etc. It was a red-letter day to all in the school section. Usually these functions were attended also by a teacher or two from other schools nearby. Of late years we have not heard so much about these parents' meetings in Canada. We think their passing out of vogue is to be sincerely regretted."

Mr. E. A. Lynch has been appointed teacher of art in the Collegiate Institute at Portage la Prairie.

Mr. H. C. Pugh, B.A., of Listowel, has accepted an appointment to the staff of the science department in Hamilton Collegiate Institute.

Miss R. Maude W. Cole, of Gilbert Plains, Man., has been appointed assistant in the High School at Maple Leaf, Man.

Mr. Roy T. Tarves, of Woodbridge, has been appointed principal of Belleview Public School, Brantford, in succession to Miss Lettie Carrow.

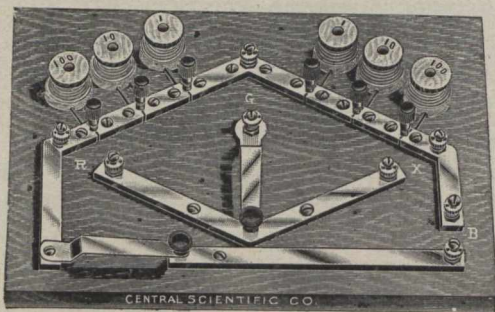
Miss G. M. Peel of Bethune, Sask., is now teaching in the Public School at Hanley, Sask.

Miss Margaret J. Bessett of last year's class in the Faculty of Education, Toronto, is teaching the junior third class in the Blyth Continuation School. Miss Hazel C. Hooper, B.A., of the same year has accepted an appointment to the staff of Mount Albert Continuation School.

The Ontario Department of Education has authorized a new High School Algebra to be introduced at the opening of the High and Continuation Schools next September. The author of the text is Mr. J. T. Crawford, B.A., of the Faculty of Education, University of Toronto. The publishers are the Macmillan Co., of Canada, and the book will be issued early in January. In accordance with the policy of the Department in lowering the price of school books, this text will retail at 42 cents, instead of 50 cents, the price of the present text.

"A Saskatchewan Teacher" writes to THE SCHOOL as follows: "Perhaps other teachers have noticed a fact which has impressed me, particularly in Western Schools; that is, that so many of the pupils are unfamiliar with even the best-known Bible stories. When allusion is made in literature lessons to some of these, it is pathetic to note how little the pupils can tell about them. Surely it is within our province

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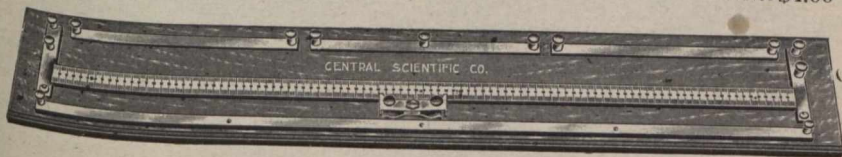
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to teach them these, if they do not know them. I have found that the Graded Sunday School Lessons, as published by the Pilgrim Press, Boston, furnish excellent material—the Beginners' and Primary Papers being suitable for use in the primary and junior rooms, and the Junior and Intermediate, for the higher grades. Teachers will find these stories particularly well told in these papers, and many of them can be used in the ordinary story period. Where pupils attend Sunday Schools regularly this want is not felt so keenly, but there are many school districts in which pupils receive little knowledge of the Bible, except what we as teachers give them."

The Canadian Literature Club of Toronto has recently been organized with the following officers: President, Mr. Donald G. French, Principal, Canadian Correspondence College; First Vice-President, Dr. Albert D. Watson; Second Vice-President, Miss Gertrude Lawler, M.A.; Third Vice-President, Mr. W. J. Shaw, M.A.; Fourth Vice-President, Dr. Augusta Stowe Gullen; Secretary, Miss Lereine K. Hoffman; Treasurer, Mr. J. M. Faircloth; Councillors, Miss F. May Simpson, Mrs. J. W. Garvin ("Katherine Hale"), Mr. Everton McNichol, Mrs. Everton McNichol. The Club will meet on the second and fourth Mondays during January, February and March, and resume regular meetings again in October. The objects of the Club are to study, and to extend the knowledge of Canadian Literature. Membership is open to all in sympathy with these objects. On Wednesday evening, December 9th, Mr. French completed a series of very excellent addresses with his treatment of "Present Day Canadian Poets".

