



“CAPTIVE ANDROMACHE”

Lord Leighton

By permission of the Berlin Photographic Co., New York
One of the pictures in the list suggested for study this month.
(See note in this issue).

Many men of admirable disposition and character have existed, who, without learning, by the almost divine instinct of merely their own nature, have been moderate and wise men. I even add to this, that very often nature without learning has had more to do with leading men to honour and to virtue, than learning when not assisted by a good natural disposition. I also contend, that when to an admirable and excellent natural disposition there is added a certain systematic educational training, then from that combination arises an extraordinary perfection of character. Moreover, even if there were no such great advantage to be reaped from it, still I think you would consider it a most reasonable and liberal employment of the mind. For other occupations are not suitable for every time, nor for every age or place; but these studies are the food of youth, the delight of old age; the ornament of prosperity, the refuge and comfort of adversity; a pleasure at home, and no hindrance abroad; they are companions by night, in travel, and in the country.

CICERO—*Pro Archia.*

The School

"Recti cultus pectora roborant"

Editorial Notes

Examiners and Examinations.—Mr. Grainger's article on the marking of examination papers which appeared in the September issue of THE SCHOOL has provoked much discussion. His revelations mean great searchings of heart among those of us who have long regarded examinations as an infallible test of school progress.

Mr. Grainger prepared an examination paper for a Middle School class in physics. There was nothing extraordinary about the paper. It was such a paper as any science master might set for such a class during the school session. Mr. Grainger selected by chance one from among the answer papers of his class, mimeographed it, and distributed it with the question paper among the science teachers, and particularly the science specialists, of Ontario. With question-paper and answer-paper went the request that the science teachers should assign values to both questions and answers. Mr. Grainger's article contained a summary of the results.

In considering Mr. Grainger's summary, it is to be remembered that the subject under consideration was physics. The teacher expects, however much he may regret, variation in standards of marking in the languages, in literature, or composition, or history. But Middle School physics has much of the exactness of algebra or geometry and would seem to present few opportunities for diversity. In no subjects, moreover, has greater care been taken to detail the courses of instruction, and therefore of examination than in the sciences. The science master is told exactly what he must teach and exactly what his pupils must know. It must also be mentioned that the science teachers of the Ontario High Schools are unusually competent men. This Province has given much time and thought to the development of an efficient method in science teaching and an efficient staff.

Despite the character of the subject and the character of the examiners, the variation in marking standards exhibited by Mr. Grainger's summary is disquieting, if not startling. The valuations of the answer-paper went as low as 47 per cent and as high as 83 per cent. The average valuation was 63.7 per cent and Mr. Grainger's own valuation

was 52 per cent. On the standard set by the examiner who valued the answers at 47 per cent the student failed hopelessly. On the standard set by the examiner who gave him 83 per cent he passed with better than first class honours. Mr. Grainger knew the class and the student and on his standard the student failed. On the standard of the average science teacher, and all examination machinery works best by averages, he passed with a very comfortable margin to the good. As much as 75% separated the highest from the lowest standard, the estimate of one teacher from the estimate of his fellow! And this excessive variation, it is to be noted, obtained with science specialists in the subject of physics. What would it be with less exact subjects such as literature or composition and with teachers whose method and subjects were not and could not be so highly organised?

Mr. Grainger states that the Department of Education of Ontario has recognized this variation in standards in connection with its annual examinations and has evolved a unique series of devices to minimise it or compensate for it. This all teachers will admit who have served as associate examiners for the Department of Education. But what about the local examinations of each High School? There are examinations for promotion which in not a few cases are regarded as the only reliable tests of fitness. There are 'qualifying' examinations which in many schools are regarded as the only safe basis upon which to construct the confidential reports of the staff. The variation revealed by Mr. Grainger's summary proves beyond peradventure the fallibility of all these examinations. To be guided solely by them is to be unfair to the students. The unusually 'severe' examiner, the unusually 'destructive' question paper, or their opposites, are expressions of the same unreliability. To accept them at par value is to be unjust to both students and fellow-teachers.

Many teachers have long recognized something of the truth of Mr. Grainger's summary and have long striven to adjust themselves to it. They do not accept written examinations as infallible tests, they discount the abnormal in examiner or question-paper, and they employ as freely as possible the compensating devices of the Department of Education.

But some teachers have not yet recognised the extent of this variation and for them Mr. Grainger's summary has a special significance.

There is a message in Mr. Grainger's article for the Department of Education. Its method of evaluating answer-papers and its devices for offsetting or minimising the variation in marking standards should be made known to every High School teacher. This can be done by calling every High School teacher, as early in his professional career as possible and as frequently and regularly as possible, to service as

an associate examiner. It can also be done by placing in the hands of every teacher a statement in detail of the Department's methods and devices in the conduct of examinations. A manual on examinations would be just as useful as a manual on composition or elementary science!

Salaries of Teachers.—A teacher who has given some time to the study of salaries in Ontario has sent to this office a few preliminary notes with a promise to contribute a formal article later. As these notes have a special significance in these days of depression they are here quoted in full:

“Salaries are less liable to fluctuation than wages. In prosperous times the salaried man is hard hit because his rate of increase in salary lags behind the general upward trend of expenses. Conversely in hard times, he is relatively better off than other persons in the community because his salary decreases at a slower rate. In general, the movement in salaries of teachers is about ten years behind the corresponding movement in wages. A comparatively low remuneration is more than offset by security of tenure. These facts must be borne in mind by teachers when they are too disposed to grumble at their lot.

“Consider salaries in Ontario. In 1892 the average salary of a man teacher in the Public Schools was \$421; of a woman teacher \$297. A series of hard years which culminated in 1897 affected these average salaries but slightly; the decrease in the cost of living was far greater. Thus in 1897 the average salaries were—men \$391, women \$294. From this time on there have been steady increases, although the rates have not been quite equal to the corresponding increases in the cost of living. Thus the averages for men were—1902, \$436; 1907, \$596; 1911, \$767; 1912, \$788. For women they were 1902, \$313; 1907, \$420; 1911, \$518; 1912, \$543.

“The Department of Labour in its annual reports on wholesale prices gives a table showing typical weekly expenditures on staple goods, fuel, lighting and rentals for a family of five; income \$800 per year. As the average salary of a man teacher approximates this income, it might be of interest to note some of the items of this table.

COMMODITY.	COST, 1910.	COST, 1911.	COST, 1912.	COST, 1913.
All Foods.....	\$6.954	\$7.138	\$7.339	\$7.337
Starch.....	.031	.031	.032	.032
Fuel and lighting.....	1.757	1.783	1.817	1.905
Rent.....	4.05	4.05	4.60	4.75
Grand Total.....	\$12.792	\$13.002	\$13.788	\$14.024

Thus the yearly expenditure on these items for 1913 is \$729.248. This does not leave very much margin for clothing, insurance and holidays,

but it must be remembered that the food allowance is fairly generous. There are, for example, allowances made weekly for 2 lbs. of beef, sirloin roast, 2 lbs. of beef, chuck roast, 1 lb. veal, 1 lb. mutton, 1 lb. fresh pork, 2 lbs. salt pork, 1 lb. of bacon, etc. And it is not every family that contains three children!

"Turning to another aspect of the salary question it may be shown that for high school teachers at least the rise of salary is very rapid in the early years of service. A maximum is reached after thirteen or fourteen years' experience, and thereafter until 36 years' experience the average salaries of both men and women remain steady. Towards the end of a long life of service there is a tendency for the salary to diminish.

"Salaries would be higher if teachers remained longer in the profession. Public school teachers have a professional life of 8.03 years. This means that the whole of the teaching body, some 12,000, must be replaced every 8.08 years. High School teachers are not much better in this respect. Including all experience both in Public and High Schools, the women teachers average 4.88 and the men 14.12 years."

Professional Indifference of the Canadian Teacher.—The Canadian teacher, it is sometimes claimed, has little interest in education as a science. He teaches well, but his interest ends with his day's work. The great problems of present-day education, the problems of local administration, school finance, rural education, school supervision, retardation and elimination, do not appeal to him. He leaves them for others to solve who are not teachers or are not Canadians.

Evidence of a kind is sometimes submitted in support of this claim. There is the loudly-expressed contempt of some teachers, generally untrained teachers,—indeed, the less the training the noisier the contempt—for the science of education. There is the unwillingness of the busy teacher, who has received his professional certificate after a very brief course in the science of education, to renew or extend his professional knowledge. There are the courses of instruction of the training schools in which practice waxes great and theory steadily wanes. And there is the persistent neglect of the courses for degrees in pedagogy offered by the universities of Ontario!

It would not be difficult to show how weak is this claim and how unsatisfactory this evidence. Let us look at the so-called neglect of the courses in pedagogy.

The courses in pedagogy were organised about fifteen years ago, first by the University of Toronto and then by Queen's University. They were organised by men whose interests lay primarily in philosophy, not in professional education, and reflected the bias of their founders. And they were so administered as to discourage the most en-

thusiastic student. No instruction was offered in course and little or no guidance given in official correspondence. The candidates did not know what to prepare, or how to prepare, for an examination whose subjects lay without as well as within the pale of professional education. Moreover, in the terms of the regulations, the examinations were limited practically to a special group of Ontario teachers, were divided into parts or sections which, in effect, were almost impossible, and were scheduled for a period of the year which for teachers was well-nigh prohibitive. What wonder if candidates were few and successful candidates still fewer!

But there *were* candidates. Each year saw the degrees in pedagogy earned by one or two teachers in Ontario. Each year, moreover, saw one or two of these teachers called to higher office in the educational system of the province. No, in their darkest days these degrees were not wholly neglected. Despite all hindrances, the teachers of Ontario were interested in the science of education!

Within recent months the courses for degrees in pedagogy have been reorganized. The subjects now lie wholly within the pale of education, and as a guarantee of a professional purpose, the examinations will be conducted by the Faculties of Education. The terms of the regulations offer the courses to all trained teachers in Canada who are graduates in arts. The examinations are divided into parts or subjects in no sense impossible for any earnest candidate and are set for the Saturdays of December when all teachers are free from excessive school duties. To give professional value to the degrees the Department of Education of Ontario, which in the past has often recognized them, more or less consciously, in appointments to official posts, will now regard them as the equivalent of a part of the qualifications of inspectors. And to give stability to them and high repute the Faculties of Education concerned now offer courses in common, with common examinations and common guidance by correspondence. They will also give class instruction in Summer Sessions. The Faculty of Education of the University of Toronto gave instruction in July last in educational psychology and school administration. The Faculty of Queen's University will give instruction in July 1915 in the science of education and the history of education.

Already these changes have borne fruit. More than sixty Canadian teachers are now registered in the courses for degrees in pedagogy. Thirty-three attended the courses offered at Toronto in July last. Here is convincing proof that the Canadian teacher *is* interested in the science of education. Lack of opportunity was not lack of interest!

The Kindergarten.—We have had kindergartens in Canada for more than thirty years. In numbers and in influence these have not been years of very great progress. This may have been due in part to

the feeling that the kindergarten, a recently organized part of the public education system, was a species of luxury. The state had guaranteed the maintenance of the ordinary primary and secondary schools and found the resources of this new country taxed to the limit with the burden. It accepted the kindergarten only as a voluntary institution and gave it little assistance. It may have been due, in part, to the preponderance among us of the small school. The kindergarten as it was organized called for the expert who should give all her time to the duties of the kindergarten. Such an institution was an economic loss in any but the large urban centres; it could not live in a one-master school. It may have been due, in part, to the character of the Canadian kindergarten. It was intensely Froebelian in its theory, and, as it developed, exhibited too few points of contact with the work of the regular primary school. It became unique in function as well as in staff. A gulf separated the primary classes from the kindergarten and the Public School teacher from the kindergartner. In isolation the kindergarten could not flourish. It is probable, too, that the kindergartner herself had something to do with the result. She was often very youthful. She was not always academically efficient. And she could not always understand the Froebelian philosophy which she strove so faithfully and so literally to put into practice.

The Department of Education of Ontario has been very active during the last eight or ten years. There have been periods in the educational history of Ontario when one institution or one set of institutions seemed to monopolise the attention of the educational administration. Strachan fostered the early Grammar Schools, Ryerson the Common Schools, Ross the High Schools. But no institution or set of institutions seems to monopolise the attention of the present administration. In the last decade it has legislated for Public Schools, High Schools, Separate Schools, Training Schools, Vocational Schools, Rural Schools, Schools for Defectives. It has now begun to reorganize the kindergarten.

In the Syllabus of Courses and Regulations for Kindergarten-Primary Certificates issued in July, 1914, the Department announces most significant changes in the kindergartens of Ontario.

The maturity and the academic efficiency of the kindergartner will be assured henceforth by the prescription of the same standards for the kindergartner as for the second class Public School teacher and by the substitution of the work of the primary classes for much of the obscure philosophy of Froebel. A closer union between the functions of the kindergarten and the primary school will be assured, by requiring a full course of training for both functions, and by uniting both functions in one person. Henceforth the kindergartner must also be a

qualified primary teacher. She will be encouraged, moreover, to become an expert in art, vocal music, manual training, household science, or physical culture in order that she may broaden her activities as well as her sympathies. By enlarging the professional powers of the kindergarten and by so modifying the kindergarten courses as to make easy and natural the movement of children from Kindergarten to Primary School the Department hopes in time to introduce kindergarten principles and methods into all Public Schools.

Book Reviews

"Recollections of Sixty Years in Canada", by the Right Honorable Sir Charles Tupper, Bart., G.C.M.G., C.B. Published by Cassell & Company. 400 pages. Price \$4.00. For the teacher of Canadian History this will prove a useful reference work in spite of the truth of certain adverse criticisms which have appeared since its publication. It is often dry and uninteresting; its pages are comparatively seldom enlivened by little personal incidents which Sir Charles undoubtedly might have introduced; it is at times distinctly—though never bitterly—partisan. Yet these defects do not detract greatly from its value as a source of inside information on such important Canadian History topics as "Confederation", the "Pacific Slander" (to use the writer's amendment of History's name), and the "National Policy". H. G. M.

Handcraft in Wood and Metal. This work is one of the best of the many excellent books on handcraft published by the Manual Arts Press. The subject of handcraft in wood and metal is so fully treated that we can in a brief review mention only a few of the outstanding features. The historical setting, the series of graded exercises in both wood and metal covering a three years' course, the description of materials used in handcraft work, the chapters on drawing and design, on decorative processes in wood and metal, on the historical development of tools and the theory of their cutting actions, all present the subject of handcraft in such an interesting, educative, and yet practical way as to be of the greatest assistance to both teachers and students of handcraft. The illustrations, whether drawings or photographs, are both artistic and illuminative, and add much to the value of the work. The binding and general book-making are in keeping with the other valuable features of the work. On the whole a most valuable volume. 240 pages. Price \$3.00. Manual Arts Press.

A. N. S.

British Freedom

A LESSON IN LITERATURE.

O. J. STEVENSON, M.A., D.PAED.
Faculty of Education, University of Toronto

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

It is not to be thought of that the flood
Of British freedom, which to the open sea
Of the world's praise from dark antiquity
Hath flowed, "with pomp of waters unwithstood,"—
Roused though it be full often to a mood
Which spurns the check of salutary bands,—
That this most famous stream in bogs and sands
Should perish and to evil and to good
Be lost forever. In our halls is hung
Armoury of the invincible knights of old.
We must be free or die, who speak the tongue
That Shakespeare spake, the faith and morals hold
That Milton held. In everything we are sprung
Of earth's first blood, have titles manifold.

In the teaching of this poem two difficulties are presented. In the first place, the poet has expressed his thought in the first eight lines in the form of a metaphor and the pupil may find it difficult to "translate" this metaphor so as to see its real meaning. In the second place, unless the pupil has a rich background of history and can appreciate some of the sources of Britain's greatness, the poem is not likely to appeal to him. The problem of the teacher must, then, be to present the poem to the class in such a way that the pupils will not only understand the poem but will feel, in as far as possible, the emotion of the poet.

Write the sonnet on the blackboard. In the case of a short poem it is always best to teach from the blackboard, since the poem forms a centre for focussing the attention of the class.

Before reading the poem introduce it by a short talk about the conditions under which it was written. In 1802 Napoleon gathered an army at Bologne, and threatened to invade Britain. Can you imagine, and get your class to imagine, the feelings of the British people? A reference to the present war may help. Suppose, for example, that the Germans were in full possession of France, that they possessed a power-

ful fleet, and that they threatened to throw an army into Britain to conquer it. Why should the English people care? Your class will give you the answer.

Now the class will be able to understand how Wordsworth felt. He was a young man then,—thirty-two years of age. He had been in France at the time of the Revolution; he had seen some of its horrors and had become an ardent English patriot; and now when Napoleon was threatening England he expressed the feelings of all Englishmen,—feelings which are just as strong now as then.

In the first eight lines of the sonnet Wordsworth speaks of British freedom as "a stream". The best way to make the comparison clear to the class is first to sketch on the blackboard the course of an imaginary stream—its rise in the dark forests or swamps, and its progress till it reaches the sea. Now follow up the course of the "flood* of British freedom"—its rise in dark antiquity, and its steady growth through the centuries till it finally reaches "the open sea", when it is known and famed throughout the world. (In making this comparison it is better to bracket off lines 5 and 6 and omit them for the present.) Now change the blackboard sketch, and instead of having this splendid stream empty into the sea, represent it as flowing into a great swamp, where its current is broken up, and it is lost among the "bogs and sands". An ignominious ending, surely, for this great "flood". And if Napoleon should conquer Britain "the flood of British freedom" would end in the same way and it could neither receive further checks nor make further progress.

The class may now return to lines 5 and 6, which have been omitted, and here again the teacher should develop the idea involved in the comparison with the stream. The stream is held in check by its banks; but in times of flood the banks are overflowed and the stream carries everything before it. So also with "the flood of British freedom"—there are certain laws and customs which hold the people in restraint, and this restraint is a good thing (salutary); but sometimes in the history of Britain these restraints have been thrown off and the desire for freedom has carried people to extremes. (Illustrate from history when people have broken out in riots or rebellion.)

It is perhaps better, at this point, for the class to review briefly the first eight lines, so as to bring out the points in the comparison, by reference to the sketch on the blackboard.

