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Vol. IV

Toronto, June, 1916

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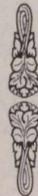
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Ontario Department of Education.

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

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

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(2) The revised editions of the following Ontario Teachers' Manuals, bound in cloth, from a local bookseller, or the publishers, The Copp Clark Co., Ltd., Toronto:

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Toronto, February 1st, 1916.

Ontario Department of Education

Teaching Days for 1916

High, Continuation, Public and Separate Schools have the following number of teaching days in 1916 :

January.....	21	July.....	
February.....	21	August.....	
March.....	23	Sept. (H. Schools, 19)...	20
April.....	14	October.....	22
May.....	22	November.....	22
June.....	21	December.....	16
	122	(High Schools, 79)	80
		Total.....	202
		Total, High Schools.....	201

DATES OF OPENING AND CLOSING

Open.....	3rd January	Close.....	20th April
Reopen.....	1st May	Close.....	29th June
Reopen.....	1st September	Close.....	22nd December
Reopen (H. Schools)	8th Sept.		

NOTE—Christmas and New Year's holidays (23rd December, 1916, to 2nd January, 1917, inclusive), Easter holidays (21st April to 30th April inclusive), Midsummer holidays [from 30th June to 31st August (for High Schools to 4th September), inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (4th) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Wed., 24th May), and the King's Birthday (Saturday, 3rd June), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1916, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

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Editorial Notes

The Honour Roll (*Fifth Instalment*).—An English teacher is doubtful of the wisdom of teaching the war in the schools. "Education", he claims "is a work of peace. It should not train the youth of the country to view the world through the medium of war". He is not certain that even the Germans believe in teaching the war in the schools. In support of this view he quotes Von Hindenburg's reply to congratulations from an Austrian school: "It is better for you not to think of me at all. Think of nothing else but your lessons. You go for your lessons and I'll go for the Russians".

But this English teacher is a voice crying in the wilderness. Among the nations in conflict war is to-day the supreme interest of citizenship. Schools should reflect in miniature the interests of the world outside. They must reflect the war. The German schools teach the war and, from their point of view, teach it well. No institutions supply the German armies with more volunteers from the over-age and under-age classes than do the German schools and universities. All British schools teach the war. Indeed many British schools have been closed for half-time in order to provide accommodation for the training of soldiers. British universities and the upper forms of the Public Schools have been swept clean of students by voluntary enlistments. Twenty thousand British teachers are in khaki. Canada follows in the footsteps of the motherland. She teaches the war in her schools. She sends her senior pupils to the front. The Upper School of a Canadian Collegiate Institute enrolled 19 young men in September last and only four remain to take the June examinations! The University of Toronto, one among the universities of the country, has alone given 2500 of her sons to the war. Where Canada's students go her teachers lead. THE SCHOOL gives below an additional Honour Roll of enlisted teachers.

MANITOBA.

Captain W. H. Clipperton, B.A., Principal La Verendrye School, Winnipeg, with the 203rd battalion; Wm. C. Shearer, Neepawa.

ONTARIO.

Captain Thomas Bingle, Principal King George School, Brantford, with the 125th battalion; O. K. Carruthers, Toronto Public School staff;

Joseph E. Gray, B.A., McMurrich School, Toronto, with the 198th battalion; J. A. Holdsworth, Principal King Edward School, Brantford, with the 215th battalion; Captain Walter Joyce, B.A., Principal Central School, Brantford, with the 215th battalion; Murray Macaulay, Carlyon; Captain J. E. R. Munro of the staff of the South Central School, Peterborough, Adjutant, 93rd battalion; H. Spencely of West Guildford with the 109th battalion; Russell Wagner, Dobbinton.

SASKATCHEWAN.

Harold S. Ashdown, Pig Lake S.D., 65th battalion; G. W. Atkinson, River Bond S.D.; Robert R. Anderson, Diamond Hill S.D., private 209th battalion; E. G. Bell, private, 68th battalion; H. V. Barker, Round Grove S.D., private, 68th battalion; Magnus A. S. Breedfjord, lieutenant, 16th Br. Royal Fusiliers; Geo. F. Bradley, Lake Edwards S.D., 65th battalion; Alexander M. Boyd, lieutenant, 96th Highlanders; E. W. Byers, Moose Jaw, lieutenant, 229th battalion; Frank L. Barnett, Queen's Park S.D., Royal Flying Corps; T. G. Bamford, Borden S.D., chemist in munition factory, Quebec; Arthur G. Bond, Elmdale S.D., 152nd battalion; H. M. Crabb, Fairdale S.D., private 128th battalion; Samuel G. Carson, principal, Kisbey Public School, lieutenant, 152nd battalion; Gordon B. Cumming, South Fork S.D., lance-corporal, 12th battalion; Jas. D. Cumming, assistant principal, Strathcona School, Regina, lieutenant, 196th Western University battalion; Wm. S. Cole, Mount Nebo S.D., private, 10th C.M.R.R.; Michael J. Carey, Ollenberger S.D., private, 1st Field Ambulance Corps, Winnipeg; Geo. G. Campbell, McCarter S.D.; Eustace Dudley, assistant principal, Arcola High School, lieutenant, 68th battalion; Edward F. Down, Treherne Centre S.D., 65th battalion; Donald E. Denmark, Angrove S.D., 53rd Sask. battalion; Arthur Jas. Elliott, Eagle Butte S.D.; Walter H. Edwards, Kinistino S.D., private, 79th battalion; Chas. F. H. Fish, Punichy S.D., 44th battalion; P. H. Galloway, Wolseley S.D., 182nd battalion; Arthur Gleelan, Carclew S.D., private, 96th battalion; Oliver W. Gladstone; Carlyle Gerow, private, 60th battery; H. Hea, Elbow S.D., private, 128th battalion; G. H. Hurlburt, private, 128th battalion; Walter H. Hastings, private, 195th battalion; H. D. Hedley, Moose Jaw Collegiate Institute, lieutenant, 10th C.R.I.; Geo. H. Hambly, Auburndale S.D., private, 10th C.M.R.R.; Jas. D. Henderson, Summit Park S.D., corporal; Edward R. Johnstone, Blaine Lake S.D., 188th battalion; Robt. W. Joslyn; Harold W. Joslyn, Red Fox Valley S.D.; S. J. Kramer, Elsas S.D., private 68th battalion; Andrew Kopec, 152nd battalion; Fred J. Lewis, Deer Park S.D., sergeant, 53rd battalion; Albert T. Lindsay; Matthew Lynam, Cameron S.D., 65th battalion; A. C. Myers, Leicester S.D., private, 128th battalion; Edward C. Miskiman, Green

Lawn S.D., private, 10th C.M.R.R.; Chas. S. Marr, classic master, Estervan High School, private, Princess Pats., reported dead in casualty list March 4, 1916; M. H. Mick, Arrayo S.D., private, 209th battalion; Frank Mallinson, Havelock S.D.; Wm. G. W. Moxley, Glenhurst S.D.; W. C. Marriott, principal, Central School, Prince Albert; Peter A. McPhail, 65th battalion; M. C. McLean, Moose Jaw Collegiate Institute, corporal, 28th battalion, now in Flanders; Chas. MacFarlane, private, Strathcona Horse, killed in action in Flanders; R. A. McCallum, sergeant, 79th Cameron Highlanders; Victor MacDonnell, Allindale S.D., 32nd battalion; Stewart McKercher, Young S.D., 65th battalion; Bruce MacKenzie, Beaver Falls S.D., 214th battalion; P. Nelson, lance-corporal, 128th battalion; R. L. Penny, Broadacres S.D., private, 68th battalion; Emmett T. Peters, Lake Shore S.D., 65th battalion; J. R. Ponton, Moose Jaw, sergeant-major, 28th battalion; Wm. Padfield, Hague S.D., corporal, 53rd battalion, transferred to 5th battalion in France, and has been in trenches since June, 1915; Medley K. Parlee, Wilson S.D., 28th battalion, now in France; H. Reynolds, Ford S.D., corporal, 128th battalion; Michael F. Ryan, 65th battalion; Oliver Riley, principal, Wapella Public School, lieutenant, 229th battalion; Herbert Reid, private; J. C. Ross, Zealandia; M. Swerdfeger, Manybone Creek S.D., private, 68th battalion; Harold K. Staples, principal, Whitewood School, 217th battalion; Jas. J. Stillwell, Nord S.D., sergeant, 229th battalion; W. C. Shearer, North Battleford; Frederick B. Smith, Langenburg S.D., private, 107th battalion, Company "D"; F. G. Thomas, private, 128th battalion; Arthur Thornton, Coblenz S.D., 60th battery; C. Wilcox, Capeland S.D., private, 68th battalion; Roy C. Wight, 65th battalion; Wm. J. Webster, 101st battalion; Harry J. Walford, South Star S.D., private, 188th battalion; Clifford L. Wingham, Tyner S.D., Queen's battery; Thos. R. Webster, Poplar View S.D.; Lewis Wells; Frederick Wilkinson, Albert School, Regina.

The Central Technical School, Toronto.—For years the Ontario Educational Association has held its Easter meetings in the main building of the University of Toronto. This year it broke with traditions and accepted the cordial invitation of the Toronto Board of Education to meet in the Central Technical School. There were forebodings. Some frequenters—the O.E.A. has developed a corps of frequenters—worried lest they should not find the building, or the room assigned them, or their friends or a place to lunch. But once within the building all worries disappeared. The Central Technical School with its appointments is an education in itself. The arrangements were perfect. Everywhere one could see, hear, and breathe freely. All meeting halls were easily found and when found were both comfortable and attractive. It was easy to meet one's friends. There was so much to see that they never

left the building. The Board of Education spared no effort to make the stay of the teachers pleasant and Principal McKay and his staff seconded their efforts with untiring good will.

School Attendance.—Dr. Waugh, Chief Inspector of the Public Schools of Ontario, has published a very encouraging report upon school attendance in Ontario. The inspectors are acting with enthusiasm under the recent amendments to the Compulsory Attendance Act and the school attendance improves steadily.

And yet the attendance at rural schools everywhere on this continent is not good. Climate, distance, American individualism, parental indifference or need or greed, inefficient teaching are all pleaded in extenuation. Is the war to be added to these pleas? In Great Britain while the war lasts boys and girls of eleven years of age may be withdrawn from school to work on the farm. And reports show that the withdrawals are very numerous. It will be unfortunate if the attendance of children under fourteen years of age, already unsatisfactory in the rural districts of Canada, is made doubly so by the shortage in farm labourers. If the last and greatest struggle with Germany is to come in the activities of peace after the war, the schools must prepare now for the final victory. They cannot do so with irregular school attendance.

Seat Work.—Waste in Education was the subject of a very interesting discussion at the recent meetings of the O.E.A. Many phases of this waste were under consideration, but no phase interested THE SCHOOL more than the waste from ill-planned seat-work. A recent inquiry had convinced one of the speakers that pupils in Form I of the rural schools "spend at least 85% of their school hours cramped up in seats". It had convinced him further that not a little of the work assigned as seat-work for this 85% of the school day lacks purpose or 'motivation'. It is not always planned either as a means of developing new ideas or as a means of self-expression "whereby the ideas that issue from the instruction in other school subjects may be clarified and developed". It does not always exhibit continuity or sequence when it appears on successive days. "It is sometimes of the piece-meal variety that leads nowhere". Not uncommonly it is the transcription of empty phrases and sentences or of mechanical work in arithmetic. In its most grotesque and, let us hope, rarest form it appears in the illustrations: "go to your seats and draw *something*" or "go to your seats and study *m, n and r*".

The speaker did not attempt to account for this ill-organised seat-work or to suggest a remedy. But he appeared to think that the cure, like the cause, does not lie in the training schools. And the cure could

not be applied to the inexperienced teacher. It will be effective only when the teacher knows the life of the school-room.

Is the situation serious enough to call for a special Summer Course for teachers? The Ontario Department of Education has evolved an unusually extensive and effective series of free Summer Courses. Does not seat work, which in the nature of things cannot be adequately treated in the training schools and which monopolises 85% of the working hours of primary children, present a legitimate claim for consideration? A Summer Course on seat-work for rural schools would contain theoretical as well as practical elements. A part of each day could be given to a discussion of the use of such subjects as manual training, art, elementary agriculture, nature study, etc., in seat work. The remainder of the day could be devoted to observation and practice teaching in a school where the results of the discussion are illustrated in practice. This Summer Course should be given in a rural district where a real summer outing could be combined with real professional training.

Of course there are difficulties in the way of such a course. It will not be easy to find an available rural school in July. But the Department of Education which the people of Ontario have come to know in recent years has surmounted graver difficulties than this. It will not be easy to secure the attendance of teachers. Free tuition, and bonuses to cover travelling, board, and lodging will make it possible for some to attend. Attractive accommodations and evidence that there is profit in the training will do the rest. Representative teachers from each inspectorate would soon spread throughout Ontario the gospel of well-planned and well-conducted seat-work. May it not be in such directions that we must look for the solution of the rural school problem?

The Six-and-Six Plan.—The American plan of dividing the period of elementary and secondary education into two equal parts each six years in duration is as old as Comenius. Why then so much talk about it at the present time as if it were some recent discovery? The reason is briefly this. In the "twenties" of last century the United States inaugurated the high school system of secondary education thereby causing the old academy system to sink into desuetude, and superimposing the four-year high school upon an eight-year elementary school. In recent years American educationists have cast grave doubts upon the wisdom of this arrangement. Not only has it been shown that the North American continent is unique in having such a short period of secondary education, but arguments have also been advanced to show that the scheme is psychologically unsound. The unwisdom of changing schools at fourteen in the middle of an extraordinarily disquieting period of life, namely early adolescence, has been

pointed out. Further, in regard to the acquisition of a foreign tongue, it is now maintained that fourteen is much too late to begin. Language, it is argued, is a capacity which has its optimal time for development between one and four years of age, after which it rapidly fades unless hardened into a system of habits. Therefore to try to teach pupils of fourteen Latin, Greek, French, or German is to attempt the increasingly difficult. The six-and-six plan has consequently been advocated by American teachers as a solution of the problem. The administrative difficulties in the way are great but not insuperable. The additional financial burden which would be created by transferring pupils of twelve to fourteen years from the comparatively cheap elementary school to the more expensive secondary school will no doubt deter many States from making the change. But the claim that the educational attainments of the pupils of American secondary schools at eighteen years of age are two years behind those of similar pupils in England, France and Germany, will probably prove a stronger argument than the desire to save expense. The two years are probably lost, American educationists argue, between the ages of twelve and fourteen and until administrators are prepared to introduce the six-and-six or some other equally effective plan American schools must rest content with their present achievements.

