



"LIGHT OF THE WORLD"

Holman Hunt, 1827-1910

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

(See note in this issue)

Scholarship, to be reasonable, must minister to life. A university is not maintained to give men irresponsible enjoyment, but to train men for the rational service of the world. The logical sacrifice of the scholar is the offering of his thought to service. The world asks of scholars two things: a service that is reasonable, and a reason that is serviceable; work made intelligent, and intelligence set to work. The indifferent student is not, according to the teaching of Paul, a scholar. The cynical, flippant, and critical mind is not that of a scholar. The scholar is reverent and humble; he makes himself of no reputation; he takes on the form of a servant; he is in constant relation with thoughts and ideals so much greater than himself that he forgets himself in the desire for a reasonable service. The scholar's life is chastened and humbled through companionship with great truths and great aims.

DR. PEABODY—

Sunday Mornings in the College Chapel.

The School

"Recti cultus pectora roborant"

Editorial Notes

Teachers' Institutes.—A reader who has attended many Teachers' Institutes in Ontario has sent some comments to this office. In the sixty years or more during which, in one form or another, Institutes have persisted in Ontario, they have done much to standardize professional skill and to foster professional spirit. "But they show very patent weaknesses", he declares. "They are still the Institutes of Public School teachers. High School teachers do not always assist them or even attend them. Of course the pressure of work, the absence of direct professional interest, and traditions as old as Ontario itself may explain this neglect. But the regret that it should be so remains. Despite all our hopes public education in Ontario does not become one and indivisible. Each grade of teachers does not learn all it might learn from the other grade. And the suspicious, to say nothing of the critical, spirit dies slowly in the breast of either grade. "In the second place" he goes on to say, "the Institute is a gathering of teachers not to discuss the educational problems of the district concerned but to hear general educational problems discussed by visitors who are not always familiar with local conditions. Thus the part played by the local members seems to decrease; that played by the visitors to increase. The visitors, moreover, are generally mature educationists whose more recent occupations have not increased their competency to meet the needs of the most needy—the very young teachers who are engaged in their first year of school work. Even when the visitors are competent, the absence of classroom and pupils tends to make illustration impossible and to convert practice into unprofitable theorizing".

In the spirit of these comments our correspondent commends the tendency to convert the evening meeting into a popular concert or to abandon it altogether. As at present conducted it is sometimes a weariness to the flesh of both the lecturer and the audience. He suggests that 'visiting days' as known in this Province a generation ago be revived and that one-half of the schools of the inspectorate be closed,

in alternation, in order that their teachers, in groups and under experienced direction, may visit the schools of the other half. Such visits would bear immediate fruit.

Are our correspondent's criticisms fair? Are his suggestions wise? THE SCHOOL will welcome an expression of opinion.

The Educated Man.—What is it to be educated? What are the distinguishing marks of the educated man? For centuries educators have been framing curricula whose avowed objects were the making of educated men and women. Yet how few of these educators can have calmly considered the situation and asked themselves the above pertinent questions before setting about their tasks! Else why is it that we have such universal grumbling about over-crowded curricula or the introduction of so-called fads and frills?

It is not easy to say what is meant by an educated man. It is difficult to obtain agreement about the marks which, possessed by rich or poor, by Canadian or Chinese, enable us to say with certainty "There goes an educated man". The something called education (or culture if the term be used in a very broad sense) is so intangible, so difficult to define. Yet we all recognise it when we meet it.

We are going to be very brave for we are going to attempt to give four marks of education which will be of universal application and which, we hope, will be accepted by everybody. Some of them are not our own—one certainly was given by President Murray Butler in an address some years ago, while a second has been used by Viscount Morley on many occasions. They are none the worse for repetition, although the exact form of the words in which they were couched has escaped our memory these many months past.

The first mark of the educated man is accuracy and precision in the use of the mother tongue—accuracy and precision both in speech and writing. Local variations in accent may be excused (yet even here we look askance at too pronounced an accent); incorrect language in writing—never! The language test then is the first test we apply. The second mark is a knowledge of what constitutes evidence, not only in bookish matters but also in the ordinary affairs of daily life. The man who cannot sift and weigh evidence, although he may know a million facts, cannot be classed among the educated. The third mark of the educated man is a knowledge of some part of the field of learning so profound that philosophical bases have been reached. Bacon said the ideal was to know something of everything and everything of something. The educated man to pass our tests must know everything of something, must have delved so deep in knowledge that he has touched bedrock at some point. And when he has done this lo! he has his reward, for he

finds that there is system and reason in everything. The fourth mark is a sincere appreciation of one or more of the great arts of mankind—painting, sculpture, music or literature. The greatest things in the world are the arts—man's highest expressions of the soul within him. Art productions are the eternal verities, hence a man to be considered educated must have knowledge of some of them. Whether it is possible to acquire this appreciation without a knowledge of a foreign language is open to doubt. Art is found in every country, in every clime. Appreciation in art can hardly grow out of a second hand contact, hence the value of the foreign language, especially when literature is concerned. 'Tis true that if we insist on a wide knowledge of a foreign language we deny education to Robert Burns and a host of others. These, it seems to us, are geniused rather than educated men in our sense of the term and must be placed in a separate category.

What follows if our contentions be true? Is it possible to frame a curriculum to produce educated men and women? We might not succeed if we tried, but by bearing the above marks in mind, we should insure ourselves against some of the more potent blunders of the curriculum-makers of the past.

What is Art?—During the past few years all Departments of Education have been giving much thought to the teaching of art. By art is here meant drawing, painting, modelling, and the like. But art has also a wider connotation—it may include all the arts of mankind.

Tolstoi tried to answer the question "What is art?" taking his illustrations from literature, painting, acting, and music. He concluded that art in any form, if it were great art, made a universal emotional appeal. Thus the story of Joseph and his brethren appealed to the whole of mankind whether the medium of the appeal were the English or the Russian or any other language. In the same way the weird negro melodies of the Southern States, by unknown composers in most cases, were also great art because they made a universal appeal. On the other hand the Ring of the Nibelungs was bad art because so few could appreciate it. Good art lives because mankind at bottom changed very little through the generations. Good art stands the acid test of time.

There is much that is true in Tolstoi's contention, but he seems to have made a fatal omission. He recognises the emotional element in art and justifies the man who knows he is in the presence of a work of art by a choking sensation at the throat, or a chilly creepy feeling down the back, yet he has failed to recognise that there can be a development of taste or appreciation, not only in the individual, but also in mankind at large. A baby loves a rag picture-book, a connoisseur in pictures demands something better. Taste grows upon what it feeds. Restrict

children to bad art and they will love bad art. Permit them to obtain a knowledge of the good art of the world and they will reject the bad with contumely.

Hence the universal appeal is not the only criterion of art. Appreciation and taste may be so developed in a few that emotional thrills from some forms of art are reserved for them. The bulk of humanity are left far behind.

The efforts made by friends of education to beautify the schools, to teach the simplest and at the same time the best in drawing or music or literature are pedagogically sound. Let not the enthusiast in his enthusiasm forget that there is simple art which is both good and suitable for the wee inhabitants of the lower grades. The complex is not necessarily the best.

Suggestions for the Class-room

Spelling.—In the preparation of the spelling lessons, lay stress upon the following points: See that each child can correctly pronounce each word, explain the meaning of unusual words and illustrate their use in sentences. Call attention to the most difficult words and note silent letters. Upon investigation, many teachers will be surprised to find that a child cannot correctly pronounce many of the words he is expected to learn to spell, and that his ideas of their meaning and use is equally vague. Time spent in proper preparation of a lesson is more than gained in results.—*American Education*.

Word Drills.—Draw an outline picture of a barn. Near each end make a ladder composed of the drill-words. Let pupils play they are climbing up into a loft. They may descend at the other ladder. Every time they miss a word they fall and another pupil gets a trial. If they reach the loft in safety they may be allowed to play in the loft awhile.—Willis Boots in *School Education*.

The Unexpected.—Nothing is quite so refreshing as the unexpected. Whether the surprise of it be welcome or unwelcome, nothing is a better brain stimulant, nothing clears the mental processes better than a good wholesome jolt. Do we not all of us remember the teacher who did the unexpected thing? How refreshing she was! How we watched to see what she would do next! She was so interesting, so different; we were so busy watching her that we quite forgot for the time how extremely active we felt, we forgot for the time that there were possibilities for mischief on all sides.—Mary Ellerton in *Primary Plans*.

The Chambered Nautilus

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[NOTE—The method outlined in the following lesson is merely suggestive. In order that the lesson may be effective, the teacher should have a nautilus shell (or a half shell, showing the cells) to make the poem clear to the class. Shells, either whole or half, may be purchased from Ward's Natural History Establishment, Rochester, N.Y. at about \$2.00 each. If the shell is not available, a photograph or drawing, or a black-board sketch, should be used.]

IN the teaching of some poems it is well to have the poem read as a whole before beginning the detailed study. In the case of *The Chambered Nautilus*, however, such a method would be useless. Without an understanding of the first stanza, and without some account of the nautilus, the remainder of the poem can mean very little to the pupil. Before reading any of the poem the teacher will find it necessary to prepare the class for the understanding of it. What form should that preparation take?

I should suggest a short conversation with the class which will lead to an explanation of the sea myths referred to in the poem. Perhaps the class have already learned something about imaginary beings such as the centaurs, fauns, satyrs, nymphs, etc. Have any of the class ever heard of imaginary beings living in the *sea*? Some one suggests the mermaids. Where were the mermaids seen? What were they like? Have any of the class ever heard of another class of beings called sirens? Develop the myth by reference to the story of Ulysses and of Jason.

Now introduce the poet's fancy regarding the nautilus. Have any of the class ever heard of a shell fish that was supposed to be able to sail or float on the sea? It was believed that a certain species of shell-fish could do so, and because of this belief, this shell-fish was called the *Nautilus*, which means "the sailor" (write the name on the black-board); and of course if the shell-fish itself was the sailor, the shell must be "the ship". This shell was made of pearl and hence was known as the pearly nautilus.

Now, if you were a poet, and were telling about this "ship of pearl", where would you think of it as sailing? In the wintry sea? In the storm? In the harbour where every one who passed might see it? Let us see what the poet says. (Read or recite the stanza.)

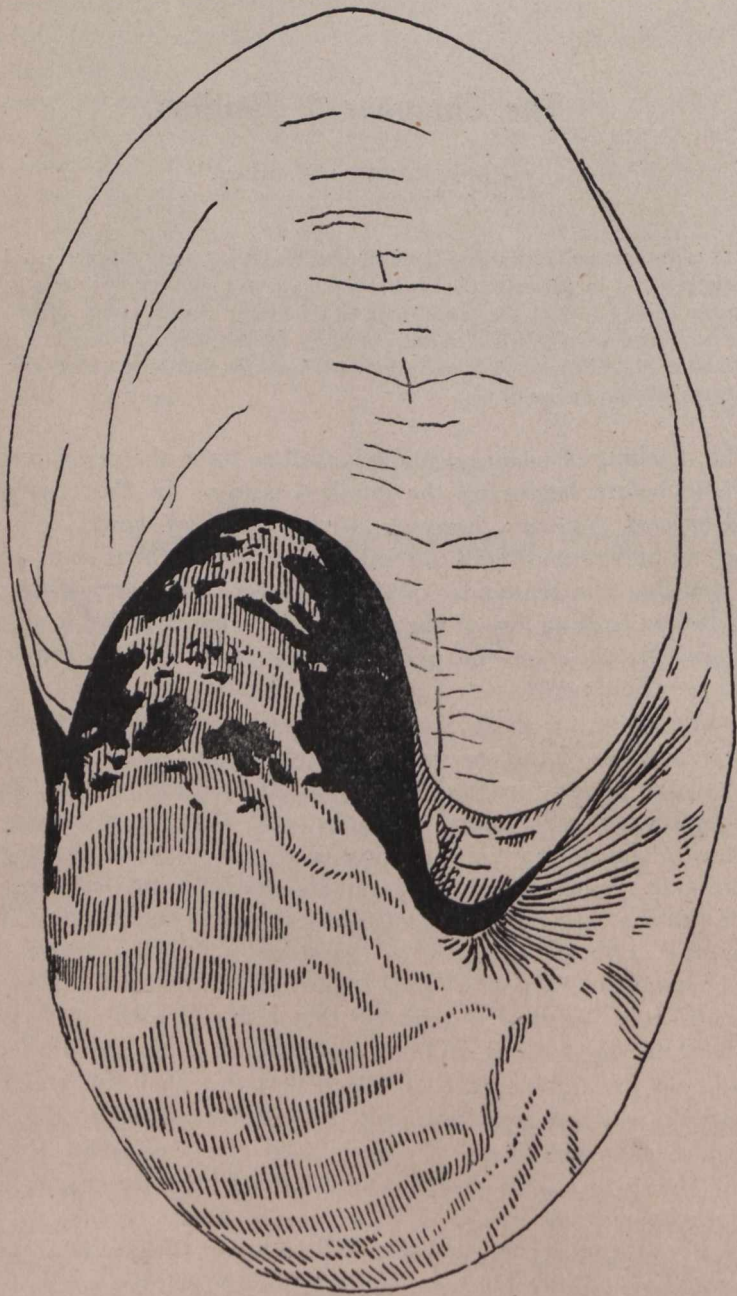


Figure 1

Drawn from the object by Paul Pettit, form IV B, University Schools

This is the ship of pearl, which, poets feign,
 Sails the unshadowed main—
 The venturous bark that flings
 On the sweet summer wind its purpled wings
 In gulfs enchanted, where the Siren sings,
 And coral reefs lie bare,
 Where the cold sea-maids rise to sun their streaming hair.

Now question the class as to where the poet thinks of the nautilus as sailing—on the unshadowed main, in the sweet summer wind, beside coral reefs, where the sirens are heard and the mermaids are seen. Why

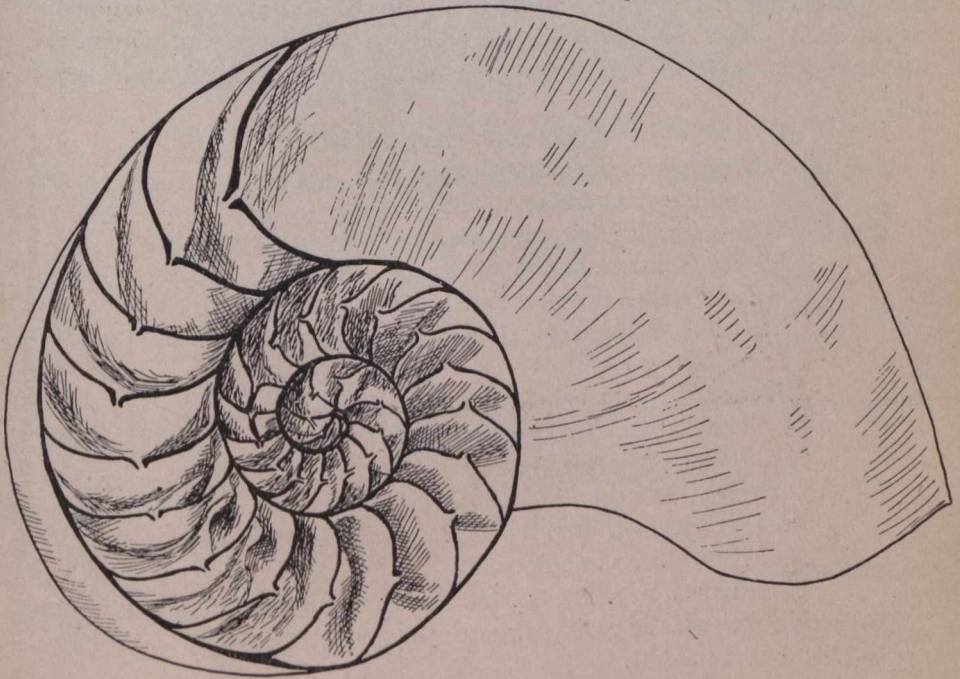


Figure 2

Drawn from the object by Paul Pettit, form IV B, University Schools

does he associate the nautilus with the sirens and the mermaids? Now after teaching the stanza, hold up the shell, which the class now sees for the first time, and repeat the stanza in such a way as to awaken the appreciation of the pupils.

Before going on with the second stanza the class must learn something further about the nautilus. Show the class the cross section of the shell. What shape is it? Bring out the meanings of *spiral*, *coil*, *wreathed*, which occur in the poem. (Write these words on the board.) Pupils will see that the shell is made up of a number of cells increasing

in size. These cells mark the growth of the nautilus from year to year. When the nautilus grows too large for the cell, it slips forward in its shell and builds up a wall behind it. The cells that are thus shut off are of no further use to the nautilus, except that they are filled with gas, and this keeps the shell from becoming too heavy. Now let us think of this shell as the *house* in which the nautilus lived. The part directly over his head would of course be the ceiling. Notice the colour of it. It shows all the delicate shades of the rainbow. Does any member of the class know another name for the rainbow? (The iris). Write on the board *irised ceiling*. An underground vault beneath a building is sometimes called a "crypt". Develop the idea of *sunless crypt* as applied to the shell. Now the shell that this poet was looking at was evidently one that was broken. Let us see what he says of it. (Read stanzas 2 and 3.)

Its web of living gauze no more unfurl;
 Wrecked is the ship of pearl!
 And every chambered cell,
 Where its dim dreaming life was wont to dwell,
 As the frail tenant shaped his growing shell,
 Before thee lies revealed—
 Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
 That spread his lustrous coil;
 Still, as the spiral grew,
 He left the past year's dwelling for the new,
 Stole with soft step its shining archway through,
 Built up its idle door,

Stretched in his last-found home, and knew the old no more.
 Now rapidly review the main points in the first three stanzas, and have pupils read them aloud.

Stanzas 1-3 describe the shell; the poet now speaks of the "message" which the shell brings to him. Did you ever hear of a shell being used to express anything? If you place the shell to your ear you hear a murmuring sound. Did you ever hear of a shell being used as a horn? The teacher tells about the sea-god Triton, who was supposed to cause the roaring of the waves by blowing upon a shell. But the poet thinks that the shell brings another and better message. Can any one suggest what the message might be, by recalling what we have learned of the shell? The shell of the nautilus grows from year to year,—and the poet wishes that his "soul" may likewise grow and that he may become wiser and better as the years go by.

Let us read stanzas 4 and 5 and see how the poet expresses it.

Thanks for the heavenly message brought by thee,
 Child of the wandering sea,
 Cast from her lap forlorn!
 From thy dead lips a clearer note is born
 Than ever Triton blew from wreathed horn!
 While on mine ear it rings,
 Through the deep caves of thought I hear a voice that sings—

Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free,
 Leaving thine outgrown shell by life's unresting sea!

The teacher will probably find it advisable not to dwell too long upon the abstract application of the poem in stanzas 4 and 5. If it is necessary to go into these stanzas in greater detail it may be left probably until a review.

“Do you think a college education affords a man an important advantage?”

“Oh, yes! One has to have it in order to get into a university club.”

Member Johnson—If Superintendent Smith makes any such charge I shall denounce him as a liar.

President—Mr. Smith, I call you to order. The rules of this board do not allow you to go that far—

Member Jones—Then I call Superintendent Smith a liar as far as it is permitted by the rules of this board.—*American School Board Journal*

William Dean Howells is a stout opponent of those novelists who, under the pretext of reforming their readers, write books about vice.

“Such writers,” said Mr. Howells, “remind me of a lad whose mother said to him:

“‘Why, Johnny, I do believe you’re teaching that parrot to swear!’

“‘No, I’m not, mother,’ the boy replied; ‘I’m just telling it what it mustn’t say.’”

Nature Study for November

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DURING November plants and animals are engaged in preparing for the winter; a much more interesting phenomenon is the preparation that has developed throughout the summer for an early start in the spring. We marvel that the brown and barren woods of spring become transformed into a bed of flowers as it were by magic with the first few days of strong sunshine. November is the month to solve this mystery.

Observations to be made by the pupils.

Note the autumn tints of six trees and three shrubs. Collect the leaves, press them and mount on paper, writing below each leaf the name of the tree from which it came.

As a variation let some pupils collect six leaves each from a different tree or shrub showing a light yellow colour; six showing a brown colour, six showing orange to red, three showing crimson to violet, pressing and labelling as before.

Let them practise naming a tree on the landscape from its tints.