The class will notice now that these eight lines contain a general statement—a resolve that British freedom must not perish. The remaining six lines give the poet's reason for this resolve. It is an

* It may be necessary to make clear to the class that the word *flood* is here used to suggest, not a deluge, but a large, full, stately stream.

expression of his pride in the greatness of the British race in the past. Have the class read these six lines clause by clause, and note the different claims to greatness which the poet mentions,—physical greatness represented by the armour of our ancestors, intellectual greatness represented by Shakespeare, moral greatness represented by Milton. To pupils who have not read Shakespeare or Milton and who have not a background of history to give meaning to these lines they cannot fully appeal. But to every pupil of the High School age the names of Shakespeare and Milton, of Wellington and Nelson, of Cromwell, and Drake and Bruce and King Alfred the Great—and all “the invincible knights of old” who fought for British freedom, stand at least for something that makes the blood beat faster and the pulses thrill. It is the privilege of the teacher in teaching this sonnet to awaken this emotional response, and unless you succeed in so doing your lesson has been taught in vain.

“Let us keep in mind our patient and indomitable seamen, never relaxing for a moment their stern vigil on the lonely seas. Let us keep in mind our gallant troops, who to-day, after a fortnight’s continuous fighting, under conditions which try the metal of the best army that ever took the field, maintain not only an undefeated, but an unbroken front. (Loud cheers.) *Finally, let us recall the memories of the great men and the great deeds of the past.* Let us not forget the dying message of the younger Pitt in his last public utterance in this Guildhall itself, ‘England has saved herself by her exertions, and will as I trust, save Europe by her example.’ The England of those days gave a noble answer to his appeal, and did not sheath the sword until, after nearly 20 years’ fighting, the freedom of Europe was secured. Let us go and do likewise.” (Loud and prolonged cheering.)

—From Premier Asquith’s Guildhall Speech, Sept. 4th, 1914.

Professor Sudbury, who was extremely near-sighted, went to the barber’s, sat down in the barber’s chair, took off his glasses, and allowed himself to be shaved. When the artist was done with him, says the *New York Times*, he did not move and for a while nobody disturbed him. But other customers began to arrive and the chair was needed. The head barber, suspecting that his learned patron had fallen asleep, asked his boy to wake him. The professor overheard the order.

“No, my good man,” he said, “I am not asleep. The fact is I am frightfully near-sighted. When I took my glasses off just now I was no longer able to see myself in the mirror opposite. Naturally I supposed I had already gone home.”

Three Hundred Composition Subjects

[This list, which was compiled by Dr. O. J. Stevenson, appeared in THE SCHOOL two years ago. So many of our readers have asked for it that we reprint it in this issue.—EDITOR.]

SOME of the subjects in the following list may be found suitable for either the upper grades of the Public School or the High School. In all cases composition subjects should be related to the experience and interests of the pupils, and in place of some of the subjects here given, the teacher should substitute others relating to local conditions. The writer has not attempted to classify these subjects, as in many cases they may be made the basis of narration, exposition or description, according to the way they are viewed.

The Schoolroom Clock Makes a Speech. Our Snowball Fight. "Yes, I once Met a Ghost." Crossing the Ocean. A Grain Elevator. The Boat Race. Hallowe'en. A Picture I Like. The Burglar. A Discussion that I Overheard. How We Climbed the Mountain. When the Creek Rose. A Beehive. When the Circus Comes to Town. Picking Berries. Learning to Swim. The Story of an Umbrella. The Rainbow. Hunting Rabbits. The Great Snowstorm. Locked Out. A Freak of Nature. A Gypsy Camp. Spearfishing by Night. My First Day at Manual Labour. When Our House Took Fire. A Serenade. With the Section Gang. How I Came Near Drowning. A Street Car Incident. Some Dinners I Like: Some I do not. Lost in the Woods. A Visit to the Factory. A Ride on the Locomotive. Why I Joined the Regiment. Taking a Flashlight. A Bootblack for a Forenoon. My Camera. If the Gulf Stream Changed its Course. The House Fly, or the Mosquito. A Plea for the Pedestrian. Early Rising. Why I Wish to Travel. Why I Prefer to Live in Canada. Picture Post-Cards. A Ride on Horseback. A Cup of Coffee. The Paper Chase. "I Think it Better to Stay on the Farm." A Sunset. My Class-room. An Accident to My Bicycle. An Apple Tree. My Walk to School. The Chariot Race (from Ben-Hur). The Creek. A Loaf of Bread. The Stage Driver. My Window Plants. Ulysses and the Cyclops. A Pet Animal. In the Hay Field. An Adventure in the Woods. The Hill. How to Make a Kite. My First Canoe Trip. My Summer on a Farm. In the Pine Woods. The Lighting of the Streets. From the Window of a Railway Train. Ten below Zero! The Pioneer Describes an Adventure. When the Train Comes in. Dynamite. The House I Should Like to Own. The Difference Between a Thermometer and a Barometer. The Playground. A Letter Telling of a Burglary. A Visit to a Battlefield. How to Take a Snap-shot. Recess in the Country School. The Street When the Leaves are Falling. The Lady or the Tiger (Stockton). "When I was Young," said Grandfather. John Bull and Uncle Sam. A Sugar-Making Camp. Taking a Short Cut—a story. When I lost my Way. The Ballad of Sir Patrick Spens. A Bonfire on the Beach. The Eclipse of the Moon. How to play Tennis. The Story of an Elm Tree. The Newsboys. How I Learned to Ride on Horseback. An Inlet on the Lake Shore. The Express Train. The Chipmunk and the Red Squirrel. When the Fish-boat Comes in. "I Once met with an Accident in which I Came near Losing my Life." A Robin's Nest. Should we give to Beggars? My First Night under Canvas. What is a Paragraph? Why England is called "The Mistress of the Seas". The Hurdy-Gurdy. Caught in the Rain. The Ballad of Rosabelle. Why I Joined the Cadet Corps. The Golden Scales (Addison). My Fish Story. "Now the Day is Over, Night is Drawing

Nigh." A Locomotive. The Story of Damon and Pythias. Our Canals. What the Town Needs Most. Excelsior (Longfellow). How to tell a Mushroom from a Toadstool. The Three Suitors, in The Merchant of Venice. A Windstorm in Autumn. How I Caught a Wild Animal. Waiting for the Train. "Fire! Fire!" "Once I was badly Frightened." The Vision of Sir Launfal (Lowell). A Letter Home Describing the First Day in the City. At the Rink. A Barn Raising. All's Well that Ends Well (a story). The Park on Saturday Afternoon. The Postman. Lord Strathcona. My Native Town. Santa Claus. A Crowded Street. "The Blinding Mist Came Down and Hid the Land." Uses of Electricity in the Home. A Trip to Quebec. "If I owned an Automobile." A Store Window on Christmas Eve. "Yes, I am a Stamp Collector." Market Day. An Indian Settlement. The Country Fair. King Robert of Sicily (Longfellow). The Woods in Winter. The Bulletin Boards. The St. Lawrence River. Getting Ready for Winter. In the Blacksmith Shop. Election Day. How we got Material for our Museum. A Thaw. The Great Lakes. A Walk Along the Beach. The Corner Grocery. Housecleaning. The First Snow-Fall. Circumstance (Tennyson). David and Goliath. A Sleighing Party. A Blizzard. The Main Street of the Village. A Nutting Expedition. What the First Settler Saw. A Drive Across the Country. The Sleeping Beauty (Tennyson). Why I Sold my Bicycle. Early Spring Flowers. Down the River. The Street Corner. A Visit to my Old Home. The Old Wooden Bridge (Told by the builder, the farmer, the schoolboy, and the tramp). The Day I went Hunting. At the Summer Resort. The Grand Trunk Pacific. In the Second-hand Book Store. Fort William to Quebec by Water. The Man who Would not Follow the Fashions. The Telephone. The Main Street at Night. The Wonders of the Niagara River. The Autobiography of a Street Lamp. A Morning Paddle. My Garden. The Day I Played Truant. "If I had a Hundred Dollars." The Market as seen by the Customer and the Farmer Respectively. The English Sparrow. A Mile of Country Road. The Wood Choppers. Threshing on the Farm. The Trees in Front of My House. The Last Indian. A Wheat Field. "Uneasy Lies the Head that Wears a Crown." A City Street after a Snow-storm. The Story of a Man Who Lost his Money. What Rapid Transit Means to the Farmer. From the City Hall Tower. That Piano! A Country Railway Station. The Tell-tale Snow. A Night in the Woods. A Deserted Log House. On the Pier. An Old Sword Tells its Story. The Boy Scout Movement. The Preservation of Our Forests. The City Square. The Weather. The Fruit Farm. On Saturday. "If I were Rich." The Harbour. "Lost at Sea" (a story). An Auction Sale. A Walk into Town. Roller Skating. The Skyscraper. An Aeroplane Voyage from Halifax to Vancouver. The Bible. Our Orchard. Niagara—Past, Present, and Future. The Magazine Counter. The Factory as I saw it. Autobiography of a Volume of Shakespeare. What we Owe to the Tropics. "If I were Mayor." Sunday on the Farm. The River in Winter. Bridging the Atlantic (Steamship, Telegraph, Aeroplane). The Woodpeckers. Do We Make too Much of the Soldier? At the Circus. The North Pole. My Fishing Haunts. The Theatre, as seen from the stage and the top gallery respectively. The Benefits of Cold Weather. Ploughing. The Seven Modern Wonders of the World. Six a.m. and Six p.m. on the City Street. Our Gasoline Launch. A Shower at a Picnic. The Milkman's Round on Christmas Morning. From Toronto to Montreal by Water. The Hydro-Electric. A Letter to a Friend in Another Country, describing your School Life and Studies. Animal Life in a Pond. The Fireplace. The Old Fort. A Botanizing Expedition. How the Accident happened. A Storm at Sea (told by the Captain, by the Steward, and by a Passenger). A Picnic in the Woods. Coasting. A Talk with a Tramp. A Piano's Memories of its Players. The Old Folk's Concert. A Walk along the Railway Track. Moving Day. A Letter to the Paper regarding the Beautification of our Streets. A Wasp's Nest.

The Talking Machine. Village Types (The Deserted Village). The Railway as Seen by the Farmer. Cheap Books (Advantages and Dangers). The Artist, the Farmer, and the Lumberman take a trip West. How Animals are Protected by Nature. Trees and the Industries Arising from them. The Foreign Element in Canada. "When you have seen one green field you have seen all the rest; let us take a walk down Fleet Street." The Timepiece. "No, I would not care to be a Commercial Traveller." Public Opinion. British Power in Africa. Spring Work on the Farm. The Bearskin Rug Speaks. The Commercial Advantages of my Home Town. The Arrival of an Immigrant Boat, as seen by the Immigrant and the Onlooker respectively. What the Moon Saw in Twenty-four Hours. Wireless Telegraphy. The Wooded Hillside in April. "Modern Civilization is Ugly." What England Owes to her Insular Position. "The Circle of Eternal Change Which is the Life of Nature." The Advantages of Being Poor. The Automobile—from the point of view of Chauffeur, Pedestrian, and Business Man. The Sounds of the City Compared with those of the Country. "I Love anything that's Old." Why Nations go to War. On Being in the Blues. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

Book Reviews

Representative Passages from English Literature, by William Henry Hudson. G. Bell & Sons, Ltd., London. 320 pages. Price 60 cents. This collection of illustrative readings from English authors from the time of Chaucer to Macaulay contains many large omissions. Shakespeare and the nineteenth century novelists are not here, for the author believes that the former "will always be studied independently", and the best of the latter "will be read in their entirety as a matter of course". By these omissions additional space has been gained for selections from less familiar and accessible writers, such as Langland, Lydgate, Wyatt, Doune, Mawell, Waller and Smollett.

H. G. M.

English Literature in Prose and Verse from Dryden to Burke, compiled by Edith L. Elias, M.A. Published by George G. Harrap & Company, London. 190 pages. Price 30 cents. The extracts here from each writer are prefaced by a very brief biography, and a list of chief works. As this is designed to cover only the period from Dryden to Burke, the number of authors and extracts is far more numerous than in the usual book of this type. Occasional brief but illuminating notes are found introducing selections. The other periods are covered by three companion volumes, the last of which is in course of preparation.

H. G. M.

Constructive Work for October

A. N. SCARROW

Faculty of Education, University of Toronto

IN beginning this course in Constructive Work we are at once faced with the fact that many senior classes have had none of this work and in this respect are junior classes, while some junior classes who have had the work may be classed as senior classes in this subject. It is believed that it would be better to err on the side of simplicity than in the opposite direction and therefore the work here presented in early lessons would be quite suited for a Second Book grade who had done some of the work in earlier grades. The work in the senior grades should, however, be presented from a new point of view demanding accuracy of measurement and care in working out detail. The early work should be presented largely for the ideas back of the work and should leave much to the child's imagination and invention without laying too much stress on method or manipulation of material. In the later classes this background of ideas will be of great value to the child, but he must now be led to take pleasure in seeing things worked out accurately and with some degree of finish.

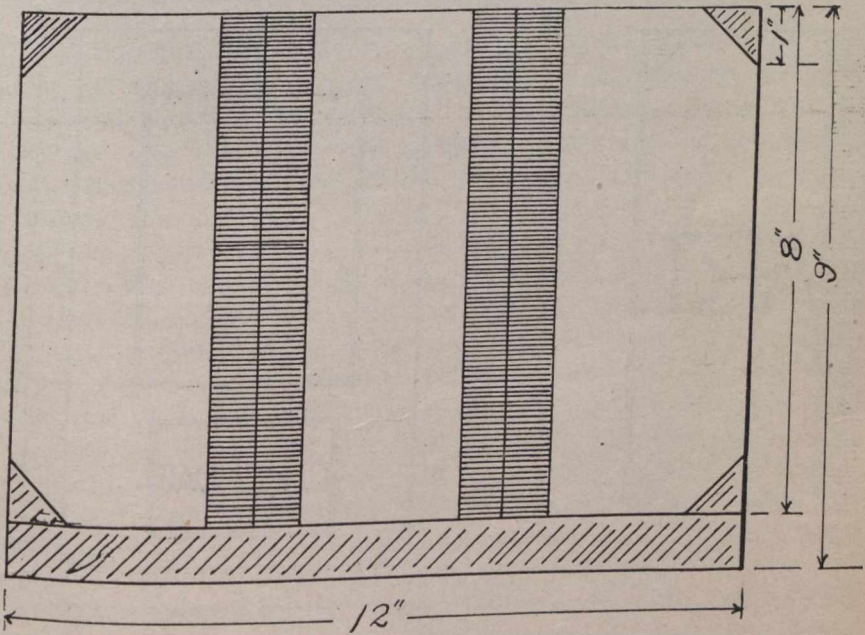
The course will largely consist of work in thin paper, stiff paper and cardboard, pasteboard or mill board. Some of the exercises will in addition require bookbinders' cloth and needle and thread for sewing portfolios and books. For a description of suitable materials and prices the reader is referred to the Public School Manual in Manual Training, pages 13-14, which should be in every school and may be had by any teacher from the Education Department for 25 cents. This manual will often be referred to in this course of lessons.

It will be the aim in this course to make the work as practical as possible, and exercises will be chosen with a view to their being of interest to the pupil and leading to finished projects that may be put to immediate use often in connection with some other subject. With this end in view we shall take for our first exercises (1) a simple portfolio made from cover or mounting paper, and (2) a calendar mount, with a design chosen from the course in art work, a calendar sheet to be made at the end of each month and mounted ready for use when needed.

Portfolio tools required: rule, pencil, scissors.

Take a sheet of grey, brown or dark green cover paper 9"×12" and lay it out in a rectangle 8"×12". Mark off each corner about 1" each way, taking care to guide the pupils to see the need of marking

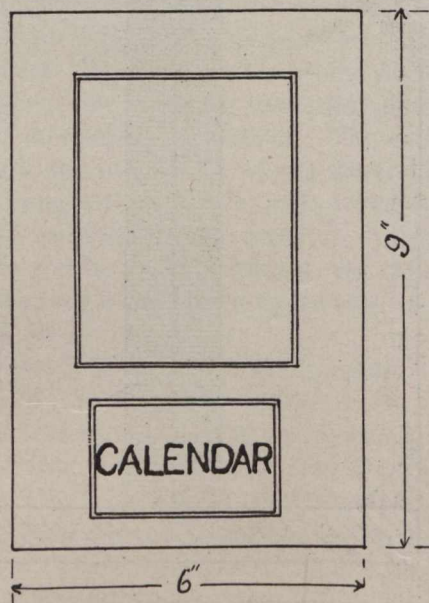
on the very edge of the paper when measuring, before drawing the line across the angle. Little matters of accuracy such as this are worthy of careful attention at this stage of the work, and if carefully attended to will soon lead pupils to be on the alert and ready to anticipate the result of a careless measurement. If necessary have pupils measure in from the edge and then mark across the angle and explain why they have the corner cut more than the required inch each way. Now divide the large rectangle into three smaller rectangles $8'' \times 4''$, and in measuring be careful to have pupils place the rule on the paper from end to end and then mark points at $4''$ and $8''$. After cutting off the corners of the paper fold each short edge in almost to the line four



inches from the opposite end of the sheet. This will give a folder $8'' \times 4''$, which may be used for carrying small exercises in art work or for holding pictures or cuttings required for mounting in constructive work. If it is found convenient and desirable to paste a strip of tape or binders' cloth along the back of the fold to strengthen it this may be done. Guide pupils in choosing a proper width for this strip. It is always safest to have pupils score all parts that are to be cut off before cutting. A mistake in scoring may be corrected but not so with a mistake in cutting.

CALENDAR MOUNT.—Lay out paper about $6'' \times 9''$ or of size suitable to mount some drawing made in a former art lesson, as the spray of goldenrod or grass shown in THE SCHOOL in "Art for September",

and leave room for a convenient sized calendar pad below. Place the picture and the pad on the mount taking care to leave suitable spacing at the top and sides and around the calendar pad. Place a dot or a very light mark at each corner as a guide when pasting the picture and the pad in place. The back and front of the pad may be made in one piece, the front folding down over the sheets of the calendar. The printing on the front should be plain but very carefully done. Each calendar sheet should be worked out by the pupil at the end of the previous month and placed in position on top of the last sheet. A new drawing should also be worked out with a subject suited to the new month and mounted over the other.

