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A Magazine devoted to Elementary and Secondary Education in Canada

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*Managing Director*: W. J. DUNLOP, B.A.

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Remittances should be made payable to The School and must be at par in Toronto.

The School is published monthly, except in July and August, and is printed at the  
UNIVERSITY OF TORONTO PRESS  
TORONTO.

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# Ontario Department of Education.

The Minister of Education directs attention to the fact that, when some years ago the Ontario Teachers' School Manuals were first introduced, Boards of School Trustees were furnished with a copy of each, bound in paper, free of charge, to be placed in the School Library. For the same purpose, a copy of the "Golden Rule Books' Manual," was supplied free in September, 1915, to all Public Schools, and the Manual entitled "Topics and Sub-Topics," has also been supplied free to schools where there are Fifth Forms.

In future, however, the Manuals must be purchased by Boards of Trustees and others as follows:—

(1) Paper bound copies of the following Ontario Teachers' Manuals, free of postage, from the Deputy Minister, Department of Education, Toronto.

Teaching English to French-speaking pupils.....	15c.	Net.
Manual Training.....	25c.	"
Sewing.....	20c.	"
Topics and Sub-Topics.....	10c.	"

(2) The editions of the following Ontario Teachers' Manuals, bound in cloth, from a local bookseller, or the publishers.

	Retail.	Postage.
Primary Reading, Copp, Clark Co., Toronto.....	13c.	5c.
Notes on Ontario Readers, II, III, and IV, Copp, Clark Co., Toronto.....	26c.	11c.
History, Copp, Clark Co., Toronto.....	14c.	5c.
Composition and Spelling, Copp, Clark Co., Toronto.....	21c.	9c.
Arithmetic, Copp, Clark Co., Toronto.....	20c.	9c.
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The Golden Rule Book (Public Schools only), Copp, Clark Co., Toronto.....	19c.	8c.
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Nature Study, William Briggs, Toronto.....	19c.	8c.
Art, William Briggs, Toronto.....	40c.	18c.
Writing (Ready in September)		

The following Ontario Normal School Manuals, bound in cloth, may be purchased from a local bookseller, or the publishers.

	Retail.	Postage.
Science of Education, William Briggs, Toronto....	32c.	9c.
History of Education, William Briggs, Toronto....	29c.	7c.
School Management, William Briggs, Toronto....	30c.	8c.
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A discount of 20% off the prices of the Normal School Manuals and the Manuals listed under (2) above is allowed when the books are purchased from the publishers, express or postage charges being extra.

A copy of "The Syllabus of Physical Exercises for Public Schools" was presented to each School Library by the Executive Council, Strathcona Trust. If any school has not yet received a copy, application should be made to "The Secretary, Executive Council, Strathcona Trust, Ottawa," and not to this Department. The Syllabus may be obtained by others from the publishers, The Copp, Clark Co., Ltd., Toronto, 25c.

TORONTO, June 1st, 1917.

## Ontario Department of Education

### Teaching Days for 1917

High, Continuation, Public and Separate Schools have the following number of teaching days in 1917 :

January.....	21	July.....	
February.....	20	August.....	
March.....	22	Sept.....	19
April.....	15	October.....	23
May.....	22	November.....	22
June.....	20	December.....	15
	<hr/>		<hr/>
	120		79
		Total.....	199

#### DATES OF OPENING AND CLOSING

Open.....	3rd January	Close.....	5th April
Reopen.....	16th April	Close.....	29th June
Reopen.....	4th September	Close.....	21st December

NOTE—Christmas and New Year's holidays (22nd December, 1917, to 2nd January, 1918, inclusive), Easter holidays (6th April to 15th April inclusive), Midsummer holidays [from 30th June to 3rd September, inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (3rd) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Thursday, 24th May), and the King's Birthday (Monday, 4th June), (3rd June, Sunday), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1917, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

# University of Toronto

## CORRESPONDENCE COURSES FOR TEACHERS 1917-18

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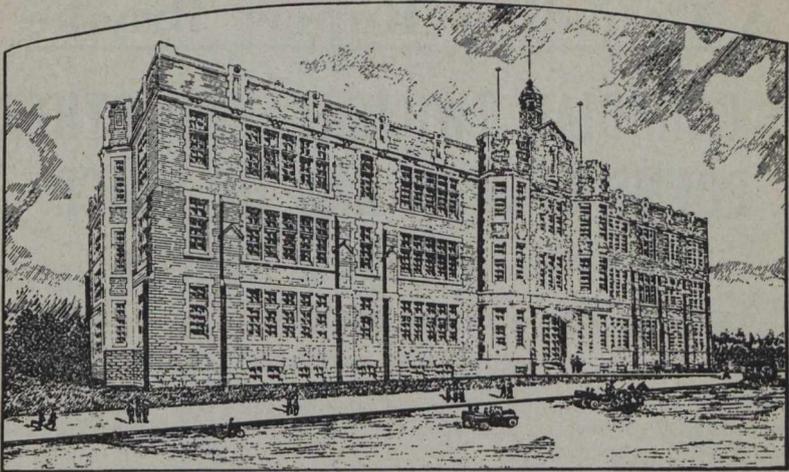
First Year.	Second Year.	Third Year.	Fourth Year.
English	English	English	English
Latin	Latin	Political	Political
French	French	Economy	Economy
Physics or Biology	History Physics	History Chemistry	History Chemistry
Alg. & Geom. Trigonometry	Biology	Geology & Mineralogy	Geology & Mineralogy

Provision has been made for instruction: First—by Correspondence Work during the year. Second—by Summer Sessions. Holders of Faculty Entrance or equivalent Certificates may enter the second year. Study under the supervision of instructors should precede the Summer Session. Instruction in the subjects of the second year will be organized in September. Teachers residing in Toronto or vicinity should apply to the Extension Office regarding Teacher's Classes which are to be conducted in these subjects throughout the winter.

Assistance by correspondence is offered as heretofore in preparation for the Normal Entrance, Faculty Entrance and Commercial Specialist's examination.

For further information apply to

*The Secretary, University Extension,  
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**THE SUPPLEMENT** - - - 10 cents, postpaid

These are reprints of the war material which has already appeared in *The School*. The former contains causes, events for every day from the beginning to May 31st, 1916 (important events in italics), the colonies' part in the war, all the campaigns, 77 examination questions, maps, etc. This volume contains 151 pages.

The Supplement continues this material both topically and chronologically up to the end of April, 1917.

*The School* this year will continue these topics and the "diary."

Every topic outlined in the Regulations is fully covered. The Ontario Department of Education has recommended this material.

For teachers' use nothing equal to this has been published. Every topic has been written especially for the classroom.

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## A Canadian Rupert Brooke

# A CANADIAN TWILIGHT, AND OTHER POEMS OF WAR AND OF PEACE

By **BERNARD FREEMAN TROTTER**

With Introduction by **PROFESSOR W. S. W. McLAY**

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Like Rupert Brooke, this gallant and talented young poet has made at the Front the great sacrifice. By Canadians in particular his high heart and splendid courage will be remembered, and they will not fail to treasure the product of his promising genius. When Canadian college men were called to take commissions in the Imperial Army, he was one of those who quickly responded, and he became a Lieutenant in the 11th Leicester Regiment, and it was while he was in training at Keble College, Oxford, that he wrote the beautiful lyric, "The Poplars", which closes with those exquisite lines:

"And so I sing the poplars: and when I come to die,  
I will not look for jasper walls, but cast about my eye  
For a row of windblown poplars against an English sky."

His wish was not granted, for on May 7th, 1917, he was killed in action in France. Two years before the war, inspired it may be by the example of both Shelley and Keats, he had dreams of what his death might be and had enshrined his imaginings in the poem, "The Passing", against which the actual fact of his swift passing stands in striking and pathetic contrast.

Those who knew him best may be forgiven if they link him in their thought with Rupert Brooke and Alan Seeger. As the former died for England in the Aegean, and the latter, an American, gave his life for France at the Somme, so Bernard Trotter laid his young life on the altar of sacrifice for his native land, the Canada he loved so well. Like Brooke and Seeger, one may justly say that he was a true poet, dowered with a passionate love of beauty and a native instinct for the expression of poetic thought and feeling in musical rhythms.

For two years Lieut. Trotter was an editor of the *McMaster University Monthly*, in which a number of his verses appeared.

"A Canadian Twilight" is sure to find a welcome by a large Canadian reading public. The volume is published in attractive and dignified style, very suitable for a gift, be it holiday, birthday or otherwise. There is also a frontispiece portrait of Lieut. Trotter in uniform.

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# The School

“*Recti cultus pectora roborant*”

## Editorial Notes

### Teachers’ Institutes.

Why is it so easy to lose interest in our classroom work, to conduct classes in a mechanical fashion, to forget our professional training and to teach as we were taught? Why is it? Watch the labourer on the street. Why does he so often work mechanically, wearily, with no apparent interest in what he is doing? Watch the man who is in business for himself. If he is “successful”, it is probable that he works early and late, his mind always on his business. Always looking for new ideas, new methods, he never loses interest. Can it be that the former feels that his situation and his wage being fixed, there is no motive for undue exertion, while the latter knows that every additional effort brings, either directly or indirectly, increased responsibility and remuneration?

In which of these classes is the teacher? Is it not true that he has his choice? The teacher who loses interest, abandons professional training, and is satisfied with routine work, puts himself in the class with the unambitious labourer. The one who keeps abreast of modern movements and tendencies in education, who seeks new methods, new devices, new books, who strives to make every lesson intensely interesting, who is willing to learn from the experience of others—this teacher belongs to the same class as the successful business man. And his reward comes just as surely. Important positions are seeking teachers of this type; good salaries are paid for this kind of work.

What agencies exist for the purpose of making available to teachers the newest and the best in educational progress, after they have left the training school? There are several. This is the *raison d’être* of every good educational magazine. It brings each month something which should serve as an inspiration to better work—and better work inevitably means a more important position and a larger salary. There may be in a teachers’ journal little that can be taken into the classroom and doled out second-hand to the students. The progressive teacher doesn’t want that; the subject-matter of the lessons is already well known. But it will furnish inspiration and we all need that. How badly we all need it, no matter what or where we are teaching!

Then there are summer schools. The ambitious teacher will not waste the long summer vacation, when there is available a course of some kind that will mean increased efficiency and improved qualifications. The summer school movement is growing. Universities offer correspondence courses in pedagogy, in arts, in commercial work, and for Normal Entrance and Faculty Entrance certificates. The successful teacher must never cease to be a student.

There is another source of inspiration—one that, in some provinces, is almost compulsory. That is the Teachers' Convention, the Teachers' Institute. Here, for two days, the teacher meets other teachers, discusses problems and conditions, hears addresses and lectures, learns the import of new regulations, talks in corridors and elsewhere with those whose experiences are identical with his own. The informal chat and social intercourse are by no means least of the advantages to be derived from these gatherings. The teacher learns that his difficulties are not peculiar to himself, that others have exactly the same struggles. They tell how they solve theirs, he tells how he solves his. He goes back to his school, refreshed, inspired, ready for a year of enjoyable, interesting, successful work.

October is the month of Conventions. Don't fail to make the most of the opportunity.

### **Changes in Regulations for Teachers' Institutes.**

An instructive booklet entitled "Amendments to the Regulations of the Collegiate Institutes, the High and Continuation Schools, and the Public and Separate Schools" has just been issued by the Ontario Department of Education. To the regulations governing Teachers' Institutes several important additions have been made. The proper use of Institute money is carefully outlined. These funds must not be voted for philanthropic or partiotic schemes but the teachers may, if they deem it desirable, form voluntary associations for the furtherance of these laudable objects. Legitimate expenditures are the cost of maintaining the Institute, the payment of special lecturers, the whole or part of the cost of an educational magazine for each member, and the expenses of one or two delegates to the O.E.A. The legislative grant must be used to provide professional libraries for the use of members and the library is to be in charge of a librarian elected as one of the officers of the Institute. While previously the maximum fee for membership was fixed at \$1.00, a minimum fee of 25 cents is now also laid down.

New duties are given the Inspector. He is to discuss what he has seen and heard in the schools during the year and is to suggest improvements; he is also to make special mention of changes which have

been made in the regulations. The Inspector has always been the mainstay of a successful Institute but frequently modesty prevented his appearance on the programme as often as the interests of his teachers required. Now he is given definite topics, the discussion of which should be highly profitable.

Addresses, papers, illustrative teaching, and general discussions are to comprise the programme. In all of these the teachers, the lecturer, and visiting educationists may take part. The duties of the special lecturer do not end with his address; he is expected to take part in discussions when he can add to their effectiveness.

In order that teachers may improve their professional knowledge a reading course is to be arranged by each Institute; in the prescribed reading, books on method will have a prominent place.

For shopping expeditions, visits to places of scenic or industrial interest, concerts, vaudeville shows, and similar diversions, there may be a proper time and place but these have no legitimate connection with a Teachers' Institute. In order that such recreations may not interfere with the members' duties during the meetings the Inspector and the School Boards are to take the necessary steps to secure the continuous attendance of all teachers; if the members of the Institute make a visit of inspection, the approval of the Minister is to be secured and the institutions visited must be of an educational character, where the work carried on has a direct bearing upon that of the schools; the evening meeting must be of a general educational character and must be open to the public.

The aim of these changes is apparent. The two days of Institute meetings are not holidays. The teacher is as much the servant of the public when attending the Institute as when conducting classes in the schoolroom. At the Institute new ideas, hints for improvement, increased professional knowledge, may be obtained. The teacher is expected to help as well as to receive help. The Inspector, the lecturer, the experienced educationist, are given a greater opportunity to provide assistance and instruction.

Read the new regulations in full. They are calculated to make the Teachers' Institute an organization for "the improvement of the teachers in general culture, and in the knowledge and practice of school organization and methods of instruction".

### **Summer Courses.**

In recent years teachers have begun to realize that the summer vacation is too long to be spent entirely in rest and recreation. Summer courses in all provinces have been well attended; instructors have been enthusiastic over the spirit of industry displayed by those in attendance;

teachers have enjoyed assuming again for five or six weeks the role of student. Is it not almost an axiom that the teacher who ceases to study ceases also to do successful work in the classroom?

Of the courses conducted this year by the Ontario Department of Education in conjunction with the University of Toronto, physical culture attracted the largest number of teachers. This was accounted for by the fact that a certificate is obligatory for those who teach this subject in secondary schools. Because teachers in rural and village schools find a knowledge of agriculture both desirable and necessary, there were large classes taking this course at the Ontario Agricultural College. For several reasons classes in the voluntary subjects were not as large as last year. War conditions are responsible for much of the decrease. It may be, too, that the torrid heat of the summer of 1916 discouraged some. The classes in French and other voluntary subjects were somewhat depleted because so many found it advisable to take physical culture. Those taking music and art were, however, as numerous as before. As in previous years many members of the Roman Catholic teaching orders took advantage of the opportunity to improve their professional standing.

The proportion of those in attendance who wrote on the August examinations was rather larger than usual, and this is an indication of the serious purpose of those who took the work. The Department of Education offered instruction in the subjects of Part A of the Normal Entrance and Parts A and B of the Faculty Entrance courses, and provided examinations in *all* the subjects of both courses, thus affording a special opportunity for the completion of the work for these certificates.

The experience of this year has shown that there is a very laudable desire on the part of many teachers to obtain higher or special certificates, and, incidentally, to increase their earning power and their fitness for better positions. The summer school movement is only in its infancy in Canada; rapid growth and development may well be expected.

### **Rewards and Punishments.**

In a little rural school somewhere in Canada, a young teacher was facing the usual problems. Her pupils were few but troublesome; not boisterous were they, not particularly mischievous, but irregular in attendance, unpunctual, and, more annoying still, imbued with a deep-seated antagonism to homework in any form. The teacher was becoming more and more irritable; she was drifting toward nervous breakdown—that bourne from which few teachers return to successful work. The pupils didn't "like" the teacher; punishments were frequent; resentment grew on both sides.

The teacher wrote for advice. "What are the legal punishments for lateness and neglect of homework? I keep my pupils in after four for these offences, but for how long may they legally be detained?"

In reply she was told that there are no legal punishments for such misdemeanours; that the teacher is expected to emulate a "kind, firm, and judicious parent." She was also advised to drop the idea of punishments, to change her entire attitude, to be cheerful and happy, to secure a supply of coloured chalk and reserve a space on the blackboard for an Honour Roll, to assign "stars" for perfect lessons and for neat work, to give "marks" for perfect attendance and punctuality and to send home bi-monthly reports on which these rewards of merit would be prominently recorded.

The hint was sufficient. Within two months this teacher wrote again to say that the situation had undergone a complete change. Her pupils were working; attendance, punctuality, homework were quite satisfactory. She was enjoying her work and the children seemed to be enjoying theirs. The spirit of resentment and of constraint had vanished. She asked that the advice given her be passed on to any who might need it.

This little story raises the old problem of rewards and punishments. Which are the more effective? Are such punishments as "keeping in" and "writing lines" logical? If a boy does not like his work should he be given more of it so that he will like it? Will this method arouse his interest in his studies? Is there not a better way?

### **The Schoolmaster.**

"Why are we never quite at our ease in the presence of a schoolmaster? Because we are conscious that he is not at his ease in ours . . .

He cannot meet you on the square. He wants a point given him like an indifferent whist player. He is so used to teaching that he wants to be teaching you." Charles Lamb said this, but, of course, he said it years ago and he had never been in Canada nor did he know the teachers of this Dominion. It is not true to-day in this country, is it? There are no teachers now (are there?) who have the primitive tendency to dogmatism, who are willing to pose as the final authority in all problems, who allow the trifles to obscure the great essentials. No longer is the schoolmaster afflicted with the desire for personal isolation, no longer is he "a man severe and stern to view". He is a citizen with full privileges, an expert in his chosen sphere of activity and proud of it, a man of business (the most important of businesses), a man among men, a good "mixer".

Is all this true or is it only an ideal? If an ideal, is it a good one or otherwise? It may be that, outside the profession, there are still traces of the idea expressed by Lamb but surely it has almost died out. The rapidity of its decease depends largely upon the schoolmaster himself.

## Examinations in Art, 1917

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL  
SCHOOLS AND FACULTIES OF EDUCATION.

S. W. PERRY, B.A.

Faculty of Education, University of Toronto

AS many teachers look upon the examination papers in art as somewhat suggestive of the work that should be covered in their classes during the year, THE SCHOOL, through the courtesy of the Department of Education, will reproduce these together with other suggestive material such as the scales of valuations employed by the examiners and some samples of candidates' drawings produced in answer to the questions set for the various examinations. This month we shall confine ourselves to the Lower School art.

By reading the question paper and the scale of valuations together the subjects considered worthy of emphasis can be readily noted. The paper permitted an option among three questions in A, a *pencil drawing* of a small group of objects, a *colour drawing* of another small group of objects, and a *landscape in water-colours*, where the object of chief interest—a maple tree by the roadside in autumn—is suggested.

These options allowed a wide scope for individual tastes and training, and some very good drawings were received, as an examination of the accompanying engravings will show. The defects that are apparent in these, the best, were much more in evidence in most of the drawings.

The opportunity of examining much of this work has emphasized the following suggestions:—

(1) Great neatness and a proper handling of the medium employed should be insisted upon in the production of every piece of work.

(2) Every drawing lesson should begin with the application of the principal laws of composition, so that the objects may be placed in a proper relation to one another and to the space in which they are to be drawn.

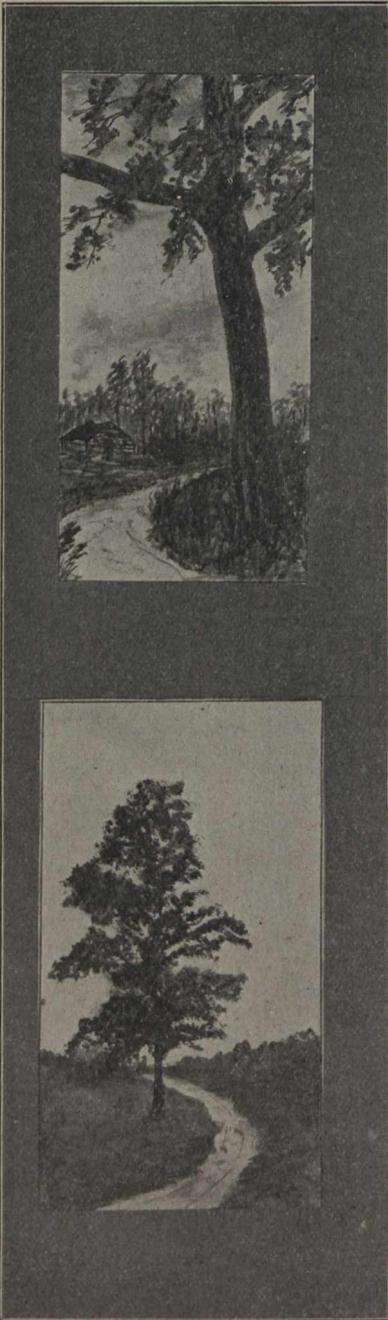
(3) A simple method of expressing a foreground and a background should be taught.

(4) Some lessons should be given about the principles of perspective. Very rarely were the receding lines of the club bag made converging, and the ellipsis of the hat brim foreshortened. (Note the hat brim in 2 and the club bag in 3. Note also in each of these how the hat brim notches into the club bag).

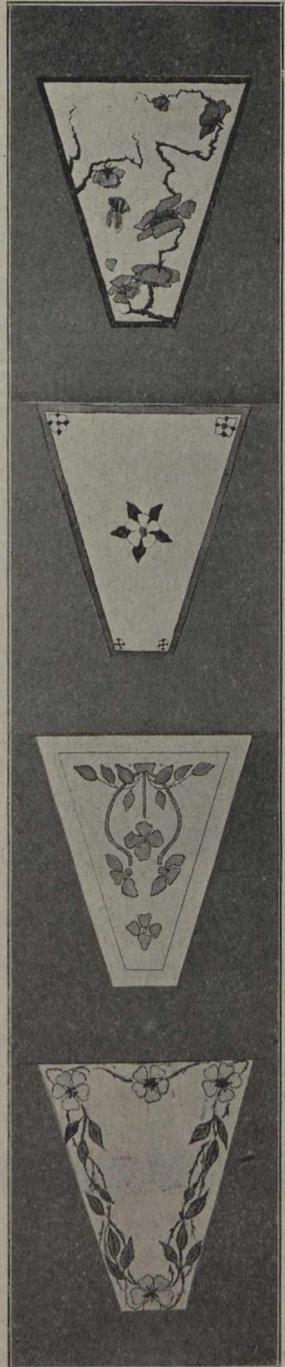


A

(5) Gradations of tone should be noted and a scale of values studied that shade and cast shadow and the relative values of objects and their surroundings may be properly expressed. The form and tone of cast-shadows are generally very carelessly drawn.