To show the purpose of leaf shedding let each pupil at home roll a geranium leaf while still attached to the plant and push it through the narrow neck into a dry bottle, which is supported so as not to allow the stem of the leaf to be injured or separated from the plant. Plug the neck around the stem with cotton wool or a cloth and leave in a warm room for a few hours. Are there drops of water in the bottle? Where did they come from?

Have twigs of several trees as maple, beech, horsechestnut, which still retain the leaves, examined by pupils to find the line of separation that forms.

Notice how the herbs in the garden, *e.g.*, potato, tomato, bean, pea, dispose of their leaves in the autumn and how entirely different it is from the above trees and shrubs.

Name six trees or shrubs which you have observed in your neighbourhood that retain their leaves throughout the winter.

Look to see if these shed the leaves. If so, the dead leaves should be found below them.

Try to find a tree or vine that not only sheds its leaves but that has the leaf separated into its leaflets.

Try to find a shrubby climber that just drops the blade of the leaf leaving the leaf stem projecting out like a mass of spears, and later sheds these stems.

Some trees shed the leaves near the end of the branches first; others near the base. Find three trees that shed their leaves in each of these ways.

How does the normal fall of the leaves differ from their disappearance from a branch after it has been killed?

Thought questions for the pupils.—What effect would the snows and sleets of winter have on the wide-leaved trees if they retained them? Is the food contained in the leaves that have fallen off, entirely lost to the tree? If a leaf falls off should it leave a scar on the stem? Examine a stem and see if this is so.

To the teacher.—One of the most striking phenomena of the autumn trees is the brilliant colours and the startlingly sudden fall of the leaves.

While in European forests the leaves show the same colours, they linger only for a week or two at most, while in temperate America the red begins to speck the landscape in late September; all through October the colours brighten and widen until the whole forest is as brilliant as a sunset and remains so well into November until the winds shake out the colours and leave the trees in their bareness. It is doubtful if anywhere in the tropical forest there is any display so beautiful and brilliant as is to be found in our woods in autumn. We have every colour, the birches and ironwood are a clear pale yellow, the oaks are brown, the beech and sumach give a scarlet flame, the hawthorn and poison ivy shed a sombre violet tint. Who can describe the Canadian maples? They have all these shades combined and blended in the most exquisite combinations; we can almost find a spectrum in a single leaf.

It would be strange if this phenomenon of colour was a mere display of the useless. Have these colours any part in the economy of nature? That cannot be answered with certainty. We know that very important chemical changes are taking place in the leaf. The nutritious part is transformed and conducted from it down into the stem to act as a reserve for use in growth during the spring. The sunlight plays its part in these transformations and certain colours of light are harmful to these products. It is quite possible these colour screens act as sieves to strain out and destroy the irritating colours and to allow only the chemically useful ones to pass.

The leaves are continually transpiring water vapour as the experiment already outlined clearly shows. This water comes in through the roots and the current upward continues uninterruptedly throughout

the warm weather, but when the soil is chilled in autumn, no matter how abundant the water in the soil, the roots are unable to absorb it. If the leaves continued to evaporate the moisture in the plant the latter would dry out, wither and die. To prevent this dissipation the plant sheds its leaves and in this way, evaporation is cut off at the same time that absorption through the roots ceases.

This shedding of the leaves is a normal process in the life of the plant. It is not that the leaf dies, withers and falls off. In a branch that has been killed or severed from the tree, the leaves wither, die, curl up, become brown and one by one are blown away or disintegrated by the wind. In the autumn quite a different phenomenon presents itself. A separation layer of tissue forms across the stem of the leaf close to its point of attachment. This has the appearance of a thin translucent line and can be well seen in the horsechestnut. The leaf does not wither nor curl up nor does it disintegrate, but when the separation layer is complete it becomes detached and falls to the ground. All the leaves fall within a few days. In some trees as the aspens, beech and hazel, the leaves at the end of the branches fall first; in the basswood, willow, poplar and pear-tree the leaves from the ends of the branches fall last of all. In the horsechestnut and Virginia creeper not only does the whole leaf fall from the stem but each leaflet has its own line of separation and falls away from the rest. In the wild grape vine and Boston ivy, first the leaf blade falls away leaving the stems projecting, and a week or more later the leaf-stem separates.

It is not frost that makes the leaves fall. They would exhibit the same phenomenon if never touched by frost. The leaves certainly are not frost bitten, as they are entirely unlike the black and withered frost-bitten leaves of the garden. The primary cause is the chilling of the roots which prevents absorption.

We can get an inkling as to what the effect of winter snows would be on trees if they retained their leaves throughout the winter. Occasionally in the higher Alps snow falls in August when the leaves are in full leaf. The effect is appalling. Every branch becomes loaded with snow and is unable to bear it. As a result branches are snapped off in every direction, whole trees fall, and the forest appears as if swept by a hurricane. Occasionally in Canada the limbs snap off as a result of a cold drizzle which freezes in ice cakes to the branches. One can imagine how much more destructive ice would be if every limb were covered with expanded leaves.

The evergreen trees and shrubs all shed their leaves, as can easily be seen by an examination of the ground beneath; but the leaves of one season are retained until after the new leaves of the next spring appear and so they always look green. Sometimes these leaves are retained

for several years. Most of these trees have narrow, thick leaves. Being narrow they do not retain so much snow, and the branches by their direction and flexibility are better able to shed it and also to resist its weight. These leaves evaporate water very slowly at all seasons and there are various adaptations to diminish this still more in winter. The evergreen plants with broad leaves are mostly shrubs lying flat on the ground, so that the snow presses them against the ground and evaporation of water is prevented. Wintergreen and hepatica are examples of such plants.

Birds' nests.—November is a good month in which to make a collection of birds' nests. The leaves are off the trees and they can be easily found. Let the boys bring specimens with the branch attached. These are well worth study. The nests can generally be identified with the help of "Bird Homes" by Dugsmore, published by Doubleday and Page. Try to get nests of the following birds: flicker, chimney swift, robin, red-eyed vireo, Baltimore oriole and phoebe.

Book Reviews

"*The King's Government*", a Study of the Growth of the Central Administration, by R. H. Gretton. Published by G. Bell & Sons, Ltd., London. 144 pages. Price . . . Beginning with the Norman Conquest, the author traces carefully and clearly the development of the present complex English system of government from the time when the only distinct Department was that of the Exchequer. The book is not a dry constitutional history, but is rather a short, well-written story of the growth of our modern governmental institutions.

H. G. M.

Lectures Illustrees, by E. Magee and M. Angeau. 64 pages. 1s. 6d. Adam and Charles Black, London. The Macmillan Co., Toronto. There are 58 illustrations, of which 32 are in colour. Apart from the preface, there is not an English word in the book. Unlike the pictures in many language books, the illustrations in this volume are interesting in themselves, and have not the stiff, utilitarian appearance of pictures which have been drawn to suit the text. Definite grammatical rules are not included, but each exercise following a story embodies some point of grammar which can be enlarged upon. There are 34 interesting stories. It is an excellent book for elementary work in French.



November in the Primary

ETHEL M. HALL
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“How will it be when the leaves turn brown,
Their gold and crimson all dropped down,
And crumbled to dust? Oh, then as we lay
Our ear to earth’s lips we shall hear her say,
‘In the dark I am seeking new gems for my crown;’
We will dream of green leaves when the woods turn brown.”

LUCY LARCOM.

Sober, gray-hued, rusty-brown November is here again, resting the eyes after the blaze of colour in October and preparing them to meet the white light of the winter months.

“The melancholy days have come,
The saddest of the year,”

should never be chosen as a primary poem. Rather should the children be taught the meaning and purpose of the dull days.

Have a talk about the time of the day which is the dearest to them—the time when they are weary of play and are glad to creep into mother’s arms and listen to the twilight story. Then teach the stanza:

“November is the twilight month
When long, gray shadows creep
And all the little woodland folk
Are lying down to sleep.”

Talk about the Month.—Compare the number of days with those of September and October. Show that these months form our autumn season. Spell “November”, by letters and syllables. Count the letters and syllables. Refer to the colour of the sky, clouds, ground, trees and grass. From these conversations draw from the children the prevailing colour of the month. Keep a record of the amount of sunshine. Watch for Indian Summer.

November Scripture Memory Work.—Ps. 65: 9-13. "Thou crownest the year with Thy goodness", etc.

Prayer for November.—

"For sowing and reaping;
For cold and for heat;
For sweets of the flowers
And gold of the wheat;
For peace and for plenty;
For freedom; for rest;
Oh, Father in Heaven,
We thank Thee."

November Hymn.—A Hymn of Thanksgiving.

Nature Study.—Topic: "Preparation for Winter."

- I. *Nature's Preparation*: 1. Trees and plants. (a) Leaves fall. (b) Buds are coated. (c) Wood hardens. (d) Sap goes to roots.
II. *Insects*: 1. Spin cocoons. 2. Store food and bury themselves.
III. *Animals*: 1. Shed coats and get warmer. 2. Store food and sleep.
IV. *Man's preparation*: 1. Store food. 2. Store fuel. 3. Get warmer clothing.

V. *Migration of the birds*: (See October in the Primary). Select a few familiar birds for special study.

VI. *How do the following prepare for winter?* Farmer? Gardener? Father? Mother? Squirrel? Bear? Frog? Snake? Turtle? Bees? Wasps? Butterflies? Birds? Trees? Plants?

VII. *Study of Corn*: 1. Preparation of the soil. 2. Dropping of the seed. 3. Sprouting of the plants. 4. Blades. 5. Stalks. 6. Ears. 7. Husks. 8. Rows of Kernels. 9. Cutting of Stalks. 10. Storing of Corn for food for cattle. 11. Grinding into meal.

Literature for November.—1. November—*Helen Hunt Jackson*.
2. Corn Song—*Whittier*. 3. Nature's Good Night—*Unknown*.

Poems for Memorization.—1. How the corn grows. 2. Little Baby Pumpkin—*A. B. Badlam*. 3. The Vanished Goldenrod—*Badlam*.
4. Getting Ready for Winter—*Ellerton*. 5. Indian Summer—*Selected*.

Songs for November.—1. A Tired Little Worm—*Florence Stearn*.
2. The Brown Birds—*Plan Book*. 3. November Lullaby. 4. Winter Lullaby—*De Koren*. 5. Good-Night—*Ethel Brown*.

Legend and Story.—1. Mordamin—Longfellow's *Hiawatha*. 2. How the Chipmunk got his Stripes—*Myths*. 3. Joseph and the Corn—*Bible*.
4. The Story of the Crooked Apple—*Wellman*. 5. The Bruised Apple—*Stephens*.

Picture Study.—Artist—Corot; subjects—Lake, Spring.

History.—Columbus. 1. Boyhood of Columbus. 2. Life in Italy. 3. Life in Spain. 4. Discovery of America. 5. Summary.

Geography.—Blackboard and Sand Table. 1. Illustrate the story of the discovery of America by Columbus upon the B. B. Make a coloured mass drawing from some good print discarding too many details. Show pictures such as "The Coming of the White Man" by our own Canadian Artist—Mr. G. A. Reid.

2. When the children are thoroughly acquainted with the history stories, and can reproduce them orally, let them work out the stories upon the sand table. Show the ocean (blue crinkled paper) and a thickly wooded shore with here and there an Indian wigwam. Originality means much in the development of these lessons. 3. Allow the pupils to dramatise the stories.

Art.—1. Illustrate the story of the corn. 2. Use the bare trees as studies. 3. Scenes from the preparation for winter.

Plasticine. 1.—Model a squirrel with nut. 2. The ships of Columbus. 3. Indian warriors. 4. Fruits, vegetables, corn. 5. Cocoons.

Paper Cutting.—1. Illustrate, "The Brown Birds are Flying". 2. Cut and mount scenes from the work of the wind in November.

Sewing—1. The name of the month and season. 2. Simple stitches on canvas.

Folding.—1. Oblong, four squares, triangle, sixteen squares as foundation for construction.

Reading.—1. Continue the presentation of the letter sounds including doubles such as *th*, *or*, *sh*, *ar*, and *ck*. 2. Make a list of all phonograms in the Primer and these with the single consonant sounds should be learned as rapidly as possible, and used very often for drill. 3. Continue the use of stories and rhymes containing the sounds already taught. 4. Nature poems such as:—

(a) This is the way the birdies go
 When frosty winds begin to blow,
 Leaving the cold and ice and snow,
 Till winter time is o'er;
 But when the snowy months go by
 And merry spring again is nigh,
 Back to the North the birds will fly,
 To sing and nest once more.

(b) This is the way the flowers sleep
 Beneath the leaves so warm and deep,
 Out in the Spring again they'll creep,
 To greet us one and all;

As winter days shall colder grow,
 A deep white coverlet of snow
 Will safely keep the flowers below
 Until the rain drops call.

- (c) This is the way the leaves come down
 All gaily dressed in red and brown,
 They danced about the wood and town,
 Each bright October day.
 The long November shadows creep,
 And now they're nestling down to sleep
 Beneath a blanket soft and deep,
 To hide the flowers away.

There is material here for a couple of week's work. Place the first stanza upon the blackboard, using coloured chalk for the words you wish to impress. Treat the lessons in much the same way as in the October outline. (d) Erase the stanza and place the words taught upon the blackboard. (e) Let the pupils outline these with seeds upon their desks. (f) Collect seeds and let them copy upon slates or books. (g) Continue putting the stanza down afresh using a different colour for the words to be taught or reviewed. (h) On Friday place the stanza or stanzas upon the blackboard, without using a colour. Have the pupils read simultaneously and individually. (i) Allow the pupils to *act* the first stanza. Let them fly along the aisles noiselessly. The seats are the south land and winter home of the birds. (j) Repeat occasionally with each stanza. (k) On the last Friday of the month review (1) all the reading, (2) all phonograms, (3) all letter sounds taught.

Number.—(a) While teaching the numbers from 1—100, teach also the analysis and synthesis of the numbers from 10 to 20. Call these the simple combinations. Review these in November and do so by making the first number a constant quantity as $10+1=11$; $10+2=12$; $8+1=9$; $8+3=11$, etc. Continue till all are reviewed. (b) Teach the fact that ten ten-bundles, make a hundred-bundle. Show the necessity for the addition of the third room to our "house". (Sketch house on blackboard). Add the room and show the use of the zeros. Teach by families to 199. Correlate the number work and nature study. Do not begin formal addition the first term. Time is gained by building a solid foundation first. (c) Count by ones, fives and tens. (d) Teach the endings in counting by twos. As a seat work device have the pupils draw a ladder, placing a number at the top and the combinations on the rungs. Commend neatness and accuracy.

THE BRIDGE BUILDER.

An old man going a lone highway,
 Came at the evening cold and gray,
 To a chasm vast and deep and wide.
 The old man crossed in the twilight dim
 The sullen stream had no fear for him;
 But he turned when safe on the other side
 And built a bridge to span the tide.

"Old man", said a fellow pilgrim near,
 "You are wasting your strength with building here;
 Your journey will end with the ending day,
 You never again will pass this way;
 You've crossed the chasm deep and wide,
 Why build you this bridge at evening tide?"

The builder lifted his old, gray head—
 "Good friend, in the path I have come," he said,
 "There followeth after me to-day
 A youth whose feet must pass this way.
 This chasm that has been as naught to me,
 To that fair-haired youth may a pitfall be;
 He too must cross in the twilight dim—
 Good friend, *I am building this bridge for him*".

Chinese youngsters are earnest students, but sometimes their struggles with the English language and customs are amusingly pathetic. When asked: "What are the five great races of mankind?" a serious-minded boy of the Flowery Kingdom made answer:

"Three hundred yards, the hurdles, the quarter-mile, the mile and the three miles."

Another student, trying to translate "Out of sight, out of mind," rendered the phrase thus:

"Invisible, insane."

It is the custom at a school up state for the teachers to write on the blackboard any instruction they desire the janitor to receive. The other morning the janitor saw written:

"Find the greatest common divisor."

"Hulloa!" he exclaimed. "Is that durned thing lost again?"

Constructive Work for November

A. N. SCARROW.

Faculty of Education, University of Toronto

LET us begin with the portfolio in the October number of THE SCHOOL. Many pupils will have found, in putting the portfolio to use, that the papers carried slip out easily. This should lead them to suggest improvements, if such suggestions are encouraged by the teacher. One pupil might advise pasting a folded strip of paper along the top and bottom of the back inside; another may suggest that these strips might have been left on the ends of the back and merely folded down inside; still another might see the possibility of leaving a bellows end on these strips to be pasted under and form a sort of pocket at each end of the back; and another may offer the suggestion that this pocket must not be too deep or it will prevent putting in or taking out papers. It is by such observation of need in the actual use of manufactured articles that improvements are suggested and finally made. If the teacher aims to be a real educator and not a mere instructor she will not, by anticipating all such improvements, deprive the pupils of the profit of making these advances for themselves. The making of this improved portfolio as an independent exercise by the pupil will give him an opportunity (1) to correct mistakes made in the first exercise, (2) to use his own thought in making the improvements and (3) to keep interested by combining thought with work in anticipation of a satisfactory result. Somewhere here seems to lie the happy mean between the two extremes of slavish imitation on the one hand and chaotic freedom on the other. The aim of the teacher should be to train thoughtful as well as skilful workers.

For our work this month we shall take the making of a scrap-book and a large envelope, the latter to hold temporarily any cuttings that we have collected and the former to keep them in a more permanent and useful form.

A SCRAP-BOOK.—This is a suitable exercise for the first of the year. Such a book is of great use to every student and teacher. In it may be preserved much valuable material to be used in future lessons as the need arises. Every pupil should be encouraged to gather pictures and literary selections which appeal to him as worth while, and no teacher should be without such a collection. The longer these books are kept the more valuable they become.

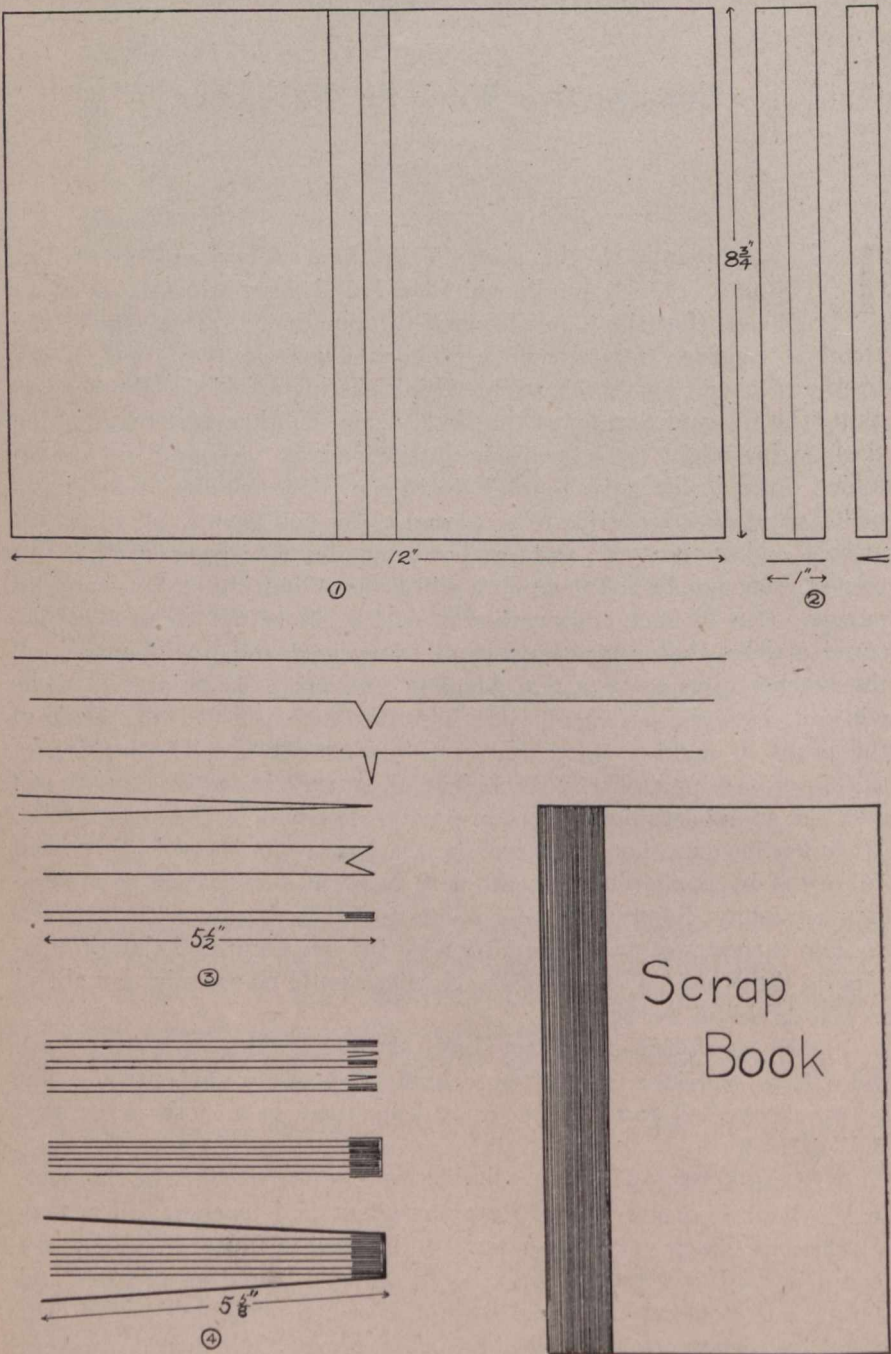


Figure 1

DIRECTIONS FOR MAKING THE SCRAP-BOOK.—Material, good manilla paper and a piece of cover paper.

