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The School

Vol. I

Toronto, May, 1913

No. 9

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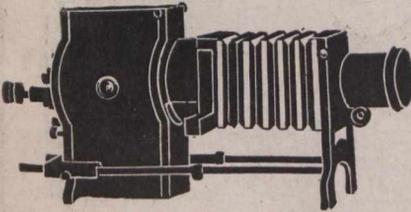
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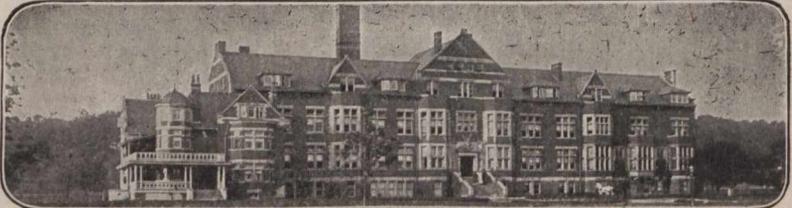
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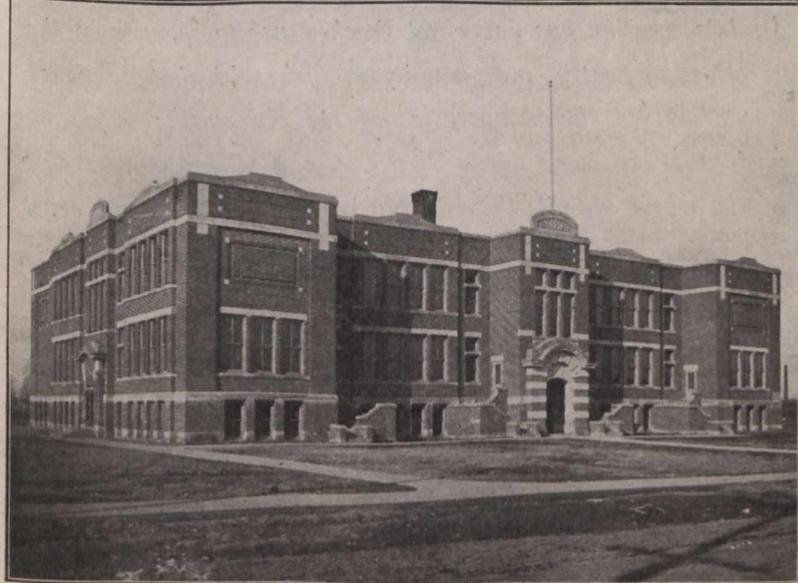
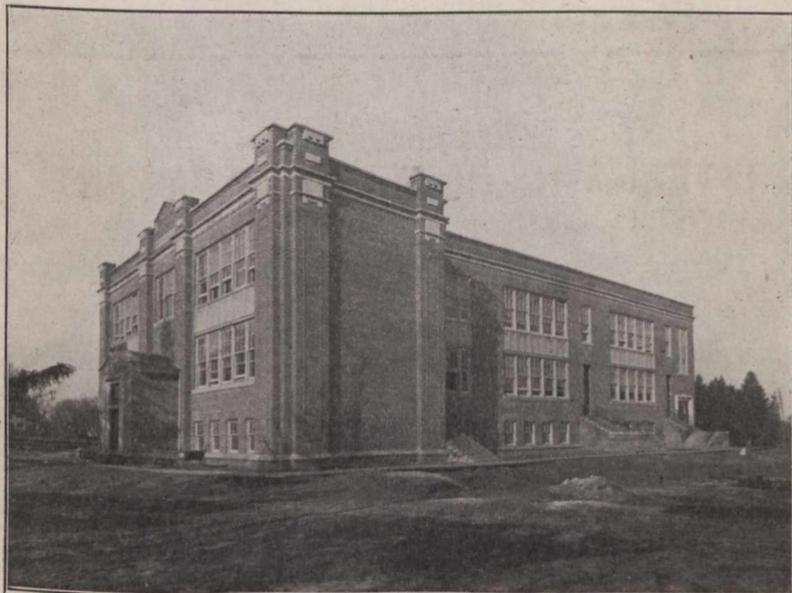
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(See page 642)

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—SYDNEY SMITH.

The School

"Recti cultus pectora roborant."

EDITORIAL.

ENGLISH COMPOSITION FROM A JOURNALIST'S STANDPOINT.

AT the meeting of the English and History section of the Ontario Educational Association during Easter week, Mr. John Lewis, Editor-in-Chief of the *Toronto Daily Star*, read a paper on "English Composition from a Journalist's Standpoint." This paper contains much excellent advice to teachers of English composition, and the paragraphs in particular that deal with letters to the editor bear so directly upon the work of the class-room that they are worth quoting in full:

"The refusal to print letters is a cause of many heart-burnings, and the editor is often accused of suppressing them from dark and sinister motives. Where these exist there is no use in bothering the editor, because you cannot by argument or remonstrance remove a dark or sinister motive. But in nearly all cases such a motive does not exist. I will give you some of the real reasons for the rejection of letters. It is not essential for our purposes that the grammar be faultless. If a word is misspelled, if a wrong tense or number is used, if an infinitive is split ever so wide open, the editor or the proofreader can easily nail or glue the infinitive together again, or apply any other simple remedy that may be required. More serious faults, from our point of view, are these: The letter is illegible; it is too closely written, so as to leave no room for corrections. But above all, and here I come to the root of the matter, the sentences are involved or obscure, the whole thing is badly constructed. It is like a ship that will not float, or a house that will not stand, or an automobile that will not go.

"I have no time here to enter fully into the question of construction. Of that question you have made a special study, and I need not tell you that it depends quite as much upon clearness of thought as upon technical skill in the use of language—in fact the two essentials are inseparable. So, as a practical man, I speak only of one or two things that lie on the surface. Make the sentences short. Understand I am not laying down any general rule as to long or short sentences, but speaking of a particular kind of composition. If in doubt whether to join two ideas with a conjunction or a relative pronoun, or to cut off the sentence and make a fresh start, make the fresh start. When in doubt between a period and a comma, use the period. When in doubt as to whether to make a new paragraph, make it."

EMPIRE DAY.

By common consent and by legal enactment Empire Day is set apart in our schools for special exercises, intended to impress on the mind of the student a sense of loyalty to our own country and to the Empire of which we form a part. Patriotic songs are sung, and patriotic recitations are given by the students; lessons on the flag, its history and its significance, reinforce the exercises in which the flag plays a prominent part. Sometimes local speakers are secured to stir the minds of the students by recounting famous deeds and glorious enterprises in the building up of Canada and the Empire.

All this is good. It is necessary that our young people should learn to recognise the symbols of our country, and that they should learn the value we attach to memories of the heroic endeavours of our forefathers, and the sacrifices they made for what we all consider the common good and the common glory.

But this is not enough. Surely one day in the year will not suffice to give a just idea of that long story of self-sacrifice, of unselfish endeavour, and of heroic action. Much of it can never be told. But every teacher can day by day show his class by example, by precept and by story, the principles of the truest patriotism. The unselfish devotion of a Pym

or Hampden is one in spirit with that of the plain citizen who on a stormy night leaves his comfortable fireside and buttons up his overcoat to go out, with no selfish aim, to attend a political meeting, and to use his influence when he thinks the good of the community is at stake.

We should teach our students to love their country; but what does our country, what does Canada, mean for us? To the young man it means the house in which he is living, with the garden behind it, in which he chased butterflies and picked apples when he was a boy; it means the green fields and woods in which he played; the brook in which he loved to splash; the river in which he learned to swim. To the older man it means that town or village where he first engaged in some successful enterprise or occupation, and proved his fitness to do a man's work among men; where, perhaps, he founded a new home and watched his own children at their play. If, then, we are to cultivate the love of Canada in the minds of its citizens, does it not seem as if the surest way is to bring within the reach of every boy those happy associations which may make life pleasanter for him; to bring within the reach of every man scope for his energies and an honest return for his labour. "Where a man's treasure is there will his heart be also."

May not the truest teacher of patriotism be he who on a fine spring day shortens the hours of labour and turns his students out to enjoy the glorious air of a Canadian May? the employer who gives his employees a half holiday; the citizens who organise open-air playgrounds for the children; the schoolmaster who, while maintaining a just discipline and exacting a fair amount of exertion is quick to recognise and reward.

The surest bond of a common nationality is a common language. You may remember the story of the English boy in France who, when he heard a cock crow, remarked with a homesick feeling that at any rate the animals in this country talked English. He is no mean teacher of patriotism who has a keen feeling for language, and who can communicate to the students the charm of English writers and the honest feeling he has for them himself.

EDITORIAL NOTES.

The Directors of THE SCHOOL have under consideration a number of important changes in the magazine for the coming school year. The size of the page will be increased; and arrangements will be made for a series of articles bearing definitely upon different departments of school work.

With the September number we intend to make a new departure in connection with the contents of THE SCHOOL, by the addition of a number of short articles relating to questions in which the parent and the trustee as well as the teacher should have a vital interest. It will be generally admitted that anything which helps to bring the home into closer touch with the school and to make the parent understand the work which the school is attempting to do, is of very great value to both teacher and parent. We shall be very glad to hear from our readers as to their opinions of the experiment, and we shall be grateful if our subscribers will bring THE SCHOOL to the attention of parents in their community, who are interested in educational questions. Readers of THE SCHOOL should, of course, understand that this new departure will involve an addition to the size of the magazine, and will make it to that extent more valuable to them.

Our readers will probably agree that many of the most helpful things that have appeared in THE SCHOOL have been contained in the short articles from a single paragraph to one or two pages in length, relating to the practical work of the class-room. All teachers, even those with limited experience, have tried different experiments, made use of special devices, or become familiar with certain books which other teachers would find helpful.

Will you not give the readers of THE SCHOOL the benefit of your experience? Many teachers fail to send contributions because they think that articles must be long, elaborate and learned. In reality, it is the short, practical contributions containing the personal experiences, methods,

devices, etc., of the teacher that are most useful. Short contributions of from 100 to 800 words will be welcomed.

We are hoping to be able to make some payment for articles, no matter how short, that appear in *THE SCHOOL*, beginning with the September number. Contributions intended for the September and October numbers should reach us, if possible, by the 10th of June.

“The medder lark is pipin’ forth a sweeter note to me;
And I hear the pewees yonder in the cedar tree;
The popple leaves is quiv’rin’ ’cause the wind is in the west;
The robin’s round ahookin’ straws to build his nest;
The blackbird he’s aflashin’ up the crimson on his wing;
What’s the reason?
Oh, the reason’s ’cause it’s gettin’ Spring!—*Ben King.*”

We want our boys and girls trained to see the difference between right and wrong—to care for the right and to hate the wrong. We want our boys and girls trained in the spirit of courage, of heroism, so trained that they will be willing to suffer for their country, suffer in their homes for father and mother, suffer in the state and nation, in reputation, in cash, in physical conditions, and in property, if need be, that they may stand for honour, integrity, uprightness. In other words, we want heroism, which is only another way of saying self-sacrifice. We want them trained to consider the interest and well-being of others by their side. We want them trained to look beyond their own things and on the things of others. We want them trained, in other words, in the spirit of love that suffers long and is kind, that vaunteth not and is not puffed up, that beareth all things, that endureth all things, that suffereth all things.—*Lyman Abbott.*

The Children's House

(Concluded)

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ANY new doctrine in Education, especially if it is advocated in earnest and convincing language, is almost certain to find, sooner or later, a body of adherents. Such a consequence is all the more assured when the doctrine in question is apparently vindicated by experiment. This body of adherents is apt, however, to contain a considerable number of persons of uncritical temper who welcome the new simply because it is new and because it appeals to some dominating sentiment of their natures. There will also be some who will welcome the new simply because of a deep-rooted dissatisfaction with the old. They acclaim the prophet of innovation not only because he expounds new truths but also because he attacks old abuses.

The foregoing general remarks would seem to be especially true of the so-called Montessori System and its reception on this continent. The attention of Canadians generally was first directed to the work of Madame Montessori by articles in certain American magazines—articles written, in the main, by persons who had visited the Montessori Schools in Rome and had been impressed by its unique features. These descriptions, however, like many products of our modern journalism, showed a decided lack of patient and critical observation and of the sober statement which usually accompanies such observation. The eventual translation of Madame Montessori's book into English gave to the ordinary teacher a better basis for judging the worth of her theories, while the recent widespread discussion, supplemented as it has been by careful reports by competent observers who have visited the Montessori schools within the last year, has enabled the educational world to approach some steps nearer to a proper estimate of the value of the movement. The dispassionate consideration of the matter has been made considerably more difficult, however, by Madame Montessori's indiscriminating attacks upon modern elementary education. She speaks of the ele-

mentary school of the present day (including the kindergarten) as if "imprisonment" behind fixed and heavy desks, the complete domination of the child's personality by the more robust personality of the teacher, the hearing of recitations and the following of a soulless routine, were universal conditions. Equally annoying to the well-informed student of education is what one critic calls her "blithe unconsciousness" of the many fruitful and suggestive investigations of the last fifty years. She also displays a regrettable ignorance of educational history outside of the one department of the education of defectives. She has much of the narrowness of the "man of one book" and is in certain important respects like Mr. G. K. Chesterton's yachtsman who became lost in a fog and who, landing upon an apparently uninhabited and unknown island, found out eventually that he had discovered England.

It would be highly unfortunate, however, if any sense of the unfairness in Madame Montessori's criticisms should be allowed to blind the eyes of the reader to the modicum of truth which those criticisms contain. It would be even more unfortunate if, through prejudice, the more constructive aspects of Madame Montessori's work should be under-valued or overlooked. It is quite easy and therefore quite common to damn a critic in wholesale fashion simply because he (or she) places a finger upon a weakness which we are too proud to recognize or too lazy to correct.

And much of what Madame Montessori says about the "imprisonment" behind school desks is quite true—if not of all schools, at least of many. In fact it *must* be true wherever school rooms are over-crowded and school programmes inflexible, wherever the method makes the teacher rather than the teacher the method and wherever the "child" is to the teacher an abstraction rather than an induction to be obtained only through a lively, sympathetic and intelligent experience.

