

601/c/218E/3-6  
C.2  
SCCE

# The School

A MAGAZINE DEVOTED TO ELEMENTARY AND  
SECONDARY EDUCATION.

VOLUME III.

SEPTEMBER 1914 TO JUNE, 1915.

Editorial Board—The Members of the Staff of the Faculty of Education,  
University of Toronto.

Managing Director—W. J. DUNLOP, B. A.

Published at the Education Building, Bloor and Spadina, Toronto.

Copyright, Canada, 1914 and 1915, by W. J. Dunlop.

UNIVERSITY PRESS,  
TORONTO

# INDEX

	PAGE
Agriculture in a Rural School . . . . .	645
Agriculture, Schools of, in Alberta . . . . .	200
Alberta Educational Association . . . . .	660
Alberta, Some Phases of the Educational Situation in . . . . .	119
All in Brown October . . . . .	89
Arithmetic, How to secure Rapidity and Accuracy in Mechanical . . . . .	414
Art for each month . . . . . 25, 101, 183, 255, 329, 400, 486 576, 628, 703	
Blackboards, Decoration of School . . . . .	691
Books on the Present War . . . . . 500, 555, 653, 709, 713, 717	
Book Reviews . . . . . 479, 481, 493	479, 481, 493
British Freedom (A Lesson in Literature) . . . . .	80
British Navy, The . . . . .	529
Canadian History, Teaching . . . . .	37
Canadian History, Methods of Teaching . . . . .	337
Canadian Literature Series . . . . . 198, 268, 341, 406, 546	
Canadian Militia, The . . . . .	470
Chambered Nautilus, The . . . . .	151
Christmas Trees . . . . .	248
Class Room, Suggestions for the, 14, 34, 50 53, 133 150, 175, 267 347 384, 388 424	347 384, 388 424
Comparison of Triangles . . . . .	391
Composition . . . . .	355
Composition, Three Hundred Subjects for . . . . .	83
Constructive Work for different months . . . . . 86, 165, 244, 325, 385	
Critic, The Youthful . . . . .	421
Current Events . . . . . 32, 112, 195, 271, 348 409, 497, 559, 635, 710	
Curriculum, The Public School . . . . .	42
Dates, Some . . . . .	554
Debate, One Hundred Subjects for . . . . .	169
Devices for Teaching War History . . . . .	506
Diary of the War . . . . . 450, 526, 600, 667	
Eastern Campaign The . . . . . 467, 534	
Editorial Notes . . . . . 1, 73, 147, 223, 301, 371, 441, 517, 595, 663	
Examination Paper in Middle School Physics, Marking an . . . . .	46
Examinations (English Literature) . . . . .	565
Fiction, Fields of Canadian . . . . .	406
From the Teacher's Note-Book . . . . .	23
Frontispiece, Note on the . . . . . 31, 108, 191, 264, 335, 408, 494	



	PAGE
Geographical Questions on the War . . . . .	584
Geometry, Book Work in . . . . .	283
Geometry, Comparison of Triangles . . . . .	391
Glossary, A, of Military Terms . . . . .	502, 582, 640, 714
Handwriting, The Problem of . . . . .	130
History, Teaching Canadian . . . . .	37
History, Methods of Teaching Canadian . . . . .	337
History, Canadian in Fiction . . . . .	198
Industrial Classes in Windsor . . . . .	11
Indian Reserve, Teaching on an . . . . .	351
Jane Austen, Canada's . . . . .	268
Jock o' Hazeldean (A Lesson in Literature) . . . . .	377
Lake Poets, Canada's . . . . .	341
Letters from the Front . . . . .	695
Letters, Exchange and Writing of . . . . .	44, 265, 345, 485, 557, 626
Library, Hints for the, 10, 31, 45, 54, 79, 85, 134, 159, 171, 192, 199, 202 232, 243, 247, 286, 306, 324, 336, 425, 479, 481, 493, 533, 575, 616 634, 652, 685, 694, 699, 718.	
Mechanical Arithmetic, How to secure Rapidity and Accuracy in Memorization . . . . .	414 476
Merchant of Venice, The Three Suitors in The . . . . .	637
Methods of Teaching Canadian History . . . . .	337
Middle School Physics, Marking an Examination Paper in . . . . .	46
Militia, The Canadian . . . . .	470
Nationalism and Peace . . . . .	613
National Gallery and its Possible Relation to Education, The . . . . .	273
Nature Study for each month . 5, 93, 156, 233, 314, 380, 496, 569, 641, 686	
Nature Study and the Teacher . . . . .	115
Naval Campaign, The . . . . .	457
Navy, The British . . . . .	529
Notes and News . . . . .	55, 136, 204, 288, 356, 428, 508, 586, 655, 719
October, All in Brown . . . . .	89
One Hundred Subjects for Debate . . . . .	169
Ontario Teachers' Alliance, The . . . . .	617
Pamphlets on the War . . . . .	514, 625
Passing of the Turkish Empire, The . . . . .	559
Patriot, The (A Lesson in Literature) . . . . .	228
Playground, The Public School . . . . .	715

	PAGE
Physical Culture in the Rural District School.....	278
Physics, Marking an Examination Paper in Middle School.....	46
Picture Study.....	31, 108, 191, 264, 335, 408, 494
Poetry of the War.....	603
Poets of the Open Trails.....	546
Primary Reading.....	417
Primary work for each month. 15, 96, 160, 237, 317, 396, 482, 543, 622, 682	
Prose Literature.....	307
Public Health in Schools, The New.....	51
Questions on the War,.....	504, 584, 585, 644, 717
Reading, Primary.....	417
Rosabelle (A Lesson in Literature).....	8
Rural District School, Physical Culture in.....	278
Rural Education.....	19
Rural School Fair, Our.....	415
Rural School, Social Activities of a.....	648
Salaries of Teachers in Ontario.....	176, 251
Science, The Place of in Education.....	671
"Scrap of Paper", The.....	449
Sight Passages (A Lesson in Literature).....	677
Some Dates.....	554
Spelling for Juniors.....	172
Summer School, O.A.C., Guelph.....	412
Summer School, Queen's University.....	552
Summer Session at the University of Toronto.....	550
Teachers, Salaries of, in Ontario.....	176, 251
Teacher, The Successful.....	35, 110, 193, 231, 311, 389, 480, 541, 620, 700
Teaching on an Indian Reserve.....	351
Three Hundred Subjects for Composition.....	83
True Bright Boy, A.....	284
Vale, The (A Poem).....	350
War Maps and How to Use Them.....	473, 573, 653, 709
War and the Schools, The.....	497
War, The Causes of the.....	443, 521
War, Diary of the.....	450, 526, 600, 667
War, Questions on the.....	504, 584, 585, 644, 717
War, The Colonies and the.....	454, 562, 608
Western Campaign, The.....	463, 537, 680





"DIANA OF THE UPLANDS"

By C. W. Furse, A.R.A. (1867-1904)

In the Tate Gallery, London

*(See note in this issue).*

“Our passage from age to age has revealed a continually widening expanse, not only of the earth=space that man unitedly controls, but of the scope of his collective thought, till, in our day, he knows by personal visit nearly the whole globe and encircles it with his activities, while his thought has gone further than Newton or Galileo would have ventured, and analyses the stars, as well as describes the dance of the infinitesimal. Note, then, one of the most striking of those apparent contradictions which often meet us and make us almost ready, with Hegel, to believe in the identity of opposites. It is precisely this man, with his most developed powers, with his scope of vision transcending the boldest fiction, with his knowledge and force embracing the world, who is for the first time in history profoundly interested and passionately attached to the smallest and weakest embodiment of the human spirit, the child in the earliest moments of his life.”