1. Lay out as many leaves as required, as shown in (1), each page when folded, as in (3), being $5\frac{1}{2}'' \times 8\frac{3}{4}''$. The centre lines are $\frac{1}{2}''$ apart.

2. Fold the leaves as shown, the centre being creased one way and the other folds in the opposite direction, leaving a centre strip of two thicknesses and half an inch wide to keep the leaves apart.

3. Lay out strips $8\frac{3}{4}'' \times 1''$, to be folded in the centre lengthwise as shown in (2). These strips are to be pasted between the folios as in (4) to fasten them together and keep the leaves apart.

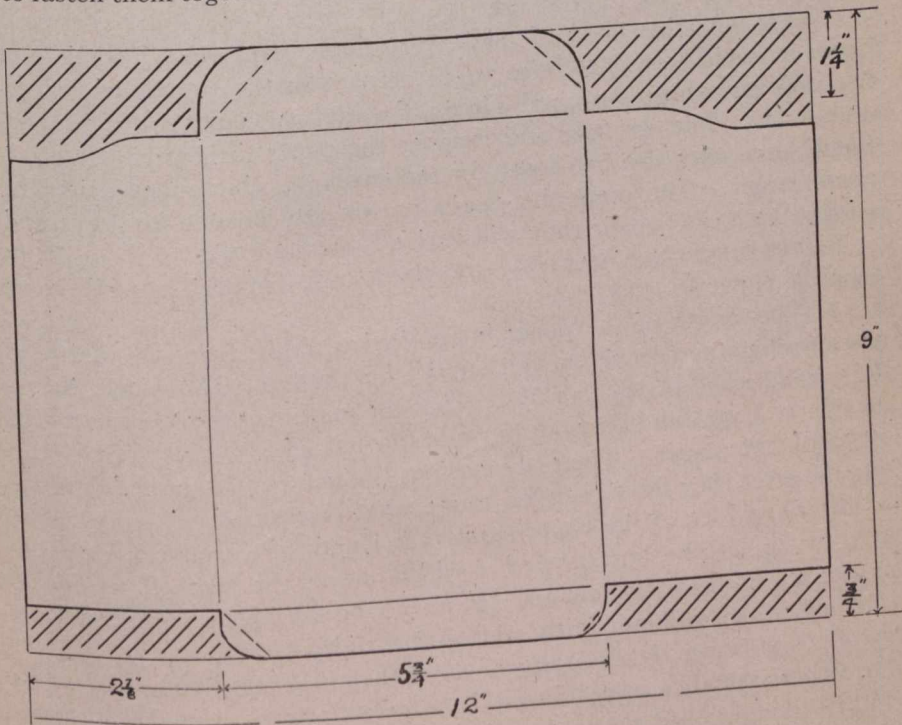


Figure 2

4. Lay out another strip $8\frac{3}{4}''$ long and crease half an inch from the edges allowing sufficient space between the creases to cover the back of the assembled folios and strips as shown in (4). This width will depend upon the number of leaves and the thickness of paper.

5. Take a piece of cover paper $9'' \times 12''$ of a suitable colour. Lay it out so that each cover will project $\frac{1}{8}''$ over the leaves at the top and bottom and front edge. Each cover must, therefore, be $9'' \times 5\frac{5}{8}''$ and sufficient space should be left between them to cover the back edge of the assembled leaves.

6. Assemble the whole as shown pasting the strips between the folios, and the binding strip over the back of all. Rub the paste, or better still glue, well into the joints between the leaves before putting on this back strip. Now paste the cover to the outside of the binding strip.

7. A strip of binders' cloth cut about $2\frac{1}{2}'' \times 9''$ and pasted over the back will strengthen the book and, if this cloth is of a suitable colour, will add much to its appearance.

8. The next thing is to make a suitable design for the cover and print the name either on the cover or on a label. Here the art work should again be made to assist.

9. Put the book to good use.

NOTE.—As this book, if made very large, requires a good deal of paper it would be well to have pupils prepare for the exercise by collecting and smoothing out good pieces of wrapping paper for the leaves and strips. The stronger and tougher the paper the better. A good, tough piece may also be chosen for the envelope, which, then, might be made larger. The more the pupils are on the lookout for ways and means the more benefit they will derive from the work.

DIRECTIONS FOR MAKING THE ENVELOPE.—Material, good stout manilla paper $9'' \times 12''$.

1. The length of the paper is required to make twice the width of the envelope and leave enough, say $\frac{1}{2}''$, for the lap. The width, therefore, will be half of $11\frac{1}{2}''$, or $5\frac{3}{4}''$. That the joint may show in the centre of the back we should lay out our first line half of $5\frac{3}{4}''$, or $2\frac{7}{8}''$, from the edge of the paper. These dimensions should be obtained from the pupils, after they have been led to see what is required.

2. The width of the paper makes the length of the envelope with a narrow lap at the bottom and a wider one at the top. If we make these laps $\frac{3}{4}''$ at the bottom and $1\frac{1}{4}''$ at the top we shall have an envelope $7''$ long, which will suit fairly well with a width of $5\frac{3}{4}''$.

3. Next comes the designing of the corners. We may cut off triangular corners as indicated by dotted lines or we may make rounded corners. Pupils should be led to see that there is a fault in cutting the corners as shown by dotted lines at the left side of the drawing, in that it leaves a small hole in the corner of the envelope. This is avoided by cutting as indicated at the right side. Most pupils will prefer the rounded corners, though they are more difficult. They should be shown how unsatisfactory the work looks when one lap is cut on straight lines and the other on curves. Show also that there is a structural reason for lowering the upper edge of the back, so that we may the more easily get papers in and out.

4. Paste the envelope.

5. Put it to use.

Another suitable exercise is the post-card holder in the manual, p. 61.

One Hundred Subjects for Debate

[This list, compiled by Dr. O. J. Stevenson, was published in THE SCHOOL two years ago. At the request of many of our readers, we reprint it in this issue. EDITOR.]

THERE are, after all, very few subjects that are suitable, in all respects, for debate in either high or public school classes. A subject must, in the first place, be debatable, that is, there must be something to be said in support of either side. But the difficulty with most subjects is that the propositions that they present are incapable of proof. You may, for example, argue as long as you please on the old-time subject, "Resolved, that Wellington was a greater general than Napoleon," without coming any nearer to a definite proof of either side of the proposition. Some of the subjects in the following list are open to this objection, and the best that can be said of debates on such subjects is that they give the pupil practice in speaking.

A subject must, in the second place, be suited to the experience of the pupil. Some of the following subjects are very elementary and are intended for public school grades. It is, of course, difficult to create *new* topics for discussion, and many of these subjects are hackneyed. They are new, however, to each generation of pupils, and a list which contains the old "standby's" upon which our grandfathers debated in the old log school, may not be without value to the teacher.

1. Rugby is a better all-round game than baseball.
2. Newspapers have more influence upon men's characters than books.
3. Vancouver is likely to become a greater city than New York.
4. Spring is a more enjoyable season than autumn.
5. Fire has caused greater destruction to human life and property than water.
6. More pleasure is to be derived from the possession of an automobile than from the possession of a horse.
7. Reading is more profitable to the individual than travel.
8. The pulpit has done more for mankind than the press.
9. Newspapers do as much harm as good.
10. A child of six years has more pleasures than a boy or girl of sixteen.
11. Steam is more useful to man than electricity.
12. The North American Indian has suffered more at the hands of the white man than the negro.
13. It is of advantage to a boy to be brought up in the country rather than in the city.
14. Edison has done more for the world than Marconi.
15. Greater reforms have been brought about by the pen than by the sword.
16. A boat trip presents greater possibilities of enjoyment than an automobile trip.
17. Iron is more useful to man than wood.
18. Our fathers had a harder life in their teens than we have.
19. India is of more value to Great Britain than Canada.
20. Napoleon was a greater general than Wellington.
21. Plants are more useful to mankind than animals.
22. Canada offers greater advantages to the immigrant settler than the United States.
23. The farmer is of greater importance to the welfare of the community than the manufacturer.
24. The torrid zone has contributed more to the civilisation of mankind than the temperate zone.
25. Walking is a better means of taking a holiday than bicycling.
26. Invention has done more for mankind than discovery.
27. The Italians are a more desirable class of immigrants than the Chinese.
28. The

Western pioneer had fewer hardships to contend with than the pioneers of Ontario. 29. The civilised man is happier than the barbarian. 30. The sailor endures greater hardships than the soldier. 31. A boy has a better time than a girl. 32. The poor man with genius can do more for the happiness of his fellow-men than the rich man without genius. 33. The telephone is a more useful invention than the telegraph. 34. Women have done more for the betterment of mankind than men. 35. At the present time the young man has a better chance to succeed in life by remaining on the farm than by going to the city. 36. Gladstone did more for the English-speaking peoples than Lincoln. 37. The city is a better place for a college than the country. 38. Western Canada offers greater advantages to the young man than Eastern Canada. 39. Queen Victoria did more for the good of the English people than Queen Elizabeth. 40. Departmental stores are a disadvantage rather than an advantage to the city. 41. Boxing should be introduced as a part of the work in the school gymnasium. 42. The Norman Conquest resulted in greater harm than good to England. 43. Two thousand dollars is better than a university education. 44. The miser does greater injury to society than the spendthrift. 45. The Asiatic races should be excluded from Canada. 46. The invention of gunpowder has not on the whole been a benefit to mankind. 47. Intemperance has caused greater suffering than war. 48. A bushel of wheat is more valuable than a cow. 49. It would be to the interest of Newfoundland to become a part of the Dominion of Canada. 50. The execution of Charles I was unjustifiable. 51. It would be advisable to require every boy to learn a trade before leaving school. 52. England was justified in expelling the Acadians. 53. The publication of news relating to crime is not in the public interest. 54. It should be the duty of municipalities to provide work for the unemployed. 55. It is not advisable that Public Libraries supply prose fiction to their readers. 56. The State should provide for compulsory vaccination. 57. Canadians enjoy a better form of government than the people of the United States. 58. More crime is due to wealth than to poverty. 59. Waterloo was more important in its effects than Marathon. 60. The Anglo-Saxons have done more for the progress of civilisation than the Greeks. 61. The poet is a greater benefactor of humanity than the legislator. 62. Women should receive the same wages as men in similar positions. 63. The sale of newspapers should be permitted on Sundays. 64. The verdict of three-fourths of a jury should be accepted as sufficient to acquit or to convict. 65. Life imprisonment should take the place of capital punishment. 66. Compulsory voting would be in the public interest. 67. China is a greater menace to Europe than Japan. 68. Tennyson has exerted a greater influence on English-speaking peoples than Longfellow. 69. Solitude contributes more to the welfare of the individual than society. 70. The government of Canada would be carried on equally well without the existence of a second legislative chamber. 71. Missionary enterprise has done more for commerce than exploration. 72. All domestic animals should be subject to taxation. 73. The Irish are a more clever race than the Scotch. 74. The offering of a bonus to a manufacturing industry is not justifiable. 75. Standard prose writers have influenced mankind more than poets. 76. The Canadian Government should own and control all railway and telegraph systems in the Dominion. 77. Musical ability is preferable to the power of oratory. 78. The existence of a titled aristocracy is a benefit to a nation. 79. Canada possesses greater natural resources than the United States. 80. All mining properties should be owned and controlled by the Government rather than by private individuals or companies. 81. Cromwell did more for civil and religious liberty than William III. 82. Gymnasium work is better for a boy than field sports. 83. During the past century the British sovereigns have exerted a greater influence for good than the presidents of the United States. 84. Canada offers greater advantages to immigrants than Australasia. 85. The militant methods of the suffragettes are justifiable. 86. The formation of trades unions

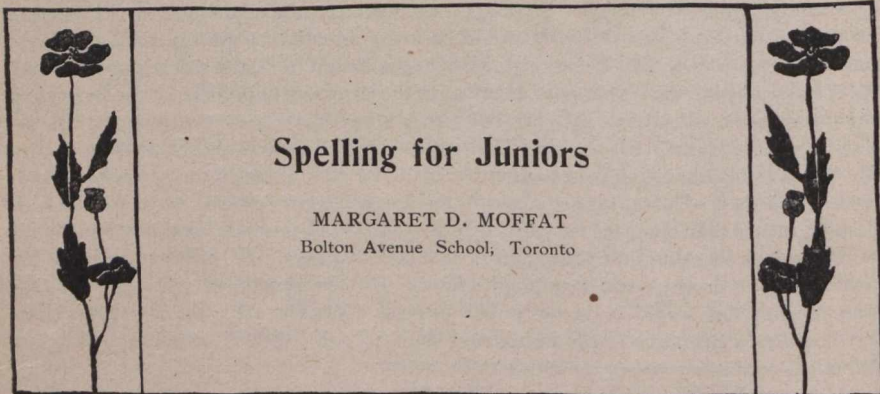
is not in the public interest. 87. Public libraries, museums, and art galleries should be open to the public on Sundays. 88. The Post-office Department should own and operate an express parcel delivery. 89. It would be in the interests of society if all men were paid the same wages. 90. The study of languages should be begun in the public school. 91. A classical education is likely to secure a greater degree of happiness for the individual than a scientific education. 92. The boycott is a legitimate means of securing concessions from employers. 93. Russia will ultimately become a greater nation than Japan. 94. A university education is not advisable for those who do not intend to enter a profession. 95. It is of advantage to a nation to have scattered colonies, as in the British Empire, rather than compact territory as in Russia. 96. A property qualification should be required as an essential to the right of manhood suffrage. 97. Military training for boys should be made compulsory in all schools. 98. The general adoption of an eight-hour working day would be in the public interest. 99. The state should supply free text-books to all children in the Public and High Schools. 100. A lawyer is justified in defending a prisoner whom he knows to be guilty.

Book Reviews

Philosophy: What is it? by F. B. Jevons. Cambridge University Press, 1914. viii+135. 1s. 6d. An attempt has here been made to write a book on philosophy that shall be understood by the man in the street. Five lectures, delivered to a branch of the Workers' Educational Association, have been written out and published. Let it be said at the outset that the attempt has been justified; in no other work has the reviewer seen such a lucid exposition of fundamental philosophical principles. It is to be doubted, however, if the book is big enough for its purpose. Especially in the last chapter do we find problems, which have vexed the minds of philosophers through the ages, raised (and settled) in a page or two. Meagreness and scappiness are the inevitable results. The author's use of abstraction as one out of a number of properties or qualities of a thing, and of reality as the thing as a whole is to be deprecated. Nor is the author consistent in his usages (see pp. 14, 18, 34). There are minor errors which should be corrected in the next issue, e.g., error in English p. 42; in spelling p. 48. The first "according to the Sensation philosopher" on p. 58 should be deleted. The scientific illustrations on pp. 97 and 125 are wrong in fact. And lastly there are thirty-two, not sixty-four compass points. P. S.

Statics, by R. C. Faudry, M.A., B.Sc. G. Bell & Sons, Ltd. Price 60 cents. A convenient volume of some 160 pages dealing with statics on an experimental basis. The experiments are simple, clearly described and carefully arranged. The numerous examples are mainly numerical and require but a very elementary knowledge of trigonometry. The book should prove very useful to teachers of Upper School physics.

J. G. W.



MANY teachers, especially young teachers, have a guilty feeling if they are not constantly able to think up for their pupils something new and quite different from what anyone else has done. Isn't this so? Be assured, there is enough individuality about one—anyone—to do what is to be done somewhat, if not a great deal, differently from others. Your own way is the best for *you*. Believe that, and that you are original. Everyone is, if they are genuinely interested in their work. And there is so much essential to a common, everyday, working education that there is little time left for introducing the unusual and uncommon. The accomplishments of children in their third and fourth years at school are quite simple but very important, since they form the foundation for all after-work; to become accurate in mechanical arithmetic, to be able to read easily what they have to read, to spell correctly the words they know, to form the letters properly in writing and to put all their work down neatly.

Children in Second Book classes have acquired enough control of pencil and pen to do neat work. Teachers in rural schools should, if possible, discard slates. They are bad for the nerves. They encourage untidy work. They give a child a poor idea of the value of his work. For more than one Emmy Lou, "to copy digits until one's chubby fingers, tightly gripping the pencil, ache, and then to be required to take a sponge and wipe those digits off", is strange. All work should be put into a book "for keeps". Say to the children: "You should have a box or a drawer at home, of your very own, that no one is allowed to touch without your permission. As you fill your books keep them there till you are an old man or an old woman so that you can look them over then, and see how you grew. Put the date on the work-books every day".

I suppose teachers worry more over spelling than over anything else, and perhaps, have less sympathy for children about their errors in spelling than about any other. It isn't surprising, is it, that they find the spelling of English difficult, when you consider that in the lesson of "The Good Samaritan" there are five words, each with a different sound for *ou*? "A certain Samaritan as he *journeyed—bound* up his *wounds, pouring* in oil and wine—and *brought* him to an inn". Of course it is quite right to try to get good spelling, but it wouldn't be so gravely important except for the fact that errors are apt to subtract from marks in other subjects later on. There are numbers of children and people who never can, nor will, be able to remember the combinations of letters which make certain words. Many intelligent, successful people in the world have been poor at spelling. Scores of business men depend upon their stenographers for theirs, and even teachers have to consult the dictionary to be sure of a prefix of, "in", or, "un", or of an ending in "ent", or, "ant". So why worry over the mistakes of little children? A boy once had a bad lesson in dictation. The teacher sent the book home for the parent to see and sign. The father returned the book and underneath the lesson he had written, "Them that never makes mistakes never makes nuthin".

Teachers who have had some success with spelling teach five new words a day, four days a week. On Friday they review the twenty words. At this rate, in ten months a child knows eight hundred words. And in six years he has a good vocabulary of words which he is better able to spell correctly than if he had been given long lessons imperfectly learned. Of course, along with the new words, can be given in every lesson words which have been previously learned and commonly misspelled. Once in a while have this little spelling game. Draw a circle upon the blackboard, representing Jack Horner's pie. Divide the pie into a number of pieces. Write a word on each piece. Hand the pointer to a child. She comes to the board, places the point of the pointer on the pie, shuts her eyes and while making the pointer go round and round, says, "Tick, tack, toe, round I go; if I miss I light on this". She opens her eyes to see at which word the pointer stopped, turns her back to it and spells it. Then she gives the pointer to another child who does the same. This game can be made as short or long as you like.

Keep the children familiar with the use of the macron (—) and the breve (v) and perhaps the diaeresis (¨) for the broad vowel sounds. Practice in the other diacritical marks used in the dictionary can be given to senior classes. They should become familiar with dictionary marks so as to be able to get the pronunciation as well as the meanings of words. The practice of marking the vowel sounds helps with the spelling.

1. The macron is used to mark the long sound of the vowel: m^āke, h^ēre, n^ōte, c^ūte, b^īte. 2. The breve is used to mark the short sound of the vowel: h^ăt, m^ĕt, b^ĭt, n^òt, r^ÿt. 3. The diaeresis marks the broad sound of the vowel: m^öve, f^äll, t^älk, w^ärm, sw^ärm, d^ö, r^üde, tr^üe.

