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TORONTO, September, 1916.

Ontario Department of Education

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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.



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The School

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Editorial Notes

Teachers' Cottages.—A bulletin by the Bureau of Education at Washington calls attention to the rapid development of the movement for teachers' cottages in or near rural school houses. Every State now has one or more of such cottages and the State of Washington has more than one hundred.

The movement for teachers' cottages is a part of the larger movement for the uplift of rural schools. Good teachers must be attracted to the rural schools and kept there. Unsuitable boarding accommodations repel them. In the words of the bulletin:

"Many farm houses have no accommodations whatever for a teacher, and often kitchen, living room, and dining room are combined in one, with no heat in any other room in the house. The farmer and his family have to spend most of their time working indoors or out, eating, and sleeping. Their occupations and hours of labour in no way correspond to those of the teacher, which increases the difficulty of fitting the teacher's necessary habits to those of the farmer with any satisfaction to either. A good teacher must spend a considerable amount of time almost every evening upon school work, for which a quiet, comfortable room is essential. If she insists upon such a room when she goes to board in the country she is likely to be considered 'stuck up' and exclusive. If she gets a room by herself it is often unheated and too uncomfortable for study in cold weather.

"On the other hand, if the teacher is forced to spend her entire time in the living room with the rest of the family, she has no opportunity to prepare properly for her school duties, and is also very likely to be drawn unavoidably into neighbourhood gossip and factional disputes to the detriment of her teaching influence. Many of the better situated families in the country districts who have the facilities do not care to take a steady boarder, so that if a teacher gets a place to board at all she may be forced to go to farm houses where only the barest accommodations can be secured."

Canada's rural school problem is not unlike the rural school problem of the United States. It will be solved in much the same way. In Canada, however, the school cottage will probably await the arrival of the consolidated school.

History after the War.—How will the present war affect the teaching of history? Of course, we shall teach the causes, events, and results of the present war, as we do of other wars. But is that all? The boys and girls of the various countries directly concerned in this terrible struggle are already studying its causes and events, because all schools believe, not only that this war is of supreme interest and importance, but that the quality of citizenship of the future depends, to a large extent, on whether the men and women of to-morrow understand thoroughly the principles for which the nations are fighting to-day. When the war is over, will the schools continue to emphasise the importance of current events and the more modern history? Certainly they will, if they are consistent, for it is of supreme importance to prepare boys and girls for citizenship and the schools now realise that the events of the last decade and the movements of to-day may be even more important to the world than the campaigns of Hannibal or the wars of Louis XIV.

Professor A. B. Macallum.—War is not all loss even in education. At the beginning it wrought many evils upon the schools of Great Britain. Posts vacated by teachers who enlisted in thousands were left unfilled or were filled by nondescript substitutes. Compulsory attendance laws were powerless before the demand for farm and factory labour. Expansion in buildings and equipment and in medical and child-welfare services ceased abruptly.

But there was another side to the picture. The British people awoke to the meaning of German efficiency. In so far as that efficiency had its origin in German schools the British people demanded that it be equalled and surpassed by British schools. Before the war had run its first year the attempt to reform education began. It began at the top. The methods of the universities and secondary schools were questioned. National Committees were appointed to report upon all phases of the school system and of school methods, and in particular upon the place of modern languages and natural science in the schools. Councils of scientific men were created to advise the government on research work in the applications of science to the trades and industries and in particular to the war industries. These committees and councils have already done notable work.

If Britain is at war, Canada is at war. Stock-taking in British education to meet the needs revealed by the war will be followed by stock-taking in Canadian education. Already the universities of Canada have begun to organise their graduate research work. Already a leading university has considered seriously the wisdom of granting an arts degree on a commercial course without Latin. Quite recently the Federal government created an Advisory Council of Research to assist in organising all Canadian agencies, educational or industrial, for experimental work in the application of science to the activities of the farm, office, or workshop. To this Council it called a distinguished group of educationists and scientists. At its head it placed Professor A. B. Macallum of the University of Toronto. Organised thus with so able a scientist and so enthusiastic a worker at its head, the Canadian Advisory Council of Research will achieve results in every way worthy of Canada and its present-day needs.

Measurement in Education.—Before the invention of the thermometer men recorded temperature, as measured by sensation, by means of descriptive words and phrases such as very cold, cold, tepid, hot, scalding hot, boiling and the like. Obviously the measurement by bodily sensation was inaccurate and the recording by words and phrases was inefficient. But it was the best that could be done. After the invention of the thermometer, measurement of temperature became objective, was removed from the realm of the subjective, and consequently became dependable. Such progress has now been made that with a thermo-junction temperatures correct to within $\frac{1}{1000}$ of a degree can be registered.

Education is practically at the stage of measurement that temperature was before the invention of the thermometer. Our standards are subjective standards and vary not only between persons but also in the same person at different times. Even the device of using percentage marks serves but to disguise the subjective nature of our standards. What two examiners or judges will give the same percentage mark for a given answer in history or sample of hand writing? What single examiner will give the same mark for the same exercise on successive days, or even on the same day, if the previous work has been forgotten? Do not fortuitous circumstances count for a great deal? Do not examiners tend to mark the later papers of a batch more leniently than the earlier ones? Do they not tend to give higher marks just after, than just before, dinner? Of course they do!

Mr. Grainger in a report printed in *THE SCHOOL*, September, 1914, gave the results of an investigation into the reliability of marks. An examination paper in physics and a boy's answers to the paper were

sent to several High School teachers of physics in Ontario, with the request that they should each assign marks according to a previously arranged schedule. The results were extraordinary in their diversity. This same paper, marked according to the same schedule, was judged to be worth everything from 47 to 83 marks, the average being 63.7. What one teacher judged as worth 3 marks another judged 16.6, and so on. These teachers were using subjective standards, hence the variations. It has taken teachers and examiners—and the public—long to learn that percentages, so long as subjective standards are used, are not absolute. Any examiner could fix the pass mark at 90% and pass every student. His subjective standard need only be low enough. On the other hand he could just as easily fail every one when 10% was the pass mark. His subjective 10% need only be high enough. Only one candidate in the mathematical tripos examination, Cambridge University, England, has succeeded in reaching a 40% standard of marks. This simply means that the usual subjective standard of marks used by the examiners for the mathematical tripos is a high one. And is it not true that the first day or two of marking papers in the departmental examinations is almost wholly taken up with trying to turn the various subjective standards of the examiners into something more objective?

There is therefore a crying need for standards which are not subject to variation in time and space. Such objective standards have recently been evolved. Scales for measuring handwriting, drawing and English composition have been made. Certain standard tests in arithmetic, spelling, grammar, Latin, French, German and physics have been compiled. Instead of *quot homines, tot sententiae* we now have standards upon which all reasonable people can agree, the unreasonable being those who state that their judgments are more likely to be right than the average judgment, say, of 400 experts. Instead of experiencing an inability to judge the progress of pupils in one city as compared with another, objective standards have made possible the most delicate discriminations between them. Much work, of course, still remains to be done. The scale of handwriting, for example, measures that factor we call "goodness" in handwriting no more accurately than a ten cent thermometer measures temperature. But progress is being made, not only with regard to the improvement of existing scales, but also in the preparation of new ones.

The extended use of these scales will result, to some extent at least, in the elimination of waste in schools. Waste of time and of effort still continues because the school has had inaccurate methods of measuring its products. From now on there will probably be improvement. The scales and standard tests will enable us to take accurate stock of our schools and pupils.

Latin by the Direct Method

(Continued from the December number.)

DAVID BRESLOVE, M.A.

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THE greatest obstacle to the introduction of the direct method into Canada and the United States is the lack of teachers qualified to use it. To acquire the ability to use Latin orally, the teacher must both speak Latin and hear Latin spoken. But under our present system, no opportunity is given for the necessary practice. Where there are several Latin teachers in a centre, a practice group might be formed; but in many places the Latin teacher is a solitary figure. The solution to this difficulty would be the establishment of a summer school modelled after the one held at Bangor, Wales, where British teachers are trained on direct method lines.

Sufficient material is now to be had for teaching by the direct method. A large number of text-books and readers has been published, and a general array of *realia* such as used by Direct method teachers of the modern languages has been prepared, comprising maps, charts prints, etc.

The main objection that has been raised against the employment of the new method in America is that it requires more time than the "classical" method now in use. Professor Lodge states that the truth of this criticism in the earlier years must be granted; that pupils taught by the direct method do not make as much progress in two years as is usually made in one by the old system; that under the latter, pupils were ready to commence reading Caesar at the beginning of their second year, whereas pupils trained by the direct method are not prepared to do this. On the other hand, direct method teachers in England claim that after the second year progress is so rapid that before the end of the fourth year they have recovered any ground lost and passed their competitors.

Many American teachers, probably without sufficient justification, have doubted the thoroughness of the preparation in the first two years; but surely the results cannot be much more unsatisfactory than under the old system.

The criticism is offered, both in America and Europe, that the vocabulary in the earlier years must of necessity be remote from that of the subsequent reading. This criticism will not bear examination. It is true

that a certain proportion of the words necessary for common conversational teaching are words that would not occur in Caesar, Cicero or Vergil, at least in that part which is read in the schools, but the total number of such words is very small and almost all of them appear in Terence and Plautus.

A further American criticism is that pupils trained by the direct method will not be prepared to pass the examinations for entrance to college. No test has yet been made in America, but the experience of English schools would appear to be worthy of notice here. Further, there is an increasing tendency in the United States to lay greater stress on sight reading on examinations, and training in this is emphasised under the direct method. Dr. Rouse states that his own boys can successfully compete in open scholarship examinations against boys who have put three times as much time on their classics.

The first lesson by the direct method consists of an exercise, or formula, as it is called, introducing the singular of the present indicative active and present imperative active of the four conjugations including the "-io" verbs of the third conjugation.

Taking as our material the following, let us consider in detail how this lesson should be taught.*

Feri!	ferio,	feris,	ferit.
Indue!	induo,	induis,	induit.
Rape!	rapio,	rapis,	rapit.
Specta!	specto,	spectas,	spectat.
Torque!	torqueo,	torques,	torquet.

Place a napkin or handkerchief (*mappa*, ae, f.) or a soft hat (*petasus*, i, m.) on the desk where all the pupils can see it. Strike the handkerchief several times, exclaiming "Ferio". "I am telling you in Latin what I am doing". The pupils will soon see that "ferio" means "I strike". Allow two or three pupils to imitate you. Then permit a pupil to put the word on the board at dictation, and make the entire class pronounce and spell it several times, proceeding as follows, with appropriate gestures, and slow, clear pronunciation.

Tu, Marce, veni ad tabellam nigram. (Point at the boy and the blackboard.) Cape cretam. (Point at the chalk.) Scribe vocabulum *ferio*. (If the boy does not understand *scribe*, write the word and say "Scribo vocabulum *ferio*".) Bene scribis, (excellentissime . . . non bene . . . male . . . pessime scribis.) (A look of approval or disapproval will explain the adverbs.) I ad sellam tuam. (Point to it.) Conside. Vos omnes scribitis in libellis vestris. (To explain *libellis*, point to a book,

* For the matter and method of this lesson, I am indebted to Chickering and Hoadley: "Beginner's Latin by the Direct Method" (Teachers' Edition).

or take a pencil and write in a book, explaining "Ego in libello scribo".) Jam enuntiate hoc vocabulum *ferio*. Per syllabas enuntiate fe . . ri . . o. Iterum. Nunc ordinate litteras vocabuli *ferio*. (Use the Latin names of the letters.) Ef . . e brevem . . er . . i brevem . . o longam.

The class will quickly understand what you want them to do, and will need but little assistance.

Again repeat your act and word. "Nunc tu Maria feri". (Imperative.) By gestures and intonation get the pupil to strike, and by putting your hand to your ear as if listening, try to elicit the proper word with the act. Repeat this two or three times. "I am telling her to do this, and she is doing it and telling me what she is doing". The word should be written, pronounced and spelled as above.

Repeat the above "dialogue" introducing "feris". "I am telling you what you are doing". Similarly with "ferit". A boy strikes the handkerchief. Turn to the class and say "ferit". "I am telling you what he is doing".

When "ferio" and its forms have been learned, take up the other four verbs in the same way. "Induo"—put on the hat: "rapio"—snatch violently: "specto"—gaze at fixedly: "torqueo"—twist the handkerchief.

As soon as you have taught "induis", introduce the questions "Quid facis?", "Quid facio?" and later "Quid facit?". Then proceed: Magister: Balbe, indue. (Balbus induit.) M: Quid facis? B: Induo. Quid facio? M: Induis. Caia, quid facit Balbus? C: Induit. Etc., etc.

Throughout the lesson "slow, clear pronunciation, with emphatic or even exaggerated gestures and intonation, is absolutely indispensable." No books will be employed during the lesson except the pupils' notebooks.

To preserve the Latin atmosphere, latinize the names of the pupils, such as Maria, Gulielmus, or give them purely Latin names, such as Julius, Lucius, Caia.

HE WAS PUT OUT.

"Chrissie and me have had a row?" said the young man, murdering grammar in the intensity of his grief.

"Why, what's up?"

"Well, you know Chrissie's a teacher, and—I mean I can stand a bit, but there's a limit."

"I don't understand. What's the trouble exactly?"

"Why, I promised to meet her last Monday at 7 under the clock at Charing Cross, and I couldn't get there till 7.30. And when I arrived—would you believe it?—she asked me if I'd brought a written excuse from my mother! Isn't that enough to put anybody off?"

The Teaching of Reading in the Public School

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[Published by request of the Toronto Convention of Teachers of Junior Third Classes].

THERE is a sense in which reading is the most important subject in the Public School. The child's motive on entering the school is to learn to read and this need, on the part of the child, created the school in the first place. Most teachers realise, also, the importance of arousing an interest in the best literature because a large percentage of our children never reach the High School.

The Art of Reading.—Reading is the most subtle of all the arts and just as the arts of music and painting are based on laws or fundamentals so reading also is based on primary truths. The first fundamental law is *unity*—the unfolding from a centre. In the child this centre is the mind which unfolds like the rose from *within—outward*. There is unity also in the mind controlling the voice and body in expression. The second great law is *freedom*. The body and voice, in order to express the thought of the mind, must be free. This requires separate physical and vocal training. But the physical exercises for the body and the breathing exercises and vocal culture training in music may all be utilised for this purpose.

Method.—Reading is taught better to-day than it has ever been before. But still an advance is needed in our method. If we trace the reforms that have been made in education for the last two hundred years we find they have all been directly along the line of expression. It has always been an effort to harmonise the mind and the body, and in order to unite the two, a thorough knowledge of the fundamental laws of education, as found in expression, is necessary.

The Difficulties of the City Teacher.—The city teacher has peculiar difficulties to overcome. She is speaking in large class rooms on noisy city streets and her constant endeavour is to try to drive ideas into dull, stagnant minds. There is, therefore, a temptation to deal with dry facts and divorce thought from feeling. Many teachers' voices suffer in consequence, their tones become cold and hard, the muscles of the throat become constricted by the wrong use of the voice and they suffer from the common complaint—teacher's sore throat. This finally results in ill health, the nervous system becomes affected and disease

follows. Many begin some branch of physical training but what is needed is voice culture—how to speak with the least possible effort and with the avoidance of all possible strain on the throat.

How can the mind of the child be trained and the child be developed? The best way is to awaken a love of poetry, especially lyric poetry. The lyric deals with intensely personal themes, such as, love, duty, friendship, patriotism, war, nature, etc. Thus in studying poems based on such themes, the emotions of the child are aroused and the mind quickened. In other words, the thought and feeling are united.

Henry Van Dyke's poem "Hide and Seek" in the Third Reader is a good example of the lyric.

All the trees are sleeping, all the winds are still,
All the flocks of fleecy clouds have wandered past the hill
Through the noonday silence, down the woods of June,
Hark! a little hunter's voice comes running with a tune.

"Hide and Seek!
"When I speak,
"You must answer me:
"Call again,
"Merry men,
"Coo-ee, coo-ee, coo-ee!"

and also Martin's little gem, "An Apple Orchard in the Spring", cannot be surpassed for naturalness.

Have you seen an apple orchard in the spring?
In the spring?
An English apple orchard in the spring?
When the spreading trees are hoary
With their wealth of promised glory,
And the mavis pipes its story
In the spring.

Silent and Oral Reading.—Reading is the same in all the grades. The essential thought process is the same in primary and advanced classes. In teaching primary children to read care should be taken, especially by the inexperienced teacher, not to confuse mechanical word-recognition with reading proper. He should not be rushed into oral reading before he has mastered the mechanical side. In the other grades too much time is spent on oral reading and too little on silent thought extraction by the pupils. This is partially due to the mistaken idea that every selection in the Reader must be conscientiously read aloud. But most of our reading in after life is done silently. In fact, just in proportion as we are able to glean knowledge rapidly from the printed page are we educated. Supplement oral reading with oral composition and oral history. Do not forget the psychological law, "We learn to do by doing" and give the child plenty of practice in expressing his thoughts

orally. During the silent reading, the teacher can check the child's work and also arouse interest by asking several children to rise and read aloud the part of the selection they like best. This is one of the simplest and best methods of creating an *artistic atmosphere* where true feeling will be possible. Without such a relationship true oral reading is impossible.