—MARVIN—*The Living Past.*



# The School

*"Recti cultus pectora roborant"*

## Editorial Notes

**Ourselves.**—With this issue THE SCHOOL begins another volume and another year—its third. Its success during the last two years has been unprecedented in Canadian educational journalism. The teachers of this country have realised that it supplies a pressing need of the school-room and have given it their generous support.

THE SCHOOL, as we have often stated in these columns, is not a commercial venture. Its purpose and the nature of its organization will not permit it to make money for any person or institution. Publishing it solely in the interests of education in Canada, the highest hope of its directors is that it will continue to pay its way. Subscribers are now receiving it at the bare cost of printing. The surplus which may accrue from other sources of revenue will be used to improve it both in form and contents.

During the coming year THE SCHOOL will continue its old policy. No department which has been found useful will be abandoned or neglected. And it will add new departments. These editorial notes will be expanded with more frequent references to current incidents and problems. More space will be given to educational changes in Canada, new laws, regulations, and movements and their significance. Current events, always of first-rate importance in the schoolroom, will receive special consideration in this critical year in the history of the Empire. In the discussion of the so-called new subjects or of the subjects whose methods are being rapidly modified, such as nature study, elementary science, constructive work, art, and literature, THE SCHOOL will find its field of greatest usefulness.

In its efforts to assist the teacher in his schoolroom duties, THE SCHOOL will continue to avoid a form of help which is in reality a hindrance. It will discuss and suggest methods, but it will not provide the teacher with both ideas and words. The teacher must remain a creator, not an imitator—a rational being, not a gramophone. If this journal becomes in any sort a source of inspiration, if in some slight degree it creates enthusiasm which in turn produces growth, it will have fulfilled the first purpose of its founders.

Every teacher should read at least one educational journal. The teachers of Canada have many excellent journals from which to choose, both native and foreign. As between *THE SCHOOL* and a journal produced abroad there should be no hesitation. *THE SCHOOL* discusses our own problems. It is "a magazine devoted to elementary and secondary education in Canada." With this plea it appeals to those who have been its patrons in the past and to those who may become its patrons in the future.

**A Crisis Past.**—The administrators of many national systems have been at their wits' end during the last ten years to find a supply of teachers for their schools. In Germany, France, the United States, and Canada the scarcity of trained teachers almost precipitated an educational crisis. One explanation of the scarcity lay in the continued decline in the number of men teachers. In some American States, indeed, men teachers became practically extinct. Their disappearance transferred the schools to the women teachers whose tenure of office, for obvious reasons, is not long lived. A second explanation lay in the very rapid increase in the number and types of schools and school subjects and the resulting demand for more teachers.

The chief explanation, however, lay, and will probably continue to lie, in the economics of the profession. Teaching did not pay. There was nothing attractive in the remuneration of the younger teacher. There was much that was repelling in the remuneration of the older teacher.

Evidence to hand from various countries shows that the critical period is now past. Increases in remuneration, the development of shorter and cheaper courses of training, and general business depression have combined to turn the movement of young men and women back to the teaching profession. We have probably heard the last—for a decade at least—of the scarcity of teachers.

The return movement towards the schoolroom in Ontario has been most marked in the High Schools. Last year the number of the graduates in arts in attendance at the training schools increased abruptly by about 35 per cent. The coming session of these training schools promises another marked increase in most subjects of instruction. The supply of High School teachers is now quite beyond the demand. The results are obvious. High School salaries will fall, and Ontario will lose her pre-eminence in this regard on this continent. Or the hindrances to a free movement of Ontario High School teachers westward will be removed, and the schools of Ontario will again train teachers for all Canada. Or graduates in arts will push down into the primary schools—a consummation greatly to be desired!



**Principal Jamieson.**—In May last in these notes reference was made to many recent withdrawals from service of well-known headmasters of High Schools. These withdrawals of teachers crowned with years and honours mark the growing importance of the High School teacher. High school teaching has developed its own traditions and its own corporate spirit. It is a profession to which able men and women may now devote a whole lifetime of service.

Another of our Ontario headmasters withdrew from active service at the end of the school year in June, when Mr. J. S. Jamieson resigned the headmastership of Morrisburg Collegiate Institute, a position which he had held for thirty-one years. Mr. Jamieson was born in Carleton County in 1844 and spent his early years on the farm, working in summer and attending school in winter. After securing the necessary certificates, chiefly by private study, he taught the public school at Glen Tay, in the county of Lanark for two years and then entered Victoria University. He obtained the degree of B.A. in 1875 and M.A. in 1879. Since January 1876, he has been engaged in High School teaching, three years as headmaster in Pakenham, three years in a similar position in Carleton Place, one year on the staff in Perth teaching science and English, and the remaining thirty-one years in charge of secondary education in Morrisburg. This official record tells its own story of ability and of achievement! The other record, written in the lives of hundreds of professional and business men of Canada, is a record of patient, self-sacrificing devotion to the duties of the schoolmaster.

**Dr. Embree.**—And now Dr. L. E. Embree of the Jarvis Street Collegiate Institute, Toronto, withdraws. Those who know Dr. Embree do not regard him as an old man. It is true that he has lived and worked long among the schools. But he was always so alert, so industrious, so progressive, so young in body and mind that the teachers of Ontario never regarded him as an old man. Indeed he was not old until proved to be so by hasty and inexorable legislation of the superannuation committee of the Toronto Board of Education.

Dr. Embree was the dean of the educational staffs of the Province of Ontario, not by length of service only, but by the variety and excellence of that service. He has taught in schools outside the state system and within it. He has taught in primary schools, high schools, and the University. He has been a member of many of the great educational committees of Ontario during the last twenty years, and the president of every important educational association that assembles in Toronto. In all places and at all times he has stood for method, sound scholarship and untiring industry. The good wishes of the whole educational world of Ontario go with Dr. Embree into his retirement.

**The War.**—War with all its horrors is upon us. Busy with our first great task—to create here in North America a new and more hopeful type of civilization—we have no time for war. We did not seek it. It was thrust upon us. For fifty years the war lords of central Europe have given thought and money without stint to the creation of the machinery of warfare. They are determined now to test that machinery—and war stalks among us.

We teachers stand in a complex relation to the war. As citizens we have the responsibilities of citizens who love their country. As instructors of youth it is our duty to shape the opinions and the future conduct of the citizens to-morrow.

Throughout the coming school year it is probable that we shall all be called upon daily to discuss the war, its cause, its course, and its events. Shall we not strive to lead our pupils to look upon this war without anger or hatred towards the German people? These Germans were once our kinsmen, living in the same land, speaking the same language, and pursuing the same ideals. They are a great people, honest, industrious, highly intelligent, and peace-loving like ourselves. The war is not of their making. But for the war lords as such, for that military oligarchy of Europe which lives by war, and gives its nights and days to fostering war, for that system there should be nothing but horror and detestation. And shall we not strive to help our pupils to approach the war free from the spirit of vain boasting? We begin this war not in exultation but in sorrow. With the calm confidence of the Englishmen of Cromwell's day we give battle and we win because our cause is right. But we advance humbled. After two thousand years of Christian teaching the nations of Europe believe that might is right. And they practise their belief.

---

Glancing hastily down the pages of Tommy Jones' examination papers, the teacher's heart thrilled over Tommy's unexpectedly good showing, for not one of the questions remained unanswered. But upon subjecting the paper to a more careful perusal her pride in Tommy's proficiency had a fall. After seven of the ten questions Tommy had written politely: "I am sorry that this is a subject on which I have no information."

---

HOW IT WAS ACCOUNTED FOR.—"How does it happen," said the teacher to the new pupil, "that your name is Allen and your mother's name is Brown?"

"Well," explained the small boy, after a moment's thought, "you see she married again and I didn't."



## Nature Study for September

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

IT is proposed in these lessons to discuss the manner of treating a series of topics suitable for nature study work in the lower forms of the public school. The plants and animals selected will be of such a character that they will be accessible in almost all parts of Canada.