Exercise.—Mark the vowel sounds in the following words and draw a line through any vowel which is not sounded (note the effect of *e* on a vowel-sound with exception of love, have, move, give, live): Cut, cute; rob, robe; hop, hope; tub, tube; can, cane; man, mane; din, dine; pin, pine; win, wine; slop, slope; mat, mate; shin, shine; fin, fine; tin, tine; bid, bide; con, cone; cap, cape; Dan, Dane; fat, fate; hat, hate; mad, made.

The macron and the breve are used to mark the different sounds of "oo" in m^ōñ, c^ōñ, b^ōñ, ñ^ōñ, r^ōōt, t^öok, f^ööt, g^ööd, sh^öök. The above words can be put into sentences and read aloud.

Teach the children to recognise syllables by listening while you pronounce words. Say, "A syllable is as much of a word as I can say without changing the shape of my mouth. Tell me how many syllables this word has: ma-king, sli-ding".

1. Teach the rule for adding a syllable to action-words ending in *e*. Give practice in adding *ing* to dine, shine, ride, gape, slope. Have the words made put into sentences.

2. Teach the rule for adding a syllable to words ending in *one consonant* with a short-sound vowel in front of it. Double the consonant. Give practice in adding syllables to: begin, cut, pat, tug, run, stir, hop, step, forget, wrap, swim, flog, blab, dab, gab, crib, fib, jag, jam, hem, knit, sag, tag, sob, rub.

Have the words made put into sentences. See that the children know the meaning of bagging, sagging, cribbing, or any others not familiar.

3. Rule for words ending in two consonants. Add syllables without any other change: help, bark, drown, bank, rush, return, halt.

4. Rule for words ending in *one consonant* with long vowel sound: heap, remain. Add syllables without any other change.

5. Exercise of mixed words from preceding exercises.

6. Adding syllables to words ending in "y". Add "er", "est", "by", "ness" to these: funny, merry, silly, lazy, tiny, dirty, frisky, sleepy, pretty, ugly, clumsy, grassy, lovely, curby, smoky, sorry, greasy, milky, silky, dusty, jolly, nasty, salty, heavy, dizzy.

7. Teach the rules for showing that a word means more than one.

8. Give practice in operations the reverse of all the foregoing, and practice in being able to tell from what word another is made, particularly words ending in "ed" *drowned* from *drown*, *frolicked* from *frolic*, *gathered* from *gather*, *said* from *say*, *stretched* from *stretch*.

Copying from the reader helps spelling and neatness. The whole limit of work for reading should be copied upon the work-books in ruled spaces. One-half inch makes a good writing space. The children should be able to measure the margin line of a page in half-inches and guide their ruling by that. The small letters take half a space. The letters with upper loops take a whole space. Capital letters take a whole space and the small lower-loop letters are half a space above the line with the loop half a space below. If the copying is carefully done, a capital G, or a star, or a flag in coloured crayon on the corner of the page, is reward enough to please a child and to ensure continuance of his best effort.

Suggestions for the Classroom

Two Good Habits.—It is an old saying, and a true one, that as the teacher is, the pupil is. If the teacher's mind is not rigidly disciplined to right habits of thinking, it is quite certain that he will not drill his pupils' minds to right habits of thinking. Every single lapse that occurs in the teacher's practice will lead to scores of lapses in the pupils' practice. Before speaking, then, of the habits which you should strive to engender and develop in your pupils by daily practice, I must tell you of two habits which it is a *sine qua non* that the teacher should develop in himself; the habit of concentration and the habit of reflection. These two habits condition all other habits. Without these two habits thoroughly developed in ourselves, we will make little progress in developing other good habits, either in ourselves or in our pupils.—William H. Maxwell, New York, in *Normal Instructor*.

On Teaching Reading.—Reading is at once the most important and the most distinctive study in the elementary school curriculum. It is the key which unlocks the door to all other branches. Many children fail to do good work in geography, or even in arithmetic, because they do not read with understanding. The child who reads good literature is at once recognisable by reason of his more extensive vocabulary. Reading wields a powerful influence in the formation of character, and good literature provides a wonderful weapon against the forces of ignorance and evil. No lesson affords greater opportunity for teaching a child what to admire, and for setting ideals before him, than does the reading lesson.—*American Education*.

Salaries of Teachers in Ontario

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THE following brief study of the problem of salaries of teachers in Ontario is based upon data found in (1) "Report of the Minister of Education, Province of Ontario for the year 1913"; (2) "Public and Separate Schools and Teachers in the Province of Ontario for the year ending June, 1913"; (3) "Wholesale Prices, Canada, 1913, Report by R. H. Coats, B.A., F.S.S."

In general, the salaries of teachers in Ontario, like all other salaries, conform to the economic law of supply and demand. The less the supply and the greater the demand the higher the salaries will tend to be. There are, however, certain minor tendencies affecting the salaries of Ontario teachers which must be taken into account. Among these the most important are (1) the relationship which salaries bear to the length of service within the profession; (2) the relationship between salaries and the academic and professional qualifications of teachers; (3) the relationship between salaries and the cost of living; (4) the effect of the drainage of teachers to other professions, and to other parts of the world, especially the North West Provinces; (5) the relationship of salaries to the sex of the teachers.

I. We are all more or less familiar with the fact that the greater the experience a teacher has had, the higher his salary tends to be. Is the increase of salary strictly proportional to length of service, or is a maximum reached fairly early in life? Or, as the teacher becomes old, is he less able to command as high a salary as his younger comrade? The following tables and diagrams give the information for High School teachers in Ontario.

A study of Tables I and II proves the truth of our forecast that in general salaries increase according to experience. The highest salaries are earned by men and women of longest experience. The column headed median salary* shows that the increase is most rapid in the earlier years of service, and that a maximum tends to be reached after ten or twelve years. Figure I shows this in graphical form. The influence of the lower salaries of women teachers is shown most strongly in the earlier years; after fourteen years there are so few women left in the profession that to all intents and purposes the curve for men and women is the same as for men teachers alone.

* The median salary is the half-way salary. There are just as many persons receiving more as there are persons receiving less than this salary.

TABLE I.

TABLE SHOWING THE DISTRIBUTION OF SALARIES OF HIGH SCHOOL TEACHERS (MEN, PRINCIPALS AND ASSISTANTS) ACCORDING TO LENGTH OF SERVICE.

Years of Service.	\$700-800	\$800	\$900	\$1000	\$1100	\$1200	\$1300	\$1400	\$1500	\$1600	\$1700	\$1800	\$1900	\$2000	\$2100	\$2200	\$2300	\$2400	\$2500	\$2600	\$2700	\$2800	\$2900	\$3000	\$3100	\$3200 & over	Total.	Median Salary. \$	Percentage of total number of teachers.
0-2	3	6	7	9	17	13	8	4	3	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	78	1246	12.2
2	3	4	5	6	12	12	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44	1433	7.0
4	1	1	5	7	5	5	5	8	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38	1400	6.0
6	1	2	8	5	4	3	6	6	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37	1462	5.9
8	2	1	2	..	..	..	..	..	..	..	..	..	..	..	40	1606	6.0
10	1	2	5	2	5	6	4	8	1	2	1	2	..	..	1	..	..	..	..	..	..	..	..	40	1584	6.1
12	3	1	..	7	4	4	..	6	7	2	1	2	1	..	..	1	..	..	..	..	..	..	..	33	1725	5.1
14	1	2	2	4	4	6	6	7	5	3	8	4	2	..	..	..	..	..	..	..	..	..	..	52	1743	8.1
16	2	4	6	1	1	1	3	5	1	1	5	2	..	..	..	..	..	..	..	..	..	..	43	1667	6.8
18	1	..	..	1	1	2	6	8	11	6	2	1	2	2	2	..	..	..	2	..	..	..	..	..	47	1741	7.5
20	1	1	2	3	3	4	1	6	4	3	..	1	2	1	1	1	..	..	..	..	..	..	..	35	1743	5.4
22	2	2	1	..	1	5	5	1	1	2	1	1	1	..	..	1	..	1	..	..	..	..	23	1750	3.6
24	..	1	..	..	..	1	..	3	1	4	7	3	2	3	1	3	..	..	1	..	..	..	..	..	..	..	29	1719	4.6
26	2	4	6	1	2	2	1	1	..	..	..	..	..	..	..	..	..	..	19	1787	3.1
28	1	..	..	5	5	1	1	1	2	2	3	1	..	..	..	..	1	..	2	1	..	26	1900	4.1
30	1	..	1	..	1	..	1	1	3	3	..	1	..	..	..	..	..	..	..	..	..	..	1	1	14	1766	2.2
32	1	..	..	1	1	..	1	..	1	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..	9	1750	1.4
34	1	1	1	1	3	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	9	1650	1.4
36	1	1	2	1	1	2	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..	10	1600	1.5
38	1	..	..	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	1450	.4
40 & over	2	1	1	1	1	..	2	..	1	1	..	..	1	..	..	..	..	..	..	..	1	12	1750	1.9
Total ...	3	7	11	18	29	58	60	62	69	85	75	49	23	20	27	18	7	4	3	..	3	2	..	2	3	3	641	....	100.3

SALARIES OF TEACHERS IN ONTARIO

TABLE II.
TABLE SHOWING DISTRIBUTION OF SALARIES OF HIGH SCHOOL TEACHERS (WOMEN, PRINCIPALS AND ASSISTANTS) ACCORDING TO LENGTH OF SERVICE.

Years of Service	\$400-\$500	\$500	\$600	\$700	\$800	\$900	\$1000	\$1100	\$1200	\$1300	\$1400	\$1500	\$1600	\$1700	\$1800 and over	Total.	Median Salary. \$	Percentage of total number of teachers
0-2	1	1	13	27	23	9	7	4	1	..	7	1	..	..	1	95	824	17.5
2	8	18	19	27	7	7	5	..	1	..	..	..	..	92	904	16.9
4	4	14	24	13	16	15	6	5	3	1	1	..	..	102	969	18.8
6	2	7	19	12	20	5	9	2	6	3	..	1	..	86	1015	15.9
8	5	7	15	13	2	9	7	3	1	..	..	1	53	1073	9.8
10	2	2	1	7	1	7	1	2	1	1	1	..	26	1200	4.9
12	3	3	5	2	3	5	2	..	1	..	2	26	1200	4.9
14	1	..	..	1	3	2	1	1	1	..	..	..	1	11	1125	2.0
16	1	..	3	1	2	1	1	..	1	..	..	10	1200	1.9
18	2	..	2	..	1	..	..	..	1	..	6	1150	1.1
20	1	2	1	1	..	1	6	1500	1.1
22	1	1	3	1	1	..	1	1	2	11	1350	2.0
24	2	..	1	..	..	1	1	..	..	1	..	1	7	1250	1.2
26 & over	1	..	..	..	..	1	1	2	..	..	..	1	1	1	3	11	1550	2.0
Total..	2	1	28	75	98	75	83	44	47	26	29	9	8	5	12	542	....	100.0

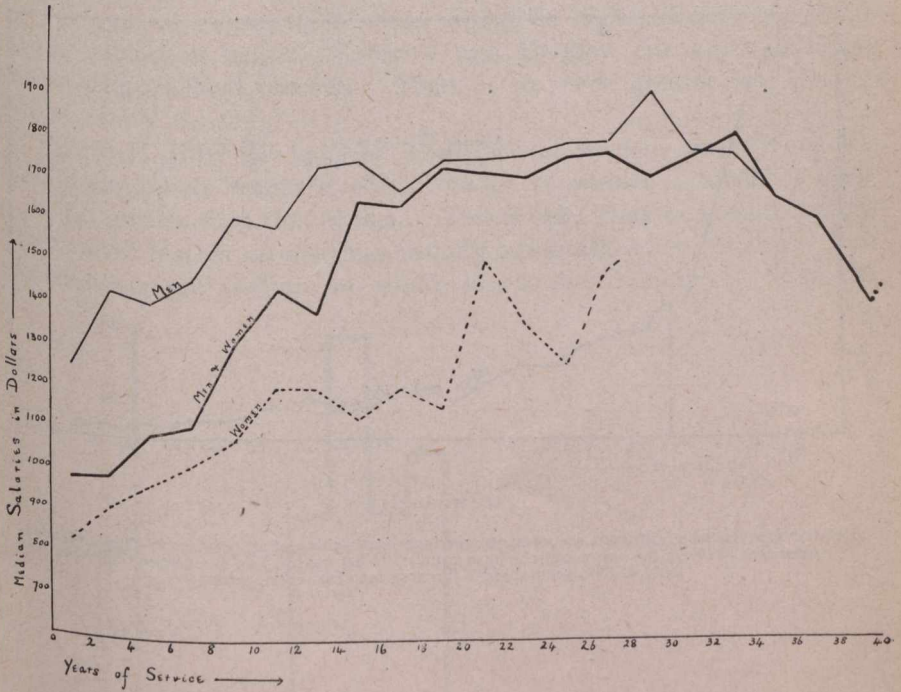


Diagram I.

Curves showing the relation of salary to experience of High School Teachers in Ontario. Both Principals and Assistants are included.

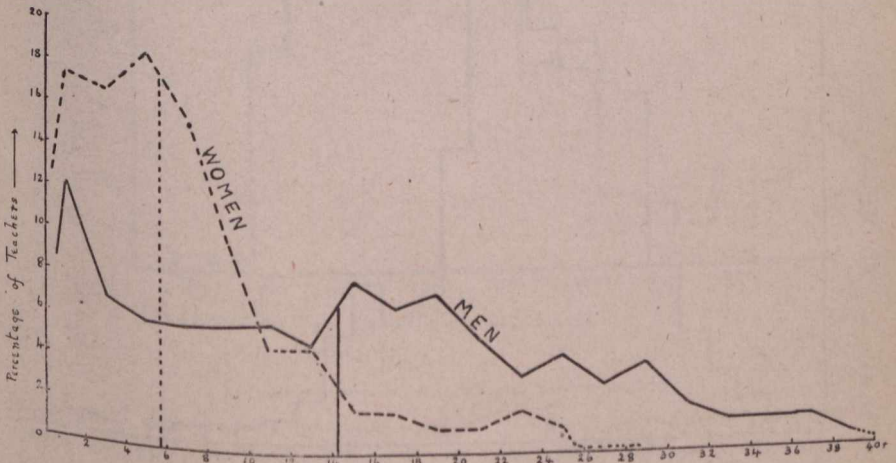


Diagram II.

Relative frequencies of different amounts of experience in teaching of men and women teachers in all High Schools. The areas between the curves and the base equal 100 per cent. The two lines perpendicular to the base divide the areas into halves. The figures on the base line represent years of service.

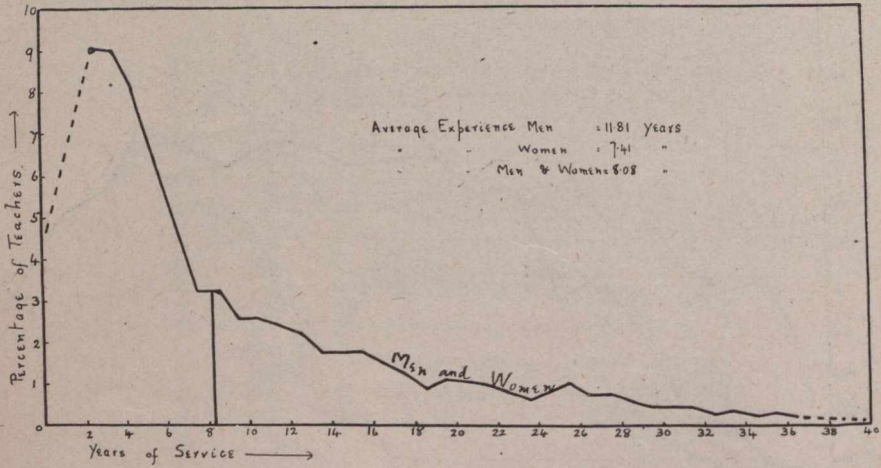


Diagram III.

Relative frequencies of different amounts of experience in teaching of all teachers in Public Schools. The total area between the curve and the base equals 100 per cent. The line perpendicular to the base at 8.08 years divides the area into two equal parts.

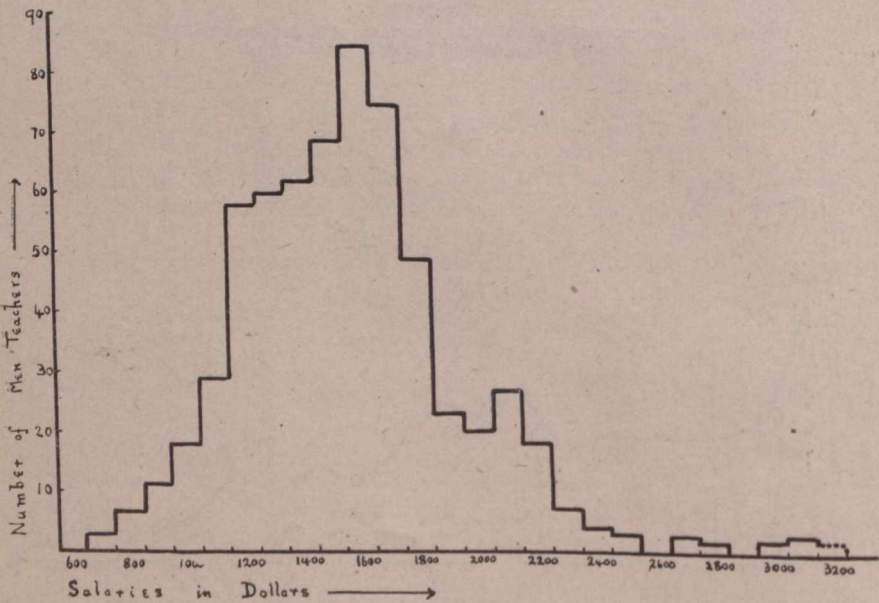


Diagram IV.

Distribution of salaries of High School men teachers.

The general salaries of teachers would be higher if they remained in the profession longer. Tables I and II show the great drainage among High School teachers. There is an even greater loss among Public School teachers.

Figure II gives the facts for High School teachers and Figure III for Public School teachers. The leakage of women teachers is seen to be far greater than that of men. This is only what we should expect. The woman teacher on marriage usually relinquishes her position. But her education and skill are not wholly lost to the community. It would

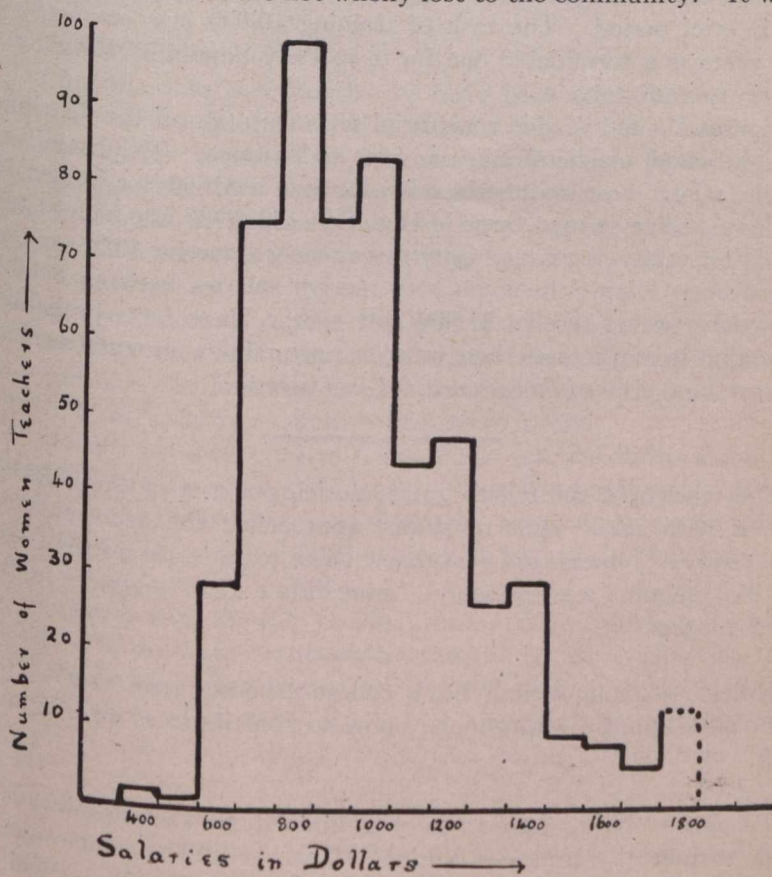


Diagram V.

Distribution of salaries of High School women teachers.

be a good investment for any nation to spend money in training its young women even if they gave but two years of service in the schools. When, however, women teachers divert their energies into commercial work there is less to be said for training them at public expense. A good case could be made out for making the defaulters pay back a proportionate part of their cost of training.