Health of Pupils.—Teachers in the middle of the nineteenth century forgot that the pupil had a body; they thought he was nothing but mind. At least their behaviour would lead us to believe that such was the case, for not the slightest attention was paid to school hygiene, medical inspection, or any other aspect of health conservation. It has been reserved for the twentieth century to rediscover the body and to show that a very close relationship exists between physical and mental welfare. Consequently we find education committees and school trustees paying more and more attention to the hygienic conditions of school buildings, more especially those aspects which are concerned with heating, lighting, and ventilation. Some indeed have realised that this is not enough and have put into force the legislation regarding medical inspection of schools and pupils which exists on the statute books of most modern states. In doing this other needs have been realised for the first time. Dental inspection is seen to be as urgent as medical inspection, and both are seen to be more or less wasteful expenditures of money unless the physical ailments they reveal are remedied as soon as possible. Thus medical and dental clinics follow medical and dental inspection as surely as Spring follows Winter. From remedial measures to preventive measures is but a short step. Of what use is the provision of spectacles if we compel pupils to attend badly lighted schools, to read badly printed books, and to do eye-straining forms of

handwork? Open-air schools and classes are therefore instituted to prevent the debilitated child from becoming tubercular; and classes for the semi-blind are formed to preserve what little eyesight is left to these unfortunates. Gradually the knowledge is borne in upon school administrators that health, at bottom, is an individual matter and children cannot be treated in the lump, and that many of the physical defects of pupils are acquired in pre-school days. The so-called children's diseases are caught for the most part before children are of school age and they are powerfully potent in causing defects. Thus the energies of medical officers and others are directed to the young child. Schools for mothers and day nurseries are established. Lastly, it is recognised that health is largely a matter of education and the best way to secure the health of the infant, child, or adult is to educate the mother. Not until our efforts are directed to this strategic point—the education of the mother in the matter of health—do we attain much success. *The health of pupils is an individual matter and is best conserved by educating the motherhood of the nation.*

Summer Courses.—Before this number of *THE SCHOOL* reaches its readers the teachers of Canada will have formed their plans for the summer vacation. Some, worn out by the strain of the long school year, will seek renewed strength in quiet places by water, or mountain, or forest. Some, responsive to the call of the farm for help in this time of stress, will move towards the harvest fields. Some—and these not a few—eager to improve their status as teachers, will register in Summer Schools. These Summer Schools are not very remote. Almost every Canadian Province will organize one at least. And they are not restricted to their range of interest. Alberta offers an extensive series of courses at Edmonton. In Ontario both the University of Toronto and Queen's University offer courses for degrees in arts. In addition Toronto offers courses for degree in Pedagogy, and through the University of Toronto the Department of Education of Ontario offers free courses for certificates in commerce, physical culture, manual training, household science, music, French, the kindergarten-primary subjects and the subjects of the Normal Entrance and Faculty Entrance examinations. What do you intend to do?

The History of Schools and School Books.—Mr. Justice Riddell addressed the O.E.A. at Easter on the Ontario of one hundred years ago. With the skill of the jurist, and orator, he made Ryerson, Strachan, and Strachan's arithmetic real to his audience. At the same Easter meetings Professor Macpherson of Queen's University addressed the Training Section on the work of Professor George Paxton Young as a High School Inspector and Professor Ballantyne of Knox College ad-

dressed the College and High School Section on the work of Dr. Tassie as headmaster of the Galt Collegiate Institute. Recently a copy of the Huron Expositor brought to THE SCHOOL the interesting story of a rural school section in Hibbert township by Mr. Prendergast of the Toronto Normal School. These addresses and sketches give evidence of the new interest in the system of education of Ontario and of the new desire to interpret the present fabric in the light of the past.

Every school in Canada has something to reveal of the past. Every old school book is a mine of information as to the lives and thoughts of our Canadian forefathers. The future Canadian historian will need what the old school and the old school book can tell. Would not the teacher find it a pleasant duty to write the story of his school and to collect specimens of the old school books of his neighborhood? For either the story or the books THE SCHOOL would be very grateful.

Book Reviews

Economic Geography, by J. McFarlane, 560 pages, published by Sir Isaac Pitman & Sons, London. Price 7/6. This very excellent volume deserves the highest praise and cannot be commended too highly to all teachers interested in the study of commercial geography. After general chapters on climate and vegetation as they affect commerce, the book deals with the countries of the world in great detail. It treats in a thoroughly scientific spirit the factors influencing the various phases of commerce and shows definitely their influence in each locality. A good deal of space is devoted to Canada, in fact almost as much as to the United States. This is a pleasant indication of the standing and importance of Canada in the estimation of English geographers. Excellent rainfall maps and maps showing the natural divisions of the continents are presented in the volume.

G. A. C.

Agriculture and Life, by Arthur D. Cromwell. 369 pages. Published by J. B. Lippincott Company. This splendid book has been specially prepared for the teacher of agriculture. It discusses every phase of the subject and always in such a way as to be helpful to the teacher who is engaged in the work. Its scope is wider than that of the ordinary book on agriculture, as its title indicates. It deals with all the activities of rural life, such topics as school and home gardens, rural life institutions, festivals, clubs, etc., being dealt with in an admirable manner. The numerous illustrations, which are largely reproductions of photographs, are well executed. The mechanical work of the volume is also excellent. In Canada we are now developing great interest in the teaching of agriculture and such books are of great value to the teachers interested.

G. A. C.

Canada in Flanders. The Official Story of the C.E.F., by Sir Max Aitken, M.P. Cloth, 25 cents. Hodder & Stoughton, Toronto. The present reviewer ventures to predict that every school library in Canada will, before many months, contain a copy of this book. It is of absorbing interest now and will be so for years. It is the story of the heroism of Canadians.

Exceptional School Children*

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IN political life everybody is just as good as everybody else; every face counts just as much as every other face. In the complex machinery of education every child counts just the same as every other child, just one, neither more nor less. In exactly the same way our phrase "equality of opportunity" implies, in subtle fashion, that, given the opportunity, all could rise to the same high level. For a brief space I want to emphasise the fact which every teacher knows, which everybody who gives a moment's thought to the matter knows, that children are *not* identically equal, that they have different capacities and need different educational treatment. There is, of course, a general average—a mediocrity that is common, but above and below the general mediocrity we find the abnormals—those who exhibit exceptional superiority or exceptional inferiority. It is of these exceptional children that I wish to speak to-day.

We shall be greatly helped in our educational thinking if we form the habit of looking upon children, upon each of the traits that children exhibit, as arranged, as it were upon a continuous scale. A simple illustration will make this clear. If all the boys eight years of age in Hamilton were arranged in a row according to height we should find that the majority ranged from 45 to 51 inches. A few would be taller, a few shorter, but there would be a gradual gradation in height from the shortest to the tallest, with the bulk of them crowding around the average, 48 inches. The very tall and the very short would be few in number or as we would say, they would be the outstanding or exceptional cases. In exactly the same way, no matter what trait we measured, whether it were intellectual, moral or physical, we should find a continuous scale with a clustering around the centre or average, and a tailing away in both directions towards exceptional inferiority on the one hand and exceptional superiority on the other.

Children of school age at the extremes of the scale may be conveniently classified as follows:

1. (a) Those who are super-normal in intellect—prodigies, precocious individuals, geniuses and brilliant children of every description.

(b) Those who are sub-normal in intellect—the backward children, mental defectives, imbeciles and idiots.

*Address given at the Hamilton Teachers' Convention, February 25, 1915.

2. (a) Those who are super-normal in morals—the saints of society.

(b) Those who are sub-normal in morals—the excessively cruel, deceitful, egotistical, passionate and destructive; the moral imbeciles, thieves, rascals and knaves of every kind

3. (a) Those who are super-normal in physique—the excessively tall, heavy or strong, and the very healthy.

(b) Those who are sub-normal physically—the under-sized, weak, blind, deaf, crippled and diseased.

The time which I have at my disposal precludes a discussion of all the types. Although I am tempted to dwell upon the children of super-normal intellect, the urgency of the problem of the feeble-minded forces me to confine my remarks to this group. You are no doubt aware that the Provincial Parliament passed last year an Act permitting local authorities to establish auxiliary classes. The Act is directed primarily towards the education and training of the higher grade mental defectives. Toronto is considering the proposal for an institution at the cost of \$300,000 for the care and control of this special class.

To prevent any misunderstanding of the class of which I speak, I will now proceed to define my terms. Sub-normal children are either defined in terms of economics or in respect to the maximum mental development which it is possible for them to attain. Mere backwardness is not to be confused with severer mental defects, such as feeble-mindedness, imbecility, or idiocy. It is a condition in which mental development is retarded through disease, sense-deprivation, or some other adverse condition; if suitable treatment can be adopted, the child improves or becomes mentally normal. A feeble-minded person or *moron* is one who is capable of earning a living under favourable circumstances, but is incapable, from mental defect existing from birth, or from an early age:

(a) of competing on equal terms with his normal fellows, or:

(b) of managing himself or his affairs with ordinary prudence.

He can reach under favourable conditions a mentality equal to that of a normal child of ten to twelve years of age, that is, he can perform tasks which require some little reason and judgment. With the imbecile and the idiot the educator, as such, has little to do. The imbecile is incapable of earning a living, but is capable of guarding himself against common dangers, such as street-cars, fire, etc. The idiot is distinguished by his inability to guard himself against common physical dangers.

How numerous is this person—the moron? The facts are not known for Ontario, but if the feeble-mindedness is as prevalent here as in other parts of the civilised world there are at least 3000 of school age who fall within the moron class. In England a Royal Commission on the care and control of the feeble-minded, reporting in 1908, stated that “the number of mentally deficient children may be expected to be, in the

areas urban and rural, .79 per cent. of the number of children on the school registers, falling as low as .28 in a northern colliery district and rising as high as 1.12 and 1.24 in urban areas”.

By careful examination, about .50 per cent. was found, excluding imbeciles and idiots. In some cities more than twice this number was found. These percentages are not unlike those found in certain cities of the United States and Germany.

Is the moron tending to die out? Unfortunately, no! As far as the evidence goes, feeble-mindedness seems to be on the increase. The reason is not far to seek. The humanitarian nineteenth century kept alive all those unfortunates who in harder and more strenuous times would have been killed off in the struggle for existence. The village simpleton flourished at the expense of society. He married, generally with one of his own class, and had a large family, all mental defectives. There is, so far as I am aware, no case of a normal child being born to feeble-minded or imbecile parents. The case is aggravated by the fact that the family of the feeble-minded is one and a half times as large as the family of normal parents. Karl Pearson has shown that we are recruiting our stocks from below rather than from above, that fifty per cent. of the coming generation is derived from the lowest twenty-five per cent. of the present. The case for the proper supervision of the feeble-minded is overwhelming. They should be detained in institutions for life, so that, by begetting children, they cannot add to the already heavy burdens of normal society.

So much for the unborn. What of those already in the midst of us? We must care for them, train them, educate them, in such a way that they are enabled to earn, under proper supervision, at least a part of their maintenance. If we do less than this we shall fail in our duty.

From the nature of the case they must be separated from the school-children of normal intellect. If we suffer them to remain in ordinary schools they simply clog the educational machinery. They cannot by any means keep pace with normal children.

Their minds work more slowly than those of ordinary children. Unlike normal children they do not like mental activity for its own sake. They exhibit the stupidity of stupid people in the highest degree. They are inferior in sensitivity, inferior in attentiveness to normal children. Especially are they inferior in memory and in all tasks requiring judgment and reasoning. In a word, they are chronically immature, and the training we give them must take this fact into account.

How then shall we train them? The teacher of the feeble-minded must strive to establish in them useful habits of all descriptions. They must be taught to dress themselves, to keep themselves clean, and to perform simple manual work. As with ordinary persons, so with them—

nothing succeeds like success, and the correct performance of some simple task is more educative than a dozen tasks imperfectly performed. They like doing things within their powers, and since bookish work is denied them, they should be given tasks of an extremely practical nature. A progressive sense-training, such as the Montessori and similar apparatus provides, should also be instituted.

Perhaps some of you will be wondering how a feeble-minded child can be distinguished from a child who is merely backward. The dividing line between the two classes is difficult to find, since one class fades insensibly into the other. Some feeble-minded, those bordering upon the imbecile class, can be distinguished by physical stigmata alone. No one having seen a cretin, a mongoloid, a hydrocephalic or a microcephalic will ever fail again to detect the type. But the majority of the feeble-minded are like normal children in physical build. Physical measurements alone fail to differentiate them from their normal fellows.

The task of diagnosing the feeble-minded is a two-fold one. There must be a medical and a psychological diagnosis. Of the medical diagnosis I am not competent to speak. In the psychological diagnosis the problem is to give a series of tests which discover native abilities, uninfluenced, so far as is possible, by training. Spelling, writing, knowledge of multiplication tables and such-like things must be ruled out from the start. A normal child who had never been taught could not tell how many 6 times 7 made. In 1905 Messrs. Binet and Simon, two French psychologists, produced a series of tests for each year of life up to fifteen, which tested intelligence rather than the results of training. These tests were subsequently modified in 1908 and again in 1911, but the principle underlying them remained the same. The following are the tests which a normal six-year-old should be able to pass. If a child can only succeed in passing those for three years younger than himself, he must be considered mentally defective.

YEAR VI.

1. Knows the difference between right and left. "Show me your right hand." "Show me your left ear."
2. Knows the number of fingers on the right hand, left hand, and both hands without counting.
3. Counts thirteen cents in a row.
4. Repeats four digits in order, when heard once.
(a) 4739; (b) 2854; (c) 7361;

(Two out of three correct)

5. Replies to problem questions:
(a) "What's the thing to do if it's raining when you start for school?"

(b) "What's the thing to do if you have missed a train?"

(c) "What's the thing to do if you find that your house is on fire?"

(Two out of three correct).

The Binet-Simon tests have been applied in every civilised country, and, on the whole, they have proved their value. They are not easy to give. Children are easily frightened, and a frightened child cannot do himself justice. Tact and sympathy are essential for the psychologist, if he is to make a success of his diagnosis.

Such, in outline, are the main problems connected with the exceptional children now known to us as the feeble-minded. Ontario is just beginning to tackle these problems. She will be many years before she solves them all satisfactorily. She, however, has made a start, and that is the main thing. For this we are devoutly thankful.

Book Reviews

A Handbook of Vocational Education. By Joseph S. Taylor. Cloth. 225 pages, \$1.00. The Macmillan Company of Canada, Toronto. In this book the author endeavours to show the need for vocational education in a country that would give all its citizens a fair chance in life and promote the best interests of the state. The question of vocational education is reviewed in its historical aspects by reference to developments in the chief countries of Europe as well as in the United States and the results in social conditions and industrial efficiency. The author does not find fault with the traditional education of the schools, but endeavours to show how this, owing to economic conditions, must be supplemented by a type of education that will appeal to the great body of the citizens of a democratic and industrial state. He shows how manual training has largely failed to meet the expectations of its advocates, owing to the tendency to make it conform to the methods of the cultural subjects rather than to its practical use in the life-work and life-interests of the child. While the author wisely avoids a hard and fast scheme for vocational education he brings together much valuable information and presents a fair perspective of educational needs. The author's experience in all classes of schools has led him to reasonable conclusions. A. N. S.

Handbook of Athletic Games, by Jessie H. Bancroft and William Dean Pulvermacher; 613 pages. Published by the Macmillan Company of Canada, Toronto. Price \$1.50. The teacher who has not taken part in athletics often finds it difficult to understand the games which his pupils are playing. In this concise book is given a description, as well as the rules, of all the Canadian and United States games, baseball, football, basketball, lacrosse, golf, etc. In addition to this the rules governing field and track events are given. It should be a very useful book in the hands of an instructor of playgrounds and of teachers who wish to instruct pupils in athletics. J. A. I.