In silent reading the mind glides easily and swiftly from idea to idea. Oral reading is a far more "complex" process. The child is reading not for himself but for others. There must be, consequently, longer pauses and greater thought intensity to make the ideas vivid; in other words, *the whole thought process of reading must be accentuated*. The greatest fault of the pupil in reading orally is saying mere words. Words are empty and meaningless without thought behind them.

In order to teach oral reading successfully the teacher must have an appreciation of good reading, a recognition of its value, a knowledge of its fundamentals and a realisation of its difficulties. Then, and then only, will the subject of reading be lifted to the realm of art.

The Fundamentals of the Art of Reading.—In reading as in everything else, the first step is the most important. The pupil must grasp the first idea, linger over it until it awakens interest and stimulates his emotion. Then this emotion will stimulate the next idea and so on to the end. Reading is based primarily on *mental activity* and all that is needed is an intense realisation of the thought. The first fundamental law, then, is *attention or concentration on the thought*. The first thought being mastered, the mind will leap to the next idea. This is called *transition*. A true transition in the thought will result in a transition or change in the voice. This modulation of the voice is called *pitch*. Of all the elemental modulations of the voice, pitch is the most spontaneous. It is these changes in pitch that make conversation interesting and delightful. Without these modulations of the voice the child's reading is monotonous. For example in "I slip, I slide, I gloom, I glance", the mind distinguishes the four separate ideas; there are in consequence four *unconscious* changes in the voice. Read the example again and you will become conscious of a peculiar modulation or rising and falling of the voice during the emission of the central vowel in each word. This change in the voice is known as *inflection*. Inflection is the most intellectual or logical of all the modulations. Inflections or changes in the vowel sounds may be, straight, circumflex or crooked, long or abrupt, according to the speaker's attitude of mind. Pitch and inflection are two of the chief means of emphasis in reading.

The most important mode of emphasising the thought is through the *pause*. Before the mind of the child can round off the first idea by concentrating upon it, and leap to the next, a pause or period of silence

is necessary, in order to complete in his own mind the thought he has just read, give his audience time to think about it also, and then think of what is going to be read next. The genuineness of the thinking is shown by the prolongation of the pauses; without it none of the modulations of the voice, such as pitch and inflection, are possible and monotony will result. To realise the vastness of the idea in the following, a prolonged pause before and after each idea is necessary,

Break, break, break,
On thy cold grey stones, O, sea!

Then what do you think of the old rule? "Count, one, two, three, four at a period".

In conversation we naturally group our words into phrases. But all words in the phrase have not the same value; thus, in "the calm sunset", there is one central word "sunset" around which the others group themselves. A good rule is to emphasise the "new". In natural conversation about nine-tenths of our words are subordinated. In earnest thinking there is a tendency to place one idea over against another or contrast the two. "Contrast has been called the soul of oratory." We can give this sentence, "Did you go down town?" five different shades of meaning by emphasising each word in turn.

The rhythmic succession of ideas is called movement. Movement is not, as commonly supposed, a mere matter of speed. Hurry will not express excitement, it must be expressed through alternate rhythm of the spoken word and pause, for example in,—

Halt!—the dusk-brown ranks stood fast,
Fire!—Out blazed the rifle-blast.

Poetry and Prose.—In the lines—

All the trees are sleeping,
All the winds are still.

What is the main idea and what is the "key" word that is used to express that idea? The fact that all the trees are "sleeping" is the most important thought. Arrange on the blackboard for the pupils, thus,—

All the trees are sleeping
All the winds are still

By the use of this little device, one of the great faults—"rhyming" of poetry may be rectified. A good rule for emphasis is to lay stress on the "new" idea and subordinate the old.

In prose the narrative form is the most difficult. A thorough understanding of the fundamentals and laws of expression is absolutely necessary in teaching it. In order to render the thought intelligently, the child must have a knowledge of the laws of composition, such as the topic sentence, unity and continuity. In the advanced grades give him plenty of practice in giving the substance of each paragraph. This will be a great aid to him in reading. For drill in pronunciation make black-board lists of the difficult words and test the class before the oral reading lesson. To tell a story well or read it well requires an alert, logical mind and a natural, conversational tone. Notice the fine simplicity and naturalness of style in Van Dyke's "A Handful of Clay"—"There was a handful of clay in the bank of a river. It was only common clay, coarse and heavy; but it had high thoughts of its own value, and wonderful dreams of the great place which it was to fill in the world when the time came for its virtues to be discovered. . . . Waiting blindly in its bed, the clay comforted itself with lofty hopes. 'My time will come', it said. 'I was not made to be hidden forever. Glory and beauty and honour are coming to me in due season'".

The descriptive form of literature does not present so many difficulties. The picture created should be vivid. This will require clear thought and emotion. Too much stress should not be placed on making mental "pictures". All the senses must be trained in reading, there is a "beauty born of murmuring sound".

The dramatic is the easiest of all to read; consequently, the child revels in it. Ask members of the class to describe the principal characters, how they look, what they think, say, or do. Find the scenes which are of most importance in leading up to the climax. After characters and situation have been thoroughly discussed have the principal characters assigned to separate groups. These pupils will put special time on the work themselves quite willingly. One or two of the best dramatic selections could be dramatised in the year and the parts memorised. The result in cultivating a "taste" for reading would repay the small expenditure of time and energy on the part of the teacher.

Criticism.—After execution comes criticism. A thorough knowledge of the fundamentals in reading is necessary here. For a further study of these laws, the teacher is referred to S. S. Curry's text-books on the subject. We would especially recommend, "Lessons in Vocal Expression", and for a more advanced study "Foundations of Express-

sion" by the same author. (These books may be found in the public libraries).

Be very sparing of either praise or blame. Never find fault and never expect perfection in so complex an art. The idea of ranking must be kept in the background. Abound in sympathy. Do not flatter, the child knows he has fallen far short of his "ideal". Commend him where he succeeded and show him where he "failed" to reach his ideal. You must never dictate, but "draw out", develop the child's own personality. This will be a development of soul and will result in character—the final aim of all education. In the advanced classes, cultivate the habit of self-criticism. "To make a poem literally sing requires patient, firm, bold, artistic work". Each year should quicken the pupils' ability to read with a better understanding of the thought, with a greater economy of time and effort.

Application or Function of Expression in Education.—Is the true aim of education a mere acquisition of facts? But every true educator knows that much time is wasted in obtaining mere facts. The laws underlying expression are directly in line with the true function of education—the development of character and true citizenship. Carlyle said—"All education is learning to read". "All art is to quicken our attention and give us a wider view". In the acquisition of knowledge the "Will" plays an important part, in fact, the child does not possess a truth until it has been made his own by the action of this will.

The final *test* of education is the use to which it is put in after life. If we have created a taste in the pupil for good literature, if he is a constant visitor to the public library, enjoys good reading in his home and becomes a valuable and intelligent member of his community, then all the effort which has been put forth by the teacher to establish in the child these splendid virtues will be well worth while.

JUST A SLIGHT MISTAKE.

At a teachers' conference one of the speakers quoted the following child's essay on wild beasts: "Wild beasts used once to roam at will through the whole of England and Ireland, but now wild beasts are only found in theological gardens."

UNANIMOUS.

"Now, children," said the teacher, "I have been talking about cultivating a kindly disposition, and I will now tell you a little story. Henry had a nice little dog, gentle as a lamb. He would not bark at the passers-by or at strange dogs, and would never bite. William's dog, on the contrary, was always fighting other dogs, or flying at the hens and cats, and several times he seized a cow. He barked at strangers. Now, boys, which dog would you like to own—Henry's or William's?"

The answer came instantly, in one eager shout, "William's!"

Home Garden Work in Olds District, Alberta

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THE Home Garden work in Olds District in the Province of Alberta is naturally associated with the work of the School of Agriculture located at this point. The School of Agriculture was established three years ago and the intention was to give a course of instruction for five months in the winter, designed particularly for farmers' sons who were going to farm. Of course, the School of Agriculture articulates with the University and students who take a certain standing are permitted to go on to the University to complete their work for a degree; but in as much as the Schools of Agriculture were running for only the five winter months we had an opportunity to employ for extension work during the seven summer months the staffs of experts who are unemployed in winter in the School.

Last spring a meeting of the Principals and staffs was called at Edmonton, where arrangements were made for the carrying on of home garden work among the young people of the district. The natural way, of course, to develop this work would be through the Public Schools of the district, hence a conference was held with the officials of the Department of Education and a very harmonious arrangement was worked out whereby members of the Schools of Agriculture staffs could visit the various schools with the Inspectors of the district, to explain the matter to the pupils and thus in a very short time get the home garden work under way. It must be stated here that the heartiest co-operation always existed between the inspectors of the district, the teachers in the Public Schools, and the staff of the Schools of Agriculture.

In this particular district the writer and the inspector held meetings in every one of the Public Schools in the district. Very frequently the inspector would take two or three hours to inspect the work of the school and then the plan to be followed in connection with the home garden work would be explained. We found the pupils to be very enthusiastic indeed. The plan was that the Department of Agriculture should furnish free flower and vegetable seeds to all the pupils in the district. In addition to this they were to supply six settings of eggs to each school and these eggs were to be distributed to such pupils as the teacher should designate. During the summer it was my duty to visit all of these home gardens. Prizes were to be offered for the exhibits from each school

and in addition to this, in certain cases, the entries were to be open to all of the schools in the district.

Of course, in addition to the above there was also to be the domestic science end of the work which was to include needle work, cooking, preserving, etc.

Twenty-one schools entered the competition with a total of 286 pupils.

We visited all of these gardens during the summer months and you may be sure that it kept us busy. When the work became known we really had to shut down on a great many schools which wished to enter, simply because we could not undertake more than a certain amount of work for the first year. Visits to the gardens of the pupils were frequently made during the school term and at such times it was the custom to take two, three, or four pupils who lived on a certain route into the car and to visit all of their gardens in turn.

The value of agricultural instruction right in the gardens with the boys who are actually doing the work will readily be appreciated. We found an intense interest on the part of practically every student in the contest.

The live stock end of the work was not forgotten, for boys were encouraged to halter-break colts and break-to-lead calves of both beef and dairy types.

On September 16th a fair was held at which all of the products grown by the students were exhibited. The pupils of each school competed among themselves for 1st, 2nd and 3rd prizes in all of the classes of vegetables, flowers, and pens of poultry. In the various classes of live stock and in the grains, grasses, etc., all of the schools competed together and it was indeed a big day for the boys when they gathered at the School of Agriculture at Olds for their "own fair". Practically every boy who had taken any part in the growing of the various crops or the training of the stock was present and in addition to this about five hundred of the parents and relatives were at the fair to encourage the boys and girls. The local merchants took a keen interest in the fair and special prizes were offered in the various departments. A Winnipeg firm very kindly presented two gold watches, one to be competed for by the girls and one by the boys. Both watches were offered for the boy or girl who had handled his or her garden in the best shape and who exhibited the largest number of first class articles at the fair.

Taking the fair as a whole it was a very decided success and augurs well for continuance of the movement in the years that are to come.

Primary Department

Geographical Nature Study

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CHILDREN are apt to have the impression that everything has its beginning with the New Year. It seems opportune to introduce observations suggesting the ceaseless succession in time, thus preparing for the unfolding of much of the mathematical geography of the upper grades.

Month.—This unit of time may be developed from observations of the moon. Care will be taken to have pupils associate the appearance of the moon and its position in the sky with the time at which the observation was made. In January, the greater number of hours of darkness will afford the children an opportunity to see the moon at night for the first two weeks; after full moon, a convenient morning hour will be chosen. The small children will not be required to keep a record between the last quarter and the next new moon. From yellow discs which the children cut out on specified nights while watching the moon, a series of blackboard diagrams will illustrate the principal changes of appearance.

The class will locate the north star, and notice how direction may be obtained from it. Now that they have become accustomed to observing the simple phenomena of the heavens by day and by night, general comparisons will be made as to the light and heat we receive from the sun, moon, and stars. Following the conversational lessons on this topic during the month, the class should be able to interpret the poem, "Lady Moon, Lady Moon", and answer the suggested questions in the geography manual intelligently. From now on, the marked characteristics of each month, *e.g.*, typical kinds of weather, relation to vegetation, should have more meaning to the child.

Animal Study.—The direct motivation is not just a study of the lives of animals, but is to show their relation to industrial life through their habits and characteristics which make them useful to man.

I. THE HORSE. For what purposes are automobiles used to-day? What was used before they were so numerous?

The uses of the horse, (1) in the city; (2) on the farm.

What kinds are used? The saddle horse, the driver, the draught horse. Discuss points of detail for adaptation to speed and work habits.

How long is the horse of use? Compare with an automobile, and with other animals.

What may shorten its period of usefulness? Lack of care in—(1) food: kinds, amount, when given; (2) shelter: stall, bed, grooming; (3) clothing in winter: use of blanket, sharp shoes, warm bit, etc.

Although all these horses may be observed in the city, pictures will be used during the lesson periods. Several children may surprise the class by stories of a visit to a blacksmith's shop; others may read or tell stories from "Black Beauty".

It may be noted that this outline does not suggest a systematic study of the horse. The details as such will be considered only as they relate to the problem under discussion.

II. THE COW. The previous visit to the farm should supply much of the information. Although the teacher will keep definitely in mind that the subject connects with stock-raising and dairying as industries, the method of presenting the material will be (1) the products of the cow, (2) how obtained, (3) for what used. The products of milk, cream, butter, cheese, meat, and leather are the ones commonly known. The pupils will be encouraged to tell what they already know of the processes involved to make sure that the simple facts are accurate, and that false impressions are corrected. For a primary class, visits to a city dairy or cheese factory have proved that "the wheels going round" has the greater attraction. Our familiar classification of food and clothing will cover the uses made of each. This work may be supplemented by questioning the source of combs, bone buttons, glue, and tallow candles.

Forms of Water.—Earlier in the term, the nature of rain, its uses, directly and indirectly, were considered. In the Spring, this same topic may be enlarged and made more definite.

I. SNOW. Preparations will be made to take advantage of the first snowstorm. Expectancy will be aroused.

(1) The conditions which accompany a snowstorm—the direction of the wind, the temperature, the kind of clouds, etc. A new interest may be awakened as they watch "the cold gray sky; then a few flakes—the advance heralds of a great storm; a brooding silence; then suddenly, ever faster, the dreary leaden sky and the landscape confused and merged together in a gray curtain". There is action in the picture: it appeals to the child.

(2) The fashioning of the individual snow crystals. Allow several flakes to fall on a very cold slate, or a piece of black velvet. With the aid of a few lenses, the children may see something of which they had never dreamed: each little flake has its own individuality, another evidence of how versatile and inexhaustible is Nature. "Most of them look broken" they may say. A story of the Storm King telling how they have been buffeted about in the capricious winds may be a satisfactory explanation.

(3) Some uses of a snowstorm. (1) A fairy scene—the ghostlike evergreens, the cushioned posts, the velvety pads of small furry creatures, etc. (2) Much pleasure for winter sports. (3) A protective covering for the earth, as anticipated in the nature poems of the Autumn. (4) Work for many men in the cities so that traffic may not be impeded.

(4) What determines whether it is rain or snow that falls? Experiment.—Is a pailful of snow a pailful of water? Melt it. The class may be surprised at the ratio.

II. ICE. A few months ago, what did Jack Frost do to the plants? Now what has he done to the water? How did he do it? They know the fascination of skating, but little of the mysterious formation of the exquisite mosaic-like patterns in the ice. Have them watch the water freezing in a pail. How it usually appears first on the surface of the water, and close to the sides of the pail. Why? How the lance-like forms push out, and connect with others. Also they may watch the etchings on the window-panes, and the pendent icicles usually produced by the thawing of the snow in the middle of the day. Experiment.—Tightly cork a bottle of water, and allow it to freeze. Why did the bottle break? What did we note about the snow? Suppose water freezes in a little crack in a rock, what happens?

III. STEAM.

"Clouds that wander through the sky,
Sometimes low and sometimes high,
In the darkness of the night,
In the sunshine warm and bright.
Oh, I wonder much if you
Have any useful work to do."

In connection with the Fall weather observations, the pupils have endeavoured to find answers for the questions asked in this poem. They know some of the work clouds do, but they are wondering still what they are. We shall make a white cloud. Experiments.—(1) Fill a small kettle with cold water. Let the pupils feel the water in order that they may know it is cold. Heat it. Listen for the first sound of the singing

kettle, and watch for the first signs of steam. Why can the steam not be seen right at the spout? Have class notice at home what runs down the kitchen window if there is much steam in the room. (2) Place a cold piece of glass or a cold plate in the steam, and notice what drips from it.

What has happened to the steam or "water-dust" when it can be seen no longer? Where do the clouds from a locomotive go? Experiments.—(1) Place a wet cloth near the coil, another away from any heat. Which dries the faster? In both cases where must the water have gone? Why sooner from one? (2) Place a small dish of water in the sun, and in time see what happens. Where must the water have gone? (3) To prove that it must have gone into the air, fill a glass, which the class know to be dry, with ice. What appears on the outside of the glass? It is like the steam on the window. This time it was the air that touched the cold glass. The class will be told that a cloud is much like the steam; and, that if it is very near the earth, we call it a fog.

Educative Handwork

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Correlation.—In "Primary Studies" in this issue, the poem studied is "The Duel" by Eugene Field. To correlate the handwork, cats and dogs in different positions may be drawn or cut out. Paste on cards. Cats or dogs cut out of cotton and stuffed make the result more real.