The male High School teacher has an average professional life (including both Public and High School service) of 14.2 years. The male Public School teacher has an average experience of 11.81 years. For women teachers the figures are:—for High Schools 5.85 years; for Public Schools 7.41 years. These periods of service are much too short. It simply means that the whole of Ontario High School staffs must be replaced in 14.2 years and 5.85 years for men and women respectively. Since the average length of service for men and women teachers in Public Schools is only 8.08 years, the whole staff, some 10,000, must be replaced in this brief period. The task of training 10,000 new teachers every 8.08 years is a formidable one for a sparsely populated Province like Ontario to undertake.

Figures IV and V give a pictorial representation of the distribution of High School teachers' salaries, men and women. The modal salary (*i.e.* the salary most frequently paid) for men is \$1600; for women \$800. The lowest salary a man earns in High School is \$700, the highest \$6000. This latter salary is unique. Only three teachers receive \$3200 and over. Two women High School teachers receive salaries between \$400 and \$500; only twelve receive \$1,800 and over. These facts probably indicate that in many cases there must be unequal pay for equal work.

(*To be concluded in December.*)

The teacher of the fourth grade, noticing a part of the blackboard covered with small wads of paper, approached the nearest boy and said sternly: "Johnny, did you throw those paper wads on the board?"

"No, ma'am," was the reply; "mine didn't stick."—*American School Board Journal.*

Knicker—Thought your boy's college expenses were over?

Bocker—No, he wants money now to contribute as an alumnus.—*Puck.*

Teacher—"Now, James, do you understand the meaning of the word 'extinct'?" James—"Yes'm." Teacher—"Then name one bird that is now extinct." James—"Chipper." Teacher—"Chipper? What kind of bird is that?" James—"My pet pigeon. The cat caught him this morning."—*Judge.*

A schoolboy being asked by his teacher how he should flog him, replied: "If you please, sir, I should like to have it on the Italian system of penmanship, the heavy stroke upward and the downward one light."

—*American School Board Journal.*

Art for November

- 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.

During the past two months we have been studying and drawing trees, with all the richness of their autumn foliage. The bright yellow of the beech, the vivid red of the maple, and the deeper crimson and brown of the oak, have shown up in greater richness against the unchanging green of the pines. Now Jack Frost is going to help us become even more familiar with these trees, by presenting them in a new aspect for our consideration.

After the frost has robbed the tree of its foliage, how plainly its trunk and branches are outlined against the clear, autumn skies. How easily autumn can find out its peculiarities of growth, and trace the steps from thick, sturdy trunk to fine, lacey twigs.

Observe the sturdy, gnarled trunk of the oak, which has stood firmly through ages of sunshine and storm. Notice its branches twisting out from the trunk, and turning up and out, with sharp angles here and there. Have you seen any other tree which grows just that way? (Illus. No. I).

Compare it with the tall, slender trunk and graceful branches of the elm. How close those branches keep to the trunk. (Illus. No. II).

We find the poplar trunk growing tall and straight, sending out small branches, which grow up close to the trunk, accounting for the slim, yet compact appearance of the tree during the summer. (Illus. No. III).

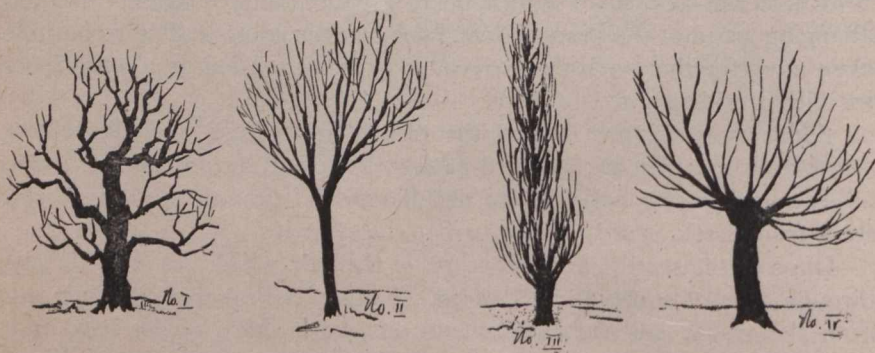
The willow we have been interested in all year. We watched in the spring for the "pussies" to throw off their winter waterproofs, and come out in soft grey fur. How we did enjoy drawing them! Then, as spring advanced, the willows gradually took on the appearance of big, round, green apples. All summer the branches with their delicate leaves, have swayed with the slightest breeze. Now, when its leaves are forming a thick carpet on the grass, and the bare tree is silhouetted against the sky, we can understand why it looked so round, and why its branches swayed so easily. The trunk of the willow is rather short

and thick, spreading out at the top. From this broad top grow innumerable slender branches, spreading out rather evenly in all directions. (Illus. No. IV).

In drawing bare trees all observations should be made from a distance to get a better estimate of proportions and a clearer view of branches against the sky.

Notice carefully the strong joining of branch to branch, and of larger branch to trunk, also the gradually diminishing size of the branches as they grow farther away from the trunk.

The success of our lessons in tree drawing will depend on the thoroughness with which our pupils make friends with the trees. With the intimate knowledge of friendship they will draw a willow tree, a maple tree, or an apple tree, which could never be mistaken for any other kind of tree.



Use your pupils' knowledge of trees as a help in illustrating outdoor games, stories, verses, etc. In the second books, the children may unconsciously acquire some knowledge of perspective, by drawing two or more trees (one behind the other) on a hillside.

The best mediums for studies in junior classes are charcoal and black crayons.

II. Third and Fourth Book Grades.

During September and October, nature furnished the basis for the outlines. The pupils drew plants, flower and fruit sprays, vegetables and trees, studying their colours as well as their forms. This kind of work is, in some respects, the least exacting. The objects of study are interesting, and their forms and colours present such variety that the additional variations are not obtrusive. Rather creditable results are obtained with comparative ease.

During November and December, the work may be found to be much more exacting. Some of the preliminary exercises, such as free-

hand lettering, will be subject to mechanical tests and will therefore require greater precision and more persistent drill, but an ample incentive is usually found in the approaching Christmas season. In order to make something for somebody else pupils will go cheerfully through no end of necessary drudgery.

The illustrations accompanying this article are what we call decorative designs from natural forms. In this work we do not try to make representations of natural forms as we see them in all their lights and shades or varieties of colours; but we use their graceful lines and beautiful proportions as decorations, being careful about space divisions. The designs are often carried out in black and white. Sometimes they are done in colours. When colours are used it is not necessary that they be the natural colours. We may use colour schemes, composed of colours and tones that are in harmony with one another. (Harmonies of similar colours and complementary harmonies were taught during October.) As an example, the colour chosen for Fig. 1 might be a gray-green, made by mixing yellow and blue and then adding a very little red. Mix these colours in one compartment of your colour-box till the tone is pretty dark, then put about a teaspoonful of water in another compartment and add to this a little of the colour already mixed. This will give a light tone of the same colour. Now cover the entire oblong including everything within

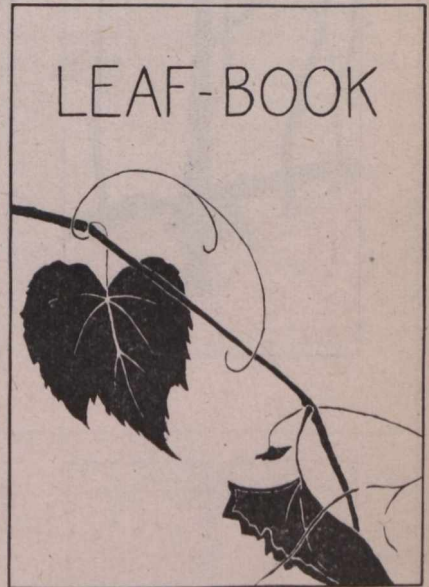


Figure 1

its boundary lines with a wash of the light colour and when it is thoroughly dry paint in the branch, leaves and lettering with the dark tone. Also outline the oblong with the darker tone.

Look over the nature drawings you did during the past two months and use the best of them for decorative designs for calendars, book-covers, etc.

Encourage your pupils to design simple headings for their compositions or other written work. See the head-piece for Miss Margaret D. Moffat's article on page 89 in the October issue of *THE SCHOOL*—*All in Brown October*—also for her article in the September issue.

Suggestions.—What to make before Christmas. (a) A Christmas menu in booklet form. (b) A set of place cards for the Christmas dinner table. (c) An invitation and envelope in which to mail it. (d) An ornamental motto. (e) A desk blotter. (f) An ornamental book-mark.

Notes.—A suitable alphabet for reference in freehand lettering appeared in the September issue.

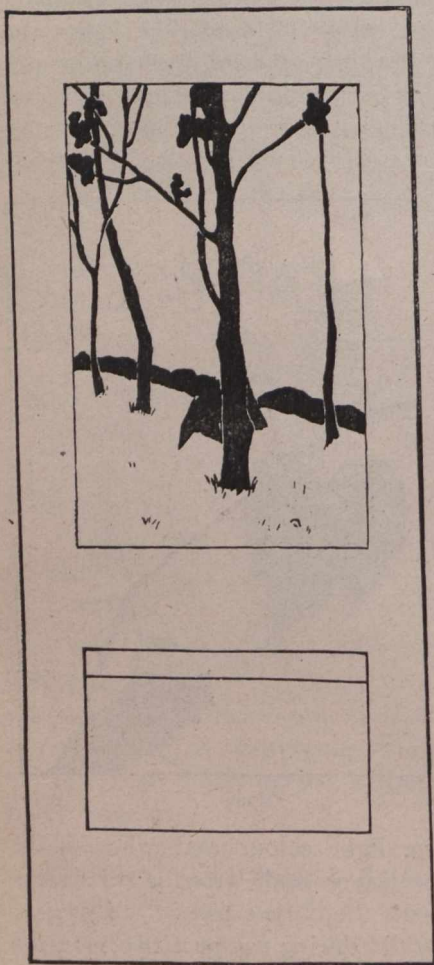


Figure 2

At first squared paper is of the greatest assistance in learning the proportions of letters. If you have no paper with printed lines, your pupils can easily rule some for themselves. At first have the lines placed $\frac{1}{4}$ " apart. They should be ruled lightly with a sharp-pointed pencil. Count the squares in each letter and the squares between the letters. Ordinary letters may be made 3 squares high and 2 squares wide. The exceptions are C, G, M, O, Q and W. These letters should be wider.

When pupils have memorized the letters, have them make combinations to form words that are usually seen by themselves such as the names of the days of the week, or months of the year, titles, announcements, signs.

Have your pupils estimate the number of squares required for the letters and spaces in given words, and adapt their size to a given space.

In planning to letter a book-cover or any such article, have your pupils first make their plan for the letters upon a separate piece of paper. When the word or the group of words is carefully sketched in the

same size that they wish to use it on their cover, have them place their plan exactly above the space where they wish their lettering to go, and copy the word or words neatly. They might copy with the brush directly or use a pencil, afterwards covering the lines with brush strokes.

III. With November Art Classes at the High School.*Suggested work for Form I.*

1. Review the principles of freehand perspective, making pencil drawings from:

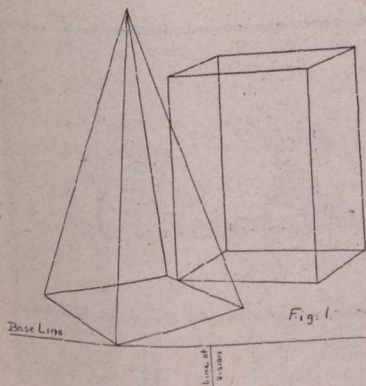


Fig. 1

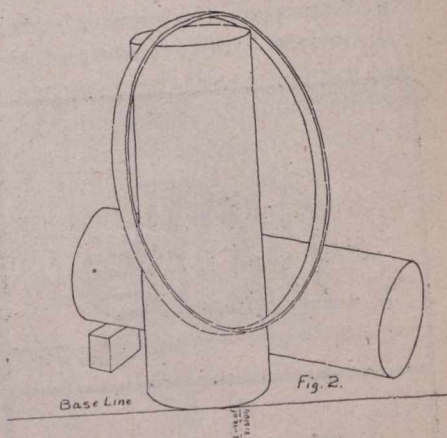


Fig. 2

- (1) Simple skeleton models, in outline.
- (2) Simple solid models, in light and shade.
- (3) A small group of objects, in light and shade.
- (4) The school-room interior, with appropriately tinted walls. (An end view or an angle view).

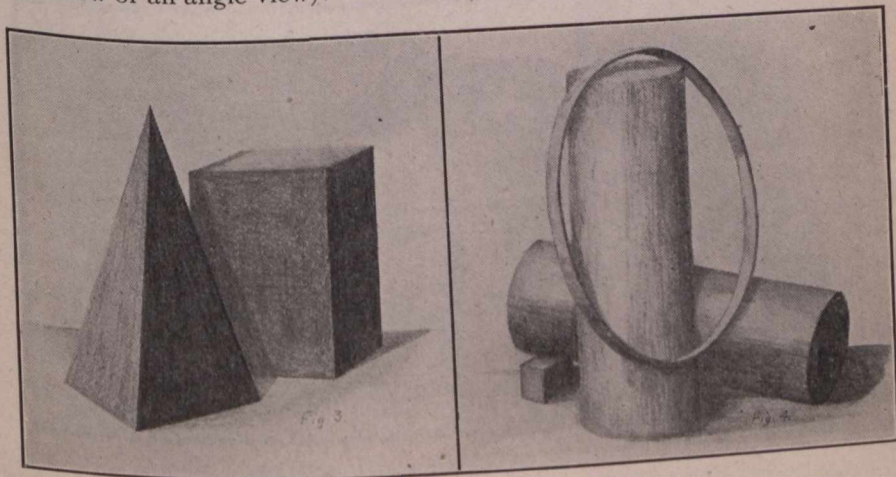


Fig. 3

Fig. 4

2. Picture Study, "The Light of the World" by Holman Hunt.
Suggested work for Form II.

Suggested work for Form II.

1. Study a few useful problems in elementary perspective.
2. Draw a well-composed group of objects, in light and shade, with pencil or with charcoal.
3. Reproduce the same in water colours or with pen and ink.
4. Picture Study, "Mother" by James A. McNeill Whistler.

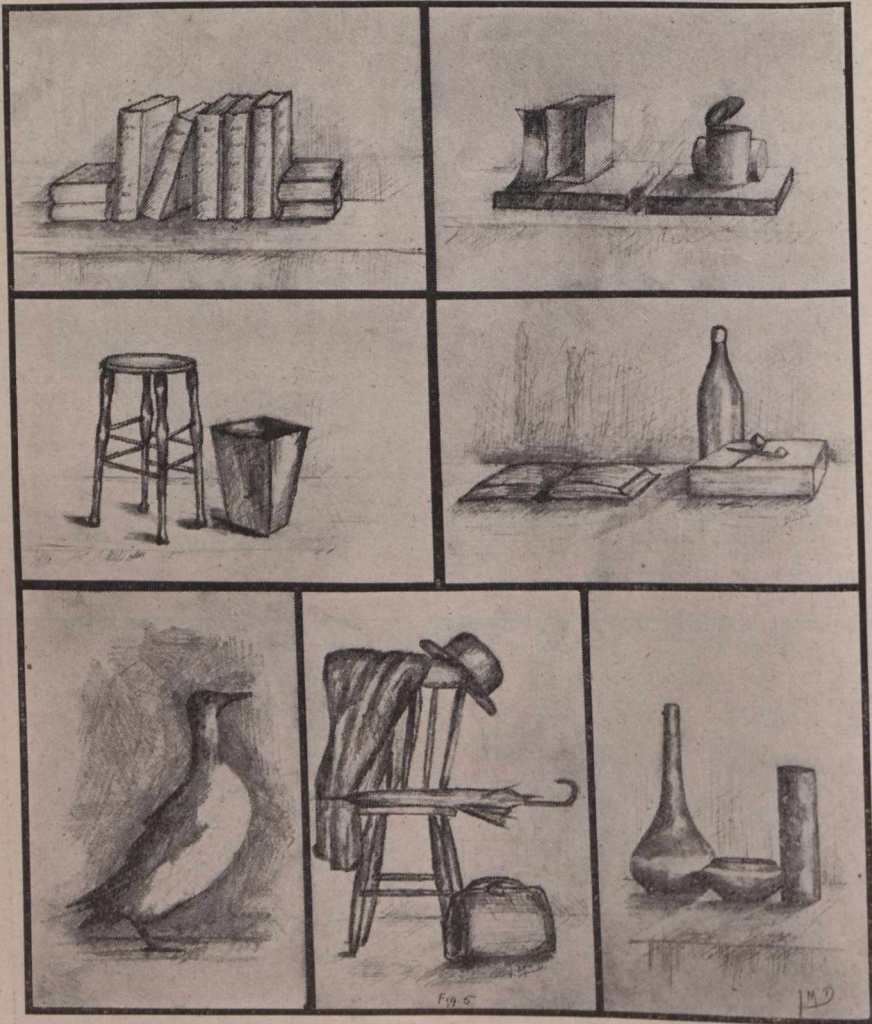


Fig. 5

Having taken advantage of the studies supplied by nature, out-of-doors, throughout September and October, and having become acquainted with the skill and deficiencies of the members of our classes, we shall best meet their needs by commencing a systematic review of some of

the principles involved in object drawing. For, although our students may have received in the Public School the seven or eight years training in art required by the regulations of the Department of Education, we shall find the subject of model drawing necessary and interesting.

The skeleton models specified in the regulations can be made at a reasonable cost by any tinsmith. Students at the Ontario College of Art will recognise in Figures 1 and 2, excellent exercises employed there in the teaching of elementary art, the first with skeleton, the second with solid models. The training of the eye and judgment involved in the measurement and representation of these angles and ellipses, straight lines and curves, will develop quick and accurate work in showing depth in object drawing.

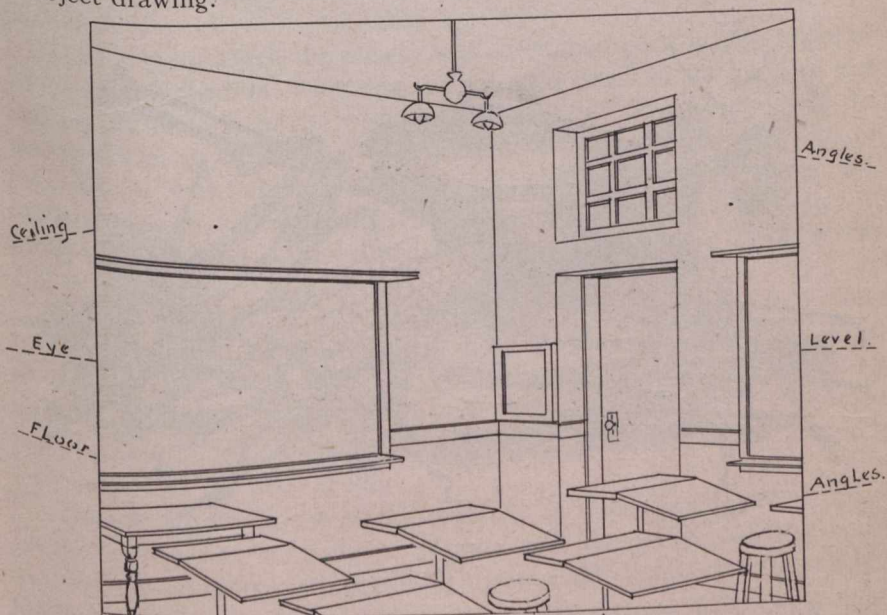


Fig. 6

The models should be drawn large (six inches at least) and in outline at first. Each student should be taught to imagine a "base line" passing through the point of the object nearest to him and at right angles to his line of vision. From this line he will judge the relative positions of important points preparatory to "blocking-in" and finishing the study.

The same arrangement of models, solid and painted a dead white, provide good studies for the teaching of light and shade (see Figures 3 and 4). If the light is well diffused in the school room the tones will not vary very much and the shadows will scarcely be noticeable. In schools where the blinds cannot be drawn to illustrate "light and shade", a shadow-box should be employed by the teacher.

These principles of freehand perspective and light and shade should now be tried by setting before the class a series of objects or groups of objects for rapid sketching. Figure 5 shows some of these drawn by boys of the first form within the half-hour.