What Shall We Play, a dramatic reader, by Fannie Wyche Dun, with illustrations; 151 pages. Published by the Macmillan Company of Canada, Toronto. Price 40 cents. For Friday afternoon exercises in the second and third classes no better book could be found. Such well-known stories as Cinderella, The Sleeping Beauty, Gluck's Visitor and others, have been dramatised so that boys and girls may not only read but act the different characters in these stories thus arousing an interest that could not otherwise be obtained. J. A. I.

Diary of the War

(Continued from the May number).

MARCH.

- March 1. German seaplane drops bombs on the South-east coast; one life lost. Mine sweeper H.M.S. *Primula* torpedoed and sunk in the Eastern Mediterranean.
- March 2. Compulsion Act comes into force. Russians capture Bitlis in Southern Armenia and take six guns. German artillery activity to the north of Verdun and in the Woevre. Germans penetrate into village of Douaumont; furious street fighting; attack on village of Vaux repulsed. British capture the International Trench to the South-east of Ypres.
- March 3. United States Senate votes against an official warning being given to Americans not to travel on armed liners.
- March 4. The raider *Möwe* returns to a German port. Bombardment of Douaumont continues; German assault east of Pepper Hill ridge frustrated. Russians land forces at Atina, on the Black Sea coast, 60 miles from Trebizond. The Russian land forces occupy Maprava, between Atina and Rizeh.
- March 5. Three Zeppelins raid 8 counties on the North and North East Coasts; 18 killed and 52 wounded.
- March 6. Germans attack to the north-west of Verdun and carry the village of Forges and Hill 265. They also penetrate a small advance work near Maisons de Champagne.
- March 7. Colonel Winston Churchill suggests the recall of Lord Fisher. French in a vigorous counter-attack recapture the greater part of the Corbeaux Wood west of the Meuse. They also repel a violent attack near Douaumont. In Champagne the French recapture some of their lost trenches. Germans capture the village of Fresnes south-east of Verdun. Russians progress towards Trebizond and occupy Rizeh. General Smuts advances against Kilimanjaro area.
- March 8. General Aylmer makes an unsuccessful attack on the Es Sinn position seven miles from Kut-el-Amara and is forced to retire.
- March 9. Thirty-one British aeroplanes bombard an enemy rail head east of Loos. French progress in the Corbeaux Wood. General Van der Venter occupies Taveta and Salaita, East Africa.
- March 10. Germany declares war on Portugal. After a furious struggle the Germans recapture part of the Corbeaux Wood and make gains at Béthincourt and in Vaux village. British destroyer *Coquette* and torpedo-boat No. 11 strike mines off East Coast and sink; 45 lives lost.
- March 11. Russians occupy Kirind 130 miles from Bagdad. General Smuts defeats the main German Army in the Kilimanjaro region and forces it to retreat towards the Usambara Railway. German surprise attack near Rheims between Troyon and Berry-au-Bac is successful; some French positions penetrated.

- March 12. H.M. Fleet Auxiliary Fauvette mined and sunk off the East Coast; 14 lives lost.
- March 13. General Smuts occupies Mosh and advances on Arusha, farther inland.
- March 14. German assaults on Verdun renewed; those between Béthincourt and Cumieres repulsed, though the Germans gain a footing on the lower slopes of Mort Homme. British force under Major-General Peyton reoccupies Sollum on the western frontier of Egypt; several Bedouin tribes surrender.
- March 15. General von Tirpitz resigns, and is succeeded by Admiral von Capelle. French regain part of the ground lost at Mort Homme.
- March 16. Dutch liner Turbantia torpedoed and sunk by a German submarine 30 miles off the Dutch coast. General Gallieni resigns the office of French Minister for War and is succeeded by General Roques. Fresh German assault on Mort Homme repulsed. German attack on village and fort of Vaux also repulsed. Russians occupy Mamahutun, 60 miles west of Erzerum.
- March 18. Dutch liner Palembang sunk by a German submarine in North Sea. Allied airmen bombard Zeebrugge; French airmen raid Mülhausen.
- March 19. Four German seaplanes raid the Kentish coast; 9 killed and 31 injured. Two of the seaplanes are brought down. German attack on extreme left of French lines at Verdun and carry Avocourt wood. Russians enter Ispahan, in Persia.
- March 20. Four British destroyers pursue three German destroyers off the Belgian coast damaging two of them. North west of Verdun the German attack with liquid fire between Avocourt and Malancourt and are repulsed. A German attack on Pepper Hill is also repulsed. Sixty-five Allied aeroplanes bombard the German seaplane stations at Zeebrugge and the aerodrome at Houtlave near Zeebrugge with four tons of explosives.
- March 21. French drive back the Bulgar-German outposts north of Salonika. Italy announced to have seized German shipping worth \$15,000,000. General Russian offensive from Gulf of Riga to south of Dvinsk; progress made at Lake Narotch east of Vilna. General Smuts defeats the Germans in East Africa near Kabe and pursues them along the Tanga Railway.
- March 22. Germans gain a footing on the Hill of Haucourt, near Malancourt, threatening Mort Homme.
- March 23. British communiqué records fighting in the new sector taken over from the French from Souchez to Arras.
- March 24. Cross-Channel steamer Sussex torpedoed and sunk; 100 lives lost. Atlantic Transport Company's liner Minneapolis torpedoed and sunk in the Mediterranean; 11 lives lost. Russians occupy Khizan, 35 miles south-east of Bitlis. War Office announces General Sir A. Murray to command in Egypt, in place of General Sir J. G. Maxwell.
- March 25. Admiralty publish an account of an action in the North Sea on Feb. 29, in which the British armed merchant cruiser Alcantara and the German armed raider Greif sank each other. British sea-planes raid German sheds in Schleswig-Holstein east of the Island of Sylt; three of them captured. Two of the convoying destroyers Medusa and Laverock in collision; Medusa lost. Two German patrol vessels sunk. H.M.S. Cleopatra rams a German destroyer.

- March 26. Russians continue their offensive and capture trenches at Postavy.
- March 27. War conference of the Allies in Paris. British capture first and second line trenches at St. Eloi over a length of 600 yards. Russians occupy Of, 30 miles from Trebizond. Fierce Austrian attacks on the heights north-west of Gorizia; Italian centre forced back.
- March 28. Italians recover the lost trenches by counter-attack; 302 prisoners taken. Fighting continues at St. Eloi. Fresh German assault on Haucourt-Malancourt line repulsed.
- March 29. French recapture the Avocourt redoubt and drive the Germans from the south-eastern line of the Avocourt Wood; German counter-attacks repulsed. German attack between Malancourt and Béthincourt; they reach an advanced work outside Malancourt. General Polivanoff, Russian Minister of War, resigns, and is succeeded by General Shuvaieff.
- March 30. French evacuate the village of Malancourt. German attacks on Douamont repulsed. Germans retake the easternmost of the craters at St. Eloi. French bring down 8 German aeroplanes. Premier Asquith leaves Paris for Rome.

Book Reviews

Oxford Pamphlets, vols. 11, 12, 13, 14, 15, 17, 18, 19. The first ten volumes of these pamphlets have been reviewed already in THE SCHOOL and those now before us maintain the high standard of the earlier volumes. What strikes one particularly in reading these essays is the calm and judicious fairness with which the facts of the war are presented. Almost every important phase of the war is dealt with. The teacher can produce much interest in some of the most brilliant episodes of the war. Many of these are here treated: the battle of Ypres, the action off Heligoland, the stand at Liège, Coronel and the Falkland Islands. The historical background of the various countries is discussed in articles on *Rumania: Her History and Politics*; *Alsace-Lorraine*; *Outlines of Prussian History to 1871*. The attitude of neutrals is discussed in two excellent articles: *Scandinavia and the War*; *The War through Danish Eyes*. Several articles of especial interest to Canadians occur such as: *The War through Canadian Eyes*, by W. Peterson and *Canada and the War*, by A. B. Tucker. The economic aspect of the war is discussed in articles such as: *The Farmer in War Time*, *British and German Steel Metallurgy*, *The War and the Cotton Trade*; *Prices and Earnings in Time of War*. The whole series of pamphlets would form a valuable encyclopædia of the war for every school library.

G. A. C.

Principles of Elementary Education and Their Application. Frank P. Bachman. D. C. Heath & Co., Boston. Pp. 305. "This book seeks, first, to set forth the principles of elementary education, and second, to apply these to the work of the elementary school." In Part I the author points out the close interdependence that exists between the individual and society in their development. In this connection he discusses the nature of the mental life of the child, how the child develops and how it learns. In Part II he follows with a practical discussion of such topics as, the aim of elementary education, the curriculum of the elementary school, the methods of elementary instruction, and the organization of the elementary school. It is quite evident that Mr. Bachman is a practical school man rather than a psychologist. Part I leaves much to be desired. Part II is full of practical and helpful suggestions on the very practical topics mentioned.

Agriculture in Schools

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[Published by request of the Perth Teachers' Institute.]

THE purpose of this paper is to tell what has been done in the township of Downie under the auspices of the Downie Educational Association to promote education. So far the efforts have been along the line of agriculture. In connection with this I may enlarge on the purpose of the school fair. I may also tell some other ways in which an association might be of benefit to a township.

At the Stratford Convention of last autumn, Prof. S. B. McCready of Guelph promised to give a lecture on the subject of "Agriculture in the Schools" to any community who might wish to hear him.

It was with the object of interesting the people of sections 7 and 8 of Downie in this phase of education that his services were secured in February, 1915. Professor McCready wrote asking for meetings of the ratepayers of Downie in both the afternoon and evening. Accordingly, the meetings were held at Avonbank, in the course of which the association, consisting of trustees and teachers, was organised.

In March a meeting of the ratepayers was held at St. Pauls. Prominent men interested in scientific agriculture gave addresses. It was decided to provide a contest in potato-growing for the boys and a contest in chicken-raising for the girls, and to hold a school fair in the fall. Later on a detailed prize list was arranged by the Executive and sent to the schools before the mid-summer vacation.

The reasons for the undertaking may be briefly summed up as follows:

I. To provide something of educational value for boys and girls past Public School age who are taking no course in a College or Collegiate Institute. A contest of township magnitude is most likely to succeed in this case. It is continually pointed out to us that our Public School system is chiefly lacking in its attempt to reach boys and girls of this age. All who have undertaken fifth class work know how unsatisfactory it is. There is no pleasure in doing things by halves. Fifth classes, on an average, consist of not more than two pupils. In a school of thirty or forty pupils divided into eight or nine classes (and the promotion examinations in this county demand that number) how much time should be given to a fifth class of two? This is the question teachers are continually asking themselves and it is not easy to answer. The most

serious part of the problem is that not *all* but only *two* are asking for the education. We want *all* to ask for the education and we want a more economic way of providing it than we have at present. Winter classes at some central school to which all from several sections could go, would, I think, be more satisfactory.

II. To relate home life and the knowledge learned there with school life.

III. To provide a means of reaching sub-normals who, though backward in general school studies, may show an aptitude for manual labour. Of this I feel little can be said. To me the happiest recollection of my teaching days is when I have watched some little life caught in the throes of discouragement and inactivity become filled with joy and enthusiasm that makes it able to throw off the bonds. But by what means the change has come is always more or less a mystery. Sometimes we think we know and very often, perhaps, we are right. But at the best it is only a guess.

IV. The fourth reason is to break down the belief that education is something that leads one away from the farm and country life. Ask your older pupils what they intend to be? Not one of mine, at present, intends to be a farmer. Instead they are going to get an "education". It is little wonder that they think this, so often do older folk utter the same thought. Parents hope that their children may be able to earn a living in an easier way than *they* have. They propose to help them to this by sending them to school and starting them in some business other than farming.

Some children *do* gain a true perspective of the relationship of education and farming. Let me illustrate by telling about a boy of twelve years.

In the spring the children were given seeds to plant. During the previous part of the school year we had studied what will best be understood by the name of nature study. Kenneth chose potatoes. All spring and summer holidays his spare time was taken up in caring for his plot and in studying weeds. He was making a collection of weed-seeds.

Fall came and with it came the opening of school. With the children came the weeds. When weed books and my scanty store of knowledge failed we had still our District Representative and Professor Howitt of Guelph to appeal to. The school studies were as intimately related with their work in agriculture as possible.

The soil in this section is not good for potatoes, at least for the Empire State variety. Though Kenneth's potatoes were the best in the section, they were not good compared with other exhibits at the school fair held in the fall. There was a prize given for the best-kept plot but

though he took great care to have his looking its very best, the field inspector missed it. Nothing daunted, next year he again chose potatoes; this time Delawares. He planted two plots, one of Empire State and one of Delawares, to find out which was the better kind. No one else was doing this. It was entirely his own idea. He had a clear grasp of the experimental and educational side of farming. When he grew up he was going to be a farmer, he said. If he passed the Entrance, he was going to attend the Continuation School in the village. And even though later he should change his mind as to his occupation in life, he will always have a healthy appreciation of the value of farming to the country. This is the viewpoint we want our boys and girls to have.

For the boys over school age, the plans for the potato contest were similar to those that have been used in Carleton and Russell County. Each competitor must plant one-tenth of an acre. He must keep field notes and an accurate account of expenses and income.

The rules were somewhat similar for schoolboys but they had to plant only one row sixty-five feet long.

The girls also had notes to make in connection with their chicken raising.

The senior competition cannot be called a success so far, as only two boys and two girls entered. This was partly due to the lack of advertisement and the neglect of holding forth inducements in the spring. We hope to see a greater number take hold next year.

The schoolboys were not lacking in enthusiasm. Quite a number took potatoes. They had their disappointments. Some plots were entirely rotted; some had little more than a pailful and those badly eaten with grub or wireworm. Some found that other members of the family had dug them for daily use. One boy on coming home at night found that his potatoes had been dug and mixed up with his father's. I was pleased to notice how well notes were kept in spite of the difficulties.

The statement of profit and loss is, I think, a little beyond any school child except a Fourth Class pupil. For instance, only a pupil in a high grade can estimate the rent of a piece of land sixty-five feet long and thirty inches wide at three dollars an acre. I should suggest that next year some changes be made in the field notes required so as to make them more suitable for children. Perhaps, too, we ought (for school children) to keep away from the mercenary viewpoint and centre the real interest in the growing of good crops.

The chicken-raising was more successful so far as the chickens themselves went. In both cases the real educative results amply repaid the efforts put forth.

On Sept. 25th a School Fair was held at St. Pauls. Besides the exhibits for which prizes were given, some schools made special exhibits.

This gave opportunity for children to show things that could not be put in any of the classes. One girl raised chickens and did all the work the rest did, yet she could not show with the others as her chickens were not pure-bred. I liked the spirit with which many brought vegetables, not for a prize for there was none to earn, but simply because they were good vegetables.

