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The School

Vol. I

Toronto, June, 1913

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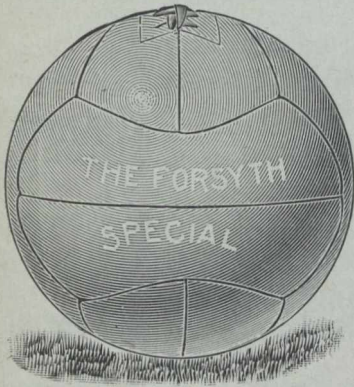
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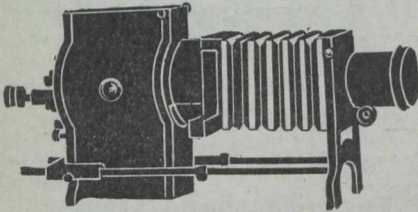
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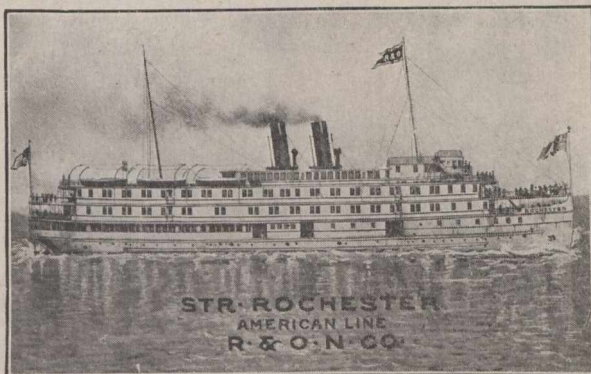
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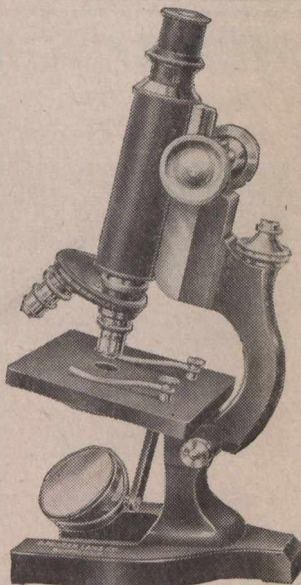
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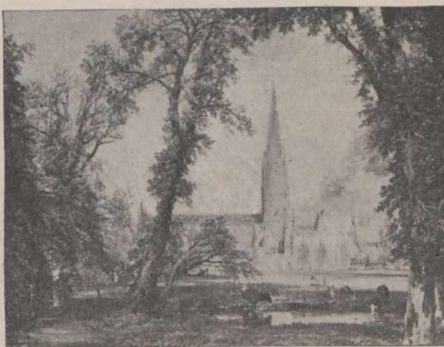
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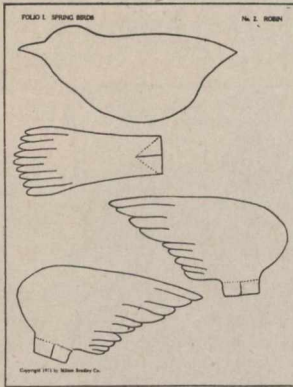
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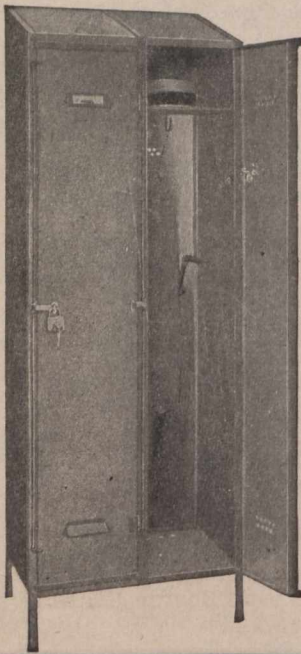
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WHAT ART MEANS TO ME

I believe in Art, not for Arts sake, but for its enrichment of life, and its power to make more perfect the pleasure of living. † †

† I believe in Art which can be applied to the most simple and useful things, making them more complete and more beautiful, and therefore more capable of giving enjoyment. † † † † † † † †

† I believe the highest enjoyment of beauty comes, not from mere appreciation, but from the production of a beautiful object. † † † † † †

† I believe that Art applied to the demands of every day life, and wrought by heart and mind and hand is the greatest and truest Art † † † †

Florence I. Goodenough

The School

"Recti cultus pectora roborant"

EDITORIAL

THE TEACHER AND THE PUBLIC LIBRARY

PUBLIC Library Boards in Ontario towns and cities consist of nine members—the mayor, three members appointed by the city council, three by the Board of Education, and two by the Separate School Board. It was the intention of the Libraries' Act that Boards of Education should appoint as their representatives men who stood for the best educational interests of the community, and it was natural to expect that Public School inspectors, principals and teachers interested in library work should have been among those who were thus appointed.

In some cases members of Boards of Education have been sufficiently broad-minded to see the close relation existing between the work of the schools and that of the Public Libraries, and have appointed at least one or two of their representatives from the teaching staffs. But in many cases appointments have gone to men who have had little qualification for the position. The defeated candidate for the Board of Education, be he "butcher, baker, or candlestick-maker", is solaced for his defeat by this complimentary appointment to the Library Board. The retired office-holder who has outlived his days of active usefulness seeks for the position as something which will still permit him in a mild way to figure in the public eye. The near relative of a member of the Board, the aspirant to public office, the friend of a local bookseller, the man about town, who for either business or personal reasons wishes such small prominence as the position will give him—this is the class of men who in some cases at least succeed in gaining the ear of the Board, and who receive the appointments. Very excellent individuals personally in most cases, but too often men without any real claims to represent the highest educational interests of the community in so important an office.

Why are teachers not appointed? It is sometimes the teacher's fault. He does not seek the office, and even if he were anxious to serve, he would not ask the Board of Education to appoint him. In many cases, however, the same representatives of the Board of Education are reappointed term after term, and the teacher who has a real interest in library work must in such cases stand aside until, perchance, Providence at last intervenes.

But even if the teacher were on the Board, some one may ask, what could he do? Teachers may be in some cases narrow; they may in some cases be puritanical; but their years of training in the University and the training school should make them better fitted for library work than the average man on the street, whose education has ended with the public school. And no one who is not blinded with prejudice of the narrowest kind can any longer question the business ability of the average inspector, principal, or department master.

But it is in those fields where the work of the school and the library meet that the teacher's greatest sphere of usefulness lies. The man on the street looks on the library wholly as a municipal institution for providing entertaining and instructive reading matter for citizens at the public cost. The up-to-date teacher sees in it possibilities not only for helping the adult public, whose tastes are already formed, but for developing for the future a better class of readers through the co-operation of the libraries and the schools.

Such co-operation has also an additional advantage on the economic side. Either Boards of Education or parents must provide books for outside reading of the pupils. Why should not the Library Board out of its municipal grants gladly provide a share of the reading? Why should it not at least work in co-operation with Boards of Education, teachers and parents? This co-operation, brought about largely by the influence of teachers, does exist in certain cities to the satisfaction of the parents and citizens in general. If the general public were once alive to the possibilities that lie in such co-operation they would encourage rather than delay the proposed reform.

A few weeks ago the Ontario Minister of Education introduced legislation which provided that the representatives of Boards of Education should all be teachers. Immediately, as was to be expected, the present holders of office raised a hue and cry. Telegrams were sent out from Toronto urging Library Boards in other towns and cities to protest, and the result of the agitation was that the bill was temporarily withdrawn.

THE SCHOOL believes that the action taken by the Minister in proposing to give teachers representation on the Library Boards was a step in the right direction, and that it is the duty of the teaching profession to help to safeguard the best educational interests of the public in this matter by giving its support to the principle that is involved.

In our opinion it is not important that the bill should reappear in exactly its original form. If provision were made that even one of the representatives of the Board of Education should be a teacher, it would be a step in the right direction. And perhaps the bill would meet with more general favour from all concerned if no attempts were made to state definitely from what particular positions among the teachers these representatives should be chosen.

At all events, whatever may be the ultimate fate of the bill, the agitation itself should have a beneficial effect. It should lead Boards of Education to consider more carefully the qualification of those whom they appoint; it should lead teachers to consider their own responsibility to the school and to the public in this matter, and it should lead Library Boards and the general public alike to consider more closely the function of the library and the means of increasing its usefulness to the community.

This issue includes a special department entitled "The Teacher and the Parent", in which subjects that are of interest to parents, teachers, and trustees, are briefly discussed. This department will hereafter be a regular feature of THE SCHOOL, and we hope that it may serve to bring teacher and parent together on common ground. The Editors of THE SCHOOL will appreciate it if our readers will draw the attention of trustees and parents to THE SCHOOL, and more especially to this department.

For Teacher and Parent

The Manners of Boys.—Watch where you will, and when a man gives his seat to a woman in a car, nine times out of ten you will see that his hair is grey. Rarely, rarely ever, will it be a boy in his teens.

There is much excuse to be made for the tired business man who has been hard at work all day who keeps his seat during the long ride home, no matter how many women have to stand, but there is no palliation whatever for the lack of manners displayed by the boy, who is not tired, and who is very likely on his way to engage in some athletic game, and who keeps his seat in a car while any woman stands.

It makes the beholder wonder what sort of mothers rear these hoodlum youngsters, and what any woman can be thinking about who does not instil respect and consideration for women into her sons.

She should see to it that from the time her boy is old enough to lift a chubby hand to his head and tumble his little fat legs off a chair, and tall enough to reach up to a door knob, that he should observe at least all of the elementary forms of courtesy toward women.

Such things are largely a matter of habit, and if they are bred into a boy when he is little he will not depart from them when he is older. And let nobody undervalue the significance of these trivial acts. A man's conduct toward women is the hallmark of the stamp of a gentleman upon him.—*Chicago American*.

This is no doubt more true of American than of Canadian boys. Unfortunately the charge is all too true that women are allowed to stand in the street cars while men occupy the seats; but in our experience, in nine times out of ten it is the young man, the product of our own schools, that gives up his seat, while the man of forty or upwards sits stolidly in his place and reads his paper.

Covering Books.—It would be difficult to estimate the waste of money due to the wilful destruction of school books by careless pupils. The teacher who can awaken in pupils the pride of ownership that will lead them to keep their books in good condition is doing a service for both the pupil and the parent. Fortunately ready-made book covers are procurable

at a trifling cost, and the use of such covers is the first step in the preservation of the books. The University Schools have this year made use of the Holden patent book cover, and have found it to give excellent satisfaction.

The School Age.—There is a good deal being said everywhere in our country about sending children to school too early. Doubtless, there is some justification for the feeling which exists, because unquestionably many young children are injured in the schools as they are conducted to-day. The growing opposition to early schooling has found expression in a proposition in some places to raise the school age to six years. It is claimed that a child ought not to be put into the educational mill earlier than this; he is better off out-of-doors or at home.

While this sounds good, and while it is acknowledged that there is some reason for the present discontent, yet the remedy proposed is of doubtful value. It is an easy thing to say that we ought to keep our children out of school; but a difficulty arises when we attempt to decide what we are to do with them if they are not in school. Harmful as the school is in some ways, it is still a much better place for the young than the majority of the homes from which they come, and it is better than the street, which would be the rallying place for most of them if they were kept out of school until six. It is certain to strike the average man favourably to tell him that his children are better off at home than elsewhere, but if one will, in an unprejudiced way, observe the normal child in his daily life, it will be seen that by the fifth year, at any rate, he has practically exhausted the educational opportunities in his home. Under modern conditions parents can give their children only very slight attention; working people haven't time and society people won't take time for it. The writer has now in mind several children in well-to-do families who are on the road to perdition because they have been kept at home with servants and street companions in the belief that this was the very best thing to do for them.

The school as it is now equipped is not the most ideal place for a child from four to six; one may make this statement without qualification. But the way to correct this difficulty is to get to work and make the school better adapted for child

life than it now is. Of course, it is easier to keep children out of school, but if we do this it will be at a heavy loss to the children themselves, and to society in the end. We could solve this problem if the people would get busy along these lines: (1) Establish a system of medical inspection of schools. Let every community secure a man who knows his business, and who will see to it that the school is made hygienic in respect to light, ventilation, seating and contagious diseases. (2) Abolish most of our formal book work in the earliest years, and introduce in its stead, the study of nature and manual activities. We should also adopt the fundamental principles of the kindergarten—education through organized play. (3) Make the school day shorter so far as indoor work is concerned, but let us see to it that when the child is in the school he applies himself to the things which are proper for that place. (4) Let us place in charge of the youngest pupils the largest-calibred teachers we can find; teachers who have poise and force, so that they can lead children and inspire them with respect for the things they ought to revere.

These suggestions are perfectly practicable. It is recognised that in order to carry them through, people will need to exert themselves more than if we simply pass laws to keep children out of school until their sixth year. But if we do this latter thing, we are going at the business in the wrong way. We are not solving the problem at all; we are simply dodging it.—*Popular Educator*.

Informing the Parents.—Think of what we might be able to accomplish if most of the parents in this country could be organised so that information concerning child welfare could be put into their possession! There are several agencies now for disseminating such information among parents, but they are ineffective. Means of distributing information among farmers regarding the raising of pigs and testing seed corn are vastly more efficient than the agencies for giving parents information regarding the feeding and dressing of children, the kind of stories to tell them, the books to read to them, the treatment of children's diseases, and so on *ad libitum*. Congresses of parents could be made the strongest allies of the teacher. Some of the hardest problems of the school could be solved if parents could be reached as a group; and they can not be solved in any other way.

The chief problems in the school are social in character. They concern the group rather than the individual home or the individual parent. A child is first of all a social creature. His instincts relate more largely to adaptation to his group than to anything else. Nature has instilled in the child a passion to do what the group does; and this is right, because he must live with the group, and his first need is to assimilate group tendencies and attitudes. If the group smokes, then he may and should smoke. If the group attends the five-cent show, why this is the thing for him to do. If the group is interested primarily in the work of the school, then the chances are that he will follow suit. Now, when the parents in any community are organised so that they can as a group deal with certain evils they can usually control them. If all the parents in a certain community agree that all their boys should go to bed at eight o'clock no one boy will protest; but if half of the boys in the group run the streets until ten o'clock, there will be constant trouble in the homes of the other half. We can never solve our problems fully by treating them as problems of individual homes. We don't deal with scarlet fever that way; we handle it as a community proposition. And we ought to handle ethical diseases in the same way.

The Children's Lunch.—Many thousands of families in both city and country are so situated that the children have to take their lunch to school; and it is safe to say that many parents do not realise the importance of preparing a suitable lunch. From the parents' point of view the food for the lunch is often selected chiefly with a view to convenience in packing and carrying. There are scores of children who have no variety in their lunch. From one year's end to the other it is the same. Furthermore very frequently the lunch is composed of one kind of food. The mother, remembering that the children are fond of sweet things, fills the basket up with an abundance of cake and sugary foods. In the preparation of sandwich fillings, jam and jellies are used instead of eggs, meat, or cheese.

"In order that the requisite amounts of each food principle should be approximated in the lunch basket," says the *School News*, "it is well to plan many lunches ahead and shift their order of use. Tissue foods are most conveniently put up in

sandwich form, the meat or eggs chopped and the cheese grated preferably. Omitting meat or cheese, a cup custard could be substituted, using with it several plain sandwiches. Simple puddings, raw or cooked fruit, lettuce or radishes and crackers, plenty of good bread and butter will suffice. Milk and lemonade may be packed in flasks or wide-mouthed bottles. For carrying the lunch a small wicker basket is the most satisfactory receptacle. Paraffin paper wrapped around the sandwiches, cake and pickles keeps each moist and retains its flavour. Use plenty of paper napkins, for they are not only more sanitary, but labour-saving and inexpensive. A spoon and cup are necessary accompaniments to a basket. The basket should be thoroughly aired over night; if not, musty odours and bad flavours arise.

“Superior to the method of the individual meal is the social meal prepared and served in many schools. The cooking class or the teachers and pupils cook the food at the noon hour. In spite of the work involved, it is one of the most pleasant periods to the children. Unconsciously they learn that a meal is more than mere eating and drinking, table manners, personal neatness and cleanliness being almost as important as abundance of food.”