There are some criticisms quite generally made upon Madame Montessori's theories and practices which seem to the present writer to be quite wide of the mark. One of these criticisms is to the effect that normal children are so different from defective children that methods and materials

of instruction suitable for the latter must by that very fact be unsuitable for the former. This objection is conclusively met by the experience of the last twenty-five years with manual training in the schools. Schools for defectives and schools of the ordinary type have both used manual training and for identically the same purposes, viz., to refine discrimination, to awaken interest, to acquaint the child with his physical environment and to help him to organize in a purposeful way his elementary muscular and mental processes. Moreover, much of the stimulus to a wider and more intelligent use of manual training in the ordinary school has come from the observation of what it has done for abnormal children and of how these results have been accomplished. This experience has taught us that defective children, if they learn at all, learn through what they have in common with normal children, just as dogs and horses learn through mental powers which they have in common with human beings.

Another criticism is that the didactic exercises of Madame Montessori do not enlist the interest of normal children. We have been told, for example, that when children are given a block of wood in which are holes to be filled by metal insets made after the fashion of the weights still used by some druggists, they jiggle them around in the holes in an aimless sort of fashion instead of finding the right cylinder for the right hole. One would think that this is what an idiot or a monkey would do rather than a normal child who had been shown by ocular demonstration what the task really was. If it were remarked that in the case of a particular child the task was so easy that one or two repetitions exhausted the interest, Madame Montessori herself would respond that the child was too mature for the exercise in question and should be given a more difficult one or have the same exercise rendered more complicated by the mixing up of the insets and the placing of them on a table some distance away so that the child might be compelled to carry in his mind the image of the particular size demanded. Such a variation would, I fancy, furnish a severe test even for the critic who raises the objection, since many of us have, I fancy, seen a parlor full of people at an

evening entertainment entirely absorbed in attempting or in watching attempts to perform just such feats.

The important thing about "auto-education" and "sense training" is not the particular material used by a particular experimenter but the value of the principles which underlie them and the possibility of their varied and extensive applications.

There is space for reference to only one other criticism of the Montessori doctrine. It has been claimed that she is an individualist—she would train the child by himself instead of through group activities. Two answers can be made to this objection. The first is that if Madame Montessori is an individualist, so is the child, and so are we all. Much of our invention, of our poetry, of our art, of our philanthropy, of our teaching even, springs from individualism—from that inner urgency which prompts to self-expression. But the child of from three to seven is the greatest individualist of us all. His powers of body and mind are dawning and growing and he must try them. It is the effort, not the result, that appeals to him and accomplishment is usually but the cue to another attempt. We, in our sophisticated maturity, may see social purpose in all this but we may be sure that the child does not.

The second answer is that few of Madame Montessori's critics have borne constantly in mind the fact that she deals only with the period of early childhood and definitely recognizes a period when her "individualistic" methods and exercises will give place to methods which are definitely and consciously social and where even the immovable desk and the large class will have a place in his education. As it is, she provides a large place for the social impulses of the child in the practical exercises of the Children's House, as has been pointed out in a former article.

There is need of an emphatic protest against the extravagant use of the term "social" in present day educational discussions. We must educate the child, we are told with a tiresome reiteration, for social life, in and through a constant participation in social life, as if the child or the man should never be allowed to get away from his fellows, and do what he wants to do just because he wants to do it. A robust

society is built upon a robust individualism in its members and Madame Montessori believes that to neglect and maim the self is just as bad as to neglect and maim society. Perhaps she is right.

CANADA, MAPLE LAND

Canada! Maple land! Land of great mountains!
 Lake-land and River-land! Land 'twixt the seas!
 Grant us, God, hearts that are large as our heritage,
 Spirits as free as the breeze!

Grant us Thy fear that we walk in humility—
 Fear that is reverent—not fear that is base;
 Grant to us righteousness, wisdom, prosperity,
 Peace—if unstained by disgrace.

Grant us Thy love and the love of our country;
 Grant us Thy strength, for our strength's in Thy name;
 Shield us from danger, from every adversity,
 Shield us, O Father, from shame!

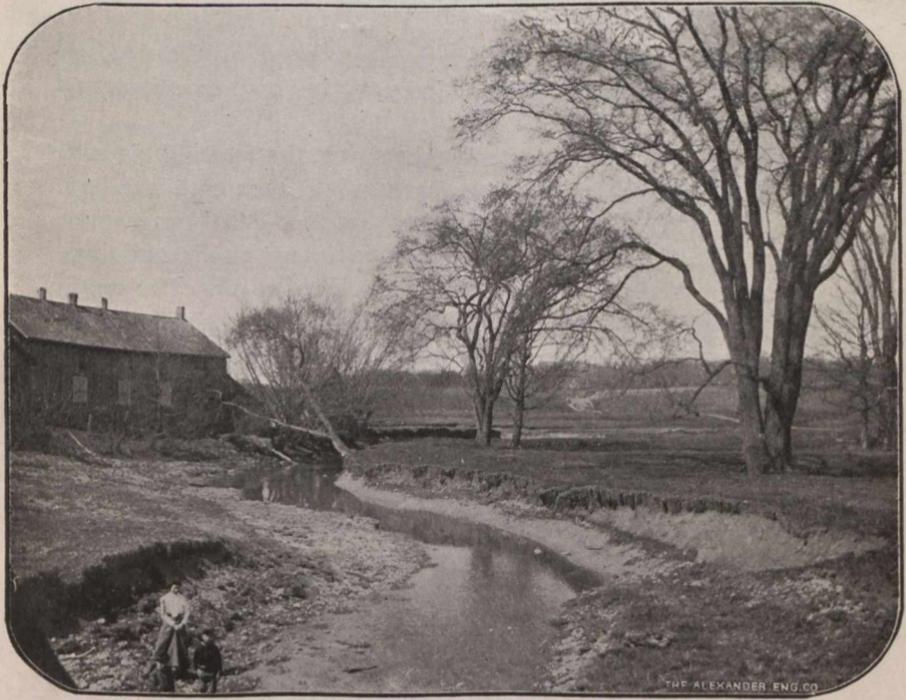
Last born of Nations! the offspring of freedom!
 Heir to wide prairies, thick forests, red gold!
 God grant us wisdom to value our birth-right,
 Courage to guard what we hold.—*Anonymous.*

A small boy handed in the following on an examination paper in United States history:

“General Braddock was killed in the Revolutionary War. He had three horses shot under him and a fourth went through his clothes.”

Joel Chandler Harris, the author of Uncle Remus, was at his desk one night when an old-time reporter looked over and said: “Joe, how do you spell ‘graphic’? With one ‘f’ or two?”

“Well,” said the kindly Uncle Remus, who was too gentle to hurt even a common adjective, “if you are going to use any, Bill, I guess you might as well go the limit.”—*School News.*



Out-Door Geography

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GEOGRAPHY is usually defined as the science that treats of the earth. Accepting this definition, we may ask (1) To what extent have we applied scientific methods to the teaching of the subject? and (2) What is meant by this earth of which the science treats? We shall attempt to answer these two questions in turn.

(1) Few teachers of to-day would consent to teach chemistry or physics solely from books, charts and lectures; fewer still would wish to conduct studies in botany or zoology with their pupils confined to the inside of the school-room. For the prosecution of these studies an elaborate equipment is demanded. Test tube and balance, scalpel and microscope for indoor study and frequent excursions outside are now considered necessities and even bare necessities for proper

science teaching, so fully are we convinced of the need of causing the pupil to get knowledge by his own exertions and by actual observation.

When we turn to geography, however, the meeting place of all the sciences, we must confess that no such care has been shown. Though it has had a place on the school programme for two or three centuries, it has in many public and high schools scarcely been regarded as a science at all. The methods have been anything but scientific, consisting chiefly in the memorization of unrelated facts derived entirely from maps and text-books, ("Entrance Notes" for cramming in many cases), and this within the four walls of the school-room. Taught thus, geography becomes a piece of formal school drudgery when it might be made a subject of intense interest, stimulating to the pupil and permitting the free and pleasurable exercise of his activities.

There are many maxims that we are never tired of quoting: "Base new knowledge on the child's experience"; "Pass from the known to the unknown"; "From simple to complex"; "From concrete to abstract"; "Train the senses"; "Use the motor activities"; "Employ the law of interest and self-activity"; "Develop power." If there is any truth in these, they all point to one conclusion when applied to geography: *Make every possible use of out-door work.*

It may, further, be pointed out that geography and nature study are the only studies on the public school course that lend themselves to this method of direct observation. If the pupil is to be taught to rely on his own senses rather than on the words of the teacher or text-book, it will be largely through the study of these two subjects.

(2) It will easily be seen that only a small portion of the earth is near enough for this out-door treatment, but, thanks to the uniformity of nature's laws, any small portion may be taken as representative of the whole. The study of the pond near the home or school, of the creeks, the hills and valleys, of the activities of the farm or town, of the buying and selling at the country store, or of the small shipments of produce at the wayside station is entitled to be called geography as much as the recitation of lists of facts about Siam or Siberia.

Moreover, the consideration of these small things immediately under the pupil's notice will prepare him for the conception of greater and more remote features to come before him later. The water running in the little stream near the school acts precisely like that in the great rivers that drain continents; Winnipeg or Chicago as collecting and distributing centres differ only in degree from the village with its half-dozen stores.

So much has been written on the value of practical work in geography that it is not necessary to emphasize the need at great length here. It may, however, be helpful to suggest some directions in which the work may be carried out, and a suggested outline of work for the primary class will partly serve this purpose. The course suggested for this class is as follows:—

The sun; appearance under different atmospheric conditions; beautiful effects produced; its changing position during the day; changes in the length of day and night during the year; the sun's work; result of land sloping to south or north; where are the earliest flowers found? Where does the snow first melt?

The moon: appearance at different times during the month; sometimes seen during the day but not at night; halos; stars, naming one or two (Venus and Sirius, for example); constellations (recognition of Orion and the Dipper); the sky and its changes; clouds and their meaning; weather observations; records kept by teacher on blackboard; nature and value of rain, hail, snow, dew, fog (memory gems may be learned in connection with any part of the foregoing).

Easy land and water forms, so-called "definitions," islands, hills, valleys, ponds, lakes, streams with sand or clay modelling for seat-work. Household operations, farm activities, street scenes, stores, markets, railway trains and boats.

This may look a somewhat formidable course for the first class, but it is intended that simple observations only should be made, explanations being reserved till a later stage. The chief object of this early work is to train the child to use his eyes intelligently.

The character of the practical work that is done in the different grades, much depends to a large extent on the locality of the school. The teacher should make it a point to become thoroughly acquainted with his surroundings and then set the pupils to work at such exercises as are made possible by the conditions that obtain.

How is the outdoor work to be done? The teacher must lay aside the time-honoured text-book occasionally and lead the pupils to where they can read the "sermons in stones and books in the running brooks." If the excursion is found impracticable, then definite problems must be given involving personal outdoor observations, and answers to these must be demanded at specified times. Some difficulty may be encountered at first, for habits, especially good ones, are not easy to form.

Of course, there is a large part of the geography that must be learned from books and maps, but even in the study of a distant country like Holland or Persia, it is possible on the one hand to degrade the lesson into a mere juggling with a few marks on the wall map, and on the other to make it the interesting study of a real country. Valuable though the map is, the mind must be kept rather on the country itself, by vivid descriptions, supplementary reading, exhibition of products, and by pictures of its inhabitants and scenery.

Much might be said in favour of introducing a few chemical and physical experiments into the indoor geography lessons, with a view to throwing more light on facts observed outside. It must suffice here to refer only to a few instances, viz., the relation of convection to winds; expansion to rock-breaking; magnetism to navigation; carbon dioxide to limestone; the barometer and hygrometer to climate; evaporation and condensation to clouds; rain, snow, dew, etc.; capillarity to soil moisture; electricity to manufacture and transportation; gravity to springs; artesian wells, landslides, avalanches; conduction and radiation to snow as a blanket, dew, asbestos clothing. Five dollars' worth of carefully selected apparatus along with that which a thoughtful teacher could devise would be far more useful in the geography lessons than the ex-

pensive globe that for so long a time has been accepted as a very proper piece of furniture for the school-room.

The newspaper, when properly used, may be made a valuable aid in the geography lessons, at the same time giving the teacher an opportunity to direct the children in their outside reading. In the circulars issued by railway and steamboat offices there are many railway maps, pictures and up-to-date facts difficult to obtain elsewhere. The various reports and bulletins published from time to time by the different Departments of the Provincial and Federal governments contain much accurate information as well as good photographs and maps of interesting localities.

The more the pupil discovers for himself either indoors or out, in any subject, the better for him, though it means harder work for the teacher in the sense that traditional routine work must give place to the exercise of a high degree of intelligence. To produce thinking pupils, thoughtful teachers are necessary—teachers who, while thoroughly acquainted with modern pedagogical methods, rules, and devices, are bound by none, but are at any time willing to proceed along lines suggested by common sense. An outdoor study of geography is the application of both common sense and the best of our educational maxims.

“Joinny,” said the boy’s mother, “I hope you have been a nice, quiet boy at school this afternoon.”

“That’s what I was,” answered Johnny. “I went to sleep right after dinner, and the teacher said she’d whip any boy in the room who waked me up.”—*Boston Post*.

He who knows not, and knows not that he knows not,
Is a fool—avoid him.

He who knows not, and knows that he knows not,
Is a child—teach him.

He who knows, and knows not that he knows,
Is asleep—awake him.

He who knows, and knows that he knows,
Is a wise man—follow him.—*Oriental Saying*.

How Three Pictures Came to a Primary Room

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“I WISH we had some pictures for the walls of this room,” said Miss Green to herself one afternoon after the wee tots of her primary class had gone home. “But there seems no place to put them: the south wall is taken up with six large windows, and around the other walls there are blackboards. I have some Perry prints, but, as they are small, and hence must be placed low to admit of their being seen and studied by the children, there is no place for them. And if we were getting pictures for above the blackboards, they would require to be large in order to be easily seen. Large pictures I cannot afford. However, I have a good supply of penny prints, so, even though we have no place for them, we can pass them around and enjoy them while we await developments.”

The first pictures to be studied in this way were several of Rosa Bonheur's. Miss Green showed first of all the portrait of this great animal painter as she sits with little “Wasp” on her knee. She told of Rosa's parents, her young life, her talent for painting, her first exhibit in the French salon, the painting in which case was one showing her pet rabbits nibbling at a carrot. Then each day she showed an additional print of one of Rosa's paintings until the most important of them were not only known by name but had become friends of the whole room. “Oxen ploughing,” “An Old Monarch,” “A Noble Charger,” “On the Alert,” “Changing Pasture,” “Lions at Home,” “Highland Cattle;” what pleasant and profitable half-hours these provided! Perhaps it was because “The Horse Fair” was Miss Green's favourite that it became that of the children in her room. How delighted they were when she told them that the horses were painted in two-thirds their life size, requiring the largest canvas ever used by any animal painter up to that time. “I can just imagine I see the painting,” said little Vera Muir. “I can shut my eyes and imagine her too, standing on the ladder to reach the top of the canvas. Did she wear men's clothes when she was painting ‘The



"The Sistine Madonna"

Horse Fair'? I wish I could see that picture in the real colours; it must be 'swell'!"