The method I recommend for dealing with nature study topics is to have one formal lesson each week; and besides this, to use five minutes each day for assigning observations to be made, and for allowing the pupils to state what facts they have succeeded in observing. We will suppose that one of the topics here discussed is assigned for each week. Some of the questions are given on Monday, the answers taken on Tuesday, and more questions assigned. Thus by the end of the week a good deal of interest has been aroused, and some facts have been observed by each pupil. On Friday the formal lesson is taken, when all the facts observed are correlated and enlarged upon, and the structure and habits of the plant or animal are shown in their relation to it as a living thing. At this lesson the teacher should use specimens, drawings and books.

### THE BUMBLE BEE:

(1) *Observations to be made by pupils.* Watch a bee on the flowers and describe its colours accurately. Notice if there are great differences in size in different bees. Have the different sized bees different colours? From what you observe do you think the small bees grow into the larger ones, or are they a different species? Study the cause of the buzzing sound produced by the bee. Does the buzz stop when it lights on a flower? Make a list of the flowers it visits. Does it avoid any flowers in your garden? Does it visit successively the same kind of flowers or go from one to another indiscriminately? Watch it very carefully as it visits a flower and find how it extracts the nectar. (A flower with a spur on it is good for this observation.) Examine the body of the bee and find if the pollen from the flowers adheres to its body and what arrangements it has on it to receive pollen. Notice the number of wings and legs. Examine a foot under a lens to see how it is able to cling to flowers. Look for its eyes.

(2) *Information for the teacher.* The colours of the bumble bees are chiefly yellows, blacks and oranges. The sizes vary from about one-half inch to over an inch in length and each of the different sizes and colours

represents an entirely different species, as no bee grows in size, all the growth having taken place during the larval stage. The buzzing sound is produced by the rapid vibrations of the wings, hence it ceases as soon as the insect comes to rest upon a flower. The flowers of the garden are visited very largely by the bees. They usually visit flowers of the same kind one after the other, rather than go from one species to another. They seem to avoid entirely bright-red flowers, such as salvia, or scarlet geraniums. If the side of a funnel-shaped flower such as a petunia is cut out, and you have the good luck to see a bee alight on it, a long flat proboscis will be seen to pass down to the bottom and lick up the tasty nectar; this licking organ is carried folded under the body when not in use. It also carries off pollen, which adheres to the long silky hairs that cover its body. Great masses of pollen are collected on the side of the legs; this it takes to its home to be utilised as food. At first sight it appears to have a single pair of wings, but a closer observation will show two on each side, and these can be hooked together to move as a single one. Like all insects it has three pairs of legs with two sharp claws on the end of each foot. A large pair of eyes are situated on the sides of its head.

#### THE DANDELION:—

(1) *Observations to be made by the pupils.* Have each pupil dig up the plant complete, and describe the character of the root and leaves. Notice the hollow along the midline of each leaf and decide how the rain would drain from it. What advantage is such a method of drainage to the plant. How are the leaves arranged to receive the sunlight? Do they shade one another much or little? What is the difference between the leaves of those growing in bright sunlight (in amongst short grass), and those growing in the shade (in tall grass)? What insects visit the flower? Does the flower close at night? Does it close or partly close in dull weather? What is the position of the flower after the flowering period? What change in position and length takes place when the flower is ready to scatter its seeds? Examine one of the fruits on the ripe head. Where is the seed? What causes it to float in the air? Examine moist ground in the neighbourhood of where the seeds are flying, and see how they adhere.

(2) *Information for the teacher.* The dandelion plant has a thick, long tap root penetrating a foot or more into the ground. This fleshy organ gives it a large storehouse of reserve food and hence it grows out very rapidly in the spring. Reaching so deep into the earth it can reach water no matter how dry the soil; thus it thrives in the driest and most arid soil. The stem is so short that the leaves form a rosette. Each leaf has a hollow acting as a trough, and directing all the rain water toward the centre, and thus placing it where it will water the tap-root



and assist the growth. The green parts of leaves make the starchy and sugary foods for the plant. They do this only in sunlight, so leaves are always arranged to shade one another as little as possible. In the dandelion this is well illustrated. The leaves are in a rosette, widen toward the apex, and are arranged to produce little overlapping. Plants growing in bright sunshine have small leaves with little blade surface; those in shady places have large leaves, as they require a larger green surface to manufacture sufficient starch because the diminished sunlight makes the process slower. The bright yellow flower showing conspicuously amongst its more sombre surroundings attracts many insects, particularly bees and flies. At night, and when threatened, it closes entirely in the early stages of flowering, and closes partly toward the late stages. This is to protect the pollen from the wet of dew or rain, which destroys its vitality. When flowering is past the flower, closed tightly, reposes inconspicuously near the ground, and all the plant's energy is devoted to maturing the seeds. When the process is complete the flower stem rapidly lengthens, stands erect, and the whole flower head turns inside out, exposing to the full sweep of the wind the feathery seeds. These have the seed at the bottom, a stem on top of this, and the stem crowned by radiating hairs, which act as a parachute and assist it in sailing long distances through the air. If it alights on moist ground the sailing organ now anchors it to the ground, as many can be seen with the hairs caught firmly in the mud. Thus it finally rests on moist soil suitable for germination.

---

A SURPRISE FOR THE TEACHER.—“This class comprehends the meaning of words very quickly,” said the Boston teacher to her visitors. “You noticed we spoke of the word ‘ransom’ a few minutes ago. How many”—turning to the children—“can think of a sentence containing the word ‘ransom’? Every one. Yes, Harold?”

Harold arose proudly.

“My sister’s beau ran some when Pa——”

And then the children wondered why the class was dismissed three minutes early.

---

A teacher was hearing the class in civics and asked this question:

“If the President, Vice-President and all the members of the cabinet died, who would officiate?”

The class thought for some time, trying in vain to recall who came next in succession.

James at last had a happy inspiration and he answered:

“The undertaker.”

# Rosabelle

## A LESSON IN LITERATURE

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

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

ONE way in which the study of *Rosabelle* may be begun is to ask the class to read the first stanza and to question them regarding it. *Who is the speaker?* The poet or bard who is represented as telling the story. *Is there anything to suggest whether the poem is spoken or sung?* The word "lay" generally applies to what is sung. *To whom was the story sung?* To a group of ladies. *Why does the singer tell them that he is not singing of a feat of arms?* Perhaps some other bard had already sung of war, and he wants to show that his story is different. At this point tell the class that *Rosabelle* comes from *The Lay of the Last Minstrel*, that it is sung at a marriage feast, that a previous bard had sung of war, and that the singer was the bard of the family of St. Clair. Write these points on the blackboard and ask the class to make note of them. *About whom is this story told?* *Rosabelle. What kind of story is it?* A sad one.

Now with the second stanza the story begins. Read this stanza. *Is this the usual way of beginning a story? What is peculiar about it?* The singer does not tell us any of the circumstances, but leaves us to find out for ourselves who the speaker is and to whom he or she is speaking. *Where do the speaker's words end?* Look at the quotation marks. Read these three stanzas and question the class. *Where is the scene placed?* At Castle Ravensheuch. *Where is this castle?* On the Firth of Forth (line 7). *Who is the speaker?* Evidently the lord or lady of the castle. *Under what circumstances is she speaking?* (Develop by separate questions if necessary.) A boat rowed by a crew of sailors is ready to put out from shore to cross the firth; and in this boat is a lady of gentle birth. *What does the lord or lady of the castle urge?* That *Rosabelle* remain in Ravensheuch. *Why?* (Several reasons.) It is stormy and there are white-caps; the birds have taken shelter; the fishermen have heard the scream of the water spirit, which foretells a wreck; the family seer, who reads the future, has dreamed that *Rosabelle* was drowned. *Was there really such a being as a water-sprite? Why then did fishermen believe in it?*



They saw the white waves and heard the screaming of the wind and imagined it was a spirit warning them of shipwreck. Now ask some pupil to read stanzas 2, 3 and 4.