What to Take Abroad.—“Many persons—many minds”, so runs the old saying. But the experience of two teachers taking a ninety-three day trip for a bit under five hundred dollars, may be worth something to those who wish to do likewise. In that steamer trunk, to be left behind one on landing, and then forwarded or reclaimed on sailing, whichever the plan may be, be sure to have warm flannels for the northern route. You will be wearing a second or third best suit, with sweater, gaiters and a long, warm, but light-weight coat—the latter your inseparable companion *en route*, a snug cap with veil, and good boots. Even in this rig, you can be trig when on deck, and a pretty flannel or silk waist matching the suit is sufficiently dressy for everything but dinner. This, of course, for the northern route. For the southern, though cotton gowns are sometimes seen, fewer wraps are needed, but the same kind of clothes. I know of nothing more inappropriate than limp wash gowns on ocean steamers. Of course the trunk will contain a nickel hot-water bag, small head pillow for steamer

chair, and if possible some game or plans that will enable you to do your part in the entertaining, besides your steamer rug and the bag with its many compartments to hang in your stateroom. This will give you "a place for everything", and happy will you be on those mornings when your stern resolution makes you dress and get out on deck, if you can also find "everything in its place".

Now what are the least "*impedimenta*" with which you can comfortably travel seventy-five days on land?

You will like best a straw suit-case, not too abundantly trimmed with leather, and the lightest of hand-bags. Into the latter you will put your note-book, guide-book, pencils, pen, soap and powder-book, whisk-broom, a small bottle of smelling-salts, and if occasion require—a night-robe in unobtrusive case, not forgetting some squares of cheese-cloth to use, and throw away, on railroad journeys. Thus equipped, we frequently left our suit-cases at the station, when stopping but twenty-four hours or less, saving portorage and cartage.

Someone will say—"Won't dampness penetrate a straw suit-case?" Following the example of a much-travelled woman, we made a denim cover for ours and took a single extra strap with us. When the suit-case was to be out of our sight, we put this cover on. Later, when purchases had been made, we used it to take extras to our returning steamer. Never did we find the contents of our suit-case damp, and we had hardly a pleasant day while in Germany. Now what must we put in the case? Two changes of underwear, with the one you are wearing, is quite enough. Laundry work is done within twenty-four hours' time at any pension. We never had any difficulty in getting it done reasonably, and on time. We had this wearing apparel new, plain and substantial and it stood the fray. This was packed in a white duck envelope of the size of the suit-case, and so could be lifted in and out easily in hasty unpacking and repacking.

Our suits were chosen for durability and neatness. A mixed gray, or light brown, well tailored, will endure hard wear. With these we had two waists matching in colour one plain for train wear, the other more dressy; three thin white waists and a summer silk. The latter should be of navy or other dark foundation in order to avoid white skirts.

If the waists have collars, two, of the waist material, and the silk, a yoke and collar of the coloured lace, so much the better. These were laid in a dimity case, and not only was the work of packing thus minimised, but these things were in better condition for not being handled separately. Be sure you have your new rubbers, folding umbrella, nightdress case, and sewing materials on top, for there will be many nights when you will eat dinner in your hat (oh, do have it unobtrusive, becoming, and non-perishable!) and use only this top layer. We had a medicine case filled by our own physician, and an extra pair of boots—both precautionary. We kept our hats in good condition by having a large silkatine bag to put them into when not in use. The close cap with veil is a great comfort not only on the steamer, but on a long day's journey by diligence, train or carriage. One can lean back and the head is less tired than it is after wearing a travelling hat of present style.

Do these seem like trifles? If trouble is taken in planning details before starting, much trouble is saved when every item counts in the fatigue of the day. Now does it sound queer to read that a bit of tatting or crocheting would be a great comfort when waiting at little junctions or even bustling stations? If one has learned the blissful art of relaxing whenever occasion admits, this would be superfluous. Otherwise, it rests one to do this sort of thing far more than to read and write when the mind is full and bubbling over.

As to the mind-preparation: That is another story. But one must not forget that she brings back in proportion to what she takes with her, both of information and culture.—*Popular Educator*.

Teacher—What can you say of the Medes and Persians?

Young America—I never kept track of those minor league teams.—*Harper's Weekly*.

Teacher—You see, had the lamb been obedient and stayed in the fold it would not have been eaten by the wolf, would it?

Boy (promptly)—No, ma'am; it would have been eaten by us.—*Sketch*.



A Manitoba Cadet Company

The Cadet Movement

E. K. MARSHALL, M.A., C.S.C.I.
Portage la Prairie, Man.

THE Cadet Movement already has many years of history to its credit, and one can now attempt an estimate of its worth and influence. That it is not a mere passing whim is proved by its steady growth, and further by the fact that many military men, public officials and educationists, who are credited with having rather conservative tendencies, have given their approval and support.

The movement originated among men who recognised the value of military discipline in the making of a stronger and more virile type of citizenship. It appealed not only to military men, who might wish to keep up a strong tendency to enter military service and thus have a steady stream of recruits to their permanent forces, but also to school officials and citizens in general who recognised in this military discipline, drill, and exactness, some things which count for much in the ordinary, everyday affairs of life. It is often said that our school system heretofore has lacked this, and that our young people give the evidence very distinctly; and it is in view of this defect that the movement has been hailed as a positive benefit to our schools and our young people.

Co-operation and obedience are things very needful in our day. The day of careless work is past so far as success is concerned. The day of steady, healthy, cheerful, co-operation

and obedience is to the fore; and it is because of this phase of the movement that men of mature judgment give their approbation to the organisation of the cadet corps in connection with our schools and colleges.

In a brief article such as this, one cannot enter into a detailed account of what is aimed at by the Cadet Instructor. But I believe that most instructors, whilst aiming at covering the course laid down by the military people as thoroughly as possible, desire, firstly, cheerful obedience, clear judgment, neatness and dispatch, and an interest in having things organised and planned so that success may be attained; and, secondly, an interest in military training for national defence, together with an understanding of how battles and wars have been lost and won. Lectures, talks, discussions, experiments, as well as drill and tactics, are the means by which these objects are to be attained.

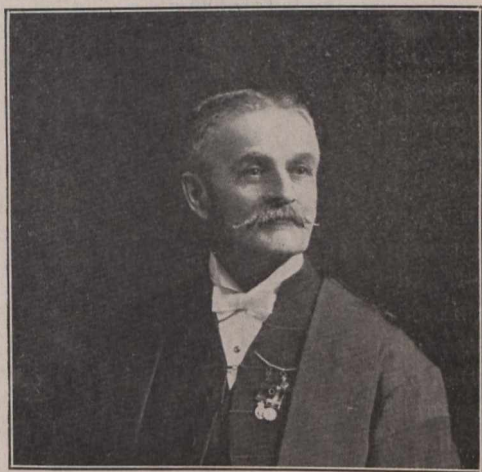
Even in a Cadet-Instructor's course this is the order of the emphasis. However, the fact must not be lost sight of that the training is essentially military up to, and including, rifle practice and the discussion of the plans of battles, campaigns, and tactics. It appeals to the boy, too, at a time when his love of adventure and of battle is supreme, and when he takes delight in sham battles, skirmishes, etc. Our experience has been that this does not tend to produce a belligerent citizen—rather a saner, stronger, more deliberate one. The trained boy goes out a little better physically, more erect, clear-eyed, with better and swifter judgment, trained to know in a measure how masses of men are moved, to realise the comparative futility of individual propaganda, and to have a desire to serve effectively and at all times our native land. The boys also learn that a great victory is sometimes to be won out of a temporary defeat, and that a victory may sometimes prove ruinous when won at the cost of private or national morality.

The movement is under the control of the Department of Militia and Defence. It could not be otherwise. Education is in the hands of the provinces; defence is in the hands of the federal government.

Should the system become general, the country will be provided, at comparatively little cost, with a whole generation of men prepared to bear arms should they ever hear their

country's call; and in the meanwhile a very useful diversion and much physical upbuilding is secured. As for producing a military caste and according it undue privilege, we should suppose that the training of the population would lessen this; and as to exciting the youth of our land unduly, it seems to us that the course of Henty and other reading through which almost every boy goes, is much more likely to fire his imagination than the commonplaces of military drill.

In short, the object is self-discipline and control; devotion to duty; cheerful and intelligent obedience to orders; a knowledge of how men have faced danger, won battles; and a stronger, a healthier, hardier, and well-controlled body and faculties. The efficiency of a cadet corps is measured in terms



THE HON. SENATOR LANDRY,
Speaker of the Senate, who commanded one of the earliest cadet
companies in Canada in 1863.

of individual character and attainment—by the standard of morals displayed by the cadet officer and private, and by their co-operation in carrying out plans for the welfare of the corps as a whole—and not by mere proficiency in mechanical drill movements.

Now a word as to how the movement has developed. Of course, some boys saw active service before cadet corps were formed in Canada, as in 1690, under Frontenac, and again in

1759, 1775, and in 1812. But these were boys trying to fill the places of men. The historical records show that the Quebec Seminary had a cadet corps as far back as 1860. The Hon. Senator Landry, Speaker of the Senate, was in command of one of the four companies forming a battalion of cadets in 1863. The strength of Senator Landry's company was: 1 captain, 1 lieutenant, 1 ensign, 3 sergeants, 2 corporals, and 28 privates. The College of St. Hyacinthe organised a cadet corps in 1879, and so did Bishops College School and Nicolet Seminary. On Dec. 31, 1911, there were in the Canadian Cadet Service 492 cadet companies consisting of 19,000 cadets. At the present time there are some 750 cadet companies and over 30,000 cadets, with the movement still steadily growing. The Military Department is publishing an excellent pamphlet on the cadet system in schools, and a copy can be obtained by writing to Col. R. J. Gwynne, Director of Cadet Service, Department of Militia and Defence, Ottawa.

We should like to refer to the excellent work of the Boy Scouts, the Girl Guides, and kindred movements. But each of these merits separate treatment, and are here mentioned because of their worth in forming a part of the general movement, in common with the cadets, for the building up of a type of citizenship which, we trust, will cope successfully with the gigantic problems which the future has in store for Canada in particular and the Empire in general.

ANSWER TO A CHILD'S QUESTION

Do you ask what the birds say? The sparrow, the dove,
 The linnnet and thrush say, "I love and I love!"
 In the winter they're silent—the wind is so strong;
 What it says I don't know, but it sings a loud song.
 But green leaves, and blossoms, and sunny warm weather,
 And singing, and loving—all come back together.
 But the lark is so brimful of gladness and love,
 The green fields below him, the blue sky above,
 That he sings, and he sings, and for ever sings he—
 "I love my Love, and my Love loves me!"

—*Samuel Taylor Coleridge.*

Essentials in Ancient History for Junior Matriculation.

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(NOTE.—The following is a portion of a paper read by Dr. Hardy at the Ontario Educational Association. The first part of the paper deals with conditions in Ontario schools; and while it is excellent, it is not of general interest in all the provinces. The latter half of the paper, which Dr. Hardy has given us permission to use, deals with questions of subject-matter and method, and should be of value to all teachers of history.)

AS I see it, with the time at our disposal for the teaching of Ancient History, we should aim at three things: (a) the teaching of the main facts, (b) such co-ordination of facts and generalisations as are fairly within our power, and (c) some development of the pupil in power of study and expression. A few words about each of these.

(a) The teaching of the facts—is this easy? Twenty years ago I should have been inclined to say, "Yes, comparatively easy". My experience, especially in the last few years, convinces me rather of the opposite. What facts? Well, at least geographical, military, constitutional, social, philosophical, spiritual, literary, artistic. Are any of these kinds of facts easy to teach to boys and girls so that they understand them? I grant it is not so difficult to drill them into their memories to remain till after the examination. But to understand them is a different matter. For example, how can I teach them about an army? I never saw an army in my life, and I think I am safe in saying that not ten per cent. of the High School teachers of Ontario ever saw an army. What do I know about an army? I have been reading about armies for a generation, but when it comes right down to close quarters, what do I really *know* about an army, or a battle, or a siege, or a campaign, or a whole war? It would take weeks of close, hard study to have any real, adequate knowledge of this great department of human activity, and, so far, I have not found those weeks to give to this.

Again, the number of facts recorded even in our present text-books appals me when I try to really teach them. Take one of the first facts given in the Greek history for an example, the Mycenaean Culture. At once a whole series of questions comes up: What does this term mean? How did the name arise? Is it a suitable name? What would be a more suitable

name? How did this culture arise? How far did it spread? When did it arise? When decline? What were the special features of this culture? What relation had this culture to classic Greek culture? Has archæology any recent light on this culture? What do you mean by culture anyway? Here are a dozen questions facing a teacher, some of them within his scope, and some not yet answerable probably by anybody. How long will it take a teacher to deal with this one fact? Can he teach it in one of his half-hour periods, so that his class will understand and remember? I rather doubt it.

Again, take such terms as sovereign and subject communities, rights of citizenship, economic rights, agrarian laws, aristocracy, democracy, oligarchy, senate, comitia: or take such facts as the causes and battles of the many wars of Greece and Rome; or the chief events in the lives of the great Roman and Greek warriors, statesmen, philosophers, and other worthies. My point is that the teaching of the chief facts of the Greek and Roman history lays a heavy demand on the time and skill and energy of the instructor.

(b) Such co-ordination of facts, and generalisations as are within the power of the class. I submit that not much time remains for this kind of work, and that to expect Junior Matriculation pupils to trace movements, *e.g.*, the development of Imperialism in Rome or the history of the Senate, is to expect too much.

(c) Some development in the power of study and of expression. I firmly believe that every subject should yield a permanent result in the student's life. While most of what we learn in any subject fades from our conscious memory very rapidly, yet each subject should, if well taught, yield an increase in general culture, broad outlook, and mental power. History is an excellent subject in which to develop a method of study, which spells power. Let me illustrate. I say to the class: "Open your text-books at Chapter A, section B; read those three or four pages over carefully; then in the form of a note with main heading and sub-heading tell what are the main and subordinate thoughts, which the author is endeavouring to state. Rewrite now (with books closed), in paragraph form, in your own language. Frame any questions on this section that you think might be fair questions to ask you."

Such an exercise develops good permanent methods of study and expression, but frankly, I find it the hardest kind of work I try to do. It makes a pupil think and most of us don't want to think, if we can avoid it. It is too much trouble.

Still another essential feature in this Ancient History teaching is *the examination paper in June*. I am not sure, sometimes, but what it is the whole thing, or nearly so. I would not harrow up your feelings with a recital of woes arising from these papers in the last decade. Lamentations will not get us very far, and we may well let bygones be bygones. I should like, however, to state two characteristics that should be present in every matriculation history paper, not only in Ancient History, but in British and Canadian history, viz., comprehensiveness and optional questions.

By comprehensiveness I mean that the paper should have questions on all the main aspects of the course. To light here and there at a few points and ignore perhaps three-quarters of the work seems to me utterly indefensible. As to optional questions, I am well aware of the objection that some candidates will write on every question no matter what stage direction you place at the head of the paper. Well, suppose they do, what serious harm would that do? The Junior Matriculation examination is not a competitive examination, and why should we be so wooden in our tests that a candidate should be compelled to know just this and that and the other fact in order to pass, and fail if he doesn't know these few, but does know scores of equally important facts? In the name of common sense, don't expect our pupils either to remember everything in the book or to be such skilled mind-readers as to anticipate what the examiner is going to ask and memorise only that.

These I submit, then, as the essentials in dealing with Ancient History for Junior Matriculation: I. A recognition of the situation in which we find ourselves as far as courses of study, time-tables, and equipment are concerned. II. A determination as to what we can attempt to do. III. Satisfactory examination papers. In this, as in all matters, a man can but do his best, as my grandsire did when he drew a good bow at the battle of Hastings.

Pencil Sketching

FLORENCE I. GOODENOUGH

Supervisor of Drawing, McGill University, Summer Session, and Assistant Supervisor of Drawing, Public Schools, New York City.

"For as with words the poet paints, for you,
The happy pencil at its labour sings,
Stealing his privileges, nor does him wrong,
Beneath the false discovering the true
And Beauty's best in unregarded things."

—Lowell.