Plasticine cats and dogs give endless enjoyment to the children and while enjoying the work they are gaining better ideas of form.

Clocks and clock faces cut from catalogues help to develop ideas of time. (See further on in this article.)

The plate gives practice in cutting circles. Have the pupils slash the circumference at stated intervals. Lap one edge of the slashes over the other and paste. On this brim make designs. (For the room and furniture of room see under the head of "Construction" in this article.)

January.—

Born when the wintry breezes blow,
The little New Year comes over the snow;
A gift she is bringing to you and me,
Its name is Opportunity,
And may this gift to a blessing unfold
Before the new little year grows old.

The New Year is before us with its golden opportunities. We have an opportunity to make a fresh beginning.

At this, the beginning of the year, the value of time, the story of the hours and minutes may be studied.

A cute little clock can be made of a half-pound candy box. Standing on end, the bottom of the box is used for the front. On this side draw a circle near the top and mark the hours. The hands are made of black cardboard fastened to the face of the clock by means of a pin or paper fastener. The hands are movable. Near the bottom of the box, on the front, cut out an oblong and through it let a button, on a string, for the pendulum, be seen. Before people had clocks they used sun-dials and hour glasses. Pictures of these may be drawn or cuttings may be pasted. The different parts of a clock may be cut.

The story of the months and weeks may be worked out by making a calendar. Make a suitable cutting for each month paste on to a card. Mark off the days and weeks on part of the card.

The Spirit of Winter is with us, making its presence known in many different ways—sometimes by cheery sunshine and glistening snows, and sometimes by driving winds and blinding storms. It suggests to us the making of many things.

In the Plasticine:—New Year bells, clocks, hourglasses, sleigh-bells, sleds, skates, snowshoes, snowflakes, snowballs, icicles, mitts, mufflers, bare trees, muffs, etc.

In the Paper Work:—Fold a sheet of paper to represent a window. On each pane paste cut-out pictures of something which Jack Frost has painted. Cut snowflakes from white paper and mount on blue paper. To cut snowflakes fold a circle of tracing paper or tissue paper on one diameter, divide this into thirds and fold this segment into halves. Draw the design for the snowflake and cut on these lines. Or take a square of white paper and fold one diameter. Bisect the crease. Divide the oblong into three equal triangles. Draw the design and cut.

The Eskimo makes an interesting study for January. We can make the igloo, the Eskimo, Arctic animals, sleds, and boats with plasticine. The same may be cut from paper. A poster, showing cuttings to illustrate an Eskimo scene, gives profitable work.

Construction work with Cover Paper:—This occupation is invaluable for mental discipline, for accuracy and for training of hand and eye. The fundamental fold in this series is the sixteen square.

After all the folds have been indicated in a drawing with white crayon, on the blackboard, show with coloured crayon the lines to be cut and by erasing lines show which squares are to be cut out. Refer to pages 29, 30 and 134 of the manual on Manual Training. Lessons in

direction as top, bottom, upper right may be developed. The terms horizontal, vertical, oblong, square may be added to the child's vocabulary. As the unnecessary squares are cut away, addition, subtraction and fractional parts may be taught; while through it all are developed self-activity, accuracy and a power of manipulation which enables the child to construct many articles. The first and easiest to make is the square box. For it, fold the paper into sixteen small squares. Cut the two outside vertical creases at both ends until it touches the first horizontal crease. Fold and paste, pasting the middle flap last.

Variations of the square box:—Turn the square box upside down to represent a table. Cutting out a portion of the sides to form legs or separate legs being pasted on makes a better table. Pasting a larger square on the top is an improvement. To make a basket paste a handle to the box. To make a barn or a house cut the three vertical creases. Fold the middle flaps over one another to make the roof. Fold the sides down straight folding the end squares to form the ends of the house. Cut a door in the side.

To make a cupboard add doors to the square box. For the doors paste squares measuring 2 squares each way in at the side of the box. For knobs use paper fasteners. For the chimney-place mentioned in "The Duel" cut out a portion of the bottom of the square box. To make the oblong box fold a sixteen square. Cut off one strip leaving twelve squares. On the ends that have three squares cut one square deep. Fold so that the middle flap is pasted last. The addition of a handle makes it into a basket. Turned upside down and a piece pasted around it to form arms and back makes it into a hall-bench. To make a lid to the box cut two of the corner squares off from a sixteen square. Cut and fold as for an oblong box.

This box standing on end forms a cupboard with a door. Cut a strip three squares by one square. Paste into the cupboard. The square in the middle is the shelf and the end squares are supports.

Pasting end pieces to an oblong box makes a bed while pasting rockers will transform it into a cradle. The addition of a strip for a tongue and four circles for wheels changes the box into a cart. To make a bureau paste a piece of paper on for the back and fit two oblong boxes in for drawers.

The third basic box is the cubical one. To make it, fold a sixteen square. Cut off until you have nine squares. Cut the lines, top and bottom, one square deep, fold and paste.

Turned upside down we have a stool and with a piece of paper, two squares by one square, pasted on for a back, a chair is made. These models may be cut in various shapes making them more ornamental.

For a clock see manual on Manual Training.

Art.—The drawing of snow crystals, coasting and skating scenes are appropriate.

The drawing of the clock face on the oblong box will correlate with the "Studies in English" in this issue.

Recreation.—Imitate a cuckoo clock, a pendulum, the making and throwing of snowballs, skating, and shoveling a path through the snow.

The following game gives training in the hearing sense. The children, at their seats, close their eyes and listen while one pupil performs three or four different movements. When the series of motions has been completed the other children open their eyes, while different girls and boys reproduce the action recognised through hearing.

Kindergarten-Primary Suggestions

LILIAN B. HARDING

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WITH the ushering in of the New Year, the kindergarten-primary teacher looks eagerly forward to the natal hour when hopes may be realised and ambitions attained. For four months of the old year, she has had to learn the lesson of waiting



Have you ever seen the sun rise ?

patiently for the dawning consciousness of power in the little child. Forcefulness, freshness and originality have been great incentives in vitalising and glorifying work. Little children tire readily and changing of work is imperative for progress. Occupations and activities which somehow persist from tradition, because they apparently temporarily make the child happy, but lead nowhere, should be sifted out, and thus eliminate the child's waste of time and waste of energy.

The economic aspect of the kindergarten-primary being a time-saving element in education, schoolroom apathy must be foreign and absence of interest an unknown quantity. Children are full of impulses. The material is at hand to enable them to express these impulses in a variety of ways and the teacher is the dynamic to stimulate, guide and direct the channels of child thought, so as to produce, as early as possible, conscious self-control which leads to conscious self-expression. Work and play are closely related in the kindergarten-primary propaganda. Play must not be left behind, nor must work be overshadowed or lost sight of in play; both have a definite end which should be plainly visible. The great ambition of the child is to share the activities of his elders which shows the child's world is a real world of real people. There is, therefore, little time for pretence, his interest being in what those about him are doing. The art of speech is considered orthodox, as early as the child desires it. Why may he not claim as his birthright, also, the privilege and power of interpreting the written and printed word in which he manifests so absorbing an interest?

By the month of January, the children have attained a degree of mastery over symbols, and can think, in a measure, through the eye. They will quickly reveal thought grasped, by the stimulation to activity which suitable material suggests, as drawing, modelling, cutting, building gifts, seed work, etc. Short stories for thought-getting are written on the blackboard. The class of ten read silently, at the front, and as each in turn becomes satisfied with the thought grasped, he returns with eager pleasure to interpret his thought in the material awaiting him at his table. Oral self-expression gives the teacher abundant opportunity, afterwards, to ascertain the power of the pupils, even though the form be imperfect, apparently, to her.

Stories, as the following, used in this way, serve as a review of the phonograms, *sh, nk, ck*.

I.

A little boy played toy shop
after Christmas.
He put on a shelf, a ship, a top,
a doll with a blue sash,
a set of dishes,
and a fish pond.
Under the shelf, he kept
his little cash box.

II.

Frank has a little donkey.
One day it took his trunk
to the train for him.
The sun was very hot,
so he rode it
to the bank of a river,
and gave it a drink.
The donkey said, "Thank you!"

III.

A big clock, in a black case,
 stood in a hall.
 One day it said to a little boy,
 "Tick-tock, tick-tock!"
 "Pick up your hockey stick,
 and run to the rink,
 after you feed your little chicks,
 a handful from the peck of corn."

January and the New Year suggest time as an important point of departure for the month's correlations. Froebel's Mother Play Song, the "Tick-Tack", emphasises this law of the universe, and is suggestive as a basis for moral training. The calendar, like the clock, enables us to see things in a time view. Both, according to the ingenuity of the teacher, may serve as a definite means of development in the school-room. The elaborate calendar, while suggesting originality, has often threatened superficiality as far as the child's mentality is concerned. A simple square in a corner of the blackboard in which the date, with a description of the weather given by a child every morning is recorded, may serve as a means of accurate observation and definite oral expression, while the script on the board remains for visualisation.

In the occupation of picture sewing, the cut on page 284, with its descriptive sentence, is related to the topic for the month.

The literary verses for memorisation are:

1. "Three hundred and sixty-five, spick-span, new,
 Beautiful presents for me and for you;
 Fill them with kindness and sunshine, my honey,
 And you'll find these gifts better than playthings or money."

 2. "How can a little child be merry
 In snowy, blowy January?
 By each day doing what is best,
 By thinking, working for the rest
 So can a little child be merry
 In snowy, blowy January."
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Primary Studies in English

ISABELLE RICHARDSON
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ENGLISH.

LESSON—GROUP V.

Section 1. *Nature-Study.*

THE DUEL.

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t'other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there: I simply state
What was told to me by the Chinese plate!)

The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is true!)

The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)

Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)

—EUGENE FIELD.

1. "Nature study is self-activity on the part of the child to discover something that it desires to know—*doing* something to *find out* something. A scientific toy may be made the subject of a fruitful and genuinely educative nature study lesson. Seek first among the children's daily experiences for subjects for nature studies and then treat these by the *heuristic* method."—JOHN DEARNESS.

The mechanical toy, when studied by the method suggested, is an "open sesame" to the heart of a child and is an excellent medium of establishing a bond of sympathy between the new pupil and the teacher. The pendulum clock is a subject well adapted for treatment by this method.

2. A favourite nature topic for the primary grade is the domestic cat. The following outline is designed particularly for the little children who have just entered school.

An "expression card" may be cut from a strip of cardboard (6×24). In one corner of the card make a drawing—a kitty and a tiny girl looking at each other. Beside the picture write the rhyme:

"Pussy-cat, pussy-cat, where have you been?"

"I've been to London to see the queen,"

"Pussy-cat, pussy-cat, what did you see there?"

"Only a little mouse under a chair."

Pussy's visit to the big, splendid palace, and the sights she *might* have seen, but *didn't* see will call forth much spontaneous expression—oral language, drawing, dramatisation etc.

The question: "Why didn't Pussy see more?" will lead to a desire for investigation. Every pupil is alert when the teacher remarks: "These little *question-cards* are not meant for all the children but for those only who like to *know why* and are willing to take a little trouble to find out. On each little card is a question; get some one at home to read it to you, but if you have the right kind of eyes you can *find out the answer for yourselves*—that is the rule of the game".

The aim of this exercise is to furnish the child with real, vital, interesting *experiences* and to create in him wholesome interests outside of school.

In connection with these lessons make use of songs, games, stories and pictures. The children will listen with appreciative delight to Eugene Field's poem *The Duel*. The child is by nature a critic and his ready recognition of the faithfulness of the descriptions to life will add greatly to his appreciation of the *humour* of the poem.

Section 2. Reading.

I. FUNDAMENTAL PRINCIPLES.

1. Viewpoint.—(1) Reading is a process of thought-getting. The teacher's aim is the development of the child's power to use written

language as a *means of grasping thought*. (2) *Oral* reading gives expression, through the voice, to the thought that has been grasped. It is *one* of the means by which the teacher determines the character of the thought-activity. It should therefore be regarded merely as a single phase of reading work, *i.e.*, as a means of self-expression. (3) "The young mind fertilised by ideas is quicker to learn the printed forms than a mind barren of thought". Hence the formal lessons in reading are developed from and taught in correlation with the lessons in nature study, civics and culture-study. (4) Methods of procedure, devices, and equipment are determined by the *educational needs of the child*. Methods, devices, equipment, are but tools to be selected or *invented* when the need for them arises and should be discarded when, by means of them, the teacher has accomplished her specific aim or purpose. (5) Conscious growth and conscious power are the best incentives to earnest work.

2. Test of Success.—While directing all her efforts towards a vigorous carrying out of the central process the teacher measures her success by the development of power in the children. She notes the growing power to appreciate and interpret different forms of literature; the initiative in making and solving problems; the variety and individual character of the responses; the growing habit of the class to do the thinking and most of the talking while the teacher more and more restricts herself to a thoughtful stimulation and direction of the process.

II. THOUGHT GETTING.

"The most important part of reading is the getting of the author's thought and feeling. To do this it is necessary to study what are called *effects*. The best writers do not give both the cause and the effect. They give the effect only and expect us to interpret the cause by inference. Therefore it becomes necessary to teach the child to interpret effects and to develop his power of inference". In lower grades we call effects *hints*.

The first step is to impress upon the children what hints are; not by definitions, but by numerous examples. Select ordinary things which belong to the child's environment or about which he has recently been studying. The following illustrations may prove helpful:

1. Teacher: "When the class was dismissed this morning a little boy took one step to the rear and allowed the girls to pass first to their seats. What *hint* did that give about the boy?"

Pupils: "He was polite". "He was not selfish". "He helped to make school a happy place".

In the above exercise an opportunity is given to add definitely to the child's stock of descriptive words telling *the kind of person*.

2. Teacher: "I heard a dog growl".

Pupils: "He was angry". "He saw another dog". "He was afraid some one would take his bone".

Words describing *feeling* are necessitated by this exercise. The next exercise tells about a *happening*.

3. Teacher: "The postman enters with a number of letters among which was one addressed to Pussy. Placing the letters on the floor near the cat we said: 'Now, Miss Pussy, pick out your letter'. Without hesitation the cat selected her letter, tore open the envelope, and was soon enjoying the contents. Can Pussy read?"

Pupils: "She was a circus cat!" "She couldn't read; there was *meat* in the envelope". "Perhaps a tiny mouse was in the envelope and she saw it move."

The pupils are then given an opportunity to *originate* hints to be interpreted by their classmates. The hints may tell the kind of person, the feeling of a person or a happening.

In the next step the teacher requires the pupil to classify the effect before interpreting it. Before leaving this stage pupils should be able to discover, classify, and interpret the hints in a short story or the stanza of a poem.

Study of the literary selection as a whole may now be introduced. At first the teacher, by well planned questions, directs the pupils in this study but the children gradually take the initiative until the teacher's part of the work is practically restricted to selection of the subject-matter.

As a guide the following outline is given to the pupils:

- (a) Hints that tell a happening.
 - What happened.
 - Where it happened.
 - When it happened.
- (b) Hints that tell the kind of person.
- (c) Hints that tell the feeling of a person.
- (d) Other hints.

The teacher must read or recite the selection with great deliberation and with distinct enunciation, keenly alive to the *thought* she wishes to convey to her hearers. At first the selection must be read a number of times but the teacher should aim to develop the power of rapid thought extraction and quick interpretation.

(A pupil's classification of hints in *The Duel*: "The title tells that something happened. The first stanza of the poem tells *where* it happened and *when* it happened. The other stanzas tell *what* happened". A pupil's interpretation and summary of the poem: "The titles tell us

that there was a fight between two people or animals. The poem tells us that in the nursery one night the toy cat and the toy dog fought until they ate each other up! The Dutch clock and the Chinese plate were frightened. The Dutch clock couldn't keep the secret".)

Even the youngest pupils enjoy simple interpretative work based on *The Duel*. Eugene Field had the true child's heart and knew the things loved best by childhood.

2. Picture study gives excellent training in thought-getting and thought-interpretation. It should be carried on concurrently with the exercises outlined above, and should precede thought-getting from written language.

3. The getting of thought by means of word-recognition is the ideal to be attained. The real test of any teacher's work is a pupil's ability to take a lesson in his book, grasp the thought for himself and express it in a lively, natural way with emphasis falling upon the principal words and correct inflection according to the meaning of the various sentences. "When a child is steeped in the thought and is eager to express it he will adopt the fitting tone and adopt it unconsciously".

Thus we see that the first *reading* lesson should not be assigned until the pupils have mastered a sufficient number of words and phrases to give an interesting content. In reading *proper* the *unit* is a group of sentences containing a central thought.

III. EXPRESSION OF THOUGHT.

1. *Self-Expression*.—"A current fallacy holds that expressional ability is developed by incessant practice in expressing the ideas of others. If a knowledge of the thought is the first condition for expression we can readily see that only as we develop natural and expressive speech in *all oral language* are we training children for better expression in formal oral reading".

Children are naturally expressive. Listen to the spirited description that the little girl gives of her new doll or the animated narrative of the boy who saw an athletic game! How can this spontaneous expression be developed in the school room? Go to the playground and learn the *conditions* that are necessary to self-expression. What do we find? Vital interest, self-activity, suggestion, imitation, joyousness, perfect unconsciousness of self. These are the essentials for growth in self-expression which is the basis of all oral expression.