We have seen that Rosabelle was urged to remain at the castle. *In what lines does she reply?* Look at the quotation marks. Read these two stanzas. *What does Rosabelle give as her real reasons for wishing to go?* Her mother will be lonely and her father will miss her. *What other reason is there that might tempt her?* Her lover, the young Lord Lindsay, will be there at the ball and the sports. *Do you think that this has any influence with Rosabelle?* *What is meant by "riding at the ring"?* See note for explanation. Now ask two pupils to read lines 4-24. Let one pupil take the part of the lord or lady of the castle, and the other the part of Rosabelle.

Notice that line 25 begins with a dash. *Why?* Bring out, by questioning, the fact that there is a break in the story here. We are not yet told what happened to Rosabelle, but the scene changes now to the other side of the firth—to Roslin, the home of Rosabelle. *Something unusual is happening there. What is it?* Read the next five stanzas (lines 25-44). The castle and the chapel are blazing with light. *What is peculiar about this light? Where does it come from?* It is supernatural. *How does it differ from an ordinary light?* It shines both on the outside and the inside of the castle and chapel. It lights up every part of the chapel, the carvings on the pillars, the farthest recesses of the chancel, and even the vaults of the dead. Run over these five stanzas again rapidly for the meanings and references. Note the words *sable*, *panoply*, *sacristy*, *pale*, *battlement*, *pinnet*, *buttress*. Write these words on the blackboard, with meaning opposite. If you prefer it, deal with the last two stanzas before coming back to these words.

After reading lines 25-44 you need hardly be told the fate of Rosabelle; but the poem would scarcely be complete without it. Read the last two stanzas. *Why does the poet tell of the burial place of the barons (45-7) and the way they were buried (49-50)?* To make the fate of Rosabelle appeal to the reader more strongly because of the contrast.

Now ask the pupils to suggest some of the means that the poet has used to heighten this story to make it appeal to the feelings of the reader. In each group of stanzas that you have studied, some special device of the poet will be found.

The poem as a whole should now be made the basis of a general reading lesson, in which both teacher and pupil read. The reading of the poem is the best test of the pupils' ability to enter into the spirit of the story.

In dealing with the foregoing poem the teacher aims to secure proper understanding and appreciation on the part of the pupil. In order to

succeed in this, questions must be such as to awaken interest in the story itself rather than to test the meanings of words and phrases. Where it is necessary to note meanings of new words they should be written on the blackboard. No good purpose can be secured by making a blackboard analysis of the poem. Mechanical analysis tends to deaden the pupil's appreciation. The teacher must be able to enter into the spirit of the poem and above all must be able to read it expressively. In teaching certain selections it is a good thing to read the poem through as a whole before making a more careful study. But in the case of Rosabelle it would probably be unwise to follow that method. Why?

---

## Book Reviews

*Practice Letters for Beginners in Shorthand*, by D. J. George 61 pages. Isaac Pitman & Sons, 2 West 45th Street, New York. A teacher of shorthand is always in need of type letters. This book gives letters which can be used by both teachers and pupils just as soon as the pupils know the consonants and the long vowels. It should prove a valuable supplement to any shorthand text-book. J. A. I.

*A Book of English Prose—Part I.* 140 pages. Price 36 cents; and *A Book of English Prose—Part II.* 182 pages. Price 48 cents.

These two texts, issued by the Cambridge University Press, contain prose selections arranged by Percy Lubbock, M.A. Part I is designed for use in Preparatory and Elementary Schools, and Part II for Secondary and High Schools. Extracts from the best English and American prose writers from the time of Sir Thomas Malory to the nineteenth century are found in both books and the selection has been judicious. Brief but valuable notes are found appended as a help to the student. H. G. M.

*Educational School Gardening and Handwork*, by G. W. S. Brewer. 192 pages. Published by Cambridge University Press.

This book discusses nature study, school gardening, wood-working and shows how all can be focussed about the school garden. G. A. C.

*A School Geography of the World*, by Lionel W. Lyde. 411 pages. Price 3s. 6d. Published by A. and C. Black, London. The Macmillan Co., Toronto. This is an epitome of geography from the English standpoint. Illustrations are very few and those present are none too well done. It is too much of a summary to be interesting, and lends itself too easily to cramming purposes. However, it has long been a popular book in England. G. A. C.



## Industrial Classes in Windsor

F. P. GAVIN, B.A.  
Principal, Collegiate Institute, Windsor

THE demand for vocational training in this city assumed definite form late in the year 1912. The Builders' Association waited on the Board of Education and asked that some action be taken to open vocational classes. The Trades and Labour Council passed resolutions requesting similar action. At the municipal elections in January, 1913, a referendum on the question—"Shall technical training be taken in connection with the Collegiate Institute"—was carried by a vote of two to one.

An Advisory Industrial Committee was formed in accordance with the Act, and after conferences with Inspector Leake, decided to open such classes in the autumn term of 1913. The work of organising and supervising these classes was placed upon me, and in order that I might be able to care properly for this work, in addition to my duties as Principal of the Collegiate Institute, I was relieved of teaching duties. This involved the employment of an additional teacher on the Collegiate staff.

The Advisory Committee gave me a pretty free hand and asked simply that I produce results. By the end of June we had evolved what appeared to be a pretty comprehensive and ambitious programme for the fall term. Indeed the enthusiasm and expectations of the committee somewhat exceeded my own; so ambitious was the scheme that I felt impelled to advise caution and delay in regard to certain parts of it. However, the results much exceeded my own expectations, and measured up fairly well to the hopes of the Committee.

The Advisory Committee decided very wisely to confine our efforts for the first year or two to evening classes. Courses were offered in mechanical drawing, architectural drawing, electricity and electric-wiring, carpentry, plumbing, sheet metal work, painting, arithmetic and English, cookery, plain sewing, dressmaking and millinery.

The response to the invitation to the first night, which was well advertised, was most promising, between 400 and 500 persons attending. We were completely swamped with inquiries, and enrolled over 300 students the first night.

In the course of a few days the enrolment had greatly increased. We did not, however, get a sufficient number of applications for the classes in carpentry and in painting to justify us in starting them.

For the drawing classes we provided drawing boards, tee squares, triangles and paper free of charge. The students purchased their own drawing instruments. We recommended sets No. 1188SP or 1068 from Dietzgen's, Toronto, and arranged with the firm and the local dealers that in view of this recommendation the sets would be sold at a reasonable price of \$4.50 or \$6.50. Next year, however, we shall ask the students to provide also their own triangles, as we found it not easy to keep track of these.

As soon as we found that we would have classes in plumbing and in sheet metal work, we purchased an equipment of tools for each, adding to these as need arose. The equipment for the former cost about \$150, and for the latter about \$125.

The electricity class was taken by one of the science men of the Collegiate Institute, and the school laboratory used. We found it desirable to purchase about \$100 worth of Weston portable volt-meters and ammeters, both A.C. and D.C. We shall be able to use these, of course, for our high school classes. This class for about four months took up a laboratory course in electricity for two nights a week, and then for the remaining two months a practical course in house-wiring. For this part of the work we built a skeleton house, 12×12×12 ft., divided into eight rooms. Some work was done also about the laboratory, such as wiring the desks. For this part of the course an expert house-wiring mechanic was engaged.

The cookery, dressmaking and millinery classes were held in two of the Public Schools in rooms already equipped for domestic science. Singer sewing machines were added for the dressmaking classes, and cutting pliers, wire and other equipment for the millinery class.