Vera little dreamed that her desire was so soon to become a reality. A few days after this, Minnie McDonald came to school with a very beaming face and a very large parcel for Miss Green. A note accompanying the parcel read:

"Dear Miss Green,—Minnie has been greatly interested in your talks on Rosa Bonheur and her paintings. Yesterday, while searching for something in our attic, I came across this picture of 'The Horse Fair.' The frame was not at all presentable, but the colouring of the picture was well preserved, so we have gilded both mat and frame, as you see. If you will accept of the loan of the picture for your room, you may have it for as long as you are teacher in that room. Then it is to be returned to Minnie.

Thank you, so much, for the interest in pictures which you are awakening in my little daughter.

Yours sincerely,

Isabel McDonald."

When Miss Green opened the parcel she found a large coloured print of "The Horse Fair," with dull gilt mat and frame, as the note had said. The picture complete measured 2'6" x 3'6", quite large enough to be clearly seen from any corner of the room, and of suitable size for the wall space above her front blackboard.

The delight of the children was past telling. "Can't we save our money and buy some more pictures?" suggested one generous little girl. Miss Green had noticed that quite a sum of money was spent daily in candy and gum so she suggested that any money laid aside towards the purchase of a picture should be that which entailed the sacrifice of some luxury, such as candy or gum, or that which in some way had been earned by the small givers.

On the teacher's desk, therefore, there appeared a purse into which chubby little hands daily dropped small savings. Each day Miss Green shook the purse and the pleasant jingle of the small coins brought forty answering smiles. Each day the purse grew in weight. And, oh what sacrifices its weight represented! Little Robbie Welland, whose mother

never had any "nickels" to give him for candy, gladly carried in the night-wood for Miss Green's mother, and in this way earned an occasional ten cent piece. The principal of the school denied himself a new book that he might give fifty cents towards the picture. The inspector made a like sacrifice in order to encourage the boys and girls. The teacher daily added a small contribution. And so the purse grew heavy.

One day in early spring, after Miss Green had returned from her Easter vacation in the city, an express package was left just outside the primary room door. The next morning there were two—not *one*, but *two*—new pictures hanging in Miss Green's room. Over each was a draping of cheesecloth from the corners of which hung tiny ribbons. "The pictures are two that we know well," said Miss Green in response to many eager questionings. Can we be patient enough to wait until after the afternoon recess before we look at them?"

At three o'clock when all were in readiness Miss Green spoke of the patient waiting for this happy hour; of the willing hands that had earned money to help buy the pictures; of the brave children who had mastered themselves in order to give something, and of the joy the pictures would bring, not only to themselves but to the boys and girls who in after years would sit in these seats—the little brothers and sisters who were perhaps at home in the cradles now.

"Maudie and Clara may unveil this picture first," she said, and two girls passed proudly forward and pulled the ribbons, disclosing—oh joy!—one of the very pictures they had so greatly desired but for the purchase of which they feared they would not have money enough—"The Sistine Madonna!" It was a large reproduction in soft tones of brown, framed in unpolished wood of a deeper brown.

When there came a lull in the children's expression of delight, Miss Green told (although not for the first time) of the young Raphael who painted this most nearly perfect of all pictures. She told how he went about the streets studying faces, that he might find those of sufficient beauty and tenderness for his ideals of the sweet-faced Mary and the little

babe of Bethlehem. Then, as though the eager little faces gazed into those in Raphael's masterpiece, Miss Green told of the Dresden gallery over in Germany where the original of this picture hangs, and expressed the hope that some day some of them might visit the "throne room" and enjoy the beauty and the glory of the picture as the gentle Raphael had, himself, painted it.

Then came the unveiling of the other picture. Two boys, Willie and Henry, "did the honours" here, as it was a picture which appealed perhaps more strongly to them than to the girls—Landseer's "*Shoeing the Bay Mare*."

How often they had enjoyed it in the small print, but how splendid to have it now where it can be seen from the farthest corner of the room! There are the same four figures, but how much better they appear in the large print! The bay mare is, of course, the centre of attraction. How glossy her hide looks in contrast with the shaggy hair of the donkey! Between the anvil and the forge there is only space enough for the horse to stand, yet the blacksmith is quite as happy as though in a more modern and roomy shop. Among his dumb companions he is quite at home, and, why not?—they are his friends.

"Is that a bird cage over their heads?" asked little Mary. But just then the bell rang, putting an end to further discussion.

Forty happy-hearted children went home that afternoon each carrying a small print of "The Sistine Madonna" and one of "*Shoeing the Bay Mare*." What forty mothers listened to at home has yet to be revealed.

The boys and girls who unveiled those pictures have long since passed to higher grades, but occasionally they "pop in" to renew old loves, for the pictures still hang in Miss Green's sunny schoolroom, although now exerting their unconscious influence on forty other little boys and girls. But who can estimate how far-reaching such influence may be!

From a boy's examination paper: "Each United Empire Loyalist who came to Canada was given fifteen million dollars, a hundred acres of land, and a cow."

Home History

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(Editor's Note: "Home History" is prescribed for Grade V. in the Alberta public school course; In Ontario it is taken up in Form II. of the public schools; and it appears in some form or other in the public school courses in all the provinces.)

MANY of us probably would confess to a sinking sensation when we saw on the new curriculum the topic Home History. There was no history as we understood it connected with the place. History had been for the most part, a thing remote in time and place, a thing of brave men and brave deeds and battles long ago. Wandering through one of the old cities of the East one could give it place to some extent, by a metal tablet that told where a great explorer had landed, where some famous man had lived or where some first building had stood. On a lonely wood road in the early twilight one could fancy beady eyes watching every movement through the branches; and on the still waters of a lake dusky shapes formed in the shadows of the trees. One was quite ready to hear a war-whoop. But none of this could be applied to the bright, sunlit prairies and excessively new hamlets of the West, where people had been so busy making history they had not had time to write it. One had to go beyond the domain of books to the original source, as did the early historians. An advantage was the getting away from one of the difficulties of text-books, namely, that "no mind is absolutely unbiassed, and no matter what they profess, historians form a hypothesis and shape events and characters to conform to it." Our information might be limited, but it would be first hand.

As a preparation for the origin of the community we read all the stories we could find about the time before the white man came to the country to settle. A pile of whitened bones told its tale of buffalo extermination, and this led us to find out the religious rites connected with the hunt and the preparation of the enclosure, which have been graphically told and frequently. "Blackfoot Lodge Tales" gave us ample

material on Indian customs and the life of the warriors of the plains so different from what we could see at the present time on the Reserve. A Hudson Bay Fort was full of interest. We filled the mind with the life there long ago, with the life there to-day in remote places. We pictured the factor within the Arctic Circle, supplied with books, and gave an idea of what it means to take a library such a distance from civilization—what it means to have it there. The Mounted Police furnished more stories of daring and endurance, and added another block for the building we are raising of our country's attractions.

The origin of a community in the West is, perhaps, not unlike that of an ordinary one in the East, and even there places that have special historic significance are rare. There may be no outward reason for the location of a particular place, and yet some pioneer with westward-looking eyes chose that spot from the wide expanse of prairie to be his home. Perhaps it was a glimpse of mountain or river, perhaps the grand idea of loneliness and solitude that appealed to him. We found what the charm was and added as many others as possible. That place is the home of the class, and to them it must be the dearest spot on earth. We wanted them to know all about it, the beauty of sky or hill or wood it possessed, its growth and development, the improvements made; and to be able to tell about it intelligently. We wanted them to feel as part of it, to have a sense of belonging, of being one with the soil that has helped to build up their bone and sinew. Here we laid the foundation for the structure of loyalty we would raise that should later extend beyond the community and embrace the Province, the Dominion, the Empire.

When we came to the personal and social aspects we found the same opportunity to study the significance of individual achievement that had been met in wider fields. In each place there is the pioneer, the first mayor or reeve, a leader in a large or small way, but a man singled out from his fellows by character or faculty, and exerting a vast influence on the life of the community. His position would not be possible without followers, and we studied the people, those

who just do the best they can from day to day, not thinking of honor or glory, but working along patiently, happy in the little things which after all are the greatest of life's gifts. The early life of these Western pioneers is still largely legendary. It had not so much hard work as that of his Eastern brother, but it had more hardship. They did not have the toil of felling forests to make a clearing that would furnish their daily bread, and the soil was never unwilling, but they had a colder climate to fight against, and often scarcity of fuel. They had long journeys to the nearest trade centre, and could get supplies perhaps once or twice a year. If these were insufficient they did without. They had need of strength of body and mind to live at all, and because they endured we have the comforts railways bring to the frontier.

Then the day came when we had "gone over" all we could find about the early days, and we imagined how we would spend the day if we lived then. First we wrote down all the things we do in an ordinary day at the present time and then proceeded to eliminate or add as the case might be. The boy who had to practise every morning before school gave a sigh of relief when he thought of the days before pianos were brought to the country. Such chores as carrying water from a river or well seemed much more attractive than the carrying of coal and ashes of the present day. Living in a city we could appreciate the time when there were no moving pictures or newspapers to rival the attractions of home work. When it came to play the class were back in the days of Pandora. It was only after a few suggestions they realised they would have parents who could tell them about some of the amusements we now have. They waxed enthusiastic over the games they could play without outside apparatus. Many ways of making balls were found and even skates were manufactured at home. It was a revelation to learn how completely they could imagine themselves in the past, and it was something to know that they liked the simple life. One felt a sense of kinship with a small girl who in speaking of occupations said they would not know anything about real estate then, and the healthy,

loving soul of a boy shone out when he said, "It would be nicer then. There would be no houses to spoil the view."

The political aspect at first seems more formidable. The various organizations are dry, dusty affairs, but our boys and girls cannot begin too soon to learn that they have duties as citizens. We have tried to make them see that the people who have gone before thought for us, that the land supports life in us, and we know that we must give something in return for benefits received. We treated the others incidentally and dwelt particularly on our own immediate organization, the city. We followed the elections and the platforms of candidates with keen interest. It amounted to enthusiasm when the man who wanted more play-grounds for the children was elected to the School Board. But more than the duties of the officials we considered those of each of us. A "city beautiful" committee can accomplish little if the average citizen has not in him a spark that rises above the clod and sees the improvement made by grass and trees and flowers. No amount of care of boulevards avails if children are going to make paths across them at will, and unless they are made to see they will not likely think a tree is something for them to protect. The beauty of a place that is just clean can be dwelt upon, and the advantage of open spaces.

They can be shown their responsibility toward the Fire and Health Departments, always pointing out the control needed so that we do not make busybodies, particularly when we are getting very near others people's business. Some idea of the protection of the police is good, emphasizing the fact that a handful of men could not manage thousands of people in a city if the great majority were not managing themselves and by their example exerting some influence over the others. Some preparing for emergencies is needed too, as part of the training for good citizenship. In a crisis the "spur of the moment" is not to be relied on. It is the course of action that has been quietly thought out lest just this occasion arise, that saves in time of danger.

There is little that can be called historic association in the West, and a utilitarian people do not look for it. Reverence

for old things is almost unknown. Old buildings, even churches, are swept away before the onward march of commercialism. Nothing is sacred. It is true that not much building has been done for the future, and here is a chance to face upstream, to oppose the ambition to get rich quickly that loses sight of finer things. In every neighbourhood there is a first building, not distinguished from others perhaps, but just its age and the fact that it was the first there, entitles it to some respect and consideration. With more of this care for old things carefully taught, there would be even among grown people less vandalism to distress the archaeologist.

We felt ready then to go farther afield, to learn about the colonization of the great country we are privileged to call ours; to learn about leaders there—explorers who had to compel others to follow, so startling were their ideas—great men who sacrificed everything, even life itself, for their ideal, their church or their country. The future of that country is in our hands, that responsibility and the preparedness of some of the citizens for it was the undercurrent of works in History.

HIS IDEA OF A GOOD TIME

“Dear Papa:

“We children are having a good time here now. Mr. Sager broke his leg and can't work. We went on a picnic and it rained and we all got wet. Many children here are sick with mumps. Mr. Higgins fell off the wagon and broke his rib, but he can work a little. The man that is digging the deep well whipped us boys with a buggy whip because we threw sand in his machine, and made black and blue marks on us. Ernest cut his finger badly. We are all very happy.”—*Youth's Companion*.

Teacher—Late again, Willie! Have you any excuse?

Willie—Please teacher, Smith's dog got hold of my pants. That's why I'm a little bit behind.

How I Started a School Garden

FLORENCE M. PILKEY
Minden, Ont.

WHEN I first came to the school section in which I am at present teaching, I found that the best spirit had not in the past existed between the teachers and the parents. The parents seemed to take considerable delight in quarrelling with the teacher. One of my predecessors had had two lawsuits with parents, and other teachers had had similar trouble.

Now, I felt that what these people needed was a "stirring-up,"—something to arouse their interest and curiosity. I gave the children to understand that *I* was the teacher, that the parents were not to interfere, and that I would do all I could to advance the best interests of the school if they would but honour me with their confidence.

In a short time I learned the names of the most troublesome people in the section—one does not need to inquire, but just simply listen with closed lips—and made it a point to call on these to find out why they were troublesome and to try and get them interested in the school. I suggested a school garden, and asked for help, which was readily promised.

Now, the school, which was built in 1905, was situated about one rod from the foundation of the old one. You can picture a school yard with an old school foundation in it and a couple of dilapidated buildings on the side hill. It was truly a sight for sore eyes.

However, I simply visited every home in the section and drew the attention of these people to the need of a cleaning up. Naturally some objected on the ground that "nothing had ever been done before, and they saw no need of doing anything now. I was engaged to teach from books," etc. Nevertheless, I talked "School Garden," and on Arbor Day I invited six men in the section to come and help with three teams. But in this, I was somewhat disappointed, for just one team arrived, although there were five men.

There were three stumps in the yard; so I wrote a note to one of the ratepayers, asking him if he would bring up his stump machine and take the stumps out. He was working in the field, at the time, but sent back word that, if I would send down a couple of men to help load the machine, he would gladly come up. Well, I then spoke to one of his nearest neighbours, who was at the Bee, and he said that they had not been on speaking terms for years, but that he would go if no one else could. Result was—the machine arrived; and you will find in the illustration a picture of the stump machine at work in the school-yard. The men became friends again.