WITH the many new ideas that are coming into the work in drawing in the public schools, in the nature of colour and industrial work, it is very easy to lose sight of the fact that after all, the universal medium of expression is the pencil. Rightly employed and intelligently taught, the marvellous possibilities of the pencil are astonishing. Careful observation in hundreds of class-rooms clearly shows that many teachers fail to understand the scope of this simple medium, and as a result the children in their classes make better representation in other mediums. Pencil technique is distinctively full of charm because of its quality of suggestion of colour, atmosphere and texture. The pencil can be made to fairly speak. Witness the remarkable sketches of Charles Woodbury, James Hall, and many others known extensively through their work in the magazines and in books of the day.

The proper teaching of pencil rendering as with many other subjects is very simple if correctly approached. The tendency of every child is to make fine, hard lines instead of the broad, rich stroke which gives character to the result. With firm, smooth lines, much of colour, texture, and light and shade can be pictured in a suggestive manner. Detail at the start should, however, be almost entirely left out. The more a child "fusses" and "finishes" his drawing, the more laboured the result appears to be. The aim of the student should be to put down as simply and directly as possible the lines, forms, and tones which best show the character of the subject.

The usual soft pencil and drawing paper which is not too rough can be used effectively for the problems suitable for school use, but if it is possible to have two or three pencils, grading from hard to soft, of course much more of tonal effect can be expressed. The pencil must have firm, smooth lead, and make a line of rich quality. The paper will respond better if several sheets are placed beneath.

First see to the condition of the pencil. It should be sharpened to a blunt point well supported by the wood, and the point flattened on one side to give it a form capable of making all widths and quality. (Fig. II.) With this shaped lead both broad and fine touches may be made by turning pencil from broad to sharp edge.

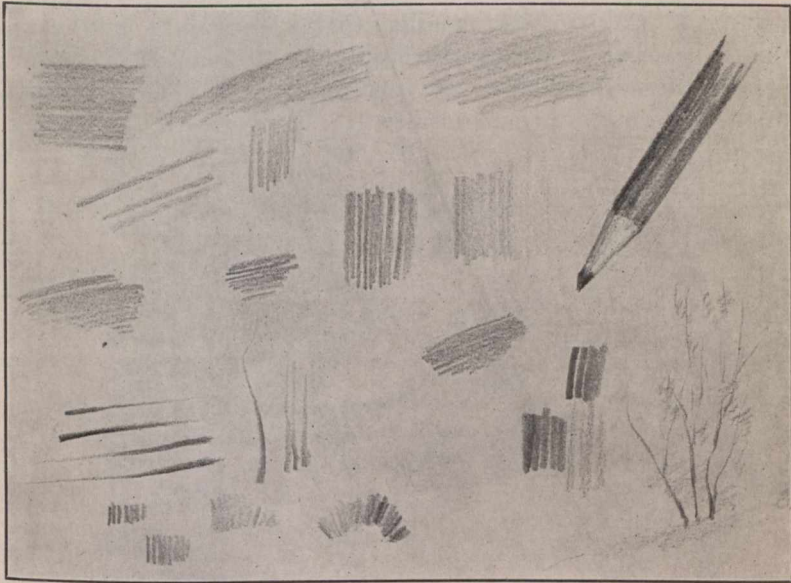


Fig. 1.

Fig. 2.

Before attempting a problem in drawing in light and shade, the pupil should gain some facility in handling the pencil, by practising strokes and lines of varying width and colour. The drill shown in Fig. I will give skill in laying tones flat and solid in appearance, and should be continued until the student can lay masses by strokes vertical, horizontal, or in any direction, with ready ease. The lines used to shade or to render a subject should be definite and firm in quality, and should be parallel to each other with no crossing or patching. Such handling can be achieved with a little practice, and the student should acquire a sure and fearless hand with his pencil. After this is accomplished the sketch may be attempted. (Fig. III.)

In beginning a sketch, first decide the point of interest in the picture, and then select the main lines so as to emphasise the important masses and eliminate the unnecessary and confusing details. Much must be omitted and many contrasts exaggerated in order to keep the attention centred. After deciding what the central point is to be, the light sketch, in as few lines as possible, may be made. No matter how skilful the hand has become in handling the technique, the first lines must be accurate, and no erasing should be done. The eraser should never be used on any pencil sketch. The masses of light and dark are next considered, beginning with the planes in the important part of the drawing. Select the simple, flat

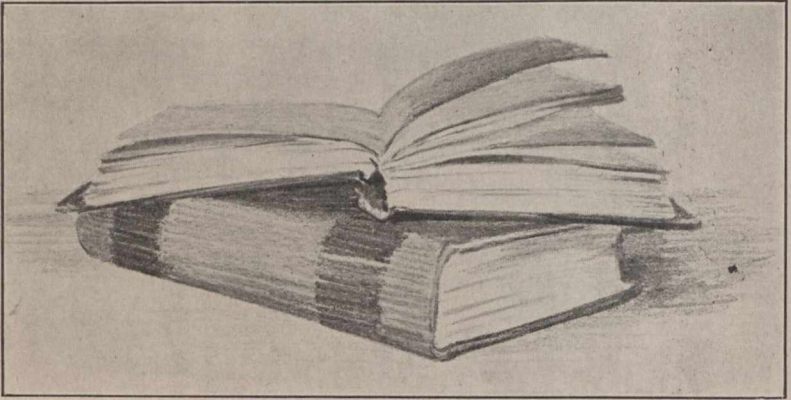


Fig. 3.

masses, and lay the tones in the direct stroke already mastered in the preliminary practice. The direction of the stroke can be made to express contour and texture, and should be carefully studied from that viewpoint. For example, objects which are tall and upright would be best expressed with vertical stroke, but objects which are low and flat would be better with horizontal lines. Foreshortening and perspective may be shown by curving or slanting the shade strokes to follow the contour. The sharp, vigorous accents of black will produce the light and sparkle of the sketch which adds so much to its beauty. The sharp contrasts should be emphasised at the centre of interest and then diminished into soft gray as they recede into the less important parts.

In nature and object drawing very much interest can be added by a few well-chosen tones of gray and the few sharp black notes. Much of advantage to the student can be gained by copying good examples of pencil rendering, trying to master the various lines used by the artist. Pencil drawings should be made small rather than large, inasmuch as the pencil is not adapted to covering large surfaces.

The accompanying subjects in Figs. IV and V are suitable for a class-room, and through execution of similar ones students must gain much in the appreciation of fine relation-



Fig. 4.

ships of size and colour. Photographs of outdoor subjects may be translated, and sketches from the window are always available and make excellent subject-matter.

In choosing a subject for pencil drawing a strong appeal to the interests of the pupils can often be made by rendering

simple, familiar objects about the room, such as chairs, tables, etc., also such familiar out-of-door subjects as chimney stacks, lamp-posts, letter-boxes.

It is easy to overemphasise out-of-door nature objects. Especially are boys interested in the common objects of everyday life.

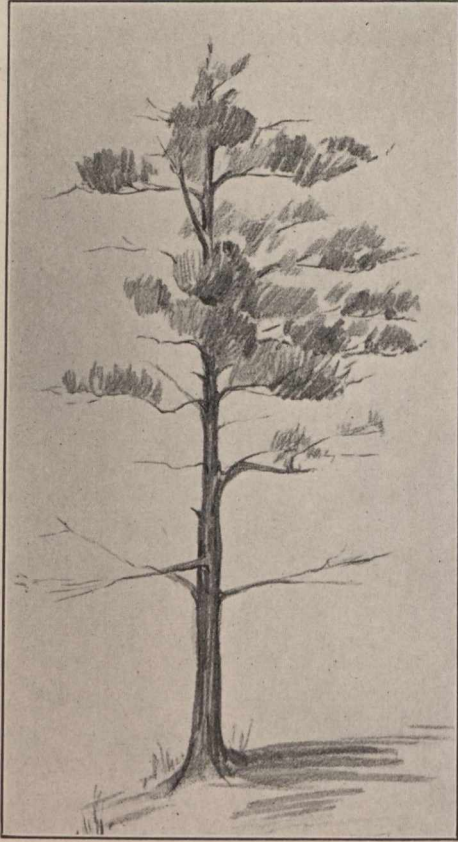


Fig. 5.

James Hall very truly says: "The pencil is by far the most convenient and best medium for most of the work that is included in a well-considered course in art instruction."

Recent Tendencies in Arithmetic Methods

E. T. SEATON, B.A.

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The Practical Application of Arithmetic.—It is not many years since arithmetic was taught almost wholly as a culture subject, without any reference to its application to the problems of practical life. When the utility idea began to gain ground, the methods of teaching the subject underwent a corresponding change. The application of arithmetical principles to the problems of everyday life has led to changes in the amount of time devoted to the subject, in the topics taken up, and in the nature of the problems employed. Much of the older material has been weeded out as obsolete, and an attempt has been made to make arithmetic meet the reasonable needs of *all* classes of people, rather than of any one class. The divisions of the subject have been so arranged as to arouse more interest and to meet the immediate needs of the children.

The Teaching of Problems.—Formerly, for the first four or five years of school life, pupils were taught little else but pure arithmetic, without the interest derived from the solution of problems. In the present day the common usage is to introduce problems in the very lowest grades. As to the sources of these problems, as many as possible are related to, or taken directly from, the child's life and experience. Problems should not be based on the experiences of adult life unless the child can understand the situations involved. In the handling of problems there is less tendency in the present day to emphasise type solutions and a greater tendency to make the reasoning a prominent feature of the lesson, so that a pupil will not try to memorise a form, but will try to reason out each problem independently of any other.

The Use of Concrete Illustrations.—One of the points in which this modern tendency in arithmetic is most marked is in the use of concrete material. In the matter of using objects in arithmetic teaching, teachers in the past have gone to extremes, at some periods none being used, and at others, too many. The present tendency is to use objects (including pictures, diagrams, etc.) whenever these will help the pupil to

grasp some new fact, or understand some new situation. For purposes of concrete illustration, as far as possible such material is used as relates to the pupil's work and his play, both in school and at home. The greatest use of objects is made in the junior classes. They are used less and less as pupils advance; but where new work is being introduced, objects are always used for illustration. In particular, in teaching the facts of addition, subtraction, multiplication and division, the tables of denominate numbers, and fractions, all up-to-date teachers make liberal use of objects. The judicious use of objects assists the child to grasp new facts and realise new situations, but too long-continued use of such material tends to dissipate energy and retard progress in speed and facility of work. Care should be taken not to use objects after the child can work without them. There is also an increasing tendency to have unity in the use of objects. For example, an exercise in construction work, a game, a new fence, a new shed, or a garden plot, may form the basis not only for a single problem, but for a series of problems.

The Teaching of Arithmetical Principles.—At one time instruction in arithmetic was largely mechanical, as, for example, in the case of long division, where the pupils were merely given the rules and the teacher depended on drill to fix these rules in the mind. It is possible, of course, to make a mistake by going too far in the other direction, in the effort to have the child understand every underlying principle. At the present time the tendency is to introduce all work involving arithmetical principles by giving so much of the reason as will satisfy the child's inclination to ask why, and as will help him to connect the different topics of arithmetic into a unity. In this way he sees that multiplication is not new, but a special case of addition, that division is a special case of subtraction, that the operations performed with fractions are the same as with whole numbers, etc.

Oral Work.—As far as class-room method is concerned, recent experiments have shown that the best results are obtained by beginning each lesson and each new topic with oral work. In the review this plan enables the teacher to cover more work and keep the child active. In the case of the new topic it enables the child to centre his attention on the

new fact or process (the numbers being small), rather than on the mechanical operations involved. In the junior classes the work is largely oral, while in the senior classes the written work becomes the more prominent. In all classes each should have its proper proportion of time.

Rapidity and Accuracy.—In the teaching of arithmetic it is generally recognised that rapidity and accuracy go together. Hence, when facts (as in addition, multiplication, etc.) or processes (as long division) are to be taught in the same way, we first present them to the pupils as suggested in the preceding paragraphs. We then give plenty of practice, orally and in writing, in class, next as seat work partially supervised by the teacher, and lastly as home work, where the children work independently. Great care must be taken not to give any work at seat or at home that has not been thoroughly drilled in class. In the class, oral work, which predominates in junior classes, always precedes written work.

Necessity for Experiments and Records.—In the foregoing paragraphs I have touched on a few of the modern tendencies in arithmetic teaching, as they appear to me. In conclusion, it may be pointed out that the present tendency is towards further investigation, the feeling being that we have not yet attained the best that we can do in school. Progressive teachers are making experiments, and, what is better, are keeping careful records of the successes or failures.

The teacher was hearing the class in arithmetic. One of the pupils, a rather stupid boy, watched the figures on the blackboard with a great deal of interest, much to the teacher's satisfaction. The teacher did several sums on the board especially for this pupil, and as he erased the last figure he turned to the boy:

"Well, Andrew, do you understand those examples that I have just been doing?"

"No, sir," replied the boy, "but I would like to ask a question about them."

"What is it, Andrew?"

"Where do the figures go," asked Andrew, "when they are rubbed out?"—*Everybody's Magazine*.

Sensorium and Motorium in Education

J. McCAIG, M.A., LL.B.
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THE changes that have taken place in educational thought and practice, like most institutional changes, are for the most part the result of an accumulation of partial or specialised efforts without common significance or cohesion so far as the common public or even those concerned in the changes themselves are concerned. The love of an idea represented or expressed in an institution which is established through earnest struggle is such that its modification is usually very slow. This is otherwise expressed by the contrast between revolution and evolution. Next to church institutions, educational institutions are perhaps the hardest to change. There is no doubt, however, about there having been a radical change in educational thinking even over the past generation, and the common or dominant idea is emerging almost to the point of protrusion. The method of dealing with the older school arts and the introduction of new arts must be the material in which we make our generalisations.

The art of reading has changed from a formal mastery of symbols to a doing of the thing taught. Arithmetic has changed from trickery with number symbols to a study of common human transactions. Geography begins and ends in an interest in the doings of men apart from which, or apart from the effect on which, the theatre of action is of no interest. Drawing has changed from the formal imitation of things to the practice of graphic expression of ideas, experiences and observations. Music has changed from a primitive, rhythmic jingle of a cultivated power to give force to elevated human experiences expressed in poetry. Nature work is not a preparation for formal science study so much as it is the giving of an impulse to exalted human effort by contact and sympathy with the great spirit of nature. Manual training is a channel for honest constructive impulse and expression. Domestic science is not less doing and living itself than it is a preparation for living and doing. And so it goes on—*all action, action, action*. The man on the street says our education is becoming more practical and useful, that it is a better preparation for life than the old kind; the school-master says it is becoming more rational.

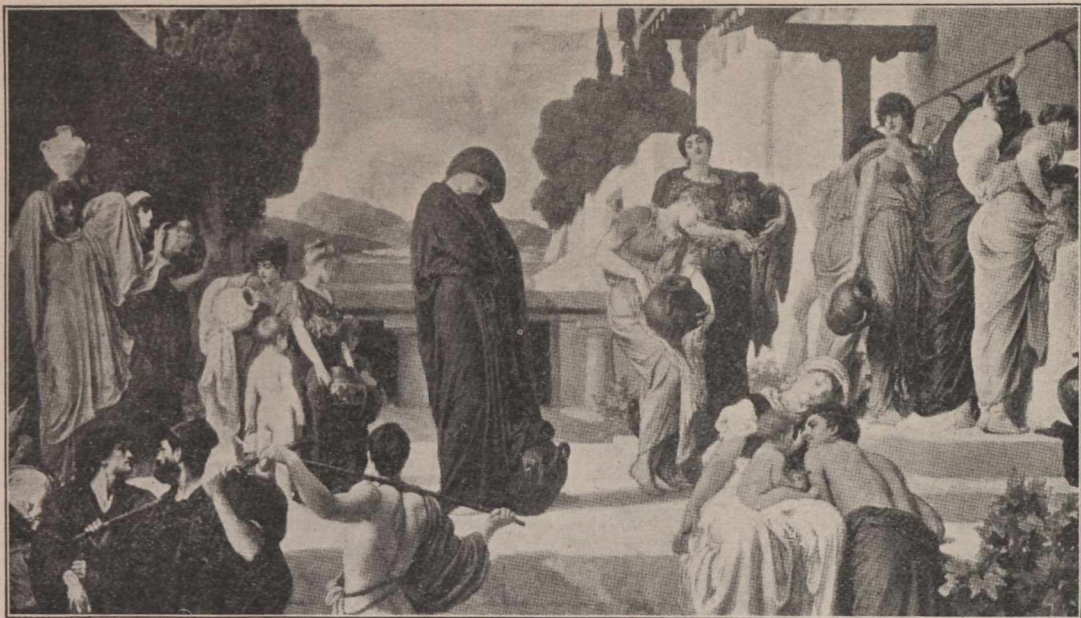
But our education is living itself. The sociologist—and education is a social study—says that our education is an initiation of the child into the characteristic experiences of the race. The psychologist, who is more of a school man and who perhaps better knows the interdependence of knowledge and power, and who certainly knows more about the necessary practices of the schools than does the sociologist, says that we now recognise that the child has a motorium as well as a sensorium. The impulse to express or act is as native as the impulse to acquire. It is the completion of the learning process and the impulse to action is the best fruit of the teaching process.