I found the fair an excellent incentive in schoolwork. Map-drawing and writing are apt to degenerate unless a high ideal be constantly kept in mind and unless incentives that will appeal to the children be presented. For two weeks before the fair the Second and Junior Third Classes drew maps of Perth every day. The expectation of being allowed to show at the fair, if the efforts were worthy, kept up the interest. The map-drawing greatly improved, though no one took a prize. Since the fair we haven't drawn a map of Perth once. Next month it would be an excellent incentive to make an exchange of maps, for the sake of comparison, with the school that took the greatest number of prizes at the Fair. In much the same way, I found the Fair aided the writing.

A great advantage of the School Fair is that it recognises work of the child in which the parent may have been the sole instructor. There are still people who object to agriculture, and particularly sewing and baking, becoming part of the school curriculum. The school fair provides an incentive for the children to sew and bake and it provides an incentive for the parents to teach them. And the latter part is of no less importance than the former.

There is one thing I should like to stress in connection with the School Fair. The School Fair is purely an incentive. So long as we keep this first in our thoughts so long will it do its work. Just as soon as we forget and make it an object in itself so soon will it do harm instead of good. Let us as teachers make it our special duty to impress on parents the true object of the Fair.

So far the meetings of the Downie Educational Association have been entirely devoted to business and the subject of agriculture, but I see no reason why we should not treat any other subject on the curriculum in the same way. It has been suggested that we talk not so much about how we ought to teach and more about how we do teach.

Personally I should find nothing so good an inspiration as an afternoon spent with the teachers of Downie, listening to how they do things. I hope that during the winter we may have meetings of this kind.

It is a good thing, too, for trustees and teachers to meet together at such meetings. *One* cannot work without the other and as teachers and trustees discuss the same subjects, of interest to both, the spirit of co-operation is developed.

An association of this kind makes it possible to have advantages that only city schools have, as a rule. Not that we want to make rural schools like city schools. That is perhaps our great fault in the present and in the past. If the people of Downie want their children instructed in music by a competent teacher, what is to hinder them from having it? A single school could not afford to do it. Eight or nine schools can do what one cannot. If they wish, they may have medical inspection of schools and they may have winter classes for boys and girls who have left Public School but are taking no advanced course. An organisation of some kind is needed before such things of common interest can be obtained.

Those who were students with me at Normal will remember our last parting injunction "Cherish your dreams". What are the "dreams" of the Association? First, to help slow boys and girls to get an education; second, to provide education for those of rural communities between fourteen and twenty; and lastly, to create, in rural communities, a better ideal of education and a truer ideal of an educated person.

Book Reviews

Annual Report of the Schools of New Brunswick, 1914-15, by the Chief Superintendent of Education. From this report we find that in the New Brunswick Schools there has been a steady increase in the number of schools, teachers, pupils and in regularity of attendance. The latter feature, however, is far from satisfactory. In the year under review, the percentage of pupils daily present during the time the schools were in session was 75.76. The unsatisfactory nature of the attendance is further illustrated by the fact that the average number of days made by the pupils enrolled was less than sixty. But progress is being made and that is the main thing. Rome was not built in a day. If we ventured to offer a criticism of the general form of the Report, we would say that the statistical facts are left in too crude or detailed a state. Much excellent work could be done in condensing them so that the main facts would be more easily ascertainable.

P. S.

A Life of William Shakespeare. by Sir Sidney Lee. New edition, rewritten and enlarged; with portraits and facsimiles. The Macmillan Company of Canada, Toronto. 758 pages; price \$2.00. This volume is well bound and well printed. The style is good, the treatment exhaustive. The book will be of great interest to all students of Shakespeare, and of special value to High School and University students. It should be sure of a place in High School libraries.

Community Civics, by Jessie Field and Scott Nearing. The Macmillan Company of Canada, Toronto. 270 pages, numerous illustrations; price 60 cents. The authors' purpose is thus stated: "It brings to boys and girls in the country, at the time when they are forming their civic ideals, the problems that are being met in their own communities".

Nelson's History of the War, by John Buchan. We have received Volume IX of this History, dealing with the Italian War, the Campaign in Gallipoli, and the Russian retreat from the Warsaw salient.

Matriculation Under Special Conditions

A Circular recently issued by the
ONTARIO DEPARTMENT OF EDUCATION

1. The University Matriculation Board at a meeting held on Thursday, April 6th, decided to accept for the examinations of 1916 the principle of the regulations recently issued by the Minister of Education in respect to candidates who enlist for overseas service or who engage in farm work. See Departmental Circulars 7 and 11A.

2. Accordingly, the Board is prepared to consider special applications for Pass Junior Matriculation as follows:—

ENLISTMENT

(1) After April 20th, from candidates who have enlisted for overseas service and who have been in regular attendance at school up to that date in preparation for the Matriculation examination in June, 1916.

FARM EMPLOYMENT

(2) At the expiration of at least three months' employment on a farm, from candidates who were in regular attendance at school up to at least April 20th, in preparation for the Matriculation examination in June, 1916, and who accepted employment on a farm not later than May 12th.

3. Applications for Honour Matriculation standing or for Matriculation into other Colleges, such as the Ontario College of Pharmacy or the Royal College of Dental Surgeons, are not considered by the Matriculation Board under the foregoing.

4. All applications for special Matriculation under the foregoing should be made through the Principals under whom the candidates have been prepared, and on forms which may be obtained on application to the Secretary of the University Matriculation Board, Parliament Buildings, Toronto.

LOCHINVAR'S BRIDE.

"The bride kissed the goblet, the knight took it up,
He quaffed off the wine and threw down the cup,
She looked up to blush and she looked down to sigh,
With a smile on her lip and a tear in her eye."

Teacher—"Why had the bride a smile on her lip?"
A Highland Scotch boy in the Fifth Form—"The wine was good."

Letter Writing

FREDERICK H. SPINNEY

Alexandra School, Montreal

FROM all over Canada, from every State in the American Union, and from many parts of England the "three best letters" have been coming in for exchange with other schools sharing in this intensely interesting and beneficial exercise.

So many of these letters are extremely well written, so interesting, so expressive of the child's attitude, that we wish we could find the space for the publication of a large number.

The English letters particularly show evidence of much care on the part of teachers and pupils alike. Read the following letter from Ather-ton, near Manchester.

Dear Canadian friend:

This is the first time that I have written to you, so I hope that you will take much interest in my letter.

The name of the village in which I live is Howe Bridge. We have only one school. In my class there are thirty-four pupils. We finished our examinations this morning. My age is eleven, and I am in the Fourth Standard.

We bring pennies to school to buy things to add to the comfort and happiness of our brave soldiers and sailors. So many lives are being lost and things are twice as dear as they used to be. This war is terrible!

About two miles from our house there are eight hundred German prisoners.

I have one uncle, one brother, and a cousin in the war. We like to read about the brave Canadians. They have done so well and helped so much.

It will soon be summer now, and then we shall have our holidays and lots of sport.

Good bye for this time. I remain your English friend,

JAMES HALL.

The foregoing letter was answered by one of the pupils of Alexandra School, Montreal.

Dear friend:

We received your letter and we were all glad to hear it. The teacher had to read it to us several times because everybody liked it so much.

Now, I'll tell you something about Canada. All the boys here have a lot of fun skating, playing hockey, and coasting. I could not tell you all the things that we do and all the good times that we have. If I wrote it all, it would take a day and a night.

We read in the papers about the brave British soldiers and about all the Allies, how brave they are. But it must be different in England, because you are near the war, and you see all the wounded soldiers when they come back. Some of the wounded soldiers come to Canada; but you see them first.

In our school we give a cent every week, and we make bandages, handkerchiefs, washcloths, socks, mufflers, wristlets, and many other things; and we also make baskets to sell and all the money goes to help the wounded soldiers. All the schools together have given over three thousand dollars. Our school has given over three hundred dollars.

When it comes summer I can tell you a lot more, for I live in the country in the summer time, and I wish it would come soon. This is all that I can write this time.

Good bye, Your friend,

HARRY DEMBERG.

Next let us read a letter from Cardston, Alberta:

Dear friend:

Our teacher read us several letters from THE SCHOOL. So we are taking the liberty of writing.

I live in the western part of Canada. We are surrounded by prairies and hills. I live in a small town, surrounded by a good farming district.

I live on the Main Street, over a store. It is very tiresome to me to live there; but I guess that I'll have to get used to that.

But I think you would rather hear about my school. It is now scattered all over the town; because our schoolhouse was burned. We are having a much better one built now.

I like school very much, and will be glad when our new one is finished, for this place is very cold.

Perhaps you have read about the new Mormon Temple that is being built here. It is being built very rapidly, and will soon be finished.

There is an Indian Reservation near here; so we learn a lot about their lives and habits. It is very interesting.

My father is in England. He will be there for two years. I have two brothers and five sisters.

I hope that you will write and tell me about your home and country.

I remain your friend,

DORIS V. PHIPPS.

These letters are not the *best* that we have received; but they are so naturally the expression of the child that they make intensely interesting reading. When pupils ask a teacher to "*read the letter several times because we like it so much*", there is no doubt that it is the genuine expression of the writer's thoughts and feelings.

If there is any school where the pupils have not yet taken an interest in the exchange of letters, I am positive that the three letters contained in this issue will arouse their interest, and they will be eager to share in the splendid exercise.

If they wish to do so, the teacher may send three of the best letters with the names of *all* who wish to write, together with postage (three to five cents). Letters from other places will be forthcoming, and then the interest will be greatly increased.

Each school has some feature different from all other schools. Any recent adventure of the pupils, any interesting social event, is an appropriate topic for a letter. Some pupils describe in a very interesting manner original devices in teaching. This is often helpful to other teachers, as they can thus ascertain the child's estimate of the device—something that cannot often be ascertained.

Read again the March issue of "THE SCHOOL", then ask your pupils to join the "Exchange Club", and enjoy all its pleasures and benefits.

Address the letters to Alexandra School, 160 Sanguinet St., Montreal.

The I.O.D.E. Pictures

G. M. JONES, B.A.

Faculty of Education, University of Toronto.

THE National Chapter of The Imperial Order of the Daughters of the Empire has rendered a distinct national service by securing the exclusive control, for educational purposes, of several very fine series of reproductions of famous historical pictures, and by offering them to schools at bare cost. A representative collection of these pictures was exhibited at the Toronto Technical School during the recent meeting of The Ontario Educational Association, and was very much admired by those who saw it. Much might be said of the artistic value of these reproductions, for most of them are from famous pictures, but our chief interest, for the moment, is in their value as aids in the teaching of history, literature and composition.

In the Public School, the child's knowledge of history is built up gradually around certain great persons and great events, largely by means of stories. To illustrate such stories, to make vivid such an event, for instance, as the trial of Catherine of Aragon and Henry VIII at Blackfriars in 1529, nothing could be more useful than a large beautifully coloured picture, such as the one copied from the painting by Frank O. Salisbury which hangs in the British House of Commons (see page 887 in this issue). Lantern slides, illustrated post cards, pictures in the text-book, are all useful, but better than any of these is an appropriate picture, large enough to be seen distinctly by the whole class, about which the teacher may talk in the ordinary class period. Much the same use may be made of these pictures in the High School history classes, especially in the Lower School.

An increasing use is being made of pictures in connection with composition, especially in assisting pupils to write descriptions. Many of the pictures in these series are particularly useful for this purpose, for, in addition to the usual interest aroused in the youthful mind by a good picture, there is the added interest of historical association. For instance any one of the half dozen pictures taken from the House of Commons Collection would be most appropriate for use in a composition class in either High or Public School.

These pictures illustrate nearly all the periods of British history, but the 16th century is particularly well represented. It will be possible for the teacher to fit up, temporarily at least, a Tudor room, and to illustrate many phases of the life of that most interesting period. Later

on, it will doubtless be possible to have equally good collections for the other important periods. The importance of having such collections to illustrate both history and literature can hardly be overestimated.

Doubtless these pictures will, as a rule, be hung in the halls and classrooms of the schools, where they may be seen day after day by the pupils. Perhaps the cumulative effect of such daily intercourse with good pictures may have the greatest influence of all in creating a taste for what is artistic, and a genuine interest in history. In newer districts, particularly those inhabited largely by European immigrants, the influence of such collections will be potent in creating an interest among adults in British history, British institutions and British ideals.

Teachers or school boards wishing further information about these pictures should write to Mrs. George H. Smith, Chairman of the Educational Committee of the I.O.D.E., 31 Church St., St. Catharines.

Book Reviews

Newfoundland and its Political and Commercial Relation to Canada, H. J. Goodyear. The University of Toronto Press, 1915. Pp. 48. Price 25 cents. This is a reprint of an excellent M.A. thesis. In it the author gives a conspectus of the economic, political and educational history of Newfoundland and shows what forces were at work in each of many crises through which the island has passed. The educational system is shown to be about as bad as any "system" could possibly be. Listen to the following indictment: "Little communities not capable of adequately supporting one school are burdened with three or four establishments dignified by that name. Teachers get an average salary of \$200 a year . . . The standard of education is therefore pitiably low. There is not a single training school for teachers in the country, and there are only four institutions which correspond to Canadian High Schools. Every denomination from the Roman Catholic to the Salvation Army has its own schools, all of which receive separate government grants. These grants are invariably inadequate to cover the teachers' salary; the balance of the wretched pittance is made up from fees". The author comes to the conclusion that Confederation is the cure for all Newfoundland's ills and he certainly makes out a good case. P. S.

Lessons in Russian and The Russian Alphabet, by M. B. Kawachy-Smitt, London. Sampson Low, Marston & Co., 1915. Price 1s. 6d. and 1s. respectively. The publishers claim that these small handbooks are the only books in English which give lessons in Russian by a Russian author. "Lessons in Russian" has an introduction which deals briefly with the history of Russian Literature. But the main part of the book is devoted to an elementary exposition of the Russian alphabet and of its phonetic pronunciations. More difficult parts of the grammar presumably will follow in a later book. The Russian alphabet has 35 letters. The Russian language "has a much greater number of grammatical inflections than modern English. Thus nouns have seven cases, and there are different declensions, as in Latin; adjectives have three genders, are declined, and most of them have a two-fold termination, the "full" and the "apocopated"; pronouns have more forms, all cardinal and ordinal numbers are also declined; the verbs have more variety in their personal terminations." For a person who wants to begin Russian the books can be recommended. But it must be understood that only a beginning can be made through their aid. And the second contains much material which is taken outright from the first. P. S.

Summer Courses.

The Summer Courses, the syllabuses of which are given in a pamphlet recently issued by the Ontario Department of Education, have been arranged for the Department of Education with the Department of Agriculture, the Ontario College of Art, the University of Toronto, and the Department of Militia and Defence, Ottawa.

KINDERGARTEN-PRIMARY COURSES.

As announced on page 30 of the Public and Separate School Regulations of 1915, the temporary provisions of Regulation 18 (2) will not remain in force after the close of the school year 1915-1916, and thereafter no one will be legally qualified to teach a Kindergarten-Primary Form except the holder of a Kindergarten-Primary certificate obtained under the regulations prescribed therefor.