Taking Out the Stumps

One half of the ground was ploughed on Arbor Day, and it was not touched again until nearly a week after, when I hired the same man to finish it, and another to harrow. You see the ball was to be kept rolling!

The soil, being very sandy, needed a fertilizer; so I went over to an old man, who never did anything for a school, and told him that he would be *doing something for the school*, if he would furnish us with the fertilizer. He was delighted to know that he could do something and offered his wheel-barrow to draw over as many loads as we needed. Of course the boys willingly did this.

The old sods were turned up and one mistake we made just here. We dug all these out, shook them well and threw them down over a hill. The sods should have been kept and left to decay.

We then took spades and dug the earth one foot deep, making the different plots, by raising them above a path, eighteen inches wide all around. We had five plots (4'x5') and three (5'x7'). The different classes had their different plots, and the seeds were distributed according to directions given with them. We took lessons on seeds prior to this and thereby learned *how* to obtain best results. At the back of the garden we had corn, sorghum and sunflowers. Some of the children brought beans, turnip seed, potatoes and tomato plants. We then waited for the sprouts and how eagerly the children watched! We always made a note when a new one came to view.

Before the summer holidays we appointed a committee to look after the garden and I must say they did this part of the work remarkably well. A few of the mothers "weeded" occasionally.

I kept in touch with experienced teachers and also Prof. McCready, of Guelph. We invited him to visit Haliburton County and give us a few hints. He very kindly accepted the invitation, and the result of his visit was a greatly increased interest among the teachers and parents.

We intended making an exhibit at the Fall Fair, but just when everything was at its best, the frost came and destroyed the greater part of our garden. The children were so disappointed because we could collect no seeds.

Probably some are wondering what benefit we derived from the garden when we could make no showing at the Fair, nor collect any seeds. Well, if you could step into the section you would readily see where the interest lies. The parents have wakened up and are anxious to see things, do things and understand things. We are nearer to one other because I am one of them when I can talk about their line of work, and it keeps me busy answering questions and finding out the answers.

The interest and knowledge are of great value, but I found I made the mistake of doing too much leading. This year I hope to convince the parents and children that *I* am not the one to please—but the whole section at large. So often one would say, "Yes, I will do anything for *you*."

We are now planning for next year's work.



Celebrating the 24th

The Art of Reading

CORA R. L. FISHER
Paisley, Ont.

SOME teachers may object to the word "art" in the title I have chosen, but I think the dictionary meaning is most applicable—"a dexterity, or cunning, or skill" in reading. That is our aim—a skill in reading.

But what is a skill in reading? Some teachers think it is a demonstration of elocutionary ability; others, that it is a facility in pronouncing words; others, well, it would puzzle one to decipher their ideas on the subject, if their ideas can be judged by the readers they produce. But to come back to our question, what is skill in reading? I would say it is the power to convey, in a pleasing manner, to the listener the thoughts and feelings of the writer. That, of course, necessitates a facility in pronouncing words, but it also means temporary abandonment of self to the ideas and ideals of the author.

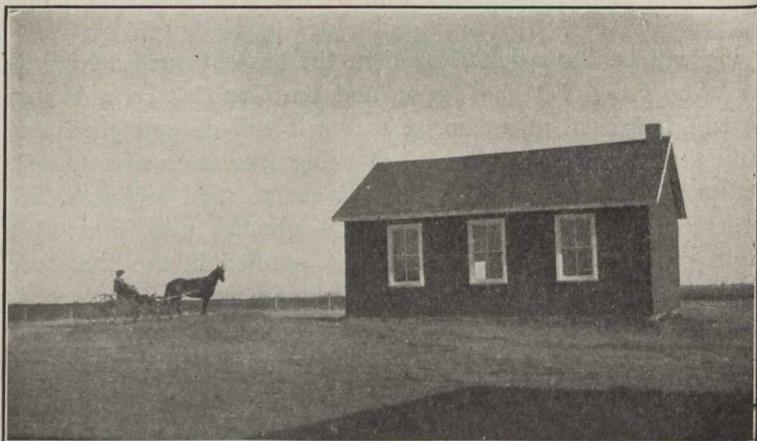
In pupils this cannot be obtained without a knowledge of the ideas and ideals of the author; and we obtain this by our study of literature. The pupil must be able to understand and appreciate what he reads, and in the case of passages that contain difficulties, literature must precede reading. And yet how many teachers keep on having reading lessons, irrespective of whether the lesson has been studied as literature or not. Supposing the lesson has been taught as literature, and that the pupils as a class understand the thoughts and appreciate the feelings contained in it. The next thing is to get them to give expression to those thoughts and feelings.

First, the teacher must be enthusiastic. Few pupils will read well with an expressionless statue standing in front of them ready to criticise,—coldly and calmly even if correctly, his efforts. The teacher should be animated, not restraining the pupil by listening too intently; and yet being so familiar with the lesson that while apparently not criticising she can yet correct the work of the pupil. This is difficult to do at first but is well worth the effort, so grati-

fyng will be the results. And in the case of such selections as "The Ocean," "The Saxon and the Gael," "To a Water Fowl," it is well to memorise them; it will do *you* good too. You then have the advantage of being free and unrestrained.

But if the pupils are to gain power to read and to interpret for themselves, they must have practice also in reading sight passages that they have not studied in the literature class. One way in which this practice may be secured is by means of their supplementary reading. I consider that supplementary reading loses its value unless it be intensely interesting. To illustrate, I remember taking as supplementary reading with a junior and senior fourth class that book "Rebecca of Sunnybrook Farm." Each pupil read at least five minutes. While some were reading it was very interesting, and again while others were reading it was, to say the least, depressing. Now, the pupils had become so interested in the book that they did not want it spoiled in the reading, and they took good care, with the freedom of school children, to let the careless reader know that his effort, or rather lack of effort, was not appreciated. One remark overheard will suffice to show. "Say, if I were you (or was it, 'was you?') I would go home and read and read and read until I could get up and read so a fellow could understand me." It may not have been particularly strong in elegance of expression, but it was certainly effective. Probably a couple of such books is all that can be read in a term; but one such book judiciously used will accomplish wonders.

Another method I use is to take a selection, not necessarily from a reader, and read it to them to the very best of my ability. If the teacher is a good reader, the pupils hear correct methods and experience the pleasure derived, and are stimulated to better efforts themselves. But, teachers, be sure that you have carefully prepared the selection yourselves; and that the example set them is worth copying. Otherwise it were better not to attempt it at all.



In the Little Red Schoolhouse

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

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

VII. "THE STUDY PERIOD"

THe half-hour directly preceding 12 o'clock was probably the most interesting period of the morning session. Miss Brown had named this half-hour "the study period."

Many of us are so deeply imbued with the creed that the school is a place for the "hearing" of lessons and the home a place for the "learning" of them, that we regard as little short of sacrilege any proposal that the school should undertake both of these functions. Miss Brown, however, was a veritable heretic in this matter; all homework was optional.

During the "study period" the classes were occupied as follows: Division I. was studying Geography; Divisions II. and III. Spellings; Division IV. "Sight Arithmetic."

The subject of the geography lesson was British Columbia. There had been a preliminary "talk" on the preceding day—from which talk the following topics had been developed, and

written in note books secured for that purpose. It took only a minute to write the topics on the front board:

- BRITISH COLUMBIA.
- Boundaries
- Area
- Surface
- Locate Mountains
- “ 5 Rivers
- Climate (reasons)
- Products
- Minerals
- Exports
- Locate 5 Towns
- Describe one Town
- People
- Industries.

It was understood that the teacher might ask a pupil to describe British Columbia in full, or to describe it in respect to specified topics.

The pupils of Divisions II. and III. had neatly written lists of commonly misspelled words, divided into lessons numbered 1, 2, 3, etc. The lesson for the day was partly review and partly new work.

For the “Sight Arithmetic” with Division IV. the front board contained about 50 examples in reduction of fractions to lowest terms—a review of work done the previous month. The examples were arranged in the following form:

A.	6	15	22	35
	—	—	—	—
	8	20	33	40
B.	40	60	7	20
	—	—	—	—
	80	90	28	100
C.	10	12	18	27
	—	—	—	—
	15	18	27	36

A pupil was considered to have the lesson "prepared" when he could give the answers orally to any ten examples (to which the teacher might point) in one minute.

"I shall be ready," said the teacher, "in just ten minutes to hear those who think they are prepared to recite."

Miss Brown explained that she used the ten minutes as a "study period" for herself. She realized that she must be a "student" with children, in order to keep ever fresh in mind the view point of the child.

Too many of us are disposed to consider our own education completed when we graduate from the college or from the training school. It is more than likely that at that time it is not properly begun. If we wish to be successful teachers, with minds ever alert and receptive, let us continue to be "students" to the very end of the game; and, moreover, let us not be ashamed to have the children observe that we *are* "students." The example of the educator is the most potent of his influences.

When Miss Brown gave the signal that she was ready to hear recitation, up went one hand in Division I. The pupils had been trained to be cautious in this matter; as it was understood that if a pupil claimed to be "prepared" and failed, he must wait until all the other volunteers had recited before he was allowed another chance.

"You may stand, Howard, and describe British Columbia in respect to the first five topics." Howard recited in a most satisfactory manner—indicating that he had not only memorised the facts, but that he understood what he was reciting. The teacher gave a nod of approval, and Howard quietly left the room, proud of having thoroughly mastered a task in so brief a time.

When Howard had finished reciting, there were two hands up in Division II. "You may go to the board, Mary and Frances." The teacher dictated five of the hardest words she could find in the lesson. These were written correctly; and Mary and Frances were permitted to pass out quietly.

A pupil of Division III. claimed to be "prepared;" but he misspelled a word, and was asked to take his seat. The latter was done in such a good manner that it did not affect his good

nature. "If you study as hard for a minute or two more, you will know them all," has a more pleasing effect than, "Sit down, and make sure that you know them the next time." It is in such instances that the manner of the teacher has a most vital influence. If teachers wish the pupils to be courteous and kind, they must themselves take pains to develop courtesy and kindness to an unusual degree. The classroom offers a splendid opportunity for daily practice. Courtesy will prove a more effective quality in the winning of success in life than proficiency in spelling or arithmetic.

A pupil in Division IV. was the next to raise his hand. He gave the correct answers to ten of the fractions in half a minute. He passed out, wearing a happy smile. The next boy in that division occupied exactly one minute. The others observed with eager interest; they were becoming better "prepared" with every recital.

At five minutes to 12 o'clock there were only four pupils remaining in the room. They were praised for their zealous effort, and were permitted to go.

The value of this method of study—which unfortunately would not be possible in all schools—is that the pupils were studying with the most eager interest. The "game" was to see how quickly each could master the lesson. It was a period of most intense concentration,—fifteen minutes of which is worth more than half a day of the usual method of study common among children, and even among adults.

When, as a pupil, I failed to recite my lesson correctly, the teacher sternly demanded,

"How long did you study that lesson at home?"

"Half an hour." This answer signified that I had the book open for that length of time. Sitting before an open book is hardly identical with studying.

To be able to concentrate the mind on a lesson and prepare it without waste of time is a faculty that every successful student must possess; and our teaching is a dismal failure unless it does a great deal towards the development of that faculty. To know the rivers of British Columbia may be a most useless piece of knowledge, so far as it concerns practical life; but the faculty of acquiring that knowledge accur-

ately and quickly, when the occasion demands, is a most valuable item in the total assets of any individual.

During Miss Brown's "study period" the pupils had before them a definite task; and they had an immediate interest in performing that task with the greatest possible despatch. In this effort they learned the wonderful possibilities of concentrated attention. It established a precedent in each child's experience to which the teacher could refer, on future occasions, for the purpose of stimulation and encouragement.

The June issue will contain a brief description of the "general equipment" of the little red school.

A robin's sudden thrilling note,
 And see! The sky is bluer;
 The world so ancient yesterday
 To-day seems strangely newer.

All that was wearisome and stale
 Has wrapped itself in rosy veil;
 The wraith of winter grown so pale
 That smiling spring peeps through her.

SOME MORE "HOWLERS"

The Seven Great Powers of Europe are gravity, electricity, steam, gas, fly-wheels, and motors, Mr. Lloyd George.

Queen Elizabeth was tall and thin, but she was a stout Protestant.

During the Interdict in John's reign, births, marriages, and deaths were not allowed to take place.

Henry VIII gained the title Fidei Defensor because he was so faithful to his Queen.

A Kelt is part of a Scotchman's dress.

"Cave canem"—Beware lest I sing.

Parliament assembled in September and dissembled in January.

Suggestions in Agriculture

An Exercise in Agriculture—This exercise was carried on in a city High School, but it is equally adapted to the rural school. It was given as an exercise in agriculture to acquaint the students with some of the common garden seeds, beet, lettuce, carrot, radish, and bean; to teach them how to plant seeds and to care for them; but the chief interest was to find at what rate they would germinate and if all would germinate at the same rate or at individual rates.

Drawings of the seeds and a diagram of the garden, as well as daily records, were made by each pupil. The study involved the principles of drainage, fertility, capillarity and mulching, that had already been studied. A germinating box, made about one foot long and six inches wide and six inches deep, with one side slanting, and of glass to afford

RECORDS OF GROWTH

KIND	DATE of PLANTING	DATE of APPEARANCE	HEIGHT					
			1st Day	2nd Day	3rd Day	4th Day	5th Day	6th Day
BEANS	Nov. 21, 1912	Nov. 27, 1912	$\frac{1}{16}$ inch	$\frac{1}{8}$ inch	$\frac{6}{16}$ inch	$\frac{4}{16}$ inch	$\frac{6}{16}$ inch	$\frac{3}{8}$ inch
CARROT	Nov. 21, 1912	Dec. 4, 1912				$\frac{1}{8}$ "	$\frac{3}{8}$ "	$\frac{4}{8}$ "
RADISH	Nov. 21, 1912	Nov. 27, 1912	$\frac{1}{4}$ "	$\frac{2}{4}$ "	$\frac{5}{4}$ "	$\frac{6}{4}$ "	$\frac{6}{4}$ "	$\frac{16}{8}$ "
BEET	Nov. 21, 1912	Nov. 27, 1912	$\frac{5}{8}$ "	$\frac{5}{8}$ "	$\frac{9}{8}$ "	$\frac{7}{8}$ "	$\frac{10}{8}$ "	$\frac{12}{8}$ "
LETTUCE	Nov. 21, 1912	Nov. 27, 1912	$\frac{1}{8}$ "	$\frac{2}{8}$ "	$\frac{4}{8}$ "	$\frac{5}{8}$ "	$\frac{7}{8}$ "	$\frac{5}{8}$ "

better drainage and to catch the strongest rays of the sun, was used. Also moss in the bottom to teach the principle of the water-table, and soil of the composition of twice as much sand as loam. The necessity of transplanting later was discussed. Each row was labelled with a small pine label.