B



C

B. Part of the paper permitted a choice between a design in which the lettering was the chief feature, and a bit of applied design in which the composition and the colouring afforded greater opportunities.

Again, experience gained at the examination of the papers suggests the following advice:

(1) Emphasize neat lettering of standard types (Roman and printers' Gothic) with the freehand and with mechanical aids.

(2) Make sure that the members of the class understand and can apply the principles of composition.

(3) Teach in a practical way the three *properties* of colour and the five harmonies of colour.

C. This part permitted no option, which turned out to the candidates' advantage. Only five out of the nine parts of the question were of a technical character. Many teachers are of the opinion that all of the questions on the picture should deal with the *structural* side, and none with the *story* side of the picture on a paper for candidates for the Lower School examinations in art.

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## I. THE QUESTION PAPER.

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS  
AND FACULTIES OF EDUCATION.

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### A R T .

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

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

NOTE 3:—The use of the ruler and other mechanical instruments is permitted only in questions 4 and 5.

(Three questions constitute a full paper, one from A, one from B, and the one under C.)

#### A.

1. Make a pencil drawing, about nine inches at its greatest width, of the group of objects labelled "Group I", and situated *to your left*. Indicate light and shade, cast shadow, colour values, and a background. Surround your drawing with a neat enclosing line.

NOTE:—Where the lighting is poor in the examination hall, candidates may imagine the light to be coming from a window to their left and somewhat higher than and in front of the group to be represented. The same provision applies to question 2.

2. Make a sketch with water colours, or with coloured crayons, about nine inches at its greatest width, of the group of objects labelled "Group II" and situated *to your right*. Paint the piece of pottery in a colour which will harmonize with the colour of the fruit. Indicate light and shade, cast shadow, and a background. Surround your drawing with a neat enclosing line.

3. Paint an autumn scene in which a *maple tree* by the roadside is made the centre of interest. The painting should be not less than nine inches in its greatest dimension.

## B.

4. With India ink or black paint, letter in Roman or in Gothic capitals,  $\frac{3}{4}$ -inch high, upon an appropriate tinted scroll design, the words FOR KING AND COUNTRY.

5. Draw one of the panels of a hexagonal lamp shade. This panel shall have a base six inches long, and sides slanting equally to a top one and three-quarters inches long, parallel to and seven inches from the base. Decorate this panel with a design based upon the flower and leaf of the red clover, or the sweet briar, or the apple. Finish the whole in a harmonious colour scheme, using either water colours or coloured crayons.

## C.

6. Answer in pencil on drawing paper the following questions about the picture on the opposite page:—

(a) What are the indications in the picture of (i) the time of day; (ii) the kind of day; (iii) the time of year; (iv) the artist's position with reference to this scene?

(b) Do the persons and animals represent stationary objects? Give reasons for your answer.

(c) Why has the shepherdess led them to this spot?

(d) Give reasons for considering the shepherdess the chief object of interest.

(e) Name the subordinate objects of interest.

(f) Suggest two titles, either of which would be appropriate for this picture.

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## II. CONFIDENTIAL INSTRUCTIONS.

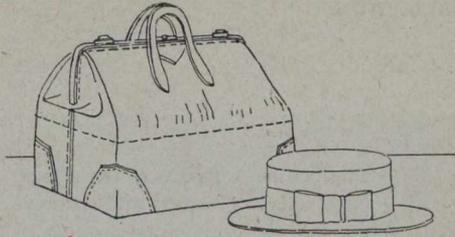
1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.

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

3. For question 1, place upon *level* supports or cross-boards in the alternate aisles (commencing with the aisle to the extreme left of the candidates), and on a level with the top of the desks, groups of objects arranged as nearly as possible as in the engraving and consisting of:—

(a) a dark club bag;

(b) a light straw hat.

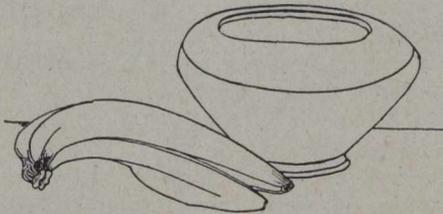


D

One group for every five candidates should be sufficient.

Identify this as "Group I" by a card fastened to it in such a way as not to obstruct the view of the candidates, or to be mistaken by them as a part of the group to be drawn.

This group must be so placed as to give each candidate a good view of it to his left.



E

4. For question 2, place upon *level* supports or cross-boards in the aisles not occupied by the models required for question 1, and on a level with the top of the desks, groups of objects arranged as nearly as possible as in the above engraving and consisting of:—

(a) a jar or bowl (preferably dark green or dark purple in colour, and opaque);

(b) a banana lying in front of the jar and almost altogether to the left of it, and with one section partly peeled.

One group for every five candidates should be sufficient.

Identify this as "Group II", observing the same care as in identifying "Group I".

5. After *distributing the question papers* lay emphasis on the following announcements to the candidates:—

(a) *Three* questions constitute a full paper. The choice of questions is indicated at the head of the paper.

(b) The desks, tables, or other supports used for the groups of objects for questions 1 and 2 are *not* to be drawn.

NOTE:—Where club bags or bananas cannot be secured, the Presiding Officer may substitute objects similar in character, for example, a suit case, or a square hand-box; a lemon, an apple, or an orange.

## III. SCALE OF VALUATIONS.

Questions.	Marks.	Total.
A PART.....		32
1. Pencil sketch.		
Enclosing line.....	1	
Size and placing.....	3	
Form.....	3	
} Proportion of objects of the group.....	3	
} Perspective of objects and shadows.....	15	
Tone—Light, shade, cast shadow, relative values of background, foreground and objects of the group.....	6	
Pencil handling and texture of the objects.....	4	
2. Colour sketch.		
Enclosing line.....	1	
Size and placing.....	3	
Form, including perspective of objects and shadows.....	10	
Colour, tone (light, shade, cast shadow background, foreground) including a consideration of neatness.....	18	
3. Autumn scene.		
Size.....	1	
Space divisions.....	5	
Composition—centre of interest, colour, tone, subordination.....	22	
Consideration of neatness—balance.....	4	
B PART.....		32
4. Scroll design and lettering.		
(a) Design—		
Composition—Proportion, size, appropriateness.....		
Colouring—Subordination, harmony, consideration of neatness	16	
(b) Lettering—		
Size, Uniformity and construction, spacing, consideration of neatness.....	16	
NOTES:—Composition and colouring to be valued approximately in the ratio of 2:1; (2) In special cases where either (a) or (b) shows special skill, and either part is left incomplete, the marks are to be adjusted within a minimum and a maximum mark of 10 and 22.		
5. Design of lamp shade.		
Shape.....	4	
Design—Method, border, spot, radiating, all-over pattern or com- bination of these.....	4	
Composition.....	12	
Colouring—Any harmony—Consideration of neatness.....	12	
C. PART.....		36
6. Picture study.		
(a) (1) Time of day?.....	4	
(2) Kind of day?.....	4	
(3) Time of year.....	4	
(4) Artist's position.....	4	
(b) Are persons and animals stationary?.....	4	
(c) Why led to this spot?.....	4	
(d) Chief object of interest?.....	4	
(e) Subordinate objects?.....	4	
(f) Two titles?.....	4	

## IV. ANSWERS TO PART "C" THAT WERE ACCEPTED.

(a) (i) The shadows cast by the shepherdess, sheep, and trees indicate that it is nearly mid-day.



F

(ii) The day is warm and hazy. The shepherdess has removed her outer garment and is carrying it suspended from her staff. She has

rolled up her sleeves, and thrown open her waist at the throat, as though to seek relief from the heat. The shadows are not strongly defined and the distant landscape is partly obscured by a mist.

(iii) The ploughman with his ox-team at work ploughing in the middle distance, and the fresh, light foliage of the nearby trees indicate late spring or early summer, or

The ploughing, and the distant stack indicate late summer after the haying season is over.

(iv) The artist has an eye-level slightly lower than that of the shepherdess.

(b) No. The poise of the shepherdess, ploughman, and sheep indicate that they are moving forward.

(c) The shepherdess has led her flock to this spot for the sake of the shade, or for the sake of the fresh pasture, or for the sake of the water.

(d) She is given the prominent position in the foreground. Her clothing with its strong contrast of light and dark calls attention to her. Everything else in the picture is subordinated to her, the sheep follow her, lines lead to her.

(e) The pasturing sheep, particularly the pet lamb, the pasture, the pool of water, the cluster of trees, the ploughman and his yoke of oxen, the land roller, the distant stack.

(f) "Seeking Green Pastures"; "The Shepherdess".

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## Book Reviews

*Stories of the Scottish Border*, by Mr. and Mrs. Wm. Platt. Price 1s. 9d. George G. Harrap & Co., London. Children, and adults, will enjoy these stories; most of them are prose but interspersed are a few fine old ballads. Taken altogether, the stories and the ballads give an interesting sketch of Border history from Alfred the Great to the Jacobites. This should be a popular book in the school library. W. J. D.

*Everyday Classics* (Third Reader, 48 cents; Fourth Reader, 56 cents; Fifth Reader, 60 cents; Sixth Reader, 65 cents.) The Macmillan Co., Toronto. These Readers have been prepared by Professors Franklin T. Baker and Ashley H. Thorndike, and each contains a large number of excellent selections for children's reading. These selections have been very carefully chosen from the classics of our language on the basis of James Russell Lowell's definition of a classic as "something neither ancient nor modern, always new and incapable of growing old". The Third Reader is made up largely of fables, fairy stories and folk lore; the Fourth Reader contains fanciful tales of adventure, stories of real heroes, descriptions of outdoor life; the Fifth Reader is primarily a book of stories; the Sixth Reader contains world-famous stories. Each Reader gives suggestions as to how a selection may be studied. These books would be found useful in the school library as supplementary reading or would provide a fund of good stories for the "story hour". W. J. D.

## Primary Department

### The Fusion of Work and Play in the Kindergarten and Primary

ETHEL M. HALL.

"Would you learn the way to Laughter Town?  
Oh ye, who have lost the way.  
Would you have young heart, though your hair be gray?  
Go learn of a little child each day,  
Go laugh his laugh and play his play,  
And catch the lilt of his laughing gay,  
And follow his dancing feet as they stray,  
For *he* knows the way to Laughter Town,  
O, ye, who have lost the way."

**C**OLONEL Parker has aptly said: "Play is God's method of teaching children how to work."

Zechariah, in his description of the return from captivity, uses this sentence to show the attractiveness of Jerusalem: "And the streets of the city shall be full of boys and girls playing in the streets thereof."

From the earliest antiquity childhood has been recognized as play-time.

The Egyptians thought of Heaven as a place of music, dancing and games. Our North American Indian called it "The Happy Hunting Ground." The Greeks were the first to recognize the educational value of play. Johnston gives a list of games which the Greek boy was required to use in his physical exercises. These were: running, leaping, discus throwing, javelin casting and wrestling.

Paul frequently mentions the "race," and its necessary preparation.

During the Middle Ages, the lives of little children became more dreary. All forms of amusement were frowned upon.

Coming down to later times, Rabelais, Erasmus, Comenius, the Jesuits, Fenelon, Locke, Montaigne, Richter, Pestalozzi and Froebel used play as part of their educational systems.

But it is to Froebel that childhood owes a debt of gratitude for restoring its heritage of play. He said that the plays of childhood spring from inner impulse and necessity, and are the germinal leaves of later life."

Dr. G. Stanley Hall calls play "motor poetry." He says that the spirit is always exactly proportioned to the directness and force of the current heredity.

Dr. James L. Hughes, in his chapter on play in "Principles of Education", says: "Just as the young animal must play as a preparation for after life, so the child must express himself in play, that he may be fitted physically, mentally and morally to take his place in the world."

Dr. Dewey thinks in play the interest is in the activity for *its own sake*.

James, in his psychology, in speaking of the instincts says: "Most instincts are implanted for the sake of giving rise to habits, and, this purpose once established, having no further use, fade away. Therefore the habit of activity which is the origin of the habit of work and of its enjoyment, may be formed, and its *opportunity lies in forming the right connection between play and work, at the right time.*"

"Play is the generic instinct of spontaneous self-activity," says Gesell. "There is the mere physical play of the young child for the sake of the activity itself; the rhythmic play of the older child, such as skipping, dancing and singing; the natural motor plays in which perception and movement are learned; later plays which are more recapitulatory, carrying the action back to prehistoric activities; dramatic plays, where the child plays out and becomes initiated into future experiences."

Tyler in his *Growth and Education*, gives another somewhat similar division of plays. These are: "The sensory and active plays of the infant such as kicking, rolling, pounding and grasping; representative plays such as playing mother, teacher, or some animal representation; traditional plays as, 'London Bridge,' 'Hoist the Gates as high as the Sky'; social or group games as football, baseball, basketball; co-operative games and competitive games as tag, hide-and-seek or 'pull-away'."

On the hygienic side play develops the muscles, stimulates their growth and therefore fortifies the body against nervous weakness and disease. The use of the muscles stimulates the heart and lungs and promotes healthy growth. Play is self-corrective, as the child ceases to play when he becomes weary.

Play furnishes the best mental training. Every sense organ is alert and the attention focussed on one point. The *will* is trained. The child must choose his course at once and act upon his choice instantly. He cannot wait for advice, he must act on his own initiative. This is a splendid training for after life.

Play is the best form of physical training, because it is the most enjoyable. The social quality in play creates happiness and consequently growth.

Dr. Dewey says: "Play is not to be identified with anything the child really does. It is free play—the interplay of all the child's powers, thoughts and physical movements, in embodying in a satisfying form his

own images in interests. It is freedom from the pressure of life—living. It is the fulness of growth as the supreme end of the child—fulness which carries him on! Play means the *complete emancipation* from the necessity of following any given or prescribed system. The play must be the child's *own*, must have its *roots* in *himself*, must lead him to a *higher plane*, not playing with its powers, ever stirring, but never arriving."

How can we distinguish between play and work?

Thorndyke says: "In proportion as the activity is *intrinsically satisfying* to man, he calls it *play*. In proportion as the activity is *intrinsically annoying*, he calls it *work*. In proportion as it is an undertaking or part of an undertaking ordered by man it is work or play. The *essential characteristic* is the *inner attitude*."

Johnston says: "Work and play often shade off so imperceptibly in the case of a child that they cannot be distinguished. *All play involves work*, and children often love to work, even to work for a definite result, as they love to play. Therefore the *chief end of education* should be to *develop a joyousness in work*."

Professor Eliot enumerates the sources of joyousness in work. First, the pleasure of exertion—the active exercise of the powers, bodily and mental. Second, achievement in competition. Third, co-operation in rhythm and harmony. Fourth, the exercise of intelligence, judgment and skill. Fifth, encouraging risks or dangerous adventures. "Is it not then the *office of education to open up to each child an ever widening field for achievement, an ever increasing joy and satisfaction in accomplishing?*" This joy of achievement should be in the line of some permanent and useful interest *relating to life and adapted to its needs*. This is what the love of play *may and should* develop into.

The *dramatic tendency of play* can be used by the teacher, not only to bring the child into a consciousness of his future problems, but also into an *appreciation of literature*. It will be found that the success of all dramatic work depends upon the degree of organization with which the stories are attacked, and the freedom and spontaneity with which the children are encouraged to interpret the characters and action.

The playing of stories can be made the most serious work of the day and there are endless opportunities for reading, writing, spelling and language lessons in connection with it.

The word *play* has frightened a great many educators, but we are beginning to realize that the *play spirit is the art spirit*, and that the *hardest work* is often the *most delightful*.

Play with little children is a *mood*—a method of attack, and has little to do with energy or effort, except that a child puts forth his best effort when he is in a *playful, happy, creative mood*.

Gesell says: "Dramatic work should be begun in the kindergarten, and should proceed with increasing complexity throughout the grades. It should have its initial start in the simplest representations and should be well within the grasp of the players."

The simplest form of representation is the *pantomime*, and this may be begun in connection with the reading lessons. For instance, one child may represent some simple action in pantomime, which another may interpret in some simple sentence to be written upon the blackboard. When the board is full of such sentences, the review of the reading becomes quite simple—every child is eager to choose and illustrate a sentence without telling which one he intends to take. Thus all the sentences are re-read and the words are fixed in the minds of the pupils by means of the illustration.

Simple *character sketches* may follow, in which the child portrays a character by means of gestures or movements of the body. *Animals* may be represented. *Moods* may be portrayed as: "A Tired Child," "A Happy Girl," "A Lost Boy".

Children grow in their power to represent, and language develops rapidly.

*Tableaux* may be organized to emphasize position of the body and ease in facial expression. Thus the children gain self-control, which is reactionary in other lines of work. The tableaux may represent: "Indian Life," "A Camp in the Woods," "The May Queen," or "A Reading Lesson."

After character sketches have gained strength, the children may choose stories with *simple plots*. Mother Goose lends much toward this style of expression, "Mistress Mary"; "Jack and Nimble"; both verses of "Jack and Jill"; "Simple Simon Went A-Fishing"; "Little Jack Horner"; nursery stories as *Little Red Riding Hood* or *The Three Bears*.

The child must be thoroughly acquainted with the story or he *cannot live* it again. Dramatic work is imaginative work interpreted by the child *himself*. "The story must have abundant action and divide itself naturally into parts. The teacher must have a definite synopsis of the story clearly in her *mind*—a *beginning*, a *middle*, and an *end*. She should, by discussion with the children, divide the story into these parts, so that the sequence of events will be held clearly in mind."

Why not make *drawing* a play exercise? Children delight in free expression with the chalk on the blackboard, or the pencil or brush. Kindergarten and primary children are in the expressive language period of development and every opportunity for such development should be given to them. Children have a sense of humour and thoroughly enjoy

telling a story with the chalk or pencil. I watched a little fellow illustrate the story of "The Organ grinder and his dog and monkey". No game could have given more pleasure.

Work in *clay* can be made as playful as one could wish. When a child makes a set of dishes for her doll's house, the *true fusion of work and play takes place*. She enjoys every movement in the modelling, because she anticipates the pleasure of possession. The same thing is true when she *cuts out and makes a dress* for her doll. There is work involved—accurate measurement, precise cutting, careful stitching and hemming, but the pleasure of accomplishment is again uppermost.

*Weaving* enters the same realm of work and play. The child weaves a cap, scarf or muff for her doll. She works steadily, but all the while the play spirit predominates. She is playing out future experiences in miniature. She may weave a hammock in which to swing her doll or a rug for her doll's house or she may construct the furniture for the house. Every nail driven means effort and work. But the child does not rebel. The fusion between play and work is so complete as to make it difficult to tell where *play ends* and *work begins*.

"School work need not be irksome in order to be profitable. Joyous purposeful activity is the secret of honest living."

Can the play spirit enter into the *literature lesson*. Take this verse of Stevenson's:—

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing,  
Ever a child can do.

The very poetry of motion is in every line of the poem.

We built a ship upon the stairs,  
All made of the back bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the billows.

Of course a solemn-faced teacher can never secure a playful mood in the schoolroom. This playful spirit may enter into all *number work*. The pupils may play *store* and gain many number experiences. They may use toy money and become acquainted with values in their play. They may measure the cords in their hammocks and the wood for their furniture. They may play dominoes and gain many number relations. There are many number games giving pleasure and yet teaching the facts of number through their functional use.

Gesell says: "The great tragedy of the age is the suffocation of the creative instinct of workmanship by thwarting by formal environment.

The problem of pedagogy is to so reshape life that all the latent sprightliness, plasticity, geniality and creativeness of children and of men and women will come to their fullness."

Is not this a *plea* for more freedom and play in work in our schools? Frederick Burke pleaded for this free play years ago. He said: "Where is there time for it anywhere else? It is the child's *right* and *need* to express himself in free play and we have no right to pen him up for hours every day and expect him to become an all-round man.

The plays of childhood should be spontaneous. Many kindergarteners and primary teachers superimpose games upon little ones which are *adult* conceptions of play—not a child's. We would do better to allow the children to guide us.

When play was first introduced into the primary room, boards of education and parents became alarmed for fear that little children might gain a wrong idea of the *meaning of school*. Now they realize that more real work may be accomplished in the spirit of play than in the olden days. Relaxation reacts upon the nerve centres of the brain and the child is able to retain more.

Play is the natural teacher of the child, as of the young animal. Through play he gains control of his body.

Excursions to fields or parks or woods in search of flowers, butterflies, bugs, minerals; for the study of birds and their nests and of animals in their native haunts and fishes in their natural element, may be made sources of great pleasure. Trips to the zoo, followed by games descriptive of the animals seen, may be made a great incentive to keen observation.

Learning to *read* is now a joy in the kindergarten and primary school. The children are met at once by familiar characters of Mother Goose, who in their childish imagination have become friends and playmates.

But educating a *taste* for *literature* is just as important as learning to *read*. The emotional life of the child must be cultivated by *dramatic play* and social co-operation. The culture of the imagination must be reached by means of good stories, well told and *relived* in *play*.

"Childhood is the gateway to a larger experience, and the path over which the child is led broadens into the great highway over which the youth may walk alone. Here will be enacted the *drama of the soul*. Here will the child, now a youth, meet spiritual triumph and defeat; but if in childhood the beauty of life and its freshness have been preserved to him, he will carry the *blossoms of imagination* and the *fragrance of happy hours* to guide the ardent feet of youth in clean cool places."

Some dear little children went to Fairy  
Land,

To see the Fairies work, and join the  
Fairy Band.

Said they to old King Fairy:

"May we come and live with you?"

He put his glasses on and said:

"Well now, what can you do?

Can you work, Can you play?

Can you sing all day?

Can you make folks happy,

Can you make them gay?

Can you jump? Can you run?

Can you make lots of fun?

If you can, you may come

You may come, come, come."

The children then took hold

Of old King Fairy's hand,

And went to all the poor

And sick folks in the land.

They went to the poor children,

Who had to work all day,

They helped them with their little tasks

And taught them how to play.

How to work, how to play,

How to sing all day,

How to make folks happy,

How to make them gay,

How to jump, how to run,

How to make lots of fun.