During organization week, I interviewed probably 200 men, mostly young men. It soon became apparent that native born Canadian boys and men formed a distinctly small percentage of the number, and that young Englishmen and Scotchmen recently from the old land formed a percentage decidedly larger than their proportion in the community. Just why our native Canadians do not show the same ambition to improve themselves that the recently arrived immigrant shows is an interesting question which would bear discussion. May it be that the old countryman knows from experience just what industrial classes can do for him?

Those interested in industrial classes will want to know what success we had, whether the attendance held up, whether such classes justify themselves, and what are the problems to solve.

FIRST:—The fact that in a small city like Windsor, with a High School enrolment of 315, we had 287 women and 173 men, a total of 460 persons, practically all adult, pay their enrolment fee and attend



these classes for a time at least, shows that they wanted something, and that they felt it was worth time and money to get it. If they did not get what they hoped for, the fact remains that 460 persons, 50 per cent. more than we have in our Collegiate Institute, have aspirations and intentions to realise them. This is sufficient justification for such classes.

SECOND:—While the cost of teaching power per pupil per lesson is relatively high for these classes, the cost for permanent improvements, buildings, equipment, is quite low, as this building and equipment provision is in a large measure already in use for day classes.

THIRD:—The attendance at these classes is not as regular as in day schools. There are many reasons for this—many enroll and find they have not the foundation to go on with the work; many enroll in a moment of enthusiasm, induced perhaps by our advertising, and have not the will-power to stick to it; bad weather, social or other engagements, public meetings, sickness at home, overtime work in shops are all factors affecting regular attendance; two or three lessons missed and the student is apt to drop out unless drummed up by the Principal; and finally perhaps the largest factor of all in its effect on the attendance is the quality of the teaching and the kind of work being taken up. With all of these discouraging factors we were able to hold about 60 per cent. of our enrolment.

FOURTH:—Courses of study for evening classes must be adapted to the *wants* of the pupils. No matter how scientifically the course may be arranged, no matter how philosophical the development of the course may appear to the teacher, it is useless to insist on giving it if the course is not interesting and its application to everyday life not immediately apparent. One of our classes in mechanical-drawing went to pieces because the instructor insisted, in spite of my admonitions, in giving what he thought they ought to have. The attendance of pupils in an evening class is affected very quickly by the subject matter of the lessons. This is of course quite natural; a man who has worked nine or ten hours a day in a factory will not give up his evenings to work of which he cannot see the value. The supervision and planning of the details of study in any subject is one of the difficult duties of the Principal or other authorities.

FIFTH:—The most important factor in the success of industrial classes is the teacher; indeed, with a good teacher any industrial class will go, and with a poor teacher even the most zealous class will be wrecked.

All of our classes that were in the hands of trained teachers were a success. The regularly qualified teacher is vastly better than the untrained teacher. He has a sense of responsibility, an ability to organize his course and to discriminate between the important and the unim-

portant, a power of presentation and an appreciation of the value of time that the casual instructor has not. This is not to the discredit of the untrained teacher, but is evidence that teaching is a profession requiring high training. Apparently instructors in practical subjects must be obtained from the ranks of skilled mechanics, but one thing seems certain, industrial classes cannot attain a success equal to that of the ordinary school until skilled mechanics trained in teaching, or trained teachers skilled in mechanics are provided. Here is the one great weakness in the present stage of industrial education in Ontario, and it is the problem which must be solved before industrial training can come into its own.

Finally our experiment was on the whole successful, many of the classes were decidedly so, and where the results have not been so great as we hoped, we feel that we have learned some of the reasons why this was so, and can profit by the lesson another year. There is no question of the demand for such training, and no question that in some fashion or other the demand must be met.

---

### Suggestions for the Class-room

**History Device.**—1st. The history lesson is arranged in questions by the class privately.

2nd. Each pupil may put as many questions as he wishes into the box prepared for them on my desk.

3rd. Three pupils of the class appointed by the teacher must put one special question outside of the lesson, such as: "The Life of Washington," "Lincoln," "Captain John Smith," "Columbus," "The Old Pioneer," "Pocahontas," "The Indians" or any other interesting character also in the same box besides his own selected from the regular lesson. The next day at recitation these questions are drawn and answered. The pupils answering the most are put at the head of the class and are called our great Historians.

The three pupils drawing these special questions are chosen to take these parts as speakers for the following day who are going to entertain the whole school.

The pupils take such a pride in it because they manage the whole work.

This done two or three times a week creates such a liking for history in these young people that they want it all the day long. And again many a backward pupil is brought forward and the dull child is given the chance to say at least what it can, and gradually gains courage seeing that its little speech is appreciated as highly as the rest.—*School Education.*





## September in the Primary

ETHEL M. HALL  
Public School, Weston

**T**HE golden month of the year has come again. The sun shines with a golden light. The flowers take on the colour of the sun. The maples and willows are beginning to turn yellow. Out on the roadsides the buttercups are shining in the sunlight, and the goldenrod waves its feathery plumes as if beckoning us to come near that it may cover us with its yellow powder. Great yellow sunflowers gaze up into the face of the sun by day, and at night bend their heads as if waiting for an evening blessing.

Yes, September has come, and with it the first month of school. The long summer hours of play are over and although they have been happy, restful hours, yet the thought of work and companionship is welcome to the children. In they troup, all smiling and happy, eager to bestow upon their teachers a wealth of blossoms. The primary teacher has planned for this day, and every receptacle in the room is filled with the sunny golden rod. Upon each little desk lies a tiny feathery spray. Little eyes brighten and little hands reach out eagerly for the bright token, and the teacher smilingly passes a small tray from which each child may take a pin to fasten the flower upon dress or coat.

It is only a little bridge built between the summerland of play, and the autumn time of work ahead, but it makes the path a little smoother for the tiny feet just learning to take the road without mother.

The bell rings and little hands are folded. Little heads are bowed upon the hands as they softly and reverently repeat the opening prayer:

“Now before we work to-day,  
We must not forget to pray  
To God who kept us through the night  
And brought us safe to morning light.

Help us, Lord, to love Thee more  
 Than we ever loved before;  
 In our work and in our play,  
 Be Thou with us through this day."

This is followed by the Lord's Prayer. The scripture selection for the month is: "Thou preventest him with the blessings of Thy goodness, Thou putttest a crown of *pure gold* upon his head." (Ps. 21: 3.)

Let the children sing some very familiar hymn, and afterwards sing for them the hymn for the month.

Talk about the prevailing colour this month. Let the pupils name all the *yellow* flowers, fruits, leaves and grains.

Talk about the name of the month. Write the name upon the board. Let the pupils count the letters in the word. Separate the word into syllables and let them count the syllables. Teach them to spell the word. Do this repeatedly throughout the month. Count the number of days in the month. Let them name the two months of the holidays. How many days had July? How many had August? Recite the old rhyme—"Thirty days has September," etc.

Tell the pupils that many of the poets have loved the month of September, and have written beautiful poems about it. One of these poets was Helen Hunt Jackson. She has written about so many of the beauties we see this month. That is why we have chosen her poem as our September poem.

Take a spray of goldenrod in hand, talk about its colour, and bring from the pupils the sentence: "The goldenrod is yellow." By questions bring from the pupils the colour of the corn in the spring, summer and now. Bring from them the sentence: "The corn is turning brown." In this way the first stanza of the poem can be taught. By the end of the month the pupils will have easily mastered the entire poem, and will have had their powers of observation quickened also, as the poem contains a wealth of nature study: "The gentians' bluest fringes are curling in the sun", "The milkweed's hidden silk", "Sedges flaunt their harvest." Let the word "September" remain in a conspicuous place during the month. Have the pupils build it with splints, seeds or plasticine. A brief outline of the month's work might be as follows:

**Nature Study:**—(1) FRUITS—Apple, pear, peach, plum. Choose the apple for a type lesson, beginning with the planting of the seed, the growth and care of the tree, then following with a lesson on the fruit itself. Study the parts of the apple—skin, pulp, stem, dimple, core and seeds. Let the pupils discover which way the seeds of an apple point.