After each watering, the surface soil was loosened when sufficiently drained. Here the principles of capillarity and mulching were driven home.

As soon as adequate daily data were obtained, we attempted to draw the lessons that the exercise had taught us, namely:

1. That each seed has its own individual rate of germination, and this even with seeds of the same variety. The phenomenon could be explained by the difference in vitality, age, locality from which the seed came, and the varying

amounts of stored foods in them. These facts had been previously tested by experiment.

2. That a seed must be given a sanitary home, *i.e.*, proper drainage, fertility and tillage.

3. That the growth of a seed is controlled by heat, air, light, and moisture. When these elements were applied in proper amounts, growth was rapid, and when not it was slow. We proved this by keeping accurate records of the weather as to fair or cloudy, the temperature of the schoolroom, and the temperature of the soil that the seeds were in.

I found this exercise to be very profitable, and it taught many facts of practical value, not known to the majority of the pupils before.—*Josephine E. Davis, Classical High School, Worcester, Mass.*

Beautifying the School Grounds.—To plant a few trees on Arbor day is commendable. But that is not the limit of one's opportunities. Why is every school-ground not a bower of native and imported shrubbery and flowers? The influence it would have on the home grounds in the section is almost incomputable.

Why not begin at once by getting one or two good seed catalogues? Have the children select what they would like to see on the school premises. Perhaps they would like to get something for the home garden at the same time. Impress upon them the danger of neglect during vacation. Then call for volunteers who will be responsible for its care during that period. If the teacher contemplates leaving at the end of the term, she should will her share to the next teacher; and appoint trustworthy pupils executors of the will. In that way, she is combining business training with Nature study; and doing it all in the spirit of play.

The matter of selecting material is not difficult. Along the north side of the grounds, I should plant some hundreds of our native trees and shrubs, conifers, poplars, birches, maples, dog-wood, Indian pear, wild cherry, hawthorn, wild roses, etc. Do not set them in straight lines; but mass them. Keep in mind their habit of growth. Taller trees should be behind shorter ones. The conifers should be suitably placed for winter wind-break. Among these trees, and in the shade of

the school house, plant ferns and shade-loving flowers. Have the children notice what plants grow in the shade. In transplanting, try to give their natural conditions. Mosses that grow under trees could be planted in leaf mould, and would serve to keep the ground moist. In spite of care, some plants will die. Try to find the reason. What conditions were unnatural?

The seed catalogue will suggest vines, for covering out-buildings and unsightly corners. The children can bring roses and lilacs from home; for these spread rapidly by suckers. Flowers and vegetables can be grown in beds near the fences or buildings to avoid interference with the regular play ground.—*Professor L. A. DeWolfe, in The Educational Review.*

Window Gardens.—The best windows in which to place window-boxes are those which face east, as they receive the best light for food-making in the leaves, and do not get the too intense rays of noon. If southern windows are used, it will be best to use a white shade during intense sunshine. North windows are good for ferns and other shade-loving plants. Cold drafts from open windows should be avoided. A good shelf of cypress-wood a foot wide will be an advantage. On the shelf should be placed a galvanized iron tray two inches deep, and this should be half-filled with gravel. On this tray the window boxes eight inches deep, or flower pots, are placed. The gravel collects the water that drains from the boxes, and it should be kept real moist at all times, so as to add to the humidity of the air surrounding the plants, as the dryness of the air is one of the chief difficulties window plants have to resist. To fill the boxes a good sandy black earth is all that is necessary.

The tendency is to water plants too often. Their roots require air, and if the soil is saturated with water it means that the air is driven out. Let them be well watered, and as soon as the soil becomes dry at the surface soften it with a knife or trowel, and keep it fine and powdery. This will conserve the moisture, and it will not be necessary to water the plants more frequently than two or three times a week, depending on the warmth and humidity of the room.

Most of the ordinary greenhouse seeds and bulbs will grow in window boxes. The following have been thoroughly tested. They grow from seed and are valuable for the flowers and for plant studies in botany: cineraria, colens, fuchsia, garden nasturtium, geranium, heliotrope, garden balsam, primula, salvia and spiderwort. The following seeds will germinate in window boxes, and are valuable for studying germination: barley, buckwheat, castor beans, corn, English broad beans, white lupine, morning glory, dwarf garden nasturtium, oats, radish, hubbard squash, sunflower, tomato and wheat. The following bulbs can also be grown in window boxes: amaryllis johnsoni, jack-in-the-pulpit, calla, crocus, freesia, snowdrop, hyacinths, narcissus, tulip (the early single-flowering variety).

Assign each pupil a window box, and have him keep a record of the growth. Take lessons from time to time on the material as it develops, and it can be made very useful indeed.

Seeds for any of the above can be purchased from any large dealer in seeds. I add a list with addresses of some of the seed merchants known to me:

Steele, Briggs Seed Co., Hamilton, Toronto and Winnipeg.

James Carter & Co., order from Patterson, Wylde & Co.,
133 King St. East, Toronto.

J. A. Simmers, Limited, Toronto.

W. Atlee Burpee & Co., Philadelphia, Pa.

J. Bolgiano & Son, Baltimore, Md.

Walter P. Stokes, Philadelphia, Pa.

Any of these will send catalogues if requested.—*G. A. Cornish.*

The geography class was in session, and the teacher pointed a finger to the map on the classroom wall.

"Here on one hand we have the far stretching country of Russia. Willie," she asked, looking over her pupils and setting on one small boy at the end of the class, "what do you see on the other hand?"

Willie, hopeless with fright, hesitated a moment and then answered:

"Warts!"—*Short Stories.*

Pictures and Lantern Slides

ANSWERS TO INQUIRIES

Q. Can you suggest the names of any pictures relating to classical mythology, for High School decoration? We have about \$20.00 to spend.

A. Two good pictures would be,
Leighton, Captive Andromache.
Alma-Tadema, A Reading from Homer.

We advise you to purchase these pictures in colours. Better to get one that you will be satisfied with than two of poorer quality.

Q. We have about \$4.75 to spend on a picture or pictures for our Primary room, including framing. What should we get?

A. There are so many excellent subjects to be had that we hesitate to select particular ones. Here, however, are a half dozen.

Supper, Fosbery.
The Train, "Here it Comes:" Birney.
Inquiétude, Olivié.
Pride and Humility, Cole.
Miss Bowles, Reynolds.
"I Sent a Letter to my Love," Elsley.

Write to our advertisers for information regarding these and other suitable pictures. Can you not persuade your Board to undertake the cost of framing?

Q. Would you please inform me where I can procure a copy of the picture, "Sweet and Low," which appeared in your April issue?

A. This picture may be had in the Copley Prints, published by Curtis and Cameron, Pierce Building, Boston. Size, 16x20, \$5.00. It is also published in two smaller sizes. Bromide enlargements may also be obtained from \$10.00 up. Write to the publishers for details.

NOTES

During the first week in April the Emery School Art Co., Boston, held an exhibit of their pictures for school-room

decoration in a number of the Toronto schools. The pictures were very tastefully displayed, and were much admired.

Messrs. Ad. Braun et Cie. held exhibits of their carbons and facsimiles in Toronto at the meeting of the Ontario Educational Association during Easter, and in London during the following week. The exhibit had the result of drawing the attention of the visiting teachers to the high class pictures produced by this firm.

In our list of Historical Pictures, published in our April issue, page 544, an error occurs in the name of the Elson firm, which publishes the Elson Prints. The firm is known as the Elson Art Publication Co., Boston, Mass., not the A. W. Elson Co.

MAKERS OF LANTERN SLIDES FOR TEACHERS OF HISTORY

Newton & Co., 3 Fleet St., Temple Bar, London, E.C., England.

Wilson Brothers, Loch-Head House, Aberdeen, Scotland.

E. G. Wood, 2 Queen St., Cheapside, London, England.

J. Pattison Gibson, Hexham, England.

Williams, Brown & Earle, Inc., 918 Chestnut St., Philadelphia, Pa.

T. H. McAllister, 49 Nassau Street, New York, U.S.A.

William H. Rau, 238-244 South Camac Street, Philadelphia.

Levy et ses Fils, 44 Rue Letellier, Paris, France.

League of the Empire, Caxton Hall, Westminster, S.W. (Illustrate British colonization and growth of the empire.)

Dollman Bros., 58 Wellesley Road, Gunnersbury, England. (256 slides from Fletcher's History of Architecture.)

Mansell & Co., 271 Oxford Street, W., London, England. (Portraits from the National Gallery.)

Charles Potter, 85 Yonge St., Toronto, is the Canadian agent for the majority of these firms, and purchasers will probably save trouble and expense by writing him.

"An engine of one cat power running all the time is more effective than one of forty horse power standing idle."
—George William Curtiss.

“Rubbing Out Sunshine”

CHRISTINA IRWIN
The Normal School, Ottawa

[EDITOR'S NOTE.—In the Ottawa Normal School each of the students-in-training is required once during the term to make a five-minute speech before the staff and the student body. The following is one of these speeches, adapted slightly for use in THE SCHOOL.]

ONE evening a teacher stood, brush in hand, before the blackboard, thinking of the day just gone, with its many trials, small in themselves, but so numerous as to have left her somewhat melancholy.

Everything had gone wrong. Nine o'clock had brought few pupils; but a quarter past, a full school. Pupils had proved alike dull, and as she stood before the board, she wondered, while clearing it off for a new set of work, whether it were worth while. She turned toward the east wall, and noticed the map on the board, and immediately the failure of the geography lesson rose to her mind. The sight of the map was accompanied by a feeling of annoyance with herself, with her pupils, and above all with the map with which was connected the most miserable failure of a miserable day.

She began vigorously to rub it off, but the yellow chalk marks refused to be erased. She brushed and brushed, but they became only a dull yellow spot. All at once the yellow spot became brighter. It was nearly sunset, and the sun shone clear and bright through the west window on the yellow spot. It had been shining very dimly before, and she had been trying to rub it out.

Rubbing out sunshine!

The idea appeared ridiculous, and she felt glad that none of the pupils were there to see her. How they would have laughed.

A foolish teacher rubbing out sunshine!

She pictured the faces as they smiled at the idea of attempting to rub out sunshine, but immediately the smiles changed to frowns, the result of the day's experiences. Then before her mind rose her day's classes; the unsolved problems in arithmetic; the earnest little workers; the impatient teacher; the disappointment of the pupils; the time lost by hurry and growing impatience; less and less work by the pupils; the

geography lesson; the dismissal of the boys and girls without a pleasant good-night; and again the attempt to rub out sunshine.

But this time she did not smile, for she realised that they had seen her rubbing out sunshine, the kind that can be rubbed out. The children entered the schoolroom with the morning sunshine on their faces. She had rubbed it out.

And what was true of this particular schoolroom is true of teachers and schoolrooms everywhere.

The discouraged, despondent teacher darkens the schoolroom with her presence, whereas the cheerful teacher brings the sunshine of the playground into the class-room, and gives pleasure to every task, however difficult it may be. A teacher without a smile and a pleasant word is a menace to the moral atmosphere of the schoolroom, while the one with a kindly smile for every good deed and honest effort fills the room with hard work and happiness.

We cannot chase the gloom by a cast-iron smile, but real cheerfulness in school will help in solving the great problem of discipline, and the number of incorrigible pupils will be brought to a minimum. For who can live in a cheerful atmosphere and not be influenced by it?

If a teacher is unhappy, he or she is sure to make her pupils so, and on the other hand, she who smiles and is happy, will have no trouble in enlisting the co-operation of the pupils and securing good, earnest work.

Let us, then, in place of bringing the clouds that shut out the sunshine from ourselves and friends by our impatience and discontent, seek rather to remove them by a pleasant manner and cheerful words. If clouds do come, as they sometimes will, let us remember that every cloud has a silver lining, and try the advice of the writer who said:

“The inner side of every cloud is bright and shining;
I therefore turn my clouds about,
And always wear them inside out
To show the lining.”

A Lesson in Physics. Bubbles

GEORGE A. CLINE, M.A.
The University Schools, University of Toronto

THOSE readers of THE SCHOOL, who think of the bubble only as a symbol of everything unsubstantial and visionary will probably wonder what adequate reason can be given for the appearance of an article on such a subject. By this simple means, however, the science teacher is enabled to present to his classes several of the most important laws of physics, embodied in an object whose perfection of form and beauty of colouring alone are well worth admiration. Moreover, the experiments described require very little apparatus and will amply repay any one for the time spent in their reproduction.

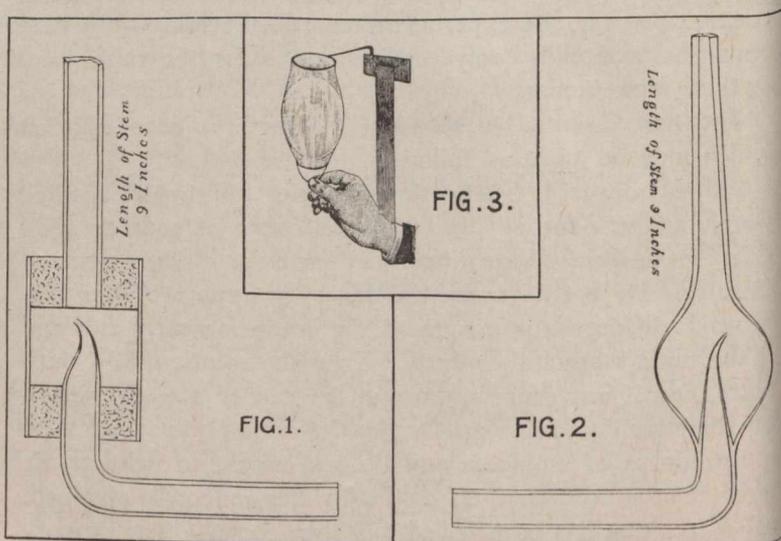
The first essential in blowing bubbles is a soap solution which may be made as follows:

Fill a stoppered bottle three-fourths full with distilled water, add one-fortieth by weight of oleate of soda or good Castile soap scraped very fine, and leave for a day or two to dissolve. Do not try to hasten this by warming. When dissolved, add pure glycerine until the bottle is nearly full and shake until thoroughly mixed. Keep the solution in a dark place, and if any scum appears at the end of a week, siphon off the clear liquid into another bottle, avoiding filtering. Add a few drops of ammonia and do not expose to light or air more than is necessary. If distilled water cannot be obtained, use water that has been boiled and then cooled. The proportions given need be only approximately followed.