If you can; will you come?

Will you come, come, come?

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## The Story-Teller—Her Qualifications and Preparation

ANNIE J. WORKMAN.

Hope Farm, Verbank, N.Y.

THE one who tells stories to children should have some knowledge of what experts in child study have given to the world regarding the characteristics and interests of children in the different stages of development. This will help her to understand why the group that has listened spellbound during the recital of many a fairy tale begins, after a while, to ask "Is that true?" or to say "Tell us a really true story". A knowledge of child study will help her, too, in the preparation of her story, leading her to choose an attractive opening sentence and to eliminate unnecessary details.

A broad culture increases the efficiency of the story-teller. She should have a knowledge of what constitutes good literature and a wide acquaintance with that literature, not merely for the sake of the wide field from which stories may be chosen, but more for its broadening effect on her own life.

The story-teller should be sensitive to passing impressions and able to retain and make use of such impressions in her work. She should have the ability to see the dramatic possibilities of the material and to develop this into story form to use as opportunity offers.

An absolute essential for successful story-telling is the ability of the narrator to enter into the spirit of the story, to *be* the different characters

introduced. A story into the spirit of which one cannot thus sympathetically enter should be excluded from one's repertoire.

While some may think that the ideal story-teller is born, not made, the fact remains that to accomplish results really worth while from the educator's point of view, preparation should be made along several lines. Attention should be given to the problems of the beginnings of the different great races. This will make possible a more intelligent handling of the stories coming from these several sources. The different types of stories, both ancient and modern, should be studied and from these should be chosen for most frequent use the types which make a special appeal to the narrator, although other stories will be told as circumstances demand.

The story-teller should cultivate her speaking voice, aiming at distinctness of enunciation and pleasantness of tone. The voice should be raised only loud enough to be heard comfortably by the group which, if composed of children, should be seated as near as possible to the narrator because, with them, mental nearness depends somewhat on physical nearness.

Before preparing a story one should decide the specific purpose for which the story is to be told, because on this depends somewhat the method of handling, the placing of emphasis. It is true here, as elsewhere, that a weapon fired without definite aim accomplishes little.

In order to have a good background for the story, to be able to answer questions that may be asked, one should know as much as possible of the manners, customs, and environment of the characters of the story. For example, when preparing some of the interesting legends of the red man, one should know what our best histories and geographies tell us of our brothers of the forest and plains.

When it comes to actual preparation of the individual story, divide it into scenes as a play is divided and visualize each scene. Eliminate non-essentials and aim at simplicity of language. Use direct narration as far as possible. Make the first words striking, and lead quickly into the movement of the story, which should be simple, clear, and direct throughout. When the climax has been reached, bring the narrative quickly to a satisfying end. Practice the story always with the attention fixed on the scenes and suitable words will come easily. Do not memorize the words, except in the case of especially beautiful passages, or the conversations given in the best versions of such popular stories as "The Three Little Pigs," or "The Three Bears." Get into the mood of your story before you begin or your hearers will get little from it.

There are a few hints which should serve to increase the likelihood of success in this work. Do not hurry your story, but give time for every point and shade of meaning to be grasped, especially in humorous stories,

where time must be allowed for enjoyment of the jokes. In order to be heard in a large room, speak distinctly and direct your attention to those farthest away. The history of story-telling and children's literature is a phase of our preparation that should not be neglected. This interesting topic will be dealt with in the next article.

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## Story-Telling in the Primary Room

AGNES IRIS WATTERS.

Cottage School, Calgary

**E**VEN with eleven specifically stated subjects in the Course of Study for Grade I, thereunto should be added another—that of story-telling. Do you primary teachers ask why, why add another subject to the already over-freighted curriculum? Well, a number of very good reasons could be advanced. The first that comes to mind is that it makes children so happy. (And if you succeed in this one point you are a long way on the right road for a successful teaching career.) Just as soon as "story-time" is announced the atmosphere of the primary room is transformed. Such joyousness lights up the little faces! Such hand clappings! Such long-drawn-out expressions of "Oh goody! goody! Goody!" These expressions of delight of themselves are almost sufficient justification for the general introduction of the story-telling period into the primary room. The satisfying of that deep-seated love little children have for stories is well worth while. You can get into sympathetic relations with them in no quicker way, and thus establish a fine basis from which to direct future work.

Telling stories to children can be made to serve many purposes. It can be so used that it becomes one of the greatest incentives to children to master the mechanics of reading in order that they may soon be able to read stories for themselves. It is one of the best means of developing sustained attention—that one supreme difficulty of the primary teacher—of training the fleeting little brain to "attend" for even a brief time. It provides just the right material for the relaxation periods, giving that relief to tired little brains in a way to which no other form of recreation in any way compares. For developing the powers of expression the "story" stands pre-eminent. Shy, reserved, backward, self-conscious little beings become so absorbed in a story that for the time self is forgotten and they spontaneously burst into speech. An instance of this occurred in a primary room. A six-year-old boy came in from the farm to attend school in the

city. For three days he attended school without saying a word, but he was listening and taking in what he heard. The third afternoon, the teacher, hoping to elicit some response, told his class about the antics of a calf she knew when she was a little girl on the farm. His timidity and reserve vanished and his tongue loosed, for he broke into the story exclaiming: "Gee! you ort tuh see our Liz's calf stick up its dang tail and run." That his language was not just the correct pure English we prefer to hear is true, but the child's power of expression was evolved and the teacher's effort rewarded.

In no more advantageous manner can the moral judgment be quickened into consciousness than through the judicious telling of stories. It is not necessary to point out the moral. Indeed if the story is not of sufficient strength to set forth the moral it would better be left untold. A much better plan would be to tell story after story containing the moral until the implied appeal goes home and the children give signs that the leavening process has begun.

To be able to make good selections we must understand children; and if we have made any study whatever of childhood we will have learned that children are intensely active, very imaginative, generally sympathetic toward their kind and toward animals, full of curiosity, interested in all living things, lovers of motion, be it of wheel, bird, or fish, and observant of the doings of the people around them. Their purposes are usually simple and direct; they are emotional rather than intellectual; they delight in repetition; they imitate, imitate, what they see and hear; the love of rhythm is innate in them; and they are very susceptible to suggestion.

It seems to me that that native love children have for stories has its origin in just such characteristics as these, and so a careful study of these characteristics would surely be a safe guide in the selection of the kind of story children like, and the kind to which they will readily respond.

We can delve into our store of literary lore and pick out stories that will foster, nourish, and enrich each one of these traits, and thereby in the most pleasant way lay a sure foundation for a love of good literature. For in choosing stories for little children we should always make sure that the stories are such as to constitute the first steps toward introduction to the realm of literature. A limitation which is at once exacting and inspiring is set when we recognize and designate the stories of the primary room as literature. That very classification carries with it certain well-recognized standards, and tends to improve the quality of our selection. It would naturally follow that the more familiar primary teachers are with general literature, and the more developed our taste, the better we are able to select stories for children. I imagine most of us need to

become better acquainted with the principles of literary criticism, for then we should be more able and ready to examine critically the stories we are using, and to subject new stories to tests that are not narrow or personal.

In order to be able to apply such tests the primary teacher must cultivate a catholic taste; she must saturate herself with folk and fairy lore, with myth and legend, as well as with modern literature for children; and she must cultivate a keen sensitiveness to worth and beauty.

There are many stories from among the nursery classics that have stood the tests, such as Cinderella, Sleeping Beauty, Silverlocks, Goody-Twoshoes, etc. Such as these have satisfied the imagination and fed the spirit of the human race since its infancy, and are suited to the young of all races and all times. We need not hesitate to use these, nor do we need to apply a literary test, for in the repeated telling and re-telling these old stories have been so polished in form that from the standpoint of perfection of finish they are well-nigh impossible to imitate.

There is one class of story which of a surety should be in the selection and that is the story containing good, wholesome humour. The saving sense of humour cannot be too early inculcated, inoculated if you will, into the very fibre of the little child's being. I believe it would be better than vaccination—it would ward off that terrible danger of becoming too prosaic, too practical, too dense to legitimate fun. You all know the tiresome, impossible, moody, over-sensitive, wooden, "slow-in-the-take-up" type of person. Check, uproot if possible, these tendencies apparent in children, by repeating Mother Goose nonsense rhymes. Take them in imagination to Brer Rabbit's hut to visit the little Rabs, or tell them "Pinocchio," the pranks of which are symbolic of a boy's development, or tell "Racketty Packetty House" by Mrs. Burnett. This is a book containing a story bubbling over with fun.

In conclusion let me name some books from which, in my opinion, very good stories can be selected for telling to children in the first grade. "Bed-Time Stories" and "Old Mother West-Wind's Stories," by Thornton Burgess; "In the Child World," by Emilie Poulsson; Miss Mulock's "Brownies"; "Poomiac," the little boy of the north whom Dr. Grenfell found and cared for in his floating hospital; "Fairy Stories every Child should know"; "Fairy Stories Children Love"; Stories in "Learning to Read,"—the manual that goes with the Aldine Primer; "Stories to Tell to Children" by Fannie E. Coe; "Instructor Literature Series" from Hall & McCreary, Chicago; "The Little Classic Series" from A. Flanagan Co., Chicago; "How to Tell Stories and Stories to Tell" by Sara Cone Bryant.

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## High School Debating in Alberta

A. E. OTTEWELL.

Secretary, Department of Extension, University of Alberta

**T**HERE are few people who reach mature manhood or womanhood without having been conscious at some time of a desire to be able to speak effectively and convincingly on controversial subjects, and yet comparatively few persons possess this faculty.

“Indeed those who have followed with any degree of interest the efforts of the average person at public speaking will be inclined to accept Lewis Carroll’s well-known postulate: ‘Let it be granted that a speech may be made on any subject, and at any distance from that subject.’ The ability to speak convincingly and with effect is not one which comes by chance nor is it merely a natural endowment. Like most other so-called ‘gifts’ it is capable of infinite development, and few other faculties will repay the time and effort spent in their cultivation more richly than will this of effective public speech.

“All things else being equal, the man who has the ability to present his ideas and arguments convincingly will possess immensely greater prestige and wield a far greater influence on the public life of his time, than the man who does not possess this power can hope to do. If it is true that the battles of the Empire have been first fought and won on the playing grounds of Eton and Harrow, it is no less true that the debates in the Mother of Parliaments, when matters of international importance are being discussed, are first fought in the debates of the ‘Oxford Union’, and kindred societies.

“The logical time for the commencement of such a training is in High School days. Hence it is that among the activities organized by the Department of Extension of the University of Alberta to which it attaches a great deal of importance, the High School Debating League takes a prominent place.”

So runs the introduction to the pamphlet sent out from the Provincial University to the High Schools of Alberta, and in part it well expresses the object of the Provincial High School Debating League.

But apart from the value to the debaters themselves of a training in the art of public speaking, important educational work can be done for the communities where debates are held. There is no need to mention the weaknesses—to call them by no worse name—which have been exhibited by our so-called democratic system of government. The rule of cliques and bosses, the predominant influence of large moneyed

interests, the corruption of our public life, are made possible and continue because our electorate as a whole have not learned to think straight and express themselves clearly on public questions. Neither have we developed the ability to weigh issues and properly value arguments. As a result, at succeeding elections, men of straw are set up by the politicians and knocked down again for our edification, while too often the real issues are kept in the background.

By a careful choice of subjects it is possible to have important questions discussed in many communities by students who have carefully studied the available material and examined arguments *pro* and *con*. By means of debates numbers of people, who otherwise would be indifferent, can be induced to listen to these discussions.

The Provincial High School Debating League of Alberta is organized by the Department of Extension of the University of Alberta with the co-operation of the Principals and of such High Schools as choose to enter. All schools where work up to and including that of Grades XI and XII is taken are eligible to enter, only *bona fide* students of academic standing not higher than Grade XII being allowed to represent their schools.

The choice of subjects rests with the Department of Extension. During the past four years the following have been among the questions discussed: Consolidated Rural Schools, Oriental Immigration, Direct Legislation, Compulsory Military Service, Simplified Spelling, Military Training in Schools. This year the proposed subjects are: The Place of Motion Pictures in Education, The Gary School Plan, and the Literacy Test for Immigrants.

Interest in the contests is maintained by making the debates double; that is, on the same evening, of two schools each sends a team to visit the other, the visiting teams taking the affirmative or negative as the case may be. The school whose teams win by the larger total of points out of a possible two hundred is the winner of the series. Points are awarded on three conditions: argument, style and language, delivery and deportment. Up to the present the judges have been local, but it is likely that for the future judges will be supplied on the circuit plan.

A silver cup is provided as the trophy for the final debate which is held each year at the University, the expenses of the teams for this contest being paid by the University.

Leading up to this final is an elimination contest when the schools competing are arranged by districts in groups of four.

Beginning with five schools in the school year 1912-13, the number of entries has steadily increased until last year twenty schools competed.

On the whole the results have been most gratifying. The quality of the debates has steadily improved. In rendering his report, one of the judges of the final debate, who is a prominent barrister and legislator,

stated he had never heard anywhere speeches which for choice of language and accuracy of expression, excelled those made by the debaters.

Another surprise is the extent to which the children of non-English speaking parents have taken creditable part. Two years in succession saw debaters whose native tongue was not English, who in some cases were not even born in Canada, win places in the final contests.

As a training for intelligent citizenship, as an aid in the development of healthy school spirit, as an exercise in clear and forceful expression of thought, and as a means of interesting the public in the work of the schools, we believe the Provincial High School Debating League has accomplished much and has a successful future before it.

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## Book Reviews

*Children's Catalog of One Thousand Books.* Compiled by Corinne Bacon, 163 (large) pages, price \$2.00. The H. W. Wilson Co., New York. This compilation is a careful revision of the 1909 catalogue, which was based on 24 selected library lists. In the preparation of this edition, 28 other library bulletins and juvenile lists have been consulted. The work of sorting all these lists and deciding on the final thousand titles has been done by Miss Bacon and three well-known library authorities on children's reading. This collection represents, therefore, the collective judgment of a large number of the best librarians of the United States. "The Books are entered under author, title, and subject, arranged in our alphabet with connecting references". Over 200 volumes have been analysed more or less fully, and many notes have been inserted regarding the best editions for children's use. This is a splendid list, most conveniently arranged, and should be of very great assistance to teachers and librarians. Besides this catalogue the Wilson Co. published one with 2,000 titles at \$4.00, and another with 3,500 titles at \$6.00. Those who have purchased cloth-bound copies of these catalogues may also secure cheap paper-bound editions.

G. M. J.

*Office Practice,* by Mary F. Cahill and Agnes C. Ruggeri. 245 pages; numerous illustrations. Price 90 cents. The Macmillan Co., Toronto. This book seems to cover everything needed for successful and efficient office work. It should be an excellent book for commercial classes in public and high schools. Teachers of this work will appreciate its value.

W. J. D.

*Annual Report of The Schools of New Brunswick.* Dr. Carter's Annual Report always makes interesting reading. This one shows that steady progress is being made in education throughout the whole Province. Teachers, schools, and pupils are increasing in number. Attendance is more regular. Salaries of teachers are on the up grade; much, however, remains to be done before they can be regarded as satisfactory. There are still too many salaries of \$300 even in fair-sized towns.

P. S.

*The Building of Cities,* by Harlean James. New York, The Macmillan Company, Toronto, 1917. This book contains very valuable information respecting city building and planning. But the form in which it is conveyed is most annoying. Is it necessary to use Past, Present and Future as persons? Or Every girl, Any city, Every boy as part of the stock-in-trade for dialogue? A simple, straightforward narrative would serve the purpose equally well.

P. S.

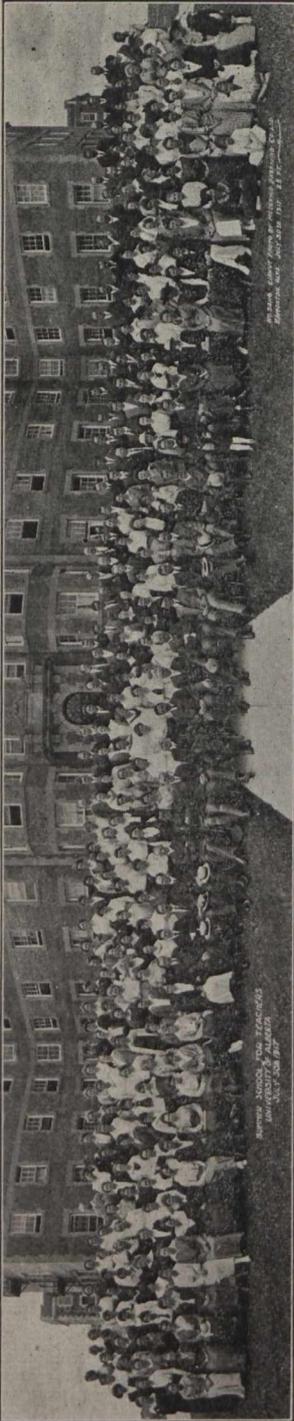
## Alberta Summer School for Teachers

J. C. MILLER, M.A., PH.D.  
Director of Summer School for Teachers

THE people of Canada should realize that one of the vital services of the present moment for the nation is that of providing the boys and girls of the present the best possible preparation to meet the problems they will have to face as they grow to maturity and take our places in positions of responsibility and of service. In the stress and strain of the present great struggle we must not lose sight of the situation these young people will have to meet in the future. They will have to meet it, either successfully or otherwise, for they cannot avoid it. It is our responsibility to see that nothing is left undone which will make them more efficient, more alert, more imbued with high ideals and noble purposes and at the same time equipped with the technical knowledge and the methods to give effect to such noble purposes, to the end that progress be made toward the high ideals conceived.

It is the realization of the special significance of the education of the children of the present generation which has led the Department of Education to continue the Summer School for Teachers which has been held annually for the past five years. Its purpose is to assist the alert and progressive teacher to improve her qualification to render more effective service in fitting the children to meet life as they will have to meet it. In spite of the special conditions of the time and the many other calls, the teachers responded splendidly—over three hundred being in attendance. A staff of over twenty-five specialists was needed to care for the programme of instruction. Fifty-one different classes met daily. The usual courses were offered in each of the following subjects: nature study, agriculture, biology, botany, zoology, physics, chemistry, household arts, household science and dietetics, household management, art methods, drawing and painting, design, mechanical drawing, woodwork, manual arts, physical training, folk-dancing, first aid, home nursing.

This year, a special short normal course was provided for qualified teachers from Great Britain and the United States for the purpose of giving them the supplementary instruction needed to enable them to fit more easily into the school work of the Province. A group of twenty-five teachers was added to the provincial teaching staff in this way. Fifteen young teachers qualified for the Physical Instructor's Certificate under the Department of Militia, over fifty teachers qualified for First Aid or Home Nursing Certificates under the St. John's Ambulance



Alberta Summer School

Society. This is a most valuable qualification, especially for teachers in rural districts. The courses most favoured, however, were those in agriculture, nature study, household arts, and art.

One of the distinctive features of the Alberta Summer School is its sociability and the "school spirit" among the students. The "spirit" of the school seems to energize everyone and to bring them into close comradeship in work and in play. The student organizations were all under way in their various enterprises before the end of the first week. The Red Cross Circle was able to raise over \$400 in cash, besides many articles involving knitting and sewing for the Red Cross Society. The Students' Orchestra and the Glee Club were successfully developed this year for the first time. Their contributions on social evenings and their entertainment of the soldiers in the Convalescent Home and Military Hospital were much appreciated.

The Minister of Education, at the closing function, intimated that the success of the school had been such as to justify plans for an expansion of its programme of work so as to enable it to render service to an even wider range of interests. No doubt the time will come when all phases of the educational problem will receive attention at the Summer School. It is rapidly becoming an important factor in developing a spirit of unity within the profession and in stimulating the teachers of the Province to greater efforts toward a higher and more effective type of service.

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Teacher (pointing to picture of zebra): Now, children, what is this?"

Henry: "A pony in a bathing suit."

# Student Government by means of a School Parliament

(HOW THE STUDENTS IN QU'APPELLE MANAGE THEIR OWN AFFAIRS.)

W. A. CRAICK.

**M**OCK parliaments have long been regarded as an instructive and diverting form of entertainment in connection with the programmes of literary societies and other students' organizations. They have not only afforded opportunities for the development of facility in public speaking and keenness in debate, but they have provided an object lesson in the mode of conducting a legislature in a democratic country. From both standpoints the experience derived is valuable and for these reasons, apart from all other considerations, the holding of such parliaments is desirable and should be encouraged.

The ordinary mock parliament, however, features but one phase of popular government. Its imitation stops with the imaginary enactment of legislation. There may be all the forms and usages of majority rule, with a ministry, a speaker and all the other recognized officials of the house, but the functions of the legislature cease when the members adjourn. Useful as such an organization may be as an instrument of instruction in the methods of law-making and valuable as is the experience in public speaking which it affords, yet it is really a most incomplete replica of an actual parliament.

What is lacking is some connection between the legislative and the executive functions. Administration and observance of laws are quite as important in real life as is the enactment of laws and a system, which will enable students not only to introduce, debate and pass resolutions in regular parliamentary form but afterwards put them into effect, is bound to prove of far more real educative value than the holding of any number of sessions of a mock legislature.

There are to-day sufficient activities in the everyday round of school life, outside of the purely academic features of the work, to furnish ample scope for the operations of a students' parliament. Not only would sports and other forms of amusement and entertainment be fitting matters to be dealt with through the medium of such an organization, but discipline might with marked advantage be left in this way in the hands of the students themselves.

An interesting illustration of what could very well be done in any High School to establish a student government for the control of all outside activities is to be found in Qu'Appelle, Saskatchewan. The

schools in this western town have been leaders in several movements of a progressive character and in the students' parliament, established a few years ago, they appear to have devised a scheme which is proving of great value, not alone in the management of school affairs, but in the development of an intelligent and superior type of youthful citizen.

"It is difficult," writes R. F. Meadows, B.A., Principal of the Qu'Appelle Schools, "to give to anyone who has not seen the students, and who has not spent some time with them in sports, in social activities or in business meetings, an adequate idea of the effect upon them. It is clear that the type of student being evolved is distinctive. Contact with them brings out that fact. Physically they are conspicuous. Socially and morally they are superior. They face life with a clearer vision and a steadier grasp upon its vital operations than I have hitherto been accustomed to see."