Captive Andromache

THE latest addition to the small but growing gallery of copies of great pictures on the walls of the Faculty of Education building, University of Toronto, is a facsimile of the "Captive Andromache" by Lord Leighton. It is an excellent example of the skilful reproductions in colour of the Berlin Photographic Company. The donors are the members of the Literary Society of this year's class in the Faculty of Education, and in acknowledging their generosity we may hope they have also set a precedent.

The original was exhibited by Lord Leighton in 1888, and now hangs in the Manchester Art Gallery. The critic Monkhouse says that in common with Leighton's other classical pictures the "Captive Andromache" shows "nobility of conception, almost perfect draughtsmanship, and colour which, if not of the highest quality, is original, choice and effective". Leighton's fine sense of the rhythm of line and his mastery of the beautiful in form are well illustrated not merely in the central dominating figure of Andromache herself, but also in the side groups which lend poise and balance to the whole.

The picture is peculiarly suitable for a school, because, like the "Dante's Dream" of Rossetti, it draws its inspiration from literature. The particular passage that the artist had most in mind would seem to be Hector's lament in the sixth book of the Iliad, beginning at line 450, which appears in Lord Derby's version in the following form:



"Captive Andromache."

Lord Leighton.

By Permission of the Berlin Photographic Co., New York.

"But not the thoughts of Troy's impending fate,
 Nor Hecuba's nor royal Priam's woes,
 Nor loss of brethren, numerous and brave,
 By hostile hands laid prostrate in the dust,
 So deeply wring my heart as thoughts of thee,
 A weeping captive by some brass-clad Greek;
 Haply in Argos, at a mistress' beck,
 Condemn'd to ply the loom, or water draw
 From Hypereia's or Messeis' fount,
 Heart-wrung, by stern necessity constrain'd.
 Then they who see thy tears perchance may say,
 'Lo! this was Hector's wife, who, when they fought
 On plains of Troy, was Ilium's bravest chief'.
 Thus may they speak; and thus thy grief renew
 For loss of him, who might have been thy shield
 To rescue thee from slav'ry's bitter hour.
 Oh, may I sleep in dust, ere be condemn'd
 To hear thy cries, and see thee dragg'd away!"

Tradition has it that Andromache fell to the lot of Pyrrhus son of Achilles, who carried her away to Epirus, and that Astyanax, her son, was thrown by the Greeks from the walls of Troy. Some critics, however, conceive that the playing infant in the foreground, who strikes a note of innocent cheer, should be identified with Astyanax. At any rate, one thing very noticeable in the picture is the contrast between the mingled pride and humiliation, the dignity and discontent shown in the pose and face of the central figure, and the tolerant cheerfulness of the other water-bearers, probably companions in exile. Andromache stands, a queen dethroned, conspicuous, lonely, apart, wrapt in sad memories, unable to forget the high estate from which she has fallen. H. J. C.

A New Bottle but Old Wine.

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ASK any boy to count the trees in an apple orchard, and he is almost sure first to count the number in a row, then multiply by the number of rows, and thus arrive at the total. Probably he has made the calculation sometime for his own edification. Children of their own accord some-

times estimate the number of desks in the class-room, girls the number of plants in a garden plot, boys the number of hills in a cornfield, or of persons in an assembly room. Each time, the single object is used as the prime unit, and the number in a row counted; then the total is expressed as so many rows of so many objects in each—fifty rows of trees with thirty-five trees in a row. Here a row is used as a unit—the secondary unit—and the total expressed in rows; finally, the number of secondary units is reduced to primary units.

In a similar way the bales in a load of pressed hay, the bricks in a pile, the cheese boxes in a rack, the egg crates on the waggon of a country merchant, are counted. All are counted by the use of three different units: first, one bale or one brick or one box or one crate; then one row, next one layer or course or tier or stratum. Children of nine or ten years are able to make these computations, and frequently do make them in the pursuit of their own activities. After the unit of area is understood, finding the area of a rectangle does not differ from finding the number of trees in an orchard. The process is simply a new application of an old principle. The pupil counts the number of squares in a row, and thus finds the area of a rectangle one linear unit wide, and as long as the given rectangle; he then uses that area as a secondary unit to find the area of the given rectangle, just as he used the number of trees in a row when finding the total number in an orchard.

After the unit of volume is understood, finding the volume of a rectangular solid does not differ from finding the number of bales in a load of hay. The solid is hypothetically divided by parallel planes into a number of cubes each of whose dimensions is one linear unit. A diagram is drawn to illustrate the division, and the problem becomes the one of counting the number of cubes, the same problem the child met when he counted the number of egg crates on a passing waggon.

If we taught arithmetical topics as extensions of principles already learned, whenever this is possible—and it is frequently possible—the work of teaching would be more pleasant to us and the work of learning less burdensome to the pupil. Arithmetic is full of relations which, to the mind that is open to them, are most suggestive of a unity and a harmony which extends throughout the whole domain of the study.

Teaching-Time and Results

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CERTAIN business men have found that there is a price to charge for their goods that will bring the greatest returns; any increase or decrease in price will reduce profits. For example, if the fare between two places twenty miles apart were put at \$5.00, it is not likely there would be enough travellers to pay running expenses; if the fare were placed at 25 cents, return fare, the increase in running expenses to accommodate the greater crowds would outweigh the increased receipts. The most profitable rate will be somewhere between these, and can be found by experiment. The same principle will be found to hold true of spelling and the time to get the best results. One hour a day is not twice as good as half an hour; half an hour not twice as good as fifteen minutes; in fact, according to the above principle, the longer time might give worse results. Experiment and experience have shown that ten to fifteen minutes a day give the best results.

An arithmetical calculation points to the same conclusion, that a quarter of an hour, at most, is long enough for the subject. Suppose that four words *on the average* are taught each of four days every week during the school life. Four words on four days (Friday being kept for review) will mean sixteen words per week, 16×40 words per school year; $16 \times 40 \times 7$ words in the public school career; *i.e.*, 4,480 words in all. How many words does the vocabulary of the ordinary citizen contain, sufficient for the ordinary uses of life? The written vocabulary is usually much smaller, and all will agree that 4,000 words are a good many more than a fourteen-year child should be expected to spell, as there are few people who possess a vocabulary of that size. Now, to teach these four words a day, which is all that is necessary, as shown above, would surely take not more than ten or twelve minutes a day.

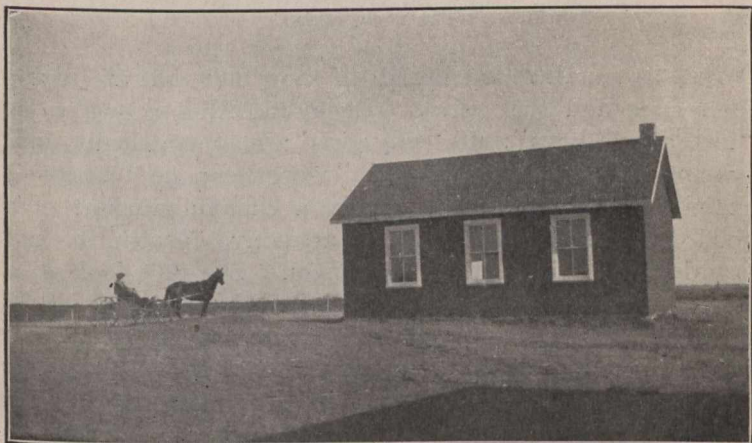
These two considerations would seem to show that too much time is given, as a rule, to the teaching of spelling, and the same is likely true of other subjects. If the time for these subjects is cut down, there might be plenty of time for other subjects now neglected.

The Antics of English Spelling

A REVIEW EXERCISE IN DICTATION FOR ENTRANCE CLASSES.

(NOTE.—In the January number of *THE SCHOOL* a list was given of words that are commonly misspelled. This list was assigned to certain classes in the University Schools as a basis for their Easter examination; and the following exercise, which contains many of the words in this list, was prepared by Professor Crawford, the Headmaster, as a test.)

IN the February issue of a magazine entitled *THE SCHOOL*, which is published within our own geographical boundaries, we observe the occurrence of a droll anecdote, wherein a certain little Arthur decides to secede from the spelling class, because the words are so changeable. Truly the inhabitants of Great Britain who were responsible for the origin of this eccentric apparatus, the sovereign English language, did not exercise judgment. It is as though we asked for victuals and received a lemon. The principal characteristic it exhibits is the lack of any visible principle. The letters and even the syllables act in a mischievous and deceitful fashion. Certain letters double or disappear with such amazing celerity that one needs to be a mental acrobat to pursue them successfully. They defy the strategy of foreigners, who find their endeavours to capture them more weird than exhilarating. Committees of spelling reformers assemble in solemn conclave, and address urgent remonstrances to the constructors of dictionaries, believing these to be the governors of letters and so capable of giving relief. But the villainous intruders, sometimes in the guise of silent letters, pay no deference to these protests, treat them with irreverence, and proceed to come and go without hindrance. They occasionally appear in twos, and are altogether too elusive for a sheriff to seize or a tariff to exclude them. In fact, they are irresistible, and the management of them very embarrassing. They make even the most elementary operations perilous. It is difficult to raise our eyes to the ceiling, climb a chimney, rinse the tongue, exercise the muscles, practise hygiene, shake the mattress, dye our moustaches, or put our ties on straight without misplacing or losing a letter somewhere. We never feel secure against the antics of English spelling. Even if we become vaccinated against some disease like smallpox or tuberculosis, we may find, to our dismay, that it results in our decease. And finally, if, in utter weariness, like little Arthur in the story, we bid this unmanageable language a fond good-bye, and politely request it to depart in peace, with customary contrariness it will probably choose instead to depart in pieces.



In the Little Red Schoolhouse

F. H. SPINNEY,

Principal, Alexandra Public School, Montreal.

(A series of articles relating to the work of the rural school—yet suggestive for all teachers. Have you read the previous numbers?)

VIII. GENERAL EQUIPMENT.

IN the last issue we observed the “study period”, just preceding the noon dismissal, and the departure of the pupils, one by one, as each gave proof of a thorough preparation of the assignment for that period. The children’s delight in getting out early arose, not from a dislike for school, but rather from a consciousness of having made their very best efforts, and perhaps more from winning the teacher’s approving smile. The approving smile of a popular teacher, if judiciously used, is a very effective instrument in school management.

After the dismissal of the pupils, Miss Brown indulged for twenty minutes in the most interesting and enthusiastic “shop talk”. Talking shop among teachers is sternly discountenanced and severely condemned—just why, more than in other vocations, has never been made quite clear. We all agree, however, that there is a brand of shop talk deserving severe condemnation. I need not illustrate; you have all suffered in its presence.

But, again, there are brands of shop talk that are highly interesting and suggestive. Such was Miss Brown's; no "incorrigible boys"; no "silly girls"; no "wretchedly unfit promotions"; no "unreasonable" superiors; no "wearying examination papers"; but simply a cheerful account of a good fight, in her section, for attractive furnishings and appropriate equipment for the school. She talked of plans for the development in each child of good taste, high ideals, and a strong character. She recognised this as the highest function of the teacher. If the human material placed in her hands was unsatisfactory—that is, in a decidedly "raw" state—so much more the need for a cheerful struggle, and so much more glorious an occasional token of success. The ultimate victory is known only to eternity.

Miss Brown had been in the little red school for three years. She had no eager longings for the graded school of the city. She fortunately lived at her own home, two miles distant, a picturesque farm-house, with a prolific orchard in the rear, and in front, across the highway, a fertile meadow, stretching away towards the south to a brook of many curves, beyond which was a woodland of both hard and soft wood. In fine weather she walked both ways, along a road where Nature had excelled itself to make the scenery inspiring and attractive. Along with the doctor and the minister, she was an important personage in the community. What could the city offer her in comparison with all this? What can the city offer to any rural school teachers, these days, compared with the luxuries of the country?

Miss Brown possessed superb health, good looks, a graceful manner, a winning smile—all qualifications essential to the highest success of an architect of character. She also had force and determination, to which attributes may be ascribed, in a large measure, the procurement of the splendid equipment to be found in her school.

The blackboards were of the latest model, permitting easy writing and easy cleaning. There is no feature of school equipment—after the teacher—that is of such vital importance as good blackboards; and no rural school teacher should rest satisfied until she has the entire available space in her school thus utilised. Miss Brown's were placed low, leaving plenty

of room above for the hanging of maps and instructive pictures, of which she had a splendid assortment.

The desks were single, of unusually large surface, and thus roomy underneath. Children are called "restless" creatures, which means naturally *active* creatures. They require room to twist and squirm, and the selection of desks should be made with that point the prime consideration. I observed that Miss Brown took every possible occasion to have the children stand and move about the room. Having plenty of black-board space gave opportunity for this frequent change of position. A large percentage of "trouble" in school arises from the teacher's expectation of securing the impossible. We should adapt all our equipment and all our "methods" to suit the material with which we have to deal.

The windows were so constructed as to admit fresh air without creating a draft. This was arranged by means of a board fixed on hinges below the sash; so that when the sash was raised, the board could be swung up to fill the entire space, and cause the air to enter between the sashes in an upward direction. In warm weather the board need not be moved at all. The plan of thus using a board has been frequently advised; but unless the board is attached, so as to be convenient, it is most likely to be neglected. When teachers are busy with spellings and arithmetic, they forget matters of far more vital importance. Miss Brown believed that ventilation, temperature, light, position of the body, courtesy, kindness and the golden rule greatly excelled in importance the formal subjects of the curriculum. If along with these she found time to interweave some grammar and arithmetic and spellings, so much the better; they could do the children no immediate harm, and might possibly be of occasional advantage.

In a former issue I made reference to the library. The trustees had consented to an appropriation of \$10.00 yearly for that purpose. The children assisted in the selection of the books; and Miss Brown explained that the children had done a great deal in the way of persuasive influence in securing a greater part of all the school equipment. There was one shelf for magazines, the greater number of which were brought from the homes. Every Friday the pupils wrote compositions

entitled: "THE BEST THINGS THAT I HAVE READ THIS WEEK." In these compositions they named the stories or articles that they had read, and commented briefly on each. With this composition period in view, they read with greater interest and more careful attention.

Mechanical builders cannot do superior work without superior tools; neither can builders of character do superior work without the very best available equipment. If teachers wish for the highest success, they must give this matter their most careful attention. It is surprising what we can accomplish when we enter the struggle with the spirit of service prompting every effort. We must set our own hearts right first; and then set out to bombard the hearts of those who control the finances of the section. We must enlist the sympathy and support of the pupils. Their parents are the rate-payers; and the majority of parents will be found only too eager, if properly solicited, to vote that their children are to have the very best possible equipment to prepare them for the fullest enjoyment of life.

(I have received from teachers so many expressions of appreciation of these brief outlines, I shall take pleasure in telling more about the work in the little red school after the summer holidays.)

Some Popular Misconceptions

I. That the boys and girls of forty years ago were taught reading, writing, spelling, and arithmetic better than the children of to-day.

ONE of the favourite arguments of those who oppose the introduction of manual training, constructive work, etc., is that time is spent in these subjects that should be given to "the three R's", reading and spelling, writing and arithmetic; and this contention is generally supported by the statement that children nowadays do not read, write, spell, and count as well as the children of two generations ago. Unfortunately this statement is so often allowed to go unchallenged that the general public are apt to accept it as true. It

is, of course, difficult to get evidence on such a subject, but as a matter of fact, what evidence there is tends to show that the statement is entirely false.