(2) FLOWERS—Goldenrod, aster, milkweed. Choose the golden rod for a type lesson. Study the stem, leaves, flowers and its home and habits.



(3) **LEAVES**—Make a collection of yellow leaves and mount for future work.

(4) **GRAINS**.—Wheat, barley, oats, etc.

**Legends and Stories**—(1) Legend of the goldenrod and aster. (2) The Golden Apples. (3) Legend of the Sunflower. *Clytie*. (4) Johnny Apple-Seed. Prepare these stories thoroughly. Tell them in the story hour. Have the pupils reproduce the stories orally.

**Poems for September**—(1) Tell me, Sunny Goldenrod. (2) Golden rod—*Celia Thaxter*. (3) Milkweed Babies. (4) Apple Blossom. Teach these poems during the month along with the *chosen one*.

**Songs for September**—(1) Down in the Dear Old Orchard. (2) O, Hurry, Hurry, Aster Dear. (3) September.—*H. H. J.* (4) Sing a Song of Golden-rod.

**Picture Study**—"The Age of Innocence"—Reynolds. Have small copies of the picture for each pupil, also a larger one if possible. Question the pupils about the details of the picture, and when their interest is sufficiently aroused, talk about the artist.

**Drawing**:—Let the drawing follow closely the nature study lessons. The fruits, flowers, leaves and grains will give plenty of work.

**Cutting and Mounting**:—Illustrate the poem where possible. Cut the apple tree with bending boughs. Cut the apple, barrel, ladder, etc.

**Plasticine Work**:—Model the apple, pear, peach, plum, leaf-forms, sunflower.

**Sewing**:—Sew the word "September."

**Sand Table**—Many of the children have spent the holidays by the lake-side or sea-shore. This is a good month to follow out the land and water forms. Let the pupils form islands, capes, harbours, lakes, rivers, etc., upon the sand table. Bring out the use of a lighthouse and let them construct one of cardboard, and place upon a pile of rocks. Have them make ships of different sizes to sail upon the sea. Make tents and cottages and place along the shore. The background upon the blackboard behind the sand table may show a rocky shore with lighthouses upon the rocks. The spray from the waves dashing against the rocks will reach to the base of the lighthouse. Far away in the distance are ships, while tiny specks of white indicate the seabirds following the ships.

**Reading:**—(1) Arouse interest by telling short stories. (2) Read short stories about familiar pets and playthings. (3) Begin a progressive story into which you may weave the sight words you wish to teach. The story may continue all month. Illustrate it as you proceed:—

Once upon a time, there was a boy named "Sam". He started off for school the first day in September. On the way he heard some one calling S—am! S—am. "That must be Tom," said Sam. So he waited. Tom ran up quite out of breath. "O Sam," said he, "do you know that as I was passing Nat's home, his old (*drawing of a goose*) ran after me? It followed me for a long time and kept saying 'S'. Wait for me when we are going home to-night." "All right," said Sam.

They soon reached the school (*drawing of building*) and spent a happy day. On the way home they met a little girl named Nell (*drawing of girl*). She was crying, so both Sam (*drawing of boy*) and Tom (*drawing of boy*) stopped to see what was the matter. "I can't go home alone," sobbed Nell, "because there is an old black cow on the road, and every time I try to pass it stretches out its neck and says m—m—m—". (*Sketch of cow*.) "Never mind," said the boys, "take our hands and we will lead you past." So off they went (*sketch of two boys and one girl*) together.

Continue the story as you wish, using the same names each time, and introducing other words which are names of actions, etc.

(4) Begin *oral phonic* analysis as a preparation for written phonics.

(5) Teach a nursery rhyme. Afterwards use the words in short sentences. Do this frequently, as more interest is shown by the children in rhymes than in ordinary simple sentences.

**Number:**—Teach as wholes the numbers from 1 to 10. Let the children count. Nearly all pupils can count from 1 to 10, and many as far as one hundred, when they begin school. They enjoy counting.

Begin with *ten* and by means of objects analyse the number. Drill thoroughly on the combinations which make *ten*.

Let the pupils picture them in many ways by means of balls, dots, stars, birds, cats, rabbits, kites, ducks, chickens, etc.

When the combinations of ten are thoroughly mastered, take 9, 8, 7, 6, 5, 4, 3, and 2. This may take more than a month. Do not hurry. Some classes will require twice as long as others. Review often. Combine the teaching of the Roman numerals and spelling of the numbers thus:—1, I, one; 2, II, two, using sketches of objects in each case.

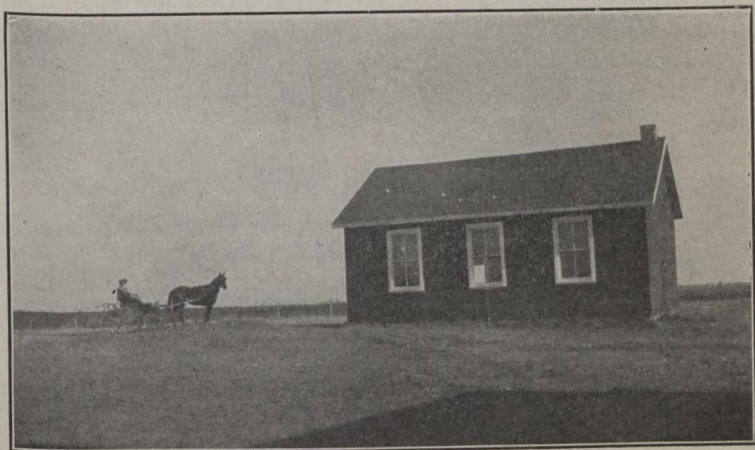
"September is the morn of fall,  
With yellow leaf and flower."

---

"Johnnie," asked his teacher, "can you give us a sentence, using the word 'income' in it?"

Johnnie hesitated a moment, then: "Yes'um," he replied. "The boy opened the door, and in come a cat".





## Rural Education

G. F. McNALLY, M.A.  
Principal, Normal School, Camrose

**T**HERE seems to be pretty general agreement that the greatest problems of Canadian national life to-day are problems connected with rural life. Of these problems those of the one-room rural school are most vital. While consolidation, where it exists and where it is possible, is a solution of some at least of these problems, it is well to recognise this fact at the outset—there are now, and probably will be for the next two or three decades, communities where consolidation is out of the question. The sparsity of population, lack of financial resource and great distances to be traversed justify the foregoing opinion. The best that the people of this generation can hope for in these communities is the present type of school.

If this statement means anything it should suggest the need of definite effort to improve this type of school in surroundings, attractiveness, use to the community, and above all in the kind of work carried on within its walls. Some ways of bringing about these improved conditions will be through definite training of teachers in rural sociology and for definite service in the country—adequate and constructive supervision—larger use of the resources and men of the Departments of Agriculture, and increased State aid.

It is not the province of this article to discuss the question of rural education, but merely to suggest some phases of the problem and present a bibliography of literature on the subject. In the list presented here-

with practically all the material has been published during the last five years. All of it deals in a constructive way with some phase of the rural situation, and would well repay perusal. Those marked with an asterisk are easily obtained, and especially helpful for teachers and inspectors.