In so far as the parliament itself is concerned, its constitution and the manner of its election follow along customary lines. The Principal represents the sovereign. At the opening of school in the fall, he names a governor-general, who is to hold office for the year. The governor-general in turn issues a proclamation dissolving the previous year's parliament and calling a new one. For election purposes the school is divided into five constituencies, which bear the historic names of Ypres, Festubert, Verdun, Valcartier and St. Julien. There is a returning officer for each and nominations and elections are held in due course, the voters being the students in the High School and the eighth grade of the Public School.

There were originally two political parties in the school, known as the blues and the reds, but a third party, the greys, has more recently sprung into existence. Prior to the day of the election, party platforms are laid down and meetings are held with a view to gaining the support of independent voters. Much campaign literature, including cartoons, is circulated and excitement runs high.

The election determines which party shall hold the reins of power for the year. After it is over, in order to make the parliament thoroughly representative, every student becomes automatically a member. Each boy or girl is provided with the name of some Dominion constituency and as member for that constituency, he or she is addressed during the sessions of the house. Meanwhile the governor-general calls upon the leader of the successful party to form a government and a ministry is selected from among his following.

Parliament is conducted in the customary way. A speaker, deputy speaker and clerk are elected. The governor-general appears and reads the speech from the throne. Legislation is introduced, debated, voted upon and passed or rejected. In short, the sessions are quite like those in

ordinary mock parliaments, with the one important exception that the business transacted is not make-believe but genuine. The students' parliament actually intends to put into force the measures which it enacts.

As in the nation's parliament at Ottawa, so in the model parliament at Qu'Appelle, the carrying out of the legislation placed on the statute books is entrusted to a cabinet. In addition to the premier there are in this cabinet seven ministers, presiding over departments of justice, finance, agriculture, public works and playgrounds, entertainment, health and the post office. Each of these ministers has certain definite functions to perform and each is responsible to parliament for the proper administration of the duties of his or her department.

The minister of finance is charged with the care of all moneys raised at entertainments or in such other ways as the parliament may sanction. He or she must look after the deposit of this money and the settling of bills. Accounts must be kept and a monthly statement of receipts and expenditures must be prepared and presented to parliament.

The minister of agriculture is naturally concerned with agricultural affairs and at Qu'Appelle school, these have become quite important, for the students go in extensively for school gardening and kindred activities. An annual flower and vegetable show is held, which in itself is a large undertaking. The minister is supposed to supervise all these matters.

The postmaster-general, who is also secretary of state, is entrusted with the care of all newspapers coming to the school. She, for it is a young lady who at present holds the portfolio, brings the papers from the post office and places them in their racks in the reading room. New and renewal subscriptions are handled by her and all correspondence passes through her hands.

The minister of health is in charge of an important department. One of the earliest acts of parliament was to order the procuring of a set of weigh scales and to direct that every student's weight and height should be taken and recorded once a month. The duty of securing these statistics devolves on the minister of health. It is also one of his functions to make the pupils go into the open air for at least five minutes at recess, as well as to see that windows are opened for the proper ventilation of the class rooms.

The minister of entertainment superintends the socials, play days, toboggan nights, concerts and other entertainments, which are held pursuant to the resolutions of parliament. She, for it is appropriately a young lady again who holds the position, acts as hostess at teas given at the school and arranges for the entertainment of visitors from other schools.

Finally, the minister of public works and playgrounds is required to keep the tennis court in repair; to make the toboggan slides in winter;

to fix broken apparatus; to raise flags and, in short, to do everything necessary in connection with the care of the school grounds. It is also his duty to encourage students in games and sports.

The achievements of the school parliament since its organization have been neither few nor small. True, many of the things it has accomplished would probably have been done in any case, either through the initiative of the teachers or through the efforts of school leaders, but the training the Qu'Appelle children have received in originating and carrying out schemes for themselves under a parliamentary system is an added advantage which should not be overlooked.

They have raised money and built for themselves a tennis court and toboggan slide. They have procured and erected swings. They have, as already mentioned, bought scales and ordered that a record of weights should be kept. Experiments have been made in the growing of vegetables and the results reported in the local papers. Visits have been organized and paid to the experimental farm at Indian Head. Exhibitions of garden produce have been held. Play days, in which students from other schools have been invited to participate, have been successfully carried out. In short, much has been done through co-operative effort that otherwise might not so easily have been accomplished.

The basic principle in the parliament, according to its originator, Principal Meadows, is preparation for living by living. Living requires doing, not merely hearing or seeing. So the students are encouraged to do things and the things that they do are in a sense like those that must be undertaken by worthy citizens.

"The parliament is an effort to reduce the student's life to the natural," states Mr. Meadows, "to take him out of the artificial restrictions imposed by educationists. These restrictions result from endeavouring to get knowledge, from devoting too much time to study and from isolating the student from his human surroundings. Not that the student is bodily isolated, but that he is isolated in action, is the criticism I offer of many schools."

"Graduates of our schools must fill some position in life. They should therefore receive an education along democratic lines—debating, organizing, considering, planning and acting with their companions, who will be with them through life or who will give place to others of a like nature. These students of ours are circumscribed at every turn by a democratic society upon which they depend and which depends on them. Hence if schools are to educate they must educate along these lines."

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A teacher asked her class to explain the word "bachelor" and she was amused when a little girl answered, "A bachelor is a very happy man."

"Where did you learn that?" asked the teacher. "Father told me."

## Nature Study for October

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

### DEW.

**Observations by pupils.**—Have pupils rule four vertical columns in a book like the following:

<i>Date.</i>	<i>Windy or still.</i>	<i>Sky clear or cloudy.</i>	<i>Dew, light, heavy or absent.</i>
Oct. 1	Windy	Cloudy	None
Oct. 2	Very still	Clear	Heavy dew

Then rule thirty-one lines across the page and make weather records in the table for every day in October according to the above model. The data for the second and third columns are to be obtained from the conditions of the evening, not the day. The amount of dew can be observed the following morning as soon as the pupil is up. Attention should be drawn to the records two or three times during the month in order to see whether there is any correlation between the amount of dew and the other factors observed. At the end of the month the pupils' records will show clearly that the heaviest dew occurs on clear, still nights and that little or no dew is deposited during windy or cloudy nights.

**Experiments to be performed by the pupils.**—(1) In the evening place on the grass of an unshaded lawn or field various objects such as stones, white woollen cloth, black woollen cloth, iron, glass, etc. Observe them in the morning in order to find on which dew is deposited most copiously. It will be found deposited on all the objects, but more copiously on dark objects than on light ones, on dull, rough objects than on smooth, bright ones, and on poor conductors than on good conductors.

(2) Place an inverted glass vessel (a tumbler) on the grass in the evening and examine it in the morning in order to find whether there is dew on the inside as well as on the outside, and whether there is more on the outside than on the inside. Dew appears on both the outside and inside of such a vessel but it is more copious on the *inside*.

(3) Repeat experiment 2, except that instead of placing the glass vessel directly on the grass, a glass plate is slipped under it so that the

glass rests on the plate and not on the grass. Better still, place the glass vessels side by side, one on the grass, the other on the plate. Now scarcely any dew forms on the inside of the vessel on the plate, while the amount on the outside is the same as in the preceding experiment.

(4) Place an inverted glass vessel on the ground in a place which is bare of grass but unshaded. Examine the inside and outside of the glass vessel for dew. There will not be so much dew on the glass in this case as in experiment 2.

(5) On a humid, cloudy day, dry the outside of a glass vessel and fill it with water containing a lump of ice. Examine the outside of the vessel from time to time. A very fine mist will first form on the outside; this becomes thicker, and the little drops run together to form larger drops. Finally the drops become so large that on account of their weight they run down the sides of the vessel.

**Information for the teacher.**—As one sits in front of a hot stove his clothes will become so warm that the hand can scarcely touch them, yet the hand can be held much closer to the stove with impunity. The stove makes the clothing hotter than it does the air much closer to it. We say the stove radiates heat. It sends it out in great waves which travel at a tremendous rate into space. Just as a water wave is reflected back if it strikes an object in its course, so it is quite possible for the heat radiations to be reflected back to the object from which they start. These radiations can pass through air without warming it very much.

Every object radiates heat like the stove. And its rate or radiation determines its rate of cooling. Certain objects radiate heat much more quickly than others. A dull, black object radiates heat rapidly and a shiny object radiates heat slowly.

Two equal-sized tin vessels are selected and one is painted dull black inside and out. Each is filled with boiling water. The black one will cool more rapidly than the other because it radiates heat more rapidly.

In the evening when the sun has set, all objects begin radiating their heat into space. If there are clouds in the sky, radiation is slow, as the clouds reflect the radiations back to the earth, but on a clear night unshaded objects cool rapidly. As an object cools, the air immediately in contact with it is cooled also and in time the air reaches a temperature at which its moisture is condensed in little drops on the cold surface of the object, just as the drops formed on the outside of the vessel of iced-water. In time these drops run together to form dew drops. If the air is still, the cooling object will more rapidly cool the air in contact with it, but if the wind is continually bringing a new layer of warm air into contact with it, not only will it not cool the air much, but it will be prevented from cooling rapidly. Accordingly dew does not form during windy nights.

But why does grass and other low vegetation receive such a copious supply of dew? There are two reasons. The soil contains much moisture which is being evaporated into the air. Hence the air near the grass blades is receiving moisture from the ground throughout the night and is more humid than the higher air; and, to add to the humidity, the leaves themselves are continually transpiring water vapour into the air. This explains why more dew is deposited on the inside of a glass vessel than on the outside when the vessel is inverted on the grass. When a plate is put under the vessel, all the water vapour from the soil and the grass is cut off and little dew is then deposited on the inside. To prove that much of the dew comes out of the soil a Scottish scientist placed a piece of fresh sod on a flat metal pan and weighed it carefully. He then placed the pan with the sod on it in the hole from which the sod had been cut and the next morning the grass on the sod was covered with a heavy dew. He weighed the sod with the dew on it and found it weighed about the same as the evening before, although it had several ounces of dew upon it. If the dew all came from the air the sod should have weighed much more. His conclusion was that the most of the dew came from the soil of the piece of sod and from the leaves themselves. Probably much of the water that is transpired by leaves at night does not come off as a vapour but is condensed as drops as soon as it comes through the pores of the leaf. These drops run together to form dew drops. Accordingly the dew comes from three sources, the water vapour in the air, the moisture in the ground and the moisture in the leaf.

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## Book Reviews

*Selected Poems of Wordsworth and Tennyson*, edited by E. A. Hardy, B.A., D.Paed. Oxford University Press, Toronto. Price 20c. Dr. Hardy has produced a thoroughly well annotated edition of the selected poems prescribed in Ontario for 1918. He has struck a happy mean. His notes are neither too long nor too short for High School use. They help the pupil, but leave him some chance to use his own brains, and at the same time give the teacher some opportunity to teach. Besides notes on each poem, there are short outlines of the lives of the authors, brief critical estimates of their work, the departmental and matriculation literature examination papers for 1915, a list of passages for memorization, and a good selection of sight passages from old papers. Rather unusual features are the Ontario departmental regulations and extracts from the reports of departmental and matriculation examiners. Everything essential is included, and teachers will find this a very suitable text for class work. G. M. J.

*Nelson's History of the War*. Volume XVI. Thomas Nelson & Sons, Toronto. This volume deals entirely with the Battle of the Somme and gives an excellent account of this important part of the campaign on the Western Front. W. J. D.

## Diary of the War

MAY, 1917.

- May 1. *Sir Douglas Haig announces that during April British forces took 19,343 German prisoners, including 393 officers; 257 guns; 227 trench mortars; and 470 machine guns.* British steamship *Gena* sunk by a torpedo discharged from an enemy sea-plane. French advance on a six-mile front from Moronvillers towards the Valley of the Suippes, gaining ground towards Beine.
- May 2. The King issues a proclamation urging economy in the use of grain. French activity in Champagne in the Moronvillers region. British destroyer mined and sunk in the Channel; 62 lives lost. Mr. Bonar Law introduces the Budget which calls for an expenditure of £2,290,000,000 with an income of £639,000,000.
- May 3. *Canadians capture Fresnoy* in a new attack by British forces on a front of 12 miles from south of Loos to southeast of Arras. Hindenburg switch line penetrated near Quéant; Chérisy and Bullecourt entered, with great German losses and some hundreds of prisoners; German counter-attacks win back a little ground south of the Scarpe near Chérisy.
- May 4. British make progress between Bullecourt and Quéant, and near St. Quentin and Hargicourt. French capture Craonne and gain a success northwest of Rheims along a front of  $2\frac{1}{2}$  miles. British transport *Transylvania* torpedoed and sunk in the Mediterranean; 411 lives lost. Reforms at the Admiralty announced; Sir John Jellicoe to be chief of an enlarged and reconstituted War Staff.
- May 5. *French make important gains west of Craonne and southeast of Laon on a front of almost 20 miles. The crest of the Craonne ridge won, with the Chemin des Dames, and over 6,000 prisoners.* After fierce fighting the British capture a small section of the German front line near Lens. Venizelist troops, in conjunction with the French, capture enemy positions in Macedonia.
- May 6. French take 2,100 more prisoners when the Germans counter-attack on the Aisne heights. War conference held in Paris. The German party, which escaped from the Rufiji Valley, East Africa, reaches Kitunda, en route for Tabora.
- May 7. An enemy aeroplane bombs London; one killed, two injured. French extend their positions south of Sapiigneul. Australians widen their grip on the Hindenburg line between Bullecourt and Quéant.
- May 8. Germans retake Fresnoy after suffering great losses. German counter-attacks stopped by French on the Craonne Plateau; 200 prisoners. British gain a partial success between the Vardar and Lake Doiran. Serbians and Russians engaged in the Monastir section.
- May 9. *Russian Committee of Workmen's and Soldiers' Delegates pass resolution in favour of internationalist Socialist peace conference.*
- May 10. Secret Session in the British House of Commons. Commodore Tyrwhitt in charge of a scouting force from Harwich drives back into Zeebrugge a force consisting of eleven German destroyers. Heavy fighting on the Macedonian front; French and Venizelists take enemy position near Lumnitza.
- May 11. The War Office decides to open two new groups for the voluntary attestation of men up to 50 years of age. Germans counter-attack south of the Souchez River; British lose ground, but regain it later.

- May 12. A sharp engagement at Bullecourt. Greater part of the village taken together with Cavalry Farm, 1,200 yards of trench, and 700 prisoners. British bombard Zeebrugge from the air and with heavy guns on monitors. Artillery active on the Italian eastern front.
- May 13. M. Gutchkoff, Russian Minister of War and Marine, resigns. Russian detachments across the Diala towards Kifri compelled to retire. British capture part of Roeux village.
- May 14. British complete the capture of Roeux and advance their lines north of Gavrelle. Zeppelin L22 destroyed in the North Sea. *Italians open an offensive on the Carso.* Admiralty changes announced; Sir John Jellicoe takes additional title of Chief of the Naval Staff, and Sir Eric Geddes appointed Controller, responsible for buildings, armament and munitions.
- May 15. Italian offensive results in the capture of the heights east of Gorizia and the slopes of Monte Santo; 3,375 prisoners. Austrian cruisers sink 14 British drifters, an Italian destroyer, and an Italian Troopship in the Adriatic; they are driven off by H.M. ships *Dartmouth* and *Bristol* and French and Italian destroyers; an Italian airman reduces one cruiser to a sinking condition outside Cattaro. Russian Minister for Foreign Affairs resigns. British capture positions on the Struma front. Germans gain a slight success west of Bullecourt. Stubborn fighting around Roeux. Enemy gains a footing on French front east of Fort Malmaison. General Pétain succeeds General Nivelle, who takes command of an army group, while General Foch succeeds Pétain as Chief of Staff.
- May 16. British defeat strong German attempt to retake Roeux. Italians defeat Austrian counter-attacks on the Isonzo. Major-General Van Davenier succeeds Major-General Hoskins in command in East Africa. Coalition Government formed in Russia under Prince Lvoff; M. Kerensky becomes Minister of War.
- May 17. British complete the capture of Bullecourt. Mr. Lloyd George's letter to Mr. Redmond, explaining his Irish proposals, published. Italians now hold crests of Monte Kut and Vodice, and reach western slopes of Monte Santo; 6,432 prisoners to date.  
*Admiralty announces flotilla of U.S. destroyers arrive in British waters.*
- May 18. Mr. Redmond's reply to Mr. Lloyd George published. Italians capture Hill 652, the topmost peak of Monte Vodice, but are forced to abandon their bridgehead north of Plava.
- May 19. Engineer's strike settled. Fierce fighting on Monte Vodice; Austrian prisoners now total 7,000. *New Russian Government issues a declaration repudiating a separate peace. President Wilson decides to send an American division to France under General Pershing.*
- May 20. British capture a mile of the Hindenburg line between Fontaine-lez-Croisilles and Bullecourt; all the Siegfried Line now captured except 2,000 yards to the west of Bullecourt. Slight German success along the Chemin des Dames; French success on Moronvillers front; 1,000 prisoners. Italians make steady gains on the Vodice and south of Gorizia.
- May 21. Austrians attempt various diversions which fail.
- May 22. Major Wintgens, commander of the German party which escaped from the Ruffji area, captured by a Belgian column. Resignation of Count Tisza, the Hungarian Premier. French assault on either side of Craonne.
- May 23. *Italians break through the Austrian lines on the Southern Carso from Kostanjevica to the sea; 9,000 prisoners.* Four Zeppelins raid East Anglia, one death.

- May 24. Italians make further advances in the Southern Carso and raise the number of their prisoners to 10,245. British monitors assist in the attack from the Gulf of Trieste. *Lord Robert Cecil announces that a Japanese flotilla is operating in the Mediterranean.*
- May 25. Sixteen enemy aeroplanes raid Folkestone; 76 killed and 174 injured. Further progress by the Italians on the Carso; prisoners total 23,000 in the fortnight.
- May 26. Italians reach Hermada and take and lose Kostanjevica. Hospital ship *Dover Castle* torpedoed in Mediterranean; six missing. Brazilian congress annuls the decree of neutrality with Germany.
- May 27. British airmen bring down 23 German machines. Austrians claim 13,000 prisoners since the opening of the Italian offensive.
- May 28. War Cabinet held in London. Fierce fighting on the Carso.
- May 29. Admiralty announce H.M. armed mercantile cruiser *Hilary* torpedoed and sunk in North Sea; 4 killed. A British torpedo-boat destroyer sunk after collision. Mr. Barnes takes Mr. Henderson's place in the War Cabinet when the latter leaves on a special mission to Russia.
- May 30. Fighting proceeds on the Carso.

## JUNE, 1917.

- June 1. During May the British took 3,412 German prisoners including 68 officers. British naval aeroplanes drop several tons of explosives on German bases at Zeebrugge, Bruges and Ostend. French Government refuse passports to French Socialists to go to the Stockholm Conference.
- June 2. Brazilian President signs decree revoking Brazil's neutrality in war between Germany and the United States; German ships interned in Brazilian ports taken over. *The French summary of the allied offensive during the spring months shows that 52,000 prisoners, including over 1,000 officers, 446 heavy and field guns, and 1,000 machine guns were taken.* British make a successful attack south of Lens. British transport *Cameronian* torpedoed and sunk in the Eastern Mediterranean; 63 lives lost.
- June 3. Italy proclaims the unity and independence of all Albania under her protection. A German counter-attack south of the Souchez River recovers lost ground. French aeroplanes bombard Treves as a reprisal for the bombardment of Bar-le-Duc.
- June 4. General Brusiloff succeeds General Alexieff when the latter resigns his position as Russian Commander-in-Chief. Many military men figure in the King's Birthday Honours.
- June 5. A German destroyer, the S.20, sunk and another damaged in a running fight off Ostend between Commander Trywhitt's force of light cruisers and destroyers and six German destroyers. Eighteen German aeroplanes raid Essex and Kent; 38 casualties. Six at least, and probably eight, of raiding planes brought down by anti-aircraft guns, the home air forces, and naval airmen.
- June 6. British naval aeroplanes bomb enemy aerodrome at Nieuwmunster.
- June 7. *British gain a brilliant success south of the Ypres salient on a front of nine miles, capturing the Messines Ridge.* The attack was preceded by the explosion of 19 mines; over 5,000 prisoners. Russian Council of Peasants' Delegates passes resolution summoning army to the defence of the country.

- June 8. German counter-attacks on Messines front beaten off; 1,400 more prisoners. Italians occupy Janina in Greek Epirus. General Pershing, Commander-in-Chief of the United States Expeditionary Force, with his Staff arrives in London.
- June 9. The proposal of the German Commander on the Eastern front for an unlimited armistice is refused by the Russian Government.
- June 10. The text of President Wilson's Message to Russian Provisional Government published. Italians win the Pass of Agnello and nearly whole of Monte Ovtigara in fighting on the front between the Adige and the Brenta. A German detachment in the estuary of the Lukeledi, East Africa, driven into the interior.
- June 11. Franco-British troops landed in Thessaly and French troops at Corinth. M. Jonnart, Allied Plenipotentiary in Greece, demands the abdication of King Constantine. British make progress towards Warneton in the Messines sector. British drifter sinks two enemy seaplanes.
- June 12. *King Constantine abdicates in favour of his second son, Alexander.* Turkish fortress of Saliff, on the Arabian shore of the Red Sea, taken by British sailors.
- June 13. *Fifteen German aeroplanes raid London; 157 killed, 432 injured. Munitions explosion at Ashton-under-Lyne: 41 killed and 130 injured.* Austrians suffer reverse in their attempt to retake Mt. Ovtigara. British armed merchant cruiser *Avenge* torpedoed in the North Sea; one man killed. General Pershing in France.
- June 14. Zeppelin L. 43 brought down by British naval forces in the North Sea. British storm Infantry Hill, east of Monchy. American Mission, headed by Mr. Root, arrives in Petrograd.
- June 15. British capture a further sector of the Hindenburg line northwest of Bullecourt. French liner *Sequana* torpedoed and sunk in the Atlantic; 190 persons missing. Lord Rhondda appointed Food Controller. Irish rebellion prisoners released. British naval aeroplanes bombard St. Denis Westrem aerodrome, near Ghent.
- June 16. Further fighting around Bullecourt. Two Zeppelins raid Kent and East Anglia; one brought down in flames; 3 killed and 20 injured.
- June 17. Portuguese troops in action on the Western front. Germans take part of the French salient at Hurtebise. Italian advance and rectify their front on the Carso Plateau, northeast of Jamiano. Austrian attacks on Asiago Plateau defeated.
- June 18. Germans capture advanced posts at Infantry Hill. French capture a German salient between Mont Cornillet and Mont Blond in Champagne. General Smuts to attend the War Cabinet while in England.
- June 19. The King abolishes German names and titles in the Royal Family; British peerages conferred upon members of the Teck and Battenberg families. Positions on Infantry Hill recovered. Italian success on the northern front.
- June 20. Italians blow up a mountain spur, west of the Ampezzo Valley, Carnia front, and destroy the Austrian garrison. Enemy gains foothold in French trench near Vauxaillon.
- June 21. French regain trench at Vauxaillon and stop attack on Teton Crest, Moronvillers.
- June 22. Germans capture part of the French line in the Chemin des Dames area, north of Bray-en-Laomois.