In view of the general lack in past years of proper correlation between the Kindergarten and First Form Courses, and of the fact that too often pupils have been placed in the Kindergarten Form who were quite able to take up some of the work of Form I—defects that have resulted in their retardation—some of the existing Kindergarten Forms will, no doubt, be replaced before long by Kindergarten-Primary Forms, and, except where the pupils are at the lower limit of the ages recognized by The Public Schools Act, Kindergarten-Primary Forms will be established instead of Kindergarten Forms. By these changes the teachers of the Kindergarten Forms and the Junior Grades of Form I will be first affected. With a view, accordingly, to preparing them for the changes and to enable them to do more effectively the work of either Form, the provisions made in 1915 for qualifying Summer courses will be made in 1916 at London and Ottawa as well as at Toronto. Teachers concerned should bear in mind that, as it will not be practicable and it should not be necessary, to continue these courses more than a few years, the Minister now expects the Kindergarten Directors and the teachers of Form I where Kindergartens exist to take advantage of the opportunity without any unnecessary delay.

COURSES IN ELEMENTARY MANUAL TRAINING.

Ever since the inclusion of Manual Training in our school courses, there has been a scarcity of teachers of the subject, due partly to the fact that for several years few positions were available owing to the recency of its introduction and the general ignorance of its value, and partly to

the length of the special course for the certificate, which prescribed both wood-work and metal-work and required at least a year for its completion. The number of available positions has increased of late, and last Summer an Elementary Certificate was provided for, which omits the metal-work and which may be covered within a shorter period. Notwithstanding these changes, however, and the offers of salaries varying from \$1,000 to \$1,400, the scarcity of teachers has become even more pronounced.

Under the foregoing conditions, teachers who qualify forthwith will reap the reward of their energy and foresight. As is also shown in the appendix to these Regulations, special grants are now payable to qualified part-time teachers of Manual Training in rural and village schools. Accordingly, under any conditions the certificate will be of value from both an educational and a financial point of view.

COURSES FOR HIGH AND CONTINUATION SCHOOL TEACHERS. ELEMENTARY AND SPECIALISTS' CERTIFICATES.

The attention of those High and Continuation School teachers who, under the provisions of Circular No. 9, of May, 1915, are required to obtain Elementary or Specialists' certificates in certain subjects, is directed to the fact that, this summer, courses will be provided for such certificates, and such teachers are again notified hereby that the interests of the schools impose upon the Minister the duty of enforcing the aforesaid Regulations. The possession of the certificates in question is of more importance than service as an Associate Examiner, and as the Department has not a list of those who are under the aforesaid obligation, any of them who may have been appointed as Associate Examiners are expected to avail themselves of the provisions of Regulation 5 (3) (c), page 12 of these Regulations.

COURSES IN FRENCH.

During their academic courses many of the teachers of French in the High and Continuation Schools have not had sufficient opportunity to perfect themselves as far as is practicable in the pronunciation of French and in oral and written composition in the language. To meet their necessities, a course of instruction in the aforesaid subjects will be given this Summer in co-operation with the University of Toronto.

APPLICATION FOR ADMISSION.

As a course will not be given unless a sufficient number apply for admission duly qualified teachers are requested to comply promptly with the provisions of Regulation 5 (1), p. 12.

COURSES.

1. If a sufficient number of duly qualified teachers apply for admission, the following Courses will be provided by the Department of Education in co-operation:—

(1) With the Ontario Agricultural College, Guelph, leading to certificates as follows:—(a) In Elementary Agriculture and Horticulture. (b) Intermediate certificates in Agriculture. (c) Certificates in Agriculture for teachers of Household Science. (d) Certificates in Farm Mechanics.

(2) With the Ontario College of Art, Toronto, leading to certificates as follows:—(a) In Elementary Art. (b) As Art Supervisors. (c) As Art Specialists.

(3) With the University of Toronto, leading to certificates as follows:—(a) In Elementary Household Science. (b) In Elementary Manual Training. (c) In Elementary Vocal Music. (d) As Supervisors of Vocal Music. (e) In the Elementary Commercial subjects. (f) As Commercial Specialists. (g) As Teachers of Auxiliary Classes. (h) As Teachers of Kindergarten-Primary Classes (Two Courses). (i) For admission to the Normal Schools (Middle School). (j) For admission to the Faculties of Education (Upper School).

(4) With the University of Toronto, for the improvement of teachers of French in the pronunciation and oral and written composition of the language.

(5) With the Department of Militia and Defence, Ottawa, and the University of Toronto, leading to certificates as follows:—(a) Granted by the Department of Education: (i) In Elementary Physical Culture. (ii) As Supervisors of Physical Culture. (iii) As Specialists in Physical Culture. (b) Granted by the Department of Militia and Defence: (i) Strathcona Grade B certificates. (ii) Cadet Instructors' certificates (Grade A).

CENTRES.

2. The foregoing Courses will be given as follows:—

(1) In Agriculture and Horticulture, at the Ontario Agricultural College, Guelph.

(2) In Art, at the College of Art, in the Normal School Building, Toronto.

(3) In the Kindergarten-Primary Subjects, in the Aberdeen Public School, London; the Borden Public School, Ottawa; and the McCaul Public School, Toronto.

(4) In Household Science, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(5) (a) In Physical Culture for women, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(b) In Physical Culture for men, in the Armouries and in the Gymnasium of the University of Toronto.

(6) The other courses will be given in the building of the University Schools, Toronto, corner of Bloor Street and Spadina Avenue.

SESSIONS.

3. The sessions for the different courses will begin July 3rd and end August 4th.

QUALIFICATIONS FOR ADMISSION.

4. The following are the qualifications for admission to the different courses, but a student whose attendance, conduct, or sessional work is unsatisfactory to the Principal may be dismissed from the course at any stage:

For the Intermediate Certificate in Agriculture.

(1) (a) To the course for the Intermediate certificate in Agriculture may be admitted applicants who hold professional certificates qualifying them to teach in High or Continuation Schools and whose academic preparation has fitted them to teach Science therein.

For the Certificate in Agriculture for Teachers of Household Science.

(b) To the special course in Agriculture may be admitted teachers who hold at least Ordinary certificates in Household Science.

For the Certificate in Farm Mechanics.

(c) To the special course in Farm Mechanics may be admitted teachers who hold at least High School Assistants' or First Class certificates.

For the Kindergarten-Primary Certificate.

(d) (i) To Course A for Kindergarten-Primary certificates may be admitted applicants with Kindergarten Directors' certificates who have been recommended as successful Kindergarten teachers by the Kindergarten Supervisor or the Public or Separate School Inspector concerned; and

(ii) To Course B for Kindergarten-Primary certificates may be admitted, in the following order of preference, applicants who hold at

least Permanent Second Class certificates, who give proof that they are able to sing and play simple airs at sight on the piano or organ, and who are recommended as successful teachers by the Public or Separate School Inspectors concerned:

I. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are maintained;

II. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are not maintained;

III. Those who are now teaching in Public or Separate Schools.

(iii) If after the admission of applicants qualified under I, II, and III above, the necessary provision can be made, there will also be admitted applicants with at least Interim Second Class certificates who give proof that they are able to sing and to play simple airs at sight upon the piano or organ.

For the Auxiliary Class Certificate.

(e) To the course for the Auxiliary Class certificate may be admitted teachers who hold professional certificates qualifying them to teach in the schools of the Provincial System and who have been recommended as successful teachers by the Public or Separate School Inspector concerned.

To the lecture course for such teachers may also be admitted a limited number of school nurses.

For the Certificate of Admission to the Normal Schools or Faculties of Education.

(f) To the courses for entrance into the Normal Schools or Faculties of Education may be admitted teachers who hold professional certificates, and who are actually and regularly engaged in teaching in a school in Ontario.

For other Certificates.

(g) To the courses for the following certificates may be admitted applicants who hold First Class or High School Assistants' certificates: Specialist in Art, Specialist in Commercial subjects, Specialist in Physical Culture, the Elementary certificate in the Commercial subjects.

(h) To the courses for the following certificates may be admitted teachers who hold First or Second Class certificates:

Elementary Manual Training, Elementary Household Science, Supervisor of Art, Supervisor of Vocal Music, Supervisor of Physical Culture.

(i) To the courses for the following certificates may be admitted other applicants who hold professional certificates qualifying them to teach in the schools of the Provincial system:

Elementary Agriculture and Horticulture, Elementary Art, Elementary Vocal Music, Elementary Physical Culture.

To the Courses in French.

(j) To the courses in French may be admitted as follows, the holders of professional certificates qualifying them to teach in High or Continuation Schools:

(i) To Course A, Honour University Graduates in Modern Languages; and

(ii) To Course B, other applicants whose academic preparation has fitted them to teach French.

Other Admissions.

(2) To each course, other applicants may be admitted, subject to the approval of the Minister of Education, on the report of the Principal or the Inspector, or the Secretary of the Extension Committee, University of Toronto, as the case may be.

APPLICATION.

5. (1) *Application for admission to the courses shall be made not later than May 25th.*

"Uncle James," said the fair young maid, anxious to learn, "you have always seemed to me to know almost everything. Perhaps you can tell me what is meant by the expression 'academic freedom?'"

"I am glad you asked the question, my dear niece," said Uncle James, "for after many years of experience I think I can answer that question with a fearless accuracy and a clear conscience. Academic freedom is a form of personal liberty which compels an institution of learning to permit a member of its teaching staff to make an ass of himself in public, and outside of business hours, without protest."—*N. Y. Times.*

He—"Why is Professor Smith never subject to colds?"

She—"He's always wrapped up in his books."

An indignant mother wrote to the Principal of the High School:—"Dear Sir,—My son writes me that he has to study too hard. He says he has to translate fifty hexameters of Latin a day. I looked 'hexameter' up in the dictionary and find it is a poetic verse of six feet. Now, that makes three hundred feet, or one hundred yards of poetry for my poor son to translate each day. I think about half a hexameter, or thirty-six inches, of this Latin is plenty for a boy of his age. Yours truly, Mrs. Smith."

At one school the pupils were requested to bring five cents each for the piano. Donations were slow in coming, and the teacher was obliged to remind the class frequently before the total was collected. A few days later at the physiology lesson, the teacher asked, "What are the five senses?" To which an earnest foreigner replied, "Five centses is for de piano."

Little Tots' Corner for June

HELENA V. BOOKER
Wentworth Public School, Hamilton

WHEN the small boy "slumps" down in his seat, and shows no interest in physical exercise; when the wee girl's head turns languidly to the sunny window, and the pencil drops from her idle fingers; when the teacher feels that all the fountains of knowledge are choked at the source, and the very word *energy*, that slogan of the up-to-date school-room, seems to have been packed away with the winter clothing; then we say "June is here", and woe betide the teacher who has still much of her year's work unaccomplished! This should be the month of reviews, of clothing old knowledge in new garments, of looking at known facts from new standpoints, of gathering up all the loose threads and weaving them into a firm web.

Number.—Give plenty of drill in quick addition. Place a row of figures to be added on the blackboard, and almost immediately erase it and ask for the answer. Use the old circle method, placing the numbers from 1 to 9 on the circle, and in the centre place the number to be added or subtracted, *e.g.*, if the number in the centre is 6, the teacher points to 9 and the child called says 15. She points to 4 and the child replies 10. Multiplication and division may be used in the same way. Where more competition is desired, line the class up around the room, place a problem ($6+2+5+4$) on the board and begin to take answers from the foot of the line, the child first giving the correct answer going to the head. By changing only one figure in the problem each time a new problem is given with only a second's work on the part of the teacher and the work proceeds very rapidly. All facts and operations may be combined in these problems, *e.g.*, the problem given may first be changed to $6\div 2+5+4$; then $6\times 2+5+4$; then $6\times 2+5=4$, etc.

Seat-Work in Number.

1. Write the additions in a given number in order ($1+9=10$, $2+8=10$, $3+7=10$, etc.).
2. Write the subtractions in the same way.
3. Write all the divisions of 12.
4. Write the table of threes ($2\times 3=6$, $3\times 3=9$, $4\times 3=12$, etc.).
5. Write by twos, by fives, by tens to 100.
6. Write any addition table such as $1+5=6$, $11+5=16$, $21+5=26$, etc.
7. Place any 6 numbers you wish in a column and add them.

8. Begin from 100 and subtract repeatedly any given number.
9. Begin from 2 and add repeatedly any given number.
10. Cut out numbers from calendar sheets and make problems with them. Any of the foregoing exercises may be done with the number-cards also.

Reading.—When reading a review lesson, try allowing each child to read one sentence only. This helps the child to divide into sentences, and also helps greatly in concentration.

Take any lesson in the book and by questioning build up a synopsis of the story, placing each sentence as given on the board. The class copy and read this story.

Ask the pupils to write in their own words any *short* story in the primer, such as "The Dog in the Manger". The teacher should stand at the board and write any word asked for and thus prevent mis-spelled words. When finished have each pupil read his story.

Use supplementary readers freely, sometimes allowing the child to choose his own story, and again asking him to study and read a story selected by the teacher.

Seat-Work in Reading.

1. Write stories containing given words such as *flag, was, pretty, work*.
2. Write names of things in the school-room, on the street, in the kitchen at home.
3. Write words rhyming with "my".
4. Write the names of objects in a picture or in a group of picture-cards. For this the teacher should have a box of pictures cut from magazines or catalogues, each picture representing one simple object such as *dog, boy*, etc.
5. Write 20 words from your reader containing the sound *v*.
6. Write the names of animals in your reader.
7. Cross out the silent letters in a list of words such as *love, lamb, right, talk, knife, wrong*, etc.
8. Rearrange these words to make a story and write it 10 times: *red, is, our, white, flag, blue, and*.
9. Fill in the blanks to make words: c-t, b-by, r-n, h-t.
10. Put pictures in place of blanks:
 I see a little—
 My cat has—
 The nest is in—
 Tom can spin—.
11. Make all the words you can from these letters: *t, a, c, s, b, e*.
12. Cut pictures of *cat, boy, ladder, ball*, etc.
13. Write words beginning with *b*.

14. Write the names of all the colours you know.
15. Draw a ladder and on each rung write a boy's name.

Phonics.

ind—bind, find, kind, mind, rind, wind, hind, grind, blind.

ink—rink, sink, pink, mink, link, wink, chink, slink, clink, think, drink, blink.

ank—bank, rank, sank, tank, crank, plank, prank, shank, shrank, spank, Frank, thank.

aw—caw, haw, taw, paw, law, saw, raw, jaw, claw, flaw, draw, straw.

ift—lift, gift, sift, rift, drift, shift, swift.

ail—mail, tail, sail, rail, pail, hail, nail, fail, jail, trail, snail.

ain—pain, rain, main, gain, Cain, vain, chain, train, grain, stain, brain, Spain, plain, drain.

ame—name, lame, fame, tame, same, game, came, shame, frame, blame, flame.

ight—light, fight, night, flight, slight, bright, fright, sight, might, right.

age—cage, sage, wage, page, rage, Gage, stage.

ave—save, pave, gave, nave, cave, Dave, wave, rave, shave, stave, brave, slave, grave.

ane—lane, mane, pane, cane, crane, plane.

ew—new, few, dew, mew, hew, Jew, pew, chew, stew, drew, flew, crew, grew, blew, brew, threw.

Exercises for Teacher and Class Together.