The next requisite is a pipe of some description. A piece of glass tubing about ten inches long and three-eighths inches in internal diameter, bent at right angles about three inches from one end, answers well. The moisture condensed from the breath, however, sometimes runs down and spoils a bubble and, if thought advisable, pipes provided with traps (Figures I. and II.) may be used instead. The pipe in Figure I. is home-made, the ends of the trap being closed by corks; that in Figure II. may be obtained from any glass blower for a small sum.

To blow an ordinary air bubble the short end of the pipe is dipped into the soap solution, and when removed the adhering film is slowly blown out into the spherical form, the pipe being held end downward. The bubble may then be set free, by gently jerking the pipe away from it. If a racquet is made of a piece of flannel stretched on a wire, it is possible to play a miniature game of tennis with bubbles of this kind.

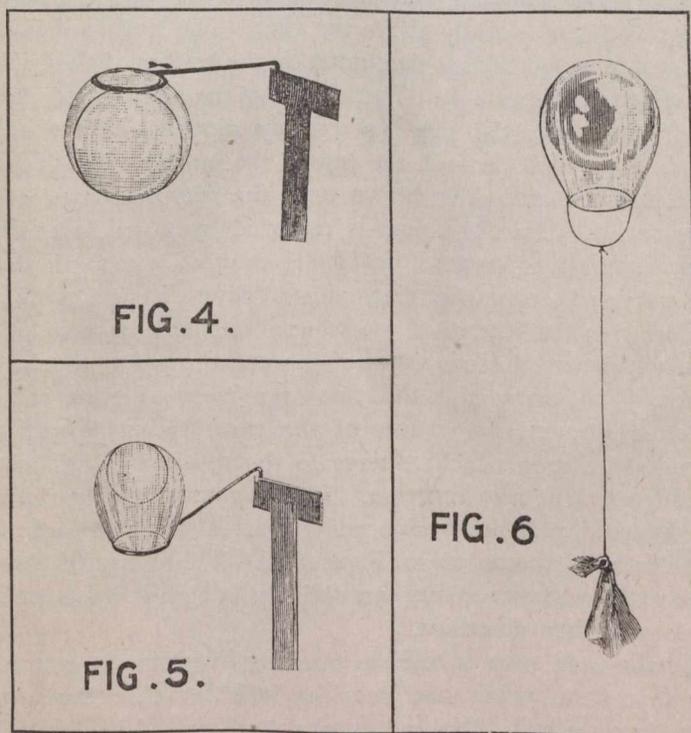
In blowing a gas bubble, the simple pipe first described is attached by a rubber tube to the gas tap. I find it well to open the gas tap and to control the flow by a screw pinch-cock placed near the pipe. On account of the tendency of the



bubble to rise the end of the pipe is turned upward. The gas should be turned off before releasing the bubble as before.

After a little preliminary practice with simple bubbles, the more complex ones may be attempted. In order to blow internal bubbles, such as are shown in Figures IV. and V., a support for the external bubble is necessary. This consists of a piece of fairly stiff wire about the size of a common pin, with one end bent around to form a ring of about $1\frac{3}{4}$ inches diameter. The joints may be either soldered or twisted together. The handle is fastened to a stand so that the ring is in a horizontal position.

Figure IV. represents an air bubble blown inside another air bubble; in Figure V. the internal bubble is of gas. It will be found best to attempt the latter first, as it is the more easily produced. For this the pipe is held end downward about one and one-half inches above the ring, and an air bubble the size of a small orange is blown *above* the ring, and in contact with it. To facilitate this the ring is first dipped into the solution. The air pipe is then removed, and the



gas pipe, dipped first into the solution, is inserted through the *bottom* of the bubble about one-half inch. The gas is then turned on, and a gas bubble, as large as the original air bubble, blown and allowed to rest against the top of the external bubble. A gentle but firm downward jerk releases the pipe from both bubbles. This pull must be quick enough to prevent the meeting of the internal and external bubbles on the pipe, as this would result in their union.

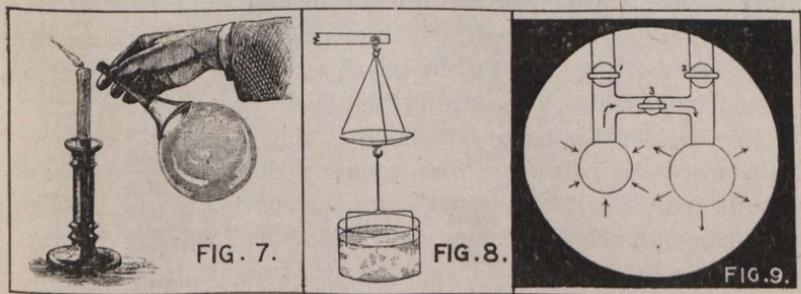
This experiment may be varied by blowing the original bubble on a very light ring such as is shown in Figure VI. This may be made of fine aluminium wire or one strand of ordinary picture wire. The ring is held in a clamp while the bubbles are blown, and if the ring and attached thread and tissue paper are not too heavy, a very pretty balloon ascent results when the ring is released.

To blow the internal bubble with air, the first bubble is blown *below* the ring, the pipe being held with the mouth downward and slightly above the ring. The ring used in the preceding experiment is then hung on the bottom of the bubble in order to elongate it. Then keeping the ring pulled down with one hand, the pipe (previously dipped into the solution) is inserted through the *top* of the bubble one-half inch and the internal bubble blown until the whole appears as in Figure III. Then the pipe is removed by a gentle upward jerk, sufficient to keep the bubbles from meeting along it. The reason for keeping the ring pulled down is that there is, adhering to the bottom of the internal bubble, a drop of solution which would cause union if it were allowed to touch the outer. To remove this the pipe or a piece of glass rod is inserted through the bottom of the external bubble until it touches the drop which adheres to the rod and comes away readily when it is withdrawn. The ring may now be peeled off by pulling it downward and tilting it sideways and the bubbles now appear as in Figure IV. This mass of detail makes the experiment appear difficult, but it is more easily performed than described.

I have used soap bubbles in teaching buoyancy in gases to my first form pupils and consider it better than the usual baroscope method. We had previously discussed buoyancy in liquids, and on asking for evidence of a similar force in the case of air, one of the boys mentioned a balloon ascent. Here, then, was the opportunity for a miniature balloon. By recalling the reasons for a cork rising and a stone sinking when immersed in water they were able to tell me why a gas bubble rises and an air bubble sinks. I was well repaid for the little extra trouble by the keen interest taken and the intelligent answers received.

Soap bubbles play an important part in the work on Surface Tension prescribed for Honour Matriculation also. The tendency of a soap-film to contract may be shown in a striking manner by the apparatus of Figure VII. A bubble is blown on the funnel, which on contracting blows out the candle placed near the open end.

To measure "T," the coefficient of Surface Tension, I had my class use the apparatus in Figure VIII. The rectangular framework was made of ordinary brass wire, and was about 7 cms. long by 4 cms. wide. It was suspended from one pan of a hydrostatic balance and weighed when about half immersed in the soap solution. Then, to get a film on it, it was totally immersed, brought back to the *original position* and



the extra weight required to produce equilibrium found. This gave the pull that the film exerted downward on the frame. In order to obviate as far as possible any error arising from the weight of the film, the frame should be wet for the first reading.

To illustrate the difference in internal pressure for different sized bubbles, the apparatus of Figure IX. is used. The bubbles are blown with the connecting tap (3) closed. When (1) and (2) are closed and (3) is opened, the small bubble blows the large one still larger. Rubber tubing and pinch-cocks answer as well as glass taps.

Lack of space prevents a description of further experiments, but any one interested is referred to "Soap Bubbles," by C. V. Boys, in which book many other phases of this fascinating subject are discussed and illustrated.

A Lesson in Primary Reading

Word Recognition Taught by the Phonic System

ANNIE E. CULLEN

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THE initial process in Reading is that of "Word Recognition" and until the child has acquired rapid facility in recognizing visible vocabulary, he cannot intelligently give oral expression to visual language.

The Lesson to be taught is the recognition of words involving the new letter "k."

The Aim of the Lesson is the expansion of the child's present visible vocabulary, by the acquisition of a new form, for a very familiar sound, which already has one well recognized symbol ("c" hard), thereby intensifying his interest in visual language and increasing his ability to recognize it.

Previous to this lesson, the child is able rapidly to coalesce into words as many as five sounds; distinctly to analyze words with about five sounds into component parts, and is familiar with the sounds and symbols of the following letters: (a, e, i, o, u) short and long, h, w, y (long) m, t, p, r, s, n, c (hard), l, f, d, b, g, v, j and with the following combinations, ee, oo, ar, sh, ch. He also can read and write short sentences which make use of these letters.

The class provided with slates or pads and pencils having been gathered before the blackboard, the teacher begins.

Presentation.

I. *Rapid review eye exercises* to secure alertness and expectancy.

(a) The known symbols having been written or printed on the blackboard, the teacher points out the letters forming a word. Pupils coalesce the sounds and raise hands to give the answer. Thus, the teacher touches with her pointer the letters f-r-o-s-t and the answer is given frost, s-t-a-n-d-stand, etc.

(b) The known symbols having been written or printed on the blackboard, the teacher requires a pupil to point out the component parts of a word. The teacher asks for the

letters in the word spend and the child points s-p-e-n-d, draft—d-r-a-f-t, etc.

(c) The teacher writes or prints a word, as "cart," on blackboard. By erasing one letter and substituting another which will build a word, such a sequence as cart, hart, harp, harm, farm, etc., or hoop, coop, cool, pool, spool, stool, etc., may be found useful as word exercises.

II. *Usual position of "c" hard definitely defined by pupils.*

Familiar words shewing position of "c" hard are printed in columns as—

cap	crop	clamp
cot	camp	clasp
can	clip	crept

The teacher, after the class has named the words, questions somewhat as follows: "Do you notice anything alike in those words?" When it has been decided that each word has the letter "c" in it another question is asked. "Whereabouts do you find the letter?" Use coloured crayons to emphasize the position of "c" when the children recognize its place at the beginning of words. These columns of words should be retained on blackboard until the position of "k" is defined.

III. *The children discover the need of a new symbol to express an old sound already familiar to the ear but not to the eye.*

Pupils are now required to write one or two words which contain "k"—mark, desk, and will shew marc, desc for answer. The teacher refuses to accept this spelling as right and shews the correct form. Thus the children learn that there is a second letter representing the hard sound of "c." A new column of words is shewn. The pupils name them.

milk	task	hook
park	seek	shark
disk	dark	smoke, etc.

The pupils find it easy now to decide the law for position of "k." Use a different colour of crayon to stress the place of "k" in a word. The attention of pupils should be drawn to the fact that "k" is the last sound, not necessarily the last letter—a final silent "e" may be present, having its usual

lengthening effect on the vowel in the middle of the word, as in take, like, spoke, etc. Contrast now "c" and "k" as represented in the two columns of words.

The blackboard work will now shew thus:

cap	milk
cot	park
can	disk
crop	task
camp	seek
clip	dark
clamp	hook
clasp	shark
crept	smoke

IV. *Presentation of new form and practice in making it.*

The teacher writes the symbol "k" on the blackboard, drawing attention to the height, the loop, and the twisted back, the pupils recognizing likeness to the letter h. Children then describe the form in the air, with pencils held as in writing position. Then they are required to reproduce on slates or pads. It is convenient now to exhibit the printed form of "k."

V. *The new symbol may now be used in word problems.*

The pupils have the opportunity to use the new power that has been gained. This is done in two ways.

(a) *By means of eye problems.* These are words (written or printed) which the teacher puts on the blackboard or displays on cards, etc., the pupils coalescing the sounds which are connected with the letters. The teacher receives the answers as whispered confidences, for the desire of the teacher is always directed to independence on the part of the scholars.

(b) *By means of ear problems.* These are words which the teacher pronounces distinctly and the children record (in writing only) on slates or pads. Some kind of recognition should be accorded correct work.

So ask, lark, broke, spike, creek, smoke, etc., will be eye problems; and park, look, silk, spoke, brisk, shark, crook will be ear problems.

These two kinds of problems may be given alternately. The children should be given opportunity to shew understanding of the words by using statements or explanations.

VI. *Sentences involving words containing the new symbol are now reached.*

Ear and eye exercises in completed statements are taken up and the answers are received in a manner similar to that used in the ear and eye problems in words.

(a) Sentences to be used as eye problems.

1. Put the book on the desk.
2. Fred broke the hook.
3. I like hot milk, etc.

(b) Sentences to be given as ear problems.

1. I spoke to Bob.
2. Fan took the rake.
3. Did the dog bark? etc.

Short connected sentences give zest to the eye problems, as,

1. Ben and Jim went to the park.
2. Jim had a book in his bag.
3. Ben took a cake in his basket, etc.

Through his language and reading lessons the little scholar has learned that variety of meaning comes from the emphasized word. He enjoys reading the statement from several points of view. The teacher will place a coloured stroke where she may wish the emphasis to fall, or may present a question which will bring the sentence spoken in the desired way, the pupils telling where to mark the emphasis. Thus in sentence 1 the teacher asks, "Who went to the park?" and the response is the sentence spoken with "Ben and Jim" emphasized. Or the teacher marks the emphasis on "park" and the children read, laying stress on the place to which "Ben and Jim" went.

In sentence 2. the teacher will mark the word "book" and the pupils will give forceful expression to the article which is "in the bag," etc.

VII. *Explanation of form "ck."*

Previous to this lesson the child understands that vowels can work changes in words, as the "e" in can, cane; not, note; fin, fine; cub, cube, etc. He has now to learn that the

short sounds of the vowels demand ck after them to represent the hard sound of "c." The pupil is required to write rock, neck, sick, duck, tack, and of course transcribes rok, nek, sik, duk, tak. Being familiar with the short vowels (and even little children as readily understand and talk about long and short sounds as grown people) some bright pupil is usually quick enough to note that all the vowels are short, when the correct writing or printing of these words is shewn. It may perhaps require a little help from the teacher to solve the reason for "ck." This explanation trains the child in observation and is very useful when he reaches formal spelling.