- June 23. P. and O. liner *Mongolia* mined and sunk off Bombay. *M. Kerensky* states that *Russia* is pursuing an independent foreign policy. Intense artillery activity on the Western front south from the Flanders coast. Joint committee of Venizelist and Zaimist Ministers to arrange for National Government under Venizelos.
- June 24. The Greek Cabinet resigns: M. Venizelos appointed Premier. British make progress south of Lens.
- June 25. British gain ground near Fontaine south of the Scarpe. French take the Dragon's Cave with 300 prisoners.
- June 26. *First contingent of American troops lands in France*. British advance near Lens and take the village of La Coulotte. Venizelos forms a Cabinet in which he is Minister of War and Admiral Condowiotis is Minister of Marine.
- June 27. Report of the Mesopotamian Commission published; many blamed. German counter-attack near Fontaine, south of the Scarpe, defeated.
- June 28. British enter Avion, a suburb of Lens, and make further progress south of Souchez and at Oppy; 247 prisoners. Heavy German attacks on the Aisne front beaten off. French first-line defences west of Hill 304, Verdun, penetrated by the Germans.
- June 29. *The Greek Government breaks off diplomatic relations with the Central Powers*.
- June 30. General Sir E. H. Allenby takes over command of the Egyptian Expeditionary Force.

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It is narrated that Colonel Breckinridge, meeting Majah Buffo'd on the streets of Lexington one day, asked: "What is the meaning, suh, of the conco'se befo' the co't house?"

To which the Majah replied: "General Buckneh, suh, is making a speech. General Buckneh, suh, is a bo'n oratah."

"What do you mean by a bo'n oratah?"

"If yo' or I, suh, were asked how much two and two<sup>m</sup> make, we would reply 'foh.' When this is asked a bo'n oratah he replies: 'When in the co'se of human events it becomes necessary to take an integeh of the second denomination and add it, suh, to an integeh of the same denomination, the result, suh—and I have the science of mathematics to back me in my judgment—the result, suh, and I say it without feah of successful contradiction, suh—the result is fo'.' That's a bo'n oratah."—*Lyceumite*.

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Joe's hand had been waving frantically for some seconds; but the teacher was busy. At last she said, "Well Joe, what is it?" Joe hung his head and blushed. "Well, Joe, tell us what you wanted. What was the matter?" Then Joe managed to say: "Me fordet what me was doin' to say." A good fault often.—*A Saskatchewan School*.

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Johnny: "Father, how do you spell high?"

Father: "H-i-g-h; why do you wish to know?"

Johnny: "'Cause I'm writing a composition on the highena."

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It was the first day of school, and the roll was being called. Each one answered "present" until Willie's name was called. He burst into tears. When the teacher asked the cause, he sobbed: "Please, I haven't any p-present b-but I'll b-ring one to-morrow."—*A Manitoba School*.

## Dramatization

G. M. JONES, B.A.

Faculty of Education, University of Toronto

THE impulse to imitate, to impersonate, is present in all normal healthy children. They play house or school. They impersonate the wild Indian or the street-car conductor for hours at a time, and show in their play a wonderful fertility of imagination. We now recognize the existence and importance of this imitative instinct in the work of the kindergarten, but little systematic training or development is attempted in later school work; and, as a consequence, it happens too often that by the time a boy is fifteen years old the imaginative glamour of childhood has faded "into the light of common day." Dialogues and plays are given by Public and High School pupils, but usually in concerts, which come infrequently and give practice to only a few. Moreover, such plays are usually given not primarily as an aid to the appreciation of literature, but for amusement or the making of money. What is needed is such a utilization and development of the play instinct as will keep alive the imagination of the pupil, and aid in the appreciation of literature.

Dramatization, as the word is used here, has two sides, the recasting of other forms of literature in the form of drama and the presentation of drama by the pupils. The first is important as an exercise in composition and as an aid in creating interest, but the second is much more important, for acting is possible even for those who could never write dramatic versions, and is, moreover, a much easier and more direct path to interest and literary appreciation.

The presentation of dialogues or parts of plays should be commenced early; in fact the imitative work begun in the kindergarten should be continued and developed in every year of the school course. The less it is interrupted, the less likely our pupils are to become unimaginative and self-conscious. Of suitable material there is abundance, but the most useful of all is the literature we already study in the schools. Many of the poems and stories most frequently read in school have been published in dramatized form, and it is quite feasible for ordinary classes, with the help of the teacher, to dramatize other masterpieces. One recent book\* contains, among other selections, episodes in dramatic form from *Treasure Island*, *Ivanhoe*, the *Robin Hood Ballads*, the *Odyssy*, the *Iliad*, *Silas Marner* and the *Idylls of the King*. If a Shakespearean drama is being read in class it is easy to pick out a few suitable scenes for reproduction

\*Simons and Orr, *Dramatization*, Scott Foresman & Co., Chicago.

either in the classroom or in the auditorium. No scenery and no costumes are necessary for the presentation of scenes from Julius Caesar, for instance, although simple scenery and costumes do make it more realistic. When taking part in even such unpretentious productions boys will memorize lines by the hundred who would feel aggrieved if called upon to memorize one quarter the number in the course of ordinary class work. For them the play immediately assumes a new interest. Such dramatic reproduction does not take the place of the usual study of the play in class, but does help to supplement and complete the usual work of the literature class. Of course, the class which produces scenes successfully will likely wish at some time to produce a whole play, and, if circumstances are favourable, the wish should be gratified.

Many Ontario schools, especially the High Schools, do present plays, and some few schools do a good deal of dramatic work, but as a rule it is not systematic, and most of the pupils do none. Moreover, this work is usually quite unconnected with English literature or composition. The same condition obtains in the United States, but in some of the larger American High Schools a growing attention is being given to dramatization. A good deal of credit for this improvement should be given to the Drama League of America, which has encouraged the production of good plays in and out of school, and which last year did a great deal to further the celebration of the Tercentenary of Shakespeare's death. The following extract will illustrate what has been done in one American High School.

Even the growth of moving-picture plays during the last decade has scarcely surpassed, either in acceleration or in quality, the geometric ratio of increase shown by the production of plays in High Schools. The High School which I know best, for instance, was built nine years ago; its auditorium, though equipped with opera chairs, was constructed with no stage. Where the stage should have been, permanent rows of circling stairstep platforms were planted for the school chorus—all with the intent, as admitted by superintendent and school directors, of preventing any attempt to use this nondescript as a stage. But a school of eighteen hundred students could not be denied dramatic entertainment any more than they could be denied athletic exercises. Eight years ago, within a year, the first play was given; the next year two were presented; the following year the monstrosity which had put a premium on the chorus and a discount on the drama was torn out, and a proper stage built. So has the production increased, till now, during the last school year, there were given sixteen separate performances of eight dramatic pieces ranging from Milton's *Comus* and Sheridan's *School for Scandal* to Gilbert and Sullivan's *Pirates of Penzance*; and the school directors attended every one and brought family and friends. Likewise, in the county about our city, nine years ago, no plays were given; this year practically all schools of fifty or more pupils gave plays, and the majority of these schools have stages and from one to three stage sets. Similarly rapid growth has taken place in most parts of the country; with this difference, that in some places it began earlier.†

†O. B. Sperlin, The Production of Plays in High Schools, *The English Journal*, March 1916.

This account is not quoted as a guide to Canadian schools in either the kind of play to produce or the amount of dramatic work that should be attempted. Each teacher must be guided by the circumstances in his school. But the extract, and indeed the whole article, shows well the rapid development that is taking place in the United States.

Many teachers in both Public and High Schools will at once point out difficulties. The curriculum is crowded, the teachers are overworked, many of the schools have no stage or scenery. These difficulties are serious, but not insurmountable. If dramatic work is really very valuable, a place must be found for it by eliminating less valuable subjects. If certain teachers are overburdened, they should be relieved by a more equitable division of the work. This is particularly true of the High Schools, where the English teachers, who would naturally take charge of dramatic work, are often burdened with an intolerable amount of composition work. Such burdens can be relieved by giving some of the composition to mathematical and classical teachers. Lack of stage or scenery is not vital, for really stimulating work can be done almost, or quite, without stage accessories. It would be well in any case to start right in the classroom. Then, later, when the value of dramatic work has been proved, a stage, an auditorium, and properties may be secured.

For the guidance of teachers, a joint committee representing the National Council of Teachers of English and the Drama League of America has prepared a list of plays suitable for secondary and elementary schools.‡ In addition *The English Journal* of Chicago publishes each month particulars about one play which has been successfully presented at some school.

‡Price 25 cents. Order from National Council of Teachers of English, Sixty-Eighth Street and Stewart Avenue, Chicago.

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Johnny came home from school in tears. "What is the matter, darling?" asked his mother solicitously.

"The master whipped me," he sobbed.

"What for?"

"Nothin' 'cept answering a question."

"But did you answer correctly?"

"Yes."

"What was the question, dear?"

"He asked who put the dead mouse in his desk."

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"Oh, my boy, there you are drawing pictures again and you haven't even looked at your spelling lesson."

"But, Mother, I don't want to be a speller. I want to be an artist."—*Browning's*.

# The Linguistic Tendencies of the Teacher-in-Training

W. PRENDERGAST, B.A., B.PAED.  
Normal School, Toronto

[Presidential address to Supervising and Training Department of the O.E.A.]

**I**F the Normal School student is a fair representative of the High School graduates of Ontario, the young people of the Province are deficient in knowledge of their own tongue and we run the risk of placing in our elementary schools teachers who are not capable of expressing themselves in good English and hence are not likely to be capable of training their own pupils in composition. Now I am not speaking of lack of charm, nor attractiveness, nor elegance, nor style in general, but of inability to express thoughts clearly, adequately, or in language conforming to the conventions.

Ignorance of semi-technical terms, want of sufficient power to be definite and concise, lack of ambition to speak carefully, constitute the chief defects in the language of the prospective teacher. Students invariably say "two numbers" when they mean "two figures"; multiply by "two numbers" when they mean a number of two digits; "multiply a fraction by six" when they really mean multiply the terms of the fraction by six; "multiply through by eight" when they multiply both members of the equation by eight. Normal School students usually call a right-angled plane figure that is not equilateral a rectangle, and one that is equilateral a square; not because they don't know that both are rectangles, but because they are too indolent or too indifferent to the effect of definiteness to search for the correct term to designate the first figure. I heard a teacher-in-training ask a class in geography: "What do we find in New Brunswick"? She desired the class to name the minerals of that Province. Another wanted to know what town in the United States "corresponds to Sarnia". If she meant a place where oil is refined, an answer could be found among many names on the map of Pennsylvania; if she meant a lake port, several American towns filled the bill; if she meant directly across the river from Sarnia, Port Huron answered the query—I don't know what she wanted.

Not occasionally, but frequently, do students use two or even three pronouns of different persons or different numbers to stand for the same noun; quite commonly "yourself," "one," and "their" or their inflections occur in the same sentence and refer to the same antecedent.

Mispronunciations do not mar the clearness of oral composition nor mis-spelled words obscure the meaning of written messages, but each

impairs the effect of the composition. Pronunciation, enunciation, and spelling are conventional to be sure, but they are conventions that must be scrupulously observed.

I could cite many other examples of faulty English which I meet daily in oral answers and written exercises. These inaccuracies are usual and frequent, not rare or intermittent. You may say they are easy to correct—they are easy to detect and easy to make evident, but not easy to eradicate. How can a teacher that is careless in his own expressions be expected to make his pupils careful? How can one who is unable, or at least unwilling, to write respectable English, train his pupils to write elegantly or clearly? How can a young teacher, who, to quote a sentence from Froude, "never ponders over the muse of language, studies the cultivation of sweet sounds, nor constructs elaborate sentences in lonely walks", hope to give his children an appreciation of well-constructed paragraphs or inspire them with an ambition for the power of attractive expression?

It is regrettable that students should pass out of our training schools without an intelligible, intelligent, and authoritative knowledge of English suitable for everyday use in their everyday lives. No matter how well one can express himself with a brush, a pencil, or other manual tool; no matter how well the choice of a garment, the design of a notice board or the arrangement of furniture may express one's taste in colour, symmetry, or system, there always remains the necessity of sometimes expressing one's opinions, experiences, or observations in words.

I feel that composition itself, as well as methods of teaching it, requires at the present moment a great deal of consideration at the Normal Schools. The students at our school have a comfortable contentment in any sort of slovenly phrase or sentence, however inadequately it expresses their meaning. They have no desire, no ambition, to excel in the refined art of language. Not one in a dozen cares a brass farthing for the long vowel in an unaccented syllable; treats with respect the broad "a"; attempts to give correct quantity to a long "u", or rescues a final consonant from the slough of neglect.

I am inclined to think that our students do not differ from those of the other Normal Schools. We draw them from the same grades of society and from High Schools of the same standard. I selected one from many communications that recently appeared in a very good county paper; it is typical of the contributed articles we read in the provincial papers. Every paragraph of this particular contribution is littered with foundling pronouns that have no legitimate antecedents; in many sentences are incongruous and incoherent phrases. The writer was a teacher who had obtained a certificate from one of the Normal Schools. He did not attend our school—I state this fact not with the

object of acquiring merit, but to give me the opportunity of saying that we have many who could do just as badly.

I hesitate to throw the blame for these linguistic delinquencies on the High Schools; rather I think the public is to blame. No social pressure is exerted on the slovenly speaker; society is singularly tolerant of inaccuracies and other defects in language. It would, of course, frown on the man who says "you was"; nevertheless he may with impunity use a singular subject with a plural predicate, provided he masks the former with an attribute of a plural complexion. Society winks daily at inadequacy, incoherence, and indefiniteness.

The great war of to-day is in part a struggle between culture on the one hand and material efficiency on the other. In our laudable efforts to extend technical education and vocational training we must not neglect the humanities; in our attempts to advance industrial efficiency we must not overlook culture. Training in language expression is conducive to culture; ability to write and speak well is indicative of it.

I think we should pay more attention in the training schools to composition. I hesitate to recommend more academic work lest my action might be interpreted as finding fault with our excellent system of High Schools, and yet it is only by care in writing and speaking that the young teacher can acquire a desire to inculcate a similar carefulness into his pupils. We may review rules of grammar and rhetoric in the Normal Schools and we may try to train our teachers to teach composition, but it is doubtful whether we (or they in their turn) can go further than the treatment of structure. It is possible to improve composition and composition teaching in this respect and to extirpate the heedless habits that characterise many teachers-in-training. The trained journalist does not always write gracefully or interestingly, but he does write without faults of structure. Surely the teacher can be brought to the same standard.

To be sure, straight thinking is a pre-requisite of clear expression. No doubt the immaturity of the High School graduate is responsible in a measure for the poor quality of his expression, but it is not entirely responsible. He is disinclined to exert himself in the matter of expression; he is indifferent to exactness of form; he is satisfied with a low standard. When rallied on his carelessness he replies in effect: "You know what I mean from the context; why should I bother further?"

We are making a great effort in Toronto Normal School to improve the composition of our student teachers and we are enforcing our theories with some insistence and aggressiveness.

The little folks should begin early the practice of expression, and it is with a view to starting them at an early age and teaching them effectively that we are endeavouring to give the teacher-in-training a sense of the importance of the subject.

## An Introduction to Illumination

STANLEY HARROD.

**I**T is sometimes advisable, before taking up the study of a craft, to get in a general way an idea of the aims and objects which it is desired to attain. The following remarks are to be understood as dealing solely in this manner with the subject; and no technicalities, either of the art or the craft side of the subject, have been introduced. These latter will be found in the many able works written by men who have turned to this field for the satisfying of the art that is within them.

Illumination may be defined as that art, or more correctly that craft, which treats of the decoration of letters and writing with colour and gold.

For the sake of convenience it can be divided into two headings, the first of which deals with the decoration of writing and lettering when these latter are the chief factor; the second treating of the cases where lettering is more or less an adjunct to the design. It is with the first of these two cases that the present notes are intended to deal, the second being more fittingly discussed by the decorative artist.

From very early ages lettering has been the subject to which certain artists and craftsmen have turned their attention in an endeavour to present holy and noble thoughts in as worthy a manner as possible; and even the introduction of the printing press, with all its advantages, did not entirely supersede the art of the letter-craftsman who finds to-day scope for his art in many and diverse fields.

The study of the letters themselves can hardly be entered upon in what purposes to be only an introduction, and it will suffice to say that they should be learned from examples and writings of competent authorities.

The subject of appropriate decoration is, however, one that should have careful attention from the first, as it is not possible to have an artistic whole if the component parts represented by lettering and decoration do not agree.

The object for which the lettering is intended should have first consideration, and the type of lettering and decoration chosen with due regard to this; otherwise the result, no matter in how great a measure it may conform to the canons of art, will be lacking in fitness, which is after all the chief governing factor in all art. This idea of fitness is perhaps the one upon which there is most difference of opinion as the viewpoints from which the subject may be looked upon are many and varied.

In order that the matter may be more easily understood, a few hypothetical cases will be stated and their various points discussed.

One of the many fields to which the illuminator may be required to turn his attention is that of the address presented by a body of people to a certain individual. This will serve for our first case.

Let us suppose that it is required to be a "broadside" or, in other words, the lettering is to be written upon one side of the vellum or paper; then framed and hung up. It may be remarked, in passing, that the illuminator may or may not have the deciding voice in the question of what form the address shall take; but he should always, if it be at all possible, try to ascertain the tastes of the recipient, because after all the chief desire of those who are having the work done is to please the person to whom the presentation is made. The consideration of this point will tend to make the work more fitting and consequently more artistic.

In this case we have to consider, not only the traditional side of the craft—which gives us but few examples—but also the present outlook upon art matters. It is now a generally accepted fact that all decoration that is to be continually before our eyes must be of such a nature that it is neither startling in its colouring nor out of harmony with modern surroundings.

If this point be kept in view, we shall decide, in all probability, that if our work be in brilliant colours, it shall have small pattern which from its very size will be harmonious from a distance, and if closely examined will still not be of the "wall paper" variety.

It must not be supposed that even in this instance brilliant colours are entirely denied us, but simply that they must be used with greater discretion and if employed in conjunction with low tones the result will be very pleasing indeed.

If on the other hand the address is to be in book form, no such considerations hamper us; objects which can be seen only by deliberately intending to see them can be made both more brilliant and more free in form. It is hardly to be supposed that anyone will deliberately open a book without wishing to see what is in it.

Here, however, we must not be led astray in mistaking license for liberty; and while our field of operations is larger both in form and colour it is just as much restricted to good form and harmonious colour as in the former case.

In dealing with a work that is to consist of several pages we must treat the book as a whole and make no attempt to have each individual opening perfectly balanced. It would be ridiculous to judge any book by opening it haphazard and reading only the two pages exposed to view; similarly it is ridiculous to judge of a decorated book by a single opening.

We must, nevertheless, follow the idea of repetition and of having no single form that is not at least suggested in some other page. We may have only one illuminated initial in the whole work, but we must balance it even if it be only at the end, by a tailpiece or colophon similarly decorated.

The treatment of many pages calls for judgment in the amount of ornament employed, which should always be relative to the importance of the work. Should the book be of transitory value, it would be wasteful to expend upon its decoration any great amount of time. On the other hand, books that are of great and lasting value should have all the care and love expended upon their making that it is possible for the craftsman to bestow.

If time is not to be had for much decoration of good books, then the lettering should be simply but very elegantly treated, and the initials also simply marked in contrasting colour. It is well to remember that a sheet of lettering that is good is better than many yards of picture which is bad.

Turning now to another, and perhaps the highest of all fields open to the illuminator, let us consider church work and what it means.

It is a somewhat difficult matter to say to-day what shall and what shall not be done in this connection; because opinion—divided as it is upon most subjects—is still more divided upon religious questions; but as we may be called upon to do work of this kind, we must face the problem.

Again let us take a hypothetical case, and suppose that a communion service, or office book, is required by a certain Church of England.

It would be our duty in the first place to ascertain the wishes of the priest in charge, and we might find that he was more interested in the religious than in the artistic side of the matter; and that to him the emphasis placed by the church upon certain parts of the service meant more than artistic harmony.

We might feel that the restrictions and requirements were handicapping us to an unwarranted extent, but I think if we try to realize the object of the work, we shall come to the conclusion that instead of hampering us, it puts before us an opportunity to help in the general trend of humanity to better things.

I once heard art described as "an attempt to portray the divine". This definition I think we may make use of in this case, as the object of all services in all churches is to bring humanity to a realization of Divinity. If then it be insisted upon that those portions of the service that are considered the more worthy be given greater emphasis, is not that also true art, and will not the doing of it bring the work—both literary and artistic—into a more harmonious whole?

This last consideration of a general unity between the literary and artistic side of an illuminated manuscript does not apply only to church or religious work, but to each and every case that may come up for consideration.

I once saw an office book consisting of the communion service, and the collects, epistles, and gospels for several saints' days and festivals which was treated in red, blue, black, and gold. The rubrics were all in red, the lettering uniformly in black, except the words of administration, which were in blue and matt gold. The commencement initial of each prayer was similarly treated in blue and matt gold. Finally, the names of the Trinity, wherever they occurred, were in raised and burnished gold.

I was struck at the time by the appropriateness of the scheme; the illuminator was not only giving the most valuable and precious metal to the names of God, but burnishing it, so that it stood out boldly from the page, seeming to symbolize the Omnipresence of the Deity.

I have given this example as I consider it a worthy one, but we would be ill-advised to carry the suggestion into realms of a less exalted nature. We must always remember that there are certain canons of art which are set aside only by the masters of any craft upon rare occasions, and only then for weighty and well considered reasons.