Vital interest may be aroused through games. Isolated games have not the same value or interest for the child as games *growing out* of one of the basic studies. When a nature object, a picture or a literary selection has been studied and *enjoyed*, the child is eager to personate the

characters, to dramatize suggested stories, to originate new conversations and to portray new situations.

Means of expression which are closely related to the emotions of the child are tone of voice and facial expression.

To cultivate the tone of voice encourage the child to imitate (1) sounds made by animals, (2) sounds made by the same animal under different conditions (see "Three Little Kittens", First Reader), (3) sounds made by the wind (wind poems and songs), etc.

Ask the child to imitate the actions and facial expression of people as he imagines them to be under circumstances suggested by the teacher, e.g., A child peeps into a bird's nest. Mamma raises her finger as if to say: "Hush, do not frighten the mother bird". The co-operative story is an excellent means of developing this kind of expression.

Lastly the child may imitate the actions and *oral expression* of people and animals as he imagines them to be under circumstances suggested by pictures, stories or poems. Picture—A mother dog talking to her puppy.

Pupil's expression: "You naughty dog! Where have you been?"

2. *Expression of thought obtained through written language.*—We must now determine the detailed organization of reading lessons that seek to make reading a thought-process.

In every lesson the teacher should be governed by consciously selected aims. The steps suggested in the following outlines must therefore be combined or omitted according to the specific aim of the teacher.

Stage 1.—A Blackboard Story (more than one sentence).

Steps: (1) Silent reading at seats.

(2) Thought-expression through undirected drawing, modeling or paper-cutting.

(3) Questioning by teacher to further ascertain the extent of thought-acquisition.

(4) Reproduction of the thought in the *child's own words*.

(5) The *teacher* reads the story in the *author's words*—thus setting a standard in oral expression, enunciation, etc.

Advantages of method: There is no retardation. The slow child is commended if he succeeds in telling a small part of the story. The community spirit is encouraged—each child enjoys contributing his share until finally the whole story is grasped. The teacher's reading of the *author's words* encourages the child to master mechanical difficulties: he has an interesting *aim* in view.

Stage 2.—Reading from Cards or Primer.

Steps: (1) Silent reading *under pressure of limited time*.

(2) Children tell what they gleaned in the rapid silent perusal of the allotted portion.

(3) Oral reading.

(4) Constructive criticism at the end of the child's assignment.

Stage 3.—Children select and prepare their own material; original language and number stories read orally to the class by their respective authors; children find and read matter relating to the work in hand; appropriate clippings relating to current events.

Notes—(1) *All* reading should be properly motivated for the children; (2) the themes should be part of their experiences; (3) the preparation "should reveal only that which will stir curiosity, but conceals enough to lead the children to *read to learn* rather than *to learn to read*".

IV. WORD-RECOGNITION.

Teachers may, from the following suggestions, frame a system that will most efficiently meet their problems and the children's needs:

1. Various media guaranteeing an interesting *thought-basis*:

(1) A Labelling Process. (a) A picture or object with its descriptive words is hung before the class. (b) Symbols are associated with objects. (c) Symbols recall their respective objects. (d) Expression cards. For example, (Picture of a clock)—Tick-Tock. (Kitty in a shoe)—Hello, kitty! (A little pig)—Come, pig, pig. (A little girl in a store)—*Have you apples to-day?*

(2) Story-telling, rhymes, songs, games. (a) Recurring sentences or phrases are put on blackboard. (b) Independent word-recognition by (1) the position of a word in a known sentence, (2) comparison with the same word in the known sentence, (3) reading new sentences constructed from old words.

(3) Silent reading of single sentence. (a) Command—teacher executes; pupil infers. (b) Question—teacher answers and pupils construct the interrogation.

2. Phonics. *The Duel* furnishes an excellent basis for the teaching of suitable sight-words. Not only are the words simple but they are associated very intimately with the experience of the average child. These words serve as a basis for future phonic analysis, the easier phonograms being introduced first.

Section 3. Correlations. Utilize the child's interest in the clock to introduce the subject of *time*. The fact that January is the first month of the New Year makes the subject of time particularly appropriate. Discuss early methods of measuring time—by the coming and going of the moon; with bundles of sticks; or by cutting notches in trees.

The study and making of a calendar will prove a profitable exercise. The children may count the number of days in a week, etc. Many

stories giving interesting information may be told, e.g., "Janus"; "The Clock and the Dial".

During this month make a study of the "splendour and glory of the heavens". Interest may be aroused through simple legends giving a definite basis for observation.

"The child's poet, Wordsworth, tells how he looked at the moon when a child and thought it was a silver boat in the sky's sea of blue, sometimes thought it was a crown of pearls, then again imagined it was a lovely woman wrapped in a veil of fleecy clouds. The author adds that some children surely can understand that our thoughts go up and down an unseen ladder of love so that nothing beautiful in all this beautiful world is quite out of reach if we will be unselfish in our thoughts as well as in our acts".

"Happy, at one with all the Universe he seems,
Let him stretch out his arm toward the light.
He knows no limit yet
Twixt him and Heaven set.
Don't rouse him from this dream's most holy night."

Book Reviews

Manual of Instructions for giving and scoring *The Courtis Standard Tests* in the three R's. S. A. Courtis. Issued by the Department of Cooperative Research, 82 Eliot St., Detroit, Mich. Revised Edition 1914. pp. 125. Price 85c. The use of educational measurements in practical school work, though comparatively recent, is, nevertheless, one of the most vigorous and vital educational movements of to-day. Unquestionably, S. A. Courtis must be regarded as one of the most prominent men connected with this movement. This manual which contains all the testing material, instructions, graph sheets, etc., etc., arranged in logical order, is in every sense a product of the classroom. There are three sets of Courtis Tests: series A, arithmetic (7 tests); series B, arithmetic (4 tests); series C, English (6 tests), viz.: 1 handwriting, 2 dictation, 3 original story, 4 normal reading, 5 careful reading, 6 reproduction. These tests are in no sense examinations but are tools for research work to make evident actual conditions, to discover the natural laws of mental development, to settle questions of educational procedure upon a basis of fact. No adequate conception can be given in the space of a brief review. Do you know where your school is weak? Can you point out the individual weaknesses in your pupils? Have they made the necessary advancement during the past year? Do you know the causes and cures of these defects? Would you like to know how your school compares with other schools that have been tested? Are your judgments based on mere opinion or unquestionable facts? *Write to-day for information.* They are sold without profit to all who will co-operate in the work. F. E. C.

Laboratory Lessons in General Science, by Brownwell. The Macmillan Co., Toronto. Clearness and conciseness are two outstanding characteristics of this book. It should commend itself to all those engaged in the teaching of science, and especially Lower School science. Those teaching public school physiology will find it an excellent source book. C. G. D.

Diary of the War

(Continued from the December number.)

(All the events of the war previous to June, 1916, are given in this form in the Special War Edition. For particulars see advertisement in this issue.)

OCTOBER, 1916.

- Oct. 1. Zeppelin raid on East Coast; two attack London; one brought down in flames north of London at Potter's Bar. Eaucourt l'Abbaye captured by the British in an attack extending over a front of 3,000 yards. Roumanians make a diversion and cross the Danube above Turtukai at Riahovo. Von Mackensen repulsed in Dobrudja on his centre and right wing. German counter-attacks on the Zlota Lipa south of Brzezany repulsed.
- Oct. 2. French, Serbians and British capture four villages in Macedonia. Bulgarian counter-attacks on the Struma repulsed. The Bulgarians retire from Kaymaktchalan towards Monastir. Germans regain Eaucourt l'Abbaye. Wrecked Zeppelin seen in the North Sea. Roumanians rally south of the Roten Turm Pass. They also make attacks near Fogaras between Hermannstadt and Brasso.
- Oct. 3. British regain Eaucourt l'Abbaye. Roumanians win in Dobrudja (1,000 prisoners) and near Fogaras (800 prisoners). Bulgarian retreat from Kaymaktchalan continues. Serbs reach Kenali, ten miles from Monastir. Greek cabinet resigns because the Entente Ministers are not favourable to it.
- Oct. 4. The Roumanian forces, which crossed the Danube at Riahovo, withdraw back to the northern bank. They also retreat near Fogaras. British advance across the Struma at Orliak and occupy the villages of Yenikoy, Karadja, and Nevolien. The Allies cross the Cerna east of Monastir; 90 square miles of Serbian territory re-occupied. The *Franconia* torpedoed and sunk in the Mediterranean; 12 lives lost. The French troopship *Gallia* torpedoed and sunk in the Mediterranean; 600 lives lost.
- Oct. 5. Roumanian retreat towards Brasso continues. General Sakharoff endeavours to relieve the Roumanian situation by attacking Boehm-Ermolli on a 25-mile front between Brody and the Tarnopol railway.
- Oct. 6. British capture seven villages in their progress towards Seres.
- Oct. 7. Le Sars captured by the British in an advance from the Albert-Bapaume road to Lesboeufs; advance of 600 to 1,000 yards made between Gueudecourt and Lesboeufs. German attack on Schwaben Redoubt fails. Roumanians fall back in Transylvania; Brasso and Syekely occupied by the enemy. German submarine U. 53 appears at Newport, Rhode Island.
- Oct. 8. British progress slightly north of the Courcellette-Warrencourt Road. French reach Saily and cross the Bapaume-Péronne road. *Six vessels sunk off the United States coast by the U.53.* Von Falkenhayn's offensive in Transylvania progresses; Törzburg is taken. Serbians advance in Cerna region, capturing the village of Skochivir and 200 prisoners.
- Oct. 9. British gain a success north of Thiepval, and take 200 prisoners. Roumanian retreat continues. M. Venizelos arrives at Salonika. Serbians take over 800 prisoners on the Cerna. Professor Lambros forms new Greek Cabinet.

- Oct. 10. French shift their attack to the south of the Somme between Berny-en-Santerre and Chaulnes; Bovent, the outskirts of Ablaincourt, and most of Chaulnes Wood carried; 1,250 prisoners taken. *Great Italian success on the Carso Plateau.* The Austrian line broken between Sober and Vertoiba (Julian Alps); Austrians ejected from Pasubio (Trentino); *over 6,000 prisoners in all.* British take 268 prisoners south of the Ancre. Roumanian Second Army under General Avaresco makes a stand south of Brasso. French carry first Bulgarian lines on the heights west of Ghevgegi; British cavalry advance to within two miles of Seres. *Allies demand that the Greek Fleet with the exception of 3 vessels be handed over; Greeks comply under protest.*
- Oct. 11. Italian advance on the Carso Plateau continued; a further 1,700 prisoners.
- Oct. 12. British deliver an attack on the hills between the front and the Bapaume-Péronne road. German Mauser works at Obendorf bombed by Franco-British air squadron. Heavy fighting in Transylvania.
- Oct. 13. Roumanians retreat in the Törzburg Pass; enemy progress 6 miles within Roumanian territory. Norway prohibits belligerent submarines from using her territorial waters.
- Oct. 14. British make considerable progress north of Thiepval in the region of the Schwaben Redoubt; 305 prisoners. French resume their attack south of the Somme taking Genérmount and 1,100 prisoners.
- Oct. 15. Germans lose heavily in an unsuccessful attempt to regain their lost ground north of Thiepval; British make progress at Stuff Redoubt. French take outskirts of Sailly-Saillisel. Roumanians gain a little ground near Roten Turm Pass and lose a little south of Brasso. The Germans launch an offensive at Dorna Watra, the junction of the Russian and Roumanian Armies.
- Oct. 16. *The French land an armed force of 1,000 men at Athens.* Germans capture the Gyimes Pass in the Transylvanian Alps. Roumanian offensive at the Predeal Pass. Report of the Royal Commission on the shooting of Mr. Sheehy Skeffington issued.
- Oct. 17. French capture a group of houses in Sailly-Saillisel. Fighting in many Roumanian Passes. The Roumanians check the enemy in the Gyimes Pass.
- Oct. 18. French complete the capture of Sailly-Saillisel. South of the Somme they capture the whole front between La Maissonnette Château and Biaches. British progress north of Gueudecourt and towards Butte de Warlencourt; over 150 prisoners. Roumanians defeat the Germans in the Tatros Valley.
- Oct. 19. Cunard liner *Alaunia* sunk in the Channel. British make slight progress towards Butte de Warlencourt. *British captures in Somme offensive now total 28,918.* French make progress south of the Somme opposite Péronne. Von Mackensen resumes his offensive in Dobrudja. Fighting takes place at Goioasa, 12 miles within the Gyimes Pass. Enemy attacks on the Gnila Lipa. Serbians occupy Veliselo, two miles south of Brod. Austrian attacks at Pasubio (Trentino) repulsed.
- Oct. 20. British repulse German attacks at the Schwaben and Stuff Redoubts. Von Falkenhayn reaches Dragoslavele within the Törzburg Pass. Roumanians withdraw in the Buzan Pass; heavy fighting at Dorna Watra. Germany sends stiff note to Norway on her submarine policy.

- Oct. 21. British attack on a front of about 5,000 yards between the Schwaben Redoubt and Le Sars, advancing 500 yards and taking 1,000 prisoners. The Stuff and Regina Redoubts are carried. Von Mackensen gains success in Dobrudja and forces the Russo-Roumanian Army to retreat towards the Constanza railway. Admiralty announces the torpedoing of a German battleship of the Kolberg class in the North Sea. Count Stuerghk, the Austrian Prime Minister, assassinated by Friedrich Adler.
- Oct. 22. *Von Mackensen captures Constanza*; Roumanians retire to the north of the Constanza-Cernavoda railway. Germans progress in the Predeal Pass. German seaplane shot down after raiding Sheerness. French gain Ridge 128, west of Sailly-Saillisel.
- Oct. 23. British advance east of Gueudecourt and Lesbœufs; 1,000 yards of trenches captured. H. M. minesweeper *Genista* torpedoed and sunk; 12 survivors. Von Mackensen's advance continues; Rasova, 10 miles from Cernavoda, taken. Roumanians lose Predeal, but make progress in the Oitoz Pass.
- Oct. 24. *Great French victory at Verdun; the German line pierced on a front of five miles to a depth of two miles. Fort Douamont recaptured and 3,500 prisoners.* Germans take the Vulcan Pass. Severe fighting in the Törzburg and the Predeal Passes. Roumanians gain successes at the Roten Turm and the Oitoz Passes.
- Oct. 25. *Cernavoda captured by Von Mackensen*; Roumanians retire still further to the north. Enemy progress in the Transylvanian Passes slows down. Further French gains at Verdun; another 1,000 prisoners taken.
- Oct. 26. *Ten German destroyers raid the cross-Channel transport service.* Two of them probably sunk by mines. British lose destroyer, *Flirt* (9 of crew saved), destroyer *Nubian* which is beached, the transport *Queen*, and 8 drift-net boats. French beat off four heavy German counter-attacks at Verdun and increase the number of prisoners to 5,000. German attack on the Stuff Redoubt beaten off. Roumanians reach the Harsova-Casapkiöi line, 25 miles north of the Constanza railway; Von Mackensen's pressure decreases. Roumanians repulse a violent attack near Drgaoslavele (Törzburg Pass), but are forced to retreat in the Predeal Pass.
- Oct. 27. Roumanians gain a success in the Uzal Valley; 900 prisoners. They counter-attack at Dragoslavele; 300 prisoners; and in the Jiul Valley (Vulcan Pass); 450 prisoners. Russians suffer a reverse in the Dorna Watra region.
- Oct. 28. British capture several important enemy trenches near Lesbœufs. French carry a quarry north-east of Douamont. Captain Boelke, reported to have destroyed 40 aeroplanes of Allies, killed in collision. *British liner Marina sunk in the Atlantic by a submarine; American lives lost.*
- Oct. 29. French carry trench system north-west of Sailly-Saillisel. Before Péronne the Germans recapture the farm of La Maisonnette. Roumanians make progress in the Jiul Valley south of the Vulcan Pass; 1,022 prisoners to date.
- Oct. 30. Roumanian offensive continues successful in the Jiul Valley. Russians attack west of Lutsk with no great success.
- Oct. 31. Von Mackensen's advance in Dobrudja halted; Von Falkenhayn claims 10,000 prisoners in the last 20 days.