Mr. H. R. M. Lower, B.A. (1914, Toronto) has been appointed to the position on the staff of the University Schools left vacant by Mr. H. V. Pickering, M.A., who now goes to Stratford Normal School. Mr. Lower graduated with honours in English and History. He was a student in the Faculty of Education of Toronto during the session 1909-10. He had received an appointment in Hamburg Colonial Institute, Germany, but the outbreak of the war caused its cancellation. During the past summer he had charge of the expedition to James Bay to inquire into the commercial value of its fisheries. His report is now complete and will soon be published.

Mr. James P. Taylor, formerly of Primrose, is now teaching in Teeswater.

Dr. W. E. Struthers, Chief Medical Officer of Toronto Public Schools, has been appointed Chief Medical Officer for the Workmen's Compensation Board.

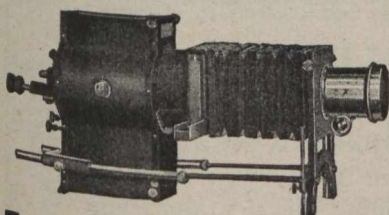
Mr. C. F. Ewers, B.A., head of the Bradford High School, has been appointed principal of the Aurora High School, to succeed Mr. J. Ferguson, B.A.

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On the evening of November 25th, the teachers of Brock Avenue School met for the purpose of presenting Mr. J. W. Narraway with a gold watch, suitably engraved, as a token of the high esteem in which they held their former principal.

At their commencement exercises in December, the ex-pupils of Jarvis Collegiate presented the school with a portrait of Dr. L. E. Embree, the former principal. The official presentation was made by Mr. R. H. Greer, County Crown Attorney.

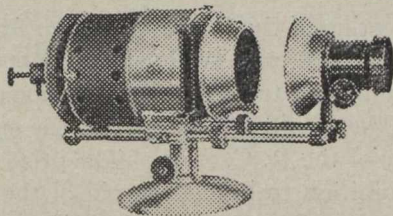
Mr. Everton A. Miller, M.A., of Winnipeg, has been appointed principal of the academic department of Brandon College, Brandon, Man.

The Minister of Education has decided that the schools of the Province shall devote attention during the present year to the causes of hostilities among the nations, and the reasons why the British Empire is taking part. The study will take the form of part of the history course in all grades of every school where it can be intelligently studied. Examination questions will be set on the study not only for school promotions but for departmental standing. Each school is being forwarded a copy of the British diplomatic despatches issued by the Federal authorities at Ottawa. It has been strongly urged by the Minister of Education that generously disposed citizens should, under suitable conditions, offer prizes and scholarships for essays on phases of the struggle.

The new Plains Road School, Hamilton, one of the most modern in Ontario, was formally opened on November 26th. Col. the Hon. John S. Hendrie, Lieutenant-Governor of the Province, was asked to officiate. Inspector of Schools J. H. Smith, Dr. S. A. Morgan, principal of the Hamilton Normal School, and A. A. Vining, district representative of the Ontario Department of Agriculture, were among the speakers.

The first award of scholarships to students in Ontario Collegiates under the bequest of J. J. Carter of Sarnia has been announced. These scholarships, valued at \$100, \$60, and \$40, respectively, for first, second and third, are awarded to the three candidates who obtained the highest aggregate of marks on the Upper School Examinations in the City of Toronto, and in twenty-four counties in Ontario.

The successful teaching of the Isaac Pitman Shorthand in the New York Public Schools during the last fifteen years has been emphasized by its re-adoption for a further term of five years beginning January 1915. In addition to the shorthand and typewriting works published by Isaac Pitman & Sons, New York, a number of other publications, issued by this concern, have been adopted for the Day and Evening High and Elementary Schools for 1915-1919, which include the following subjects:

STEREOPTICONS FOR SCHOOLS**The "Victor" Portable Stereopticon**

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elements; a brief sign is provided for each element. They record the word with exactitude and legibility. Phonography can be used to great advantage in junior classes because of the knowledge it gives the pupil of the elementary values of the language. It is a wonderful aid to the learner in mastering the eccentricities of English spelling.