There is little doubt that the people who make such statements frequently make comparisons which are quite unfair. It will not do to compare the best pupils of forty years ago with the poorest pupils of to-day, but of course this is what is usually done. Those who find fault with the present course of study are prone to forget the ninety-nine miserable failures of the old school, and to remember the one brilliant example.

Furthermore, in making such comparisons the critics perhaps quite unconsciously compare *their own* accuracy and knowledge, perfected after years of hard experience, with that of the pupil. Let us be honest and ask ourselves whether twenty years ago when we left school, we were not in reality much poorer writers, readers and spellers than the children who leave school to-day. As a matter of fact, a comparison of examination papers and of the results of comparative tests shows that the average pupil of the present day is in all respects more neat, more accurate, and further advanced than the average pupil from the old school.

Moreover, recent experiments have proved conclusively that the best results are not always proportioned to the amount of time devoted to a subject in class. It would be a serious mistake to go back to a time-table in which two-thirds of the time of the class is taken up with unprofitable drill of a purely mechanical kind. It should be remembered also that the twentieth century pupil is put to much severer tests in the modern business world than the boy or girl in the little red schoolhouse of forty years ago; and that furthermore it is, as a general rule, not the best and most accurate students that go into business offices. It is certainly true that the pupil of the present day in the best schools at least is not drilled in useless and unpractical details that formed so large a part of the older curriculum, but his knowledge, even if it is still inaccurate, is more closely related to the problems of practical life than ever before.

O. J. S.

(To be continued.)

An Outline of Tennyson's "Maud"

(NOTE.—Since the short paraphrase of *Locksley Hall* appeared in THE SCHOOL three months ago, several Manitoba teachers have asked that a paraphrase of *Maud* be also given, as it is part of the prescribed literature in that province. As *Maud* is a long poem, it is obviously impossible to give more than a very brief outline.)

PART I.

"MAUD" is a monodrama; that is, it is a drama in which a single speaker tells the story. The speaker in this case begins by telling us something of the history of his family. I. We learn that his father had been swindled by a former friend (Maud's father), and had probably committed suicide. The mad desire for wealth seems to have brought with it the spirit of falsehood and dishonour. At all events Maud's father is now the millionaire owner of the Hall, and the family are returning from abroad. The speaker has heard that the daughter, Maud, is very beautiful. II. When he sees her first, upon her return, he is not attracted by her. III. But it is not long before he falls passionately in love. IV. However, when he meets her and her brother, to his surprise she refuses to recognise him. It is foolish pride, no doubt, on her part; and he stops to comment bitterly on the pettiness and meanness of mankind. Then he resolves to flee from her. V. But he hears her singing a battle-song, and the sound of her voice only intensifies his love. VI. The next day he meets her again, and this time she recognises him and smiles. VII. He vaguely recalls his childhood days, when Maud and he had been betrothed by their parents. VIII. and IX. His hopes are raised still further by her seeming encouragement. X. But he is jealous of a young lord, a friend of her brother's, who has come to visit at the Hall. XI. Love is the one thing that is worth while, in life. XII. He finds out that Maud looks upon him with favour. XIII. He cannot endure her brother, but what of that? XIV. In the early morning he climbs to her garden, and looks up to her window. XV. He resolves to take care of himself for her sake. XVI. Her brother has gone away for a week, and the lover decides that he will speak his love that very day. XVII. His love is returned. XVIII. His whole outlook upon life and nature is changed by his passion for

Maud. XIX. The lovers talk over the events of the past, and mutual explanations follow. XX. Her brother, who has now returned, has arranged to give a great dinner, but the lover is not invited. XXI. Maud sends a message to him to meet her in the rose garden after the dance. XXII. He waits for her, and at last she comes.

PART II.

I. She is followed by her brother and the rival suitor. A quarrel ensues, in which the lover strikes her brother dead. The brother acknowledges that the fault was his, and urges the lover to flee from justice. II. Weeks, perhaps months, have passed. He stands on the seashore in France, and in an agony of remorse he thinks of the past. III. He learns of the death of Maud. IV. He fancies he is pursued by a phantom—the ghost of Maud, which follows him everywhere. V. The strain is too much for him. His mind gives way; he fancies himself dead and buried; yet he is conscious of the world about him and above him, and in his ravings his mind goes constantly back to the past.

PART III.

Finally he recovers from his madness. Maud appears to him in a dream and comforts him with the hope that in the coming war he will have a chance to outlive his trouble. He rejoices that men's thoughts are turned from commerce to war, and that he has a chance to fight once more for justice and truth. He sees in this war the purposes of God being fulfilled for the nation, and as he enters into the struggle he feels that he himself has "awaked to a better mind".

O. J. S.

The Island of Endless Play*

Said Willie to Tom, "Let us hie away
 To the wonderful Island of Endless Play
 It lies off the border of "No School Land",
 And abounds with pleasure, I understand.
 There boys go swimming wherever they please
 In a lovely river right under the trees

*"The Island of Endless Play," by Ella Wheeler Wilcox, reproduced by kind permission of Messrs. Gay & Hancock, Ltd., 12 and 13, Henrietta Street, London.

And marbles are free, so you need not buy;
And kites of all sizes are ready to fly.
We sail down the Isthmus of Idle Delight—
We sail and we sail for a day and a night.
And then, if favoured by billows and breeze,
We land in the Harbour of Do-as-You-Please.
And there lies the Island of Endless Play,
With no one to say to us, Must, or Nay.
Books are not known in that land so fair,
Teachers are stoned if they set foot there.
Hurrah for the Island, so glad and free,
That is the country for you and me.”
So away went Willie and Tom together
On a pleasure boat, in the lazy weather,
And they sailed in the teeth of a friendly breeze
Right into the Harbour of “Do-as-You-Please”!
Where boats and tackle and marbles and kites
Were waiting them there in this Land of Delights.
They dwelt on the Island of Endless Play
For five long years; then one sad day
A strange dark ship sailed up to the strand,
And “Ho! for the voyage to Stupid Land”,
The captain cried, with a terrible noise,
As he seized the frightened and struggling boys
And threw them into the dark ship’s hold;
And off and away sailed the captain bold.
They vainly begged him to let them out,
He answered only with scoff and shout.
“Boys that don’t study or work”, said he,
“Must sail one day down the Ignorant Sea
To Stupid Land by the No-Book Strait,
With Captain Time on the Pitiless Fate.”
He let out the sails, and away went the three
Over the waters of Ignorant Sea.
Out and away to Stupid Land,
And they live there yet, I understand,
And there’s where every one goes, they say,
Who seeks the Island of Endless Play.

The Fly-Catcher Family

IT is not always the birds with the gayest coats and the finest song that do the most good in the world. For, without a doubt, the most useful birds that we have are the fly catchers, and they are neither attractive in appearance nor good singers.

Perhaps the real reason why they do not wear bright clothes is that they do not wish to be conspicuous to the insects that they live upon, for we can imagine how a scarlet coated fly catcher would be seen and avoided, just as a pick-pocket would avoid a policeman in a red coat much more readily than one in plain clothes. At all events, the fly catchers wear no colours, and the probability is that they thrive all the better for it.

There are five common kinds of fly catchers in Canada, besides some others that are more rarely met with, viz., the phoebe, the pewee, the least, the great crested and the king-bird. And if we are to judge from appearances, the tastes of these five species differ very considerably, as we can see by the time of the year that they return, and by the places in which they seem to prefer to build.

The phoebe is the first of the fly catchers to return in the spring, and early in April you may hear a very hoarse voice crying, "Phoebe, Phoebe," from the neighbourhood of some old bridge by the roadside, or from the sheds or other out-buildings on the farm. The phoebe used to build in the woods in the upturned roots of trees that had blown down, and even yet you may find one that prefers the old homes and haunts to the new. In the nests that used to be built around the roots of trees, it was necessary for mother phoebe to cover them with plenty of moss and lichen, so as to make them look so much like their surroundings that the snakes, squirrels, skunks and other bird thieves, might not notice them. And now, when they build under bridges, and on the rafters of sheds, they still use this moss and lichen, though it is no longer needed as it formerly was. The phoebe begins to nest very early,—sometimes about the middle of April, for her nest is generally protected from the spring storms, and besides, she

does not usually make a new nest so long as the old one can be repaired. And of course, too, like most birds that nest early, she generally raises two broods in the season. The eggs, you will find, are nearly white, sometimes with a few light specks of colour, however; but most birds that nest in dark places have white eggs, so that the mother bird can more readily see where the nest is when coming in out of the bright light outside.

I remember once finding a phoebe's nest glued on to the side of the cross pieces of the roof of an old cow shed. It was a good specimen, and I wished to secure a photograph of it; but, after examining it carefully, I concluded that the only way to get a picture of it was to take the roof off the cow stable, or part of the roof at least. This I succeeded in doing, though I was afraid that, at any minute, the owner of the shed might put in an appearance. After I had replaced the covering, the mother bird went back to the nest as unsuspectingly as if nothing had happened, and in due time the young brood of phoebes was brought forth.

A few years ago, too, a phoebe built her nest under one of the cars at the foot of the inclined railway at Port Stanley. But, before the young birds were able to fly, the holiday season started, and the tram-cars were put into use. Most birds would have deserted their nest under these conditions, but the phoebes did not. While the tram-car was absent at the top of the hill with its load of passengers, they procured food which they fed to the fledgelings on their return to the foot of the hill. This continued from day to day, until the young birds were able to leave the nest.

The wood pewee does not return until about the end of the first week in May, and then its rather mournful "Pewee, pewee, peer" becomes one of the most familiar sounds of later spring. The pewee is one of the few birds that are at home both in the city and in the country, and its familiar plaintive call may be heard either in the shade trees of the city streets, or in the quiet country roadsides, or in the solitudes of the deeper woods. It is the fly catcher that we most often see, and most boys and girls, at least, are familiar with its rapid turns and sallies, as it darts from its perch by the roadside in pursuit of passing insects.

The nest of the pewee is somewhat difficult to find, but it is well worth searching for on account of its beauty. It is generally saddled over the limb of a tree, and the outside of it is covered with moss and lichen in such a way as to make it resemble its surroundings, with the result that, to any one searching for it from below, it generally looks like a knot or growth on the branch, rather than a nest.



"A Strange Nesting Place."

One summer, a few years ago, I spent quite close to the shore of Lake Erie, in a district where there were a great many pine trees, and here the pewees seemed to be especially numerous. On several mornings I got up at daylight to go on fishing expeditions, and I could not help noticing how different the song of the pewee was then from later in the day, almost as different as a slow Scotch psalm tune is from a lively Scotch reel. It seemed to have caught something of

the inspiration of the morning, for its song, though still plaintive and mournful, was set to faster time, and kept on unceasingly, almost without a break or a pause. It was, no doubt, his morning jubilate, his carol of praise, which the later day, and the cares of getting a living, would tone down to a quieter and more meditative note.

The third member of the family, the least fly catcher, is found more often, perhaps, in the city than in the country, but although it is quite common everywhere, it is not very well known. It is one of the smallest birds that we have, and its quiet, brownish grey coat is not likely to attract attention. Besides this, it has no song, though the male bird sits all day long on the projection of some dead limb or stub, calling "chebec, chebec." This "chebec" is so much like the call of the English sparrows, however, that you are apt to pay little attention to it. Besides, the least fly catcher is more often found in unattractive places than most of the other fly catchers, in the back yard or garden, in the broken down trees of the orchard, where there are dry dead limbs and twigs, or along the waste places on the hillside, where rubbish may have been thrown which may attract the smaller flies.

But if the least fly catcher is not attractive in some ways, it is in others. I remember one pair in particular, that built their nest in the top of a dead sapling in a little ravine not far from the back door of my house. The male bird stayed in the ravine, most of the time perched in the top of the sapling, calling "chebec" from sunrise till sunset, but the mother bird used to spend quite a bit of time in a small cherry tree near by, and I have seen very few birds that were so confiding and tame. She always watched me closely, and kept up her quiet call, "Whit," "whit," "whit,"—but I was able to approach to within two or three feet of her, almost within touching distance, without alarming her. She undertook the nest building entirely, and a very neat little nest she made, of straw, string, cotton, hair and other soft materials. But the boys robbed it. Then she built another; but the boys robbed this also, and late in May she built a third a little farther up the ravine, and this, fortunately, remained undiscovered and untouched.

In your afternoon walks in May or June, in southern Ontario, at least, you can hardly have failed to notice the great crested fly catcher; for its loud harsh call, or rather shout, may be heard almost anywhere along the edges of the half cleared woods. None of the fly catchers are gaily dressed, but the great crested comes nearer to the use of bright colours than any of the rest; for though his upper parts are a dull olive green, his breast and under parts are so bright a yellow as to attract attention at once. As to the crest from which he gets his name, it is not a conspicuous tuft of feathers; and his colour, and his size, together with his loud strident call, are better distinguishing marks.

But the interesting thing about the great crested fly catcher is his nesting habits. He generally chooses an old stub, frequently rotten and decayed, and very hard to climb, as nearly every country boy by sad experience knows. Stubs of this kind are nearly always riddled with deserted woodpecker holes and one of these will suit the crested fly catcher as well as anything else. The eggs, with their buffy ground and fine purple and brown markings, are among the most beautiful to be found. But an examination of the nest will reveal something even more interesting than the eggs; for, at the entrance to every hole where the crested fly catcher builds, there are always to be found a number of pieces of cast-off snake skin. What are they doing there? It is hard to say, but we might easily guess at an answer. No doubt, in older times, the snakes used to rob the nests in the holes of trees and stubs much more than they do now, and it is quite possible that they were often killed by the mother bird in defending her young. Is it possible then, that the snake skin is still placed there as a warning to all reptile intruders to beware their fate? Whatever may be its meaning, it is evidently the remnant of some old custom which has still survived, as in the case of the phoebe's covering her nest with moss, when the need for it has passed away.

The bird that is the best known of all the fly catchers is the king-bird, or bee-bird, as the boys often call it. It is called king-bird because it wears a crown, and because, like a true king, it valiantly defends its own. The crown is not

very conspicuous, but if you should brush back the feathers of the head, you would find a hidden crown patch of bright ruby feathers, the only touch of colour that it has. As for acting like a king, or an absolute ruler, the hawks, and crows, and blue jays, if they were called upon, could give abundant evidence of that. It is not an uncommon thing, in later summer, to see a pair of king-birds in pursuit of an intruding crow, one perched on his back and pecking furiously at the feathers of his neck and head, while the other circles round and round, dashing at his victim's eyes, and tormenting him at every turn.

The king-bird generally feeds upon the larger insects, the dragon flies, beetles, crickets, grasshoppers, cicadas, etc., and when food is scarce, and bees cross his path, he will not refuse them; but the bees form an exceedingly small part of his bill of fare. I remember once, a few summers ago, being very much interested in watching two king-birds acting the part of highwaymen on the roadside, in front of the place where I was staying. A colony of sand hornets or digger wasps, several hundred in number, were busy stocking their underground tunnels with green grasshoppers and crickets. The king-birds, in the meantime, sat on the fence near by, and darted out from time to time to relieve the hornets of their burdens when they arrived with fresh supplies. I do not know whether they ate the hornets, too; probably not, for that would be like killing the goose that laid the golden eggs.

There is nothing of special interest in the nesting habits of the king-bird, except that he uses sheep's wool to help to line the nest. Sometimes the wool is not so easily found, however, and then there is nothing for it but to take it off the backs of the sheep themselves. But the king-bird is equal to the occasion, and if you should see him perched on the back of a sheep, tugging vigorously at the wool, you will know that he is only providing materials for his nest.

Student—"There must be some mistake in my examination marking. I don't think I deserve an absolute zero."

Inspector—"Neither do I, but it is the lowest mark I am allowed to give."—*The Intercollegian*.