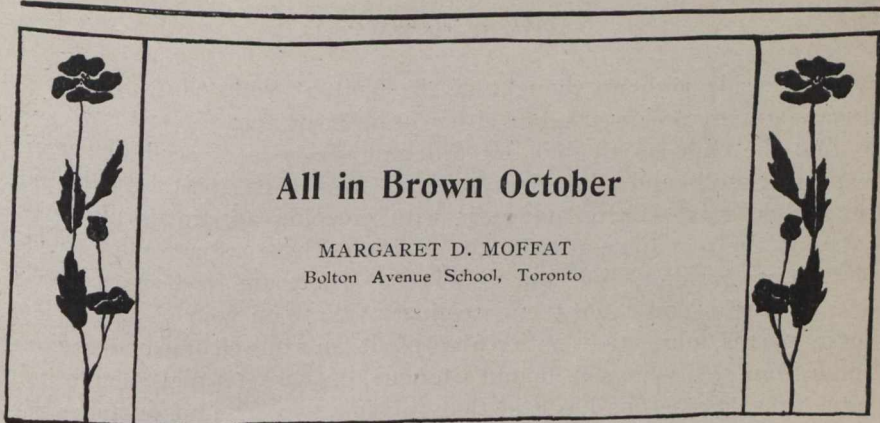


Other exercises suitable for the beginning of the school term are the book mark and the post card holder shown in the Manual, pp. 60 and 61.

ELNARD was very fond of reading, but did not always understand the meaning of some of the words.

"What is a Prime Minister"? he asked his teacher one day. "Is it the minister of the church the king attends?"—*Jesse Ketchum School, Toronto.*

"Please excuse Johnny's absence. His uncle is dead and he has gone to see him."—*Jesse Ketchum School, Toronto.*



1. The Outdoor, Indoor.—Autumn is the fruit season and therefore the season of collections. And children of school age are in the collecting stage of their existence. So put the two together and encourage collections of all sorts: of fruits of the apple and pear type, of the nut type, of the grains, of the weed-seeds, of seeds of the garden, flowers.

Numberless lessons can be taken on the fruits. The apple itself makes a big subject. There is its whole story, from the care of the orchard soil, and the care of the tree, heading, pruning, grafting, spraying, to the growth of the apple itself from flower to full-grown fruit. There is the observation lesson on that, its parts and their uses, stem, eye, skin, flesh, seed-compartments and seeds. Cut the apple across to show the five-pointed star, just as many seed-cases as there are petals in the blossom. Along with this goes the lesson on variety, early and winter varieties, the children bringing named varieties from home for the lesson. Don't allow an unnamed apple, so as to safeguard yourself. Take the apple lesson with the whole school if it is the first time it has been taught and let the children trade apples and eat them in school when you are through. They are ready then to give an opinion on the texture and flavour. For another afternoon let the girls prepare papers or speeches, using their home knowledge and their mothers' cook-books on different methods of cooking apples, good and poor cookers, and desserts which can be made with them. For yourself read all that John Burroughs has to say about apples in "Winter Sunshine". "The apple is indeed the fruit of youth. As we grow old we crave apples less. It is an ominous sign. When you are ashamed to be seen eating them on the street; when you carry them and your hand not constantly find its way to them; when your neighbour has apples and you have none and you make no nocturnal visits to his orchard; when your lunch-basket is without them, and you can pass a winter's night

by the fireside with no thought of the fruit at your elbow, then be assured you are no longer a boy either in heart or years”.

Ask the children to find out different methods of seed dispersal. Some pods split and sling their seeds as from a catapult. Peas and vetches do this. There are seeds with creeping apparatus like wild oats and the porcupine-grass of the prairie. There are aeroplane seeds of thistles and dandelion and milkweed. There are seeds with hooks and prickles. You catch them stealing a ride upon your clothes. The funny part is, you seldom notice what plant your unwelcome companions came from, yellow avens, hound's tongue, enchanter's night-shade and pitchforks. Some one has said that this is a way a plant revenges the fact that it must stay in one place while animals move about. It takes care that its children shall travel, by hooking them to the passers-by. “The bur rounds out into a golden brown, then an unsunned, brown bunch of curved scales enclosing seeds that hold dark conference inside go forth on errands of evil, some to annoy, and some to grow, and others to annoy still more.”

But for collections, there are caterpillars. If you did not get them earlier, get all that are left this month. Save each kind in a separate jar. Cracked fruit-sealers are the thing. Half fill them with earth as the caterpillars of some moths burrow in the earth before forming the chrysalid. Others, like cabbage and carrot caterpillars, attach themselves to the sides of the jars. In these same jars can be collected also leaves with blisters and galls, keeping the different kinds in different jars. If you open a leaf-blisters you will find little miners working between the two skins, or perhaps tiny cocoons. During the winter the real cause of the blisters or galls will appear in the jars. Tie pieces of cheesecloth over the opening of the jars.

Do the children know how the crickets sing? Let them bring some into the room and keep them in a glass on their desks for a while. They will soon see the crickets sing with their wings. The female is larger than the male. She has three long thread-like appendages at the end of the abdomen. It is the male cricket that sings.

2. An Anniversary,—Don't forget that October 13th is the anniversary of the Battle of Queenston Heights and of the death of General Sir Isaac Brock. The battle was fought on that date in the year 1812. Draw a blackboard map of the Niagara region. Make use also of the wall map. The principal points were Fort Niagara, Fort George, Lewiston, Queenston Heights and the river. Tell the story of “that dark October day” when General Brock marched with his men from Fort George to Queenston, seven miles through the mud and sleet to meet the men invading our country. Emphasize the fact that it is to victories and sacrifices like that we owe the hundred years of peace

which has followed and which makes all America able to call this Peace Year. Impress the value of the flag. Have a little ceremony when you raise the school flag that day. A gentleman this summer was taking a party of Canadians through Germany. At the first sign of hostility they set out to leave the country but were detained. It was not sufficient to protest that they were Canadians, until their conductor said, "Take out your flags". They all showed Canadian flags and in that way were allowed to pass. There was a use for the flag.

3. A Festival.—Nearly a week's drawing and scissoring surround Hallowe'en (which children love nearly as much as Christmas). Of their making taffy and taffy-pulling, of ducking for apples, of trying to bite the suspended apple with hands tied behind, of roasting sweet chest-nuts, of Jack-o'-lanterns, black cats and witches. And lastly there are false faces to be made. Give the younger children crayons, scissors, and pieces of paper 12" × 12". Show them how to find the centre of the paper by turning corner to corner. They mustn't crease the whole diagonal but just the spot at the centre. This can be cut to let their noses through and measure from there for eyes and mouth. Then they may decorate the faces as they wish. They never before knew how close together eyes and nose and mouth are—not until they find they have put their eyes in their hair and their mouths beneath their chins. They also make other blunders as the following remarks testify: "Please, I cut my mouth off." "Please, my nose won't stick."

They must also be told something about Hallowe'en. It is a very ancient festival and has been observed in many countries, but in none more zealously than in Scotland. It is the night before All Saints' Day. In olden times people believed that on that night the spirits of people who were buried walked about on earth and that spirits of people away from home could come home just for that night. It was really a night when young people full of mischief were out trying to frighten people. Instead of pumpkin-lanterns that we have in Canada, they carried turnip-lanterns. Young folk also had merry parties indoors. Bobbie Burns in a poem describes one of these:

The old goodwife's well-hoarded nuts
Are round and round divided;
And many lads' and lassies' fates
Are there that night decided.

Burning the nuts is a famous charm. They name the girl and the boy to each nut as they lay them on the fire and watch to see if they burn quietly side by side or start away from each other.

City children in Canada have a custom on Hallowe'en of crowding round the corner groceries and calling "Shell out! Shell out!" And the grocer throws out nuts and candies for them. The children in Scot-

land used to do something like this on Hogmanay, the last night of the old year. They went about shouting, "Hogmanay! Hogmanay!" outside people's houses. They also sang an old song:

"Get up, goodwife and shake your feathers,
Do not think that we are beggars;
We're but bairns come out to play,
Give us our cakes and let's away."

At each house they were given something—pennies or scones or currant-buns.

Teacher—What does the word "celibacy" mean? Class—The state or condition of being single. Teacher—Correct. Now if you wanted to express the opposite of celibacy, or singleness, what word would you use? Bright Pupil—Pleurisy.

Greek may have gone out of fashion, but Greeks have not. The being who used to live for us only in the pages of ancient history is now a familiar figure in every American city. The episode reported in the *Chicago Tribune* may, therefore, have had a foundation in fact.

"Mention the name of some well-known Greek," said the teacher of a juvenile class in history.

"George," spoke up the curly-haired little boy.

"George who?"

"I don't know the rest of his name, ma'am. He comes round to our house every Thursday with bananas and oranges."

One day Mr. Smith went to buy a bushel of buckwheat for sowing. The man who sold the wheat was away, but his wife undertook to wait on the customer. She found a peck measure, and they went to the granary.

She filled the measure twice, continues the account in *Everybody's Magazine*, and, pouring the contents into the bag, began to tie it up.

"But, Mrs. Lawton," said the man, "it takes four pecks to make a bushel."

"Oh, does it?" replied the woman, as she untied the bag. "Well, you see I never had any experience in measuring grain before I married Mr. Lawton. I always taught school."

Passerby—What's the fuss in the school-yard, boy?

The Boy—Why the doctor has just been around examinin' us an' one of the deficient boys is knockin' the everlastin' stuffin's out of a perfect kid.—*American School Board Journal*.

Nature Study for October

G. A. CORNISH, B.A.

Faculty of Education, University of Toronto

The Fish.—In the June number of *THE SCHOOL* there was given a concise account of the best method of constructing and managing an aquarium. The reader is referred to this article. If the teacher is unable to construct or purchase such an aquarium any glass jar will serve the purpose. Several small fish should be placed in this vessel. If each pupil could have one all the better. A creek or small stream is found in the vicinity of every school and this is sure to contain several species of small fish which are admirable for the purpose. If the boys are supplied with a dip-net they will generally be pleased to furnish an abundant supply. The fish should be observed by the pupils for a week or two before the formal lesson is taken on Friday. The facts to be observed are so numerous that only a few can be suggested.

(a) *Observations to be made by the pupils.* Describe the form of the fish. How is this suitable to its method of locomotion? How many fins has it? How would a dead fish lie on the water? What fins does it use to keep it in a vertical position? What fin does it use to steer it from side to side? Which fins would be used when it wishes to turn up or down? What is the main swimming organ? Breathing is usually a rhythmical motion of the organs involved. Can you notice any such motion in the fish? What parts move in breathing? From where must it get the air it breathes? Does water contain air? (Let each pupil at home *fill* a bottle with cold water and turn it mouth down in a dish of water, then place it near the warm stove and see if some air collects at the upper part of the bottle). Test what kinds of food the fish will eat. Does it chew its food? Does it bite it off or swallow it whole? Why would a fish not require as much food in proportion to its size as a person? What organs of sense can be detected? Has a fish eyelids? If not why are they not required? Test whether a fish pays attention to sounds. Has it organs of smell?

(b) *Information for the teacher.*—The pointed, tapering shape of the fish eminently suits its method of locomotion. Water is a strongly resisting medium and this form gives the minimum amount of resistance as it glides rapidly through its depths. Most fish are flat from side to side and would float naturally on the side or with the heavier dorsal surface downward. In fact a dead fish always floats in this position, indicating that the centre of gravity is nearer the upper than the under surface.

Hence the live fish can only retain its position by active motion. Probably the pairs of fins on its under surface are chiefly instrumental in this, and particularly the front pair, which are constantly in motion whether it is moving forward or not. The large unpaired fins on the upper and under surface are usually extended and offer considerable resistance to its turning over. The chief organ of locomotion is the tail fin. Whenever it moves forward this can be seen in rapid motion from side to side. But when this tail fin moves to one side it would tend to turn the front of the body in the opposite direction and it is here the unpaired fins on the dorsal and ventral surface come into play. By their broad surface they offer great resistance to lateral motion and thus the tail fin can move rapidly from side to side without turning the rest of the body to any considerable extent in the opposite direction. The tail is also the chief steering organ to the right or left and it can also serve to bring it up or down as the lower or upper part of the fin is moved the more vigorously. For steering in the vertical direction the pairs of fins on the under surface are also useful.

The red gills are the breathing organs. The gill covers are regularly opened and closed and the mouth does the same. The purpose of these motions is to cause a continuous circulation of water over the gills; it enters the mouth and passes through the slits between the gills and out through the opening behind the gill cover. The water contains dissolved air which purifies the blood as it surges through the gills.

The eyes have no eyelids and do not need them as the eyeball being in contact with the water is always moist. Vision is probably fairly keen though there is some doubt as to both the keenness of sight and the sensitiveness of hearing. A double pair of nostrils are present at the top of the snout; these serve as organs of smell.

Almost all the above facts can be observed by the pupils under the guidance of the teacher.

Dispersal of Seeds.—Let each pupil take a pot of earth, place it in a warm room and keep it moist but not wet. Count all the plants that begin to germinate, pulling them out shortly after they come up. Let this be continued for at least a month. Some should get from fifty to a hundred. Discuss with the pupils the origin of the plants, and impress on them that each came from a seed and each seed was once on a plant. Then question them as to how the seed got from the plant to the soil. This will form an introduction to show the significance of distribution and to arouse an interest in the methods. Let the pupils collect the fruits of the following plants for study: milkweed, maple or bass-wood, burdock, or beggar's ticks, garden baslam or vetch (wild pea), apple or peach. The most of the following observations can best be made by the pupil in the fields, though each should also be studied

in the class. It will not be necessary to state the observations in the form of questions, as each teacher can easily do this.

Milkweed.—The fruit grows as a pod which splits along one side when the seeds are mature. Within the pod is a mass of seed arranged in a regular order and tightly compacted. The pod only partially opens at first. Each seed has a long tuft of silky hairs. The plants grow in open places so that the wind can have a good sweep. The seeds do not all escape together, but each gust carries off a few from the compact mass until all are gradually dispersed to all the points of the compass according to the different directions of the wind. The seeds are caught in moist earth wherever found.

Maple or bass-wood.—The fruit has a flat expanded part called a wing. When mature the fruit becomes loosened from the branch and while heavy enough to fall, the wing causes it to sail in a whirling fashion and carries it to considerable distances from the parent tree. In the spring isolated maple trees should be sought, and as then the seeds have grown to seedlings, the considerable distances—several hundred feet—to which they fall may be seen.

Burdock or beggar's ticks.—At the end of the season the stems of these plants have produced so much wood that the dead stems do not droop and fall but still stand erect throughout the winter to offer their fruit to the passer-by. The fruit is in the form of a burr; when green and unripe it is firmly attached to the plant but when ready to be distributed becomes so loosely attached that the slightest contact carries it away. The burdock has recurved spines that hook into the fur of animals or the clothes of man. The beggar's tick has two spines with barbs on each fruit which act in the same way. When an animal gets these fastened to its fur it tries to get rid of them by rubbing against the ground and in this way they get planted.

Garden balsam or vetch.—The seeds grow in pods and when ripe the pod explodes, shooting the seeds to considerable distances. These phenomena can be easily observed by merely touching the pods, when some of them will shoot forth the seeds.

The apple or peach.—These when immature are green, inconspicuous, hard and of a sour or unattractive taste—in fact everything conspires to prevent them being eaten by frugivorous animals. With maturity remarkable changes ensue, the surface becomes bright-coloured on the side from which it is approached; it is thus conspicuous and likely to be seen. The flesh becomes sweet and palatable. It is sure to be eaten by birds. The seeds are either rejected and dropped to the ground as in the peach, or, if eaten, as in the case of the apple, the leathery resisting covering of the seeds is undigested and the seeds are excreted unharmed. Such seeds are carried long distances.



October in the Primary

ETHEL M. HALL
Public School, Weston

SEPTEMBER gold has turned to crimson. Everywhere are gorgeous tints. The oaks and maples are a blaze of colour. The glory of the autumn woods is at its height.

The orchards are laden with fruit and the grapes are purpling on the vines.

The weeds are shaking their seeds and the pods are opening to display their harvest.

Now is the time for long rambles through the woods, orchards and lanes. Teach the children to walk with open eyes.

Talk about the new month and its place in the calendar of the school year. Compare the number of days with those of September. Let the pupils count the letters in the word and the syllables as they did in September. Teach the spelling of the word October.

Get the children to tell you the prevailing colour in nature this month. Have them name all the red fruits, leaves and flowers. Use nature's tints for all blackboard decorations.

Let the opening exercises of each month be distinct from those of the preceding month. Select the Scripture memory work whenever possible to carry out the thought of the month. For October the "Parable of the Sower" is good. (Matt. 13: 3-8.)

October Prayer: Keep my little voice to-day,
Keep it gentle while I pray,
Keep my hands from doing wrong,
Keep my feet the whole day long,
Keep me all, O Jesus mild,
Keep me ever Thy dear child.

Morning Hymn: "Of such is the Kingdom of Heaven."

Nature Study—Seeds:

I. *Uses of seeds:*

1. Reproduction of plant.
2. As food for men and animals.

II. *Kinds of Seeds*: 1. Seeds with hooks. 2. Seeds with wings.
3. Seeds with pods. 4. Seeds with husks.

III. *Seed Distribution*:

1. Man. 2. Animals. 3. Birds. 4. Fish. 5. Water. 6. Wind.

IV. *Distribution of Seeds*:

(a) Shaken by the wind: poppy, lily, cones, chestnuts, beechnuts.

(b) Sails: dandelion, thistle, cat-tail, milkweed, willow, poplar. (c) Wings: maple, box-elder, ash, elm, hop.

(d) Snapped out: witch hazel, violet, woodsorrel, garden balsam. (e) Wind: locust, grasses, wild carrot, honey locust, weeds (tall). (f) Carried by birds: blackberry, raspberry, ivy, Virginia creeper, cherries, June berries.

(g) Carried by squirrels: nuts, berries, grains. (h) Sheep: burdocks, sticktight, pitchforks.

V. *Planting of Seeds*:

1. Conditions of soil. 2. Preparation of soil. 3. Condition of growth. 4. Time of planting: (a) Spring. (b) Autumn.

Have the children collect seeds.

Memorise: "The air is filled with seeds on wings,
The pretty, dainty, soaring things,
They mount, they fly,
They poise, they rest,
Then seek a nest
Close to the breast of Nature pressed."

Nature Song: "Fly away Seeds on airy Wings."