1. Planting a vegetable garden. As names of vegetables are suggested by pupils the teacher writes them in her garden on the board and pupils copy. Afterwards pupils may pull one of each kind (write names in a list to take home). Flowers and fruit may be similarly dealt with.

2. Going on a picnic. The teacher draws a long train or waggon on the blackboard and the pupils suggest names of children to go on the picnic. Children work with the teacher each making his own picture on paper.

3. Getting dinner ready. Teacher and pupils draw a large table and pupils suggest what should go on the table. As *cloth, plate, cup, saucer*, etc., are suggested all write these in their proper places on the table.

Similarly a visit to the market, to the farm, to church, to a department store, etc., will give a good review of words in every-day use.

4. See how many things the children can suggest which look like a circle, and draw each as given: ball, tea-pot, sun with rays, moon-face, fan, wheel, pair of glasses, head, clock-face, chicken, apple, cat, picture-frame, daisy, etc. Have children try to write the name beside the corresponding picture.

Many of these exercises may be repeated in colour work or sewing.

In June happy is the teacher whose room is equipped with tables and chairs, as this enables a class to take many a lesson outdoors. The story-hour, reading, reproduction-stories, sewing and many other exercises may be given quite as profitably to the mind, and much more profitably to the body, out in a shady corner of the school-yard. Where chairs are not available ask each child to bring a clean newspaper. These when spread on the grass or cement in the yard form a clean seat for the little ones, who really seem to prefer this picnic grouping. Let the spirit of the outdoors reign in this best of all months, and so will it keep green the hearts of teacher and pupils alike until the 29th arrives, when all may drop for a time "the daily toil, the common task" and go forth freely to answer "the call of the wild".

Hints for the Library

Food Economy in War Time, by G. B. Wood and F. G. Hopkins. 35 pages. Published by Cambridge University Press. Price sixpence net. This pamphlet is a scientific comparison of the relative values of the different kinds of food in respect to cost, value as tissue builders and value as energy producers. It recommends the most suitable classes of food for the various types of life activity. G. A. C.

Essentials of Physics, by George A. Hoadley. 536 pages. Published by the American Book Company, New York. Books on physics by Mr. Hoadley have been on the market for many years and have been very successful. The present volume is a very excellent one also. It covers the field usually embraced by American High School text-books and will bear comparison successfully with any of the High School physics texts. Its illustrations in the main are excellent and are necessary for understanding the subjects; but it is very questionable whether some of the full-page plates are wisely chosen. What use a reproduction of a photograph of an express train or a picture of a waterfall can serve in assisting the understanding of the principles of physics it is difficult to say; if they are merely embellishments they, and others, might have been more wisely selected. Nevertheless this is only a passing criticism of a very interesting and valuable book. G. A. C.

The Earth—Its Life and Death, by Alphonse Berget, translated by E. W. Barlow, F.R.A.S. 371 pages. Published by G. P. Putnam's Sons, New York. Price \$1.75. This is not a school text-book but covers a field that is of intense interest to every teacher of geography. It deals with the earth as an organism, traces its early history from its birth through all the stages of a planet from when it was seething hot until the present time. Here it pauses to examine its characteristics, its shape, size and magnetic phenomena, the forces modifying its form are examined, such as earthquakes and those slower secular elevations and depressions that only time can make evident. The winds of the atmosphere and the waves and currents of the ocean are discussed in their terrestrial relations. Then it traces the future development and final death of the earth. These facts are not narrated in ordinary text-book language, but with the vigour and brilliancy of a work of art. The volume is in every respect a handsome one and very creditable both to the publishers and to the author. G. A. C.

The Problem of the Night School

N. L. BURNETTE

Teacher in charge of classes for the non-English, Port Arthur.

THE short period elapsing since the Royal Commission's report on Technical Education has witnessed an appreciable quickening of interest in the subject. The country now realizes the needs of that overwhelming majority of its wage-earners who begin the battle of life handicapped by the lack of proper elementary education.

It must be self evident to thoughtful persons that, however perfect our system of compulsory primary education may be made in the future, a country whose population is augmented by a large and constant stream of immigrants from lands of inferior school facilities will always have a disquieting number of ignorant persons above the elementary school age.

The report of the Commissioner-General of Immigration for the United States of America shows that, during the years 1899-1910, there entered that country more than two and a half million adults unable to read or write in any language. The depressing figures on illiteracy in this country, and their relation to immigration can be seen by any one interested enough to consult the second volume of the Census of Canada.

The number of workers whose efficiency is impaired and whose advancement is hindered through insufficient knowledge of the English language cannot be estimated.

The writer has before him two compositions. In one a Ruthenian pupil says "It is necessity to know English language . . . I know that every citizen of this country is learned, but in foreign lands it is contrary. . . The illiterate men which came to the country cannot learn by themselves. If somebody would only show them how to pronounce the words, seldom we may found the men would be illiterate".

In the other, a Russian pupil states that he would like "to lern good writing, reading and speak English . . . to help for the Russian immigrants to find a job, because they are poor men who cannot to write nor read".

I want in this article to strike at the root of the evil which is rendering so inadequate our answer to the above cry from Macedonia. We need teachers with special training for the work, a medium for the exchange of ideas, discussion of problems and collection of data, and a central authority which will co-ordinate and direct the many teaching agencies which at present are labouring much and producing little.

The writer was recently informed by an official occupying a high position in the profession that Port Arthur is the only city in Canada which carries on classes for the non-English as an integral part of its educational system, employing a teacher the year round solely for that purpose. If this statement calls forth heated denials from other communities it will furnish one more shining example of the lack of co-ordination which exists.

Where work is done along these lines it is generally through the churches or social settlement. Occasionally a city school board includes in its industrial classes a class for the teaching of English during the winter.

Dr. Merchant in his report on Technical and Industrial Classes* points out that teachers of these classes, while possessing technical knowledge of their craft, would be materially helped by a course of training in methods of instruction. This applies with equal force to the teaching of English. Even Public School teachers engaged to teach non-English speaking adults on one or two evenings a week require special training for the work. The problems confronting them are new and varied and child-training methods are generally inapplicable.

In reference to voluntary agencies I do not seek for one moment to throw slurs at the many noble men and women who are actuated by no other motive than a desire to serve their fellows. It is hardly necessary to point out in a magazine of this character that a knowledge of the mother tongue is of little value for teaching purposes unless coupled with a knowledge of the psychology of the pupil, and of methods in the application of subject matter. The lack of these qualifications leads to a continual loss of teachers who quit because of discouragement, or because, when their first enthusiasm is cooled, they find themselves unequipped for the task. The effect on the pupil is equally bad. He, too, either grows discouraged and quits, or else under frequent changing of teachers, he leads an exciting and confused existence somewhat similar to that of an unhappy rabbit in an experimental laboratory.

The possibility of utilising non-professional teachers for the work does not seem to the writer an idle dream. A short Model school course embracing lectures on (1) the fundamental principles of education, (2) psychology (3) elements of method would raise immeasurably the standard in these night schools.

With increased efficiency in teaching must come a definite course of instruction. The lower grades would, of course, be confined to giving a thorough grounding in language, but there is no reason why the more advanced classes for the non-English should not act as a valuable feeder to the Industrial and Trades schools. With due regard to local

* Report of the Minister of Education for Ontario, 1914, page 694.

conditions work could be so laid out and standardised that a pupil entering a class in London, Ont., could continue his school career in Kenora with no more loss of time than that experienced by a child in Public School making the same move.

Unlike most reforms this calls for no great expenditure of money. While an awakened public conscience asks that something be done, the harassed amateur educationalist is crying for some one to show him how to do it. The writer has had much to do with settlement schools. He has, as an experiment, given a course of training to volunteer teachers, and knows with what readiness workers who are really striving after results would welcome instruction, as well as the supervision and regular visits of an inspector.

The almost total cessation of emigration from those countries which send to us the bulk of our non-English speaking people offers an opportunity to study the whole question and prepare a definite plan. We must decide on curricula and methods and provide facilities for the training of specialists either in connection with the present Normal and Model schools, or else by means of special summer schools and travelling instructors.

Hints for the Library

Stanford's Compendium of Geography and Travel, North America. Vol. 1. Canada and Newfoundland, edited by Henry M. Arni. 1069 pages. Published by Edward Stanford, London. Price, 15s. net. This is the most notable volume that has appeared on the geography of Canada for a decade. It is a reissue of that notable series of volumes, *Stanford's Compendium*; and for a country like Canada which has changed so markedly since 1897 a new edition was required. The complete geography of Canada as a whole and of each province is dealt with more completely and as ably and judiciously as in any publication. The area, boundaries, surface features, drainage, climate, resources, industries, peoples, government and cities are each treated in great detail, and yet are not a dry-as-dust mass of information, but are discussed in an entertaining manner, stanzas of descriptive verse are even introduced frequently to give a human interest to the geographical facts. The history and development of each country is not neglected and geological history is discussed inasmuch as it assists in an understanding of the geographical facts. The volume is embellished by a large number of pictures representative of every phase of Canadian scenery and life. These are sometimes lacking in beauty of reproduction. The volume is accompanied by complete sets of maps of all provinces as well as of particular districts that have a special interest. In the opinion of the present reviewer this is the most valuable volume on Canadian geography for the teacher that has ever appeared. No school library can afford to be without it, and it is certain to be of interest for the whole school.

G. A. C.



English Greyhound.

Domestic Dogs

(Continued)

MARGARET D. MOFFAT
Bolton Avenue School, Toronto

II. *Dogs which hunt by sight.*—(a) This lean gentleman is an English greyhound. He belongs to the second main group of dogs, the greyhounds,—dogs which hunt mainly by sight. Their long narrow muzzles place them next to the wolf-like dogs. Indeed, their muzzles are so narrow that there is not room in the nostrils for the extent of scent-muscles that other hounds have. So they must have keen sight to help them. They are large strong fellows, for their work is to go hunting deer and coursing hares while their masters accompany them on horseback. They must be fleet-footed, so they have long legs and they carry very little flesh. They are all bone and muscle. Their feet have hard pads for tearing over the ground. Long hair and a bushy tail would be encumbrances so they have very short smooth hair and a rat-tail. Their long muzzles and necks help them to seize an animal while running at full speed. Not only do racers need long legs, they also need good sound wind. For this they have deep chests for plenty of lung-room.

(b) The Scotch greyhound has a thick coat of short hair, for he must endure wild weather among heathery hills and mountains. He is larger than the English dog. The favourite colours are dark slate, fawn, grizzled or brindled.

(c) The Russian greyhound has a coarse woolly coat. His ears and forelegs are fringed and his tail is thickly haired so he is slow in pace. He hunts wolves by sight and scent.

(d) Italian greyhounds are small and are kept for pets. They are of several colours: golden-fawn, cream-coloured, blue-fawn, black, red, yellow and white.

III. *Spaniels*.—With the spaniels we come to the third division of domestic dogs. They have large pendant ears, long-fringed. Their heads are wide, muzzles moderate, limbs short and stout, hair long and thick and their tails are thickly-haired. Their skulls are comparatively wider and shorter than those of the first two classes. The brain-case rises suddenly at the eyes, indicating good mental power. Spaniels are divided into (a) field spaniels, (b) water-spaniels, and (c) pets.

(a) Field spaniels are among the best shooting-dogs and they bay when they discover game. There are four varieties: Clumber, Sussex, Norfolk and Cocker. The Clumber spaniel is silent when hunting. He is heavily built and soon tires. He has liver-coloured nostrils, brown eyes and long ears without very long fringe. His hair is silky. His ground colour is always white with yellow or orange spots. The Sussex spaniel has a wavy coat of liver-colour without any white. The Norfolk is either liver-and-white, or black-and-white while the long fringe of hair on the ears frequently touches the ground. Cockers are small, and are liver, liver-and-white, or black. Their coats are soft, silky and wavy, with fringe on the throat and limbs.

(b) Water-spaniels. The Irish water-spaniels are fairly large dogs with broad feet, woolly, thickly-matted curly coat, which is more or less oily. They retrieve game, plunging into water and bringing ducks to land. Ben, a mischievous spaniel, once thought he would do something smart. He dashed in among some tame ducks on his master's premises and seizing an old duck ran to the house with her. She squawked all the way but he did not heed her till she was rudely taken from him when he reached the kitchen. Poor Ben did not understand why he was whipped for it. Setters are large spaniels which have a habit of pointing their game. Originally they were taught to crouch while holding the game until a net was thrown over it, hence their name. With the use of guns, this habit was of no advantage so the setters were trained to the attitude of pointers. The pointer should have a silky coat. The legs should be thinly fringed, while the tail-fringe should hang like the teeth of a comb with no bushiness. In the middle of the tail, which is carried up, the fringe is long, while at the tip it should be quite short. The setter should also have an abundance of hair between his toes. He is "all colours". The Irish setter is generally red.

The Newfoundland dog is just a large spaniel. The children know how fearless he is in water and how ready he is to risk his life to save people from drowning. In Newfoundland he helps the fishermen, going out in the fishing smacks. When a large fish is caught by hook and line

he leaps into the ocean and gets it, making the landing of the fish less difficult for his master. His coat is shaggy and oily, his tail long, bushy and curled on one side. Black is the general colour. His head is large, nearly flat on top, with a ridge at the eyes. The skin on the forehead should show some slight wrinkles. The eyes should be brown in colour and mild in expression.

The St. Bernards are very large. One is known to have measured sixty-eight inches from the tip of the nose to the root of the tail. The rough St. Bernard has a long wavy coat, very bushy tail and little fringe on the fore-legs. There is a great variety in colour. The head is large with a greater elevation at the eyes than the Newfoundland. The ears are small. The feet are large to support the dog in the snow of the mountain side. The St. Bernard Hospice was founded almost a thousand years ago for the benefit of pilgrims going to Rome. Now about twenty thousand people go through the St. Bernard pass every year, many of them labourers going to work. In winter the snow piles high around the hospice and travellers fall by the way overcome with cold or buried under snowslides. The monks use the older dogs to train the younger in rescue work. This is done in summer. The young dogs are taken into the valleys and hollows where there is always snow. One man lies down in the snow burying himself in it. Then the dog is sent to look for him and rouse him. The man wakes up, stands up and the dog leads him to the hospice. A famous dog is to be seen in the Berne museum. In life Bary's intelligence was remarkable. He was presented with many medals. Altogether he saved forty lives, but at last he was accidentally shot. One instance was that of a child whom he found lying in the snow. He warmed it with his breath and roused it from sleep by licking its face. He coaxed it to get on his back. Then he carried it swiftly to the monastery.

(c) Pets. The King Charles and the Blenheim spaniels are famous pets. The King Charles is black-and-tan with a large mixture of white. They both have globe-shaped heads, turned-up noses, and ears which touch the ground. The coat should be long, silky and wavy, while ears, legs and feet should be heavily fringed.

A teacher had been telling her class all about the wonders of the ocean. "Now, Freddie," she said, "why does a whale live to be a thousand years old?" "I guess, ma'am," replied Freddie, "it's because there is nothing in the ocean big enough to swallow him."

A CHRISTMAS THOUGHT.

Teacher—"Now, Tommy, what comes from Santiago?"

Tommy—"Santa Claus."

Nature Study for June

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

THE COMMON GRAINS, WHEAT, BARLEY, OATS.