History and Current Events

THE END OF THE BALKAN WAR

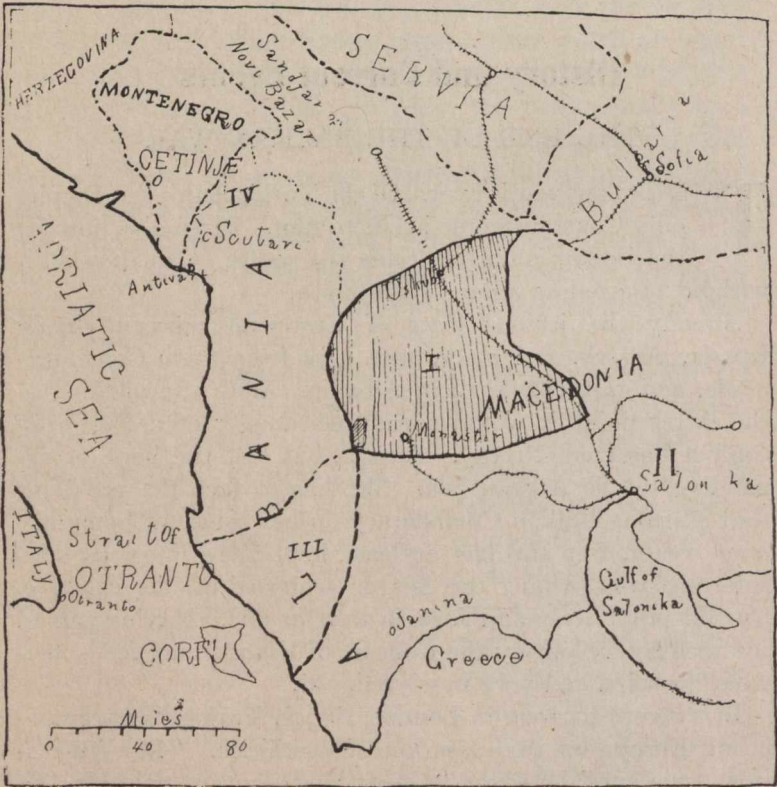
THE Balkan war is over. Of the Turk's European Empire only Constantinople is left to him. It remains now for the Balkan allies to divide the spoils. Can they do it without quarrelling among themselves?

Already the jealous fears of European powers, chiefly Russia, Austria and Italy, have kept from them Constantinople, and taken from them Albania. With the yielding of the latter point it would seem that danger of a European conflict has passed away. Austria has lost the hope of expanding to the Aegean Sea. She has to face the problems that a strong Balkan Confederacy on her southern boundary may create, but she has at least kept the victorious confederacy from owning the eastern seaboard of the Adriatic. On this point Italy and Austria were at one. Having gained so much by diplomacy the Concert of Europe may feel somewhat consoled and very much relieved.

In a recent cartoon in London *Punch*, Turkey is congratulating Europe on the cessation of hostilities. "My felicitations, madam," he says. "Everything seems to point to the beginning of a sanguinary peace." The accompanying map will show the disputed territory and the possibilities of trouble in reaching a settlement.

Our map shows the four areas in the Balkans which, after having been taken from Turkey, are now in dispute, either between the allies or between the allies and the Powers. The areas are marked in numerals on the map, and the character of each dispute may be briefly stated as follows:

Area I. (Bulgaria and Servia).—The two zones which are shaded over are now occupied by Servia, which took them from Turkey during the war. Before the war began Servia made a treaty with Bulgaria by which it was agreed that the ownership of the northern of the two zones should be decided by the Tsar, and that the southern should go to Bulgaria. Servia, being in possession of both, desires to keep both, setting aside the treaty.



The Disputed Territories.

- I. Territory in dispute between Bulgaria and Serbia.
- II. Salonika, in dispute between Bulgaria and Greece.
- III. Southern frontier demanded by the Albanian Government.
- IV. Northern Albanian frontier as settled by the Powers.

Area II. (Bulgaria and Greece).—Greece got to Salonica first, and, being in possession, desires to keep it. Besides Salonica, Greece has occupied some of the neighbouring districts, and desires to keep them also. Bulgaria claims Salonica. There is no ante-war treaty governing this area between Bulgaria and Greece.

Area III. (Greece, the Provisional Albanian Government, and the Powers).—The Powers have created an independent Albania, of which there is a Provisional Government. Of this State they will fix the frontier. Part is already settled, but not the south, where the Provisional Government claims one line and Greece another. These lines are shown in the map.

Area IV. (Montenegro and the Powers).—The Powers have fixed the northern frontier of Albania. Montenegro asks for a modification and for some compensation for the surrender of Scutari.

W. E. M.

UPPER SCHOOL HISTORY

In answer to several requests for information with regard to books that cover the work in history for the Upper School, we publish the following list. Those wishing further reading on particular topics will find excellent bibliographies in Robinson's Readings from European History.

- Robinson, J. H., *History of Western Europe*. Ginn & Co.
 Robinson, J. H., *Readings in European History*. 2 vols. Ginn & Co.
 Harding, *Essentials in Mediaeval and Modern History*. American Book Co.
 Thatcher and Schwill, *A General History of Europe (350-1900)*. John Murray, 50A Albemarle St., London, W., England.
 Thatcher and McNeal, *A Source Book of Mediaeval History*, Scribner's.
 Adams, *Mediaeval and Modern History*. Macmillan.
 West, *Modern History (Charlemagne to 1900)*. Allyn and Bacon.
 Munro, *A History of the Middle Ages*. Appleton's.
 Whitcomb, *A History of Modern Europe*. (The two above may be obtained in one volume.) Appleton's.
 Home, *Essentials in Early European History*. 433 pages. (Inspired by the Report of the Committee of Five.) Longmans, Green & Co.
 Terry, C. S., *A Short History of Europe*. 2 vols. 1912. Routledge.
 Myers, *The Middle Ages (including the Renaissance); The Modern Age*. Ginn & Co.
 Grant, A. J., *A History of Europe (includes Greece and Rome)*. Longmans, Green & Co., 1913. Canada, Renouf Publishing Co., 25 McGill College Ave., Montreal.

A Lesson in Literature: "Break, Break, Break"

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(NOTE.—*Break, Break, Break!* is one of the selections in the Ontario Third Reader. It is also one of the poems prescribed in a number of the provinces for the matriculation and teachers' examination in the High Schools for 1913-1914.)

BREAK, BREAK, BREAK.

Break, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

O well for the fisherman's boy,
That he shouts with his sister at play!
O well for the sailor lad,
That he sings in his boat on the bay.

And the stately ships go on
To their haven under the hill;
But O for the touch of a vanish'd hand,
And the sound of a voice that is still!

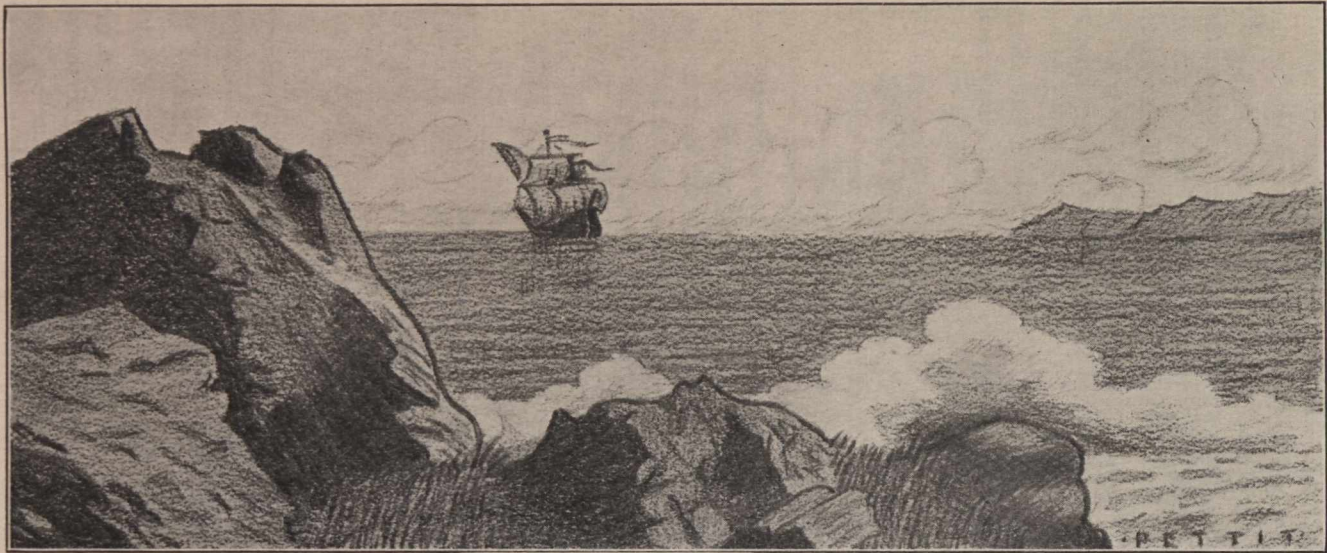
Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me.

I WISH to outline several methods of dealing with this poem, and briefly to discuss the merits of each method.

First Method.—Have a pupil read the poem, or do not read it at all. Begin with the first stanza; take up the poem line by line and word by word; ask questions regarding meanings, grammatical relations, references, figures of speech, scansion. Ask the class for the subject of each stanza. Make a blackboard analysis.

The teacher who follows this method will, no doubt, accomplish something. The pupils will get a few dry facts as to dictionary meanings, etc.; but the poem so taught will remain a dead thing, which, even if remembered, will have little or no message for the reader in after life.

Second Method.—Without any preliminary introduction, read the poem aloud to the class. Then question the class as to the speaker's thoughts and feelings, and the conditions under which he expresses them. *What expressions are there in the poem that enable you to form a picture of the poet's surroundings?* He is evidently standing by the sea. The shore is high and rocky ("stones", "crag", "hill"). At the point where the poet is standing there is a break in the shore line, and a little bay runs landward. At the end of this bay, and hidden by the hills, is a little fishing town. Along the shore the fishermen's children are playing, and out on the bay itself is a little sailboat in which are a couple of young sailor lads. Farther out to sea are the white sails of vessels. One by one they enter the bay and disappear around the hill into the harbour beyond. *So much for the scene: now what would you judge as to the time of day? Is there anything in the poem to suggest it?* One pupil argues that it is a bright morning scene, for the children are playing, the sailor lad is singing, the vessels with their cargoes are sailing to and from the port. This scene of brightness and life, this "day", calls back to the poet the days that are past. Another pupil argues that it is evening, that the sailing vessels are making for the harbour for the night, that the dying day calls to the poet's mind his past life, of which he speaks also as "a day that is dead". But it is, after all, a matter of opinion as to which time is best. It does not really matter. *In what mood does the writer seem to be?* He is evidently sad. *What causes this sadness?* He is thinking of the death of a very dear friend ("vanished hand", "voice that is still"). *What thoughts or feelings are suggested to him by his surroundings?* The sound of the sea is monotonous; the stones are cold and gray; these things are in keeping with his own mood—the dull, dead monotony of his grief. But there is a difference, for the sea can express its feelings, and he cannot. The shouting of the children and the singing of the sailor lad show that they are happy and free from care. How different it is with him! When the "stately ships" one by one disappear into the harbour, he is oppressed with a feeling of loneliness. Life with its beauty, its labour, and its rest, are for others, but he is left alone! He hears once more the waves beating against the crags—but, after all, they are beating and



“Break, break, break,
At the foot of thy crags, O sea!”

The writer taught this lesson in a Form I class in the University Schools a few weeks ago. After the lesson the above picture was made by Paul Pettit, one of the boys in the class, as an illustration of the scene suggested by the poem.

beating in vain, for the crags have barred their way. Is it not the same with his own grief? His heart may break in grief, but it can never bring back the tender beauty and happiness of the past.

Now let us read the poem again. Let us try this time to form a picture of the poet, the lonely black-cloaked figure standing on the cliff. Let us try to feel as he does, and let us try to express these feelings in the stanzas that we read.

Now for a composition exercise let the class give a picture of the scene, as a sailor might see it from one of the sailing ships, that are returning home; and let those pupils who prefer to put their thoughts in concrete form make a crayon sketch. Finally have the class memorise the poem, and recite it.

In following this method the teacher does not care particularly about the exact dictionary meaning of words, about the scansion, the ellipses, etc. He is not anxious to have the pupils make a cut-and-dried analysis of the poem. He cares more for the general effect, for the appreciation of the poem as a whole. He approaches it, too, without any introduction, and tries to get the pupils to form their own picture of the scene, and to develop the poet's feeling, for themselves. This should be an excellent method of treatment in teaching the poem in the Public School, or in the lower grades of the High School. The danger, however, is that, if the teacher is himself not appreciative, or if he does not question skilfully, the interest of the pupil at the outset will be lost.

Third Method.—Before reading the poem give a very brief introductory talk to the class regarding it, of such a nature as to challenge their interest in the poem itself. Say to your class, for example: "To-day we are going to study a poem of Tennyson's in which he expresses his grief at the death of a very dear friend. But before we begin to study it, I want to ask you a question. Did it ever occur to you that, after all, there are very many of our feelings that we cannot express in words? When you see a beautiful sunset, for instance, all you can say is that it is 'lovely', or 'beautiful', and you feel that even these words do not begin to express what you feel. When you are lonely and depressed, you say, perhaps, that you are 'in the blues', but you feel that the phrase is coarse, and that it doesn't begin to describe the wretchedness of your

mood. It is the same way when we are overcome with great sorrow. We have not words in our language that will enable us to tell others of what we feel. Now, Tennyson must have found this same difficulty in expressing his grief. If he had attempted to tell us directly in so many words what his feelings were, he would not have been able. But he has done it in another way, that appeals to us even more strongly. Let us read the poem, and attempt to see what these feelings were, and what means he has used to express them."

The teacher reads the poem, and questions the class so as to bring out the feelings suggested by the various details of the scene, as indicated in the second method given above. For example, in the first stanza, how does the poet make us feel that his life is now dead and monotonous under the weight of his grief? What feeling is suggested by the words "cold", "gray", "stones"? How does he bring home the fact that he is incapable of expressing his sorrow? A similar line of questioning will show also what the remaining stanzas express. Now, let the teacher gather these different details of the poem together and present as vividly and as sympathetically as possible the scene—the sea, the crags, the children, the ships. Then re-read, and have the pupils memorise the poem.

This method cannot be followed with public school classes or with the lower grades of the High School; but it is the method that I follow in presenting it to my senior classes. It has the advantage of challenging the attention of the class from the first, and of giving the poem a unity for them which they may otherwise fail to see. I am satisfied if I can carry the class away and make them to some extent feel the emotion of the poet, if I can make them unconsciously reconstruct the scene which the poem presents, and if I can give them indirectly a little glimpse into the poet's mind, and without preaching to them about it, can make them see a little bit of the poet's art.

"Now, Edgar," said the teacher to one of the members of the primary class in grammar, "what is the plural of tomato?"

"Ketchup," was the prompt, but unexpected reply.

Suggestions for the Class-Room.

Paste for School Purposes.—A good paste for school purposes is made by taking seven teaspoonfuls of sugar, seven tablespoonfuls of flour, mixing with cold water to moisten and adding boiling water enough to make two quarts. Cook in a double boiler for twenty minutes and add a bit of corrosive sublimate as big as a pea or a few drops of oil of cloves, to keep it from fermenting. Freezing spoils it.

A Real Hand and Eye Game.—The following organised game will be found very successful in training children to utilise hand and eye in conjunction:

Two sides are chosen, the A's and B's. The children are arranged at a distance of about ten feet, the two lines facing one another. In the middle of the space two circles are drawn, one having a diameter of a foot and the other outside this, with a diameter of two or three feet. The object of the game is to throw a ball into the inner circle, which counts five points. If the ball falls in the outer circle it counts one. Children enter into this game with great eagerness, each striving to do his best to increase his side's score—surely learning the lesson of citizenship on a small scale. I have found that my boys have taken to "ball target" better than to any other organised game they know.—*Woman Teacher's World.*

Is it You?—Few things discredit the teaching profession so much in the eyes of the public as the use of ungrammatical English. If the teacher uses forms of speech that are glaringly incorrect, the pupils and the public alike cannot be blamed for doubting the accuracy of his scholarship even in his own special department. The following are some of the ungrammatical forms that were recently jotted down in an inspector's note-book:

"Where WAS you last night?"