#### BIBLIOGRAPHY OF RURAL EDUCATION

- \*Betts, G. H.: *New Ideals in Rural Schools.* Houghton Mifflin Co., Boston. 1913.
- \*Betts, G. H. and Hall, Otis E.: *Better Rural Schools.* The Bobbs Merrill Co., Indianapolis. 1914.
- Bibliography of Education in Agriculture and Home Economics.* Bulletin No 10. 1912. U.S. Bureau of Education.
- \*Boys' and Girls' Agricultural Clubs. *Farmers' Bulletin No. 385.* Dept. of Agriculture, Washington.
- Branson, E. C.: *The Georgia Club.* Bulletin No. 23, 1913, of the United States Bureau of Education.
- Brogden, L. C.: *Consolidating Schools and Public Transportation of Pupils.* Raleigh. 1911.
- \*Brown, H. A.: *The Readjustment of a Rural High School to the Needs of the Community.* Bulletin No. 20, 1912. U.S. Bureau of Education.
- Bulletin.* Country School Department of the Illinois State Normal University. Address the Institution at Normal, Illinois.
- \*Burnham, Ernest: *Michigan's Preparation of Teachers for Rural Schools.* *Elementary School Teacher.* Nov. 1908.
- Burnham, Ernest: *Two Types of Rural Schools.* Columbia University Contributions to Education. No. 51. Teachers' College, New York.
- Butterfield, K. L.: *Chapters in Rural Progress.* University of Chicago Press, 1908.
- Butterfield, K. L.: *The Country Church and the Rural Problem.* University of Chicago Press. 1911.
- \*Carney, Mabel: *Country Life and the Country School.* Row, Peterson & Co., Chicago. 1913.
- Carver, T. N.: *The Principles of Rural Economics.* Ginn & Co., Boston. 1912.
- Corne l: *Circular descriptive of the Rural School Building of Cornell College of Agriculture.* Agricultural College, Ithaca, N.Y.
- Cotton, F. A.: *Country School Architecture.* Report of Superintendent of Public Instruction, Indiana.
- \*Country Life Commission: *Report.* Government Printing Office. 1909. Reprinted by Sturgis & Walton, New York.
- \*Crocherton, B. H.: *A Very Real Country School.* *World's Work.* January, 1912.
- Crosby, D. J. and Crocherton, B. H.: *Community Work in the Rural High School.* In Yearbook, U.S. Dept. of Agriculture. 1910.
- \*Cubberley, E. P.: *Rural Life and Education.* Houghton Mifflin Co., Boston. 1914.
- Cubberley, E. P.: *The Improvement of Rural Schools.* Houghton Mifflin Co., Boston. 1912.
- \*Curtis, Henry S.: *Play and Recreation in the Open Country.* Ginn & Co. 1914.
- Davenport, E.: *Education for Efficiency.* D. C. Heath & Co., Boston. 1909.
- \*Dodge, Richard Elwood: *Geography in Rural Schools.* *Journal of Geography,* May, 1910.
- Draper, Andrew S.: *Rural Supervision in New York.* *Educational Review,* Feb. 1912.
- Draper, Andrew S.: *What is Expected of Superintendents.* *School Bulletin,* Dec. 1911.



- Dresslar, F. B.: Rural School Houses. Bulletin of the U.S. Bureau of Education.
- \*Eggleston, J. D. and Bruere, R. W.: The Work of the Rural School. Harper & Bros., New York. 1913.
- \*Field, Jessie: The Corn Lady. A. Flanagan Company. Chicago. 1911.
- Finegan, Thos. E.: Opportunities and Responsibilities of Superintendents. School Bulletin. Dec. 1911.
- \*Foght, H. W.: The American Rural School. The Macmillan Co., New York. 1910.
- Fowler, Wm. K.: Consolidation of Districts, the Centralization of Rural Schools, and Transportation of Pupils at Public Expense. Dept. of Public Instruction, Iowa.
- \*Friend, L. L.: The Folk High Schools of Denmark. Bulletin 576. U.S. Bureau of Education.
- \*Galpin, C. J.: Method of Making a Social Survey of a Rural Community. Circ. No. 29. Univ. of Wisconsin. Agricultural Experiment Station. 1912.
- Gates, F. T.: The Country School of To-morrow. World's Work. August, 1912.
- \*Hart, J. K.: Educational Resources of Village and Rural Communities. The Macmillan Co., New York. 1913.
- Hays, W. M.: Education for Country Life. Circular 84. Office of Experimental Stations, U.S. Dept. of Agriculture.
- \*Heating and Ventilation of Small Schoolhouses. Bulletin No. 15. State Dept. of Public Instruction, St. Paul, Minn.
- Hoffman and Booth: The one room and village schools in Illinois. Bulletin of the State Department, Springfield, Ill.
- \*Illinois: Consolidation of Country Schools. Bulletin (free). University of Illinois, Urbana.
- Johnson, A. A.: County Schools of Agriculture and Domestic Economy in Wisconsin. Bulletin No. 242. Office of Experimental Stations, U. S. Dept. of Agriculture. 1911.
- Kern, O. J.: A New Kind of School. World's Work. Sept. 1908.
- King, F. H.: Ventilation for Dwellings, Rural Schools and Stables. Published by the author. Madison, Wisconsin.
- Knorr, G. N.: Consolidated Rural Schools and the Organization of a County System. Bulletin No. 232. Office of Experiment Stations, U.S. Dept. of Agriculture, Washington, D.C. 1910.
- \*Knorr, G. N.: Study of Fifteen Consolidated Schools. Southern Education Board, Washington, D.C.
- Loomis, H. N.: State Normal Schools and the Rural School Problem. Educational Review. May, 1910.
- Mardis, S. K.: Supervision of Rural Schools. Ohio Teacher. July, 1907.
- Maysilles, A. A.: Supervision of Rural Schools. Ohio Teacher. Feb., 1908.
- \*Miller, James Collins. Rural Schools in Canada. Columbia University Contributions to Education. No. 61. Teachers' College. 1913.
- Missouri: Rural School Supervision. No. 3 in a Volume of Pamphlets. No date.
- Model Rural School of the Missouri State Normal. Bulletin with full description of the School. Address Normal, Kirksville, Missouri
- \*Monahan, A. C.: Status of Rural Education in the United States. Bulletin No. 8. 1913. U.S. Bureau of Education.
- Monahan, A. C. and Wright, R. H.: Training Courses for Rural Teachers. Bulletin No. 2, 1913. U.S. Bureau of Education.
- Morse, H. N., Eastman, E. F. and Monahan, A. C.: An Educational Survey of a Suburban and Rural County. Bulletin No. 32. U.S. Bureau of Education.
- Mutchler, F., and Craig, W. J.: A Course of Study for the Preparation of Rural School Teachers. Bulletin No. 1. 1912. U.S. Bureau of Education.

- \*N. E. A.: Report of Proceedings, 1909, 1910, 1911, 1912, 1913.  
 New Type of Rural Schoolhouse. Craftsman. May, 1911.  
 Ohio: Report of the Ohio State School Survey Commission. Dept. of Public Instruction, Columbus. 1914.  
 Olsen, J. W.: The County Superintendency and its place in our Educational System. Proceedings Wisconsin Teachers' Association. 1908.  
 Piatt, Herman S.: Rural School Supervision. Ohio Educational Monthly. Feb., 1907.  
 \*Report: Royal Commission of Industrial Training and Technical Education. Dept. of Labor, Ottawa, Can. 1913.  
 Scudder, M. T.: Field Day and Play Picnics for Country Children. Bulletin. Charities Publication Committee, New York.  
 \*Seerley, Homer: The Country School. Charles Scribner's Sons. New York. 1913.  
 Sharpleigh, F. E.: Principles and Methods of Rural Surveys. The Y.M.C.A. Press, New York. 1913.  
 Socializing the Country School. School News. Oct. and Nov., 1908.  
 \*Symposium: Annals of the American Academy of Political and Social Sciences, Philadelphia. Issue for March. 1912.  
 \*Symposium: Supervision of Rural Schools. Twelfth Yearbook, Pt. II of the National Society for the Study of Education. University of Chicago Press. 1913.  
 \*Symposium: The Rural School as a Community Centre. Tenth Yearbook, Part II of the National Society for the Study of Education. University of Chicago Press. 1911.  
 Tate, W. K.: Country Schools for Country Children. World's Work. May, 1912.  
 Vermont: Education in Vermont. Bulletin No. 7. The Carnegie Foundation for the Advancement of Teaching. New York. 1914.  
 Washington, Booker T.: Educational Eugenics. Outlook. June 4, 1910.  
 Washington, Booker T.: How Denmark has taught itself Prosperity and Happiness. World's Work. June, 1911.  
 Wells, G. F.: A Social Survey for Rural Communities. Published by the author, 150 Fifth Avenue, New York. 1912.  
 Wilson, W. H.: The Evolution of the Country Community. The Pilgrim Press, Boston. 1912.  
 Wisconsin: Conditions and Needs of the Rural Schools of, Training School for Public Service, New York. Also printed by the Wisconsin State Board of Public Affairs.  
 \*Wray, Angelina; Jean Mitchell's School. Public School Publishing Co., Bloomington, Ill. 1902.  
 Zeller, J. W.: Report of Committee on Rural Schools. Ohio Teacher. April, 1908.