Migration of birds:

1. Preparation for migration. 2. Reason for migration. 3. Lines of migration. 4. Order of migration. 5. Return.

(Touch on this as a preparation for November work).

Bird Song: "The Brown Birds are Flying."

Make collection of leaves.

Leaf Song: "Come Little Leaves."

Literature:

Teach Helen H. Jackson's *October*, and Stephenson's *In the Other Gardens*.

Memorise: October's on the hillside

And the nuts are sweet and brown,
October's in the orchard
And the apple's cheeks are red.
October's gently calling
To the leaves to flutter down
And kissing them most tenderly
And putting them to bed.

Legend and Story: Thanksgiving Day comes in October. Teach the origin of Thanksgiving. Tell the story of the Pilgrims. 1. In England. 2. In Holland. 3. In America. Read to the children Mrs. Hemen's "Landing of the Pilgrims", also "The First Thanksgiving" by Alice Brotherton.

Stories to *tell* the children for *oral* reproduction and dramatization:

1. The Anxious Leaf. 2. The Wind and the Leaves. 3. How the Birds Came to Be. 4. The Ant and the Grasshopper. 5. Kingsley's "Dragon Fly". 6. The Fairy Painter. 7. Hope Desire's Thanksgiving—*Beckwith*.

Hallowe'en: 1. Origin. 2. Celebration.

Blackboard and Sand Table Work:—Work out the story of the "Landing of the Pilgrims" upon the sand table. Let the children construct the dense forest of twigs of maple, fir, pine, beech, etc., by placing them close together in the damp sand. Let them bring in rocks and stones to represent the coast.

Construct tents, wigwams, log cabins, camp fires, Indians and pilgrims and place along the shore and in the forest. Build the first church of clothespins. Near the rocky shore place the "Mayflower".

Block in the story in a mass-drawing at the rear of the sand table showing forest, tents, sea, ships, etc.

Paper-Cutting: pilgrims, ships, canoes, tents, church, crown, windmills, caps, cradles, hat.

Plasticine: pilgrim, ship, pumpkin, carrot, beet, grapes, nuts, phonic words.

Sew: "October". Any words in use.

Weave: Raffia winding.

Draw: 1. October fruits and flowers. 2. Thanksgiving and Hallowe'en scenes. 3. Leaves, maple keys, acorns, etc.

Picture Study: Artist—Millet. Subjects—"The Gleaners", "The Angelus".

October Songs: 1. Come Little Leaves. 2. The Brown Birds are Flying. 3. Fly away Seeds. 4. October song—tune "Juanita".

"Soft in October

Clouds of red leaves drift and fall,

Swift winging Southward,

Robins softly call.

In the woodland hiding

Bright-eyed squirrels softly peep

While in meadows browning

Flowers sweetly sleep.

Glowing, brightly glowing,

Are October's leaves and sky,

Sleeping, sweetly sleeping,

Flowers and grasses lie."

Reading:

1. Introduce written phonics.
2. Drill on sounds of letters "a, m, t, s, p, c, el, o, n, e, sh, i, th".
3. Use stories and rhymes having words containing the above sounds.
4. Introduce nature poems containing simple words such as:

"In Autumn
 When the wind is up
 I know the acorn's left his cup:
 For it's the wind
 Who takes it out
 And plants an oak
 Somewhere about."

Let the children indicate with the pointer familiar words such as: *in, is, up, cup, his, it, an, and*. Underline with coloured chalk. By questions bring out the word "*autumn*". Underline with a different colour. In similar way teach *wind, acorn, oak, plants*, etc.

Name the other words incidentally and have the pupils read the stanza simultaneously a number of times to help the timid pupils. Ask for volunteers to read alone.

For seat work have them make lists of words underlined with (a) yellow, (b) red, (c) green, (d) not underlined.

5. Use these words in short sentences in a following lesson.

6. Let the pupils trace and prick the letters and words.

Number:

By means of a sketch of a house, teach the place of the unit and ten. Use the bundle of ten splints and explain that whenever we get ten little units, we tie them up in a bundle and we indicate the bundle by placing "1" in the ten room. As we have no splints left, we place zero in the unit room to indicate the fact. Drill on the fact that one ten bundle means *ten*.

Place the ten bundle on the ledge of the blackboard, directly below the ten house. Now place one splint beside it. Have them say "one ten and one unit". Tell them this is eleven. Indicate this in the house as before. Teach up to nineteen in a similar way. Have the pupils analyse and name the numbers till they are *perfectly familiar* with those from one to twenty.

Now place one ten bundle and ten splints below the house. What do we do when we get ten splints? Tie them up in a ten bundle. Where do we put the ten bundle? In the ten room. How many units have we here? Ten. What shall we do? Tie them. How many bundles have we now? Two. Where must they go? In the ten room. Two ten bundles make twenty. Teach that "ty" = "ten". Twenty = two tens.

Continue by *families* to 100. Drill on the fact that one ten=10, two ten=20, three tens=30, etc., over and over again till each pupil is sure. Do not leave it before. Much trouble will be saved when addition is begun if this point is thoroughly impressed.

“October with its red and gold,
Is autumn’s sunset hour.”

In a class there was a boy named Vernon and one named Mervyn. Small wonder is it that the teacher’s tongue tripped one day and she called one of them Vermin.—*Jesse Ketchum School, Toronto.*

Dick came home one day from school and announced proudly that he had been deported (promoted).—*Jesse Ketchum School, Toronto.*

Willie—Say, teacher, to-morrow’s my birthday.

Teacher—Why, what a strange coincidence. It’s mine, too.

Willie—Well, gee! How’d you ever get so much bigger’n me, then?

—*American School Board Journal.*

“A widow is a lady who is not married.” “Then, am I a widow?” asked Miss —. The child’s reply was, “A widow is lonely.”

Jesse Ketchum School, Toronto.

The children in a junior class were told to write sentences with the following words: cattle, pane, sigh. This is the result—I go to the cattleick church. The widow has a pane. My father sighs the grass.

—*Jesse Ketchum School, Toronto.*

What is an ulster? An ulster is a lump in your mouth. What is soot? Soot is clothes.—*Jesse Ketchum School, Toronto.*

The Teacher (at a school treat)—What’s the matter with Horace, Mrs. Jones? Is he ill?

Mrs. Jones—Oh, no, Miss. ‘E ain’t exactly ill, but no stummick can’t stand nine buns.

Teacher—Now, Willie, if you and your little sister buy ten peaches, and six of them are bad, how many are left?

Willie—Two.

Teacher—Two?

Willie—Yes’m; me and my little sister.

Art for October

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

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

I. Junior Grades.

Trees.—In our drawing of fall flowers, seed packs, sedges, etc., special attention was paid to the relative sizes, shapes, and positions of different masses. The spray was to be grasped and reproduced as a whole, not as a number of details held together by a stem. This same idea must be carried out in our study and drawing of trees.

The children produced their best flower sprays when drawing from individual specimens. They will produce the best representation of different varieties of trees when drawing from memory after careful observation. Much of the detail which would confuse a child in drawing from the actual tree is forgotten when drawing from memory, and the main masses of foliage, trunk, and visible branches stand out more clearly.

Observations of trees should be made from a distance in order to better estimate the proportions of the different parts. The most common mistake children make in drawing trees is in proportion. They get very tall, stiff trunks with a small bunch of foliage at the top. The trunk of a tree seems an enormous height to a child standing beside it so he, naturally, draws it that way. Distant observation is the cure for this.

As our tree drawing, then, is to be done from memory, great care must be taken in forming mental pictures. The mental picture must be one of a pine tree, an apple tree, a poplar tree, not just of a tree.

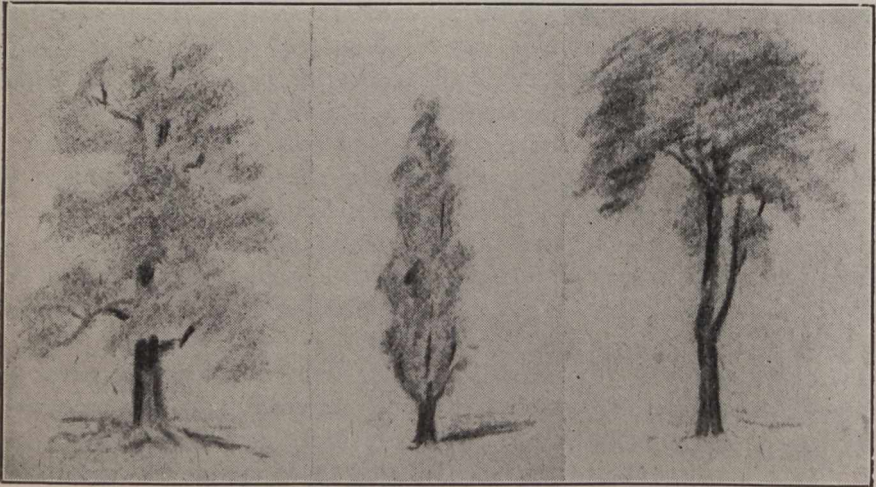
Each family of trees has its own characteristics of growth. Its trunk, method of branching, and general shape, once known, will always be recognized again. The clearest mental pictures will be formed when trees of two families are studied together—the friendly apple tree and the straight, soldierly poplar; the sturdy oak and the graceful elm, etc.

Each day for some time before the drawing is done observations should be made by the children. Choose for this purpose some tree or trees convenient to the school or to the home of the child. There is

no advantage but only monotony in having all the pupils studying the same trees.

First compare the height of the trunk with that of the whole tree. Is it one-third? one-fourth? etc. The answer will vary, of course, with different kinds of trees.

Observe the trunk carefully. Is it slim or sturdy? Straight or bent? How does it grow out of the ground? Does it spread out its roots like fingers as if to hold fast against the storms; or do the sides of the trunk remain parallel? Where do the branches grow out from the trunk? and how? How long are they? Do they stretch out, or up, or down? Have they any sharp angles or other peculiarities? Where does the mass of foliage look widest? Does the general mass of foliage show a regular



or a broken outline? Are there any openings through the foliage which show the branching and perhaps the sky behind? Notice the softness of the foliage and the hardness of trunk and branches. When drawing try to reproduce this softness in contrast to the firmness and solidity of the trunk.

During the months of September and October an interesting study of colour may be made in connection with this work, the children drawing the trees first in black, and when shape and growth seem fairly well mastered in the full glory of their autumn colours.

II. Third and Fourth Book Grades.

All day the dreamy sunshine steeps
 In gold the yellowing beeches,
 In softest blue the river sleeps
 Among the island reaches.

Against the distant purple hills
 Rich Autumn tints are glowing;
 Its blood-red wine the sumach spills,
 Deep hues of carmine showing.

* * * * *

About the plummy goldenrod
 The tireless bee is humming,
 While crimson blossoms star the sod
 And wait the rover's coming.

The birch and maple glow with dyes
 Of scarlet, rose, and amber;
 And like a flame from sunset skies
 The tangled creepers clamber.

The oaks a royal purple wear,
 Gold-crowned where sunlight presses;
 The birch stands like a Dryad fair
 Beneath her golden tresses.

* * * * *

AGNES MAULE MACHAR ("Fidelis").

October is the month of magnificence. Nature study and drawing should go hand in hand and colour should be the dominant note throughout the month.

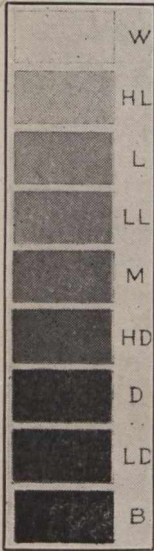
Junior III.—1. What should pupils in this grade already know about colour?

In First Book grades they saw a glass prism hung in a sunny window and "Iris" dancing upon the walls. They saw her caught upon a sheet of white paper and were told the stories of Iris and Bifros. They discussed where the spectrum colours might be found—in the rainbow, in soap bubbles, cracked glass, coal, dew drops, etc. They also collected specimens of spectrum colours and tried to make the spectrum with coloured crayons. In short they were taught the six spectrum colours—R. O. Y. G. B. V.

In Second Book grades they were shown how any given colour may be modified by light and dark. (If using water-colours, add water for light and black for dark). They learned that tones lighter than the full colour are called tints, and that tones darker than the full colour are called shades. They were required to make tints and shades of all the spectrum colours, and to collect examples of tints and shades. They were also taught hues of colour, *i.e.* how one colour may be modified by mixture with a neighbouring colour.

2. What to teach? Complementary colours. Show how one colour may be reduced to gray (neutralised) by mixture with another colour, its complement. Let pupils take a colour, say red, and mix with others separately till they find the one which will produce when mixed with

red a colour least like any other spectrum colour. Results: R+G; O+B; Y+V. Collect illustrations of complementary colours.



Senior III.—Teach the Scale of Values.

Colours may be light or dark. Grays may be light or dark ranging from white to black. A scale is an arrangement of tones of gray or of colour at equal intervals between white and black. (See illustration of Neutral Value Scale.)

From such a scale five balanced values might be taught in this grade—white, light, middle, dark and black.

Junior IV.—Teach Harmonies of similar colours.

(a) Changes in tone only through the use of water and black—Monochromatic.

(b) Changes in hue only or changes both in hue and tone—Analogous.

Senior IV.—Teach Complementary Harmonies.

To be harmonious, colours must have something in common. Complementary colours have nothing in common. They are exact opposites. To make harmony between them they must be given a common element. This is best introduced by mixing with each a little of the other. When the red is part green and the green is part red they have something in common. They may be drawn together very little so that the combination is still brilliant (in a high key) or they may be drawn closely together so that the combination is very dull (in a low key).

In addition to your colour work, continue during October the drawing of fruits and vegetables as well as plants as suggested in September outlines. Divide each lesson into three steps:

1. Instead of using the rectangles as suggested in September, if your pupils are sufficiently advanced, let them try placing their fingers on the paper to show where the drawing is to come and how much space it is to occupy.

2. Plan the drawing with a few light lines, selecting the most important lines of the object. They should not be dots or short marks but should show something of the appearance of the object. At this stage let the children see one another's drawings and notice which succeeded in telling most with a few lines.

3. Study to see what lines should be added or strengthened to make the drawing look like the object.

During the fall months the children in every grade should collect material to be used later in design. This will be of two kinds—form material and colour material. A "Source Book" may contain both or

it may be desirable to make a book of each kind. Here are a few suggestive titles for fall booklets: Leaf-Book, Seed-Pack Book, Roadside Grasses, Nature's Colouring.

III. With October Art Classes at the High School.

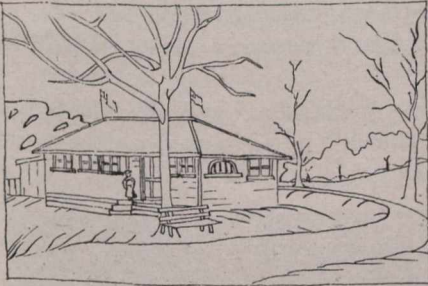


Fig. 1



Fig. 2

Suggested work for Form I.

1. Some simple local landscape.

- (1) Sketched in outline with the pencil.
- (2) Painted in two values, black and white, with brush and India ink or black paint.



Fig. 3

2. Picture study completed for September and October; for example, "The Gleaner" by Breton, and "The Gleaners" by Millet.

Suggested work for Form II.

1. Some simple local landscape.
 - (1) Sketched in outline with the pencil.
 - (2) Sketched in pencil to show light and shade, three or more values.
 - (3) Painted in water colours in graded tones.
2. Illustration (in pencil or in water colours), of a quotation from a nature poet.
3. Picture study completed for September and October; for example, "Captive Andromache" by Leighton, and "Landscape with Windmill" by Ruysdael.

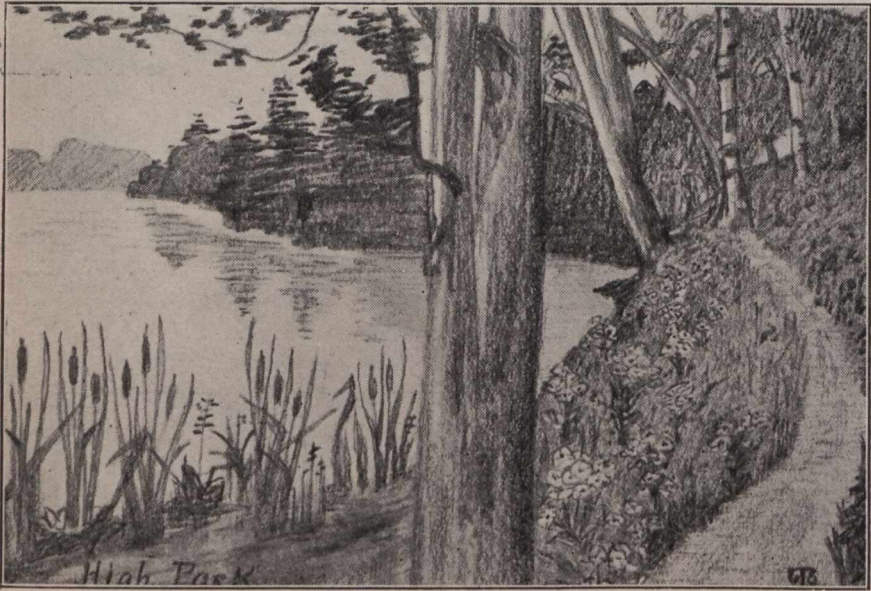


Fig. 4

As the weather is usually fine throughout the greater part of October, the month is a favourite one for out-door sketching. So after school, or, better still, on Saturday morning, the art class and its teacher repair to a previously selected, secluded spot, where they may sketch without interruption.

The following suggestions may be found helpful:

(1) The place chosen should be easily accessible; for the class may find it necessary to visit it several times. It should have one or more scenes of a simple and interesting character. Variety may be introduced by dividing the class into groups to sketch the same scene from different view-points. Avoid a bit of landscape that looks interesting but is too intricate for the class.

(2) The class should be composed of art students only. Others who come merely out of curiosity or for the outing will disturb the workers. Before leaving the class room, very explicit instructions should be given in answer to such questions as "What shall I take?" "How shall I begin?" "What am I expected to do?"

(3) The outfit, at first, should consist of an HB or B pencil and a few sheets of drawing paper 6 ins. by 9 ins. fastened to a piece of stiff mill-board of the same size. The more advanced pupils may use their water colours. In that case, each should provide himself with necessary material.