"He DON'T know his lessons, but it DON'T matter much."

"I never read THESE KIND OF BOOKS."

"AIN'T you glad you're not going?"

"WHO do you suppose I met yesterday?"

"This book is different TO the one I bought."

"The clock was stopped, but I set it AGOING."

"It was HIM I saw passing the school."

"He makes mistakes that he HADN'T OUGHT TO make."

Who are the teachers? Is it you?

Something Different.—If “variety is the spice of life” for grown people, it certainly is for little folks, too.

“Why do you like your new school so much better than you did your old one?” Mary was asked.

“‘Cause it isn’t always *just alike*,” answered Mary. “In that other school we just did the same old thing every day and I got tired to death of it. We do something different ’most every day in this school.”

Something different! That is the secret of it all for little people. Our eagerness to get the largest possible amount of work done is apt to get us into ruts. An order of procedure which has become more or less automatic seems to save us many precious moments. Still, it is an open question if what we gain in *system* that way is not partially offset by what we lose in enthusiasm and spirit.

Between these two extremes of the teacher who goes on doing “the same old thing in the same old way”, year after year, and the teacher who never does the same thing twice alike, there is a world of difference to choose from. One teacher of my acquaintance says her most frequent prayer is, “O Lord, keep me from getting into ruts”.

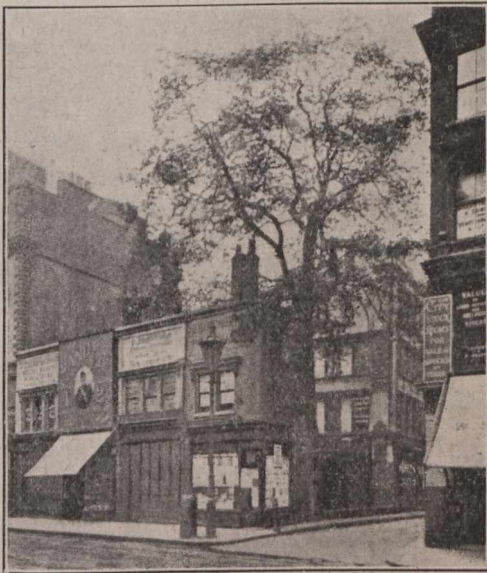
How often we look at the number work or language work on the blackboard and say, “I should think the children would be tired to death of doing that over and over. I wonder they don’t rebel.” I am rather inclined to think they *do* rebel inwardly, though the unwritten law of school is too strong to make open rebellion safe.

It takes so little to make children happy—a very slight change in the way of doing an old task is all that is necessary; the task itself may remain the same. Here are some of the things I have found productive of great happiness and enthusiasm because they gave the children that coveted “*something different*”:

Have a “backwards” day as to programme, putting your afternoon classes into your morning session and vice-versa; or even a literal backwards day, beginning the morning with the usual last exercise in the afternoon and taking the classes in reversed order all through the day. That is a wonderful treat, but of course must be used sparingly. Vary the order of dismissal. If boys usually go out first, change it to “girls

first" for one day. If double file is the general rule, try single file. March out at recess by the door opposite the one they generally use. If they file out at noon or night facing the front, let them try one time facing the back of the room. This will vary the order in which they stand in line. Let your usual last row go out first.

On very warm days let them go one by one to get a drink. If you usually take your reading classes in A, B, C order, announce some morning, "This morning I'm going to give the C class the first chance to read."—*Primary Education*.



Wordsworth's Plane Tree.

The Reverie of Poor Susan—In teaching Wordsworth's "Reverie of Poor Susan", the teacher, of course, does not need to know the particular location of Wood Street, Cheap-side, or Lothbury. It is sufficient to know that these are streets in the heart of London. It is, however, interesting to the class, though not necessary to the teaching of the poem, to know that the cage of the thrush was hung in a plane tree which reached the upstairs window of the house at the corner of Wood Street. The tree, which was long known as Wordsworth's plane tree, was removed a few years ago, not without protests from lovers of Wordsworth, to make room for a new

building on the famous "corner". The illustration shows the plane tree shortly before it was cut down.

At the corner of Wood Street, when daylight appears,
Hangs a Thrush that sings loud, it has sung for three years:
Poor Susan has passed by the spot, and has heard
In the silence of morning the song of the Bird.

'Tis a note of enchantment; what ails her? She sees
A mountain ascending, a vision of trees;
Bright volumes of vapour through Lothbury glide,
And a river flows on through the vale of Cheapside.

Green pastures she views in the midst of the dale,
Down which she often has tripped with her pail;
And a single small cottage, a nest like a dove's,
The one only dwelling on earth that she loves.

She looks, and her heart is in heaven: but they fade,
The mist and the river, the hill and the shade:
The stream will not flow, and the hill will not rise,
And the colours have all passed away from her eyes.

A COMPARISON

18—

I'm getting Johnny ready,
It's time he entered school;
I've bought a slate and pencil,
A tablet and a rule.
Also a good big hamper
To hold his noon-day rations,
For that's the way at the present day
Boys start their educations.

19—

At last my John may enter
First grade, without a doubt;
His tonsils and appendix
And adenoids are cut out.
He's taken typhoid serum
And passed in vaccination,
For now they say, that's the proper way
To start an education.

—*Woman's Home Companion.*

Hints for the Library

BOOK REVIEWS

New School Music Primer, by McLaughlin, Hamlin and Buck. 50 pages. Cloth. 22 cents. Ginn & Co., Boston. This little book should prove very useful to teachers of primary grades. It aims at giving easy and progressive material in the early stages of teaching music. The steps are logical, and there is plenty of material for drill exercises. The tonal rhythmic effects in the little songs are especially good. The words, too, are suitable for small children. A. E. C.

Lessons in English, by Manly and Bailey. Book I, Language Lessons. Cloth, 299 pages. 45 cents. Book II, Composition-Grammar. Cloth, 354 pages. 60 cents. D. C. Heath & Co., Boston. These two books contain the most excellent series of graded lessons in English for public school classes that we have seen. The teacher will find them invaluable for reference, suggestions and exercises. O. J. S.

Elements of Latin, by Barry C. Smith. Cloth, 360 pages. \$1.00. D. C. Heath & Co., Boston. A Latin grammar suitable for use in secondary schools. While this book does not abandon standard methods of treating important topics, its rules, explanations and examples are so much simpler than those found in most texts that it would enable the pupil to work in a large measure independently. The vocabulary of 800 words is based entirely on the *Bellum Gallicum*, and the word list at the end of the book affords an excellent means of drill and review. The exercises are copious and well graded, and are composed of "natural", not "freakish" or "catch" sentences. J. O. C.

Agronomy, by W. H. Clute. 296 pages. Cloth, \$1.00. Ginn & Co., 1912. This book treats of agriculture. It deals with the soil and its fertility, fertilisers, tillage, garden-making and all the other processes useful to the gardener. It should be very useful in our schools, particularly in those High Schools in which there are classes in agriculture, and it can be unhesitatingly recommended to such. G. A. CO.

Elementary Algebra, by Baker and Bourne. 505 pages. 4s. 6d. G. Bell & Sons, London. This text is a revision of

that published by the same authors in 1904. It is issued complete or in two parts. The first part covers the work for pass matriculation. The main features of Part I. are:

(1) The large number of simple examples, particularly in the earlier sections. Many of these are suitable for rapid oral work.

(2) The close relationship shown between arithmetic and algebra.

(3) The continued use of graphical work in the explanations of operations and in the solution of equations.

(4) Long multiplications and divisions and complicated fractions are deferred until the later stages.

(5) The early introduction of the idea of the function.

Part II. includes all the topics, including logarithms, usually taken for Honour Matriculation. Here, as in Part I., the problems are very numerous and well selected. The text as a whole is an admirable one and is recommended to teachers of mathematics. They will find in it much which will interest them and it will supplement the texts now in use not only by furnishing a fresh supply of problems but in showing variations in methods of treatment.

J. T. C.

A School Algebra, by Lane and Lane. 333 pages. 3s. 6d. Edward Arnold, London, England. This text covers the prescribed work for both pass and honour matriculation. The introductory work is excellent, showing the close relationship between arithmetic and algebra. The exercises are numerous and well graded. The usual order of topics is varied by dealing with arithmetical progression directly after simple equations on page 56. The elementary treatment of this subject as given is, no doubt, within the comprehension of beginners in algebra, but as no direct use is made of it in the work which follows, we doubt the advisability of introducing it so early. The graphical work is well arranged, and is not overdone as it frequently is in modern texts. The chapter on gradients and maxima and minima is interesting and introduces methods not usually found in elementary texts. The 500 miscellaneous examples at the end of the book will be useful to teachers in supplying problems for review work or for examination purposes.

J. T. C.

A History of the British Nation. \$1.50. T. C. and E. C. Jack, London. Copp, Clark Co., Toronto, 1912. The moderate price does not prepare us to expect a book of such imposing proportions. The book is three inches thick, and contains over a thousand large pages. The public is seldom offered so much value for its money. The author is a thoroughly competent historian, and the style is clear, fresh and very interesting. The maps are sufficient, and the 800 illustrations, from sources mainly contemporary, are well chosen. The book is not intended as a text-book for use in schools, but as a comprehensive work for the general reader. All the more may the teacher draw from it fresh interest and new points of view. The story is told down to 1912.

W. E. M.

School and Home Gardens, by W. H. D. Meier. Cloth, 319 pages. 80 cents. Ginn & Co., 1913. This is just the book our public school teachers in Canada have long desired. The school garden is so rapidly becoming a feature of every up-to-date public school that all progressive teachers want information. I know of no better source than the book I am now reviewing. It deals with all the vegetables and flowers, shrubs and trees suitable for school work. Window gardening is also adequately treated. It is beautifully illustrated. Every teacher should have this volume.

G. A. CO.

A First Course in Physics, by Millikan and Gale. Revised edition. Cloth, 442 pages. \$1.25. Ginn & Co., Boston. By eliminating the treatment of a few subjects relatively unimportant from the High School standpoint, the authors have brought the subject-matter of this excellent work strictly up-to-date without any increase in length. Illustrations of recent achievements in both pure and applied physics, as well as portraits of eminent modern physicists, have been added. The fact that this book has been used for some years by the University of Toronto as a text-book for first year students should give it the recommendation which it merits.

G. A. CL.

Notes and News

ONTARIO

Twenty of the male graduates of this year's class in the Faculty of Education, University of Toronto, have been appointed to the Toronto city schools staff.

Mr. J. E. Wilkinson, B.A., of the Smith's Falls High School staff, has been appointed commercial master in the St. Thomas Collegiate Institute, in place of Mr. A. M. Woodley, resigned.

Mr. W. Briden, B.A., who has been principal of the Ingersoll Collegiate Institute for over twenty-five years, has resigned. The position has been filled by the appointment of Mr. J. C. Smith, B.A., principal of the Wingham High School.

Mr. A. H. Irwin, of Ottawa, has been appointed to the staff of the Renfrew Collegiate Institute, to the position formerly filled by Miss Dorothy Robertson, B.A.

Mr. J. W. Charlesworth, B.A., English master in the Guelph Collegiate Institute, has been appointed to the staff of the Ontario Agricultural College.

Mr. H. A. Percy, of the Wingham High School staff, has been appointed science master in the Dunnville High School.

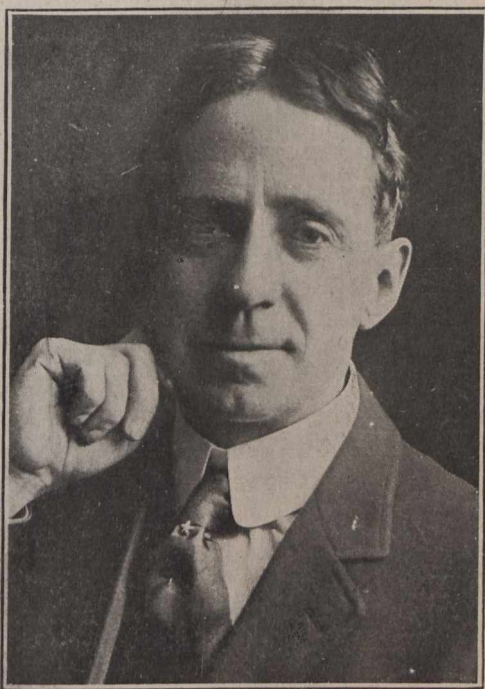
The Ontario Department of Education is preparing a list of passages for memorisation from the authors prescribed for the Junior and Senior Teachers' examination in English Literature. This definite prescription of memory work will be welcomed by the teachers of English.

The open air school for delicate children has reopened in Victoria Park, Toronto, with one hundred children in attendance. The experiment of holding outdoor classes has been so successful that plans are being made for the establishment of an open air class-room for the winter months, on the roof of one of the city schools.

The following assistant supervisors have been recently appointed to the staff of the Toronto public schools: Writing, Miss Kate L. Meen, of Dufferin School; Music, Mrs. C. R. Spence, of Essex School, and Miss N. E. Tedd, of Frankland School; Art, Miss Margaret Moffatt, of Frankland School.

The two positions on the staff of the Faculty of Education at Queen's University made vacant by the death of Dean Ellis and the resignation of Professor Laird, have been filled by the appointment of Dr. H. T. J. Coleman, as Dean, and

Mr. W. E. Macpherson, B.A., LL.B., as Associate Professor of Education. Dean Coleman is Ontario born and bred. He never misses the annual gatherings of the Durham Old Boys, and he never fails to claim that he is one of Alexander Steele's boys from Orangeville. He taught in public schools for a session or two in Glengarry County, and in Montana, coming later to the principalship of a huge High School in Spokane. In the meantime, he won degrees in Arts from Manitoba and

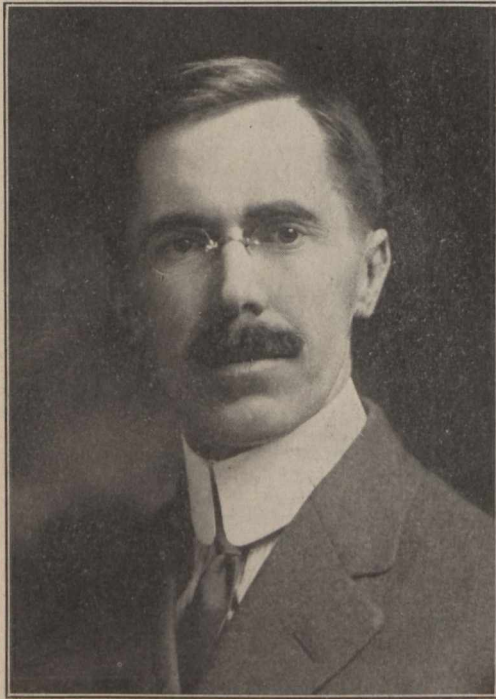


Dean Coleman.

Toronto, with distinction in philosophy and the humanities. A graduate course at Columbia for a degree in Education and a year as professor of education at Colorado, preceded his appointment to the Faculty of Education, Toronto, in 1907. This varied and rich experience has borne fruit at Toronto in many splendid activities, educational, social and religious. THE SCHOOL will miss Dean Coleman from its Executive Board, but hopes that its readers will often find him among

its contributors. Toronto releases him to Queen's with regret, and yet with pride, and some measure of satisfaction. A son of Ontario, he remains to work in Ontario!

Professor Macpherson is a graduate of the University of Toronto, of the class of 1894, in the honour departments of Modern Languages and Political Science. After graduation he taught successively in the Sydenham and Gananoque High Schools and in the Peterborough Collegiate Instituté. In 1904 he was appointed head of the History Department



Professor Macpherson.

in the Technical High School, Toronto, which position he resigned three years ago to take charge of the History Department in the Faculty of Education, University of Toronto. Both as a lecturer and writer Professor Macpherson possesses the faculty of seizing the essentials of his subject and presenting his material in a clear and interesting manner. He will be greatly missed from the staff of the Faculty of Education in Toronto, as well as from the editorial staff of THE

SCHOOL; and he will carry with him to his new position the sincerest wishes for success from the ex-students who have enjoyed his lectures and from the members of the staff who have found him a delightful colleague.