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At the annual meeting of the Royal Canadian Academy of Art, Miss Emily Coonan, of Montreal, was awarded the \$1,000 travelling scholarship offered annually by the trustees of the National Gallery of Ottawa to the artist under 30 years of age who exhibits the most promising talent in the annual display of the R. C. A. A. The prize of \$100 for the best "poster" for the exhibition to be held in aid of the Canadian Patriotic Fund was awarded to J. E. H. MacDonald of Toronto.

Miss F. A. Twiss, head of the Household Science Department at the Galt Collegiate Institute, has accepted the position of household science director for the Province of Saskatchewan.

Dr. E. S. Moore, a former science master of the Collegiate Institute, is now on a tour of eighteen months to Australia, India and other countries. He is doing research work for the State University, Pa.—*Collingwood News.*

The work of providing for needy school children undertaken by the Toronto Public School Teachers' Patriotic Relief Association is proving a great success, and from present indications it will not be necessary for any child in the schools of the city to suffer for the want of warm clothing or boots this winter. The organization, which started out with a grant of \$500 from the Toronto Teachers' Institute, and which has since been receiving sums ranging from one to five per cent. of the salaries of the teachers, secured \$760 in the month of October, and last month the sum subscribed amounted to \$1,400. Of this money about \$1,000 has already been spent on boots, the need for which has been most pressing, and about 65 per cent. of these have been distributed. The association has arranged a card system requiring the signatures of the principal of the school and the captain for the district before the child can obtain needed clothing, and in this way danger of overlapping is prevented. For the purpose of securing articles of clothing, each inspectorate is organized into a sewing circle. Garments are cut out by one big wholesale firm of the city, which is doing the work at cost, and in this way coats, dresses, trousers, and such articles are obtained. Other garments such as sweaters, mitts, stockings and underwear, are purchased, and one school in each inspectorate is used as a distributing centre.—*Toronto Mail and Empire.*

MANITOBA.

Capt. T. G. Finn, Inspector of Schools for Southern Manitoba, went to the front with the 1st Contingent and has been appointed Adjutant.

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Capt. J. A. Beattie, B.A., Special Agent for Consolidation of Schools, went with the 1st Contingent as Chaplain. At a recent inspection of the troops on Salisbury Plains by King George and Queen Mary, he was honoured as being specially requested to be presented to their Majesties.

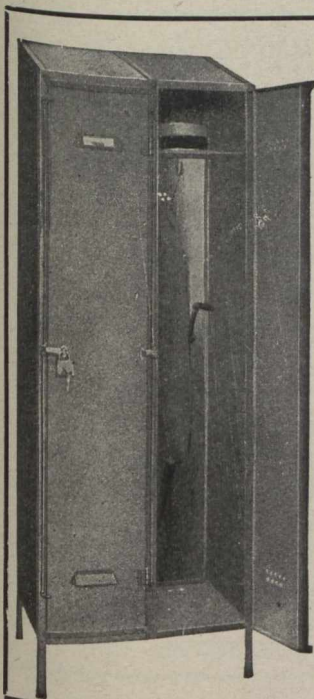
J. Palmer, of the Manual Training Staff of the City of Winnipeg, has joined the forces of the 2nd Contingent. Mr. Palmer saw service in the Boer War as a member of Lord Roberts' advance guard.

SCHOOL GARDENING.—There has been a great increase in the amount of School Gardening done this year. Over 400 schools have thus far been reported as having conducted gardens to the best of their ability, under existing conditions. The Director of School Gardening during the year has distributed the following material: (1) 600 grain germination testers; (2) 130 egg-testers; (3) 4415 packets of various grain seeds; (4) 1054 parcels of pure seed potatoes; (5) 8400 packets of vegetable and flower seeds; (6) 60 lbs. alfalfa seed; (7) 12,000 seedlings for wind-breaks; (8) 5264 ornamental shrubs; (9) 618 perennial roots; (10) 7000 flowering bulbs.

Upwards of forty Rural School Fairs have been held in Manitoba this year, including exhibits from about 130 schools. There were entries from upwards of 3000 children, and the attendance of parents and those interested has been approximately estimated at 12,000. The material exhibited differed widely, but generally included vegetables, flowers, grains, wood-work, sewing, cooking, collections of weeds, insects, weed seeds, compositions, maps, writing, etc. There were special agricultural exhibits at many fairs of poultry, potatoes, fodder-corn, and of pigs at a few places. In connection with some School Fairs, sports were held during the day, and a concert given in the evening. This is becoming "The Municipal School Day" in many parts of Manitoba.