(4) The chief difficulties which the class will now meet are: (a) seeing too extensively, and (b) seeing too many details. The former may be corrected by using a finder, a piece of stiff, dark paper 6"×9" with a hole 1"×1½" cut in the centre. By holding this between himself and the scene, the beginner will be enabled to confine his attention to a limited space. To rectify the latter the student should look, with half-closed eyes, for the masses of dark and light. He should learn to select the essentials and to reject the unnecessary details.

Having arranged the limits of the picture and having decided the questions as to what should

be included and what should be excluded from the drawing, the student will first sketch in light outline the leading lines. Figures 1 and 3 are outlines of two scenes in High Park. This is important. If the lines in this structural drawing, or plan, be well-placed and well-proportioned, the rest of the work will be comparatively easy.

A very profitable exercise consists in making a two-value arrangement of the scene thus planned. See Fig. 2 for one of these. Such an exercise teaches the student to see and interpret in a broad way.

Advanced pupils should make a pencil sketch in three or more values (See Fig. 4), and a water colour sketch to correspond with this.

To illustrate, one needs to see or to recall scenes which, alone or pieced together, picture the subject chosen for illustration. While



Fig. 5

climbing a hill in High Park, we came upon a triangular phalanx of trees headed by a sturdy birch. The goldenrod flung wide their banners on the hillside and the little oak near the hilltop had already donned the scarlet livery of the autumn. Figure 5 is a modified pencil sketch of this beautiful October scene to illustrate the lines of Henry Van Dyke.

“In warlike pomp with banners flowing,
The regiments of autumn stood;
I saw their gold and scarlet glowing
From every hillside, every wood.”

Captive Andromache

(Note on the Frontispiece)

“Andromache! thy griefs I dread;
I see thee trembling, weeping, captive led!
To bear the victor's hard commands, or bring
The weight of waters from Hyperia's spring.
There while you groan beneath the load of life,
They cry, 'Behold the mighty Hector's wife!'”

With such words Homer represents Hector predicting, at the time of their sad parting, the fate of Andromache after the fall of imperial Troy.

The queenly captive draped in black holds the interest in the centre of the picture. She has lowered her water jar to the pavement and yielded to her grief, overcome by the domestic love scene of father, wife and child in the foreground. How reminiscent of happy moments spent in King Priam's palace with her Hector and little Astyanax! To the left, in the foreground a Lachesis-visaged spinner has directed the not unkind attention of some Epirian workmen to the grief-stricken princess, “See, yonder is the wife of Hector, ever the bravest among the horse-taming Trojans!” while behind them pass the pageant of light-hearted maidens on their way to the fountain where already others are filling their water-jars.

In studying this picture, one is struck with the classic minuteness exhibited in the drawing of graceful forms and flowing draperies, of bits of architecture and pictured pottery. Other attractions are the unalloyed beauty of every figure and the fastidiousness of the dainty colour arrangements. In an address delivered before the Art Congress of Liverpool, Lord Leighton said, “It is only by the rooting out and extermination of what is ugly that you can bring about conditions in which beauty shall be a power among you.” In all his works he con-

forms to this principle. "Beauty for Beauty's sake," is the aim of his art. "Every item of his composition, to the smallest detail, is beautiful. With the pathos of deformity he has no concern."

He went to endless trouble to ensure perfection of pose and grace of garment. To rest his models from wearisome attitudes, he modelled figurines which he could pose and drape as he desired. To a brother-artist he once remarked, "I can paint a figure in three days, but it may take me thirty to drape it." After his death his friends found among his drawings over a thousand test-sketches of his principal pictures. Fifty-six of these were of "The Captive Andromache", the final design of which was drawn on brown paper with black crayon and heightened with Chinese white. "The Captive Andromache" belongs to a series of professional masterpieces of decorative art. "The Cimabue Madonna" and "The Syracusan Bride" were the first of this series and "The Captive Andromache" consisting of twenty-five figures, and the "Daphnephoria" consisting of thirty-six figures, the last and greatest. This High Priest of Hellenic beauty delighted in classic themes. "Helen of Troy", "The Garden of the Hesperides", "Hercules wrestling with Death for the body of Alcestis", "Nausicaa", "Cymon and Iphigenia", "Perseus and Andromeda", are among his best known works.

Baron Leighton of Stretton was born of good English family at Scarborough, England, in 1830. Owing to his mother's ill-health, most of his early life was spent on the continent, where he received his education in France, Italy, Germany and Greece. He had already won fame as an artist when at the age of twenty-five he exhibited "The Cimabue Madonna" at the Royal Academy. He became president of the Royal Academy, was knighted by Queen Victoria, died in 1896, and was buried in St. Paul's Cathedral.

S. W. P.

"Name juices that assist in digestion." "The juices that assist indigestion are, saliva and paregoric."

Give gender of the following and give corresponding form—mamma, hind. Answer: "Mamma—masculine, mammarandum—feminine, hind—masculine, foremost—feminine." From examination papers in hygiene and grammar.—*Oakville Public School*.

A schoolboy was given a sum to do. When it was done he took it to the teacher, who looked at it and said: "This answer is wrong by two cents. Go back to your seat and do it correctly."

"If you please, sir," said the youngster, fishing in his pocket, "I'd rather pay the difference."—*Boston Transcript*.

The Successful Teacher

F. H. SPINNEY

Principal, Alexandra School, Montreal

I WENT to school three summers to a teacher who was a college student in the winter and taught a rural school in the summer to pay his way at college.

That period of my public school attendance was the most impressive and inspiring. I was intensely interested in my lessons, and looked eagerly forward to the beginning of each day's work. Why?

Because the teacher was himself a *student*. He had not reached the zenith of his intellectual attainments. He was still *growing*, and possessed the intense enthusiasm of one who is conscious of personal growth.

He went to the playground and joined in the ball games with the same degree of enthusiasm that he devoted to school work. The teacher who can do that successfully can influence the lives of children more than it can be done in any other way. In those games he apparently forgot that he was the "teacher" and he made the boys forget it too. Alert, skilful, self-controlled, absolutely fair, he established an ideal that every boy was eager to attain. Thus did he teach by example better than by words.

In the class-room he showed us the books that he was studying at college. On stormy days he brought a light lunch, and spent the remainder of the noon hour in telling stories to the children who remained, or directing some interesting game. One day he taught us the Greek alphabet, although none of us had reached high school age. We were all intensely interested.

It is only recently that I have attempted to analyse the secret of this teacher's unusual influence on his pupils.

The fact that he was himself studying daily led us to realise that there was something more in the world than was contained within the covers of our prescribed texts.

Many teachers convey the impression, perhaps always unconsciously, that they know all there is to be known. They can *spell* correctly, they can get the right answer to the hardest problem in the prescribed arithmetic; they can recite all the history—with the book open. Thoughtful boys and girls are led to conclude that if such teachers know all there is to be known, such knowledge is not worth the struggle that is

involved. Thus they seek the first opportunity of exchanging the quest after knowledge for the apparently more attractive quest after dollars and cents.

Every successful teacher is a *student*. To the very end of our lives we should realise that there are wonderful and interesting lessons to be learned. We should also realise that our talents always admit of further development. To keep young, enthusiastic, energetic and companionable to children, we must hold fast to the child's characteristic—capability of further growth. If it is only to learn a new verse of poetry each day, or a paragraph of good prose, or a new game, let us enter into the activity of the student with all the interest that we can arouse. Thus shall we find more joy and higher success in the work of our profession.

Mr. Lloyd George, after distributing prizes at a school, said he hoped the children would have a good record when he came again. Thereupon they rose and with one accord said, "Same to you, sir."—*Argonaut*.

The Principal of a college was lecturing his staff of teachers upon efficiency. "What," he demanded, "would be thought of a glove-maker who at the close of the season found ten per cent. of his stock returned because it fell below standard requirements? Why should we require a one-hundred-per-cent. efficiency from the glovemaking and only ninety per cent. of a teacher?"

"Because," responded a teacher, "he can select his kids!"

A well-known judge of the Court of Sessions was administering the oath to a boy of tender years, and he asked him, "Have you ever taken the oath? Do you know how to swear, my boy?" The simple reply was, "Yes, my lord, I'm your caddie."—*M.A.P.*

Director (to applicant for the "skule")—Are ye a good teacher?
Applicant (flustered)—Yes, sir. I go to church every Sunday.

Sentimental Young Lady—"Ah, professor! What would this old oak say if it could talk?"

Professor—"It would say, 'I am an elm!'"

IN THE ELECTRICAL CLASS.

Instructor—What is the unit of power?

Student (who has not been paying attention)—Er—what, sir?

Instructor—Correct—*Watts*.

Current Events

The War in Europe.—Owing to the activity of the censor, the real story of this war will not be told until after the conclusion of peace. We can only outline here the main events so far as the official authorities have seen fit to let us know them.

When war was first declared Germany and Austria, who had long been prepared for such a crisis, were prompt to strike. On July 28th Austria declared war on Servia. Within twenty-four hours her armies were in possession of Belgrade. On August 3rd Germany declared war on France. The day before her troops had already taken possession of the neutral territory of Luxemburg, important for its railway connections, and were across the French boundary, marching on Longwy. Three days later German armies advancing through Brussels laid siege to Liege.

Equally prompt was the action of the British. To the German diplomatists the change must have been amazing. The last week of July saw a British Government worried by domestic problems in England and obviously on the verge of civil war in Ireland. Party feeling was at its height. The intervention of the king had failed to reconcile the warring factions. But at the first hint of danger from abroad, the ranks closed and almost perfect unanimity succeeded to the bitterness of party strife. Liberal and Unionist, Nationalist and Covenanter, stood side by side. Militant suffragists, released from prison, offered their aid to the Government.

War was declared by Great Britain on August 4th. The next day Lord Kitchener was appointed Secretary of State for War and parliament voted unanimously a war budget of over \$2,500,000,000, a vote which was doubled within the week. Two days later (August 8th) the first British contingent of 22,000 men had been landed in France, a number increased within two weeks to 125,000.

The action of the British fleet was equally prompt. Three days after the declaration of war, the Admiralty were able to declare the North Sea open to fishing fleets as far north as Iceland. Five days later Admiral Craddock of H.M.S. Suffolk announced that the whole of the Western Atlantic was open for British shipping as far south as Trinidad. When we remember the fears that were freely expressed of the ruin of British commerce in case of war with Germany, this certainly constitutes a remarkable achievement. During the last week in August the British Government informed us that while seven per cent of German

shipping had been captured and twenty per cent of it lay interned in neutral harbours, less than one per cent of British shipping had been touched.

On land the fortunes of war were not so happy. For the tremendous concentration of German strength France was not prepared. It would appear that had it not been for the heroic resistance of Belgium to the German advance, together with the effective protection of the north coasts of France by the British navy and the prompt despatch of British troops to the continent, disaster might already have overtaken France. Once the forces of Germany had been mobilized the impetus of her attack was overwhelming. Never had such an army been gathered together. Over a million and a half of men swept down on France. They poured through Belgium, whose capital, Brussels, they occupied on August 21st. Three days later they invested Antwerp on the north coast. From August 23rd, when they came against the first French line of defence along the Belgian frontier at Mons, until to-day (September 10th) there has been almost one continuous battle. In the north the French have fallen back and have been hard pressed by German troops. In preparation for a siege, the seat of government was moved to Bordeaux. But apparently the Germans feared to undertake a siege of Paris while the armies of the allies remained unbroken in the field. The Germans accordingly gathered the forces for a supreme attempt to pierce the French centre and crumple up their wings. Such seems to be the purpose of the battle that is now (September 10th) being waged along the line of the Marne.

But at last it seems as if the tide had turned. The strain on the German troops must have been frightful. We are assured by Sir John French that their losses have been out of all proportion to those of the British. In the battle that has now been raging for three days along the line of the Marne the Germans are being slowly but surely repulsed. Let us hope that it is the beginning of the end.

In the meantime Russia has had time to bring to bear the might of her slow-moving millions. The invasion of Russia by German and Austrian troops has been repelled and the Russians have advanced through Prussia as far as Königsberg which they have invested by land. So vigorous has been the onset that German troops have been hurried from the west to meet their attack. The fortunes of Austria have been even worse. She has been driven entirely from Galicia and the strength of her armies has been broken by the disastrous battle of Lemburg. Here it is said more troops were engaged than in any previous battle in the history of the world. The battle raged for seven days. As a result, Austria has had to withdraw her contingent from the boundaries of France and postpone indefinitely the invasion of Servia. All the ancient

kingdom of Poland is now in Russian hands and as Russia has promised liberty to the Poles, we may yet see, reconstituted under Russian sovereignty, that ancient Kingdom of Poland which once stretched from the Baltic to the Carpathians.

Of Britain's share in this war, we have every reason to feel pride. The valor and efficiency of her forces, both by sea and land, have been established beyond all question. Her navy has practically cleared the sea routes for British commerce and the brunt of the fiercest German attack in northern France was borne by British troops. W. E. M.

When Myron brought home his monthly school report, it made a very poor showing, according to Harper's.

"This is very unsatisfactory," said his father, looking over the report, "I am not at all pleased with it."

"I knew you wouldn't be," answered Myron. "I told teacher so, but she said she couldn't change it."

"And have you a nice teacher?"

"Yes; but she's awful wicked."

"How?"

"She tells us Bible stories on week-days!"

Little Sallie (who has been reprimanded for the spelling mistakes in a letter to a former chum): But, mother, Nellie wants a letter, not a spelling lesson.

THE OLD STORY.

Professor (returning home from a visit)—Aha! Your absent-minded husband didn't forget to bring home his umbrella this time. See!

His Wife—But, Henry, when you left home you didn't take an umbrella.

A young teacher in an upper grammar grade in an Ohio school, asked her pupils to name several kinds of slips, and received the following answers:

"I gave my girl the slip."

"I slipped on a banana peel."

"I wear a princess slip."

Paul—Say, pop, what's an obtuse angle?

Pop—An obtuse angle is an Englishman to whom you try to explain a joke.

Nature Study and the Teacher

OR THE POINT OF VIEW IN NATURE STUDY

J. VOADEN, M.A.

Normal School, Hamilton

THIS brief outline is undertaken with the desire to assist younger teachers, with little or no experience, to begin and continue the work along proper lines and in accordance with the interests and activities of the children in our public schools. It may also help some of our more experienced teachers, who are still, in the name of nature study, teaching high school science to the children in a very dry, bookish way that is distasteful to them. Only recently I learned about a teacher who was teaching (?) agriculture by assigning lessons in a text-book and just hearing them recited. The children did not like it. Simply giving information and learning facts or any method other than that which will lead the children to enjoy the work in nature study and agriculture is most detrimental to the aim in view and must not be continued. So much is being said and done now in regard to arousing greater interest in agriculture and making the farm and country life appeal to the young people that it is most important for our rural teachers to assist this effort by using better methods in the schoolroom and taking greater interest in what is going on in nature outside.

I. The first principle: Take advantage of the child's natural desire to wander abroad. He is more or less an aimless wanderer. He sees a host of things, but for the most part in a very vague and indefinite way. He loses much time and many chances to secure at first hand a knowledge of the facts before him. Therefore guide him more definitely, take an interest, ask him questions, let him tell what he has found out, go with him if necessary, he will assist you to bring some of the outside world into the schoolroom to enliven that "information lesson" you intended to take with your class.

"I should not try directly to teach young people to love nature so much as I should aim to bring nature and them together and let an understanding and intimacy spring up between them".—*Burroughs*.

II. The efficient *training* of the child must always be kept to the front. Only that which he actually accomplishes through his own activity will be of much value. In discovering the truths of nature by the nature study method we ought to expect him to become more patient, persistent, careful, thoughtful and considerate as a result of this effort.

Lead him to go through all of the following steps as frequently and efficiently as you can, and be very persevering. Use any of nature's material that is near at hand, that most of the children are coming in contact with and may be led to take an interest in.

(a) OBSERVING.—Actual seeing is the first step. Do not be satisfied with the casual, indifferent look, but the "stop, look, listen", the stepping aside or drawing cautiously nearer if necessary in order to look more closely. This is the interesting, inquisitive kind of looking that nature study always encourages in the hope that it may grow into a habit. Some teachers are content to have the children just report what they have seen on the way to school in the morning, taking a few minutes each day or perhaps taking the reports for the week on Friday afternoons. This is not satisfactory for three reasons. It becomes tiresome after a time. They report indefinitely and imagine things. Observing is only the first step, and to be effective, must be followed through the rest of the processes.

(b) INQUIRING.—The inquiring mind is most essential. Follow the observations with questions. Lead him to ask himself questions when out wandering. He knows that "teacher" will not be satisfied if he just reports that he saw, say, a chickadee and so he goes further, asking himself perhaps such questions as these: What is this I see? What is it doing here? How does it do it? Why is it here? Anything else to do? Any place else to stay? Can I do anything for it? etc.

(c) INVESTIGATING.—This should involve such planning, thinking, reasoning, judging, comparing, etc., as he is able to bring to bear on the subject. The school lesson in nature study does not afford sufficient of these processes. Can he be led to do more of it out-of-doors while at his wandering and observing work? What is wanted is well represented by what the child does with his pet crow or rabbit. He plans a suitable cage, thinks over all the requirements—kind of food, water, nest, etc.—refers to wild crows, compares the two conditions of life, and judges what will be best. He has answered many of his own questions. The teacher should always be on the look out to assign suitable out-door problems, at the most favourable times, in order to stimulate interest and more investigation. Allow him to wonder and to anticipate. Sometimes an interesting fact may be told if it will encourage him when he shows signs of "giving it up".

(d) UNDERSTANDING.—Facts learned by the good method that nature study stands for are always well understood, and what is better, they are enjoyed. The effort put forth and the time spent in getting this knowledge were also enjoyable. Training was always in the front with knowledge in the background. Repeat your efforts along this line. He is gaining in power, he feels encouraged, is more independent and

wants to try again. A splendid tendency is being developed which, if persisted in, will make for efficiency in mastering the problems of life's work and life's leisure. "Nature study is training the eye to see and the mind to understand what is seen".—*L. H. Bailey*.

How much are our rural workers in need of this kind of training? The farmer has his little problems to solve, they are as "many as the minutes of the day and as varied as the face of nature". Should the school not begin to train the children to have nature problems "many and varied," and to solve them just as they will be sure to meet them in later life? Greater interest and efficiency will make him realise that he is no mere toiler.