Several additional appointments have been made recently by the Toronto Board of Education to its High Schools: To Humberstone Collegiate Institute, J. D. Morrow, B.A., principal of St. Mary's Collegiate Institute, goes as classical master; B. W. Clarke, B.A., formerly of Markham High School, as mathematical master; Miss A. Estelle Barr, B.A., of Kincardine High School, as teacher of English and History; Miss Wilhelmina Colbeck, B.A., of St. Mary's, as teacher of Modern Languages. To Harbord Street Collegiate Institute, J. H. Adams, B.A., of Orangeville, as classical master; W. J. Lamb, M.A., of St. Thomas, as mathematical master. To Jarvis Street Collegiate Institute, Miss Helen S. Durie, M.A., of Bishop Strachan School, Toronto, to the modern language position in place of Miss M. N. Dafoe, who has resigned.

THE WEST

The Summer School of Science and Handicrafts for teachers will open July 8th in the Kelvin Technical High School, Winnipeg, and continue for five weeks.

The Winnipeg School Board will make the experiment this year of closing the schools on June 13th, and hence the Department of Education will conduct the Teachers' examinations from June 17th until 24th.

Mr. J. W. Thompson, B.S.A., a recent graduate of the Manitoba Agricultural College, has been engaged as agricultural teacher in the Roblin Consolidated School. A number of other consolidated schools are arranging to engage a similar teacher for the opening of school in September.

Manitoba University held its annual convocation at three o'clock in the afternoon of Friday, May 16th, at which Archbishop Matheson, Chancellor of the University, conferred the regular degrees upon this year's successful graduates. The honorary degree of LL.D. was also conferred upon Dr. E. E. Wesbrook, President of the University of British Columbia, and the Rev. Father A. A. Cherrier. Dr. Vincent, President of the University of Minnesota, delivered the usual address upon the occasion.

Mr. A. J. Urquhart, of Winnipeg, has been appointed principal of the Intermediate School, in Outlook, Sask. The former principal was Mr. H. F. Armitstead.

Miss Anna S. Graham, of Minnedosa, Man., has been appointed supervisor of primary classes in the Brandon Public Schools. Miss Graham will be responsible for the management of some twenty-five rooms, and will receive an initial salary of \$1,000 a year.

Mr. W. S. Cram, B.A., Principal of the High School at Yorkton, Sask., has been appointed Inspector of Schools in the Wynyard division.



Dr. R. A. Wilson, M.A.

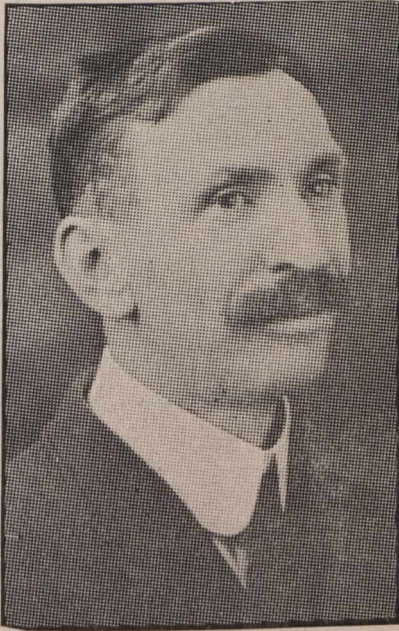
Recently appointed Principal of the Normal School, Regina, Sask.

Mr. R. W. Asselstine, B.A., formerly a member of the Collegiate Institute staff and for the past year principal of one of the large public schools in Saskatoon, has been appointed Inspector of Schools in the Rosetown division.

The annual examinations for teachers' diplomas in Saskatchewan will this year begin on June 23rd. By this means the pupils and the teachers will be released from their duties considerably earlier than in former years. Arrangements will

be made also by which the examinations will be conducted by the staffs of the schools in the centres at which the examinations are being held. In former years teachers from outside points acted as presiding examiners.

Meetings of the Educational Commission for Saskatchewan were held recently at Arcola, Wolseley, Weyburn, and North Battleford. The Commission consists of Mr. D. P. McColl, Superintendent of Education, Chairman; Mr. T. E. Perrett, Superintendent of Public Schools, Regina; Mr. D. McIntyre, Superintendent of Public Schools, Winnipeg; Mr. W. A.



Mr. Norman McMurchy, B.A.

Recently appointed Principal of the Collegiate Institute, Regina, Sask.

McIntyre, Principal of the Normal School, Winnipeg; and Mr. W. J. Rutherford, Dean of Agriculture, University of Saskatchewan.

Dr. Tory, President of the University of Alberta, is at present on a mission with delegates from the United States and from the Province of Saskatchewan, to study the matter of agricultural banks. He is acting for the Government of the province. The itinerary will include Austria, Bulgaria, the Balkan States, Russia, Germany, France and England.

The Alberta Department of Education is this year inaugurating a short summer course for teachers lasting from July 7th to August 9th in Manual Training, Domestic Science and Art, Nature Study, Agriculture and School Gardening, Art and Physical Culture. The conditions demanded by the Strathcona Trust in the Physical Culture course will be satisfied and a qualifying certificate given at the close of the course. Credits will be given likewise for the work done in the other subjects with a view to completing these for qualifying courses in subsequent sessions. The course is to be given at the University, Edmonton South.

The report of the president at the annual convocation of the Alberta Provincial University at Edmonton on the 14th of May displayed some startling figures in relation to the growth of the institution. At the close of the 1908 and 1909 teaching year the enrolment numbered 45, with the figures in successive years, 82, 129, 185, and in the present year 325. The staff in the first year numbered 5 and is now 26. It is expected that 500 students will enroll this fall, and the staff will probably be 35. Two denominational colleges, Alberta and Robertson, belonging to the Methodists and Presbyterians respectively, are already in affiliation. The work in the University started with a single faculty of Arts and Science. The Faculties of Applied Science and Law have since been added, and a Medical Faculty will be established this autumn. The Faculty of Arts and Sciences has been expanded by the addition of courses in education and agriculture. A Faculty of Education will probably be added very soon. The University conducts the examinations for the dentists', architects', and surveyors' associations. Sixteen degrees were conferred at this year's convocation. Eight secured the degree of Arts, one the degree of Bachelor of Science, five of Applied Science, and two the Master's degree.

THE EAST

To train teachers for rural elementary schools in Quebec a short course is to be inaugurated this summer at Lachute. It is expected that about one hundred teachers without any professional training, but merely teaching on permits, will attend.

Following the educational campaign which was held last year with such success, the Protestant Committee of the Council of Public Instruction plans to hold a number of meetings this summer at various places throughout the province. The matter of the consolidation of rural schools will be the main topic discussed.

Dr. S. B. Sinclair, who for the last four years has been Head of the School for Teachers of Macdonald College, has resigned. He will devote his attention for the next year or so to the study of the various problems of rural education in the province of Quebec.

Mr. G. S. Cutler, who has been lecturer in Cereal Husbandry at Macdonald College, has been appointed Professor of his subject, in the University of Saskatchewan, Saskatoon.

Miss Janet Greig, for four years teacher of French in the Practice School of Macdonald College, has accepted a position in Vancouver, B.A., and leaves Quebec in September. Miss Greig has assisted in the summer schools in French held at McGill and at Macdonald College for some years past, and is widely known as an exponent of the direct method.

Dr. D. W. Hamilton has been appointed Professor of Nature Study in the School for Teachers of Macdonald College, to fill the vacancy caused by the recent death of Dr. John Brittain. Dr. Hamilton is eminently fitted for the position. In addition to long academic training he has had considerable experience which especially fits him to train teachers for rural schools. He was for three years with Dr. Robertson, in the Macdonald Rural Consolidation Movement, at Kingston, N.B., and then for three years in the New Brunswick Normal School at Fredericton. Last year he was Assistant to Dr. Lynde in the department of Physics of Macdonald College.

The Carleton and Victoria County Teachers' Institute was held in the Fisher Memorial School Building, Woodstock, N.B., on Thursday and Friday, May 1st and 2nd. There were enrolled 106 teachers. Papers were presented on The Very Backward Pupil, by E. Alexander; Nature Study in Town Schools, by Miss Helena Mulherrin; Making Effective our Nature Study and Agriculture Course, by R. P. Steeves, Inspector of Schools, Sussex, N.B.; The Teaching of Writing, by Miss C. P. Fawcett; Physical Drill, Miss F. B. E. Robert-

son; Military Training, Major J. J. Bull; Arithmetic in our Schools, W. T. Denham, B.A. A public meeting on Friday evening was addressed by Inspector Steeves, F. Peacock, Director of Manual Training, and Premier Flemming.

Closing examinations for Teachers' License are to be held at Fredericton, St. John and Chatham, N.B., beginning on the 10th of June. A large number of applicants have already signified their intentions of writing on these examinations.

BUSINESS NOTES

With this number THE SCHOOL completes its first year of publication. In any new undertaking of this kind, the first year is always the most trying one for both publishers and subscribers, and we wish to thank our subscribers for the very loyal support they have given us.

One of the difficulties that THE SCHOOL has experienced is that our subscribers very frequently obtain better positions and change their place of residence, but forget to let us know promptly where they have gone. Some magazines have come back to us because they could not be delivered for the above reason, and we have not been able to rectify the error as promptly as we could have wished.

THE SCHOOL is still answering inquiries regarding school-room decoration, and from time to time we shall try to give some of these answers through our columns.

A great deal of new advertising appears in the June number of THE SCHOOL. We hope that our subscribers and our readers will look over these advertisements carefully. It may be that some of them do not concern the teacher as much as the pupil. If the teacher in these cases will pass on the information to the pupil or parent, THE SCHOOL will be benefited as well as those who receive the information.

THE SCHOOL is proud of its advertising sections. We venture to think that few magazines have been able in the first year to maintain such a high standard in this regard. Subscribers may rely on getting the very best of service from the firms and individuals who advertise with us. We think that the advertisements make interesting reading, whether you contemplate inquiring or not. When you do inquire, please remember to do THE SCHOOL a good turn by mentioning the fact that you saw the advertisement in this magazine.

This year we have not been able to pay for the articles which have appeared in *THE SCHOOL*, but this has not affected the high quality of the work done by our contributors, who have written only for the benefit of the profession. We wish to take this opportunity of thanking them for what they have done. Our organisation expenses this year have been heavy, but we think that there will be a balance next year which we can use to make at least a nominal payment for articles. Those who send us articles for publication should limit them, if possible, to a few hundred words in length.

As we stated in our September number, *THE SCHOOL* is in no sense a commercial undertaking. We wish the teachers of Canada to feel that this is an educational medium to which they may send suggestions which will benefit other teachers. We have been asked by many teachers to commence a Round Table Department to which short letters may be sent, giving comments or asking for suggestions on various school problems. We cannot hope in all cases to solve problems connected with school work, but we can always find some one among our subscribers who can do so.

You may expect that *THE SCHOOL* will be very much better next year than it has been this year. We are going to do our best to make it so, and we want your help in this respect. This is not our magazine, but it belongs to the teachers of Canada. We want to get in touch with education and educational methods in every province of Canada. We hope that Inspectors will use *THE SCHOOL* as a medium for giving their views on different topics connected with school work to their own and other teachers. If these articles are short, we can find room for many of them during the year.

The May number of *THE SCHOOL* was mailed to 3367 subscribers. If each of these subscribers will say a good word for the journal, this number can be tripled for next year. You will meet many teachers during the summer vacation. Will you not remember to mention *THE SCHOOL* as a good educational magazine? We should be glad if subscribers would send us names of other teachers who would like to read *THE SCHOOL*.

For the coming school year arrangements have been made for several series of articles that should prove very attractive to readers of *THE SCHOOL*. Our readers will be delighted to

learn that Mr. Spinney will contribute a second series of articles, entitled "Little Journeys to Rural Schools". We shall also have a number of short articles on Primary Language Work, The Equipment of a Science Room, The Twentieth Century Inspector, Waste Effort in Teaching. Arrangements are being made for other articles, and fuller announcement will be made in our September number.

In connection with the introduction of the teaching of agriculture into the schools of Ontario, the Department of Education has recently commenced the publication of a series of *Agricultural Education Bulletins*. Up to date the Bulletins have been: No. 1—The Story of an Ontario School Garden; No. 2—Agriculture in the Schools; No. 3—Suggestions and Helps for Teaching Agriculture and Carrying on School Gardening; No. 4—Agricultural Instruction Act; No. 5—The Carleton County Potato Growing Contest, 1912. Other Bulletins will follow from time to time. Teachers who have not received the Bulletins already published should notify Professor McCready, Ontario Agricultural College, Guelph.



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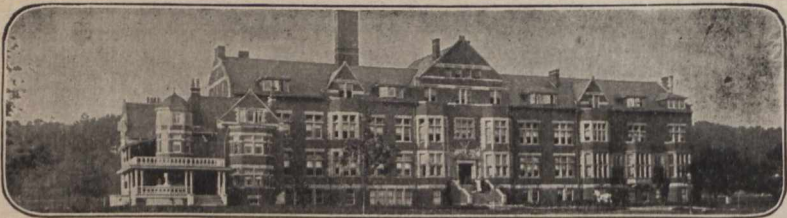
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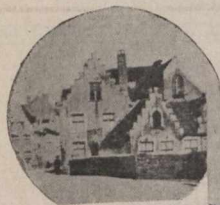
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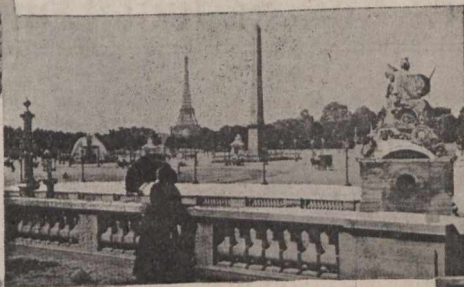
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DEPARTMENT OF EDUCATION, July, 1912.

Ontario Department of Education

Teaching Days for 1913

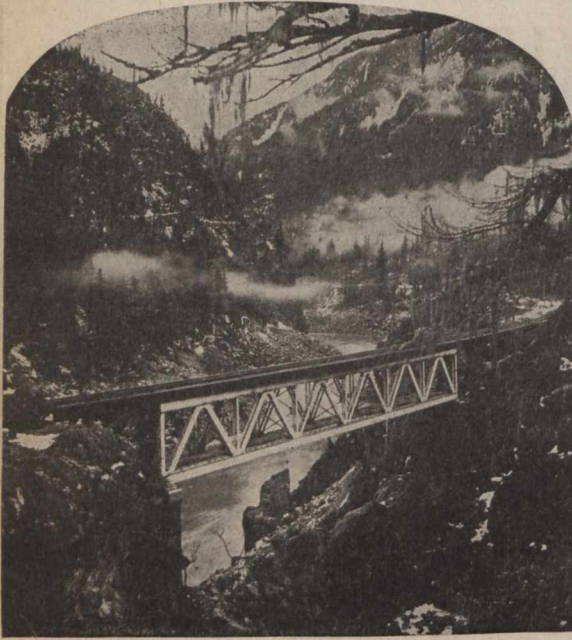
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January.....	21	July.....	
February.....	20	August.....	
March.....	15	September.....	21
April.....	22	October.....	23
May.....	22	November.....	20
June.....	19	December.....	16
	<hr/>		<hr/>
	119		80
		Total.....	199

NOTE—Christmas and New Year's holidays (23rd December, 1913, to 4th January, 1914, inclusive), Easter holidays (21st March to 30th March, inclusive), Midsummer holidays (from 28th June to 1st September, inclusive); all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (1st) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Saturday, 24th May), and the King's Birthday (Tuesday, 3rd June), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1913, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.



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Swiftholm, formerly the homestead of Louis J. Swift, is now a beautifully laid out summer resort. Mr. Swift staked his claim to this land about twenty years ago, and one of the most interesting stories of a fight for a homestead can be written in regard to the strenuous campaign he had to carry on before he finally secured from the Canadian Government his patent for the land, which is now traversed by the Canadian Northern and the Grand Trunk Pacific Railways.

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Prices of the lots in Swiftholm run from \$150 to \$500 a lot. The terms are one-third cash and the balance in three semi-annual payments with interest at eight per cent. Ten per cent. discount will be allowed purchasers who pay all cash.

A post card will bring you a Swiftholm booklet containing views of the property, map and prices. Send for it now.

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