These canons of art are for students—the body to which we belong—and much vicious work is the result of trying to run with the masters before one can walk alone.

I am quite aware that it is not an easy matter, but in the realization of it lies our only hope of doing really good work, and broadmindedness is one of the necessities in the character of a master-craftsman.

Having discussed the highest field open to us, let us turn to what may be considered the lowest, that is the advertising or purely commercial field.

It will be well for us to think of some of the older masters of this and other crafts who have not considered it unworthy to stoop from their exalted positions to do work of a lower order.

If we wish to find a place to-day where art is boldly needed and where we may strive to do some good, no place presents such a crying need for good work as does that of commercial advertising.

It must not be considered degrading to our art to enter this field, as the true function of art is to better conditions where they require it and many a man would be better employed in doing this than in painting an infinity of landscapes which glut the market and in a few days or months will be relegated to the attic or cellar.

In the doing of advertising matter, the desires of the purveyor of the necessity must be given great consideration, for after all the main requirement is that the advertisement shall advertise.

Harmony of sizes and styles of lettering and decoration are always possible to the illuminator, no matter how mundane the subject may appear to be and, above all else, he must devote as much care to work of this nature as to that of the most exalted realm of his craft.

There is no branch of art that warrants slovenly work, and while all hand lettering should be free from care it does not at all imply that it should be done in a slovenly manner.

I have now discussed a few of the cases that may call for the employment of the letter-craftsman, and little remains to be said, except a few words of advice on general lines.

In an earlier paragraph I spoke of illuminated work not taking on a "wall paper" appearance. The artist employed upon work of this latter kind is striving always to get a harmony of colour and form that will be of low tone, without being muddy and weak. The wall-papers introduced into living-rooms especially must have very subtle and low-toned harmonies or they will prove offensive.

The position of the illuminator is not quite the same, as he is striving at all times to get as much brilliance into his work as possible without introducing crudity of colour, and he must also consider—as the wall-paper artist must—the ultimate destination of his work, and make his plans accordingly.

Perhaps we might think of these two men as playing upon the same instrument but in different keys.

It would be well for you to study all the old work you can and try to find out what was the spirit of belief that brought it into being; not with the idea of copying it, but of striving to get from it an inspiration that will be true to the age we live in.

Finally, work is the end of all art; without work our dreams are as nought. The translation of abstract thought into concrete form is the function of the artist, and in the doing of work lies his whole satisfaction.

Do not look to the end alone. If you take no pleasure in each and every stage of growth that the work passes through, examine yourself carefully for you are missing the greatest joy that art has to offer.

The doing of things, constantly and continuously, cannot be urged too much. I leave with you the first line of a famous poem: "Work! Work!! Work!!!"

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It was a reading lesson—the twenty-third psalm, and he read quite correctly until he came to "Surely goodness and mercy", etc., which he paraphrased thus: "Surely to goodness, mercy will follow me", etc. Surely that was not what David meant.—*A Manitoba School.*

## Their Place in the Sun

A. J. LIVINSON.

Vocational Counsellor, Dufferin School Graduates' Society, Montreal

UNDER the title, "Their Place in the Sun," Mr. Elias Toberkin contributes in the *Metropolitan Magazine* a valuable article on a much discussed topic—the adjustment of our educational system to the main currents of social and industrial evolution.

Our own Royal Commission on "Industrial Training and Education" has placed before Parliament and the country the results of its researches. The Commission's report is beyond doubt a landmark in the history of education in Canada. The report loses its effectiveness in so far as the ordinary citizen is concerned inasmuch as it has not yet been popularized. If the Commissioners held out hopes that they would see their conclusions acted upon and their system of education put into operation throughout Canada, then surely they must have had in mind the publication of pamphlets or circulars based on the four big volumes of this report, to be scattered abroad among the people of Canada. It does not take a Henry Fielding to tell us that these volumes on the shelves of our members of parliament, members of the legislature, or even in the libraries of our educators will never hasten the introduction of this new conception of education unless measures are taken to have the heads of families acquainted with the value of the new education. There is a great deal to be gained by the Commission's work if they will popularize their findings.

Now coming back to Mr. Toberkin's essay. Here it is noted that the plea for vocational education is based upon economic conditions as they prevail in the United States, where he declares that political equality is grossly defeated by economic inequality. The attitude is, therefore, not foreign to Canadian freedom and Canadian democracy for we train our school children to sing "And room for all resounds the call." Furthermore, I have read somewhere that Canada's education has been influenced by that of the United States. With this explanation made it will be found that Mr. Toberkin's words have a local application.

His statistics are interesting. He says "Of every one thousand pupils (the figures are those of the United States Bureau of Education) who entered the first grade in the year 1904-5, it was calculated only 109 were graduated from High School in 1916. Of the same one thousand pupils who entered Public School in 1904-5, only fourteen will be graduated from college or university in 1920."

"What reduced," he explains, "the number of High School graduates from the original one thousand pupils to 109, and the number of college graduates to only fourteen per thousand pupils was the economic inequality of the children's families. Poverty and want had sifted the great majority of children out of the schoolroom."

I cannot speak with any authority upon the state of affairs in Halifax, St. John, Toronto, Winnipeg, Ottawa, Calgary, and Vancouver; but if we admit that the nation's destinies are influenced by the educational stimulation of its metropolis then we can't be over-enthusiastic for Canada's educational preparedness. The hands of Montreal's educational progress clock move very slowly. Their movements are hardly perceptible. The clock is out of order. The answer to the question, re-echoed down the ages and ever since the cradle commenced to be rocked, "Where are my children? What is their place in the sun?" awaits a reply by the hundreds of thousands who assemble outside the "Palace of Education." Even now the clamour is deafening and insistent. "What's to be done?" is asked on all sides. But there are no doers. At least, so it appears.

I know a number of young men, Canadian born, who have not made a success in Montreal, and who went to New York for a change of luck. These men have come back to Montreal and are still handicapped, though they have excellent qualifications. Our French-Canadians in the New England mills are being pushed out of this line of industry, and in Quebec they, too, have not found their place in the sun.

Mr. Toberkin elucidates this point: "The United States still spells opportunity to the child who comes here from abroad, because that child comes either with a better training or else with a mind that has been stirred to great eagerness. To the youngster born or bred in this country it spells hardship, because of our oligarchical system of education, which insists on ignoring the facts of life and dwells in an atmosphere of medieval romanticism." For a supplementary bit of reading on this point one may be refreshed by consulting Edmond Holmes' *What Is and What Might Be*, and Professor Moore's *Contemporary Ideals in Education*, which appeared in the *Educational Review*, October 1916.

The incriminating finger points to Canada. We are behind in vocational education. We have been passed long ago in this race by England, France, Japan, Denmark, Norway, Sweden, the Argentine, Brazil, Belgium, Switzerland, and even by the United States. "What is vocational education?" is a query often heard. I cannot do better in answering this question than to use the words of Mr. Toberkin: "Vocational education means a chance for the underdog. It means a better place in the sun for the man in the street, the man in overalls. It means beefsteak instead of beefstew. How? By making the schools serve the majority of our children as efficiently as they now serve the

minority. Vocational education recognizes that there are rich and poor, that there are classes in America, and pleads for better educational facilities for the children of the masses."

Every man and woman in Canada has an opportunity to hasten the advent of vocational education. The idea has but to be popularized among the people of the land. They will welcome it and will be willing to pay for it. They already recognize the fact that the state or the community supports directly or indirectly the training of doctors, lawyers, and ministers; and they are gradually accepting the doctrine that the same support ought to be given for the training of masons, carpenters, bakers, plumbers, bookbinders and printers.

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## Book Reviews

*King Henry V.* (In *The Granta Shakespeare*), edited by J. H. Lobban. Price, 1s. net. Cambridge University Press, London. J. M. Dent & Sons, Toronto. The publications in this series have already been recommended in these pages. This one is good; the introduction, notes, and glossary are comprehensive; the type is clear and readable; the size and binding convenient for school use. W. J. D.

*New Standard Teacher Training Course.* Part I. *The Pupil.* Part II. *The Teacher*, by L. A. Weigle. William Briggs, Toronto. The price of these books is 20 cents each. Teachers who are conducting courses for Sunday School workers will find these books very comprehensive and very useful for this work.

*The Rural School From Within*, by M. G. Kirkpatrick, Ph.D. Pages, 303. Price \$1.28 net. J. B. Lippincott Company, Philadelphia. This is a really enjoyable book for anyone interested in education; there is enough continuous narrative, from the writer's own experience, to make it a fascinating book, especially to anyone who has taught a rural school. How easy it is to criticise our rural school system! How difficult to suggest practical means of improvement! The author's criticism is always constructive; he has many excellent ideas. To the teacher, to the student of educational problems, the present reviewer heartily recommends this book. W. J. D.

*Stories for the History Hour*, by Nannie Niemeyer. 253 pages. Price 3s. net. George G. Harrap & Co., London. Here are 16 well-written stories of famous historical characters from Augustus to Rolf the Ganger. This book should make an excellent course in history for Second Book (Grades III and IV) Classes and would be a great boon to any who have problems in this work. History taught as in this book easily becomes the "favourite" study with children. Placed in the school library it will be read and enjoyed by pupils of all classes. W. J. D.

*Graduated French Dictation*, by S. H. Moore. Price 2s. 6d. net. Cambridge University Press, London. J. M. Dent & Sons, Toronto. This book contains 200 French selections for dictation and 90 paragraphs for translation into French. Teachers of the subject should find this a very convenient aid in "prose" and "sight" work.

*The Story of the French Revolution*, by Alice Birkhead. Pages, 236. Price 1s. 9d. George G. Harrap & Co., London. In the opinion of the reviewer this book should find a place in every Public and High School library. The story is so well written that children of Third Book (Grades V and VI) Classes can read it without difficulty. W. J. D.

## The Teacher and the Community

HOMER B. BRUBACHER,  
Elmira, Ont.

ONE of the essential characteristics of the successful teacher is strength of personality. Situated as he is, the centre, more or less, of interest and of honour, this factor in his success is very prominent. If he is of a strong, compelling disposition, even though there may be disagreement with his views he will always be respected. He will be looked up to as a leader. This he should always be. His strong, firm, dignified yet kindly disposition will not fail to win strong and staunch friends for him; whereas, on the other hand, should he be of the weak, yielding, type, his influence in the community is lost.

Closely related to his personality, and especially to his bearing, is his own physical condition. To be an all-round, well-balanced man, he must consider this side of his life. Not only must he consider his own case, he must also interest himself in the physical make-up of others. Thus the teacher can aid greatly in overcoming physical defects and weaknesses in his pupils and possibly in some who are outside the influence of the schoolroom. Of the defects and weaknesses one has but to mention round shoulders and we realize at once the frequency of these cases and the consequent seriousness of the situation. The eradication of such results of carelessness or their betterment, with respect to the pupils at least, lies to a great extent within the power of the teacher. By means of suitable exercises he can often remedy these defects and build to greater strength a slender physique. The teacher need not stop here. He can go on and organize games and sports outside the precincts of the schoolyard in the community in which he resides. And when these conditions are fulfilled, when the teacher becomes a physical leader both in school and in the surrounding community, then, and only then, can he be said to have fulfilled his mission properly in the interests of physical education.

Again, to live in contact with a community, to enjoy the pleasures of everyday life, and to ignore wholly their industrial pursuits is a mistake. The sympathies and interests of the teacher should be directed toward the way in which his pupils and his neighbours work. If they are of the agricultural class, he will do well to take an interest in the growth of crops, the yield and production of farm produce, and its disposal. He should not feel himself above either them or their work, or consider it degrading

to take part in their honourable toil. He should, therefore, take a real, vital, helpful, interest in the industrial pursuits of his community.

Let us now consider the teacher in his element, the schoolroom. Here he is the controller of energies, the mental leader of the coming generation. Owing to education and experience, he is able to discover the powers of the growing child, its possibilities and limitations; and he prepares and aims to give instruction accordingly. Hence the child's mind is educated in a logical way. Above all, practice should supersede theory as a method of procedure, for in the mind and especially the infant mind, nothing is retained unless it is related to its experiences.

Now let us consider the social connection of a teacher and his community. Here, as before, his place is second to none. His high intellectual standing often tends to place him on a pedestal, as it were, from whence, it seems, some never venture down. This is the wrong view to take of the matter. To be the leader that he should be requires not seclusion, but a mingling with the community, to encourage their honest efforts at advancement and to show consideration for their mistakes. To be the leader, therefore, in the social as well as in the other spheres of activity requires the same standards of leadership as the others—strength of personality, nobility of character, consideration for the faults of others and a modest yet dignified bearing toward the community.

Just as the teacher should be the mental, social, and physical leader, so he should also be the moral leader. His character should be above reproach, and of such a nature as to be an example to the community, particularly to the children. If the example is corrupt, one cannot expect the children entrusted to his care to grow up into good citizens any more than one expects figs to grow on thistles. On the other hand, if the example is a noble, God-fearing one, this also will be reflected in the lives and activities of the pupils. Thus his character, whether it be good or bad, will tend to be infused into the lives of his pupils, who daily reflect more of their master. Knowing, therefore, the susceptibility of the young to follow an example, the teacher's character and bearing, especially in the schoolroom, should reflect all that is noble and pure and virtuous in life.

In summing up, let us note the points emphasized—strength of personality, nobility of character, physical perfection as far as possible, interest in the affairs of the community, and industrial, mental, social, moral and physical leadership of men. Such a view of the matter may seem more of a theoretical than of a practical one; yet it is the ideal to which the teacher should aspire if he would be all that he should be to his school and to the community at large, for it is only through striving after ideals that we ever attain any degree of perfection.

## Democracy and Education

[An address delivered before the High School and Collegiate Section of the Ontario Educational Association.]

PROFESSOR G. S. BRETT.  
University of Toronto

**D**URING the past year many books and articles have appeared on the relation between education and democracy. Those which I have read suggested the subject of these remarks and guided the course of my thoughts which, I hope, you will regard as chiefly hints for further study of this most important topic.

Presumably it is not necessary or profitable to discuss, on this occasion, the merits of democracy. As a system of government democracy is said to be still in the experimental stage, and that may be a justifiable view if we measure it by the relation of its attainments to its ideals. But democracy, outside of the political arena, is the name of an idea, and it is of the idea that I intend to speak when I use the name. The essential elements of that idea were never stated more clearly or briefly than in the original republican formula: liberty, equality, fraternity. Those are the essential elements of the idea, but they are not on that account to be treated as fixed quantities, definite things named, labelled, and known. On the contrary, they are merely directive indications of the roads along which people may travel towards an unrevealed perfection. They can be given meaning only through process, through some steady development which we shall call the education of the race, and the race is the sum of individuals looked at from the standpoint of history and present relations. In brief, then, democracy is the name of the idea; education is the name for the process.

What we have to consider is the relation between idea and process as we have it with us to-day, and first let us take, by the way of antithesis, the system adopted in Germany. Here I wish to make one or two remarks on the idea which has controlled the education of that country. The rulers of Germany thought education should aim at equality, and every pupil was required to reach a fixed average standard.\* The state naturally looks on its members as its chief asset and tends to require them all to serve its interests as much as possible. It proposes to reward those who please it, and parents are easily convinced that a steady job in the government is true prosperity. From this come certain good

\*See "Cross Currents in English Education," by Sir M. Sadler, *Edinburgh Review*, October, 1916.

results; for education is valued; parents take pride in the progress of the children, and nothing can replace this influence as a true supplement to the class-room. The attainment of a good average makes the pupil a good collaborator; he can work with his fellows and is content to do his part in any undertaking laboriously without expecting great personal gain. In a state which has a ruling class, there is a definite goal and standard set. Outside of it differences and distinctions multiply harmlessly; for they all remain outside, and no amount of merit or hustle can bring the individual to those high places which are occupied by the rulers and their kin. This conditions of affairs has a profound influence on the whole community and deeply affects the education of a people. Let me indicate one or two of the important points.

In every group of people some kind of aristocracy establishes and maintains itself. As a rule by aristocracy we mean the feudal aristocracy which owes its superiority to royal favour and to property. To the democrat this class is anathema, but the student of history will recognize that it has had its virtues. For example, it tends to have leisure. In its corruption, this is laziness, but at its best, leisure is the freedom which gives room for large things, for things that bring in no immediate profits but require expenditure of time and money; for the study of history, the contemplation of humanity, the inauguration of schemes that are not spoiled by haste nor limited by harrassing anxiety. Next, it tends to have ideals, chiefly, I think, because it tends to have foresight. Ideals are not well served by emotions; they are sustained by principles, and ultimately by class-principles, that is to say, by principles which have been developed through a consciousness of relation with and obligation to other individuals, the principles that have made themselves immortal by supporting such words as "gentleman" and such phrases as "noblesse oblige." Whatever may be said for the rights of the masses as opposed to the classes, nothing great in the world has been or is being achieved where this heritage of principles is forgotten or despised.

This is not an attempt to argue for or against any kind of political organization, nor to discuss the merits of political theories. Let us be content to learn from any source and to select from all that is known what seems instructive. A very superficial knowledge of history will tell us how often aristocracies have failed; it requires a much profounder knowledge of men to discern how and where democracies succeed. But the first and commonest point to be made in favour of a democracy is that the democratic basis is broader. In brief, we hold that what is truly good for some is good for all, and accordingly we should aim to make that good available for all. There the problems begin. Let us consider how they arise and what they involve.

Modern life and modern thought is closely bound up with the idea of discovery. The effect of this on principles and on conduct has been to shift our centre of gravity.

Of old, wisdom, was enthroned: now knowledge claims supremacy. "Knowledge comes but wisdom lingers"—wisdom is the fruit of maturity but knowledge is the prize of youth. We grow old in what we know but the young start where the old leave off. Authority is, therefore, no longer the privilege of age: youth is no longer mere immaturity, but rather the embodiment of creative force. Education has followed steadily in the wake of this development of opinion. The slow process by which the young were once furnished with the wisdom of the elders is now abandoned. Educational theorists devise new means every day, to make the rising generation a veritable magazine of explosive energies, while among the mere opportunists any short cut that leads to conspicuousness will find favour, whether its results are valuable to the community or not. The beard is no longer a mark of venerable wisdom. We unconsciously subscribe to the general opinion by shaving as much as we can when the time permits. Everything we have is offered to, not to say thrown at, the rising generation; we worship youth with more fervour than the ancient Persian when he knelt to the rising sun.

Consider, then, the practical outcome. First and foremost let us put the indisputably good points. Since the close of the eighteenth century there has been a growing interest in the individual and in all the phases of the individual's growth. There has been an ever increasing knowledge of the actual conditions of childhood, a fine monument to human enlightenment. We have come to see that youth is not an empty period of waiting for years of discretion. It is essentially growth, and growth is education. By seeing and accepting this fact, human nature has been more completely understood, and education is now defined as good or bad according as it does or does not ensure growth.\* The democratic spirit here shows its best qualities. It allies itself with the loftiest flights of those speculations which see in the world no mere repetition of crystallized forms, but a perpetual renewal of life through creative evolution. It speaks with no uncertain voice of progress, for it aims to finish nothing but always to ensure growth.

In this way a new equality has been brought to light, the equality of value which we attach to various forms of life. Not only the child is given a place of its own in the hierarchy, but all the varieties of type including the strong and the weak, the genius and the feeble-minded. Education takes on the character of a gigantic scheme for the conservation of human energies, a conscious effort to preserve all that may play a

\*This theory is developed in Professor John Dewey's *Democracy and Education* (1916), a book no teacher can afford to neglect.

part in human progress and through preservation of every part to ensure the growth of all humanity. With this equality there goes, obviously, a new liberty and a new fraternity. If the real meaning of all this could be grasped, beyond a doubt we should wake to find the millenium established. I regret that I cannot announce that desirable fact for a few reasons which I will briefly relate.

We have the idea, but have we an adequate process? An eminent banker of the United States recently said: "We know how to earn, but not how to spend". There is the truth in a phrase. We have learned how to acquire liberty, but not how to use it. We have learned that the wealth of the country is its rising generation, but we have not learned to train it. In the anxiety to go forward we have forgotten to ask carefully about the direction. Among the war-cries of educational theorists the most strident is "vocational training". No one seems to remember that every individual's vocation is life. Another war-cry is Nature; but only a few remember that nature for man is reason, and there is no outlook for the human being who tries to get through life with only a vague possession called nature to his credit. The growth which education must ensure is not natural but social. The young must learn that law and liberty are the same thing for all but misleading sentimentalists, and that in many cases loss is the beginning of gain, as pruning is the condition of growth. About this we need not be pessimistic, but we must realize that these are times in which whole nations are making the most dangerous experiments.

The effect of the democratic idea on the process of education has been chiefly to produce chaos. This is shown by some of the current formulae. We are told that the most important factor is interest. The teacher must follow the unfolding of interests in the student's mind. If that were all, life would be easy. But education is an art of leading, not following; its great problem is to create interests, and not only create but sustain and establish. The managers of our public amusements are the people who follow interests and make every tendency a means of controlling the masses. The more education adopts such principles, the more completely it will fail to achieve any lasting benefit. For the results come quite logically. We talk of interests as though the term never applied to any but young children. In reality it is a word of deep significance, the key-word of systems and classes: we learn to talk of private interest, public interest, moral interest, and economic interest, all symptoms of that decadence which begins to reconstruct a new and a worse system of "classes". A man does very little good to the community if he is misguided enough to foster ideas of education which are really ideas of mutually antagonistic classes bred up in the few ideas that may be essential for each separate class.

You will see now where the dangers lie. They are not yet inevitable disasters, but are distinctly threats. They are vices that spring from the virtues. For liberty we substitute license, and label it "the way of nature". Then we contradict ourselves and say it is really social. Equality we understand as the abolition of class distinctions: then we adopt methods that are creating classes, different only in being more insidiously created, more truly devoid of common interests and more irresponsible. But fraternity at least is left us! I could wish that it too were without blame. But in England, Robert Bridges tells the working-man that he has been corrupted by good-fellowship. I think he is right. We know how the bar and the saloon exploit the ideas of good-fellowship. Endless institutions are accepting it as their great asset without a question. Can we expect it to be absent from education whether in school or cottage or city? Can we fail to recognize that its chief characteristic is the formation of a level which all can reach? In the name of good-fellowship superiority is made a disgrace. Hundreds of people exist whose instincts at some time or other have told them that the books they read are a waste of time, the theatres they go to a waste of emotion, the friendships they maintain a waste of life. But they dread the isolation which seems to threaten the rebellious. They fear to be told that they do not "realize themselves". Such catchwords as "academic" or "highbrow" poison the atmosphere which these people must breathe and drive them to wear reserve like a gas-mask or even produce in them a genuine habit of preferring vulgarity.