III. The three salient features—"The Three H's". It trains the hand to work, the head to plan and devise ways and means and the heart to govern and control, appreciate and enjoy. Nature study must have its constructive and productive features. Every child and every teacher should be a planter. Plant something, raise something, care for a plant from seed to seed; have a pet animal and provide thoughtfully for its necessities and comforts. The teacher should have a plant because it is good for her to have one, but primarily for the sake of example; the children should always have them both at home and at school. In many school gardens the "three H's" have not had full play. Remember that mere work becomes drudgery the moment the head and the heart are left out of consideration. Better stop the work immediately when this is the case, for you are only doing harm. Better begin small,—a few pots or window boxes—to find how well you can link the last two H's with the first H. "A little child who seeks plants and cherishes and cares for them cannot be a bad child nor can he become a bad man".—*Froebel*.

IV. The matter of the lesson.—We assume that a very great amount of nature work may be carried on outside of the schoolroom, and incidentally in the schoolroom, when there are specimens, and that the teacher may take a few minutes occasionally each day from other school work, as if for a change, and receive reports or call attention to some developing caged specimen or other specimen. This is true, very good and quite in order. Remember, however, that there must be properly taught lessons and time periods for their development. In most cases you must have the illustrative materials for these lessons, and in every case they must be based upon the actual observations and personal experiences of the child.

(a) The limited view point of the matter—the plant, bird or insect as a whole; then the parts by themselves; after that, the relations of the parts both whole and the beautiful adaptations of the structures to their several functions. Some of this work is good, depending on the

age of the pupil and how it is carried on—actually seeing and understanding. It is more adapted to older children and is very apt to become too scientific or formal and not to be appreciated by the average pupil or teacher.

(b) The broader view of the matter of the lesson involving the wide outlook to nature.—See every natural thing in its relations to everything else in the world, study its environment. Nature never isolates anything. Thus recognise how the subject matter multiplies and how interesting it becomes, especially to children, because it has a larger place in active, personal experience. Taking any common plant as an example, it has relations to: wind, frost, sunshine, air, rain, soil, animals, birds, insects, other plants, children and grown people. How is it helped or hindered in its living, growing and spreading, by any or all of these factors in its environment? Does it in turn help or hinder any of them? How? State the facts as found out by investigation or experience in regard to as many as possible of these relations.

(c) Taking this view in getting at the subject matter of the lessons, it will be seen that the points to be discussed assemble quickly, abundantly and quite logically in the mind of the teacher. Select that which is most interesting, which the child has worked upon under your guidance or has in some other way become a part of his experience. It will be most suitable for public school children especially the lower classes and you can prevent it from becoming too scientific or dry and uninteresting.

V. The Spirit of Nature Study.

“Is this a time to be cloudy and sad,
When our mother Nature laughs around,
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?”

—*W. C. Bryant.*

The introduction of nature study represented a rebellion against many of the “nasty” ways of the schoolroom,—our information lessons, our dry science lessons, book-learning and mere memorization of facts that are not well understood. Knowledge, capacity, happiness and love—these four are in the ascending order, and the greatest of them is love. The quotation from John Burroughs is the keynote. It is easy to work up some enthusiasm in the month of May, when the birds have returned, spring flowers are to be had in abundance and everything is budding “new”, but the fall and winter months may be made full with delight as well.

“If thou wouldst read a lesson that will keep
Thy heart from fainting, and thy soul from sleep,
Go to the woods and hills.”—*Longfellow.*

Some Phases of the Educational Situation in Alberta

A. MELVILLE SCOTT, B.A., Ph.D.
Superintendent of Schools, Calgary

[This is part of an address delivered before the Alberta Teachers' Association. After speaking of the rapid expansion taking place in the province, of the increase of urban population, of the foreign immigration, the varied industries, and the optimism of the people, Dr. Scott made the following suggestions.—EDITOR.]

LET it be assumed, first of all, that the business of all education is to train for citizenship and for a type of citizenship which regards productive work for the common good as the highest expression of human life. Then it becomes the duty of the schools and school systems not merely to teach every boy and girl to read, write, calculate, and have some rudimentary conception of behaviour, but also to prepare them for life by teaching them to look upon work as the most and desirable thing in life, and the thing which will lead to the most genuine happiness and enjoyment. What a delightful world this would be if every man in it had some useful work to do and enjoyed doing it!

My *first suggestion* is for a widening of our sympathy with the foreign-born inhabitants, struggling to make new homes in Canada and forming new ties of friendship and attachment for their adopted country. Instead of objects of derision or contempt to whom such opprobrious epithets as chink, dago, dirty foreigners, etc., are too often applied, can we not rather see in them fellow creatures, industrious, ambitious and eager to learn, whose part in the future development of Canada will depend very much upon the treatment they receive at our hands? Many of them have courage far beyond our own. Think of a young man brought up in comparative luxury in a Russian city, receiving a good High School training there, driven out by persecution, forced to help support the family on arriving in Canada, spending his first winter digging in the sewer and continuing to earn money and learn English as he could, after two or three years presenting himself at High School as a student for matriculation, after which he entered the University of Alberta as an engineering student. Many Canadian students have shown pluck and endurance, but how many of us could equal such a record if driven by circumstances to begin afresh in France or Germany, or some other country?

Many instances might be cited to show the calibre of foreign-born students in our public and high schools, and to indicate the leading positions which their industry and ability will one day gain for them in professional and commercial life.

As for the adults, wage-earners of both sexes, whose regular student days are past, the numbers in attendance at evening classes in Calgary and other places during the past three winters, the type of persons there gathered and the quality of work done by them bear abundant testimony to their desire to learn our language and to become real Canadians. In my opinion, it is time that the State furnished educational facilities for all the foreign-speaking workers who come to us. The State may be the provincial, the municipal or the local school authorities, but by some public body, classes in English and civics should be offered as the first means of preparing these people for intelligent citizenship. Why should this important work be left to Y.M.C.A. or church or philanthropic institutions? What these people want is not charity or philanthropy, but sympathy and a helping hand. It is our duty to give it to them in our individual capacity as well as through the community and the province at large. Money spent in this way will bring far larger returns to Canada than any similar amount spent in advertising or lecturing on immigration to secure new settlers. Evening classes for adult foreign-born might well form an integral part of the western city school system so long as the present immigration continues.

My next suggestion has to do with a far more prosaic subject.

Two years ago last December a new Course of Studies for the Public Schools was issued by the Department of Education for Alberta; the last paragraph in the introductory note read as follows:

"The course prescribed herein is a tentative one. During its probationary year any defects which it may possess will become manifest and a further revision of some of its details may be necessary. In the meantime, it will be subjected to the crucial test of schoolroom experience."

In view of the results of classroom experience, in view of the changing conditions and ideas and the demand for modified courses in the higher Public School grades, in view of the fact that education for occupations and work is receiving more and more attention, in view of the inevitable necessity for progress if we would live, my contention is that the course of study should be subject not only to revision but to continuous revision.

There should be a means and place for the expression from time to time of the ideas and suggestions of Normal School instructors, inspectors, superintendents and, above all, of thoughtful and earnest teachers vitally interested in boys and girls, and for the incorporation of these into the published program. There should be a continuous effort to improve the content of the course and to keep it ever subservient to the highest interests of the pupils who, through its instrumentality, are to be trained for citizenship in Alberta. Without going into details, let me say that the time seems opportune for the following steps:

1. Modernising the High School course of study and endeavouring to make it a training for life and all occupations, rather than a training ground for the teaching profession and the university.

2. Granting to the cities and towns where a well-organised system is maintained, a measure of local authority to deal with the courses in Public and High Schools to meet the needs of the community. Is it logical that the boys and girls of Medicine Hat, with all her natural gas supply and wealth of manufacturing industry, should receive the same High School training as those who grow up under the shadow of the Parliament Buildings at the capital and look forward to occupying the seats of the mighty?

3. A re-casting of the course of study to meet the needs and conditions of rural schools.

Just as the needs of city life are beginning and will continue to find expression in modified courses of study preparing the children for the new and varied activities of the city, so we must recognize that the rural school ought to reflect the daily life and interests of the agricultural population. As the school of one-half the people of the Province of Alberta, these rural schools ought to be organised on principles whose ultimate aim is to make more scientific farmers than we now have, to make the occupation more remunerative, and make the whole life "on the prairie" more worth living and freer from the influence of city training and the exciting pleasures and artificial enjoyments of city life. Where is the pleasure, after all, which can be compared with the sight of grass growing, flowers blooming, crops maturing, stock developing, and all resulting from the careful and wisely-directed efforts of the thoughtful farmer?

The adaptation of rural schools to the needs of the agricultural industry of the province involves a wise process of re-organization, a process of which the beginnings are seen in parts of the United States, in Manitoba, Ontario, and other places, and of which we can detect some signs in our own province.

Trained supervision on the agricultural side, greater permanency of the teaching staff, establishment of consolidated schools, and enlargement of the unit of organization may be mentioned as factors in this re-organization, in addition to the re-directed course of study already mentioned. New subjects of importance to rural progress are finding their place in the newer courses: nature study, agriculture, manual training and domestic science, farm accounting, music, physical education, and some of the old subjects are having new leaven put into them.

To give this work an impetus in Alberta, the preparation of a course of study intended for rural schools and for the training and assistance of the "rural-minded" teacher, interested in country life and its pro-

blems, seems to be the logical step to supplement and to give permanence and vitality to the splendid work of the recently established schools of agriculture, and to enable the fullest results to spring from the summer schools, which made such a good beginning last year.

My own conviction is that the present course of study is too bookish and academic for rural schools and not sufficiently practical to help the teacher who has an active interest in rural problems and wants to apply it in the class-room, or to create such an interest where it does not already exist.

One other suggestion, and that is, that we devote some time and thought to the consideration of the practical ideals of education and of success in life which are shaping the lives of boys and girls in the schools of Alberta. To what end and with what object are they being trained? What are their motives and ambitions as they leave school and set out to make their way in the world? Is there a danger that the commercial and mercenary spirit may lead them and ourselves as well to look forward to financial success, "gettin' on", the securing of luxury, comfort, etc., as the chief object of life, forgetting that the life of useful work for the common good, the life of pleasurable service for others and with others is the one great thing worth living for. The words of the Great Teacher are as true to-day as when spoken 1900 years ago: "He that is greatest among you shall be your servant".

And if we ourselves are so permeated with this same spirit of service as exemplified by the Great Master that we instil it into the lives of the boys and girls who come under our influence, shall we not thereby be doing a great work in helping to produce a noble race of men and women for the upbuilding of Alberta and the world?

"For what are heroes, prophets, men, but pipes through which the breath of God doth blow a momentary music?"

A professor, noted for his severe way of examining students, tackled a raw-looking freshman: "I understand you attend the philosophy class?" "Yes." "Well, no doubt you heard lectures on various subjects. Did you ever hear one on cause and effect?" "Yes." "Does an effect ever go before a cause?" "Yes." "Give an instance!" "A barrow wheeled by a man!" The doctor put no more questions.

Visitor—Your wedding trip to Italy must have been magnificent, Mrs. Professor, especially thru Switzerland?

Professor's Wife—We saw very little of the Alps, as my husband insisted upon examining me on my Italian vocabulary.—*Fliegende Blaetter*.

A Few Thoughts on Literature

ANNIE E. CULLEN

Ryerson Critic Staff, Faculty of Education, University of Toronto

"The foundation of every State is the education of its youth."

NO subject which is attentively perused by scholars either of larger or smaller growth has such far-reaching consequence and so great general value as that of literature. Because of its intimate relation to language the study of literature deserves the pre-eminent place. Continued interest throughout life in science, philosophy, mathematics, art, etc., affects only a partial number of students, but good language and its counterpart, healthful literature, should certainly be estimated of as much intrinsic lifelong worth to each mind as pure air is to every body.

Our language is the wonderful instrument whereby we may communicate our thoughts, desires and feelings to one another. Our literature is the wondrous agency through which we are acquainted with the mind, the hopes, the achievements, not only of the present race but also with those of generations long since past and gone.

All human beings employ language as a means of intercourse. It is the nations who have no written characters for ideas or speech which are lowest in the scale of civilization. The lack of visible forms to express the mental images of those who think must prevent one generation from unfolding its thoughts and impressions for the benefit of others who follow. When man's skill and imagination framed marks, such as figures and letters, to impart thoughts, he began to rise above barbarism. Amongst the civilized nations, now, every fresh invention brings out new verbal sounds or apt, suitable words to enrich the vocabulary and to expand the beauty and the strength of the literature of its time. The greatest of all events in the life of a nation is the advent of a great thinker, and those epochs which are notable for the number of great thinkers are very fittingly designated "The golden eras". A man's thoughts are valuable to his country in proportion as they produce advance in civilization, knowledge or culture. All expanding thought stimulates progress in revelation, for "thoughts rule the world". Written thought or literature is more potent than the spoken language because of its enlarged sphere of influence. Language and literature are subjects so closely entwined it is almost impossible to separate them satisfactorily. The study of our own language is instructive and entertaining. We understand how words originated, how to arrange

or group them, and how to justly estimate the beauties of the most ordinary words. The study of literature teaches us to find the riches of knowledge and wisdom which other men have discovered, to value the very clothing which they have wrapped around their meditations, and to admire the graceful form in which cultured men have given expression to their thoughts and feelings. Language is an instrument, literature the power to wield that agent. Language is a vehicle, literature is the motor which operates that conveyance. Language is vocabulary gained, literature is vocabulary used.

To achieve the best results in teaching any subject there should be gradual approach or growth toward the desired end. Skill in any department of life is not acquired by chance. Mental power correctly directed is skill, and efficiency is the termination of good training and soundness of intellect. Both language and literature emphasize these thoughts. It devolves upon the teacher at all times,—not alone in the regular language lessons,—to exert an influence for good habits of expression which will create power in using correct English. "Good language consists in the use of words suitable to the time, the place and the company".

It is essential that the teacher create such an atmosphere, at the literature period, by his own estimate of good reading and by his zealous pursuit of its beauties, if the literature hour is to rank as the pleasantest and most profitable exercise of the day. "It is chiefly through books that we enjoy intercourse with superior minds. In the best books great men talk to us and give us their most precious thoughts and pour their souls into ours". To inculcate in the children committed to our care a deep abiding love for nicety of diction and for acquaintance with the best writers, is the teacher's task which requires neither apology nor justification.

Only a small percentage of the pupils who are registered at the primary school go through college, so the need is great and urgent that a taste for works of acknowledged literary merit should be instilled from the very beginning of a school career. The activity of the mind is the foundation of all mental growth. "It is the mind that makes the man". Intellectual relish for good stories can only be secured by having all food, offered to the infant mind, of the choicest variety. We could hardly expect the beauties of form and colouring found in a drawingroom to be appreciated by an eye trained only in a cellar. It would be unreasonable to expect that an ear accustomed only to the twanging of a penny horn should correctly value the melody produced by a symphony orchestra. "Some books are to be tasted, others to be swallowed and some few to be chewed and digested". And even the little child can nibble at great thoughts. Later on he tastes, bites, chews and digests.

Reading is to the mind an activity very similar to what motion or exercise secures to the body. Health and vigour to the human frame are secured and sustained by exercise. Health and morals in the mind are fostered and established by good literature.

Literature may be subdivided into two distinct branches. First is the literature of knowledge whose employment is to instruct. It communicates with or trains the intellect. Second is the literature of power whose office is an appeal to motives. It arouses sympathy, delight, detestation or anger. The literature of knowledge includes all selections whose main aim is the information to be imparted, beginning for the little children with nature and industrial stories and ending with text-books on science, grammar, etc., for the advanced pupils. The literature of power comprises written discourses whose chief endeavour is the development of the mental processes which result in the formation of high ideals of character, commencing for the primary grades with stories on the cardinal and complementary virtues and closing with history and fiction for the children of maturer growth.

There are few habits formed during school days that wield a greater and more abiding influence upon a child's character than that of memorizing good poetry. Rhyme and rhythm have great effect upon the mental processes in young children. This practice of memorization, continued through school life, tends to provide food for reflection and intellectual enjoyment during later years as well as aiding considerably in the acquisition of an extensive vocabulary so necessary to complete culture. Expressive language crystallized into poetry remains intact in the memory much more distinctly than the same forceful remarks in prose. Nor should the custom of committing good prose to memory be omitted. The great Ruskin, whose marvellous literary productions surpass in vocabulary and elegance of diction any writer of late date, traced all his greatness to the selections from Holy Writ learned at his mother's knee.

There are two conspicuous indications of the unfolding intellect which should greatly concern teachers in all grades of schools—one referring to language, the other belonging to literature. The growth of power in using correct and graceful English, and the increase of ability to appreciate the beauty and the charm of the best reading produced by our authors. Neither should the stimulation of the imagination, especially of the very little pupils, be neglected. The fairy tale has a place beside the stories of rectitude and fortitude. "A man is known by the company he keeps"—a man's company is shown by the language he uses. The language a man uses is largely influenced by his choice of reading, so if we desire a high standard of future citizenship we must see to it that from earliest school days the little children are partakers of the incalculable benefits of literature of the highest worth.

"The true university of these days is a collection of books."—*Carlyle*.

Oral Expression and the Teaching of Literature in the High School

J. J. BAKER, M.A.
High School, Calgary

IN discussing briefly this topic it is in order, perhaps, to state that by teaching literature I do not mean any formal study of words, except in so far as such study is absolutely necessary to the understanding of the text itself. I mean rather that use of the selection which will bring the student, as far as his limited life experience will permit, into the mood in which the author himself was. It does not matter what the predominating characteristic of this mood is. It may be highly intellectual, or it may be highly something else.

In Alberta we have placed in the introduction to our course in literature the statement that during the first and second years attention must be given to oral reading and that students are to have instruction in the general laws of oral expression, and in voice training where necessary. At present I confess that this direction may be largely "in abeyance". In the whole province we have less than half a dozen teachers whose time is mainly given to teaching literature. It may be well for us to have ideals even if we do not attain to them by a single bound. We are not demanding the impossible. Experience shows that most of the pupils in Grade IX are quite capable of appreciating these general laws. Of course here, as in other departments, some will be discouragingly slow, but others will be surprisingly quick. Take for example the laws of inflection. Appeal to the pupil's knowledge of child life in order that he may discover a real principle underlying the directions you are giving him. If he has little brothers or sisters at home so much the better. His observations will surely help him to learn when to use the rising and when the falling inflection in his oral work. The pupil will gain much by continuing and extending his observations in connection with the instructions given. He may note not only the natural expression of children, but he can observe the work of good readers and speakers. And so without spending much extra time a fairly good foundation for correct oral expression may be laid.