The Campaign in Mesopotamia

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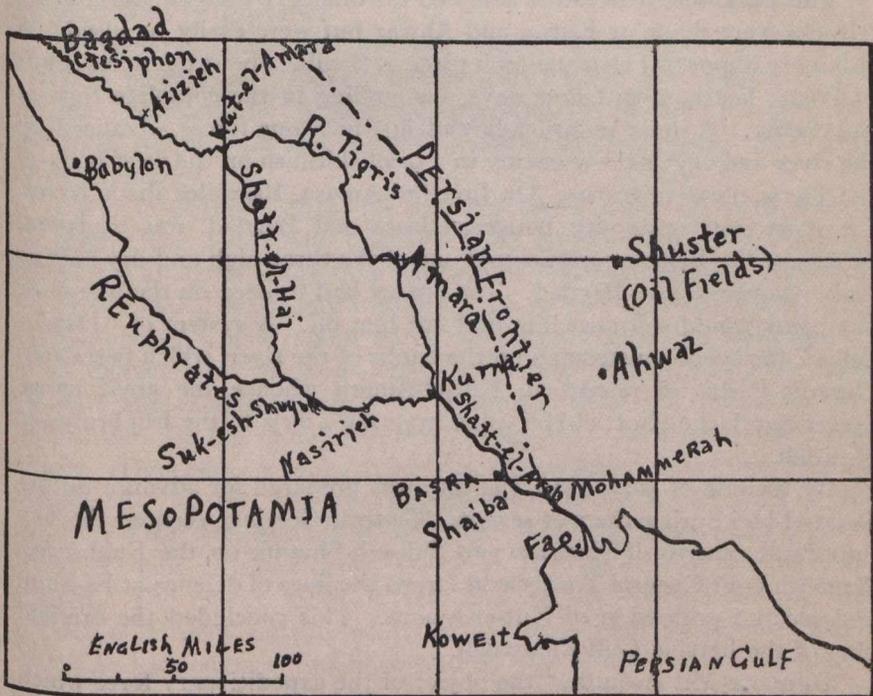
BEFORE outlining the events of the British Mesopotamian campaign certain results of earlier German propaganda must be briefly recalled. When the Kaiser acquired control of the German ship of state in 1890 the aim of his policy was gradually to acquire ascendancy over the Sultan of Turkey. His opportunity lay in the young Turk movement. Any opportunities for rendering financial assistance were eagerly accepted. In 1899 Germany secured two concessions, the building of a railway to Bagdad, and the training of the Turkish army. But to end the railway at Bagdad would be like having the western terminal of the Canadian Pacific Railway at Kamloops. A port had to be secured on the Persian Gulf. The only suitable harbour capable of accommodating ocean liners was Koweit on the northwestern shore.

During these years Great Britain was occupied with the Boer War which, Germany thought, absorbed her entire attention. What time could appear more advantageous for the acquisition of Koweit? The German ambassador at Constantinople set out for Koweit to negotiate with Mobarek, the native Sheikh. The latter was quite willing to enter into a contract, but an insuperable obstacle presented itself. A third party must be consulted. This proved to be Great Britain. Only a year before, by a treaty with the Viceroy of India, Mobarek had surrendered his power of independent negotiation. Even Turkish coercion and German intrigue were powerless to move him. At last Basra, a city forty-five miles up the Shatt-el-Arab, in undisputed Turkish territory, was chosen as the terminal. In a subsequent agreement Great Britain prohibited any extension beyond Basra without her consent.

What is the political significance of this incident? It shows Germany's keen desire to secure a footing in the East that she might become involved in the diplomatic situation there. It also shows Great Britain's untiring vigilance and inflexible determination to prevent any intrusion which might imperil British interests in India or elsewhere. Following this policy Great Britain undertook the Mesopotamian campaign—not to acquire territory, but, as Lord Mahan has said—"to prevent other powers from obtaining a footing on the Persian Gulf which might imperil her naval supremacy in the Farther East, her political status in India, her commercial interests in both, and the imperial tie between herself and Australia".

When it became apparent what the result of German suasion and pressure upon Turkey would be, the Viceroy of India began preparation for the defence of British interests in and near the Persian Gulf. On October 16th, 1914, sixteen days before our Ambassador at Constantinople demanded his passports, the first detachment left Bombay for the policing of the Gulf district. It arrived at the mouth of the Shatt-el-Arab November 7th, two days after war was declared between Turkey and Great Britain.

Fao was the first place to be taken by our troops. General Sir Arthur Barrett having arrived to take command, disembarkation occupied the



following five days. A slight resistance was quickly overcome at Sabil and Basra which were occupied November 22nd, the Turks preferring to withdraw farther up the Shatt-el-Arab. An immediate advance was made on Kurna near the junction of the Tigris and Euphrates where the Turks prepared for battle. On December 9th after four days of fierce fighting, Kurna was taken.

Scarcely a month had passed since the landing of our forces, but they were now about one hundred miles inland, with the enemy retreating and the British positions well established. Transports accompanied them up the river, keeping communications intact. Early in the year

the Viceroy visited Basra and held out the promise of better government in the future though many improvements had already been initiated.

During this period reports came from Bagdad that the Turkish forces were being drilled by German officers while reinforcements were slowly descending the Euphrates. The Germans had also incited the native Arab tribes to hostilities against our forces; the Ben-i-ham were paid to make frequent raids. Early in March the British oil pipe-line from Shuster, a point northeast of Kurna, to Mohammerah on the Gulf was cut by hostile natives who were soon after dispersed at Ahwaz by a British contingent.

The Turko-German forces assumed the offensive early in April, 1915. Attacks were made at Kurna and Ahwaz but were easily repulsed. A still more important struggle took place at Shaiba, about ten miles south of Basra, lasting about four days, but ending in the complete rout of the enemy. A quiet month followed in which our forces advanced up the river and engaged the enemy in a brief skirmish on the west bank of the Tigris, north of Kurna. On June 3rd Amara, 150 miles above Basra, the most important city between Basra and Bagdad, was captured. This gave the British possession of one of the three high-and-dry halting places on the way to Bagdad. The enemy had to keep on the march or our boats would sail past him and cut him off. A system of "Dardanelles" forts was constructed on the banks of the river, which permitted Nuredin-Pasha to retreat to Kut-el-Amara whence the great cross-desert canal, the Shatt-el-Hai, runs from the Tigris to the Euphrates at Nasirieh.

By the end of July, 1915, the way was prepared for advance up the Shatt-el-Hai during the wet season. General Gorringe secured the two important centres of Nasirieh and Suk-esh-Shuyuk on the Euphrates. A month later General Townshend forced the lines of defence at Es-Sinn, and secured possession of Kut-el-Amara. This concluded the original plan of the Persian Gulf Campaign.

To quote Mr. Asquith, "the object of the expeditionary force which originally consisted of only one division, the Sixth, in the Autumn of last year in Mesopotamia was to secure the neutrality of the Arabs, to safeguard our interests in the Persian Gulf, to protect the oil fields, and generally to maintain the authority of our flag in the East". A moment's consideration will satisfy one that these four results had been fairly well achieved. Then why did not the expedition assume mere police duties? Instead a decided change of policy took place, which aroused bitter criticism at home and resulted in a disastrous defeat to our forces in Mesopotamia.

There has been much speculation as to the reason for the adventurous expedition on Bagdad. British interests in Persia were in jeopardy; the

German ambassador at Teheran was engaged in corrupting the Swedish police in Persia; German intrigue was extending even to the Afghanistan frontier. The fronts in Gallipoli and Transcaucasia were stagnant. The Balkan affair had gone from bad to worse. Bulgaria was entering the war on Germany's side. British diplomacy had suffered much loss of credit. In the search for a field in which to restore our prestige with some showy achievement Bagdad seems to have been selected. Military discretion and common sense were disregarded. Bagdad, 573 miles by river from the Gulf and seapower, situated in "a sparsely-watered desert and reeking marshes, baked by the hottest of Asian suns, brooded over by those manifold diseases which heat and desert soil engender"—Bagdad must be captured.

To General Townshend was entrusted this formidable task. With scarcely more than (10,000) battle-worn British and Indian troops at his command he questioned the wisdom of the advance, but Sir John Nixon, who had replaced General Barrett, could not change superior orders.

Early in October, 1915, the advance began partly by river, partly by land. The Turks who retreated from Kut-el-Amara had taken up a position at Azizie, more than half way to Bagdad. By a flank attack, 3,000 or 4,000 of the enemy were routed and retired to Ctesiphon, their main-standing-ground, about thirty miles from Bagdad, and only twenty miles distant from the Euphrates, down which the Turks had brought supplies and reinforcements. On November 22nd our troops marched seven miles in the moonlight and entrenched. At 9 a.m. the battle began. The enemy was much stronger than expected and was steadily reinforced. By the 25th the British casualties were one-third of the force, or 4,500 with 800 killed, while the enemy had lost about 10,000, 1,300 of whom were prisoners. General Townshend was compelled to retreat. The enemy followed, but their recent severe losses did not permit of a swift pursuit which would have annihilated our forces. Rearguard actions were fought constantly with heavy losses to the enemy. On December 3rd the remnant of the Bagdad expedition, which had set out with high hopes six weeks before, staggered into Kut-el-Amara unable to go a yard farther. The Turks closed in on the town from all directions and the long and gallant defence began. By the beginning of the year the enemy discontinued his attempts to blast his way into Kut. His plan was henceforth blockade.

The town of Kut lies in a loop of the Tigris which opens to the north. Across the river is a liquorice factory. The normal population, composed mostly of Arabs, numbered under 4,000. Surrounding the town stretch flat sun-baked wastes which during the rains become a sea of mire. This

made it easy to defend but the task of feeding 10,000 men in so small an area was difficult. Still relief was expected within two months.

Far down the Tigris the relieving force was slowly beginning to move. In normal times the multitudinous shallows of the Tigris make transport almost impossible; during the erratic rains the river became a raging flood and the adjacent desert a lagoon. The flatness of the surrounding country gave no protection from Arab tribes who harassed our troops continually. The trying extremes of climate cause exhaustion and disease. From start to finish our forces were compelled to depend upon a precarious and treacherous system of communication.

The enemy had constructed three lines of defence about twenty-five miles down the river. These extended on each side of the river and were arranged parallel to each other a few miles apart. About seven miles from Kut were the strongest of all, the Es-Sinn lines.

During January, 1916, General Aylmer, commander of the relieving force, made several unsuccessful attempts to break through the enemy's first line of defence. February was a month of inactivity owing to rain and wind. On March 7th by a daring night march across the desert around the right flank of the enemy lines, Aylmer attacked the Es-Sinn position, but on account of lack of water was compelled to retreat to the former position. On April 5th General Gorringe, who had succeeded General Aylmer, delivered a frontal attack on the enemy and smashed through the two first lines, until only the third, the Es-Sinn position remained. Again Nature interposed. The floods from the hills spread over the country. After two weeks of gallant effort, during which heavy losses were inflicted on the Turks, the relieving force was obliged to retire when within sight of Kut-el-Amara.

Inside Kut the garrison put up a gallant defence. Although shelled daily by the Turks and subjected to destructive bombing raids by airplanes, starvation was their grimmest foe. Fortunately in January a large store of grain was discovered and this was ground by millstones dropped by British aircraft. By April 8th the grain was used up and the last mule was slaughtered. The last effort for relief came on April 24th when General Gorringe attempted to run the gauntlet of the enemy's guns with a river steamer but it went ashore four miles east of the town. At 2 p.m. April 29th, 1916, after a resistance of 143 days General Townshend hoisted the white flag and surrendered. The surrender was no disgrace either to the garrison or the relieving force. Both showed singular gallantry and devotion and in the words of the late Lord Kitchener "reflected no discredit on the record of the British and Indian armies".

The Serbian Campaign

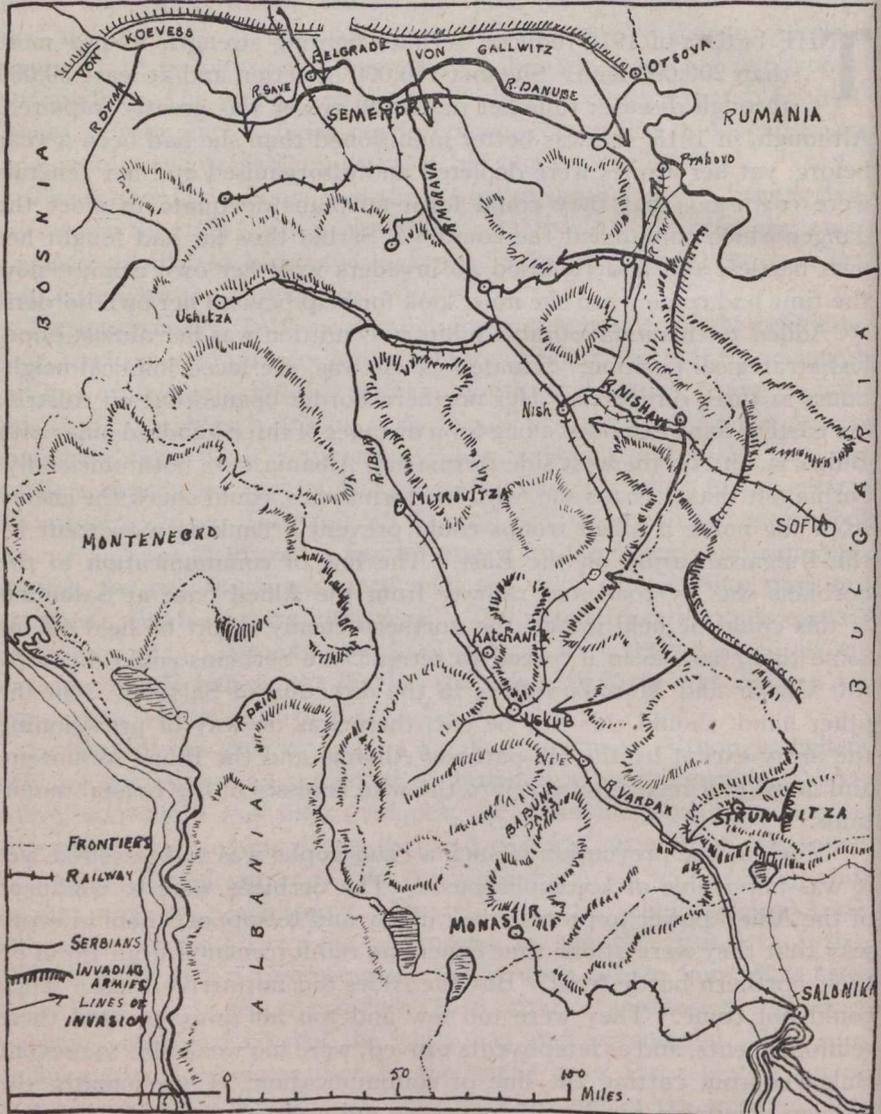
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THE battles of 1914 reduced Serbia's fighting strength to not more than 200,000 men. She lost 150,000 in action and at least 50,000 through disease; thus her defensive power was greatly impaired. Although, in 1915, she was better munitioned than she had been a year before, yet her armies were depleted and disorganised and her generals were cognisant that they could form no plans adequate to meet the danger which threatened the country. Serbia thus far had fought her own battles, and had repulsed all invaders with her own armies; now the time had come when she must look for help beyond her own borders.

Added to this unfavourable military condition was her almost hopeless strategical position. Situated as she was, she faced inimical neighbours in three directions. Her northern border opened out on Austria, her eastern flank extended along for a distance of three hundred miles with Bulgaria, and on the west side Bosnia and Albania were both unfriendly. Serbia felt that perhaps she, with her own forces, could check the enemy from the north if allied troops could prevent a flanking movement by the Bulgarian army on the East. The line of communication to the Serbians was by road and railway from the Allied base at Salonika. If this could be held intact, the northern enemy might be held off for some time, and, even if forced to retreat, the Serbians could do so by the Vardar and Morava valleys in the direction of Salonika. On the other hand, should this line be cut, there was no way of provisioning the army except by the hill-paths of Albania and the Black Mountain, and no way of retreat except into the wild recesses of the coastal mountains.

Much as the prevention of such a catastrophe was to be desired, yet it was impossible of accomplishment. The Serbians were so confident of the Allies' power to protect the railway and to support them in every way that they were at one time expecting reinforcements from them on their northern battle front. But the Allies did not arrive there. They could not come. They were too few and too far away to send these reinforcements, and as later events proved, were too weak also to prevent Bulgaria from cutting the line of communication. Consequently the Serbian campaign consists of two parts quite distinct and unrelated to each other. One is the retreat of the Serbian army from its own land and the other is the battle between the Allied forces and the Bulgarians for the possession of the line northward from Salonika.

Von Mackensen's objective was simple—namely, to win a way to Constantinople. Two routes were possible and he desired both—the Danube and the Ottoman railway. To secure control of the river it was necessary to conquer the forty-mile neck of land between Milanovitz



and the mouth of the Timok. This achieved, boats in countless numbers might ply up and down bringing munitions from the Rhine by canal and returning loaded with Bulgarian and Roumanian produce. The control of the railway was a much more difficult thing to secure, involving

the capture of Belgrade and a clearing of the Morava and Nishava valleys as far as the Bulgarian frontier.

To secure both routes a plan involving no fewer than nine converging attacks was put into operation. To cope successfully with such a scheme an army numerically strong was essential and Putnik, the old Serbian field-marshal found it impossible to assemble one. Therefore he was compelled to remain on a partial defensive in the north in the forlorn hope of saving the capital. To the allied forces was left the task of stemming the tide of invasion from the East.

Briefly, the disposition of the enemy's armies was as follows. Albanian bands were to threaten from the south-west; an Austrian army was to exert pressure on the west through Bosnian territory; on the north Mackensen's two generals Von Gallwitz and Von Koevess were to attack from the right and left respectively; and the Bulgarian movement against the eastern frontier was to be executed by five separate armies. In the face of such overwhelming preparations and numbers little Serbia might have been forgiven for some show of dismay and hesitancy. But no, even against such odds, she never wavered for an instant but quietly continued to distribute her forces as economically as possible along her northern frontier, and to await the onslaught with calm resolution.

During the summer Belgrade was bombarded at long range but only a portion of the city suffered. Life for the most part went on as usual. But, on September the nineteenth, Von Koevess opened a methodical fire on the city with artillery of immense weight, and the Serbians, having no guns of the same calibre, could not make any adequate resistance. Their positions around the city were, therefore, speedily pounded into dust, and on October the ninth after fierce guerilla fighting in the streets, the whole city was evacuated. All material which would have been beneficial to the enemy had been removed and the German flag floated over a desolation.