Note.—There is still explanation due the child for such words as keep, king, skip, sky, etc., since the symbol "k" is not found in the place assigned to it in the early part of this lesson. The absence of this knowledge will not, however, interfere with the child recognizing such words in his own reading.

The explanation is not given until the hissing sound of "c" is presented, and the softening effect of the dominant vowels "e, i and y" commented on. The scholar learns then that the form "k" must be used for the hard sound of "c" if followed by e, i, or y.

Boston Five-year-old—Father, what is the exact meaning of the verse beginning: "Jack Sprat could eat no fat?"

Father—In simple terms it is as follows: Jack Sprat could assimilate no adipose tissue. His wife, on the other hand, possessed an aversion for the more muscular portions of epithelium. And so between them both you see, they removed all the foreign substances from the surface of that utilitarian utensil, commonly called platter. Does that make it clear, son?

Boston Five-year-old—Perfectly, Father. The lack of lucidity in these Mother Goose Rhymes is amazingly apparent!—*Woman's Home Companion.*

Suggestions for the Class-Room

The Spring House-cleaning.—Have you had your annual spring house-cleaning in your school-room? It is time for you to do away with the relics of special days and special celebrations, that have accumulated throughout the past year. Your children will enjoy the cleaning up, especially if it means a bonfire. There are some schools in which there are still in evidence the faded leaves or evergreens that were used to decorate the school for the harvest home or the Christmas entertainment. Here in this corner are the pictures of brownies and witches, that you were so proud of last Hallowe'en. Behind the teacher's desk there is a picture of Santa Claus that looked very real and very jolly last December. Here are the valentines that were sent to "Teacher" in February, and there is one section of the blackboard that is still sacred to the Easter decorations. It would be impossible to go through the miscellaneous list, the accumulation of a busy winter, that have found their way into all the odd corners of your desk and your room. Let us have a house-cleaning!

Oral Composition.—Considerable interest may be added to the work in Oral Composition by dividing the class into a number of rival teams. If there are thirty pupils in your class, choose five of the best as leaders. Let them either choose up or draw lots for the members of their teams. Every Friday for six weeks have five speeches made, one from each team. Allow pupils to choose their own subjects. The teacher acts as critic, and assigns marks for each speech. The teams should know from week to week how they stand. Competition of this sort has the effect of making the pupils put forth their best efforts, and of making them take a keen interest in all the speeches.

The Teaching of Writing.—The difficulties that the average teacher meets with in teaching writing are frequently due to the fact that in his own training under different teachers he has been taught by several different systems and that he is not at all certain which of these systems, if any, he should adopt with his own classes. Certain systems, such as the Palmer method, for example, do not permit of any finger

movement. Others, such as the Bennet system, call into play combined movements of the arm, the hand, and the fingers. As might be expected, these different methods produce different types of writing, inasmuch as finer adjustments are possible when finger, hand, and arm movements are combined.

It is important that the teacher should have a system, and should follow it. It is equally important that the unfortunate pupil who changes teachers every few months should not be subjected to new methods. It is highly important, too, that teachers in the same school should follow the same system.

There is probably no place in the school where different methods are employed to a greater extent than in the primary grades. Some primary teachers frankly confess that they do not insist on any particular method. The parents are generally better pleased if the children learn to form the letters quickly, even though in so doing they contract vicious methods. And what does the teacher exist for in this democratic country but to please the parent? In other cases the primary teacher follows rigidly the methods employed in the higher grades. If the so-called "arm movement" is the method to be adopted, why not prevent the tiny tots from using the finger movement even from the very first?

From both of these extremes, the teacher is saved through the application of certain laws of child psychology. The modern primary teacher begins with blackboard writing where the larger movements of the whole arm come into play. Then for the blackboard is substituted large sheets of rough paper on which the child writes with crayon or coarse pencil. When the child enters the second grade, the sheets are gradually reduced in size, and the size of letters is reduced to the same extent. The child still uses the shoulder movement but combines with it a free finger movement. In the third, fourth and fifth grades, he learns the arm movement or muscle movement, in which he combines the muscular movement of the forearm with the movements he has already learned. The learning of the arm movement should in the opinion of many of the best authorities not be begun before the child reaches the third grade.

Hints for the Library

NOTES ON NEW BOOKS.

Book-keeping: Banking, by George W. Miner. Cloth. 104 pages. 60 cents. Ginn & Co., Boston, Mass. This book deals with the United States system of banking and the book-keeping connected with it.

Four-footed Friends, by Mrs. Huntingdon Smith. Cloth. 172 pages. 50 cents. Fully illustrated. Ginn & Co., Boston, Mass. Contains 23 stories suitable for third grade pupils. Intended to teach children kindness to the lower animals.

The Teaching of English Literature in Secondary Schools, by R. S. Bate. Cloth. 172 pages. 2s. 6d. G. Bell & Sons, London, England. A course in English literature based largely upon a study of the history of literature with accompanying models.

An Outline History of English Literature, by W. H. Hudson. Cloth. 314 pages. 2s. 6d. G. Bell & Sons, London, England. Covers the field from the year 500 to 1887.

Animals, Their Relation and Use to Man, by Carolyn D. Wood. Cloth. 192 pages. Very fully illustrated. 60 cents. Ginn & Co., Boston, Mass. This volume contains a series of nature study lessons on animals. It contains much interesting and valuable information.

The Model Classbooks of English, Books II to VI, by Chambers and Ker. These books contain graded lessons in Grammar and Composition for Grades IV to VIII in the Public School Linen. Each from 50 to 100 pp. in length. 1s. 8d. for the set. Blackie & Son, London.

Betty in Canada, and *Umé San in Japan*. Two volumes of the Little People Everywhere Series. Cloth. 115 pages. 60 cents each. Little, Brown & Co., Boston, Mass. Very attractive little books, in story form, and with full-page illustrations.

O. J. S.

Cambridge Manuals, Nos. 51-60. Cloth. About 150 pages each. 1s. The Cambridge University Press, London, England. The following are some of the titles: *The Atmosphere*, *The Earth*, *The Modern Warship*, *The Story of a Loaf of Bread*, *Icelandic Sagas*. These manuals form a very excellent series for advanced pupils in the High Schools, or for teachers.

O. J. S.

The Judgment House, by Sir Gilbert Parker. Illustrated. 470 pages. Post 8 vo. Cloth, \$1.50. An interesting novel. The scene: England and South Africa. The heroes: A millionaire Outlander and an English diplomat. The time: Beginning with the year of the Jameson Raid and including the early part of the Boer War.

Business English and Office Routine, by Arthur Mercer. 196 pages. 1s. 6d. (Geo. C. Harrap & Company, London, W.C.) McClelland & Goodchild, Toronto. As this is an English text-book, all references to commercial transactions are expressed in terms of English currency. Nevertheless the book contains much that is of value to the commercial teacher regarding business correspondence, banking, insurance, currency, etc. O. J. S.

French Vocabularies for Repetition, by J. P. R. Marichal. 137 pages. Price, 1s. 6d. London: G. Bell & Sons. This is an admirable book for use in teaching conversational French. It is for the student as well as the teacher. The phonetic transcription of each word is given, feminine nouns are printed in italics, and the irregular forms for the feminine and plural of nouns and adjectives are included. The 4,000 words are divided according to subjects: for example, the division on *Le Foyer* is subdivided into chapters on *Les Parents*, *L'Habitation*, *Le Mobilier* and *La Table*, *La Nourriture*. W. J. D.

A Book of Historical Poetry. Linen. 128 pages. 8d. Edward Arnold, London. To fill a book of 172 pages with short poems that unite historic interest and literary merit is no easy task. The result in this volume is unusually good. Many of the poems are of the highest literary merit. The book is adapted for pupils of the Lower School. A set of thirty copies would be a desirable acquisition for a school library for sight work or supplementary reading. W. E. M.

Problems in Furniture Making, by Fred D. Crawshaw. Price, \$1.00. The Manual Arts Press, Peoria, Ill. As the name implies, this book gives a series of advanced problems for Manual Training. Excellent plans, with sections and details where necessary, are given, and in addition very valuable suggestions as to construction and finish. A brief section is devoted to hints on design; another to finishes and

finishing, and a third to general methods of construction. A section on "Notes and Problems" takes up each project in some detail, stating the grade to which it is suited, the kind of wood most suitable, and a finish that would be appropriate. The book is a very valuable contribution as a guide in shop work.

A. N. S.

Puritanism and Liberty (1603-1660), and *England and Napoleon* (1801-1815). 120 pages each. Price, each, 1s. Two of Bell's English History Source Books. Compiled by Kenneth Bell, M.A., and S. E. Winbolt, M.A. London: G. Bell & Sons. These two books contain some very valuable source material relating to two important periods in British history. The extracts and letters are designed to give realistic impressions of the famous men and the important events of the periods. The volumes of this series furnish in convenient form for the teacher of history information which is essential if the subject is to be made really interesting. They should also be read by students of history in all forms of the High Schools.

W. J. D.

BOOKS RECEIVED.

A First Virgil, by G. Yeld. A book of easy selections from Virgil. 116 pages. Cloth, \$1.50. Blackie & Son, London, England.

Puritanism and Liberty, 1603-1660. *England and Napoleon* 1801-1815. Two of Bell's English History Source Books. Pages, 120 each. 1s. each. G. Bell & Sons, London.

Le Texte Expliqué, by E. J. Groves. Selections from various French writers. 170 pages. Cloth, 2s. Blackie & Son, London, England.

Tales by Victor Hugo. One of Bell's Illustrated French Readers. Illustrations. Exercises. Vocabulary. Pages 112, 1s. G. Bell & Sons, London.

High School Ethics, by J. Howard Moore. Cloth. 182 pages. 2s. 6d. G. Bell & Sons, London, England.

The Economics of Everyday Life, by T. H. Penson, M.A. Cloth. 176 pages, 3s. net. The Cambridge University Press, London, England.

What Children Study and Why, by Charles B. Gilbert. Cloth. 337 pages. \$1.50. Silver, Burdett & Co., New York.

Notes and News

ONTARIO.

Port Dover is building a new High School which when completed will cost approximately \$35,000.

Miss Wilhelmina Ford, of Queen's University, has been engaged as assistant in the Ayr Continuation School.

Mr. Wm. Cornforth, of St. Thomas, has been engaged as assistant in the Rockland High School, to take the place of Miss M. Quinlan.

Mr. Alexander Burke, of Beaverton, has been appointed Principal of the Markdale Continuation School, in place of Mr. George A. Clark, resigned. Mr. Clark is now principal of Drayton Continuation School.

Mr. R. L. McDonald has resigned the principalship of the Almonte Public Schools. Mr. Robert G. Entwistle, of Paris, has been appointed in his place.

Miss D. McKeracher, B.A., of Leamington, has been appointed to the staff of the Petrolea High School, to succeed Miss A. Jackson, B.A.

Miss Christina Fraser, who graduates from McMaster University this spring, will succeed Miss Rebecca Stenhouse, B.A., on the Vernon Continuation School staff.

Mr. Finlay McNab has been appointed principal of the Continuation School at Springfield. The former principal was Mr. A. H. Baker.

The position of Domestic Science teacher on the staff of the Ingersoll Public and High Schools, left vacant by the resignation of Miss Alma Gibbs, has been filled by the appointment of Miss Jean Ross, of Woodstock.

Professor W. H. VanderSmussen, who has been at the head of the Department of German in University College, University of Toronto, for nearly half a century, is about to retire. He is the first professor to retire who will participate in the benefits of the Carnegie foundation fund.

The first dental clinics to be established within the walls of any school in Canada were opened during April in two of the Toronto public schools; and within a few weeks two others will be opened. Specially appointed dentists are in charge.

and the movement is approved by the local dentists. Toronto is the fourth city in America to adopt this scheme.

The Ontario Educational Association met in the University of Toronto during Easter week, with a very large attendance. It is impossible in a short space even to enumerate the many excellent papers that were given in the various sections. It is worthy of note, however, that there was a general absence of the destructive criticism that is too often in evidence in the meetings of the Association. The majority of the papers represented a careful and honest effort to meet educational problems along constructive lines. Mr. C. A. Mayberry, B.A., LL.B., Principal of the Stratford Collegiate Institute, was elected President for the coming year.

Mr. Robert H. Cowley, M.A., Chief Government Inspector of Public Schools in Ontario, has been appointed Chief Inspector of the Toronto Public Schools by the Board of Education. The salary has been placed at \$5,000. He succeeds Dr. James L. Hughes, who resigned last year, and remained until the Board found a successor.

Mr. Cowley is a graduate of Queen's University, and went into the teaching profession as assistant at the Ottawa Collegiate Institute. He was for several years Inspector of Public Schools in the county of Carleton, and was Inspector of Continuation Schools for some years. He has been in his present position for nearly three years, and it is expected will assume his new duties after the midsummer vacation.

The new Chief Inspector is a man of engaging personality and allows the utmost freedom with those whose work he is called to supervise. His experience is of such a varied character that it is believed he will fill his new position with distinction.

The school authorities of Windsor have decided to introduce Manual Training and Domestic Science into their school system, beginning next September. Mr. I. S. Clubine, of Stratford, has been appointed instructor in Manual Training, and Miss Isabel Govenlock, of Toronto, in Domestic Science.

Last year the Ontario Educational Department held the various departmental examinations during the month of June, with the view of avoiding the extremely warm weather. The

experiment was evidently considered a success, as practically the same time-table is to be followed next summer. In many cases this shortens the school year by two weeks.

WEST.

A new salary schedule has been adopted by the Board of Education, Edmonton. The minimum and the maximum salaries are now as follows: High School principals, \$2,500-\$3,000; High School assistants, \$1,800-\$2,300; Public School principals with university degrees, \$1,800-\$2,300; without university degrees, \$1,600-\$2,100; male grade teachers, \$850-\$1,200; female grade teachers, \$750-\$1,100; male supervisors, \$1,500-\$2,000; female supervisors, \$1,300-\$1,800.

Mr. Hector Lang, B.A., Principal of the Collegiate Institute, Regina, has resigned his position to engage in business. It is probable that Mr. Lang will enter upon the study of law at a subsequent date. Mr. Lang was appointed assistant in a Regina High School department in September, 1905, when there were only three teachers on the staff. In 1906, on the resignation of R. D. McMurchy, he was appointed Principal, and has seen the institution grow from an enrolment of sixty to 350. There are now 12 teachers on the staff. In Mr. Lang's removal the teaching profession loses a prominent educationist and the Regina Collegiate Board a popular and successful teacher. Upon severing his connection with the Regina Collegiate Institute on March 31st, Mr. Lang was presented with a gold watch by the students and ex-students of the Institute. Mrs. Lang was given a cabinet of silver.