Of all these things man is not the measure. We may boast of liberty, but above each of us stand immutable laws in respect of which there is only the liberty of bondage. So Augustine said, "You may not give unto men the liberty of damnation". Authority, as arbitrary autocracy, may be gone forever and we may be glad. But education is the process by which we preserve the good—it is our earthly means of salvation. We must learn to select, and to enforce selection; to refine and to enforce refinement; to support the authority of that which is of good repute and not be induced by catchwords to favour the compromises which weakness perpetuates.

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It was recess. Two small boys were having a somewhat rough struggle, and when one received an unexpected, hard blow he exclaimed:

"If you don't look out, you'll end up in a place that begins with H and ends with L!"

A passing teacher, hearing the remark, scolded the boy severely for what he had said.

"Well," replied the boy, after a pause, "I'm sure I don't know what you're talking about. I only meant hospital."—*Exchange*.

## A Patriotic Geographical Struggle

E. H. DAMUDE

Principal, Public School, Leamington

[Mr Damude has used this story in his classes for recreation work in geography. In order that others may use it for the same purpose, the key to the puzzle is printed below.—EDITOR.]

**L**AST (strait in E. I.) as I was out getting the (river in Scotland) I met Mr. (city in Neb.) who was (city in Eng.) about an (river in S. Am.) who had enlisted. She looked brave enough to fight (Gulf in Asia) of (city in France). She would (lake in Scotland) the praise of any (city in Belgium) who was (city in France) and who thought (canal in Ont.) wisely of his country. Such an example would make many a (island near England) (city in N. Carolina) to the (river in Scotland) (bogs in Eng.) of the (river in Ont. or Que.). Her (lake in Canada) (island in Baltic) (sea N. W. of America) put the (island near India) her sincerity. To (river in England or Russia) a (island in Eng. channel) to (lake in Canada) the (sea in Asia), (sea in Europe) and (river in Egypt) required (islands near Australia) courage. The horrors of (city in Poland) a prospect of living on (city in Italy) (islands in Pacific) (sea in Europe) coffee and a (bay in Australia) of (river in Germany) to say nothing of wearing a (city in Ireland) limb when (river in B.C.) is declared, besides (city in France) dresses and (city in Germany) water is no more in keeping with the life of a soldier than of an (bay in Europe). The true patriot must say (state in United States) debt to my (river in Ont.) and no (ocean) feelings (strait in N.S.) (city in France) my (cape in Africa) in his (island in N.B.) home land. Not even the (reef in Australia) of sex should quench the feelings which (city in Switzerland) in the (city of France). But what (city in India) has our heroine? In an attempt to (country in Europe) trench she (state on Atlantic U.S.) on a (river in France) (pass in Rocky Mts.), wearing an (province in Ireland), blowing a (cape in S. A.) and going (a narrow neck of water) toward the (misnamed ocean in Europe) (valley in western U.S.); but the (river in Germany) of (city in Germany) s mingled with that of gas kept her on the (cape in N. A.). But her charger (city in Italy) s about (a cataract), the (city in Manitoba) her breaks and blood (river in Eng.) s out. (city in South Africa) began to feel (country in South Am.), things began to look (sea in Europe) and she (cape in Ont.) no (plain in Scotland). When she awoke a (English island) (another English island) stood near and not far away was (river in U.S.) with a (sea in

Asia) (battle field in England) on her arm and some (city in western Canada) in a (sea in Asia) cup in her hand. (Island in N. S.) did not seem (river in France) at first; she mumbled something about a (Penn in Europe) horse, her (river in Australia) and she seemed to be in a (Mt. peak in N. A.) with some one as to whether she was (islands off Canada) or the (islands north of Canada) and whether she was a (cape north of Canada), (sea in Gr. Br.) or (strait in Gr. Br.); she seemed to fancy the clergyman was (city in Ont.) or (town in N.B.) but in a flash of consciousness she thought she heard him say "Put [one of the continents] in the Lord"; then she was certain he was [channel in Br. Isles]. She imagined the nurse was a [river in Canada] but she wondered why she was so [sea in Europe] as she was sure she murmured that [river in S. A.] s were [sea in Europe].

This is the key to the above: Sunda, Ayr, Lincoln, Reading, Amazon. A-den, Lyons. Earn, G(h)ent, Nice, Well-and. Man, Raleigh, Dee,-fens, Nation. Superior, Zeal-and, Behring, Ceyl-on, Don, Jersey, Bear, Red, White, Blue, New Zeal-and. War-saw, Bologna, Sandwiches, Black, Bight, Rhine, Cork, Peace; Lille, Cologne, Archangel. I-ow-a, Nation, Pacific, Can-so, Rouen, Good Hope, Deer. Barrier, Berne, Brest. Luck-now? Russ(i)a, Rhode, Rhone, Kicking Horse, Ulster, Horn, Strait, German, canon; Oder, Frankfurts, Lookout. Romes, falls, Brand-on, Ouses. Elizabeth, Chile, Black, Hurd, moor. Holy, Man, Miss-ouri, Red, Mortimer's Cross, Medicine (Hat), China. Madame, Seine; Balkan, Darling. Wrangel, Queen Charlotte, Prince of Wales, Scott, Irish, English; St. Thomas, St. Andrew, Eur-ope, English. Slave, White, Nègro, Black.

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## Book Reviews

*Manual Training—Play Problems.*—Constructive work for boys and girls based on the play interest, by Wm. S. Marten, State Normal School, San Jose, California. xxvi+148 pages. Price \$1.25. The Macmillan Co. of Canada, Toronto. This is a very interesting and helpful book. The following are some of its many commendable features. Each constructive exercise gains interest from the fact that it leads through the play impulse to further activity; the exercises are such as can be worked out by the child himself with a little guidance; the great number of exercises is so varied as to provide for all sorts of interests; the work is a good introduction to the more formal and technical methods of the advanced manual training classes; and the materials required can be readily procured in almost any locality. Notwithstanding the great variety of play-problems, an accurate drawing and a stock list is given with each, and a photograph shown of the finished article. The work is introduced by suggestions on, "The teacher's point of view", and "Construction and tools". Appealing to the varied interests of children and guiding them through constructive exercises, the book is a valuable contribution to the needs of the modern school.

A. N. S.

## The Bad Boy

N. F. TOMLINSON

IN dealing with this question I do not hope to present anything very new or original in the way of methods of discipline, but if I succeed in recalling to the minds of us teachers some of the things we have learned in training school but have since had a tendency to forget to apply to our every day work, then I shall consider that my time has not altogether been wasted.

In the first place, in discussing the "bad boy" question, I wish to make clear what the term includes. Of course "badness" grades from a mere tendency to be mischievous to extreme moral depravity. My remarks will refer to the average "bad boy" to be found in almost every school—the one who has made a reputation for himself in the school and the community—who causes his teacher the most anxiety and makes the most demands upon his patience and time—the leader in all the mischief and the one that the good boys are warned against by their fond mothers.

I consider this question to be one of the most important that confronts the teacher, and for this reason the boy who is a mischief-maker is nine times out of ten one who has more capacity and more possibility of becoming something beyond the average than his tamer school-mates; hence, it is the teacher's duty to try to bring out the capacity for good that *is* there (although perhaps in a latent state) and keep the boy on the right path to manly character. Teaching would indeed be an easy matter if all the pupils were of the type of the "good boy" or "good girl". It is true of the merely intellectual training that the slow boy or girl takes the teacher's time; it is also true of the moral training that all the teacher's tact, patience, and skill must be called into play for this one "bad boy" simply because he is one that needs it. If the teacher succeeds he will likely be rewarded with the satisfaction of seeing his boy become something above the average citizen. How many of our men who have made a mark in the world could recall the time when they were hard to handle in school! If they could not, their old teacher could. It has been said that German teachers declare that they would rather manage a dozen German boys than one English one. Shall we therefore wish that our boys had the manageableness of the German ones and with it the submissiveness and political serfdom of adult Germans? Let us remember that the independent spirit that makes the

boy hard to manage is the spirit which, if rightly directed, will become the independent spirit to be desired in the British subject of later life.

First, then, we teachers must have a proper sense of responsibility concerning the boy. This falls on us to a great extent for the reason that very often the home training has not been successful. It has no doubt been part of the experience of many of us to be thwarted in our endeavours at disciplining by the interference of the parent who, in other matters quite reasonable and just, in the matter of seeing the best interests of his own child, seemed to be absolutely lacking in good sense and good judgment. Some time ago I read an article by Stephen Leacock on the problem of the teacher in which he says "Every man, according to his profession, is brought into contact with his fellow beings in their different aspects. A car conductor sees men as "fares"; actors see them as "orchestra chairs"; barbers regard them as "shaves" and clergymen view them as "souls". The schoolmaster learns to know people as "parents" and in this aspect, I say it without hesitation, they are all more or less insane." But he adds that their delusion is useful. Without it the world could not go on. Let me mention one responsibility that should rest on someone's shoulders as touching the boy, which is commonly neglected by parents and which, therefore, the male teacher should at least consider. A few weeks ago, our school was visited by Mr. Beall who is sent by the Department of Education to lecture on personal hygiene, etc. In giving the boys, in a special lecture to them, some information regarding the question of sex hygiene, he asked how many had never been told anything of these things at home. Almost the whole class held up their hands. Here surely is a chance for the male teacher to keep the boy with bad tendencies from dangerous habits that he may start through ignorance. Yet how few of us step over the false barrier of reticence on such subjects and talk plainly to the boy!

In order to reach the boy and do him most good, the teacher must strive after a proper attitude towards him. That attitude should be one of friendliness if possible. I believe many a new teacher has been prejudiced against a particular boy by the tales told him by people of the community who thought they were doing the new master a great service. It was my experience, when I went to my first school, to be warned against a certain boy who would, like as not, put me out of school one day. Fortunately my Model School teacher had warned me against just such a situation and I refused to be prejudiced beforehand at any rate. I had an opportunity outside of school hours to be in this boy's company and, as there was not much difference in our ages, we became "chummy". The same boy, although it was hard work at times for him not to be making things interesting in school, stood by me and

made it easier for me in that first rather anxious year. He had gained his bad reputation with previous teachers principally on account of a spirit of antagonism that existed between him and them, which they either did not try very hard to overcome or, if they did try, did not go the right way about it. A French writer says "In order to manage children well, we must borrow their eyes and their hearts, see and feel as they do, and judge them from their own point of view". Does this feeling of sympathy find a big enough place in the teacher's mind when it is a case of dealing with the "bad boy"—the fellow who is at the bottom of all the trouble and but for whom everything would run smoothly? It has been my own personal experience, as I recall it, that those pupils that I have had least success with are the ones with whom, for some reason or other, I could not be familiar in a friendly way. Some may say that this friendliness and familiarity is likely to be taken advantage of in the schoolroom by the mischievous boy. That has not been my experience. It is not a hard thing to show him what his proper place is in the class-room.

Supposing then that the attitude between pupil and teacher is right, what are some of the devices to be made use of to prevent the boy from making trouble. First of all he must be kept busy. In the schoolroom this, of course, involves the subject of methods in teaching with which it is not my place in this paper to deal. But of all pupils, I believe this rule applies most especially to the "bad boy". I recall the case of one small boy I had in my first school who was sure to be in trouble if his seat work was not planned to fill all his time out of class. The seatwork for his class had to be planned with an eye to his special needs, but it paid to do it. Carlyle says "There is always hope in a man that actually and earnestly works. In idleness alone is there perpetua despair." Can we not apply this to the boy? If he is not an idler we can have hope for him and, of course, whether he idles his time away in school hours or not depends to a great extent upon his teacher. Not only must he be kept occupied in the classroom but the teacher should know what he is doing in play hours. Here, of course, the male teacher has the advantage. He can interest himself in the boys' games, take part in them, and keep the boys from spending their time in a profitless way, as they sometimes will do if no one takes things in hand for them. There is a different atmosphere in the playground when the teacher is there. The bully gets no chance with the small boys; bad language is not heard; the game, whatever it is, will be played fairly. If the boys are fairly large boys, there will be a healthy rivalry between them and the teacher. I know from my short experience that you can get the confidence and respect of a boy, bad or good, more easily by entering into his play with him than in any other way.

While taking measures for keeping the boy under control, one must not forget that the aim of the teacher should be to produce a self-governing being and not one to be governed by others. If he can be given the notion that he has a certain responsibility, a great deal has been gained. Make the boy understand that every bad act of his tends to lower the standard of the school to which he belongs. Appeal to his sense of self-respect and he will likely respond with efforts to improve.

If there is one thing that should be avoided, that is harder to avoid than anything else, I believe it is the tendency to nag at the boy who gives you most trouble. Of course the bad boy who is always getting into trouble is a very handy fellow to be made the butt of a teacher's cheap sarcasm or a target on which to relieve himself of his bad humour; but it is not good for the boy. If he has any spirit at all he will resent it and will learn to hate the one who treats him that way. He should be given praise when he deserves it; it will go farther with him than with some of his schoolmates, simply because it is a rarer thing with him.

With all one's efforts of kindness and patience must go firmness. Not for a minute must he get the idea that he is going to get away with any bad acting if you can help it. "Give him an inch and he will take a mile" applies to him especially. We can all recall the teachers for whom we had most respect and in nearly every case that respect was instilled by firmness. This brings up the question of punishment. One can get along for some time without it but, every now and again, in spite of everything you can do, your bad boy will break out in a fresh place, as it were, and then something must be done for the sake of example to others and to insure against a repetition of the offence. It seems to me that the number of times that your boy has to be punished is a pretty fair indication of the degree of success you are having with him. The degree of success is in inverse proportion to the number of times he must be punished. What shall be the nature of the punishment? We hear a lot about the punishment of natural consequences. I believe the principle should be followed where it can be for the reason that it will perhaps appeal to the boy as being the most just. Here the vexed question of corporal punishment comes up. It is my opinion that not many "bad boys" have been made into "good men" by frequent application of the "rod". They may have become good in spite of it. I was told in Model School that frequent recourse to the "strap" is a sign of weakness in the "strapper". It appeals to the baser side of the boy's nature, we are told, and surely that is one thing we should aim to avoid in dealing with the "bad boy". We want to put his baser nature in the background. But corporal punishment cannot be altogether dispensed with. An act of vice or rank disobedience is generally best handled in that way. There is a tendency to make use of it because

it is the quickest way of dealing with trouble, but this consideration should not enter into the question.

In closing let me say that we should not forget that it is our duty to do our best for the "bad boy". And then, if the immediate results of our efforts appear very small in proportion to the amount of energy we have put forth, let us remember that some of the seed sown may produce fruit some time in the future and in the meantime gather what comfort we can from the knowledge of having done our duty.

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## Book Reviews

*Our Flag and its Message*, by Major J. A. Moss and Major M. B. Stewart, U.S.A. Price 25 cents. J. B. Lippincott Company, Philadelphia. This is intended for American Schools; all the publisher's profits are to be given to the American Red Cross. W. J. D.

*The Happy Hero*. A Letter Written before Battle to his Parents by Eric Lever Townsend. The Musson Book Co., Toronto. Price 25 cents. This little volume is most beautifully gotten up. The boy's letter is brief but it does one good to read it. "There are two wonderful things in this letter—a fine compassion and a fine thankfulness, and it is hard to say which is the more moving". W. J. D.

*Canada, The Spellbinder*, by Lilian Whiting. Pages. 318. Price \$2.00. J. M. Dent & Sons, Toronto. Do we not often feel that there is not enough "life" in our teaching of geography? How easy it is to drift back towards the old, old system of learning by rote capes, lakes, bays, counties, etc., ad nauseam! But, if the geography lesson is part of a trip, and if that trip is continued day after day, how conspicuous is the interest! Even the study of our own country is often deadened by use of the old mechanical method. This book gives, in imagination, a trip through Canada on the Grand Trunk Railway System. Special emphasis is given to the vastness and the variety of the scenery but cities, towns, universities, industries, are also described. There is a chapter on Canadian poets and poetry; there are 33 excellent illustrations. Teachers of geography should examine this book. W. J. D.

*Laws of Physical Science*, by Edwin F. Northrup. J. B. Lippincott Company, Philadelphia. 210 pages. Price \$2.00. This volume contains a statement of all the laws of physics, also a reference to some text-book or monograph where the more complete exposition of the law can be found. As no explanation of the law is given in the volume under review, it can only be valuable as a work of reference. For that purpose it has a limited value. It is very beautifully bound. G. A. C.

*Toy Making*, by Clara E. Grant. 98 pages. Price 1s. 6d. Evans Bros., London. The exercises in this book are for children from four to six years old, and are therefore very simple, the author wisely insisting that the work should be done by the children without assistance in the actual making. The chief value of the book is in its emphasizing the child's own observation, his own thinking and his own doing. One might wish that the sequences had been presented as suggestive of variation rather than as a definite series. The illustrations would have been of greater value if they had been distributed through the text rather than inserted all together in the middle of the volume. While the book has some commendable features as suggested above, in the opinion of the reviewer, it is not above the average of the later books on constructive exercises.

## Notes and News

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

George A. Carefoot, B.A., B.Paed., who has been science master in St. Catharines Collegiate Institute for the past six years, was recently appointed Inspector of Public Schools for the County of Lincoln.

W. B. Race, B.A., for the past thirteen years Principal of Sault Ste. Marie High School, has been appointed Principal of the Ontario Institute for the Blind at Brantford.

Miss Alta-Lind Cook, B.A., formerly of Meaford High School, has been appointed to the staff of Riverdale Collegiate Institute, Toronto.

Miss Vera B. Kenny, B.A., formerly of Bradford High School, is Art Specialist in Orillia Collegiate Institute.

G. W. Rudlen, B.A., of the staff of Sault Ste. Marie High School, has been appointed Principal of that school.

Mrs. McGregor, who taught commercial work in St. Mary's Collegiate Institute, is now teaching the same work in Harbord Collegiate Institute, Toronto.

W. T. Baker, formerly Principal of Keewatin Continuation School, is now Principal of Renfrew Model School.

R. S. McKercher of the 1914-15 class in the Stratford Normal School, and for the past year Principal of the village school in Herschel, Sask., has enlisted in Regina and is leaving shortly for overseas.

Miss Margaret H. Abel, formerly of New Hamburg Continuation School, now holds a similar position in Elmira.

Harvey Becking, formerly of Pinkerton, is now teaching in Teeswater.

Miss Mary L. Rodger of Springfield has been appointed to the staff of Paisley Continuation School.

F. C. Asbury, M.A., of Harbord Collegiate Institute has enlisted for overseas service.

Murray Cameron, B.A., who was science master last year in Alexandria High School now holds a similar position in Arnprior.

James T. Smith, formerly of Chesterville High School, is teaching science this year in Alexandria High School.

Members of the Class of 1916-17 in the Faculty of Education, University of Toronto, have secured positions as follows: Miss M. Jean Bull, B.A., in Port Perry High School; F. P. White in Cayuga High School; Miss Frances E. Evans at R.R. No. 2, Hagersville; Miss E. Estelle Pickard at Jansen, Sask.; R. J. Aitcheson in Moira Public School; Miss May Moore in Port McNichol Public School; Arthur Archibald in Florence; Gordon P. Pook, M.A., in Mount Royal College, Calgary; Miss Lillian B.

Arnold in Stouffville Continuation School; Miss Allie J. York at R.R. No. 1, Wanstead; Miss Amy L. Wark in North Augusta Continuation School; Miss Dora M. Prout is on the staff of Fort Frances Public School; Miss Llewella M. Sonley at Manilla; Miss Elsie M. Gaiser, B.A., in Comber Continuation School; Miss Norah G. Templar at Gilford; Miss Norma F. Orchard at R.R. No. 2, Nestleton Station; Miss Maud A. Climie is on the staff of Wroxeter Public School; Miss Bertha C. Hare at Wyoming; Miss Florence Abbott at R.R. No. 3, Lansdowne; Miss Grace D. Bennett in St. Ola Public School; Miss Myrtle B. Givens is on the staff of Beaverton Public School; E. Klemmer at R.R. No. 3, Madoc; Miss Ella Darroch at R.R. No. 2, Clinton; Charles Howitt is on the staff of Perth Avenue Public School, Toronto; Miss Edith M. Clark at R.R. No. 4 Kenilworth; Miss Mabel A. Gilkinson at Charing Cross; Fred W. Dixon is teaching science and art in Markham High School; Miss Lulu O. Gaiser, B.A., is Principal of Crediton Public School; Miss Claire Weylie at Hannon; Miss Francesca Kehoe near Teeswater; J. J. Campbell is teaching science and mathematics in Vienna High School; Miss Clara B. Hellyer, B.A. is on the staff of Waterford High School; Miss Luella M. Buchanan near Arthur; Miss H. Beatrice Logan is on the staff of Southampton Public School; Miss Hazel V. King is Principal of Tupperville Public School; Miss Elsie J. Wright is on the staff of Prescott Public School; H. B. Kilgour, B.A., has been appointed temporarily to the staff of the University of Toronto Schools; M. L. Entwistle is physical and cadet instructor in Cobourg Collegiate Institute.

Miss Florence M. Dunlop is on the staff of Comber Public School.

Wilfrid L. Miller is Principal of Tidsale Public School, Sask.

Graduates of the class of 1916-17 in Peterborough Normal School are now teaching in the following schools: Miss Lila M. Doubt in Mary Street Public School, Oshawa; Miss Ethel Logan at R.R. No. 3 Woodford; Miss Isabelle McBride at Batteau; Miss Mary I. Reid at Orono; Miss F. Jean Bauslaugh is teaching a primary grade in Fort William; Miss Lizzie Hogg at Fraserville; Miss D. Stocker at R.R. No. 3, Peterborough; Miss Irene M. Lake at Westbrooke; Miss Elsie J. Elliott at Hall's Bridge; Miss Annie L. Partridge at Orland; Miss Bertha A. Clark at R.R. No. 3, Burketon; Miss Francis Fitzgerald at R.R. No. 2, Indian River; Miss Jessie W. McDermid is on the staff of Coldwater Public School; Miss Ruth Bick is teaching primary work in Bobcaygeon Public School; Miss Nora Goodwin at R.R. No. 4, Picton; Miss Sadie Southern near Bobcaygeon; Miss Dorothea Doak at R.R. No. 2, Millbrook; Miss Vida A. Langmaid near Oshawa; Miss Isabelle Dundas at Norland.