Meanwhile Von Koevess' right wing had pressed back the Serbian left until, on October the eleventh, he had won a hundred miles of the south bank of the Danube and the Save. Gallwitz too had been active and had forced the Serbians in the centre of their northern battle line to retreat up the valleys of the Morava. Bulgaria formally entered the struggle on October the twelfth and began to menace the lines of communication in the rear. They slowly forced the Serbian forces down the Nishava valley and, on October the seventeenth, compelled the suspension of communication between Nish and Salonika. The Allies arrived too late to check this advance of the enemy forces who entered Uskub on October the twenty-second. The loss of this town was a misfortune of the first magnitude because all communication with the Vardar and Morava valleys was now severed. Fugitives of every descrip-

tion began to flock south by the few routes still open, and Serbia made a last despairing appeal to the Allies for assistance. It was in vain. By this time the Allies were altogether cut off from the Serbians by the Bulgarian movement westward and could do nothing except check the extreme left of that advance.

Disaster followed disaster in quick succession. On October the twenty-sixth Von Gallwitz forced the Danube at Orsova and on the same day Negotin and Prahovo both fell into the hands of the enemy. The Danube route to Constantinople now lay open to the Germans and innumerable supply boats in waiting immediately began to ply up and down the river. While all these operations were being completed on the East, the Austrians had crossed the Drina and were closing in on Serbia's left towards Ushitza. The closing jaws of this enormous trap forced Serbia to withdraw her forces. The long valley of the Ibar was the only route left and there was need of haste if an orderly and successful retreat were to be executed. As soon as the most northerly Serbian forces were removed the Austrians and Bulgarians joined hands, and victory after victory fell to them. During their advance great cruelty was shown the civilian population with the direct military object of impeding the Serbian army's retreat by clogging the roads with fugitives.

The Serbian forces had been divided into two sections by the peculiar movements that had taken place. One was north and east of Nish and the other was in the hills north of Monastir. The intention of the first was to retire into Montenegro by the Ibar valley; the second must fall back into the mountains of Albania. The force near Nish held that town until November the sixth when it was compelled by greatly superior numbers and artillery fire to withdraw. This was no easy task with an enemy resolutely exerting pressure on either side. But the southern force made a strong resistance at Katchanik and thus allowed the northern army the use of the railway to Mitrovitza for four days. The battle at that point raged fiercely during that time, but the four days' respite gave time to extricate the troops in the north from their dangerous position and to withdraw them farther towards Montenegro. This being accomplished, the southern body fell back across the Babuna Pass just south-west of Veles. Here a stand was made for more than a week but almost six divisions were sent against this handful of men and they compelled a retreat farther towards the Albanian borders.

Let us now look at the part which the Allied forces played in this campaign so ghastly in its results. On October the fifth the first troops were landed at Salonika. The French were apparently the most ready for the field and they at once pushed northward to connect if possible with the Serbian forces at Uskub. To do this, the control of the railway north from Salonika was necessary. A very vulnerable point in this line

was presented about ninety miles north by a narrow gorge through which the railway passed. It was imperative that this point be well protected and forces were despatched there at once. By October the twenty-seventh, General Sarrail's men had occupied Krivolak and were pushing farther up the line towards Gradsko. The hills across the river from Krivolak were captured to safeguard the railway and then the battle-line was extended in the hope of connecting with the Serbian defenders at the Babuna Pass. On November the fifth the Serbians were only ten miles distant, but by this time Bulgaria had assembled a force of 125,000 men which was threatening to cut the French off in the rear from their base of supplies. The French were, therefore, compelled to retreat without accomplishing the object for which they had set out. General Sarrail's operations had, however, delayed the occupation of the Babuna Pass and thus had permitted the retreat of the Serbian force at Uskub.

The campaign was over now so far as the Austrians and Germans were concerned. They had secured what they wanted and henceforth they took little interest in it. But Bulgaria pursued her enemy with a long-cherished hatred and ferocity, far into the foothills. The refugees were scattered far and wide; some reached the Allies at Salonika, some arrived at the Adriatic coast, some chose to remain and trust to the mercy of Bulgarian treatment. The Serbian Government and Court, including the aged king, went with the army to the hills. The campaign had been disastrous and bloody for Serbia. She had been driven from her native land; she had lost 50,000 trained troops and thousands of her civilian population perished during their forced retreat. Her army was now only a shadow of that splendid force which, only a year before, had repulsed the Austrians so thoroughly at the Danube.

Book Reviews

Stories for the Story Hour, by Ada M. Marzials. 256 pages. Price 2s. 6d. net. George G. Harrap & Co., London. It contains two or three appropriate stories for every month in the year, and may help to solve many a primary teacher's problem.

Once upon a Time, The Story of the Golden Fleece, The Christmas Cuckoo. The prices are 6 cents, 6 cents, and 7 cents respectively. The Macmillan Co., Toronto. These are three of the *Bright Story Readers* and are delightful stories for little children. They should be of great value during the "story hour" in primary or first book grades.

Citizens of the Empire, by Irene Plunket. 168 pages. Oxford University Press, Toronto. This is one of the *Oxford Elementary School Books*. It is really an elementary text on Empire civics. It is well written and well illustrated. How laws are made, how enforced, what they prevent, how they are paid for, how the Empire was built up, how governed, its defence, its value, are some of the subjects treated. The narrative is interspersed with striking little anecdotes; numerous questions are appended. The volume can be strongly recommended for the school library.

Much Ado about Nothing (The Granta Shakespeare). Price 1s. Cambridge University Press, London. J. M. Dent & Sons, Toronto. A good introduction, notes, and glossary, large clear type, and convenient size make this a good text for classroom use.

Nature Study for January

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THERE is the same struggle for existence against adverse conditions throughout the realm of plant life as we find prevailing throughout the animal kingdom. Such a struggle has one of two possible results, either the plant dies, or adapts itself to those conditions and lives. The plants that most perfectly adapt themselves to their environment are perpetuated. One of the adverse conditions which plant life encounters in our northern climate, and which at first glance looks as though it would destroy all vegetation, is the severe frosts of our winters. How do trees adapt themselves to the cold? Our task is to answer this question and to learn something of the *silent* life of the trees during the season in which there is no active growth. Very interesting to study are the many ways in which plants adapt themselves—to light, moisture, soil, other plants, etc., but we are concerned only with their adaptations to the variations of our temperate climate.

Observations: *Winter buds.*—In respect to the way trees shed their leaves into what classes may they be divided? What is the difference between these two classes? What became of the summer foliage of the deciduous trees? Observe on the horse-chestnut, maple, apple, pear, basswood, just after the leaves have fallen, the shape and appearance of the scars left on the twigs by the separation of each leaf. Make drawings of these scars. Judging from these scars are the leaves arranged on the twig in a definite way? What is the relation of the buds to the scar? Is there always just one bud above a scar? Observe a bud on each twig that is not situated just above a scar. What name is given to such a bud? Examine the buds of the walnut, red maple and tartarian honeysuckle. How do the buds of these plants differ from those of the other trees? Procure twigs at least two feet long of some common trees during the winter, put them in water in a warm room and watch the development of the buds. How are the buds protected? Cut open the buds and examine carefully the structure of a bud of each specimen. What is the structure of the bud in the apple? Pear? Peach? Maple? Horse chestnut? Elm? Spruce? etc. Have all the buds the same structure?

Respiration—What part of the tree is used for breathing in summer? in winter? How thick is the bark of the elm, maple, beech, horse-

chestnut? How does the air get through the bark? Examine the surface of the twigs of several trees for other marks beside the leaf scars. Do these growths on the surface disappear when the bark becomes old and thick?

Outline of trees.—In winter compare the general outline of the maple and elm, of the beech and basswood, of the pine and the spruce, of the maple in the open and the maple in a forest, of the pine in the open and the pine in the forest, of a young pine and an old pine. Does the arrangement of the branches of the full grown tree bear any relation to the arrangement of the winter buds? What are some of the influences that make trees irregular in form? Draw rough outlines of the elm, maple, pine and spruce, as seen in winter. Describe the elm under the following headings: height, direction of branches, width across the top, height on trunk at which branching begins, appearance of bark, shape and arrangement of the buds on the twigs? Six or eight of our common trees may be described under the same headings. Which of the two classes of trees already mentioned suffer most from ice and snow in winter? How are they adapted to overcome this danger?

General.—Have a few of the pupils learn definite facts about maple sugar making and describe it to the class. Have one pupil observe a particular elm tree for a whole year and write its history—another may take the maple, another the pine. It would also be of interest for each pupil to have at home his own set of twigs bearing winter buds and to report to the class on their development.

What is your favourite tree in winter? Why?

Information for the Teacher.—*Winter buds.* There are two classes of trees, those which shed all their leaves during a short time in the autumn and those which do not. The autumn is considered by many people to be the melancholy season, as flowers fade, birds depart, and leaves shrivel up and die. But we err to think of the shedding of the leaves as death in nature, for at the very time when the leaves drop from the trees in autumn, everything is being prepared for the great "burst of spring". Just above the spot from which the old leaf fell, little buds are already formed, in which are tucked away undeveloped leaves and flowers. These are carefully protected through the winter months, and nothing can allure them from their snug resting place but the warm spring rains and sunbeams, which softly whisper "come". Sometimes they emerge too soon from their winter home, if frost happens to follow the early warmth. Trees often become partially destroyed and disfigured in winter by snow and ice—especially those with brittle wood like willows, poplars and soft maples. Evergreens are often broken down

by an accumulation of soft snow. During a fall of sleet and snow, the temperature often falls and the branches become enveloped in ice.

Respiration.—In many ways, trees imitate the bears hibernating in hollow trunks. Both have ceased to feed; only their quiet breathing shows that life is still present. For although the leaves are the chief organs of respiration in the plant during the summer, the tree does not altogether cease to breathe in winter. The bark, while thick and rugged-looking, is full of pores and allows a sufficient amount of air to pass to the inner living parts of the tree to keep it alive. The raised ridges on the bark of young twigs contain breathing pores and act as a sort of filter-tissue through which the air may pass. As the bark thickens on these twigs with age, and becomes rough and furrowed, these pores, although obscured, continue to do their work of forming a channel for respiration.

One of the important functions of the tree during summer is to form the small buds which grow out into shoots in the following spring. During the winter months the buds lie dormant. If the twigs on which these buds grow are cut off and kept in water in a warm room, we can force their growth and development during the winter months, and it will prove a most interesting study. When spring comes we are so busy watching a thousand things bursting into life that we may not notice the interesting facts which lie behind the actual unfolding of the pale green leaves.

On every twig just above the point of attachment of each leaf a "bud" is formed during the summer. When the leaf falls, the bud remains, and a little scar marks the place where the leaf was attached. Sometimes more than one bud grows in each angle, as in the case of the walnut and butternut. If the bud is at the end of the shoot we call it a terminal bud. If it is formed in the axil of the leaf we call it a lateral bud. What is the structure of these buds? If we cut open a cabbage head we can form some idea of how compactly and neatly the contents of buds are packed together, for a cabbage is nothing but a large bud. A good sized horse-chestnut bud might serve our purpose better. When we spread open its contents, we find a number of unexpanded leaves, showing the venation of the perfect leaves, and sometimes we find little flowers, too, with all their parts present. Some buds contain both leaves and flowers. Those containing only leaves are leaf-buds, those containing only flowers are flower or fruit buds, those containing both are mixed buds. Surrounding the buds, there is a protecting coat of scales, and in some cases these scales are sealed up with a kind of resin while in other cases they are covered with woolly hairs.

Outlines of trees—Buds are arranged on the stem in a definite order, since they grow in the axils of leaves. If every bud developed into a

branch, the branches of all trees would show a definite and fixed arrangement but such is not the case, for only a small proportion of the buds ever grow out into branches. In winter, when the foliage no longer conceals the real outline of the trees, we see that there is not this definite arrangement, owing to several disturbances. All buds do not grow, and all branches do not live. Besides, many other factors, such as the amount of sunlight, lack of space, and injury play their part in determining the length and direction of the branches. But if we examine the bud arrangement of the pine and fir and compare it with that of the maple or apple, we shall see that the general outline of the full-grown trees is to some extent influenced by the arrangement of the buds on the stem.

Many of the evergreen trees are conical in shape. This shape serves as a great protection in winter as only the ends of the branches are exposed. We notice that the green colour of the pine is darkened in winter until the tree looks almost black. This is due to the fact that the green colouring matter called chlorophyll moves for protection to the innermost part of the leaf. The evergreen trees have the same bud formation as the deciduous trees, and they also shoot forth in the spring of the year.

When we learn something of the secret life of the trees in winter we no longer think of their gaunt outlines as uninteresting and dreary. They stand in a sort of sphinx-like trance, awaiting the miracle of spring; but if we are willing we may learn their riddles, and they will prove intensely interesting even during their period of waiting. We shall describe briefly a few of the common trees in their winter condition.

The Maple.—The sugar maple affords one of the most interesting studies of all the trees. Its leaf is our national emblem, and it is the tree on which depends the industry of maple sugar making. It is one of the most symmetrical of our native trees and even in winter its branches present a rounded, dome-like appearance. This is true only of those maples growing in the open, for those found in forests have long naked trunks and branch out only at the top. This difference of form always obtains between trees growing in the forest and those growing in the open. The bark of the maple is gray-brown and deeply furrowed; the buds in winter are dull-brown and opposite.

The soft or silver maple is also a common tree, especially along rivers. The bark of the young tree is very smooth, gray and tinged with red. As the tree grows older, the bark becomes thicker and rougher. The winter buds are large and brown, and grow in thick clusters.

The Elm.—The tree which affords the most graceful outlines in both winter and summer is the common white elm. It grows one hundred or one hundred and twenty feet high and often measures one hundred feet across the top. The trunk rises to a considerable height before it

begins to branch even when the tree grows in the open. The bark is ashy gray with deep fissures, and its long slender branches swaying in the winter wind reveal many a swinging bird's nest, for birds love the elm, of all trees.

The Pine and Spruce.—The pine is the most splendid of all the evergreen trees and its dark outlines against the whiteness of winter snows forms a picture of remarkable beauty. The lower branches are almost at right angles to the trunk, and when it grows in the open these spring from the main stem quite near to the ground. In a pine forest, all the lower branches die and only the swaying tops have leaves. All winter long, the ceaseless moaning of the pine trees may be heard, even when there is no perceptible wind. The outline presented by the spruce is entirely different. It is usually fairly regular and conical in shape, with cones hanging from the upper parts. The lower branches often rest upon the ground. It does not grow to a very great height. The true character of trees seems to be revealed in winter, rather than when clothed in all their summer glory.

Book Reviews

Essentials of Geography, by Albert P. Brigham, Colgate University, and Charles T. McFarlane, Teachers College, Columbia, New York. First Book, pages vi+266. 21 × 26 cm. Cloth. 1916. 72 cents. Second book, pages vi+426. 21 × 26 cm. Cloth. 1916. \$1.24. American Book Company, Chicago. Here are two unusually fine public school geographies by two well known teachers of the subject. The descriptive matter is very interestingly told, and the print is a joy to read. Great emphasis is laid on production, manufacture and trade. Over one thousand splendid illustrations illustrate material of the text. The maps are very clear, very harmonious in colour, and embody all recent data. The introduction of contour maps is a welcome addition to the usual political, physical, relief, and other maps. Numerous questions are scattered throughout the text. Valuable appendices on area, population, pronunciation, etc., further increase the value of the books. We could wish Canada received a more extended treatment. One obvious error is "Southeastern Ontario is one of the best of the Canadian farming and dairying regions". The book is an excellent reference text and as such should find its way to all school libraries, but it could not possibly serve as a text for our own schools from the scanty treatment of our Dominion.

H. A. G.

Battle-Front Map, published by George Philip & Son, London. Size 46 by 36 inches. Price 2s. 6d. net. This excellent map shows the Allies' "Iron Ring" around the Central Empires. The area of the map extends from Cork to Constantinople and from Christiania to Malta; it shows lines of naval blockade, railways, fortresses, dockyards; the names are very clear.

The English Country Gentleman in Literature. 96 pages. Price 1s. *Asia and Russia of the Rambler Travel Books*. 80 pages each. Price 9d. each. These are three interesting books published by Blackie & Son, London. The first will be enjoyed particularly by High School students; the other two are excellent for geography work in the Public School.

The Canadian Club and our High Schools

ROBERT WHYTE, B.A.
Principal, Trenton High School

I WONDER how many of the Principals of our High Schools and Collegiate Institutes within the Province, or without it, realise the extent to which the Canadian Club can be made to co-operate in the larger development, intellectual and otherwise, of the young men who attend our educational institutions from year to year.

This co-operation has been in effect now for three years in Trenton and has been attended by such satisfactory results, that I feel it my duty to accept the invitation extended to me to use the columns of THE SCHOOL as a sure and speedy means of bringing the question to the attention of the members of the profession. I act upon the suggestion the more readily because I can see no good reason why the gratifying results accomplished here cannot be duplicated elsewhere.

Perhaps I can serve my purpose best by explaining how the co-operation has been brought about in Trenton.

A Canadian Club was organised here in the Spring of 1913 at a banquet at which one hundred men were present. A unanimous resolution to form a Club was the natural consequence of a most eloquent and inspiring address from Lt.-Col. W. N. Ponton of Belleville. The Club was no sooner under way than I made a plea before the Executive on behalf of the boys of the High School, requesting that they be permitted to attend at the close of the banquet and get the benefit of the address. The request was not only granted, but was received with enthusiasm and a special ticket for the exclusive use of the High School boys was at once prepared.