The position of instructor in manual training in the Moose Jaw Collegiate Institute has been filled by the appointment of Mr. T. H. Jenkins, of the Brantford Collegiate Institute staff; and the position of instructor in domestic science has been filled by the appointment of Miss I. Shaw, of Weyburn, Sask.

The fifth annual convention of the Saskatchewan Educational Association was held in Regina from March 24th to 27th. Among the prominent educationists who delivered addresses were Dr. G. H. Ling, the President of the Association, Dr. Judd, Teachers' College, University of Chicago, Dr. Robinson, Superintendent of Education, British Columbia,

and A. H. Ball, M.A., LL.B., Deputy Minister of Education, Regina. About 1,000 teachers were in attendance, and many very practical and helpful papers were discussed.

Eight of the sixteen teachers on the staff of the public schools in Nelson, B.C., recently went on strike. Seven of the striking teachers are ladies.

Mr. W. L. Richardson, for the past eight years Superintendent of Manual Training in the Public Schools of Toronto, has accepted the position of Director of Industrial Education for the city of Edmonton, Alberta. Mr. Richardson will receive a salary of \$3,000 in his new position, or an increase of \$600 over the salary he received in Toronto.

Nearly 1,000 teachers attended the fourth annual convention of the Alberta Educational Association, which was held in Edmonton, March 25th to 27th. Dean Pakenham, of the Faculty of Education, University of Toronto, was the principal speaker. Addresses were also given by Hon. J. R. Boyle, Minister of Education, Superintendent J. McCaig, M.A., LL.B., the President of the Association, Dean Braithwaite, of Calgary University, A. R. Gibson, M.A., R. Massey, B.A., W. G. Carpenter, B.A., and other prominent Alberta teachers.

The eighth annual convention of the Manitoba Educational Association was held in Kelvin Technical School, Winnipeg, on April 24th and 25th. The principal speaker was Dr. Judd, of Chicago, and excellent addresses were also given by leading Manitoba educationists, including Hon. G. R. Coldwell, Minister of Education, Dr. W. A. McIntyre, Principal of the Normal School, Dr. J. A. MacLean, President of Manitoba University, and others. D. M. Duncan, M.A., assistant superintendent of schools, Winnipeg, was elected President for the ensuing year, and Winnipeg was chosen as the next place of meeting. About 600 teachers were in attendance.

At the recent meeting of the Manitoba Educational Association the following resolution was adopted: Resolved, That the time has come when it is desirable that a central Bureau of Education should be established at Ottawa for the purpose of collecting, arranging and distributing information which is of value throughout the whole Dominion; and that this matter

be brought to the attention of the Dominion Government by the officers of this Association.

"I have one school," writes Inspector Thibaudeau, of Lacombe, Alberta, "that I think has made a record for attendance not equaled in the Dominion. It is Mary's Villa, a rural district near the new townsite of Meeting Creek, on the C.N.R. about half way between Camrose and Stettler.

"The school opened in January, 1909, with eleven pupils in attendance. Last year there were twenty-two enrolled. The percentage of attendance for these four years was 99.16; three pupils did not miss one day, two of these were late only once. For twenty-two months the percentage reached one hundred. The best year was 1910. For nine months that year the attendance reached one hundred per cent. Three pupils were absent one day each in August, one pupil one day in September. The lates totalled twelve, and aggregated sixty-one minutes.

"The schoolhouse is 36' by 26', with left light, single desks, and about two hundred square feet of blackboard. The grounds for four acres, two for a pony pasture, two for a play ground."

EAST.

A recent decision of the Text-book Division of the Protestant Committee is to the effect that after 1915 there shall be only one text-book for the work in each subject. As a result a great deal of attention has been directed to the investigation of the many excellent books which the publishers have supplied. A revision of the list will be made every fourth year. The school book question in Quebec is rather complicated by the cheapness of text-books in Ontario under the contract system. It is noteworthy that while a complete set of books for an eight-year pupil in Ontario may be purchased for less than two dollars, the books for a pupil taking the full course in the corresponding class in our schools cost over seven dollars.

Dr. Soloan, of the Normal College, Truro, attended the annual meeting of the American Simplified Spelling Board at New York during the first week of April.

Mr. E. W. Connolly, of the Normal College, attended the four weeks' course for Normal Instructors in military training, which was held in Toronto throughout the month of March.

The teachers of Hants and Kings Counties, N.S., held a very successful Institute at Wolfville, March 19th and 20th. Inspector E. W. Robinson laboured hard in the interest of the meeting; and was rewarded by seeing all of his most progressive teachers in attendance.

Miss Flora Chambers, Windsor, N.S., has taken charge of the Truro Kindergarten Training Department for the remainder of the year. Miss Agnes McKenzie, who obtained leave of absence in January, will not return before next September.

The local Technical Schools in various industrial centres of the province are now closing. In nearly every centre these schools have proved popular.

The Nova Scotia Agricultural College closed its regular session on April 12th.

The Teachers' Institute of Carleton and Victoria Counties, New Brunswick, will be held at Woodstock on May 1 and 2.

THE PASSING OF A GREAT TEACHER

The recent death of Dean Ellis, of the Faculty of Education in Queen's University, will be mourned by many teachers and students throughout this province. William Stewart Ellis was born at Megantic, Que., in 1852, and was in his sixty-second year when he died on the 29th of March last. When in 1877 he graduated from Victoria University with high honours in Mathematics and Science, he was already a teacher of some experience, having made his way thus far by working in his chosen profession. Work in Almonte, Woodstock, Cobourg and Peterborough as mathematical master had thoroughly fitted him for the duties of Head Master, when he succeeded D. C. MacHenry as chief of the Cobourg Collegiate Institute in 1890. In 1893 he was called to the headmastership of Kingston Collegiate Institute, which in face of manifold difficulties he raised to a leading place among the schools of this province. When in 1910 Queen's University took in hand the reorganization of her staff in

Education, she chose Principal Ellis to act as Dean, and to all who knew his experience in High School organization and work the choice seemed eminently fitting, and an omen of success for the plucky university, which still maintains its independence in the Limestone City. I cannot profess to judge of his technical qualifications for the post, though from my knowledge of his proficiency in all departments of work done in our universities in his student days and from his long experience as assistant and headmaster, I feel reasonably assured on that head. In my last conversation with him he told me something of his personal intercourse with the students he had in charge, and I feel that it was in this that he could be of most service to the teachers he was trying to guide. For the truthfulness and honesty of the man, his appreciation of honest work as well as of ability, his scorn for all shirking or pretence, his manly force of character, could not but make him an influence of the greatest value for all students with whom he had to do. But though it was in the genuine worth and strength of his manhood that Dean Ellis' highest value lay, he was ever thinking of what he could do to help his students, and no man I have known had a better record for effective industry than he. His life was a continual advance from hard work to harder work; he would grant himself no holiday, and far too little relaxation even in the form of change of work fell to his lot. His friends, who knew the light step, the cheery smile, the earnest purpose of the man, and had become used to his constant health and activity, were taken by surprise when the end came, and after a very brief illness the sturdy frame and apparently unshaken vigour were stilled in death. His was that happiest of lives, —one of constant and successful work; their sorrow is that it should not have been longer.

A. J. B.

HAMILTON'S NEW SCHOOLS

The frontispiece of *THE SCHOOL*, for this issue consists of photographs of King George School and Adelaide Hoodless Memorial School, recently opened in Hamilton, Ont. Both schools are excellent examples of up-to-date school architecture and equipment. King George School contains twenty-

one rooms. Some of the modern features of the building are, fireproof stairways and halls; steam-heating with thermostatic attachments; electric light; telephone system; electric fan ventilation for rooms and lavatories; sanitary drinking fountains; tinted walls; playrooms, and rifle ranges in the basement; vacuum cleaner attachments throughout the building. The Adelaide Hoodless Memorial School is provided with practically the same equipment. These are two schools of which Hamilton has reason to be proud.

INTERESTING FIGURES

The last annual report of the Ontario Education Department, recently issued, contains the following interesting figures for the year 1911:

Public Schools—

Number of schools	5,921
Number of pupils enrolled	400,552
Number of teachers employed	9,349
Average annual salary:	
Male teachers	\$767.00
Female teachers	518.00
Cost per pupil	22.48

It is satisfactory to note that there were over 600 more teachers with Normal School training than in the previous year, and that the average salaries of male teachers had increased by \$56, and of female teachers by \$35.

High Schools and Collegiates—

Number of schools	148
Number of pupils	32,227
Number of teachers	898
Average salary:	
Principals	\$1,670.00
Assistants	1,241.00
Cost per pupil	60.44

Continuation Schools—

Number of schools	129
Number of pupils	5,753
Number of teachers	218

Average salary:	
Principals	\$1,000.00
Assistants	702.00
Cost per pupil	43.82
Total number of pupils in all classes of schools....	520,255
“ “ teachers “ “	12,063

BUSINESS NOTES

THE SCHOOL has answered a number of inquiries regarding the purchase of suitable pictures for School Room Decoration, and is glad to assist its readers in this way.

There are only a few of our subscribers who have forgotten to remit the amount of their subscription. We shall be glad if they will rectify this omission at an early date.

During the meetings of the Ontario Educational Association, many of the friends of THE SCHOOL, were good enough to tell us of their appreciation of the magazine. Some of them mentioned certain departments which they find particularly useful. It is pleasant to hear these things and to know that THE SCHOOL, has been so well received by the profession.

We have been told very frequently that the advertising in THE SCHOOL is of an especially high class and is of a kind particularly suitable for an educational journal. Subscribers will contribute to the success of this magazine if they will remember, when writing to any of our advertisers, to say that they saw the advertisement in THE SCHOOL.

Congress on School Hygiene.—The fourth International Congress on School Hygiene will hold its meeting in Buffalo from August 25th to 30th. It is expected that the session of the congress will be attended by over 5,000 of the world's most famous scientists and educators from all parts of the globe. Dr. Charles W. Eliot, President Emeritus of Harvard University, is president of the congress. The objects of the congress are to bring together men and women interested in the health of school children, to organize a programme of papers and discussions covering the field of school hygiene, and to assemble a scientific and commercial exhibit of practical and educational value to school people.

THE PROJECTION LANTERN IN SCHOOL

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In slides and supplies generally, this house keeps abreast of the times, and is making lantern slides on special order from negatives, book illustrations, pictures and other material. Slides are tastefully colored when required, and all are carefully made, comparing favorably with the products of the best British houses, who make the finest slides procurable.

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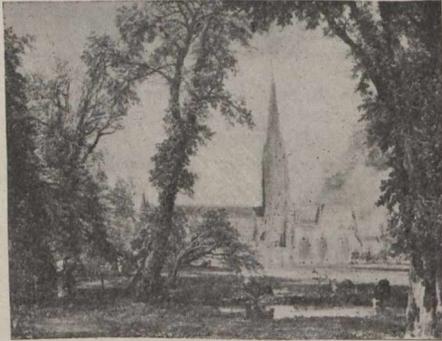
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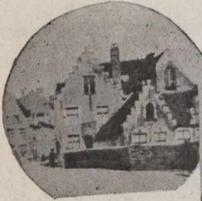
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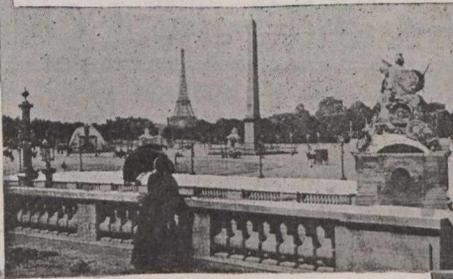
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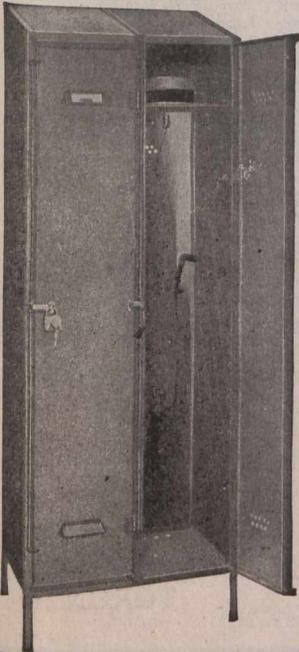
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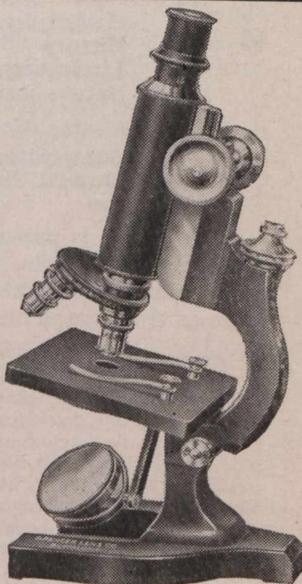
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DEPARTMENT OF EDUCATION, July, 1912.

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Teaching Days for 1913

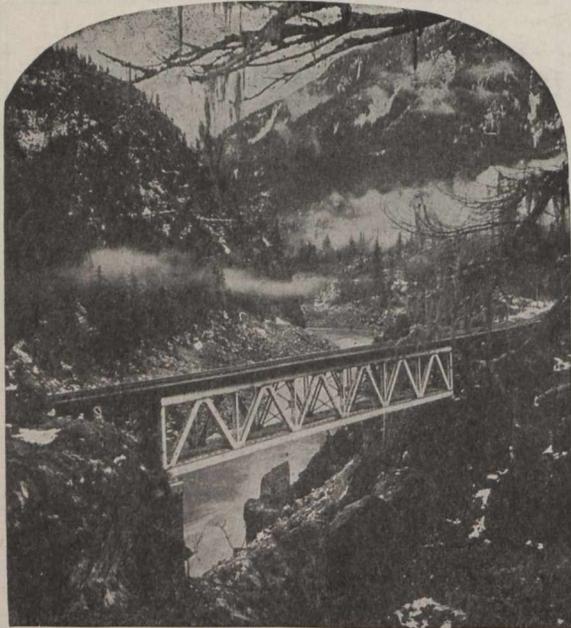
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January.....	21	July.....	
February.....	20	August.....	
March.....	15	September.....	21
April.....	22	October.....	23
May.....	22	November.....	20
June.....	19	December.....	16
	119		80
		Total.....	199

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



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