Introduction.—By the first of June the cereal crops are well under way and the structure and growth of these plants offer a splendid subject for nature study work. Many of the observations can be made by the pupils around their own homes, and these may be supplemented by the more careful study of the plants in the school.

Observations to be Made by the Pupils.—Examine grains of oats, wheat and barley. Which have husks on them and which has none? In what ways do the grains resemble one another? Examine the young plants in the field. Pull one up by the roots and note the shape of the roots. Would you say the roots are shallow or deep feeders? Just above the root notice whether the stem branches. Note into how many branches it divides. What advantage would a variety possess that branched widely? Observe the structure of the stem. Is it hollow in all the grains? Does the hollow run continuously from the top to the bottom of the stem? What is the advantage of a hollow stem? Note the peculiar shape of the leaf, its veining, its method of attachment to the stem, a structure at the angle formed where the blade meets the stem. Why would a wide leaf be unsuitable for a plant with the manner of growth of a grass? Do these plants produce flowers? Watch them carefully through the month of June for projecting anthers containing pollen. In what ways do the clusters of flowers on the oats differ from those of the wheat and barley? Dissect a spike of wheat and barley and note the relation of the beards to the husks.

Information for the Teacher.—The common grains are now growing rapidly and exhibit many interesting phenomena for the student of nature. The grains themselves differ in the different cereals, but the most marked differences are superficial. The grain of the oat plant is enveloped in two scales which can readily be removed and then the real grain appears and is very similar in structure to a grain of wheat. The scales adhere much more closely to the barley grain but when they are removed, it too resembles a grain of wheat. The grain of wheat was enveloped in the same husks but they were so loosely attached that during the threshing they were removed as chaff.

The plants are very similar in their character. All belong to the great family of grasses which includes also rice, maize, rye, millet and many of the fodder plants, so that it can be said for a certainty that the grass family is, by far, the most important group of plants in the world, and contains most of the essential food plants for man and beast.

All have great tufts of fibrous roots which spread widely but not deeply into the soil. The grasses are shallow feeders and are thus quite sensitive to the soil moisture. A deep-rooted plant can draw its moisture from considerable depths and a drought does not affect it so seriously as it does the grasses. Just above the root the stem branches into a number of long slender branches. The branching habit partly determines the amount of crop, for where one plant produces many branches each bearing its tuft of flowers and fruit that plant will be very productive. The stem is hollow with joints along it at intervals. A hollow stem has great rigidity in proportion to the amount of tissues that compose it, and the stems of the grains need great rigidity when we consider the weight of heavy grain that the stem has to support against every wind that may buffet it. Occasionally a heavy storm will "lodge" it in spite of the great resisting power of the stem. Then the joints play their part if the plant is not too old and the tissues have not lost their vitality. If the joint is closely observed it will be noticed that it is swollen and looks more translucent than the other tissues. It is what is called a turgescient tissue, and when its cells on one side of the joint become swollen the "lodged" plant is erected; thus the bend will always take place at the joint.

The leaf is always long and narrow as is to be expected among plants that grow in such crowded masses as do the members of the grass family. The function of the blade of the leaf depends on its ability to receive the sunlight, and wide leaves would be entirely out of place on the grasses as they would shade one another and much tissue would be wasted. At its base the leaf encircles the stem as a sheath and can swing around to any angle with the wind. Just where the blade meets the stem a little scale projects tightly against the stem so that the rain and dew cannot penetrate the space inside the sheath.

All the cereals flower and the tufts of stamens project out for a few hours, but it requires a person with a watchful eye and some patience to observe the phenomenon. The structure of the flower is very interesting but too difficult to observe without a magnifier. Around each little flower is a number of scales. These persist until the grain is ripe and form the chaff. Frequently these scales have the apex prolonged into an awn, and these projecting awns form the beards of barley and wheat.

The May Competition in Art

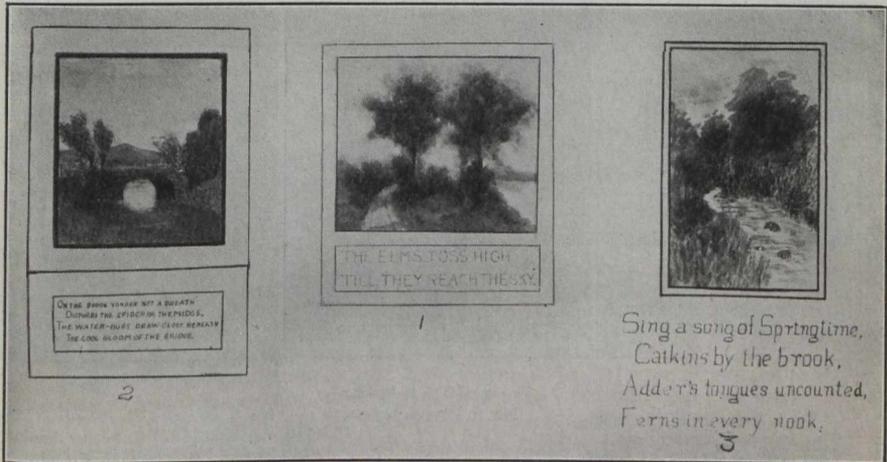
AWARDS TO PUBLIC SCHOOL COMPETITORS FOR AN ORIGINAL ILLUSTRATION, IN PENCIL OR IN WATER COLOURS, OF A QUOTATION SUBMITTED WITH THE ILLUSTRATION.

Prize Winners.

First Prize; Margaret Wood, Sr. IV, Ryerson School, Owen Sound.
Teacher, W. Douglass.

Second Prize; Ur. Ramsay, Jr. IV, Ryerson School, Owen Sound.
Teacher, Agnes Burt.

Third Prize; Clifford Bunt, Sr. IV, Ryerson School, Owen Sound.
Teacher, W. Douglass.



No. 1. Margaret Wood.

Fig. 1. (Public School).

No. 2. Ur. Ramsay.

No. 3. Clifford Bunt.

Honourable Mention for Merit; Ora Ellis, Janet Smith, Dorothea Deans, Howard Ellis, Wilkie Newton, Mary Telford, Katie M. MacKay, Rheta Graham, Ryerson School, Owen Sound; Grace Jones, Bernice Prest, Dorothy McLean, Kathleen Hammill, Ada Frank, Bert Coulter, Alma Thompson, Loretta Crecino, David Glen, Mona Scott, Nellie Alexander, David Hopper, Stanley King, Perry Smith, Strathcona School, Owen Sound.

AWARDS TO HIGH SCHOOL COMPETITORS FOR AN ORIGINAL ILLUSTRATION, IN PENCIL OR IN WATER COLOURS, OF A QUOTATION SUBMITTED WITH THE ILLUSTRATION.

Prize Winners.

First Prize; Dorothy B. Johnston, Bowmanville High School.
Teacher, Isabel K. Smith.

Second Prize; Evelyn Jones, Bowmanville High School. Teacher,
Isabel K. Smith.

Third Prize; Beatrice Blandford, Hamilton Collegiate Institute.
Teacher, George L. Johnston.

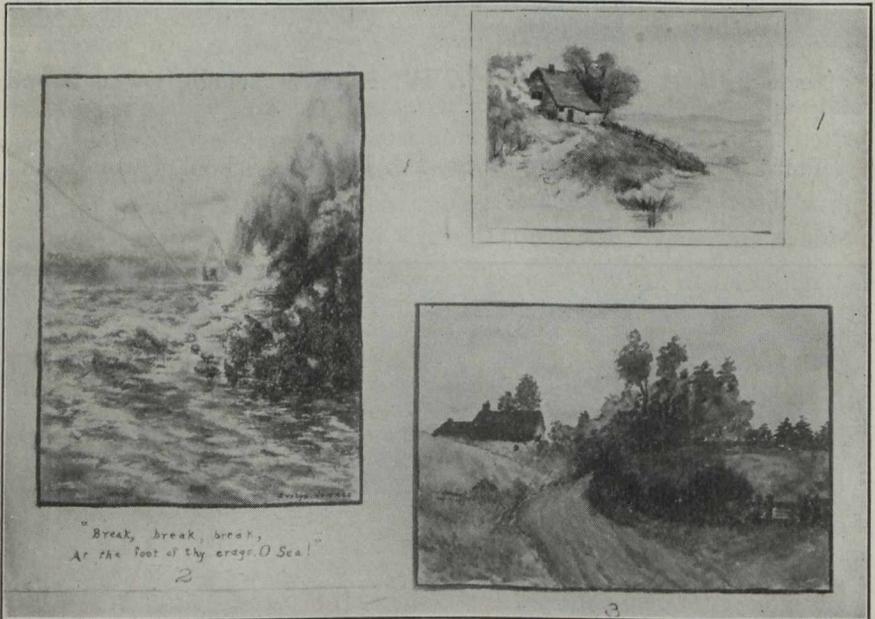


Fig. 2. (High School).

No. 1. Dorothy B. Johnston.

"This little bay, a quiet road,
That holds in shelter thy abode."

No. 2. Evelyn Jones.

No. 3. Beatrice Blandford.

"The road that runs just by our door
Keeps on a hundred miles or more."

Honourable Mention for Merit; Bertha Watson, D. Luhrmann, Fredrea Fletcher, Dorothy Wilson, Marian King, Helen Sherk, M. Misener, Hamilton Collegiate Institute; Monita McDonald, Anita McAndrew, Loretta Dee, Virna Ross, Vera Hurley, Dorothy Fonseca, Marie McEnaney, Clotilde Prunty, St. Joseph's College, Toronto; Henry B. Bowman, Elmira High School.

NOTES.

The Committee was disappointed in not receiving any good pencil illustrations. Many coloured illustrations showed a lack of delicacy in
(Continued on page 874).

ORDER LABORATORY SUPPLIES NOW FOR NEXT SEASON

The reason for this advice has been so well put in an editorial in the "American School Board Journal" for May, 1916, entitled, "A Warning to School Boards", that we reproduce it here essentially in its entirety.

"The school boards of the country are facing a serious situation in their annual equipment and supply purchases. Not in years have there been such generally unsettled conditions in the markets, such serious shortages in raw materials of every kind and such unheard of increases in the prices of staple commodities.

"The entire raw material market is demoralized and with the advance of spring, the situation is becoming steadily worse. It is urged, therefore, that school boards buy all necessary goods just as promptly as possible, and that they demand immediate delivery. The situation does not promise to improve for many months to come, and delays in placing orders and deferred shipments are certain to cause serious embarrassment in the fall opening of the schools.

"The school equipment and supply business is peculiarly a seasonal business and manufacturers have complained for many years against the uneconomic custom of limiting the great bulk of school purchases to two months. Any business man understands that a season of two months which necessitates the making of stock far in advance without definite knowledge of the actual number of orders, and the great rush of a vast volume of orders to be handled within eight or ten weeks, does not make possible the most economic manufacturing or selling. If school orders could be distributed over a longer period of time, the schools would be the greatest gainers.

"For the coming summer, the evils of the short season have been aggravated beyond understanding. Notice has been served by practically all producers of raw materials that all prices are subject to change from day to day. This is particularly with respect to the larger items: furniture, paper, manual training tools and supplies, laboratory furniture and equipment. Steel, lumber, paper, etc., have increased in cost from fifteen per cent. to two hundred per cent., and the top prices have not yet been reached.

"School boards, are, therefore, urged as a matter of wise precaution to get in touch with their regular sources of supplies as early as possible and, to place orders for immediate delivery as against the uncertainty of deliveries in August and September. Two years ago and last year, we urged this same precaution, and many school boards who disregarded the warning were seriously embarrassed."

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the handling of colour. The skies were too blue and the trees were too green. The perspective of houses and receding fences was very noticeably bad in some drawings. In others the shore line, horizon, and outlines of trees and of sails were made quite heavy.

But the greatest defect in the majority of the illustrations consisted in not having the centre of interest in the drawing correspond with the centre of interest in the quotation. The object of greatest interest in the quotation was too often given a very subordinate place in the illustration.

One Public School made the mistake of *decorating* instead of *illustrating* some very neatly lettered quotations. As examples of lettering and decorative designing, many of the drawings submitted were very good.

HOLDING AUDIENCES.

An American educator, recently returned from Asia, tells of an interesting method adopted by a professor in an Indian College in holding his audiences.

The educated Hindus and Mohammedans, natives of India, are extremely proud of their ability to understand and speak the English language. It is an insult to intimate in any manner to an educated native that he is ignorant of English.

The professor above mentioned used the language pride of the natives in overcoming an annoying custom which permits students to enter or leave lectures at any time with the greatest freedom. He announced at one of his talks that in the future any man who did not understand English might retire at any time from the classroom.

After this announcement the lectures were heard to the end.—*American School Board Journal*.

A LITTLE KNOWLEDGE.

Teacher—"Tommy, can you spell 'fur'?"

Tommy—"Yes, sir. F-U-R."

Teacher—"That's right. Now can you tell me what fur is?"

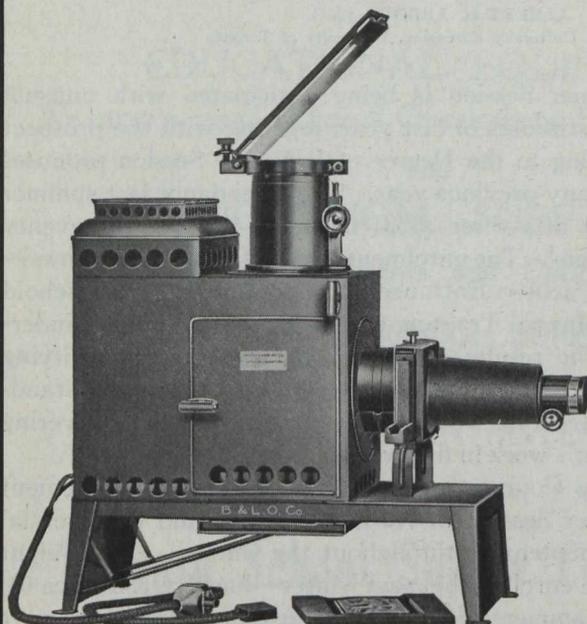
Tommy—"Yes, sir. Fur is an awful long way."

Miss Brown was giving an elaborate description of a blacksmith preparatory to teaching Longfellow's poem.

"Now, children, we are going to learn a poem to-day about someone who works very hard. He is very large and has great arms that can lift such heavy things! His face is blackened with soot that comes from his great, blazing fires! And he wears a dirty, black apron and he has a fire that glows, oh! so red, and whenever he makes anything he puts in into his fire, and then pounds it with a great big hammer, which makes the loudest clanging noise and makes the sparks fly about in every direction. Now, who can tell me what I have been describing?"

A little maid who had listened to these vivid details with eyes twice their natural size sprang to her feet and said in an awed whisper:

"The devil."—*American School Board Journal*.