I had previously sounded the boys as to whether they would appreciate such a privilege if granted, and was left in no doubt as to their feelings. But, while I had no misgivings as to the success of the new venture at the outset, I was not so sure that the addresses would continue to appeal to the boys, and that the enthusiasm with which they entered upon the idea would not gradually ebb away. It was an experiment, the working out of which I watched with much interest.

Three years have gone by. The idea has now passed beyond the experimental stage. The boys, I am pleased to say, are still there, and there to stay. Practically all who can are present regularly at each meeting, occupying the front seats. The enthusiasm is greater now than at any time in the past, because the conception of the splendid

benefits to be derived from attending these meetings has been growing and expanding in the case of both boys and parents, until now nothing in the shape of counter attraction is allowed to interfere with attendance at a Canadian Club meeting.

How do the members of the Club regard the presence of the boys? One day recently one of the members—a mechanic—said to me, "I tell you, I think the Canadian Club is a great institution. Do you know there is one feature in particular that pleases me immensely and that is the presence of the High School boys. It does me good to see them there. I would give anything to have had such an opportunity when I was young". This in substance is what I have heard over and over again, and is the universal sentiment.

How do the visiting speakers regard the presence of the boys? I cannot recall a speaker who has not noticed them, and spoken enthusiastically of the idea. Such popular and experienced Canadian Club speakers as Premier Hearst, President Falconer, Archdeacon Cody, N. W. Rowell, M.P.P. and Professor Wrong thought the idea an excellent one, and said that so far as they knew we were the only Club that had adopted it. Each of them expressed a desire to meet the boys. It is a proud, and may be a fateful, moment in the life of a young man when he is grasped by the hand and spoken to by the Prime Minister of his Country, by the President of a great university or, more wonderful still, when he sees in the flesh that mysterious and awe-inspiring character whose name he has been accustomed to associate with that wonderful compendium of historical facts which has formed a considerable part of his mental diet from day to day. These are great experiences for the young men and may have results far beyond our conception.

These addresses are fully utilized afterwards in school in connection with oral composition. Sometimes the boys have warning, sometimes not, but after each meeting of the Club three or four of the boys visit the various forms and repeat in substance, to the best of their ability, the address they have heard. These visits, I may say, are always welcomed and greatly appreciated by the pupils. The boys too are always willing, and in some cases anxious, to take advantage of this opportunity, and always endeavour to do their very best. I do not often hear these, being busy elsewhere, but this afternoon I put aside my usual lesson in Latin "sight" in the senior Middle School class and took all the members with me to hear one of their number rehearse before the senior Lower School class and others the substance of an excellent address delivered a few evenings before by W. F. Nickle, M.P. of Kingston on the subject "Some of my Observations and Experiences in Britain and Europe last summer as a member of the Empire Parliamentary Commission". Considering that no notes had been taken at

the time the address was delivered, it impressed me as remarkable that the points of the address could be so faithfully recalled. He spoke with the greatest fluency for some twenty or twenty-five minutes and very rarely referred to notes. At the close one of the boys of the second form moved a vote of thanks in a neat little speech. Needless to say it was carried amid much enthusiasm. Further comment on such a practical exercise as this, or on such an incident as relieving the tedium of school life, is unnecessary.

To give some idea of the feast of good things which the Canadian Club sets before the boys, permit me to mention only those addresses which have had to do with the war:—"Germany and England"—Joseph Allan Baker, M.E., London, Eng. "Effect of the War on Canada's Commerce and Industry"—Dr. Adam Shortt, Head of the Civil Service, Ottawa. "Great Britain and her Treatment of the smaller Nationalities"—Prof. Morison, Queen's University, Kingston. "Germanic and Britannic Ideals as contrasted in the Present War"—N. W. Rowell, M.P.P., Leader of the Opposition. "The British Navy" (Illustrated)—H. B. Ames, M.P. Montreal. "Impressions from the Trenches"—Rev. Dean Starr, Kingston. "My Experiences as a Prisoner in Germany"—E. E. Luck, M.A. "Some Views on the War"—Hon. I. B. Lucas, Attorney-General. "Is the Empire worth fighting for?"—Ven. Archdeacon Cody, Toronto. "The Balkan States"—Prof. Dall, Queen's University, Kingston. "Canada's Problem"—The late Dr. C. C. James, Dominion Commissioner of Agriculture. "Asia Minor, Persia and Arabia, as Factors in the German Scheme of Conquest"—Rev. Canon Gould, Toronto.

Several of these were illustrated by large maps prepared by one of the pupils, which added much to their effectiveness.

Who can estimate the far-reaching consequences upon the growing boy of such a series of addresses, each of them intellectual, stimulating and inspiring—some of them real masterpieces, both in conception and in their presentation? It is utterly beyond the power of the High School to do for him what such a series of addresses would do, and yet the training and the larger and broader understanding that is the natural and the inevitable consequence of such an experience is just what the boy requires if he is to develop into that high type of sane, well-balanced and broad-minded citizen of which Canada and the Empire at the present time are so much in need.

It would be difficult, if not impossible, to devise an educational course for young men that would be more effective in stimulating Canadian sentiment and fostering a deep seated love for Canada and its institutions. In such an atmosphere, the intellectual horizon expands, the sympathies widen, and the desire to make one's life count for something

grows. In the Canadian Club there is no such thing as bigotry or intolerance, political or religious. Great national questions are discussed calmly and dispassionately and with only the public weal in view. There "none are for a party, but all are for the state". The things that at other times divide us into cliques and warring factions are for the time being forgotten, and we learn to appreciate and respect each other because of what we have in common, and because each sees the other at his best. High ideals in public life are fostered, and unselfish devotion to the nation's highest welfare emphasized. The aim that is steadily maintained is to inspire a greater respect and love for the great underlying principles which are the crown and glory of Britain and her far-flung Empire, in order that the present generation may properly understand, and therefore properly appreciate, British institutions, and pass them on unimpaired to succeeding generations.

The Canadian Club may then in a very real sense be regarded as a school where citizenship of the highest and most desirable character is in the making. If this be a true conception of the Canadian Club, then it can have no better material upon which to operate than the bright, eager and responsive young men from our High Schools, and it can perform no higher patriotic service than to throw open its doors and invite these young men to enter and partake freely of its benefits. Especially is this true at the present time, standing as we are in the shadow of the greatest crisis that has ever confronted our Empire. Never in the long course of human history will weightier responsibilities or more serious and solemn obligations have been put upon the young men of the nation, who in the reconstruction period after the war will be called upon to bring order out of unprecedented chaos and wrestle with the tremendous problems that will demand a solution.

No effort should therefore be spared to make our young men thoroughly efficient for the great task that awaits them, and to this end the Canadian Club can mightily co-operate, and no doubt will, if its co-operation is desired.

MEANING OF FURLOUGH.

The reading lesson was on and the word "furlough" occurred. Miss Jones, the teacher, asked if any little girl or boy knew the meaning of the word.

One small hand was raised.

"Furlough means a mule," said the child.

"Oh, no; it doesn't," said the teacher.

"Yes, ma'am," insisted the little girl. "I have a book at home that says so."

Miss Jones told the child to bring the book to school. The next morning the child came armed with a book, and triumphantly showed a picture of an American soldier riding a mule, under which was the title:

"Going home on his furlough."

A Picture Study

S. W. PERRY, B.A.

Faculty of Education, University of Toronto

"Much of the beauty and almost all the expression on the face of nature are due to the effects of natural light. Light has become the special study of the modern painters of the naturalistic landscape. And they have carried it further than the other artists did. Helped by the scientific men, who have examined into the colour of light, the modern artist has found out how to represent a great variety of the effects of light; cool or warm light, the light at a particular hour of the day, at a particular season of the year, and in a particular kind of weather."—*Charles H. Caffin.*

In the January number of *THE SCHOOL*, 1915, we gave a brief study of Troyon's *Return to the Farm*. In this issue we reproduce and study his almost equally fine painting, *Crossing the Ford*.

In seeking to understand and enjoy a picture of this kind it will be found helpful to do the following preliminary things:—

(1) to imagine oneself at the same place as that from which the artist has viewed and represented his scene. In this picture the perspective of the little piece of fence, the disappearing rider, the reflections in the stream, and the elevation of the cattle, assist us in deciding that the artist viewed this scene from a point to the right of the objects represented and with his eyes on a level with a line passing through the middle of the face of the central cow. The distant rider is disappearing beyond a rise in the bank of the river. We must be careful not to confound the sky-line with the horizon.

(2) to fix the character and direction of the light. In the open, as here, by day, it will be sunlight. The high-lights upon the dog's collar, the rump of the foremost of the cattle, the face, horns, and hind legs of the central cow, and tip of the tail and the hind leg of the rearmost of the cattle, all point to bright light high up to the left. The position of the shadow cast by the darkest of the cattle and by the hind foot of the central cow, and the bright glow of light upon the water, would indicate that the sun though past the meridian was still high in the sky. Let us also be careful not to mistake reflections for shadows.

(3) to note the contrast of light and dark, and the balance of light with light and dark with dark; and to examine the means adopted to give depth to the picture, as, in the receding and converging lines of the fence, the path, the reflections, in the vanishing rider, in the indistinctness of the distance.

(4) to collect the objects of interest in the picture and try to account for the presence of each in the relation of each to the theme of the pic-

ture. We observe the three cattle, the water, the dog, the ducks, the rushes, the fence, the trees, the distant rider, the path, the sky.



Constant Troyon.

Crossing the Ford
Copies of this picture may be purchased from the Perry Picture Cos., Malden, Mass.

Now we are in a position to dwell in greater detail upon the picture, to correlate its parts, and to read the artist's thoughts.

The leader of the herd, though knee-deep in the stream, is taller and sturdier than the others. With the responsibility of leadership he stands with head erect and gaze directed forward to the path to be followed. It is the central cow we most admire for the careful modelling of bone and muscle, for the skilful arrangement of light and shade, and for the bovine look of interest she turns upon the dog. Surely this is the "bossy" and this is the dog from that other masterpiece, *The Return to the Farm*. Much rather would this dog pursue the startled ducks whose awkward waddling to the shore he views, than stand on duty to turn the line of cattle across the ford.

The cattle are not in the stream to rest and drink and splash. Their attitude is not stationary but forward, it may be, to the richer pasture land beyond. The partly obscured path and the faintly seen traveller ahead help further to suggest the feeling of movement.

What a charming background is afforded by the Corot-like foliage of the trees!

How the whole scene sparkles in a bath of glowing sunlight!

In his *Return to the Farm* Troyon exhibited a skilful management of strong cast shadows of his animals. In this picture he displays an equal skill in handling the reflections in the disturbed water.

Some pictures tell a story, others teach a lesson or point a moral; some impress a passing mood, and others record in a beautiful, yet natural, way one of a countless number of ordinary scenes of an ordinary day's occurrences. To the last class this picture belongs. It is natural in its truthful representation of nature. It is ideally beautiful in the use which the artist makes of this incident of farm life to show pictorially the effects of light. In this picture we see the union of truth and poetry.

NOTE—In the article on *The Gleaners* in last month's issue we regret the occurrence of three errors; "woman" in line 3 should be "women", "axe-like" in line 27 should be "arc-like", and "portentious" in line 4, page 241, should be "pretentious".

NATURAL HISTORY.

The teacher asked Ruth to describe a frog, and she answered. "A frog, teacher, is a big green bug with warts all over it, and it keeps its mouth open all the time, and—and—it's always sitting down behind and standing up before."

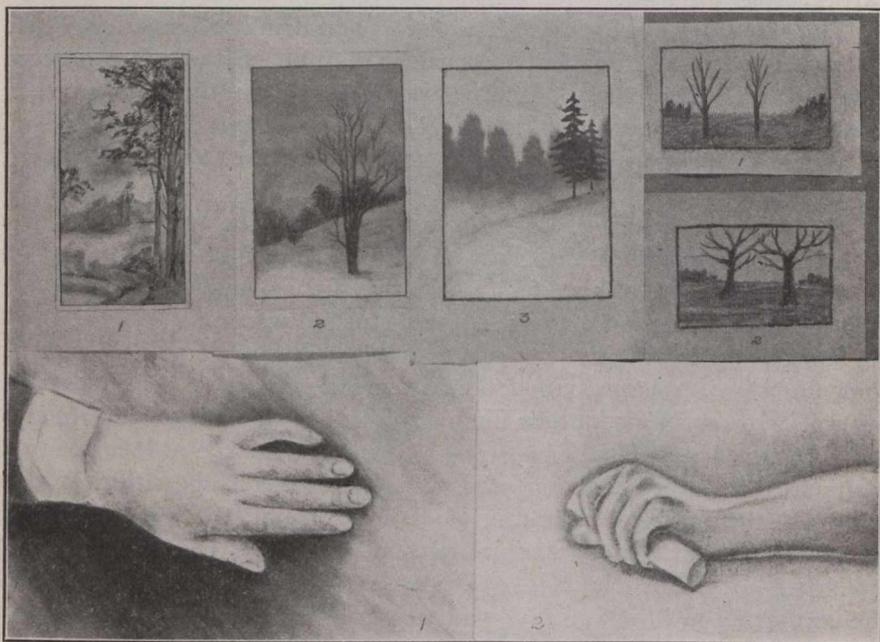
A prominent Canadian author and poet has a little son in attendance at the University Schools, Toronto. The "notes" sent by the father explaining the boy's absence are original. Here are two of them:

"Excuse the absent little elf.
Perhaps you've had la grippe yourself."

"Excuse his absence—a malicious cold
Demanded D'Arcy in his bed be rolled.
He longed for school! alas, poor little man
It was his nose and not his legs that ran."

The December Competition in Art

IT is not an easy matter to select the best out of a multitude of drawings of merit. There is often much room for a difference of opinion, and sometimes a very little thing turns the decision from one drawing to another. Untidiness, non-compliance with conditions, carelessness are deciding factors when the committee has difficulty in making a choice of first among drawings of apparently equal worth.



Upper Left Hand: 1—1st Prize, J. McDONALD.
2—2nd Prize, CLARE GURNETT.
3—3rd Prize, RETA FOLLIS.

Upper Right Hand: 1—1st Prize, HELEN DUNBAR.
2—2nd Prize, BOSTON PATTERSON.
Lower Half: 1—1st Prize, HILDA FRITZ. (Middle School).
2—2nd Prize, E. J. NICHOLSON. (Middle School).

We have a few criticisms to offer. White paint was used by not a few to indicate snow and light spots. The white paper should be manipulated for such purposes. A great many posters made by Lower School students showed one or more of the following defects:—(1) a lack of uniformity in the formation of the letters, (2) a poor arrangement of subject matter, (3) bad spacing, (4) either carelessness or lack of skill in keeping the letters upright and of uniform size and thickness. Some very fine specimens of work with the Lombardic and with the Old English and with the Roman lettering were received. These could not be con-

sidered in the competition because the conditions called in this instance for Gothic capitals.

The following are the names of the prize-winners and other competitors from Public and Separate Schools whose work is deserving of mention.

A. Forms I and II.

First Prize—Helen Dunbar, Ryerson School, Owen Sound; Teacher, Miss Margaret Taylor.

Second Prize—Boston Patterson, Ryerson School, Owen Sound; Teacher, Miss Helen M. Shaw.

Third Prize—William Derry, Kitchener; Teacher, Miss Mary C. Moir.

Honourable Mention for Merit:—Seraphim Quesnel, Frederic Bruneau, Laretta Hamel, Bertrand Souliere, St. Ignatius School Steelton. Hugh Plowman, Candles, near Barrie. Helen Monica Sullivan, Helen May, Marie Kavanaugh, Edward Prince, Allan Sauberan, Henry Dufault, Raymond Denis, Walter Renaud, Elmer McQuade, James Mero, Leo Garaud, Emanuel Parent, Raymond Prince, Delia Hussey, James Dean, Stanley Rousse, Irma Beausoleil, St. Joseph's School, Sandwich. Dorothy Schlegel, Norma Ewen, Lawrence Oakley, Margaret Ave. School, Kitchener. Marie Johnston, Aileen Browne, Jack Sutherland, Elva Bonnell, Donelda Cunningham, Frank Banks, Gordon McPhee, Malcolm Reed, Laura Caswell, Ryerson School, Owen Sound. Kathleen Murray, Margaret Barron, Edra Hauser, Eullis Major, Sacred Heart School, Hamilton. Annie Olszewska, Annie Durka, Gerald Roberts, Josephine Falcone, Matilda Sz waj, Jennie Bereda, Marguerite Austin, St. Ann's School, Hamilton. Ambrose Keating, Thomas Broad, Ronald McKennar, Oscar O'Connor, James Cutuia, Sam Capobianca, Albert Largevin, Holy Angels School, Hamilton.