NEW BRUNSWICK

Gloucester County Teachers' Institute convened at Caraquet, October 29th and 30th. A good programme was provided. There were papers on "Seat Work", by Miss Emma C. A. Stout; "Leçon de Lecture Française", Miss Hélène Delagarde; "L'Enseignement Belingue", Miss Marie M. Landry; "Geography", Miss Theresa Melanson; "Leçon de Grammaire Française", Miss Eugénie Haché; "L'Agriculture: sa place dans nos écoles", J. Edouard Degrace; "English Composition", F. A. Hourihan, B.A.; "Le Développement Intellectuel de L'enfant: la manière de procéder", M. J. S. Savoie. A Public Meeting was held on the evening of the 29th at which addresses on educational subjects were given by Inspector J. F. Doucet, and others.



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NOVA SCOTIA.

The teachers of North Colchester met in Convention at Great Village, October 9th and 10th. Inspector W. R. Campbell is to be congratulated on the success of this Convention. Two weeks later, he held another Convention in Tatamagouche. Mr. J. E. Barteaux, Inspector of Technical Schools for Nova Scotia, is also Inspector of Manual Training and Domestic Science for the Province. His new duties keep him travelling practically all the year.

The Glace Bay High School held a successful public "Closing" exercise, October 30th. Supervisor Bingay and his staff have done much to raise the standard of efficiency of their town schools. Dr. Soloan of the Truro Normal College assisted in Closing Exercises.

School Fairs have proved popular in nearly every county of the Province. About seventy schools have exhibited the products of their handiwork this autumn.

In Lunenburg County, the teachers of five rural schools in adjoining districts have tried the experiment of meeting once a month to discuss school problems. The plan is a commendable one, and should become more widespread.

QUEBEC.

The fiftieth annual Convention of Protestant Teachers was held in the ancient city of Quebec in October. As was fitting, the character of the Convention was historical. Several addresses were given on the teaching of history, and on local history. Afternoons were spent in visits to Ste. Anne de Beaupré and other local points of interest. Along with a committee of fifteen, the following office-bearers were elected for 1914-1915: President, C. McBurney, B.A., Lachute; 1st Vice-President, Professor Dale, M.A., Montreal; 2nd Vice-President, Miss Amy Norris; 3rd Vice-President, Inspector Parker; Recording Secretary, T. J. Pollock, B.A.; Corresponding Secretary, Miss E. L. Gale, B.A., Quebec Girls' High School; Treasurer, Mrs. Irwin, M.A.; Curator of Library, Watson Bain, M.A.; Representative on Protestant Committee, E. M. Campbell, B.A.; Pension Commissioners, H. M. Cockfield, B.A., and M. C. Hopkins, B.A.

Sub-committees of the Teachers' Association and of the Protestant Committee of the Council of Public Instruction are engaged in the selection of authorised text books and on a revision of the course of study to be authorised for the next period of four years. It is expected that this work will be completed in February 1915.

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As a result of an informal conference on the teaching of agriculture, the Protestant Committee of the Council of Public Instruction has adopted several resolutions regarding the teaching of nature study and elementary agriculture, which will be enforced in all rural schools of the Province. These involve summer courses for the further training of teachers and inspectors.

The "School of Physical Education" of McGill University is holding its fifth session: it was founded in June, 1912, in order to provide opportunity of extra training for teachers of gymnastics in schools, and to prepare more teachers to enter this rising branch of the profession. A carefully graded scheme was worked out to cover three sessions' work, and from the outset a standard of work and instruction was set which at once placed the new school in the number of the best schools of gymnastic education. In addition the school was definitely planned to meet the needs of teachers and school children: great stress was laid on class management and unusual facilities given for practice under expert supervision. The school met with immediate success, and the attendance has steadily increased.

SASKATCHEWAN.

One of the news items sent from this Province for the December issue should have read as follows:—

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

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

"I hear that you have a college graduate for a cook. Isn't that rather expensive?" "Not very. She works for her board and clothes." "Why, how does she come to do that?" "She's my wife."

It was during the history lesson, and the teacher had inquired the reason for several unusual events.

"Why," for instance, "did James II cease to be King of England and leave the throne at this particular time?"

After some hesitation came the quiet answer:

"Please, teacher, he was tired of his job."