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The Summer Session of the University of Toronto

ALBERT H. ABBOTT, Ph.D.
Secretary, University Extension, University of Toronto

The eleventh Summer Session is being anticipated with unusual enthusiasm. With the stimulus of last year, together with the prospect of the new Course leading to the Degree of B.A., the Session promises greater success than in any previous year. The attendance last summer was three hundred and fifty-three (353) being an increase of seventy (70) over the previous year. The enrolment was distributed as follows—Normal Entrance 36, Faculty Entrance 90, Commerce 30, Household Science 49, Music 40, Manual Training 9, Auxiliary Classes 19, Kindergarten Primary 80. The results at the examinations were gratifying not only to students, who in this way improved their professional standing, but also to the instructors who had the strenuous task of covering the greater part of a year's work in five weeks.

The Correspondence Courses which are carried on to supplement the work of the Summer Session in Normal, Faculty and Commercial Work continued from September throughout the winter. Eighty-eight (88) students in all were enrolled this past winter—Faculty Entrance 61, Normal Entrance 23, Commerce 4. Bulletins outlining the Course were sent out monthly or fortnightly with prescribed work to be returned by the student.

The Course which has been authorized by the University of Toronto this year leading to the Degree of Bachelor of Arts is the General Course without options in the Second, Third and Fourth years and is constituted as follows: First Year—English, Latin, French, Physics or Biology, Mathematics (Alg., Geom., Trig.). Second Year—English, Latin, French, History, Physics, Biology. Third Year—English, French, History, Chemistry, Geology and Mineralogy. Fourth Year—English, French, History, Chemistry, Geology and Mineralogy. Provision is made this year for Latin, French, Physics and Biology of the First Year and English, French and Physics of the Second Year. This Course may be completed by attendance at Summer Sessions and supervision of work throughout the year. Those holding Faculty Entrance or equivalent standing may enter the Second Year work.

For the subjects of the Second Year the fees are as follows: tuition, one subject \$10.00; two subjects \$18.00; three subjects \$20.00; examinations \$2.00 each subject. For the Courses mentioned in the first paragraph no tuition fee is required by the Department of Education from regularly qualified teachers.

The Summer Session opens July 3rd and lasts five weeks. The University Residences and Dining Hall are open for the accommodation of Summer Session students.

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Queen's Summer School

W. T. MACCLEMENT, M.A., D.Sc.
Secretary, University Extension, Queen's University

Two objects were prominently before those who established Queen's Summer School in 1910. The first was the need for strengthening and adding variety to our extra-mural courses by giving opportunity for laboratory work in science, and thus permitting our extra-mural students to select courses containing scientific subjects. The second object was to open to teachers, who have courage, ambition, and ability, an opportunity of improving their scholarship and professional standing.

To those who are genuinely attached to teaching and who desire to make it their lifework summer study makes a strong appeal. The opportunities of gaining increased knowledge, of observing good methods of presenting this knowledge, of enjoying again something of the light responsibility and the pleasant companionship which make school days and college sessions so attractive, these make a combination which every real teacher should welcome.

When to this we could add the possibility of obtaining by perseverance and faithful study, an advanced certificate or a degree in Arts, opening to the student a way to the prizes of the teacher's profession, we felt that the teachers of Canada required but to know of this to respond in large numbers. We hoped to offer such opportunities for progress that an increasing number of ambitious and intelligent persons would look upon teaching as a lifework worthy of their best efforts and offering in its higher reaches prizes equal to those of any other career.

Largely as a result of the publicity campaign conducted by the students themselves a wider interest has been evident during the last two years. 1914 brought us an increase of fifty per cent. beyond the largest previous attendance, while in 1915 the students reached the very satisfactory number of 150.

It soon became evident to observers that the students attending the summer sessions are the product of a long process of natural selection. Only the elect will make the sacrifices involved in giving up their vacation, their energy, and their often slender savings, in the more or less precarious hope of reaping a satisfactory reward "after many days".

There can be no doubt that the situation of Queen's and the delightful summer climate of Kingston are strong factors in making successful such an enterprise, but the fact remains that the teachers of Canada are becoming alive to the fact that their occupation may become a real profession, worthy of their continued effort and devotion, and that in our University they can find sympathetic aid in working toward their highest ambitions.

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Notes and News

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

Essay Competition.—THE SCHOOL invites teachers to enter a competition on

HOW I REFORMED A "BAD" PUPIL.

For the best account, a two years' subscription will be awarded and for each of the next five best accounts a year's subscription will be awarded.

The rules for the competition are

- (1) Each account must be written on one side only of letter paper, 8" x 11".
- (2) The account must be one from the actual experience of the teacher and signed by the teacher (this name will not be published).
- (3) It should be as concise as possible, stating clearly the habits of the pupil that the teacher wished to reform; the treatment that effected the reform and why it proved efficacious; the time required to effect reformation, etc., etc. If the pupil has left school, describe his (or her) success in life.
- (4) The awards will be made for the *most successful method of reforming the pupil*—not for the literary merit of the composition.

Miss Chambers of Carnarvan is now teaching at West Guilford.

H. E. Snyder, a graduate of the class of 1910-11 in the Faculty of Education, Toronto, has a position in Wesley College, Winnipeg.

A. J. Foerster, M.A., M. R. Ballard, B.A., and G. A. Coyne, B.A., of this year's class in the Faculty of Education, Toronto, have accepted positions in Moose Jaw Collegiate Institute, to teach mathematics, biology, and English, respectively.

In how many Canadian schools are loose leaf exercise books used? Some of the advantages of using these are indicated on page 883 of this issue.

Pro Belgica is the title of a new weekly published in Montreal. It is the authorised mouthpiece of the relief work for the victims of the war in Belgium. The object of the paper is to keep Belgians and Canadians as much in touch as possible, and by a series of articles written by competent authorities to give as accurate an account as possible of the hardships and trials undergone, the part the Belgian army has played

(Continued on page 882).

SATURDAY NIGHT, by reason of its pronounced character and individuality, enjoys and merits the confidence of practical and sensible people in every Province of Canada. ¶ Its Financial Section is read and respected by Canada's leading financiers and most prominent business men, because of the justice and fearlessness of its Editorial Policy. ¶ The reliability of its Financial advice is admitted. ¶ The unbiased opinions contained in its answers to correspondents upon financial topics is widely sought and keenly appreciated. ¶ This "reader appreciation" is not confined to the Financial Section alone. ¶ Both the General Section and the Women's Section are eagerly awaited, and carefully read, by thousands of Canadians who have come to rely upon SATURDAY NIGHT for a sound presentation of the news of National importance.

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in the war, and the precarious situation existing to-day. Articles are published both in English and French. The subscription is one dollar per year, part of which is given towards the feeding and clothing of the martyred people. The head-office is at 397 Viger Square, Montreal.

QUEBEC.

After long tenure of office, the Honorable Boucher de La Bruère has retired on pension from his position of Superintendent of Public Instruction for the Province of Quebec. There is no Cabinet Minister in charge of education and the Superintendent is the highest official in the Department and is responsible to the Provincial Secretary. His successor is the Honorable Cyrille F. Delage, formerly M.P. for Quebec County and Speaker of the Legislative Assembly. He is well qualified by his personality and experience to carry on the high traditions of his office and to give justice to both the French and English speaking sections of the community.

W. G. Dormer, B.A., Principal of Magog Academy, has been appointed Principal of Lennoxville Academy in succession to D. E. Carmichael, B.A., who has enlisted for overseas service.

H. P. Dole, M.A., has been appointed lecturer in mathematics in the School for Teachers at Macdonald College. Mr. Dole is a graduate of the University of New Brunswick and of the Provincial Normal School at Fredericton. He passed his M.A. Course at Columbia University, New York, specialising in mathematics and received his Master's Diploma in Education at Teachers' College. He has also had twelve years' experience of teaching in all grades of schools, and will begin his new duties on September 1st.

On April 13th, the Montreal Schools' Swimming Association held a very successful competition at the Y.M.C.A. bath, Park Avenue, for certificates which were won as follows by five of the affiliated schools:

School.	Entries.	Qualified for Certificate.
Bancroft.....	6	5
Strathearn.....	6	5
William Dawson.....	14	10
Fairmount.....	7	7
Edward VII.....	9	7
	—	—
	42	34

Of those qualifying, sixteen swam the distance of 100 yards and seventeen younger boys swam 50 yards. The best times were: Douglas

(Continued on page 884)

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handy. It cures the worst cases of tan, sunburn, freckles, black heads, red nose, eczema, ivy poisoning, eruptions, etc. Price \$1.50 prepaid.

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SYSTEM—NEATNESS—CONVENIENCE.

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Cuthbert, age 12, Fairmount School, 50 yds., $43\frac{2}{3}$ secs.; Ross Cuthbert, age 14, Fairmount School, 100 yds., $37\frac{1}{2}$ secs.; Walter Hart, age 13, Bancroft School, 100 yds., 1 min. 49 secs.; Already the M.S.S.A. has a membership of 21 affiliated schools.

At a recent conference between the South Shore School Commissioners and Inspector Parker, it was arranged to apply to the Education Department at Quebec to raise the Model School to the status of an Academy so that pupils in Longueuil and Montreal South will be able to complete their High School education without going beyond the limits of their own community and can be prepared for matriculation into McGill University.

The Commissioners also intend to open a course for boys and girls who wish to enter commercial life on completing their school course.

The Protestant Board of School Commissioners of the towns of Longueuil and Montreal South, at a meeting held on May 2nd, concluded the purchase of a property in the east end of Longueuil for the purpose of a branch school in which the four primary grades will be taught. The school will be ready for the opening next September.

NOVA SCOTIA.

A very successful Teachers' Institute was held in Springhill, April 18th-20th. As Inspector Craig was seriously ill, Supervisor Lay of Amherst presided.

M. C. Foster who has been Principal of Parrsboro Schools for a number of years was recently appointed Inspector of Schools for Annapolis and Digby Counties, to succeed the late Inspector Morse. E. S. Boran of Springhill has assumed the duties of principal in Parrsboro.

W. E. Banks, principal of Round Hill, Annapolis County, is forced to resign at the end of this year on account of ill-health.

Miss Elva Titus, of Wolfville, had to undergo an operation for appendicitis. Her substitute is Miss Flora MacDonald, Baddeck, C.B.

Hints for the Library

Zoology. A text-book for Universities, Colleges and Normal Schools, by G. W. Galloway. 546 pages. Published by P. Blakiston's Son & Co., Philadelphia. Price \$2.00. This is a college text-book in zoology rather than a High School text and yet there is much matter in it that is very suitable for a High School pupil to read. After some general introductory material on histology and embryology the animal kingdom is discussed, beginning with the protozoa and ending with the mammalia. Each group is discussed not only morphologically but also from the ecological standpoint, which is a great improvement on the average college zoology as far as its value to the High School is concerned. Each chapter contains laboratory directions and also suggestions to stimulate supplementary reading, both of which features are to be highly commended. This book can be recommended as a very useful one for the school library and for the science teacher.

G. A. C.

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IN YOUR CLASS? IF SO, TELL US ABOUT THEM.

Teacher—"Now, can any of you children give me a commandment with only four words in it?"

Little Girl—"Yes, Miss, I can."

Teacher—"Well?"

Little Girl—"Keep off the grass!"

Small Tommy: "Our teacher whipped a boy to-day for whispering, but it didn't do any good."

Mamma: "Why not?"

Small Tommy: "'Cause it made him holler ten times louder than he whispered."

Principal Johnson believed in vocationalizing all branches of the curriculum. Therefore, when he visited Miss Clark's class during the English hour, he asked the class to punctuate a very practical sentence.

"Mary," he said, "punctuate this sentence: 'Because the cook had forgotten the salt, the soup was tasteless.'"

"I should make a dash after the salt," said practical Mary.

During the lesson one afternoon a violent thunderstorm arose, and, to lessen the fright of the children, the teacher began telling of the wonders of the elements.

"And now, Jimmy," she asked, "why is it that lightning never strikes twice in the same place?"

"Because," said Jimmy confidently, "after it hits once the same place ain't there any more."

The late Prof. Thomas R. Lounsbury of Yale, speaking at Cambridge, England, on the proper use of English, is thus quoted by the *Philadelphia Bulletin*: "But precision can be carried too far. The ultraprecise, even when logically right, are really wrong."

"An ultraprecise professor went into a hardware shop, and said, 'Show me a shears, please.'

"'You mean a pair of shears, don't you?' said the dealer.

"'No,' said the professor, 'I mean what I say—I mean a shears.'

"The dealer took down a box of shears.

"'Look here, professor,' he said, 'aren't there two blades here? And don't two make a pair?'

"'Well, you've got two legs. Does that make you a pair of men?' And the professor smiled at the dealer triumphantly through his spectacles.

"He was logically right," said Professor Lounsbury, "but, really, he was wrong."

The children at their opening exercise had just listened to a selection on the phonograph. "Now," said the teacher, "who can tell me what great singer we have just heard?" "Caruso!" answered a small boy. "Good!" said the delighted teacher. "Now who can tell me what great man sang with Caruso?" "Crusoe's man Friday," was the unexpected reply.

"Aren't you afraid of the hoi polloi?" asked the reporter of the new school board member.

"No, not a bit," replied he. "I understand all our schoolhouses are equipped with germproof filters."

BRITISH PICTURES FOR BRITISH SCHOOLS.

The Imperial Order Daughters of the Empire,

To encourage the teaching and study of British History, has acquired the exclusive control, for educational purposes in Canada, of the publications of the Fine Arts Publishing Company of England and is co-operating with the Art for Schools Association of England, Landeker & Brown, London, England, and the Medici Society (Canadian Agency). Reproductions in the Mezzogravure Process in exact colour facsimile of famous Historical paintings.

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more than ever before. Grow food for the men who are fighting for you. The Allies need all the food that you can produce. Every little helps. You are responsible for your own work. If you cannot produce as much as you would like, produce all you can. Work with the right spirit. Put fighting energy into your effort and produce now when it counts. The more you produce the more you can save. Producing and saving are war-service.

The Empire needs food. If you are not in the fighting line you may be in the producing line.

Labour is limited—all the more reason to do

Make Your Labour Efficient

war, and, if possible, help in producing something needed now. Let us not waste labour. Canada needs it all. If possible help to feed the Allies. Make your backyard a productive garden. Cultivate it with a will. Make your labour count for as much as possible.

In war-time do not waste time and energy on unimportant and unprofitable work. Economize labour. Put off unproductive work till after the

labour. Put off unproductive work till after the

Do Not Waste Materials

factories, in our homes. Every pound of food saved from waste is as good as a pound of increased production. The way for a nation to save is for every individual to save. France is strong to-day because of thrift in time of peace. The men and women of Great Britain are not only "doing" but are learning to "do without."

There should be no waste in war-time. Canada could pay the annual interest on her war expenditure out of what we waste on our farms, in our

factories, in our homes. Every pound of food saved from waste is as good as a pound of increased production. The way for a nation to save is for every individual to save. France is strong to-day because of thrift in time of peace. The men and women of Great Britain are not only "doing" but are learning to "do without."

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

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

Address all communications to

**The Deputy Minister, Department of Education,
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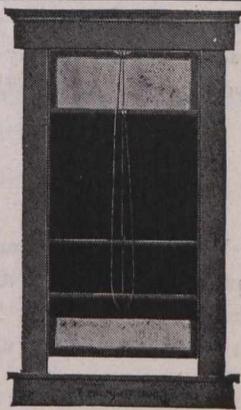
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