B. Forms III and IV.

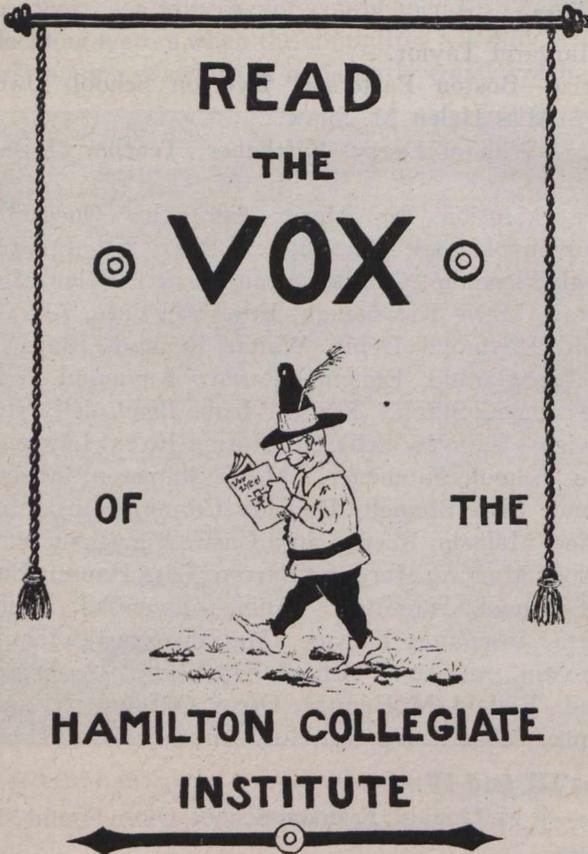
First Prize—J. McDonald, Ryerson School, Owen Sound; Teacher W. Douglass.

Second Prize—Clare Gurnett, Dufferin School, Owen Sound; Teacher, Miss Helen D. Smith.

Third Prize—Reta Follis, Dufferin School, Owen Sound; Teacher, Geo. M. Campbell.

Honourable Mention for Merit:—Dora Silk, Madeline McMeekin, Robert Lockwood, Thelma Foot, Ethel Tucker, V. Miller, Scott McLaughlan, Gladys Craig, Isabel McQuay, Ethel Hill, Kathleen Batty, C. Vick, Jean Fraser, Lillie Marrindale, Mary Innes, Seton Scott, Dufferin School, Owen Sound. Angelina Bucciarelli, Sacred Heart School, Chapleau. Edith Smithson, Hazel Leighton, S. S. No. 4 Macher.

Ethel Wilson, Grace Cooper, Irene Cosby, Aleath Wilcox, Zeta Copeland, Beulah Clendenin, George K. Allen, Harold Sorge, Stanley R. Lane, S.S. No. 4 Caistor. Jessie A. Woods, Mary Goarl, S.S. No. 2 Thorndale. Agnes Gelinas, Hazel Taylor, Irene Oullette, S.S. No. 5 Sandwich East. Allan Ross, Olive English, Katherine Kindree, Ryerson School, Owen Sound. Mary Smith, Eveline Monte, Joseph McNichol, John Byrne,



E. BARTMANN - ROOM 20.
NOV. 1916.

1st Prize

E. BARTMANN, Hamilton Coll. Inst. (Lower School).

Geraldine Kew, Jenny Symczyk, William Brennan, Alfred Smith, Caroline Boeith, Hugh Fitzsimmons, St. Ann's School, Hamilton. Mary E. Burdett, Viola Broad, Zita Bigley, Agnes Kline, Cancetta Trarale, Mary Rodgers, Mary Keating, Mary Jordan, Agnes Nelligan, Helen Faraccioli, Sylvia La Roche, Vera Sayers, Agnes Carson, Irene Cunningham, Laura M. Doyle, Mary Burns, Marye Burdett, Sacred

Heart School, Hamilton. Anna Ryan, Marie Stevens, Mary Halloran, Beatrice Brick, Myrtle Boissoin, Gertrude Keating, James Vallee, E. Guner, Lora Shea, Josephine Rodgers, Cathedral School, Hamilton. W. Cunningham, K. Blatz, Michael Walsh, Ethelreda Palmer, Phyllis Tyson, Helen Stuart, St. Patrick's School, Hamilton. Loretta Galvin, Ellen Emberson, Nellie Twomey, St. Lawrence School, Hamilton. Raymond Cox, Frank Callon, Leo Ten Eyck, Gerald McInerney, Augustine Czene, J. Dore, St. Mary's School, Hamilton. Cecil R. Dean, Victor De Ceccio, Holy Angel's School, Hamilton.

The following are the names of prize-winners and winners of honourable mention from Continuation and High Schools and Collegiate Institutes:—

 <p>THE HOMEGUARD NOVEMBER 28, 1916. WILL BE PRESENTED AT THE COLLEGIATE BY THE GIRLS OF THE SCHOOL. ADMISSION 15¢</p>	<p>A JUVENILE FANCY FAIR WILL BE HELD IN THE AUDITORIUM OF LORETTO DAY SCHOOL BRUNSWICK AVE. DEC. 4, 1916</p>
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3rd Prize
 SINCLAIR BARBER,
 Sarnia Coll. Inst. (Lower School)

2nd Prize
 ELLA HERBERT,
 Loretto Abbey Day School,
 Toronto. (Lower School).

C. Lower School.

First Prize—E. Bartmann, Hamilton Collegiate Institute; Teacher, Geo. L. Johnston, B.A.

Second Prize—Ella Herbert, Loretto Abbey Day School, Brunswick Ave., Toronto; Teacher, Sister M. Constantia.

Third Prize—Sinclair Barber, Sarnia Collegiate Institute; Teacher, Miss M. M. Campbell.

Honourable Mention for Merit:—Carmel Godin, Nayne Fordan, Mary Kelly, Aileen Costello, R. C. Continuation, Eganville. Bessie Sutherland, Russell Smith, Roy Byerlay, Mary Andrew, Collegiate Institute, Ingersoll. Margaret H. Althouse, Continuation School, Winona. Eileen Gibson, Muriel Lea, Edna Rosar, Helen O'Leary, Tresa Howell, Kathleen McNamara, Olga Grady, Lily Hynes, Loretto Abbey, Day School, Toronto. Dorothy Chalne, Agnes McMahan, Rita Harrison, Helen Sheridan, Evelyn O'Neill, Dorothy Ryerson, Helen Meehan, Evelyn O'Neill, Helen Kearns, Sylvia Kennedy, Eileen

Caughlin, St. Joseph's High School, Toronto. Anna Gabler, Marjorie G. Kern, Frazier Slater, Collegiate Institute, Sarnia. R. Wilson, L. Livingston, Alfred Powis, H. Burrows, H. R. Hobson, Norman Bethune, V. Marchett, E. Ross, J. Turnbull, G. Key, A. Cross, M. Burns, M. Johnston, C. Drew, S. Pyper, M. Lee, Leon L. Smith, H. Peacock, O. Hinton, D. Springshed, H. Chadwick, E. P. Wilkin, E. Ross, I. Laidman, F. Hamilton, M. Green, R. Lumsden, H. G. Birely, A. Thompson, A. Kompass, E. Smith, F. Smye, J. Dunn, G. Gastle, W. A. Thompson, Walter Thompson, David A. Robinson, H. Paterson, K. Callon, Paul S. Rilett, E. Mueller, J. Milne, A. Ferguson, M. Johnston, L. MacDougall, C. W. Berquist, R. Tilley, Winnifred Gastle, J. E. Wiggins, G. Moore, M. Smith, W. Finch, E. McNally, J. Nicholson, M. Oliver, Isabel Pune, Frances Milne, Mary Appleford, Gladys Evelyn McConnell, Warren Lloyd, Tom Walsh, I. Walker, Edna E. Ross, Hamilton Collegiate Institute.

D. Middle School.

First Prize—Hilda Fritz, Sarnia Collegiate Institute; Teacher, Miss M. M. Campbell.

Second Prize—E. J. Nicholson, Hamilton Collegiate Institute; Teacher, Geo. L. Johnston, B.A.

Third Prize—Jessie Brown, Sarnia Collegiate Institute; Teacher, Miss M. M. Campbell.

Honourable Mention for Merit:—Edna Thomas, Sarnia Collegiate Institute. N. E. Williams, C. Houison, G. Echlin, C. E. Olmsted, J. Blanshard, M. Jones, Hamilton Collegiate Institute.

Some answers taken from Alberta Public School history papers: "Druidism was a great general." "The 'Provisions of Oxford' were some meal on a plate." "With hayloads of flashing steel, the soldiers rushed to the battle." "Charles II was a very good king. He also had a private life."

A MYSTERY.

The practical teacher, says the *New York Times*, taught natural history from everyday illustrations and comparisons.

"Take a bear," he said. "Look at his fur."

The boys had no bear to take, but they had a picture of one, and they looked at that.

"His fur," the teacher went on, "is the bear's overcoat, the same as your big coats are your overcoats."

"He can't take it off, though, same as we can ours," said one contentious youngster.

"That is true," said the teacher. "The bear cannot take off his overcoat. But why can't he take it off?"

Every boy thought hard.

"I guess," said the contentious youth finally, "that it is because nobody but God knows where the buttons are."

Notes and News

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

Those who acted as examiners for the Departmental Examinations in 1915 will be interested in the following letter received by R. A. Gray, B.A., from Noel Marshall, Chairman of the Executive Committee of the Canadian Red Cross Society:—"Re ambulance No. 9240, which was donated by the Board of Examiners, I am pleased to state that in a report just received from France this ambulance has, for the period from the 18th of August to 30th of September, carried 738 lying cases and 189 sitting cases."

Messrs. McClelland, Goodchild and Stewart, Toronto, wish to direct attention to the change in the price of their book, "Canadian Poets" by J. L. Garvin. The increase to \$2.50 was made necessary on account of the increased size of the book and additional material. This book is having a wonderful reception. See particulars of it on page x of this issue. A review appeared on page 101 of the October issue of THE SCHOOL.

Quebec.

The Protestant Committee of the Council of Public Instruction has been holding a series of meetings at different points in the Province to confer with school boards and ascertain their special difficulties in connection with school work and administration. Meetings have been held as follows, and at each meeting two representatives of the Protestant Committee and one representative of the Department of Public Instruction took part in the addresses and discussions.—Shawville, Friday, Dec. 1st (Masonic Hall); Lachute, Saturday, Dec. 2nd (Lecture Hall of Presbyterian Church); Ormstown, Monday, Dec. 4th (McDougall Hall); Cowansville, Tuesday, Dec. 5th (Town Hall); Leeds Village, Thursday Dec. 7th (School House); Lennoxville, Friday, Dec. 8th (Town Hall); Richmond, Saturday, Dec. 9th (Town Hall).

Text books were the main bone of contention. A very large attendance of school commissioners and trustees proved that the meetings have been a thorough success and it is likely that local associations of school boards will be formed in various districts and will unite to form a Provincial association.

New Brunswick.

CHILDREN'S DAY.

FOR RELIEF OF DESTITUTE BELGIAN CHILDREN.

In response to the appeal made by the Central Belgian Relief Committee in London to all the Provinces in Canada that a Children's Day be observed, and the proceeds of the efforts of the children of the public schools, assisted by teachers and others, should be given to the destitute

children in that part of Belgium occupied by the Germans—the sum sent to the Chief Superintendent by the schools of New Brunswick up to this time (December 5) has been \$32,518.32.

This spontaneous and most generous response has been due to the unwearied and self-denying efforts of pupils, teachers, parents and many others. Where all have done so well it would be difficult to particularize.

The amounts received from some small and thinly populated districts were simply astonishing. The smaller sums received from some other places did not always represent the amount of work of those concerned.

The teachers and pupils of New Brunswick may always be relied upon to respond loyally and conscientiously to any appeal made by the Educational Department. The response in this case has exceeded the most sanguine expectations of anyone connected with it.

It is not, however, because of the large amount of money contributed, though that is greatly needed, that the greatest satisfaction is felt,—it is because of the education given by such an object in self-denial, feeling for the suffering and miseries of others less fortunately situated, and in the organisation necessary to provide the best means of relief.

Taken altogether this will be regarded as another notable achievement in our educational history.

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DEPARTMENT OF EDUCATION, Province of Alberta.

Teachers who contemplate seeking positions in Alberta are advised and invited to communicate with the Department of Education, Edmonton, with respect to recognition of standing, and also to vacancies.

The Department has organized a branch which gives exclusive attention to correspondence with teachers desiring positions and school boards requiring the services of teachers. By this means teachers who have had their standing recognized by the Alberta Department of Education will be advised, free of charge, regarding available positions.

Address all communications to

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

See pages 5 and 6 of the circular "The War and the Schools" recently sent out by the Ontario Department of Education. Our book covers every topic mentioned in the circular.

Teachers requiring this volume should order early.

For the Teacher of Latin

On Pronouncing Latin - - - - 15 cents.

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

For the Teacher of French

The Phonetic Alphabet - - - - 10 cents.

A pamphlet on French pronunciation by W. C. Ferguson, B.A., Lecturer in Methods in Moderns in the Faculty of Education, Toronto. Teachers of French will find this comprehensive and authoritative. It is a valuable aid in this rather difficult part of the subject.

For the Teacher of English

Methods in English in Secondary Schools

(Bulletin No. 2) - - - - 15 cents.

This deals with English Literature and is the work of Professor O. J. Stevenson, M.A., D.Paed. Methods of dealing with a play of Shakespeare and with Prose Literature are features of this bulletin.

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If you are teaching Art you will be interested in pages XIV and XV in this issue.



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Four sets of three prizes each will be awarded each month, commencing with November, to the three students sending the best drawings according to the requirements outlined in columns A, B, C and D. Honourable mention will be made in THE SCHOOL of all sending meritorious work.

(See opposite page for conditions).

For Public and Separate Schools.		
	A. Forms I and II.	B. Forms III and IV.
NOV.	A charcoal drawing of a stalk of grain, grass or sedge.	A brush and ink drawing of fruit, or of a vegetable, including leafage and stem.
DEC.	A charcoal drawing of a simple landscape, including bare trees.	A brush and ink drawing of a fall or winter landscape in three tones of gray, and white.
JAN.	A coloured crayon design of a Christmas or New Year's card, lettered with simple capitals.	A water colour design of a New Year's calendar cover or of a Christmas programme cover with appropriate lettering in Roman capitals in black.
FEB.	A coloured crayon drawing of your most prized Christmas toy.	A pencil drawing of a boy or of a girl posed before the class.
MARCH	A design in charcoal or black crayon of a pattern of large and small spots (round or square) on a plain surface.	A pencil drawing of a dog, a cat, a rabbit, or a parrot, as posed in school or home.
APRIL	A design in charcoal or black crayon of a pattern of wide and narrow stripes on a plain surface.	A coloured crayon drawing of a small group of kitchen or garden utensils.
MAY	A coloured crayon illustration of the game you like best.	(1) A water colour drawing of a spring flower. (2) A conventionalized unit based upon the same flower and used in an all-over design.
JUNE	A coloured crayon drawing of some simple form of spring growth.	A landscape drawing or a window sketch in colour of a scene in which some person, animal or bird is the centre of interest.

CONDITIONS :

(1) The drawings must be sent fixed, flat, and with sufficient postage for return.

(2) Each drawing must have on the back the student's name, the name of the school and form, and the teacher's signature.

(3) The drawings must reach this office on or before the 5th of the month.

(4) The drawings must be original, and not copied, except where so specified for the Middle School. They must be of good size.

Messrs. Reeves & Sons, Limited, Manufacturing Artists' Colourmen, Ashwin St., Dalston Junction, London, N.E. (Eng.) are generously furnishing the prizes for the four competitions.

For Collegiate Institutes, High and Continuation Schools.

	C. Lower School.	D. Middle School.
NOV.	A water-colour sketch of a spray of the daisy, clover, or golden rod, upon a graded background; or of a well-composed group consisting of a basket and fruit or vegetables.	A local autumn landscape in water colours or in coloured crayons.
DEC.	A poster, in black and white, or in colour, advertising some event of school interest. The lettering is to be in Gothic capitals.	A charcoal drawing from the cast of a hand or of a foot.
JAN.	A study in composition, colour, light and shade and perspective, as of a group consisting of an opaque jug, a transparent glass tumbler, upon an oblong tray.	A charcoal drawing of the human bust, from the cast or from life.
FEB.	A pencil drawing of an interesting street, an avenue or row of trees, or of an interior of a room or hall in home or school.	A pencil drawing of an <i>initial letter</i> and a tailpiece suitable for the decoration of an essay on the Christmas holidays.
MARCH	A design in colour, conventionalized from some native wild flower, and arranged with a geometric basis to make a curtain border.	A pencil copy of a piece of historic ornament, as a specimen of Saracenic interlacing wall ornament from the Alhambra; or a border based upon the Greek fret, or honeysuckle.
APRIL	A stencil design based upon some flower, fruit, or insect, and suitable for a wall-border in neutral tones or in colour.	A pencil copy of: (1) A Gothic mullioned window as seen in views of Melrose Abbey; or (2) A Greek fluted column with an Ionic capital.
MAY	A colour drawing from the living object, or from a mounted specimen of a robin, a bluejay, or a bluebird.	A cover design in colour suitable for a school magazine. The lettering is to be in Roman capitals.
JUNE	A water-colour sketch of some accessible bit of scenery in which a tree (apple, pine, elm, or poplar) is in the foreground with a building in the distance.	A water colour rendering of an interesting building in your neighbourhood, with its natural surroundings, e.g., school, church, public library or home.

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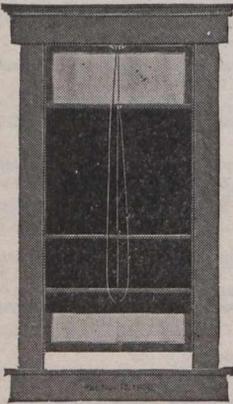
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