The drawing of an interior will afford a very useful exercise, provided too many details are not required. In imagination we transfer ourselves from the exterior to the interior of a hollow rectangular model, presumably our class-room, and draw the end or angle we face (Fig. 6.) We first fix the height of the end or angle to be represented. Next place the eye level and the lines representing the angles at the floor and at the ceiling. The rest of the drawing will occasion little difficulty.

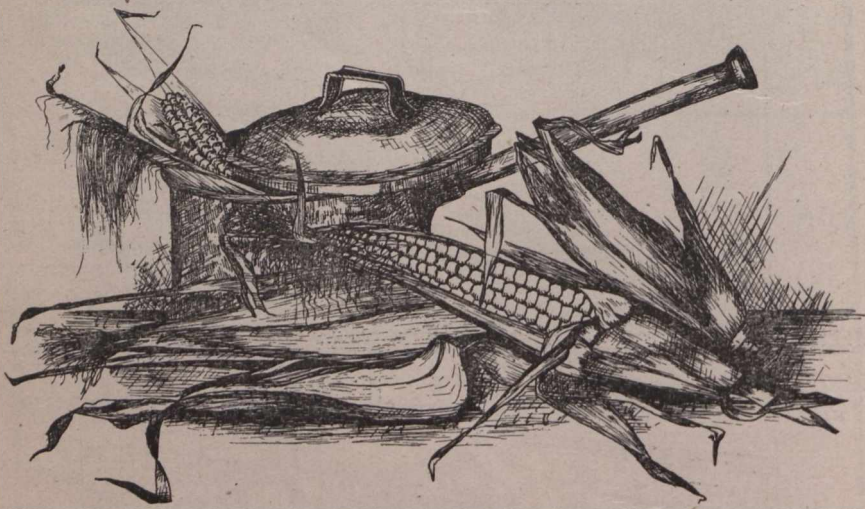


Fig. 7

The walls with their borders and dadoes, the blackboards, trim and furniture, should be appropriately tinted.

In Form II most of the month can be spent in giving a brief outline of elementary perspective with illustrative problems. One or two periods may be reserved for the drawing of a well-composed group of objects (not too numerous) in pencil or charcoal. This may be reproduced later in water colours or in pen and ink (Fig. 7.)

In our next issue we expect to be able to give some suggestions in design with illustrations by prominent Canadian teachers of art.

The Light of the World

(Note on the frontispiece)

WILLIAM HOLMAN HUNT

Born 1827—Died 1910

In England in 1848, three young painters, William Holman Hunt, Dante Gabriel Rossetti and John Everett Millais, founded a society of artists which they called the Pre-Raphaelite Brotherhood. With the audacity of youth, they aimed to break away from the idealising conventions of the schools and base their art upon the truthful rendering of nature, the representation of things as they actually appear. Thus was begun a movement which in its various phases has vitally influenced modern art.

The name by which the society was christened must not be taken as an accurate indication of its aims. There was much in the grace of line and beauty of form in the works of Raphael and his successors of the classic school to excite their admiration; but the unnatural religious conventions, which had grown like incrustations upon a noble art aroused their opposition and led them to turn from the artificiality of arbitrary rules to the simpler and more direct inspiration of the earlier Italian painters.

In spite of adversity and opposition, the Brotherhood made notable conquests. Ruskin rushed to the defence of their principles. Ford Madox Brown united with them. Wilkie Collins, Dickens and Thackeray spoke approvingly of their doctrines. And though the Brotherhood soon broke up, its influence is seen in the Romantic and the Impressionistic schools of the present day.

Holman Hunt was the most consistent and persistent representative of the doctrines of the society. He was ever the artist patiently portraying the actuality of things in highly-wrought detail, ever the teacher aiming to impress a moral lesson—preferably one identified with some incident related in the Holy Scriptures. The strong religious trend of his art is shown by such paintings as "The Scape Goat", "The Shadow of the Cross", "Finding Christ in the Temple", "The Triumph of the Innocents", and the one we have used as a frontispiece in this issue.

Of his "Light of the World", Ruskin has said, "It is the most perfect instance of expressional purpose with technical power which the world has yet produced". It was painted in an orchard by moonlight and by candle-light. Note the idealising of a real incident in using the rising moon as a halo for the head of the supplicating King! How significant the symbolism of the fast-barred door! Of the rank weed growth before the unused entrance! Of the lighted lantern! Of the priestly robe! Of the crown of thorns! Of the anxious expectancy of the face! The original

of this picture hangs in Keble College, Oxford. St. Paul's Cathedral, London, also possesses a copy made by Hunt himself.

In the execution of his secular pictures Holman Hunt displays the same naturalness of expression and patience with details. In them the moral aim is not so prominent but the poetic charm is compelling. Shakespeare provides him with a theme in "Two Gentlemen of Verona". His picture by this name is described as "one of the most splendid in the world". His painting of "The Lady of Shalott", after Tennyson, is exquisite. And "Isabella and the Pot of Basil", painted from a theme supplied by Keats, is a picture which, once seen, lingers long in the memory.

S.W.P.

Book Reviews

The Principles of Physics, by W. E. Tower, Englewood High School, Chicago; C. H. Smith, Hyde Park High School, Chicago; and C. M. Turton, Bowen High School, Chicago. Pages vi+462. Cloth. 1914. \$1.25. P. Blakiston's Son & Company, 1012 Walnut Street, Philadelphia. The work is much the same as the Ontario H.S. Physics, but many of the mathematical demonstrations necessary for our work have been omitted as they discourage a large majority of the pupils. The principles are stated clearly, and the illustrations are splendid and numerous. Every attempt is made to connect the principle studied with as many practical applications as possible. Teachers of the elementary work will find this a profitable book.

H. A. G. -

Furniture Design for Schools and Shops.—This is a new book from the Manual Arts Press. It is by the same author as *Problems in Furniture Making*, and is, in being more suggestive, an improvement on that excellent work. A few of the fundamental principles of design are briefly discussed and for illustration reference is made to actual furniture designs given in the book. The author endeavours to discourage the mere copying of a design by suggesting several designs with modifications for each piece of furniture to be made. This necessitates at least the choosing of a design from many, and, in so far, helps to develop in the student an appreciation of what is good. The designs are divided into twelve groups, each group illustrating the same or similar articles of furniture, thus assisting the student in making comparison and choice. Illustrating these twelve groups there are forty plates, each of these again suggesting several different designs. An excellent book for advanced work in manual training. By F. D. Crawshaw, 132 pages. Price \$1.00.

A. N. S.

The Successful Teacher

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

MISS HART was sitting at her desk, examining Master Frank's composition on "THE CIRCUS", which had recently visited the village, and which the children had chosen as a subject for the regular Friday composition.

"Is that the very best that you can do, Frank?" asked the teacher in a pleasant tone.

Frank looked just a trifle ashamed, and admitted that he could do better.

"Will you rewrite it now, or wait until after dinner?"

"I'll do it now."

Miss Hart had been in the Thompson School for nearly six months, and yet some of the pupils had not quite fully realised that she would accept only the very best work that each pupil could do.

That previous teachers had accepted inferior work made her task all the more difficult; yet she persisted, always in a pleasant manner; and when the pupils finally won her smile of approval, they felt that it was worth all the effort that was involved.

"Do the pupils never resent being asked to do a task the second time?" I asked after Frank had resumed his seat.

"Only once; and that was the tall boy in the rear seat. When I suggested that he should re-write his exercise, he replied, somewhat sullenly, that he supposed that he could do it a little better, but that he was too tired to try."

"And what punishment did you adopt?"

"I told him that he might go home and rest. He went home in a very angry mood; but since that day he has taken pains to do his very best at the first attempt."

How many teachers demand from pupils their very best efforts? How many try to lead the pupils to realise that it is only the very best effort, accompanied by a spirit of willingness and good cheer, that affords the highest degree of human pleasure and contentment?

The first requisite is for the teacher to do her very best at all times—cultivate the best health; wear the best clothes that she can afford; read the best books; come to school in her best mood; and prepare her work the best way that she knows how.

Not until a teacher has taken these precautions, is she fully prepared to adopt Miss Hart's splendid method with the pupils.

Children are as ready to be guided in the right way as in the wrong way, provided that the teacher possesses sufficient tact and strength of character to make them realise that the right way is the most gratifying and the most enjoyable. None of us are doing exactly right unless we are doing our very best.

Let us all now resolve that for one week we'll do our very best in everything that we undertake, and that we'll not accept from the pupils anything but their very best. I am convinced that those of us who are successful in holding to our resolution for the one week will be so deeply impressed with the result we'll continue to use that policy throughout all the weeks of the term.

Success in teaching, as well as in other vocations, consists in securing the highest degree of personal growth and at the same time rendering the highest possible form of human service.

"Well, sonny, what are you crying for?"

"Teacher sent me for a sheet of blotting paper, an'—an' I got caught in the rain."—*Meggendoerfer*.

A country school teacher was cashing her monthly check at the bank, says Lippincotts. The teller apologised for the filthy condition of the bills, saying, "I hope you're not afraid of microbes."

"Not a bit of it," the schoolmarm replied. "I'm sure no microbe could live on my salary!"

"Why did you come to college, anyway? You are not studying," said the Professor.

"Well," said Willie, "I don't know exactly myself. Mother says it is to fit me for the Presidency; Uncle Bill, to sow my wild oats; Sis, to get a chum for her to marry, and Pa, to bankrupt the family."—*American School Board Journal*.

Billy, while being reprimanded by his teacher for some misdemeanor, sat down, leaving her standing.

She reminded him that no gentleman should seat himself while the lady with whom he is conversing remains standing.

"But this is a lecture," replied Bill, "and I am the audience."—*Tit-Bits*.

Current Events

The War in Europe.—Antwerp has fallen and within a few days all Belgium will probably have been overrun with German troops. Three British cruisers have been sunk by German torpedo boats. Eighteen British merchantmen with an aggregate tonnage of 29,500 tons have been sunk by German cruisers on the high seas. There, however, the tale of German successes ends. The battle of the Marne was an undoubted defeat for the German armies. On September 14th, General Joffre, who is not generally too optimistic, was able to report, "Everywhere the enemy is in retreat, everywhere Germans are abandoning prisoners and munitions of war". In six days' fighting the line of the German armies was pushed back sixty-five miles. The plans of the German General's staff had miscarried and so decided a repulse must have had moral results of the greatest importance. Quite evidently the German war machine was not invincible.

Along the line of the river Aisne, the reunited German armies made a stand and since September 16th two million men have faced one another in battle along a curving line extending roughly from Luneville through Verdun, Rheims, Soissons, Roye, and Personne. Determined but unsuccessful attempts of the Allies to turn the right wing of the Germans extended the line north as far as Lille and Valenciennes. The attack on Antwerp and the activity of German cavalry north of Lille might seem to indicate a counter attempt of the Germans to turn the left wing of the Allies. On the other hand, the removal of the German headquarters on the north from Mons to Namur, and on the south from near Verdun to a point on German territory would seem to indicate an early withdrawal of the German forces to a line within the boundaries of Germany and Belgium.

Time gained is gain for the Allies. Fresh armies are training in England and within the last week 70,000 troops from India and a first contingent of 32,000 from Canada arrived in Europe. And always the forces of Russia press on from the east. Already one detachment is in sight of Cracow on its way to Breslau and Berlin, while another to the south is marching on Budapest and Vienna. On the south the Servians are overrunning Bosnia.

An able statement of "The Case for England" has just been issued by six members of the Oxford Faculty of Modern History (Clarendon Press). It should be widely known. After giving a description of the ideas of international morality and politics as taught by Treitschke

and Bernhardi and of the influence of these ideas on Prussian military policy, it says:

"But in whatever way we may excuse Prussia we must fight Prussia; and we fight it in the noblest cause for which men can fight. That cause is the public law of Europe, as a sure shield and buckler of all nations, great and small, and especially the small.

"To the doctrine of the almightiness of the state—to the doctrine that all means are justified which are, or seem, necessary to its self-preservation, we oppose the doctrine of a European society, or at least a European comity of nations, within which all states stand; we oppose to it the doctrine of a public law of Europe, by which all states are bound to respect the covenants they have made. We will not and cannot tolerate the view that nations are 'in the state and posture of gladiators' in their relations one with another; we stand for the reign of law.

"Our cause, as one would expect from a people that has fought out its own internal struggles under the forms of law, is a legal cause. We are a people in whose blood the cause of law is the vital element. It is no new thing in our history that we should fight for that cause. When England and Revolutionary France went to war in 1793, the cause, on the side of England, was a legal cause. We fought for the public law of Europe, as it had stood since the Peace of Westphalia in 1648. We did not fight in 1870, because neither France nor Germany had infringed the public law of Europe by attacking the neutrality of Belgium, but we were ready to fight if they did.

"A fine cartoon in *Punch*, of August, 1870, shows armed England encouraging Belgium, who stands ready with spear and shield, with the words, 'Trust me! Let us hope that they won't trouble you, dear Friend. But if they do—' To-day they have, and England has drawn her sword.

"This is the case of England. England stands for the idea of a public law of Europe, and for the small nations which it protects. She stands for her own preservation, which is menaced when public law is broken, and the 'ages' slow-bought gain' imperilled.

"What England not only desires but needs, and needs imperatively, is, first, the restitution to Belgium of her former status and whatever else can be restored of all that she has sacrificed. This is the indispensable preliminary to any form of settlement.

"The next essential is an adequate guarantee to France that she shall never experience such another invasion as we have seen in August 1914; without a France which is prosperous, secure and independent, European civilization would be irreparably maimed and stunted.

"The third essential, as essential as the other two, is the conservation of those other nations which can only exist on sufferance so long as 'Real-politik' is practised with impunity.

"England cannot afford that her weaker neighbours should become less prosperous or less independent than they are. So far as the long arm of naval power reaches, England is bound to give them whatever help she can. From motives of self-preservation, if on no other ground, she could not tolerate their subordination to such a power as Germany aspires to found. Her quarrel is not with the German people, but with the political system for which the German Empire, in its present temper, stands. That system England is bound to resist, no matter by what power it is adopted.

"English sympathies and English traditions are here at one with English interests. England is proud to recollect how she befriended struggling nationalities in the nineteenth century. She did not support Greece and Italy for the sake of any help that they could give her.

"The goodwill of England to Holland, to Switzerland, to the Scandinavian States, is largely based upon their achievements in science and art and literature. They have proved that they can serve the higher interests of humanity. They have contributed to the growth of that common civilization which links together the small powers and the great with bonds more sacred and more durable than those of race, of government, of material interest."

Sir James Whitney.—With the death of Sir James Whitney on September 25th, there passed from the scene the most outstanding figure in the public life of Ontario during the last decade. He became premier of Ontario in 1905, and every succeeding election was evidence of the increasing goodwill and respect entertained for him by the people of the province. After nearly ten years in the highest office, the public confidence in his integrity and whole-hearted devotion to the interests of the province was absolute. And his career in office was a strenuous one. Large measures of educational reform, the reorganization of the provincial university, the organization of the Hydro-Electric Power Commission, the establishment of a municipal railway-board, the adoption of advanced methods of prison reform, are some of the outstanding results of his administration. The dominating figure in the councils of his party during a period when it was all-powerful in the affairs of the province, he has written his name large in the annals of Ontario.

W. E. M.

When a teacher ceases to learn, he ceases to be inspiring.—*Patrick.*

"Professor and Mrs. Methods take a great scientific interest in their children, don't they?"

"Yes; but not a controlling interest."

Canadian History in Fiction

DONALD G. FRENCH

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[This is the first of a series of articles on Canadian Literature. The next one will be "L. M. Montgomery: the Jane Austen of Canada."—EDITOR.]

HISTORY, be it ever so well written, is always more or less "dry" to the student. It must deal with facts, with movements, with causes, effects and theories, rather than with living flesh and blood people. That is why, I suppose, such books as "Ivanhoe", "Quentin Durward", "The Talisman", and the like appear so frequently in the lists of supplementary reading for Canadian students—they make history alive.

Very little attention, however, seems to be given to illuminating Canadian History by the reading of Canadian historical fiction and yet there is considerable material available, and much of it of more than ordinary literary merit. In this connection, the following suggested "reading list" may be helpful:

"Wacousta": By Major Richardson, dealing with the conspiracy of Pontiac, centred chiefly in Fort Detroit and Michillimackinac.

"The Golden Dog": By William Kirby. A character sketch of the Intendant Bigot and a picture of New France just prior to its conquest by Britain. This will explain why the colony was unable to make a more effective resistance, and also why it so speedily became a loyal British province.

"Seats of the Mighty": By Gilbert Parker. Brings us up to the capture of Quebec; gives an insight into the relations between the British and French colonies in America prior to the conquest.

"A Forge in the Forest" and "A Sister to Evangeline": By Charles G. D. Roberts. Particularly valuable in presenting clearly the relations of the Acadians to the British Government. Longfellow's "Evangeline" leaves much to be desired in the way of explanation. Formal history cannot make us see and feel the conditions in the way Mr. Roberts is able to do here.

"Heralds of Empire": By Agnes C. Laut. The opening up of the great fur trade around Hudson's Bay; the career of the daring adventurer Pierre Radisson of whom no mention whatever was made in our earlier school histories of Canada.

"Lords of the North": By Agnes C. Laut. The rivalry between the Hudson's Bay Company and the Norwest Company for the great

western fur trade; the earlier exploits of Lord Selkirk in Canada and the first settlement of the Red River district.

"In the Midst of Alarms": By Robert Barr. Gives some account of the Fenian Raid of 1866.

"A Beautiful Rebel": By Wilfred Campbell. A story of the war of 1812 and the dangers that lay in the sympathies of some inhabitants of Canada with the interests of the United States.

"With Wolfe in Canada": By G. A. Henty. Will help to impress the incidents of the campaign of conquest (1759).

"The Raid from Beausejour": By Charles G. D. Roberts. An incident in the maritime provinces, during the time of the Braddock campaign.

"Candlelight Days": By Adeline M. Teskey. Local history of the Niagara peninsula, building of the Welland Canal and Ontario pioneer life in general.

"Love of the Wild": By Archie P. McKishnie. Describes the conflict between the purely pioneer spirit and that of the agricultural settler. A late of the Talbot settlement north of Lake Erie.

The student who starts with this list will be able to add to it by consulting a good library catalogue and doing some careful selecting.

Book Reviews

A Laboratory Outline of Elementary Chemistry, by Alexander Smith. Published by The Century Company. 137 pages. Price 50 cents. This book is to accompany the author's "Elementary Chemistry" (see above). The eighty-seven experiments cover the ground of the text. The experiments are well graded to suit beginners. The instructions are clear and the pupil is directed unmistakably to the points to be noticed. Such a manual is bound to have a general usage. H. A. G.

A Shorter Second Latin Course.—By E. H. Scotland and Frank Jones. Published by Blackie and Sons. 200 pages. Price 60 cents. This book provides an exceptionally good manual for teachers of Latin who believe in *viva voce* work. It assumes a knowledge of the first three declensions and the present tense indicative of all conjugations. Each lesson is divided into (1) *prae paratio*: consisting of sentences for reading in Latin and translation; (2) *lectio*: consisting of a simplified piece of Caesar; (3) *interrogationes*: consisting of questions to be asked and answered in Latin; (4) *Proverbia*: Latin maxims, proverbs, etc. The exercises are exceptionally well graded, and the book contains some splendid English-Latin exercises, a list of the verbs common in Caesar, and supplementary exercises in Latin grammar. D. E. H.

Schools of Agriculture, Alberta

W. J. STEPHENS, M.A., B.S.A.

Principal, School of Agriculture, Claresholm

THE Schools of Agriculture in Alberta have been established especially for the education of the farmer's son and the farmer's daughter to fit them better for their business in life—that of agriculture. The main object of these schools is to give the students such knowledge and practice as will make farming a pleasanter and more profitable occupation. In the preparation of the course of study, the Board of Agricultural Education has kept the practical end in view, viz., the training of men for the actual practice of farming. And yet, it has not been forgotten that agriculture is a science, and that it is highly important that the men engaged in farming to-day should have a first-class scientific training. Every progressive country is recognizing the necessity of giving its boys and girls the best educational advantages as a preparation for whatever occupation in life they may follow. The Government of Alberta, in establishing these schools, is recognising that special educational facilities should be provided for that large proportion of the population which must naturally engage in this the greatest profession of the Province. With the assistance and co-operation of the farmers, however, these Schools of Agriculture are doing a wider and more important work than simply giving instruction in a classroom. They are centres where problems of soil and live stock are worked out; where experiments are tried and theories proven and disproven; where by practical co-operation the farmers of the Province may learn not only from their own experience, but from the experience of others as well.