Arthur S. Zavitz, B.A., formerly mathematical master in Picton Collegiate Institute, has been appointed associate mathematical master in Peterborough Collegiate Institute.

S. J. Mathers, formerly of R.R. No. 1 Blyth, is teaching the Indian Day School on the Moraviantown Reserve.

Of members of the class of 1916-17 in Toronto Normal School the following news has been received: Miss Ethel V. Edwards is in charge of Eversley Public School; W. Ewerton Smith is at R.R. No. 1, Zephyr; Miss Mabel L. Scott at Vroomanton; J. N. Proctor is Principal of Caledon East Public School; Miss Mary Harrison at Lloydtown; Miss Muriel Austin is on the staff of Birchcliff Public School; Miss Pearl Fleetham at Caledon East; Miss Mary E. C. Kidd at Melancthon; Miss Mabel Atkinson at R.R. No. 3, Teeswater; Miss Helen L. A. Bryant is on the staff of St. Margaret's College, Toronto; Miss Gladys M. Cooper at R.R. No. 4, Mount Forest; Milton Gillespie at Fairmount; Miss E. Bertha Carey at Woodburn; Miss Clara Z. Andrew at R.R. No. 2, Oro Station; Hugh M. Collins near Chatsworth; Miss Margaret M. Hammell on the occasional staff in Toronto; Harry E. Tate at Eugenia.

Graduates of last year's class in Stratford Normal School have secured the following positions: David Litwiller is Principal of New Dundee Public School; Miss Eleanor Dougherty is at R.R. No. 7, Lucknow; E. H. Twamley at R.R. No. 3, Burketon; Miss Mattie Mackay at R.R. No. 1, Curries; Miss Annie M. Hanbidge at R.R. No. 2, Dobbinton; Miss Alice Clarke at R.R. No. 2, Wallenstein; Harry W. Alton near Lucknow; Miss Harriet Needham near Camlachie; Miss Maude Harding at R.R. No. 1, Gorrie; Miss Annie Archibald is in charge of the Science Hill Public School; Miss Alma Gray is at R.R. No. 1, Gowanstown; Miss Ruby E. Schmidt at R.R. No. 5, Stratford; Miss Lily Freeman near Hastings; Miss Ellen Eagleson is Principal of Rockland Public School; Miss Beatrice Smith is in charge of the junior room of Burtch Public School; Miss Helen F. Scott at R.R. No. 4, Ripley; Miss Ada L. McGill at R.R. No. 1, Wingham; Miss J. Maude Cameron at R.R. No. 2, Tiverton; Miss Viola Mitchell at R.R. No. 2, Moorefield; Miss L. Myra Harding at R.R. No. 1, Denfield; Miss Florence Wagner at R.R. No. 1, Wallenstein; Miss Bernice Shaw at R.R. No. 3, Bayfield; Miss Ferol J. Cunningham at R.R. No. 3, Mildmay; Miss Henrietta Denman at R.R. No. 4, Kincardine; Miss V. A. Johnston is primary teacher in Gorrie Public School; Miss Leona W. Finkbeiner at R.R. No. 2, Dashwood; Miss Elizabeth Given at Parker; Miss Margaret Wiggins at R.R. No. 2, Annan; Miss Nelda A. Schmidt at R.R. No. 2, Kitchener; Miss Edna M. Jamieson at R.R. No. 1, Blyth; Miss Abbie W. Fleming is on the staff of the Brampton Public Schools; Addison Tieman is on the staff of Dashwood Public School; Miss Joan McDerment at Caistor Centre; John A. McLean at Selby; Fred J. Milne at Belton; Miss Utha Welsh at R.R. No. 4, Ripley; J. W. Koenig at R.R. No. 3, Waterloo; Miss Hazel I. Hartwell at Port Albert; Miss Jean M. Krug at R.R. No. 3, Tavistock;

Miss Jennie Haskett at R.R. No. 7, Parkhill; W. J. Lippert near Neustadt; Miss Lillian O. Longman at R.R. No. 2, Lucknow.

Members of last year's class in Ottawa Normal School are teaching this year as follows: Miss Elizabeth O'Connor at Glenroy; Miss Viola M. Allen is primary teacher in Burritt's Rapids Public School; Miss Clara M. Argue at R.R. No. 1, Perth; Miss Annie J. MacLean at R.R. No. 1, Winchester; Miss Anna I. Wilson at R.R. No. 1, Oxford Mills; Miss Kathleen Davis at Fallowfield; Miss Jean C. Stewart at Cobden; Miss N. R. Steven at Sandringham; Miss C. Edna Gardner near Almonte; Miss Gladys M. Bell at R.R. No. 1, Inkerman; Miss Myrtle A. White-side near Mille Roches; Miss Susie E. Scobie at Marvelville; Miss Alma G. Lumsden at R.R. No. 1, Franktown; Miss Gladys Potter at R.R. No. 3, Richmond; Miss Flossie M. Tackaberry is Principal of Spencerville Public School; Miss Norah M. Ferry at Curran; Miss Marjorie M. Quin at Huttonville; Miss Margaret H. Porteous at R.R. No. 2, Berwick.

Of those who attended Bracebridge Summer Model School the following news has been received:—Miss Marjorie Weaver is teaching at Vankoughnet; Miss Glandina Clancy near Copper Cliff; Miss Rhoda Brinen at Callander; Miss Ethel Alexander is primary teacher in Ohsweken Public School.

Miss Mary G. Hamilton is teaching at Clarendon Station; Miss Hazel Lashley at R.R. No. 1, Perth; and Miss Mary J. Ballantyne at R.R. No. 2, Clayton. These teachers attended the Summer Model School this year at Sharbot Lake.

Of last year's class in Hamilton Normal School Miss Gladys Slimmon is teaching at Goldstone, Miss Pearl Simmons at R.R. No. 3, Moorefield, and Miss Leonor M. Otto is primary teacher in Elmira Public School.

The Geo. M. Hendry Company, whose advertisement usually appears on the outside back cover, this month waived their right to that position in favour of the Food Controller's advertising. Their advertisement will be found on page 155 of this issue. THE SCHOOL appreciates their courtesy.

The 1917-18 calendar of the Ontario Veterinary College was issued recently. It is a very attractive booklet and contains a great deal of valuable information. Teachers who have students intending to take this course should advise them to write for this calendar to the Ontario Veterinary College, 110 University Avenue.

A publication which should prove of considerable interest to the prospective settler to Western Canada has just been issued by the Natural Resources Intelligence Branch of the Department of the Interior. It is known as the "Homestead" map and shows graphically the exact location of each quarter-section which is still available for entry under the free Government offer of 160 acres. The map has been published

in four separate sheets, one each for Manitoba, Saskatchewan, Northern and Southern Alberta, respectively, and is available for free distribution in individual sheets or in complete sets. The Homestead Map is one of a number of maps, reports and bulletins with respect to settlement in Western Canada that are available for free distribution upon application to the Natural Resources Intelligence Branch. In view of the arrangement with respect to farm labour in Western Canada counting as residence on a homestead and thereby reducing the period within which residence and cultivation duties must be performed prior to applying for a title to the land, also on account of the impetus which has been given to agriculture by the present world shortage of foodstuffs, the demand for information on the subject of homesteading is showing a marked increase.

### Alberta

G. D. Martin, formerly Vice-Principal of the King George School, Calgary, has been promoted to the principalship of the Riverside School where a modified form of prevocational training is being introduced this term.

G. K. Haverstock has been appointed to the staff of the Victoria High School, Edmonton.

Principal Robert Henderson of Sedgwick has secured the Bachelor's degree from Queen's University, and has taken a position in Saskatoon.

N. E. Carruthers, for many years Principal at Lacombe and Secretary-Treasurer of the A.E.A., one of the best known and most successful schoolmen in Alberta, has left the profession to go into municipal work for the town of Lacombe.

The following new appointments were made in Medicine Hat for the fall term: From Ontario Miss Jean Buchanan and Miss N. Cameron, Sarnia; Miss Pollock, Toronto; Miss Ayres, Beamsville; Miss Una Fraser, Bradford. From Nova Scotia, Miss S. Wilde, Kentville; Miss M. Hilton, Liverpool. From Saskatchewan, Miss G. B. Fraser, North Battleford; Miss Henessay, Bologna. From Alberta, Miss McKenzie, Chauvin; Miss N. French, Edson; Miss L. McMurchy, Ogden.

Miss K. Darroch, who taught for the past five years in Blairmore, resigned her position there to be married in September.

G. U. Grant, Vice-Principal at Stettler, resigned to return to his home in Ontario on receipt of the news that his brother had been killed at the front.

Miss A. E. Bright resigned from the Calgary staff in June and on July 14, she was married to O. L. Clipperton of the staff of the Crescent Heights Collegiate.

Miss A. J. Dickie resumes her position on the staff of the Camrose Normal School after studying for a year at Oxford University on leave of absence.

The Provincial Normal School, Calgary, opened on Wednesday, August 22, with 110 students, 14 men and 96 women, in attendance. There are 32 enrolled in the first class and 78 in the second class. The number of men has steadily fallen off during the last three years, as well as the number of both sexes from the Eastern Provinces and from Great Britain. The number entering on United States standing has steadily increased up to this term. But this session, of the whole number, only eight give their home addresses as outside the Province; namely, one from Quebec, two from Ontario, three from Nova Scotia, one from Saskatchewan, and one from England. The present enrolment is predominately the "home-grown product," at least in respect to their High School preparation. But the output of the Normal Schools this year gives poor promise of going far to meet the demand for teachers. Three changes have taken place on the staff. F. Parker, assistant in Manual Arts, resigned to accept the position of Supervisor of Manual Arts in the Calgary High Schools; Miss Marjorie M. Goldie, late of the School of Agriculture, Olds, succeeds Mr. Gossip as Instructor in Household Science and Art; and C. Sansom of the Camrose Normal succeeds R. H. Roberts, appointed Inspector of Schools.

Mr. Sheane of Carstairs takes the principalship at Tofield to succeed Mr. Niddrie who goes to the staff of the Victoria High School, Edmonton.

H. E. Dobson, Principal of Oliver School, Edmonton, has been accepted for the Royal Flying Corps and has been granted indefinite leave of absence by the Edmonton Board for service overseas.

The following teachers have resigned to go into business: E. DeBow, Principal at Hanna and also his Assistant, I. A. Brian; Mr. Redeland, Consort; Mr. Dowler, Veteran; Mr. McDonald, Castor.

S. Y. Taylor, formerly Principal of the Riverside School, Calgary, resigned to accept a clerical position with the Masonic Order.

Inspector A. E. Torrie assumes charge of the High River Inspectorate to succeed Inspector J. W. Russell who goes to Red Deer.

Two new commercial courses are offered at the Central Collegiate in Calgary this year—a ten months' shorthand course and a ten-months' bookkeeping course. These are in addition to the regular two-year combined commercial course which goes on as usual. The special instructors, A. J. Park, Miss M. L. Brill, and A. H. Carr, are all of wide experience in commercial education.

It is of some interest to note in connection with the proposed pension and insurance scheme for teachers in Alberta that provision is made for the pensioning of the members of the new Alberta Police Force in the Act authorizing the establishment of that force. Sub-Sections 1 and 2 of Section 17 of the Alberta Provincial Police Act passed last April read as follows:—

*Continued on page 156*

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3195	Feeding Her Birds	- - - - -	Millet
5237	Frugal Meal	- - - - -	Israels
2953	The Gleaners	- - - - -	Millet
2949	The Golden Stairs	- - - - -	Burn-Jones
		Plate Size 8½" × 19½"	
5285	The Hay Wain	- - - - -	Constables
993	Helping Hand	- - - - -	Renouf
3200	The Horse Shoer	- - - - -	Landseer
3118	The Lake	- - - - -	Corot
4657	The Laughing Cavalier	- - - - -	Hals
4611	The Light of the World	- - - - -	Hunt
2968	Return to the Farm	- - - - -	Troyon
1419	Reading from Homer	- - - - -	Alma-Tadema
2981	Shepherdess and Sheep	- - - - -	Lerolle
		Plate Size 11" × 18"	
450	The Sistine Madonna	- - - - -	Raphael
		Plate Size 12½" × 17"	
3476	The Sower	- - - - -	Millet
3201	The Windmill	- - - - -	Ruysdael

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"(2) A deduction of five per cent. shall be made from the salary of every member of the Force and such salary shall form part of the pension fund."

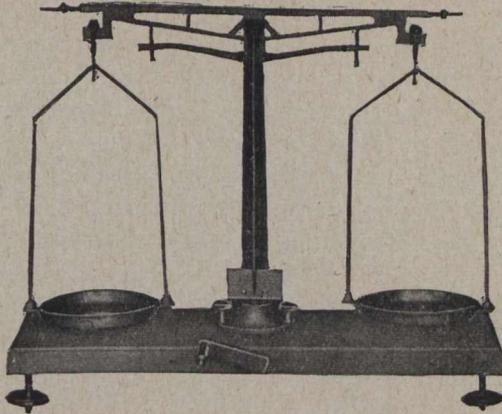
Few subjects are more discredited than history by a certain element in the modernist school, and the ground usually taken is that any knowledge of history which can be acquired in the Public School or even in the High School is of no "practical" value to anyone. "What good is all this knowledge anyway?" ask these ultra-progressives. "What *use* will the pupils ever be able to make of it?" The fact that this argument can be used with some show of reason to discount such a subject as history merely goes to show what a treacherous argument it is and how carefully it ought to be examined before it is accepted as the last word on the value of any subject whatsoever.

In the light of the present movement to give music more attention as a subject of study in Alberta the following statement from A. C. Barker, Ex-Superintendent of Schools, Oakland, Cal., should be of interest:

"Oakland has demonstrated that the Public Schools can give at the ordinary cost of instruction an education in vocal and instrumental music, harmony, and orchestration, which would cost at the rates of private tuition not less than \$2,000; that a High School can produce a band that can play as well as the average professional military band; and an orchestra equal to the best amateur organization. Though instrumental music is an elective subject, twelve hundred students are receiving free instruction on some instrument."

Also the results obtained in Allegheny County, Pennsylvania, show what can be done with music in the schools. Of the 80,000 pupils enrolled in this county, 55,000 are reported able to read church music at sight. To quote Superintendent Hamilton: "We have about twenty-five music supervisors who devote their entire time during the school year to the teaching of music. Our county is divided into 126 districts, each district being controlled by a separate board of education, and each board employing from five to sixty teachers. Our plan is to have the music supervisors travel from one district to the other giving instruction to the children in music and to the teachers in the manner

*Continued on page 158*



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## GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN

DEPARTMENT OF EDUCATION

### NEWS ITEM

Sessions of the Provincial Normal School for the training of teachers for First and Second Class Certificates will open at Regina and Saskatoon on August 21, 1917, and continue until December 21.

Third Class Sessions will open at Regina and Saskatoon on October 16, continuing until December 21. The Third classes will be limited to 50 at each point and applications will be considered in the order in which they are received at the Department.

Additional Third Class Sessions will be held at local centres, which will be announced later, beginning on November 15 and continuing for ten weeks. This will allow the students to take charge of schools opening on February 1.

Graduates in Arts from Canadian or other British Universities and persons holding Ontario Faculty Entrance standing will be entitled to admission to the First Class Session provided they have reached the prescribed age, namely, nineteen years in the case of males and eighteen years in the case of females.

For admission to the Second Class Session applicants must hold at least Ontario Normal Entrance standing. The age requirement is the same as that for First Class.

For admission to the Third Class Session applicants must hold at least Ontario Model Entrance standing and be at least eighteen years in the case of males and seventeen years in the case of females.

Application forms will be sent from the Department of Education, Regina, on request.

and method of presenting the subject to the children in the absence of the special teacher. This plan enables boards of education to employ music supervisors for two or three days out of the week, and at the same time gives the supervisor an opportunity of having his entire time taken up. The salaries received by these instructors amount to from \$90 to \$250 per month, each board paying but a part of the same."

There are about fifty orchestras in the Public Schools of this county. Incidentally the Superintendent gets a salary of \$7,000 a year and his five assistants an average of \$4,000 each.

### Quebec

The following appointments have been made in the School for Teachers, Macdonald College.

F. W. Steacy, M.A., Ph.D., lecturer in elementary education; Miss Dorothy M. Hodges, instructor in hygiene and physical training; Miss L. W. Bailey, instructor in art; Miss R. H. Weinfeld, B.A., specialist in French in the practice school.

The following students who received model diplomas in June, 1917, have received appointments in Montreal Protestant Schools: Lena E. Ashkalooney, Bella Benjamin, Mary I. Binning, Jane Blackshaw, Gladys Booth, Margaret I. Brooks, Iva Brown, Sarah Cowen, Edna M. Cowper, Elsie G. Dewey, Eva J. Dickson, Elizabeth G. Dougall, Eileen M. Dudgeon, Fanny Fenster, Janet Friedman, Cynthia E. Forster, Mabel G. Jackson, Tamara Kahan, Mary E. Keir, Florence A. Layton, Gertrude M. Macfarlane, Mildred E. Maxwell, Elizabeth Notkin, Ethel L. Pick, Marjorie Pullan, Blanche L. Pyke; Hazel M. Rexford, Margaret H. Reynolds, Meda I. Smith, Violet I. Smith, Marjorie M. Snowdon, Jennie M. Stewart, Lorna E. Strikeman, Kathleen V. Swan, Hilda A. Vibert, Frances E. Watson, Alice D. Young, Louis T. Rivard, Ruth A. Aldrich, Pansy D. Benham, Margaret E. Black, Clara B. Boomhour, Alice E. Bothwell, Iva E. Bromby, Islay M. Campbell, Muriel O. A. Carter, Irene M. Chaddock, Thorbord S. Dale, Margaret T. Dunlop, Mary W. Dunn, Edmee H. Duval, Drusille V. Fortier.

A summer school in nature study and elementary agriculture, music and school art, was held at Macdonald College from July 23rd to August 18th, the staff being Dr. D. W. Hamilton, J. E. McOuat, B.S.A., G. A. Stanton, L.R.A.M., A.R.C.M., and Mrs. Ewart. The attendance was small, only twenty-two students being present.

### New Brunswick

Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick, Dr. A. H. MacKay, Chief Superintendent for Nova Scotia,

*Continued on page 160*

## Two New Books

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H. H. Shaw, Superintendent for P.E.I., with representatives from the three provinces, recently met at Moncton to arrange the details and draw up a programme for a joint Educational Teachers' Institute for the three provinces, to be held at Moncton, N.B. on August 27 and 28, 1918.

Normal School Entrance examinations were held at fifteen different centres in the province in July. The total number of candidates who wrote these examinations was 795, of whom 219 entered for First; 480 for Second; and 96 for Third Class. The examinations resulted in 55 passing for First, 208 for Second, and 286 for Third Class, while 246 failed to pass for any class.

Matriculation and High School Leaving Examinations were held at the same time and places as the Normal School Entrance Examinations. There were 175 Matriculation and 23 High School Leaving candidates. Of the matriculants, 18 passed in the First Division, 93 in the Second Division, 26 in the Third Division and 33 in the Third Division conditionally, while 5 failed to pass in any division. Of the High School Leaving candidates 7 passed in the Second Division, 4 in the Third Division, 10 in the Third Division conditionally, and 2 failed to pass in any division.

F. A. Dixon, M.A., who was instructor in nature study and school gardening in the Normal School last year, is now working with the Director of Elementary Agricultural Education in the work of supervising school gardens. R. P. Gorham, B.A., will take the place vacated by Mr. Dixon, in the Normal School, for the current year.

Miss Jean Peacock has been appointed by the Board of Education as teacher of Household Science in the Normal School.

Schools for instruction in school gardening were held at Woodstock and Sussex during the month of July. About fifty teachers were in attendance at each of these schools.

About thirty household science teachers of the Province have volunteered their services gratis to the Board of Education to give instruction in canning, etc. Under the direction of Director Fletcher Peacock, a large number of Efficiency Clubs have been formed of the larger girls in the schools. Wherever a club has been formed the director sends the necessary literature giving instructions as to procedure. An instructor also visits the centres where these clubs are formed to instruct the girls in the art of canning.

---

Prizefighter (entering school with his son): "You give this boy o' mine a thrashing yesterday, didn't yer?"

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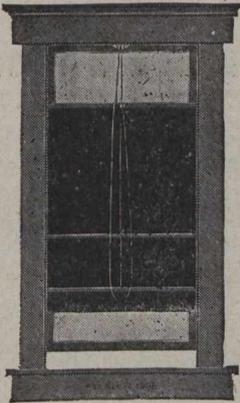
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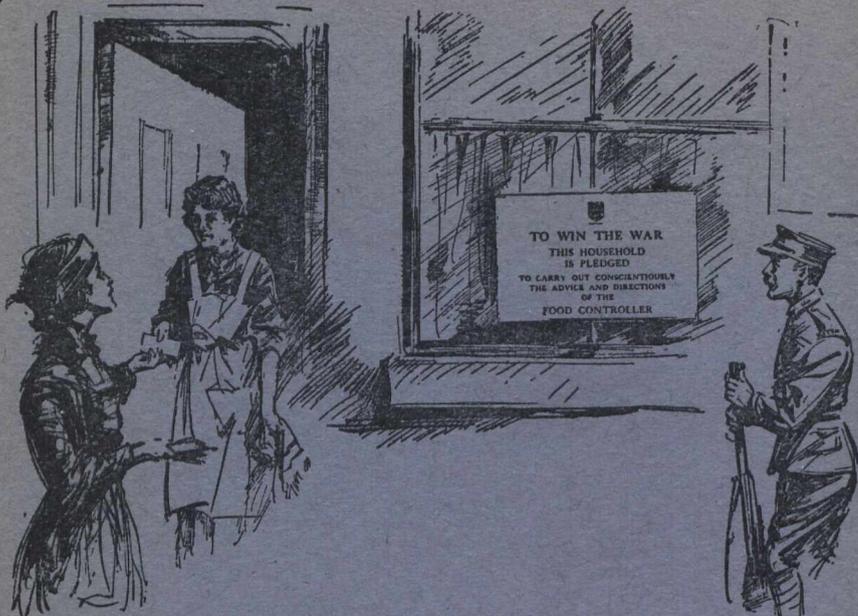
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