Every teacher of literature ought to have training in oral expression. I do not use the word elocution, simply because in some quarters the word is in disrepute and perhaps not without good reason. The so-called friends of elocution have often been the worst enemies of true culture. The statement made does not say that the teacher who has

not had the advantage of this special training cannot do good work in teaching literature. It does say that he could do good work with much greater ease and confidence if he had the special training. Very often the best service a teacher can render a class is to read the selection properly. I recall a young lady who once came to me at the close of a space, saying she always had thought the poem under consideration "horrid", but she had changed her mind and could now see that it was "really beautiful" and hereafter would read it with great delight. If the teacher is able not only to interpret the author's mood, but also to instruct his pupils how to do the same thing, he has performed for them an invaluable service in their study of literature. I am convinced that even purely imitative work on the part of the student may be of considerable value. Many teachers have not had special training, and are burdened with other work also. It is worth while to be able to show the student *how*, even if one cannot definitely explain *why*; for he may thus almost unconsciously come to observe the more important laws of oral expression. How much better, however, if the student is put in possession of these laws so that he knows both what he is to do and why he is to do it. Then he is able to read. And if he can read there is for him no method of literary instruction equal to oral reading.

In the first place oral reading is an exceptional means of creating interest in the subject. It is true that interest itself is not strictly a part of instruction, but it conditions instruction and is essential to good results. A teacher who finds himself before three dozen restless boys of the junior form, and is supposed to interest them in a subject which may not naturally appeal to them very strongly, will welcome any worthy means of fixing attention. My experience is that the boys are all anxious to read. The great difficulty is that the classes are so large that their ambition to read well cannot be more fully gratified.

Further, the oral reading of the text is the best aid to the author's meaning. Probably I shall be accused of placing the cart before the horse. If oral reading is the expression of the author's mood, then it is evident that the student cannot express what he does not already know. This is true, and we all so teach. Nevertheless I shall have to bear the consequence of taking a seemingly illogical position. In many experiences effect becomes cause. The explanation lies in the fact that the student, as he looks at the sentences and the paragraph, does more or less fully grasp the meaning. His knowledge may be correct, even if it is far from being complete. The oral expression of what he sees in the text enables him to see more. We are accustomed to speak of shades of meaning. By using his knowledge the student increases his knowledge, so that after all he is only observing an ordinary law of the learning process. That to read is to understand applies to the

more simple selections belonging to the Junior forms of the High School course. Only to-day the writer was strongly impressed with this fact. A boy, who is not marked for his oral ability, read before the class a selection from a narrative poem. He made a real effort to do well. On being asked what he had read, he promptly gave in his own language the different thoughts clearly and in order. I am satisfied that the oral reading was a wonderful aid to his full understanding of the text. But that to read is to understand applies with emphasis to the more difficult selections of the course. Take for example some of the tragedies of Shakespeare, which we prescribe for the fourth year. For some students these are specially difficult at first; but with repeated attempts at oral expression it is remarkable how the meaning becomes evident to the student. Shakespeare is divine in this regard; if the sainted Cowper will pardon, he is his own interpreter. It is the writer's privilege to lead the Shakespeare Club in connection with a social centre in this city. The discussions that follow the reading of an act are helpful, but the oral reading of the different parts by the members themselves is without doubt the most valuable part of the exercise.

Again if I dare parody Cicero's laws of oratory, I should say that for literary appreciation, the first thing to do is to read, the second thing to do is to read, and the third thing to do is to read. It is questionable whether the student who confines himself to the silent reading of literature ever becomes fully possessed of its beauties. It may be possible for the cultured musician to look at the score and in imagination hear and enjoy the music, but the ordinary mortal must hear it interpreted by the orchestra, in order to any marked appreciation. Poetry, like music and dancing, belongs to the time arts, and must be known in expression. How otherwise can its wealth of meaning be indicated? Here too, as in music, we may confess that persons of exceptional culture may in imagination feel the rhythmical flow, and hear the singer "warble his native word-notes wild" and appreciate the strains of song, but these very people are those who most highly appreciate the adequate oral expression. What is true of poetry is in a measure true of prose. Even the rhythm which we feel to be an essential characteristic of our best poetry is also an essential characteristic of our best prose. Then, too, there are forms of prose literature that none of us would think worth while without the oral expression. Who would attempt to teach an oration to a class without an attempt at least to swing into the author's mood by the magnetic influence of the voice? The printed word, at best, is but a more or less imperfect sign of the author's mood. That spiritual element, which is the peculiar charm of literature, cannot be expressed by cold type. In literature the words and thoughts that breathe and burn are those that are sym-

pathetically uttered by the human voice. We are impressed with the Greek literature of the Periclean age. Its quality is even more remarkable than the quantity. How great the latter was we do not know, but enough has come to us to enable us to appreciate the quality. We are accustomed to point to the stirring experiences of the people, to the new consciousness of power and nationhood begotten by their successful resistance of the Persian onslaughts. While in this way we may in a large measure account for the great productiveness, we hardly account for the quality of that which was produced. It is probable that we greatly underestimate the part played by the human voice in the quality if not in the quantity. The literary taste of the Athenian must have demanded what was given him. That taste was created through oral expression. The poems of Homer were recited at the public gatherings by professional reciters. Authors recited their own productions at the great festivals. Even Herodotus wrote his history in order that it might be recited or read aloud. The theatre flourished, and a theatre too in which action played a much less important part than in the modern theatre. While we give due consideration to all the great movements of the most richly productive age of English literature, when the literature itself reached the high water mark of excellence, we must not forget that it was a time when oral expression was an outstanding means of literary culture. Shakespeare's plays never could have been produced had there been no Shakespeare, the player.

It is an old saying that no man is a hero to his own wife. On the same principle, no doubt, people who come in contact with the families of celebrities are apt to think of them not as great public men, but as the relative of some person with whom they are daily associated. Dr. John Huston Finley, the new commissioner of education for New York State, illustrates this by the following incident:

"After the ceremonies of dedicating the new buildings of the College of the City of New York, I walked to my home dressed in my academic robes. My little son, and several of his comrades, were playing before the house and they stopped in awe as I approached. Finally, as I came close, one of them said: 'Aw! It's only John's dad,' and turned back to his play.

"After dedicating these great buildings I was still 'John's dad'."

—*American School Board Journal.*

Teacher—How old are you, Bobby?

Bobby—Aw, ma says I'm too young to eat the things I like, and too old to cry when I don't get them.

The Problem of Handwriting

PETER SANDIFORD, M.Sc., Ph.D.
Faculty of Education, University of Toronto

IT is probable that teachers devote far more attention to handwriting than the subject really deserves. Handwriting, like reading, is of very little educational value in itself; it is a skill, an art, a dexterity which is used as a tool for the more important written compositions of later times. Consequently it can only be a "subject" for the lower grades. In the higher grades it merges into the other branches of the curriculum—composition, history, geography, etc.,—and fails to get separate periods assigned to it in the time-table.

Although we may not live to see typewriters as common as pens and pencils now are, yet their universal use in school is only a matter of time. They are so much more efficient as writers when judged by any standards we care to adopt. Handwriting, therefore, will diminish in importance and never again will assume the prominence in education that it reached in the ecclesiastical schools of the Middle Ages; manuscript writing is no longer a necessity but a luxury of luxuries. Printing aimed the first great blow at handwriting; the invention of the typewriter bids fair to pave the way for its complete disappearance.

Granting, however, that handwriting will have to be taught in school for many decades to come, it behoves us to try to discover its fundamental problems. What are the main factors in the teaching of handwriting? It seems to me that the following, arranged in the order of their importance, are the main problems: (1) legibility, (2) speed, (3) artistic or aesthetic merit. Have we not as teachers paid more attention to the aesthetic appearance of the finished product than to legibility and to speed? It is true that legibility to a certain extent depends upon the shapes of the letters, but generally speaking 'goodness' in handwriting is judged by legibility rather than by its artistic appearance.

1. LEGIBILITY.—Legibility of handwriting depends more upon spacing of words and lines than upon the spacing and the shapes of letters. Yet the old method of "pot-hooks and ladles" ignored this easily verified proposition. Regularity of writing is also more important than the particular shape of component letters. The following are useful rules for the attainment of legibility:

(a) There should be moderate and even spaces between the words of a sentence (at least $\frac{1}{16}$ inch, but not exceeding $\frac{1}{8}$ inch) and between the letters in a word (at least $\frac{1}{16}$ inch, but not exceeding $\frac{1}{8}$ inch.) The words of a sentence should not be connected by strokes; the letters of a word should usually be connected by strokes, although it is not necessary to labour this point. (No adult connects all the letters in a word when writing naturally.)

(b) The lines should be spaced so as to prevent the intersection of loops and tails. The younger the children the wider apart the lines need to be. With adults at least $\frac{1}{4}$ inch spacing should be used.

(c) The writing should be in straight lines, running parallel with the top of the page; the characters should be of moderate and even size; flourishes and superfluous strokes should be avoided; and the slope from the vertical should be even and should not exceed thirty degrees.

By insisting that adequate spaces should be left between words and between lines the teacher can improve a pupil's really bad writing by 30% within a month.

2. SPEED.—The speed of handwriting largely depends upon the number of muscular co-ordinations of the arm and of the hand which have been made. Judd discovered that in the ordinary method of handwriting (a) the fine formative movements are executed by the fingers; (b) the movement which carries the fingers forward is executed by the hand or arm; (c) the pauses between the groups of letters are utilised for longer forward arm movements which bring the hand back into an easy working position; and (d) each individual has his own peculiar combination of arm and hand and finger movements, and that forms of co-ordination are as numerous and varied as are the individuals who write.

But Judd leaves us uncertain as to the particular co-ordinations which produce the speediest writing. Woodworth helps us here. He found that a forearm movement with the elbow resting on the desk (a peculiar 'waggle' of the wrist) was to be preferred either to the whole arm movement as advocated by certain exponents of writing, or to the restricted movement of the fingers. This method of writing is somewhat more difficult to learn, especially for young children, but in the long run it produces the best results both in speed and legibility.

Is upright writing, or writing which slants forward, or writing which slants backward the quickest? McAllister found that most of the movements used in writing followed the radii of the first and third quadrants (see a treatise on trigonometry for definitions of terms), that those of the third quadrant were quickest, and that those of the second and fourth were both slowest and least numerous. These results indi-

cate that a handwriting which slopes forward is most natural and quickest, and hence is most economical. But the slope, if possible, should be kept within 30 degrees of the vertical or else the gain in speed will be neutralised by a loss in legibility.

For speed, therefore, write with a wrist movement and allow a slight forward slope of about 15 degrees away from the vertical.

3. ARTISTIC OR AESTHETIC MERIT.—After a careful study of mediæval manuscripts, Johnston selected various writing alphabet forms which can be adapted to modern conditions. Those who wish to study the subject further should consult his book on handwriting. But the teacher of the first grade is well advised to make the children use a coarse brown paper and a carpenter's pencil in their first essays at writing. A "library hand" is quite a good model to put before them.

Such are the main problems of handwriting. The more difficult topics, such as the unconscious imitation of a model, the hereditary influences upon handwriting, the best forms of pens and penholders, and the problem of judging handwriting accurately have been sedulously left alone. The reader is probably none the poorer for the omission.

A teacher had carefully explained to her class the meaning of the word "happens". "Now," she said, "if there is anything you do not understand in what I have been telling you just raise your hand."

Not a hand was raised. "If you understand how it should be used, who can give me a sentence with this word 'happens' in it?"

Quickly a hand was raised, and an eager voice called out: "My mother wears happens in her head."—*Weekly Scotsman*.

"They tell me," said the fair school ma'am, "that you are a great student of human nature."

"Yes," admitted the great educator, "and I have learned something about women too."

Teacher—"If a plumber gets five dollars for working eight hours a day what will he get for working ten hours a day?"

Boy (whose Dad belongs)—"He'd get a calling down from the Union."

The teacher told one of the boys in the class to write a sentence containing the phrase "horse sense," which had just been discussed. After ten minutes the boy produced this: "My father didn't lock the barn door, and he ain't seen the horse sense".

Suggestion for the Classroom

The Sovereigns of England.

- *William the Conqueror with rigor did reign,
William the Second by an arrow was slain,
Henry the First was a scholar bright,
Stephen was king without any right.
- *Henry the Second was Plantagenet's scion,
Richard the First was as brave as a lion,
John, though a tyrant, a charter signed,
- *Henry the Third was weak in his mind,
Edward the First conquered Cambria's dales,
- *Edward the Second was made Prince of Wales,
Edward the Third humbled France in her pride,
- *Richard the Second mysteriously died,
Henry the Fourth for himself took the crown,
Henry the Fifth pulled the French king down,
- *Henry Sixth lost all his father had gained,
- *Edward Fourth often benevolence feigned,
- *Edward the Fifth was killed in the Tower,
- *Richard the Third was soon thrown from power.
Henry the Seventh was frugal of means,
Henry the Eighth had a great many queens.
Edward the Sixth reformation began,
- *But Mary the First interrupted the plan.
Wise and profound were Elizabeth's aims,
England and Scotland were joined by King James,
Charles found the people a cruel corrector,
Oliver Cromwell was made Lord Protector,
- *Charles Second was guilty of treacherous intrigue,
*James Second with tyranny made fatal league.
*William and Mary were given the throne,
*Annie succeeded and reigned all alone.
*The first of the Georges from Hanover came,
*The reign of the Second is replete with fame,
*George the Third long did reign but was weak in his mind,
*George the Fourth to his wife was untrue and unkind,
*William the Fourth had no child of his own,
*So Victoria, his niece, ascended the throne.
*Edward the Seventh was Peacemaker named,
*George the Fifth for discretion is now widely famed.

[The above device for "fixing" the names and order of the sovereigns of England was sent us by Mr. A. E. Attwood, M.A., Principal, Osgoode Public School, Ottawa. The lines marked with an asterisk are Mr. Attwood's own; the others are from an old poem by an unknown writer.]

Hints for the Library

Piers Plowman Histories: Junior Book VII. 296 pages. Price 2s. George Philip & Son, London. Reviews of other books of this series have already appeared in our pages. This volume deals with the history of Britain from 1485 to the present day. While much has been omitted because the book is not a large one, the essential part of the history of the period is dealt with in a very interesting way. The style is good, and the whole story will appeal very strongly to the average pupil in the Fourth Book grades of the public school.

Europe since Napoleon, 1815-1910, by Elizabeth Levett. Pages 336. Price 3s. 6d. Blackie & Son, London. A very interesting book, particularly at this time. It deals with such topics as the reconstruction of Europe after the defeat of Napoleon, France as a republic, Garibaldi and Italy, Bismarck and the German Empire, and the development of Russia. It is a good book for a High School library.

Heroes of Exploration, by A. J. Ker and C. H. Cleaver. Pages 208. Price 1s. 6d. Blackie & Son, London. Boys of from 12 to 15 years will enjoy reading these stories of the discovery of Peru, of Drake, Captain Cook, Mungo Park, Livingston, and others. The stories are in chronological order and are well written.

Heroines of European History, by A. R. H. Moncrieff. Pages 191. Price 1s. 6d. Blackie & Son, London. This book gives the life-stories of twenty-six famous women, "a bevy of the most attractive or inspiring heroines from different countries, periods, and fields of action, the choice being made with an eye to variety of interest, and, as far as possible, to historic continuity".

A Group of Famous Women: a biographical reader, by Edith Horton. Cloth: illustrated with portraits. 229 pages. 50 cents. D. C. Heath & Co., Boston, New York, Chicago. No girl can read this book without being inspired, to some degree at least, to equal or surpass the high achievement of the group of representative women whose lives are briefly recorded in this conservative little book.

Pictures from Canadian History, by K. L. Macpherson. Illustrated. 230 pages. 50 cents. Renouf Publishing Co., Montreal. We can recommend this book as a supplementary reader in Canadian History. One or more copies of it in the library would furnish fourth classes with material which would add interest to their lessons in this subject.

Ancient History for Schools, by E. Nixon and H. R. Steel. 174 pages. Price 2s. G. Bell & Sons, London. An attractive little book. It deals briefly with the history of Egypt, Babylonia, Assyria, Israel, Judah, Persia, Greece and Rome.

Early English Social History, by A. F. Dodd. 211 pages. 1s. 6d. G. Bell & Sons, London. The material is taken chiefly from the Anglo-Saxon Chronicle, and deals with a phase of the history of our nation which the ordinary history usually passes over with too little comment. "Children care nothing about the bare facts of history, but they like to hear how people lived, and take as keen an interest in the daily life of the ordinary people as in the more striking events of the lives of kings and princes". This book supplies a real need in this respect.

Historical Course for Middle Forms: Volume I—Western Europe. 258 pages. Volume II—The English Nation, Industrial and Social History. 254 pages. Price 2s. each. G. Bell & Sons, London. To quote from the preface: "We are unable to find any adequate justification for the traditional method of regarding history as a series of reigns. The central fact of history is development. It is unfair to allow boys and girls to leave school with the impression that history is little more than a collection of military achievements and political complications". The purpose as here outlined is well carried out. The books will make good reading for advanced forms in Canadian High Schools.

Junior Story Readers: Price, paper 2d., cloth 3d. Edward Arnold, London. There are 24 little volumes in the series. The stories are well written and would delight our public school pupils. They are just the thing for the part of the school library which is the special property of the junior grades. Pupils in the primer will enjoy hearing them read by teacher or parent. Some of the titles are: Robinson Crusoe, Sinbad the Sailor, The King of the Golden River, The Little Sea-Maid, The Tempest, Mopsa the Fairy and the White Cat.

Bell's Sixpenny English Texts. G. Bell & Sons, London. This series is very well adapted for the school library. They furnish many English classics in convenient and inexpensive form. The volumes received are: The Pilgrim's Progress, Evangeline, Wonder Book and Tanglewood Tales, Selections from Pope, Poems by Gray and Cowper, Chapters I to III of the Decline and Fall of the Roman Empire, and three of Plutarch's Lives.