AGRICULTURE.—This course aims to be eminently practical, embracing work in animal husbandry, field husbandry, and farm mechanics. Due attention is given to instruction in farm management, farm book-keeping, agricultural physics, veterinary science, chemistry, bacteriology, mathematics, and English. The aim of the school is to make practical farmers of the young men who attend its courses. While a large share of the instruction is given by the regular staff, valuable assistance is rendered through special lectures delivered by men prominent in their respective branches from the Department of Agriculture and from the University of Alberta. The satisfactory completion of the first year's work entitles the student to enter the work of the second year; the satisfactory completion of the second year entitles the student to

receive the Associate Diploma. The work covered during the two years, ending by the conferring of the diploma, is aimed to furnish the standing demanded for entrance into third year work in the Agricultural College, which is to be opened in the fall of 1915 at Edmonton.

HOME ECONOMICS.—The waste of material things in the house, and still more important, the waste of time, strength and energy, is generally the result of not knowing how to make the best use of the resources at hand. Realizing this need, a course of eight weeks was planned, beginning as follows: Claresholm, October 28th; Olds, January 6th; Vermilion, March 3rd. At these schools the instruction covers in a practical manner some of the subjects with which a young woman as a home maker should be familiar, such as foods, hygiene and sanitation, sewing, laundry, home care of the sick, and in co-relation with the Agricultural Course, work on gardening, poultry and farm dairying. After this year the Household Science course will extend over a period of two winters of five months each, terminating in a diploma in Household Science. A teachers' course will also be given in this subject.

ADMISSION REQUIREMENTS.

1. The minimum age for admission for boys is fourteen; for girls, sixteen.
2. No entrance examination is required. The student must possess the knowledge and ability to profit by the work of the school.
3. The student must submit satisfactory evidence of moral character and physical health when requested by the Principal.
4. The school course is entirely free, but every student is required to make a deposit of \$5.00 to cover damage to furniture; apparatus, books, etc. This amount, less deductions (if any), will be returned at the end of the session.
5. Text-books can be secured at the College.

COURSES OF STUDY.

Agriculture.

First year—Field husbandry, animal husbandry, veterinary science, farm mechanics, farm dairying, horticulture (vegetable gardening, floriculture), elementary chemistry, general physics, botany, geology, poultry, farm management, English composition, mathematics.

Second year—Field husbandry, animal husbandry, veterinary science, farm mechanics, farm dairying, horticulture (small fruits, forestry), agricultural chemistry, agricultural physics, botany and entomology, bacteriology, poultry, farm book-keeping, English literature, mathematics.

Household Science.

Foods, hygiene and sanitation, sewing, laundry work, home care of the sick, gardening, poultry, home dairying.

Hints for the Library

The Story of the Human Body, by Chalmers Watson, M.D., F.R.C.P.E. Thomas Nelson & Sons, Toronto. This is a reader in hygiene for pupils in Form III of the Public Schools and is recommended by the Minister of Education for use in school libraries in Ontario. The price is 35 cents. It is very well illustrated with coloured reproductions, half tones and diagrams; the type is clear and very suitable for children, the binding is excellent. In the opinion of the present reviewer, the book is well adapted for children, and the material is so arranged that the teacher will find it a valuable aid in the preparation of lessons in hygiene. The treatment of the lessons seems to be particularly well done, being as near story form as the nature of the subject will permit. Apparently the publishers have spared neither pains nor expense in order to produce a first class book.

Nature Study Lessons, by G. A. Cornish, B.A. pp. 96. The Dominion Book Co., Toronto. This book contains 31 lessons on birds, along with other interesting material. There are 11 full page coloured plates, besides half tone illustrations and zinc engravings. Teachers will find this book not only a valuable aid, but an inspiration, in teaching the subject. Each lesson outlines observations which may be made by the pupils and gives a great deal of valuable information for the teacher's use. Bird food, beaks, eggs and migration are dealt with, as well as individual birds. Each bird chosen is typical of a large number. To quote from the author's preface: "One of the most irritating things that a teacher meets in a book is a series of questions where he looks for information. I have tried in every case to ask no questions for which an answer will not be found in the text".

W. J. D.

Elementary Chemistry, by Alexander Smith, head of the department of chemistry in Columbia University. Published by The Century Company, 1914. 439 pages. Price \$1.25. All teachers familiar with Professor Smith's very excellent advanced chemistries will welcome his latest volume. This book covers our junior and senior Matriculation work. "One aim has been to provide a text suited to the needs of those who do not later continue the study of the subject, by calling attention to materials and processes used in the household and in commerce, and the prevention of industrial waste." Yet the fundamental principles have received the most attention. Questions at the end of each chapter will stimulate thought. The book will be a very helpful one.

H. A. G.

A National System of Education. J. H. Whitehouse. Cambridge, at the University Press. 1913. Pp. 92.

Educational reform is in the air. Every civilised nation is astir trying to better the organisation of its educational system. England, long asleep, was rudely awakened by outcries at the time of the Boer War, and she now bids fair to outstrip the rest of the world, so far as educational reform is concerned. During the past decade her advance has been so rapid that the conservatives are gasping for breath and asking "When will things be quiet again?" The radicals, on the other hand, are clamouring for more and are trying to prod public action to still more strenuous efforts.

"A National System of Education" is written by a man who has had wide experience of boys, of settlements, and of educational organisation of all kinds. He is a member of the House of Commons and has the authority of the executive committee of the Liberal Education group behind him.

Unlike most works on education this one is constructive in the best sense. How to co-ordinate and to improve English education is its theme, and none of the ninety-two pages is lacking in some stimulating suggestion. Naturally none of the topics is treated exhaustively, but enough is said to point the way.

Briefly, Mr. Whitehouse and his committee want the elementary school in England to end at 12 years of age. All education beyond this, whether given in day school or evening school, in trade school or art school, is to be secondary and university. The class distinctions between elementary and secondary education are to be broken down. Instead of higher elementary, there are to be secondary schools as the superstructure of primary education. The basis of grant distribution by government is to be the teacher, instead of the scholar in attendance. Teachers are to be better prepared, and schools are in future to be built in clusters round parks.

Some of the recommendations have not been thought out to their logical conclusions, e.g., the placing of secondary teachers in the upper departments of elementary schools, but to Canadian educators trying to evolve better methods within their own systems the book is sure to prove highly stimulating. We heartily recommend it.

The book is dedicated to Professor James Alfred Dale, of McGill University.

P. S.

Widowed Father (to his ten-year-old daughter)—Do you know, Minnie, that your teacher is going to get married? Minnie—I'm so glad to get rid of the hateful thing. I was afraid she was never going to leave us. Who is she going to marry? Widowed Father—Me.

Notes and News

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

Mr. Thos. Govenlock of Sault Ste. Marie, Mr. G. L. Brackenbury of Mount Elgin, and Miss Madeline Jenner, B.A., of Athens have been appointed to the staff of St. Catharines Collegiate Institute.

The following graduates of the class of 1913-'14 in the Faculty of Education have positions this year as follows: Miss Rowena Allison in Markdale High School; Miss Kathleen Manning is first assistant in the Continuation School at Westport; Mr. Norman A. McLellan is principal of Wallacetown Public School; Miss Muriel G. McLean, B.A., is in Bracebridge; Miss Ethel Steinhoff is at Seagrave; Miss Mary S. Woodcock is at Osaca; Mr. A. W. Waring is at Shelburne; Miss Nora Gleeson is at St. Columban; Miss Grace H. Cochrane has been appointed to the Public School Staff at Whitby; Mr. W. J. Houston is teaching in Palmerston Ave. School, Toronto; Mr. A. H. McPhail in Grace St. School, Toronto; Mr. H. J. Prueter in Essex St. School, Toronto; Mr. D. D. Brown is not in Essex St. School (as stated in a previous number) but in Clinton St. School; Miss Lena Millard is teaching in Wardsville High School; Miss Vera Wells is teaching in the Continuation School at Merlin; Mr. R. H. Robinson is at St. Helen's; Miss Kathleen B. Ferris, B.A., is teaching English and art in Madoc High School; Miss M. E. Ross, B.A., and Miss M. M. Colbeck are teaching moderns and classics respectively in Dutton High School; Miss Irene Davis, B.A., is teaching history and art in Carleton Place High School; Mr. F. V. Elliott is science master in Essex High School.

Miss Lillie Shier of Sonya is now teaching at Longford Mills.

Miss Alberta Lutan of Owen Sound and Miss Elizabeth Newman of Dunnville have received appointments to the Public School staff at Whitby.

Mr. Otis O. Worden, formerly assistant master of Wellesley School, Toronto, has been appointed principal of the new "Principal Sparling" School, Winnipeg.

Miss Dora Redman of Toronto has received an appointment to the staff at Bruce Mines.

Miss Huddleston of Russel, Man., is now teaching at Beresford, Man.

Miss Grace Bowes, of Dorchester, N.B., has been appointed instructor in mathematics and science in Hartsor Memorial School.

Mr. Geo. A. Barker of Ingersoll has been appointed to the staff of Dundas High School. He will teach commercial work and art.

Miss Lucy Heal of Dominion City has been appointed teacher of Wild Rose School, Bowsman River, Man.

Miss Laura J. Gibbs will teach in Waverley School, Yellow Grass, Sask., this year.

Mr. E. Hanna, B.A., of Hamilton has accepted an appointment to the staff of Oakwood Collegiate Institute, Toronto.

Toronto Public schools will in future have more male teachers, if the recommendation of the inspectors meets with approval. In reporting on the appointment of an additional male assistant to the staff of Fern Avenue School they approve "of a material increase in the number of male teachers in public schools generally as soon as such increase may be effectively secured". Despite this, however, only three of the eleven teachers just added to the temporary staff are males. The inspectors propose to regulate the number of male teachers according to the size of the school. Recommendations made by the inspectors to the School Management Committee include the following: That the following teachers be appointed to the temporary staff and assigned to the schools named: Miss M. C. Allen, Strathcona; Miss F. Rothwell, Withrow Avenue; Miss S. Coleman, Park; Miss H. Harris, Earl Grey; Miss Edith Anderson, Earl Grey; Miss Cherry Milne, Williamson Road; Miss H. M. Fieldhouse, Williamson Road; Miss F. Rhodes, Williamson Road; Mr. O. K. Carruthers, Manning Avenue; Mr. D. M. Ross, to be assigned later; Mr. Lloyd Johnston, to be assigned later. That Miss G. F. Willcocks be promoted to be kindergarten director in Kew Beach School. That Miss L. Charlton, kindergarten assistant, be transferred from Givens Street to Keele Street School. That the following teachers be appointed to the kindergarten temporary staff: Mrs. B. S. Cook, to be re-appointed, and assigned to Park School; Miss Mabel Wells, to Givens Street School.—*Toronto Star*.

Mr. B. C. Baldwin of Woodstock has accepted an appointment to the staff of Mount Elgin Public School.

Miss G. M. Watterworth, formerly of Ridgetown, has charge of the commercial department in the Collegiate Institute at Orillia.

Miss Ella A. Hanna, formerly principal of Tweed Continuation School is now teaching science in Madoc High School.

Miss Caroline McRae, B.A., of Perth has been engaged to teach English in North Bay Collegiate Institute.

Two temporary appointments to lectureships in the University of Manitoba are announced by President MacLean. The appointments are for the university year 1914-15 and consist of William Tier as lecturer in mathematics and A. D. Baker as lecturer in French and German. The scholastic record of the appointees is as follows: Mr. Tier, B.A., University of Toronto, 1895; M.A., School of Pedagogy, Toronto, 1896;

mathematics master in Lucan and Clinton Collegiate Institutes, 1896-1903; lecturer in mathematics, Manitoba College, 1903-1914. Mr. Baker, B.A., University of Toronto, 1910, with first class honours and heading his class in French, German, English, Italian and history; took graduates' course in University of Chicago for two and a half years; lecturer in St. John's College, 1905-1914.—*Manitoba Free Press*.

At the 37th annual session of the Northumberland County Teachers' Institute held in the Grammar School at Chatham, N.B., an excellent paper on the teaching of Canadian civics was read by Mr. Wallace, chief clerk in the Education Office. Mr. Wallace urged the fullest possible use of the civics text-book, to be completed before the end of the eighth grade. Pupils should be taught how the country is governed from school district to imperial parliament, how taxes are raised, who may vote and how, etc., etc., in order to fit them for good citizenship. In discussing this paper Inspector Mersereau said that it seemed to him that if the children were brought to understand that the man who sold his vote became the slave of the representative he helped to elect, political corruption would disappear.—*Daily Telegraph, St. John, N.B.*

Nearly twice as many students have registered at the Agricultural College in the Women's department as there were at this date last year. "We had 36 signed up last year on September 19th, and to-day there are 62" announced President Black, "and there are five weeks still before the term opens and the five best weeks from a registration standpoint. Who said financial stringency?" The students are mainly from Manitoba but several are from Saskatchewan and Alberta, and one or two hail from Western Ontario.—*Manitoba Free Press*.

Two of the most valued members of the teaching staff of the city schools tendered their resignations Monday evening, Miss Annie M. Hea and Sister M. Winnifred. The retirements were learned of with regret and resolutions were passed expressing appreciation of their services, and regret at the severance of relations with the board as teachers. Miss Hea and Sister Winnifred have long been esteemed as instructors on the local staff. Sister Winnifred's place is being taken by Sister Germaine, formerly principal of St. Thomas Industrial School, while Miss Hea is being succeeded by Miss Ethel Coles. Both teachers are retiring under the School Teacher's Act.—*St. John Telegraph* of Sept. 16th.

Through the generosity of a Toronto lady it has been possible for the Governors of the University of Toronto to appoint a director of the courses on training in social work, which were recently inaugurated by the University in response to a widespread demand. Both in Britain and the United States such courses have been established by the universities. The University is fortunate in having secured for this position

Dr. Franklin Johnson, junior, of New York, a gentleman who brings exceptional qualifications for the work. He is the son of Professor Franklin Johnson, one of the group gathered together with President Harper to organise and launch the University of Chicago. His grandfather was the founder of McMinville College and Denison University.—*Toronto Globe*.

The following changes in principalships have occurred: T. I. Brownlee, Dominion City, formerly at Russell; B. Hodgkinson, Selkirk, principal Central School, formerly at Gimli; W. G. Jose, Kenton, formerly at Lenore; R. B. Masterton, Cartwright, formerly at Holmfield; Wm. Y. McLeish, Oxbow, Sask., formerly at Manitou; D. S. Tod, Russell, formerly in Saskatchewan, for several years at Holmfield; P. L. Sanford, at Swan River, gone to Saskatchewan; H. A. Snowdon, Treherne, formerly at Elva; Merodach Green, Carberry, formerly at Treherne.—*Western School Journal*.

Miss Harvey, formerly of Fergus, is now teaching primary work in Durham Public School.

The Ontario Department of Education has recently issued a manual of revised regulations for High Schools and Collegiate Institutes.

Since the appointment of Dr. E. E. Braithwaite as President, and Dr. Louis Wood as lecturer in history and economics, Western University Governors have appointed Miss Hilda Bains of Calgary lecturer in French, assistant to Dr. N. C. James, professor of modern languages. Miss Baines has been teaching in Halifax Ladies' College, and more recently in St. Hilda's College, Calgary. She is a graduate of McGill and the University of Paris.—*Toronto Globe*.

Appointments were made by the Winnipeg Board of Education as follows, duties to begin on the opening of the schools for the autumn term: Mr. C. W. Laidlaw, B.A., to a principalship of an elementary school, former service with the Board to be reckoned in determining seniority and salary schedule; Mr. Otis O. Worden, to a principalship of an elementary school, beginning at schedule salary for fourth year; Mr. Andrew Merritt, to the principalship of an elementary school, at schedule salary; Miss Agnes Allward, B.A., to a position on the high school staff, beginning at schedule salary of the third year; Mr. E. H. Willoughby, B.A., to a position on the high school staff, at schedule salary; Miss Helen I. Macdougall, to the household science staff of the elementary schools, at schedule salary; Miss Florence Irwin, to the household science staff for one year, during the absence of Miss D. Mitchell, at schedule salary. To the elementary staff: Miss Dora Davidson, Miss Mildred Porter, Miss Elso McIntosh, Miss Della Riddell, Miss Nellie Smith, Miss Irene Nelson, Miss M. Knox, Miss H. S. MacKay, Miss Annie M. Scott, Miss Edith A. Irvine, Miss Chrissie Cruickshank, Miss

Florence McIntyre, Miss M. Macdonald, Miss A. McDill, Mrs. Glenn, Miss Mary J. Gray, Miss A. Balfour, Miss Mildred Jenkins, Miss Jessie Munro, Miss Gladys Featherstone, Miss Margaret M. Thom, Miss Jennie B. Carter, Miss Myrtle M. Craig.—*Western School Journal*.

Capt. T. G. Finn, of the 18th Manitoba Dragoons (Inspector of Schools), has gone to war with the First Army Corps. His company has been brigaded with Queen Mary's Own Hussars.—*Western School Journal*.

The number of schools under the direction of the Protestant Board of School Commissioners of Montreal has now increased to 29, including the splendid new High School on University Street and the Commercial and Technical High School on Sherbrooke Street. Mr. E. M. Campbell, the late Principal of Dufferin School, has recently been appointed to the head of the Commercial and Technical High School. The names of the Public Schools, with their principals, are as follows: Aberdeen, Mr. H. M. Cockfield, 525 St. Denis St.; Alexandra, Mr. F. H. Spinney, 160 Sanguinet St.; Belmont Street, Mr. J. M. Mackenzie, 32 Belmont St.; Berthelet Street, Mr. R. D. Fullerton, 257 Ontario St.; Bordeaux, Miss Annie Ardley; Britannia, Miss M. A. Stewart; Cote des Neiges, Mrs. D. H. Gilker; Delorimer, Mr. F. J. Patterson, 505 Gilford St.; Dufferin, Mr. H. E. England, St. Urban St.; Earl Grey, Mr. H. H. Biggar, 773 Belle Chasse St. E.; Edward VII, Mr. I. O. Vincent, 2860 Esplanade Ave.; Fairmount, Mr. M. C. Hopkins, 2023 Esplanade Ave.; Lansdowne, Mr. C. E. Reid, 1037 St. Catherine St. E.; Longue Pointe, Miss E. L. Higgins; Lorne, Mr. F. J. Bacon, 315 Coleraïne; Mount Royal, Mr. A. MacArthur, 1280 Clarke St.; Peace Centennial, Mr. A. H. Rowell; Riverside, 52 Favard St., Mr. N. C. Davies; Rosemount, Mr. J. A. Weatherbee; Royal Arthur, Mr. James Rowland, 80 Canning St.; Sarah Maxwell Memorial, Mr. H. F. Archibald, 127 Prefontaine St.; Strathern, Mr. W. A. Kneeland, 360 Mance St.; Tetreaulville, Miss J. E. McClatchie; Victoria, Mr. W. J. Messenger, 42 St. Luke St.; William Dawson, Mr. W. C. Anderson, 385 Christopher Columbus St.; William Lunn, Mr. A. C. Harlow, 171 Ann St.; High School, Mr. W. A. Dixon, University St.; Commercial and Technical High School, Mr. E. M. Campbell, 53 Sherbrooke St.; Youville, Mrs. F. E. Gilman.

Miss Munro, formerly of Embro, has been appointed to the staff of Ingersoll Public Schools.

Miss Helen M. Pilkey of Chatham has accepted an appointment on the staff of Kenora Public Schools.

Miss Myrtle Brown, Miss F. Hays, Miss M. McGillvray, Miss O. Freeman, and Miss J. Trout have been appointed to Warton Public School staff.

During the session of the Summer School of Rural Science, at Woodstock, the teachers present holding Superior or Grammar School licenses formed an association to be called the "New Brunswick High School Teacher's Association". All teachers holding Superior or Grammar School licenses are eligible for membership. It is not deemed advisable to enlarge the association by admitting teachers of other classes of licenses, as yet. The officers of the Association are President, Vice-President, and Secretary-Treasurer. These, with one Associate Secretary from each Inspectorate, comprise the executive. The aim of the Association is to increase the efficiency of teachers and by a united effort to place the profession on a par with other professions. Before the Association can prove effective, it must have as members the majority of teachers. At the first regular meeting of the Association, the following officers were elected: President, F. C. Squires, Woodstock, N.B.; Vice-President, Miss Zula Hallett, Marysville, N.B.; Secretary-Treasurer, E. D. MacPhee, Sackville, N.B. Associate Secretaries: Mr. Meagher's Inspectorate—J. H. Barnet, Hartland, N.B.; Mr. Mersereau's Inspectorate—L. R. Hetherington, Newcastle, N.B.; Mr. Hanson's Inspectorate—W. H. Elgee, Moore's Mills, N.B.; Mr. Brook's Inspectorate—H. C. Ricker, Kingston, N.B.; Mr. O'Blenes Inspectorate—J. C. Hanson, Riverside, N.B. Associate Secretaries for the remaining Inspectorates will be appointed early in September.—*Educational Review*.

On October 2nd, in the presence of a large number of ratepayers of the City of Sault Ste. Marie, the new Central School, costing \$65,000, was officially opened with a public celebration. Speeches were made by the Bishop of Algoma, the Rt. Rev. Dr. Thorneloe, and by A. C. Boyce, M.P., Mayor Simpson and members of the Board of Education.—*The Toronto Globe*.

Arrangements are in full swing for the transfer of the Manitoba School for the Deaf to the old Agricultural College buildings at Tuxedo. They were completed on October 1st, and on October 7th the work of teaching pupils and equipping them with technical knowledge of various kinds that will enable them to earn a livelihood when they go out into the world was commenced at the new headquarters. The buildings have been remodelled and made entirely suitable for the new uses to which they will be put. There will be just over a hundred pupils on the roll, but there is ample accommodation for 150, and it has been adapted to the most advanced methods of giving instruction to children so unfortunate as not to possess the sense of hearing. Indeed, the general arrangements regarding comfort, equipment, instruction, etc., are such that it is said the school will be one of the best for its size on the whole American continent.—*Manitoba Free Press*.

Mr. C. W. Crane, B.A., B.D., has been appointed principal of the school at Gull Lake, Man.

On October 2nd a flag-raising ceremony took place at the new Queen Mary Public School, Belleville, opened recently. The ceremony was attended by the Board of Education, the Mayor and the City Council, scholars, teachers and citizens. Col. W. N. Ponton, Chairman of the School Board, presided.—*The Toronto Globe*.

Two appointments to the staff of the University of Manitoba were approved by the council recently—those of Dr. William Boyd as professor of pathology, and Prof. N. R. Wilson, of Wesley College, Winnipeg, as professor of mathematics and logic.

SELECTIONS FOR MEMORIZATION. *Ontario Public School Reader, Book IV.*—The Children's Song, p. 1; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; Oft, in the Stilly Night, p. 173; June, p. 206; My Native Land, p. 227; A Solitary Reaper, p. 261; Dost Thou Look Back on What Hath Been, p. 289; England, My England, p. 363; The Daffodils, p. 382; The Private of the Buffs, p. 389. *Canadian Roman Catholic Reader, Book IV.*—The Daffodils, p. 20; The Barefoot Boy, p. 24; The Deserted Village, p. 30; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of England, p. 161; The Water-Fowl, p. 174; The Reaper, p. 183; Solitude, p. 206.

Circular 58, Ontario Department of Education.

LIST OF BOOKS IN ENGLISH LITERATURE FOR JUNIOR HIGH SCHOOL ENTRANCE.—Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least six hundred. Part shall be prose and part poetry. Brown: Rab and His Friends, and Our Dogs. Burroughs: Birds and Bees, Sharp Eyes. Carroll: Alice in Wonderland, Through the Looking-glass. Church: The Story of the Iliad, The Story of the Odyssey. Cooper: The Last of the Mohicans. Defoe: Robinson Crusoe. De la Ramé: A Dog of Flanders. Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes, Oliver Twist. Eliot, George: Silas Marner, The Mill on the Floss. Fitchett: Great Deeds on Land and Sea. Goldsmith: The Vicar of Wakefield, The Traveller, The Deserted Village. Hawthorne: The Wonder Book, The Tanglewood Tales, etc. Hughes: Tom Brown's School Days. Irving: Rip Van Winkle, Sleepy Hollow and Other Tales. Keary: Heroes of Asgard (Scandinavian Myths). Kingsley: The Heroes, The Water Babies, Hereward the Wake. Lamb: Tales from Shakespeare, Adventures of Ulysses. Longfellow: Evangeline, Hiawatha, Shorter Poems, The Courtship of Miles Standish. Ruskin: The King of the Golden River. Scott: The Lady of the Lake, The Lay of the Last Minstrel, Ivanhoe, The Talisman. Shakespeare: The Merchant of Venice, Julius Caesar. Stevenson: Treasure Island, Kidnapped. Swift: Gulliver's Travels to Lilliput, to Brobdignag. Wetherell: Poems of the Love of Country.—*Circular 58, Ontario Department of Education.*

In accordance with the action of the school board of Milwaukee, Wis., taken in the regular meeting August 3, the following daily time schedule is outlined for the Milwaukee public schools: the morning special-help period begins at 8.30, when all teachers will be present ready for work. The afternoon special-help period begins at 1 o'clock, all teachers present, the same as in the morning. In case there are no pupils with engagements for special help, the time from 8.30 to 9 and from 1 to 1.30 may be used in necessary school housekeeping and pre-

paration of teaching plans. Children who need special help in their studies will feel free to ask for it during these periods. Teachers may arrange to give the special help at either of these periods, but it is believed the morning period is the better. Special help is individual in its nature and should be carefully adapted to each pupil. Mass instruction during these periods is to be avoided. The half-hour period from 3.30 to 4 o'clock is the only penalty period provided during the day. This is not intended for the unfortunate laggards but as punishment for misconduct. If there are no pupils to be punished for misconduct, the teacher may leave the building at 3.30. To require children who need special help to remain for it at the end of the day, or to require them to remain as a penalty for needing help, cannot fail to have an unfavourable influence upon the learning powers and habitual attitude of those children toward study. This is why it is requested that no study shall be imposed upon such children during the penalty period. The necessities of the home and of anxious parenthood have made it seem wise to require that no child shall be kept after 4 o'clock; and the board has so ordered.—*Bureau of Education, Washington, D.C.*

The first school fair ever held in Cobourg took place recently, and proved a great success. Similar fairs have been held in this county this year at Warkworth and Wooler. Ten schools from Hamilton and Haldimand townships competed.

The school fairs for Windham and Middleton rural schools were held in Courtland and Windham Centre on the same days as the fall fairs.

The rural school fairs have proven a revelation to the township fairs wherever held and the idea is rapidly spreading. The seeds and egg sets, which were furnished by the agricultural department have turned out most successfully and the number of exhibits entered and the eagerness with which the pupils are contesting all go to show that the fairs this year will be a success. The prize list includes displays of grain, vegetables and fruit besides sewing, cooking, woodwork, plant collections and poultry exhibits.

The North Wellington Teachers' Association held their thirty-eighth annual meeting in Mount Forest, at which Inspector Robert Galbraith presided. The officers elected for the ensuing year were: Hon. President, Inspector Galbraith, Mount Forest; Pres., Miss Marion Oliver, Palmerston; Vice-Pres., Mrs. Stuart, Palmerston; Treasurer, Robert Galbraith; Secretary, Miss Jessie Craigmill, Harriston; Managing Committee, the Palmerston teachers and Miss Clara Black and Miss Agnes Thompson. Palmerston was selected as the next place of meeting.

At the close of their convention the South York Teachers' Association elected Mr. Gilchrist to succeed Mr. J. H. Beamish as

president. Mr. Mole was elected vice-president, Mr. Mitchener secretary, and Miss Graham treasurer.

A new two-roomed primary school was opened recently in Brampton and enough children taken from the other rooms to fill it. The new building cost \$7,000 and has a most modern equipment. Two new teachers have been placed on the staff to meet the needs of the growing population.

Over eleven hundred teachers have entered the seven Normal Schools of the province for training this fall. According to figures supplied by Dr. Colquhoun, Deputy Minister of Education, the enrollment list contains 1,134 names, of which 272 belong to the Toronto Normal School. In addition to this number 24 young women have enrolled for the kindergarten training class at Toronto. The total of enrolments is approximately the same as last year.—*Toronto Star*.

It is announced that Professor Henry R. Fairclough, dean of the Latin department of Stanford University, California, has accepted the chair of professor of classics at the University of British Columbia.

Dr. Ellis has been appointed as head of the faculty of applied science, in the University of Toronto, temporarily, to fill the place made vacant by the death of the late Dean, Dr. John Galbraith.

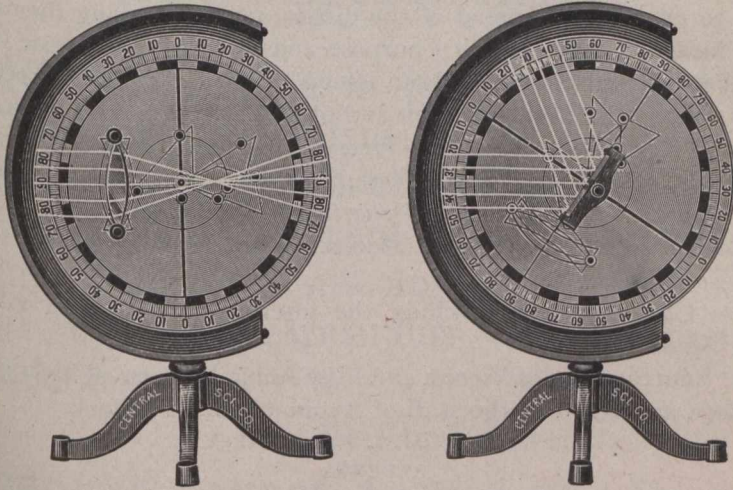
Professor Lang of the Chemistry Department at Varsity has undertaken the responsibility of looking after the Varsity Officers' Training Corps for the time being. The professor is a colonel in the Second Field Company of Engineers, and is a member of the Military Committee at Varsity, which also includes the following: Lieut.-Col. Fotheringham, Professor Baker, Mr. Mickle, Dr. Ellis, Professor Needler, Professor Lash Miller and Professor T. R. Loudon.

A course in military science is to be established in connection with Manitoba University. The course will be voluntary, and those taking it will be required to provide their own uniform.

Dr. Frank C. Anderson has been appointed writing master in Ottawa Normal School in succession to Mr. H. W. G. Braithwaite.

The Minister of Education, in 1912 and 1913, called the attention of school principals to the fact that representations had been made to him in behalf of the National Sanitarium Association in favour of the efforts being put forth to exterminate tuberculosis. The spread of this disease is so serious a matter that energetic efforts are being made to stop its ravages, to relieve those affected and to effect a cure where cure is possible. With the object in view there is a general movement to direct attention to the National Sanitarium Association, and, therefore, the Minister desires to notify school boards and through them the parents of the pupils and ratepayers generally that the Department approves of the object aimed at by the Association and recommends

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that on Monday, 30th of November, the trustees, or the principal of the school, call attention to the necessity of putting forth all possible efforts to prevent the spread of the disease and of availing themselves of the means supplied for this purpose and of making such use of the printed statements that have been issued as may be deemed expedient. Copies of the printed information and other particulars may be secured from Mr. R. Dunbar, Secretary-Treasurer of the National Sanitarium Association, 347 King Street West, Toronto—*A Circular issued on October 1st, 1914, by the Ontario Department of Education.*

Miss Nellie M. Laycock of Moosomin has been appointed to the school in Holdfast, Sask.

Miss Gough is now teaching the intermediate room in Glencoe Public School.

Mr. John Simpson of Vienna and Miss Annie E. Bates of Merrickville have been appointed to the staff of Avonmore High School.

ALBERTA.

W. J. McLean, B.A., for several years Principal of Schools at Wainwright and previous to that time Principal at Red Deer, has been appointed an Inspector of Schools. Mr. McLean begins work immediately. His headquarters will be at Coronation. He takes the place made vacant by the recent resignation of Inspector A. Hartley. Mr. McLean has had a long experience in educational work in Alberta and will bring to his new duties a thorough understanding of the problems which confront school authorities in rural districts.

A special school of a unique character was held during the month of September at Olds. Here the Department of Agriculture gathered together the members of the teaching staffs of its Agricultural High Schools, that they might have a month's course of intensive work in method. This special course of training was under the direction of Dr. J. C. Miller, formerly Principal of the Normal School at Camrose. He was assisted by the members of the staffs of the Normal Schools. The Agricultural High Schools began work last year under the most favourable auspices and as a result of this training will probably render better service than ever.

Several new teachers joined the staff of the Practice School both at Camrose and Calgary. Miss Olive Orr, who has been for nearly a year in Northern British Columbia, returned to Alberta and has charge of Grade III at Camrose. Miss Elizabeth Sharman, of Lethbridge, Miss Logan, but recently from Ontario, and Miss E. C. Crofts, of Edson, are other new teachers on the same staff.

The largest classes so far enrolled are in attendance at the Alberta Normal Schools this year. The School at Calgary is crowded to over-

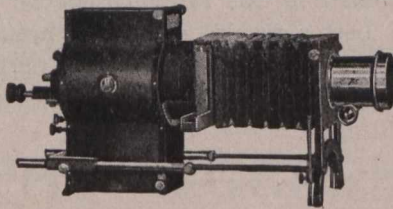
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flowing and the Camrose School has the largest attendance in its history. The new building at Camrose is nearing completion. It is expected that it will be ready for occupancy by the beginning of the year. Then Alberta will be in a position to offer proper accommodation to all who wish Normal training.

Miss Francis M. McNally, a graduate of McDonald College, Guelph, has taken up her work as Director of Household Arts at Lethbridge. Miss McNally was for some years a successful teacher in St. John, N.B., and will doubtless do good work in the West.

A. M. Munro, B.A., a graduate of the University of Alberta, of the class of '14 has joined the staff of the Strathcona High School, Edmonton South:

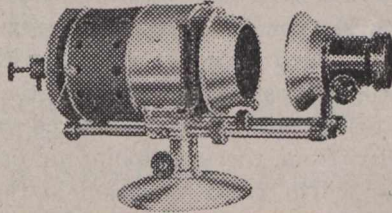
Principal D. L. MacLaurin, of the new British Columbia Provincial Normal School at Victoria, has been given the balance of the year by the British Columbia Department of Education in which to visit other schools and observe their organization and equipment. On his way east he spent three days in Camrose conferring with Principal McNally on the proposed equipment for the new school there. Mr. MacLaurin expects to visit in Winnipeg, Toronto, Hamilton, Peterborough, Boston, New York and other American cities before his return to Victoria.

Next month not less than ten Conventions of Teachers will be held in Alberta. Educationists in this Province believe that better attendance is secured and better results obtained through the small local Conventions. Normal Instructors arrange to take part in the programmes very generally and thus the teachers and professional schools keep in close touch with each other.

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After the first year's experience—highly successful from many points of view and meeting a felt need as the increased enrolment for the present year indicates—the Minister of Agriculture felt it would contribute to still further success to have the staffs of the three schools assemble at the Provincial Agricultural School at Olds for a month of special training and conference. With the co-operation of the Minister of Education, the Hon. J. R. Boyle, the necessary arrangements for the course were made and Dr. Jas. C. Miller, Provincial Director of Technical Education and formerly Principal of the Provincial Normal School, Camrose, assisted by the Principals of the Agricultural Schools and Specialists from the Provincial Normal Schools, was placed in charge of the course.

During the course the main effort was centred upon the following: (1) To draw from psychology and sociology such principles and suggestions as would be of direct assistance in making the work of the institutions and of the specialists engaged therein more efficient. (2) To develop, make explicit and exemplify general methods of teaching and management applicable to the special conditions of the Agricultural Schools. (3) To have presented, illustrated and discussed special typical methods in each of the special subjects. This involved "practice teaching" on the part of each of the specialists in attendance. (4) By keeping together as one group for the work, the various members of the staffs now have, as a result of the course, a first hand appreciation

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of the ideas, purposes, plans and methods of their colleagues. This mutual understanding will naturally result in better "team" work on the part of the staffs as separate units and of the schools as a group of institutions. (5) To have the specialists in each of the special subjects from the three schools meet repeatedly as committees with a view to an exchange of experiences and ideas and the formulation of a "standardized" course that would be acceptable as a basis for the work in all the schools. (6) When the special committees reported to the combined staffs acting as a committee of the whole, all cases of overlapping and interlocking of courses was revealed and efforts made to adjust the courses, so that they would reinforce and support each other throughout and that unnecessary and ineffective duplication of work would be avoided.

The consensus of opinion at the close of the course was that it had been sufficiently helpful and suggestive to justify a request for the provision of a similar course next summer. With this summer's work as a basis and a year's experience added, a second course of this nature ought to be proportionately of much greater value in securing results. It is probably the first occasion in Canada or even in the United States where the faculties of agricultural institutions have been called together for such a course the main purpose of which was to increase the effectiveness of the instruction.

NEW BRUNSWICK.

The Interprovincial Education Convention of the Maritime Provinces was held in the Technical College, Halifax, N.S., August 26th to August 28th. The attendance was large and the papers and discussions were interesting and of value. About 90 New Brunswick teachers were present. Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick presided. Papers were read as follows: "Uniformity of School Texts throughout Canada", by Prof. Howard Murray, LL.D., Dalhousie University; "Standardization of Secondary Education and of Teachers' Training Certificates, and of School Statistics throughout Canada; and the advantage of a Dominion Education Bureau", Dr. A. H. MacKay, Superintendent of Education for Nova Scotia; "Vocational, Industrial, and Technical Education", Dr. J. W. Robertson, C.M.G., Ottawa; "Our Claims to Federal Subsidies for the support of Education in the Atlantic Provinces", Dr. Soloan, Principal of Normal School, Truro, N.S.; "Archaeology of Canada", with Stereopticon views, Harlan I. Smith, Archaeologist of the Geological Survey of Canada. "The Medical Inspection of Schools", Dr. E. Blackadder and Dr. J. G. McDougall, Halifax; "The Cadet Movement and Physical Training", Geo. N. Elliot, Sec'y Can. Defence League, Toronto; "The

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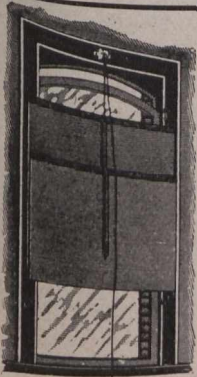
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Cadet Movement in New Brunswick", A Sterling MacFarlane, M.A., of the Prov. Normal School, Fredericton, N.B., "The Duty of the State in reference to the Feeble-Minded", Dr. W. E. Fernald, Sup't. Mass. School for the Feeble-Minded; "Teachers' Salaries and the Rural School Problem", W. A. Creelman, B.A., and Inspector V. Crockett, "A Three or Four Years' Undergraduate College Course—Which"? Rev. President Cutten, Acadia University; Rev. President Powell, Kings University; President MacKenzie, Dalhousie University; Rev. President McPherson, St. Francis Xavier University; Rev. President Borden, Mount Allison University; Chancellor Jones, University New Brunswick, and Dr. Robertson, Prince of Wales College, Charlottetown (15 minute papers). There were also discussions on other topics, including "The benefits to accrue to Education from a better system of Education".

The Provincial Normal School at Fredericton, N.B., opened on September 1st, with an enrolment in the English Department of 274, of whom 55 entered for First, 154 for Second, and 65 for Third Class License. Of the whole number, 46 are young men. The French Department opened in August with an enrolment of 26, all for Third Class. The new annex to the Normal School is being occupied this term. It provides four commodious class rooms, private rooms for teachers, a Manual Training room, and a large hall suitable for class room for physical drill.

The University of New Brunswick opened for the academic year 1914-15 on September 21st, with a total enrolment of 135. Thirty-one new students were admitted, of which 24 are in the Freshman, 6 in the Sophomore, and 1 in the Junior Class. The attendance this year is somewhat below that of last year, due probably to money stringency caused by the war.

THINKING OF SUFFRAGETTES—They were discussing the North American Indian in a rural school, says a British weekly, when the teacher asked if anyone could tell him what the leaders of the tribes were called.

"Chief," answered a bright little girl at the head of the class.

"Correct," answered the teacher. "Now can any one of you tell me what the women were called?"

There was silence for a minute or two, and then a small boy's hand waved eagerly aloft.

"Well, Frankie?" asked the teacher.

"Mischief," he proudly announced.