The Normans in England and *The Growth of Parliament and The War with Scotland*. 1s. each. G. Bell & Sons, London. We have received these additional volumes of Bell's *English History Source Books*. The same standard of excellence in selection is maintained. The complete set makes a valuable addition to the High School library; from the view point of the teacher of history it is indispensable.

Differential Partnership. I and II. Books of easy French conversation by Norman MacMunn. Price 10d. each. G. Bell & Sons, London. "Partnership Work" in languages is still in the experimental stage with a good many teachers, but there is no reason why it should not be used with a good deal of success. These books furnish a means to that end.

Notes and News

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

Mr. James Campbell, formerly principal of Madoc Model School, is now supervising principal of Oshawa Public Schools. Mr. R. A. A. McConnel of Lindsay is the new principal of Madoc Model School.

Mr. R. W. Fleming, a recent graduate of the Faculty of Education, Queen's University, is teaching science in Clinton Collegiate Institute.

Mr. G. A. Cline, B.A., assistant instructor in science and junior mathematics in the University Schools, Toronto, and a captain in the Lorne Rifles, has gone to Valcartier with the first Canadian contingent. Immediately on the outbreak of hostilities the Government requisitioned Mr. Cline's services as an instructor in wireless telegraphy and signalling, in which he is an expert.

Mr. H. V. Pickering, B.A., has been appointed assistant instructor in French and German in the University Schools, Toronto, in succession to Mr. J. B. Wallace, B.A., who has accepted a lectureship in the Faculty of Arts, University of Toronto. Mr. Pickering is returning to his former position in the University Schools after two years spent in post-graduate work in Columbia University.

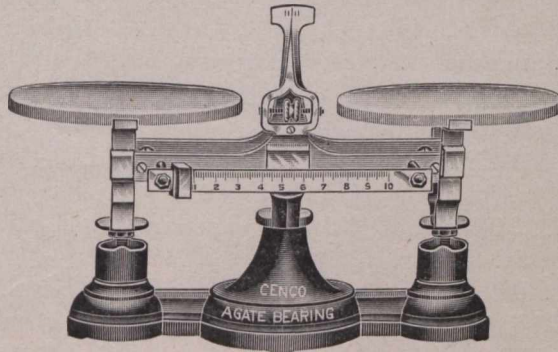
Mr. C. Spurgeon Buck, who was principal last year of the public school at Point Anne, is now teacher of art, drill, and junior English in Woodstock Collegiate Institute.

Three new teachers have been appointed to the staff of Mount Forest High School: Miss Emily Gilroy, B.A., for moderns and English; Miss L. M. Nicholson, M.A., for classics and history; and Miss Lucille Fraser for science and art.

Miss May Taylor of Lorne Park has accepted a position on the staff of Newmarket High School.

The members of the class of 1913-'14 in the Faculty of Education, University of Toronto, of whose appointment we have heard since our last issue are: Mr. Robert C. Cameron to Winchester St. School, Mr. E. W. Linklater to Niagara St., Mr. W. F. Scott to Earl Grey, Mr. C. R. Jarvis to Annette St., Mr. H. B. Kerruish to Jesse Ketchum, Mr. C. P. Halliday to Dewson St., Mr. David D. Brown to Essex St., Toronto; Miss Olive Cleland to Victoria Road; Mr. E. P. Hodgins to teach science in Collingwood Collegiate Institute; Mr. H. C. Pugh, to teach science in Listowel; Miss Eva M. King to Norwich Continuation School; Mr. R. J. Gauley to Leamington High School; Miss Elsie Rice to Claremont Continuation School; Miss Mabel I. Pacey to Avonmore High School; Mr. T. M. Thomson to the principalship of Shallow

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Lake Public School; Miss Dorothy L. Hale to the primary room in James St. School, Orillia; Mr. Robert F. Trewin to Dundas; Mr. Roderick A. Finlayson to Highgate; Mr. R. G. Vogan to teach mathematics in Campbellford High School.

Miss Teresa Donnelly has been appointed to the staff of Port Burwell Continuation School.

Miss K. Story of Webbwood has been appointed principal of Claremont Continuation School.

Mr. J. M. Simpson, B.A., of Bobcaygeon, and Miss Winnie Wallace, B.A., of Prince Albert, Sask., are principal and assistant respectively in Elmvale Continuation School.

Miss Helen McIntosh is teacher of moderns and English in Listowel High School this year.

Mr. John G. Gordon of Kingston is now principal of the Continuation School at St. George.

Mr. J. A. Bell of Richmond Hill is teaching science in Stamford High School, Niagara Falls, and is also in charge of the new course in agriculture which is being introduced there. Miss E. Grace Johnson has been appointed to the same staff.

Mr. F. T. Handsombody, B.A., formerly of Windsor College School, Windsor, N.S., has been appointed rector of the High School of Quebec in succession to Dr. Young.

Other new appointments are: Mr. B. Hodkinson to be principal of the Central School, Selkirk, Man.; Mr. W. Forbes to be principal at Burk's Falls; Mr. E. J. Keenan to the principalship of the new Continuation School at Bancroft; Miss Warnock to teach science and Latin at Thessalon; Mr. F. A. D. Anderson from Kincardine to the principalship of the Continuation School at Chapeau; Miss Margaret H. Smith, who was teacher of art in Brantford Collegiate Institute, to be teacher of English and history in the same school; Miss Margaret Thompson of Listowel to teach moderns in Kingston Collegiate Institute.

Belleville has recently opened her third new Public School. Mr. David Barrager is principal. An official opening will be held later.

Mr. J. K. Higgins of St. John has been appointed principal of the school at Grand Falls, N.B.

Miss Wallace, B.A., of Fredericton is now principal of the Grammar School at Andover, N.B.

At the Consolidated School, Riverside, N.B., the new appointees are Mr. J. C. Hanson, B.A., principal; Miss Long, Miss Margaret Barbour, and Miss Edna Hayward.

The new staff of the High School, Hillsboro, N.B., is; Mr. Edmunds, Miss Jennie Steeves, Miss Julia Brewster, Miss Ina Steeves, and Miss Myrtle Dixon.

THE "HIGHROADS" SCHOOL DICTIONARY

Orison

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Ostensible

giant], a constellation marked by a quadrangle of four bright stars, with three central ones, at equal distances, in a straight line, called Orion's belt.

Or^{tho}epy (*or^{tho}-e-py*), n. [Gk. *orthos*, right; and *epos*, a word], right pronunciation.

Orthog^{ra}phy, n. [Gk. *orthos*, right; and

ACTUAL SIZE OF PAGE

Leap], a lower deck of a vessel on which the cables are coiled.

Or^{molu}' (*loo*), n. [Fr., from L. *aurum*, gold; and *molere*, to grind], brass made to look like gold by having more copper and less zinc in its composition.

Orthop^{te}ra, n. [Gk. *orthos*, straight; and *pteron*, a wing], insects with straight wings, folding like a fan, beneath wing-covers.—adj., Or^{ter}ous.

Or^{na}ment, n. [L. *ornamentum*: *ornare*, to adorn], that which is used to

an, n. [Fr., from L. *hortolanus*: *hortus*, a garden], a kind of bunting common in Britain.

which adds grace to the object put on ornament.

oscillans), v. [L. *oscillare*, to swing backwards and forwards like a pendulum; to oscillate].—n., Oscilla^{tion}.

adj., Or^{na}mental.

ory like a pendulum.

Or^{na}ment, n. [L. *ornamentum*: *ornare*, to adorn], that which is used to

to make (kiss), to

finished.

—adj., OS-

Orⁿⁱthol^ogy, n. [Gk. *ornithos*, a bird; and *logos*, discourse], the study of the habits and

of curves.

treats of the nature of mountains.

(i.), the water-

Or^{og}raphy and Or^{og}raphical, n. [Gk. *oros*, a mountain; and *graphein*, to describe], the study of the

making baskets; wigs or osiers.

description of mountains.

k. *osme*, a smell], a

Or^{og}raphical, (map), n. [Gk. *oros*, a mountain; and *graphein*, to describe], the study of the

side of which has a

Or^{ph}an, n. [Gk. *orphanos*, bereft of parents], a child that has lost one or both

[corruption of *os*, that feeds on fish.

—adj., bereft of parents.—n., Or^{ph}age, state of being an orphan

[L. *os*, *ossis*, a bone.—n., Os^{'s}icle, a

for sheltering orphans.

—v., Os^{'s}ify, to grow or

Or^{ph}ean (*or[']fe-an* or *or[']fe-an*), adj., pertaining to the musician Orpheus.

bone.—n., Ossifica[']tion,

Or[']pin, n., a deep yellow colour; (also Or[']pine) a plant with golden flowers.

etc.

Or[']pin, n., a deep yellow colour; (also Or[']pine) a plant with golden flowers.

Os^{'s}ifrage, n. [L. *ossifragus*, bone-

Or[']rary, n. [the Earl of Orrery], an apparatus for showing the sizes, motions, etc., of the sun and the planets.

breaking], the sea-eagle.

Or[']thodox, adj. [Gk. *orthos*, right; and *doxa*, an opinion], holding a right belief; believing as the Church believes.

Ossiv[']orous, adj. [L. *os*, a bone; and *vorare*, to devour], eating or living on bones.

—n., Or[']thodoxy, right belief; soundness of faith. Opposed to Heterodox, etc.

Osten[']sible, adj. [L. *ostensus*, ostendere, to show], that may be shown; plausible; not real; put forward to draw attention.—n., Osten[']sibility.—adj.,

Osten[']sive, showing; exhibiting.—n.,

Ostenta[']tion, great display; an unnecessary showing off.—adj., Osten[']ta[']tious (*-shus*), fond of making display; intended for display.—adv.,

Ostenta[']tiously.

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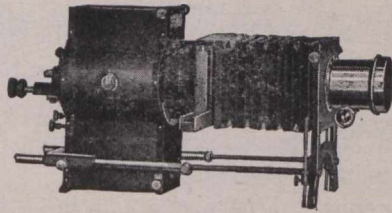
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Some additional appointments made at the beginning of the term are: Miss Elvira E. Armstrong to Pleasant Ville, N.B.; Mr. Eli Wilson, B.A., to Wellesley, Ont.; Miss Mary E. McMillan to Minitonas, Man.; Miss E. Campbell of Palmerston and Miss C. May Burt of St. George to Vittoria, Ont.; Miss Jennie M. Haslam of Alma, N.B., to Binscarth, Man.; Miss J. I. B. Lawrence of Debec, N.B., to Perth, N.B.; Mr. C. Prodau to Wycliffe, Man.; Miss Alice Kellett to Greenwood, Man.; Mr. Duncan M. Allan of Stratford to Nottawa, Ont.; Miss Aileen M. Turner to St. George, N.B.; Miss Janetta Crerar to Minitonas, Man.; Miss F. Greening to Edwell, Alberta; Miss J. C. Anderson to Tara, Ont.; Miss Flora Thompson to Springbank, Man.; Miss Margaret Grills to Comber, Ont.; Miss Pearl N. Lawrence to Zephyr, Man.; Mr. Walton of Bright to be principal of Princess Public School, Woodstock, Ont.; Miss Lula Davis of Newmarket to New Lowell, Ont.; Miss Nellie Clark to Cody's, N.B.; Miss C. Doughty of Peterboro to Claremont, Ont.; Miss Alice Robeson to Chance Harbour, N.B.; Miss Irene Lennox to St. Catharines, Ont.; Miss Anna Westman to Grass River, Man.; Mr. Gordon Leslie of Guelph to Kimberley, Ont.; Miss Tena McLeod, Miss E. Stothers, and Miss Ethel G. McGregor to Collingwood Public Schools.

The uniformity of text-books in the public schools throughout the maritime provinces was the subject of the most important and most interesting discussion during the whole of the Interprovincial Teachers' Institute at Halifax during last week. This was the opinion of Dr. H. S. Bridges, superintendent of the local public schools, who, together with the many other delegates from this city, returned home on Saturday. In connection with this item, Dr. Bridges said that a resolution in favour was unanimously adopted and would probably be presented in the usual way to the respective provincial governments. The idea, he thought, was a good one and would mean a good deal. It was his opinion that the plan would be carried into effect. Another very interesting matter, he said, was contained in a paper read by Dr. Fermald, of Massachusetts, who discussed the handling of feeble-minded pupils in the public schools of the maritime provinces. He referred to the manner in which the school authorities of Massachusetts treated these children and urged some concentrated action on the part of maritime school authorities in the better handling of this class of pupils. "On the whole," Dr. Bridges said, "the convention was most interesting and very successful. There were about 100 delegates from New Brunswick and the majority of these were from this city."—*St. John Telegraph* of August 31st.

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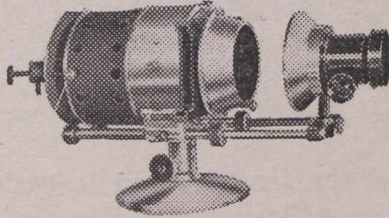
The following note has been received from the Department of Education, Province of Saskatchewan, under date of August 27th, 1914:

"The supply of duly qualified teachers in Saskatchewan at the present time is practically sufficient for the demand. This is due to the effective work of the Provincial Normal Schools, from which large numbers of teachers have graduated during recent years, and to the influx of trained members of the profession from the Eastern provinces of the Dominion and the British Isles. As a result the Department of Education for Saskatchewan finds that there is no longer any necessity to issue provisional certificates or permits to persons who have not received recognised professional training. Many applicants for certificates holding high academic qualifications have recently been refused authority to teach in the Province owing to their lack of Normal School training. The above statements should be considered as a warning to all untrained teachers who contemplate the journey to Saskatchewan with the intention of teaching. All teachers wishing to obtain employment in this Province should ascertain by correspondence with the Department of Education the standing to which they will be entitled before commencing the journey to the West."

Mr. Grant F. Lavis of the Faculty of Education class of 1913-'14 is teaching in Victoria St. School, Toronto; Mr. John M. Henschley of the same class is teaching in West Montrose, Ont.

Members of the Winnipeg school staff who enlist will have the satisfaction of knowing that while on military service they will receive their regular salaries, less only such amounts as they or their families may receive from the Dominion government. A resolution to this effect was passed by the school board at its regular meeting last night. It was decided also that the positions of employees of the board who enlist for war service will be kept open for them until their return, or until otherwise ordered by resolution of the board. It was decided that the salary schedule for teachers in the department of household arts in the technical high schools, except where otherwise specified, shall be \$1,200 a year, with an annual increase of \$100 up to \$1,400.

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The monthly statement of school enrolment and attendance showed 21,093 pupils on the register, the daily average attendance being 19,303. —*Manitoba Free Press.*

Miss Alice Pye, Miss Eva K. Pie, and Miss Isabel Munsie have been appointed to the Public School staff at Colborne, Ont.

ALBERTA.

Summer School for Teachers and Inspectors, at *University of Alberta under direction of Department of Education.*

During the months of July and August the second summer school for teachers was held at the University of Alberta. Dr. James C. Miller, Provincial Director of Technical Education, assisted by the principals of the Provincial Agricultural Schools and specialists from the Provincial Normal Schools, had charge of the school. By special arrangements between the Department of Education and the University the dormitories, laboratories, library and class rooms of the University were placed at the service of the school. The excellent kitchen service and large dining room cared admirably for the 200 teachers, inspectors and instructors who were in attendance at the Summer School.

Last year, at the first of these schools held in Alberta, 80 teachers were in attendance; this year 165 students were present including 35 of those who, having attended last year, returned for a second summer's work. An additional 135 teachers had made application for admission, but it was found impossible to care for more than 165 considering the money available and the limits of accommodation at the University.

The courses offered included first and second year work in agriculture, nature study, drawing and painting, art methods, elementary manual training, woodwork, and first year work in design, domestic science, household arts and physical training. Of the 35 who attended for the second summer 25 elected to take the senior agricultural course. All those attending for the first time were required to take the junior agricultural course. With this limitation students were left free under advisement to select their own programmes, no student being permitted to attempt to carry more than three courses. The successful completion of the junior and senior courses in agriculture and the successful carrying out of their work in their school qualifies teachers to draw the special grant for the encouragement of agricultural instruction in the rural and village schools of the province.

While both teachers and staff worked strenuously throughout the five weeks of the course not all of the time was given over to work. Those responsible for the Summer School in Alberta have from the first considered the social life of the students and all the attendant professional benefits growing out of it to be one of the most valuable features.

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The necessary arrangements and organization for getting the fullest return in this respect are fully provided for. For the teachers from so many, and far distant, places who are coming to Alberta, the Summer School is an opportunity not only for professional improvement, but also for getting into personal touch with their fellow teachers and the officials of the Department of Education.

The most significant new departure this year was the giving of a special course to the Inspectors of the Province. Being in close sympathy with the policy of improving educational work for the rural districts the Provincial Inspectors of Schools at their annual mid-winter conference last December voted unanimously to ask the Minister of Education to provide a special course for them at the Summer School this year. The necessary arrangements were made. The course involved one full month's work and included the following: (a) Junior Course in Agriculture—20 periods of 90 minutes. (b) Senior Course in Agriculture—8 periods of 90 minutes. (c) Nature Study—Senior Course—20 periods of 90 minutes each. (d) Physical Training—30 hours—qualifying for Grade B certificate under the Militia Department. (e) Art Methods—10 periods of 90 minutes each. (f) Manual Training—10 periods of 90 minutes.

In addition to this somewhat heavy programme the Inspectors, under the Chairmanship of the Director of the Summer School, held sessions of a seminar three times a week for the organized discussion of problems of inspection and supervision.

In this way the three-fold purpose of the special course was accomplished: (a) To have inspectors and teachers come together for a period of social enjoyment. (b) To have the inspectors know at first hand the nature and scope of the special courses being given the teachers, in order that their supervision of the work of the teachers in these subjects may be more effective. (c) To provide an opportunity for the organized discussion of the problems of inspection and supervision in order that each might profit by the experience and reflection of all.

The general success of the summer session as a whole is best indicated by the fact that over one hundred of those in attendance signified their intention of returning in the summer of 1915 for additional work.

And ever, when the happy child
 In May beholds the blooming wild,
 And hears in heaven the blue bird sing,
 "Onward", he cries, "your baskets bring!
 In the next field is air more mild,
 And in yon hazy west is Eden's balmier spring."—*Emerson*.