---

Even the brightest boy in the class can be scared into stupidity by the wrong kind of teacher. *Answers* relates what one such replied to his examiner.

"You boy over in the corner!" cried the man behind the desk.

The boy over in the corner shot up like a bolt.

"Answer this," continued the examiner. "Do we eat the flesh of the whale?"

"Y-y-yes, sir," faltered the scholar.

"And what," pursued the examiner, "do we do with the bones?"

"P-please, sir," responded the boy, "we l-leave them on the s-s-sides of our plates."—*American School Board Journal*.



## From the Teacher's Note-book

MARGARET D. MOFFAT  
Bolton Avenue School, Toronto

**H**AVE you ever used that incentive to the production of a strange and wonderful crop from a fertile imagination, viz., the Reproduction Story? Yes? Then you will not be at all astonished at any abnormal results. When the story is, How Brer Rabbit Lost His Tail, the various impressions that that fatality has upon the children's minds are worth recording:

"He gave a hard jerk, pulled up his tail, and it was gone." "He looks at his tail and he has no tail and no fish." "He went to go home and he turned around to see if hi tail was lost, and so it was." "He gave his tail one big pull. Low, behold! Where was it gone?" "He tried to pull his tail out. He felt as if he were coming to pieces. He pulled again. It came out, but it was only a little tail." "When morning came he gave his tail a jerk and it was gone." "He pulled his tail. Then he pulled it again. Then it wouldn't come, so he pulled it again. Then it came right up and he had no tail." "But when the rabbit jerked his tail it was gone." "He felt his tail heavy and he pulled it up and he didn't have any tail. That was the end of his tail."

"Lo an' behold! His tail he wuz so sot on  
An' allus kep' so glossy an' so white,  
Snapped,—leavin' jes' de little bunch o' cotton  
An' pore Brer Rabbit skaddled outen sight."

"Dat wuz one time Brer Fox fool dat ole Bunny  
By puttin' up de meanes' game he could;  
And dat's wat makes all dese yer bob-tails, honey  
Wat yo' see hoppin' skippin' troo de wood."

**L**ILY Violet came to school after an absence of half-a-day and a day. Lily Violet is not what one would call a prepossessing child. She is stout. Her face is heavy at the bottom, lightest above her nose. Her eyes are pale blue and her hair is mouse-colour without any glints or changes in it throughout. It is long and fairly thick—for most children seem to have unhealthy hair for some unknown reason. Lily Violet's hair is quite straight—every hair of it. But to-day! The hairs had been artificially induced to twine round and round one another in a semblance of ringlets. During the day these required Lily Violet's constant and undivided attention for fear the vision would vanish—so much so that she had to resort to a device for possessing herself of answers to her sums, viz., waiting till the

Irrepressible had added her sums and then appropriating the Irrepressible's results. Lily Violet's tresses were bound with white satin ribbon, with rosettes above her ears. Lily Violet had also a gold bracelet. Why all this display? Lily Violet had been flower-girl at her auntie's wedding. It was a church wedding. The wedding party went through all the performances customary to wedding parties in general, and, after supper, danced till four o'clock in the morning. Consequently, Lily Violet was unable to attend school for a half a day and a day. The teacher, knowing that she was pining to have everybody know what joy had been hers, invited her to rise and favour the class with an account of it. This she cheerfully did. And this added the climax to Lily Violet's experience.

CLARENCE broke line as the class filed into the room in the morning and presented himself at the table. He held in his hand a bunch of red cards. The red cards, I observed, had holes in them like perforated music-rolls, and also bore large black numbers. Clarence looked eager about something. His normal countenance is rounded into the biggest red pout you ever saw, and, in it is set a pair of big blue panicky eyes. He always looks as if he had been taken by flash-light. When I indicated that he might unburden his mind to me, he announced: "Please, these here cards kin tell how old you are!" This, of course was a startling emergency for a mere woman. But the woman wasn't "mere"; she was a teacher, and old enough to be—"wise" (?) We shall see. "I'm agreeable. Proceed," was the permission given. He handed me a card. "Is it on that?" "Yes." He handed another. "Is it on that?" "No." He gave out another. "On that?" "Yes." This was continued throughout the pack, Clarence arranging it in some mysterious manner. Finally he triumphantly turned up 19. With a disappointed mien I shook my head. "O, no! that isn't right; I'm much older than that." Rather "taken back" but still confident, he gallantly offered to try it over again. Same proceeding! Same result! Poor Clarence! "Must be somethun' wrong with them. They wuz all right before I left home." I said he might go upstairs and try them on Miss Smith and Miss Brown. When he returned he was more pouty and more panicky-looking than ever. "Wouldn't work," he complained. "They wuz both sixteen and that wuzn't right. Last night the cards could tell me mother's age, an' me father's age an' all our age all right. I don't see what's the matter with them. I guess they ain't enough numbers, mebbe." Alack and alas!



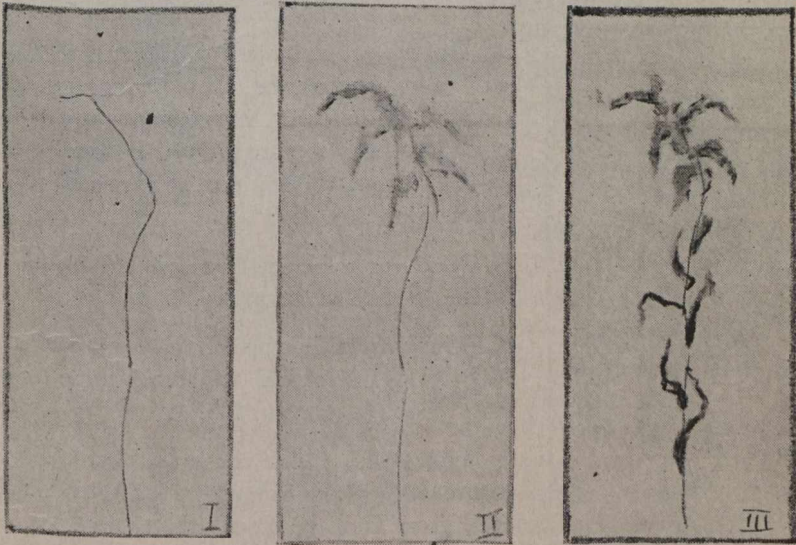
## Art for September

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

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

### I. Junior Grades:—

The fall flowers, fruit sprays, seed packs, grasses and sedges provide abundant and interesting material for our September drawing lessons. These lessons should aim to develop three things in the pupil:— first, careful observation; second, an idea of composition, or fitness of arrangement; third, a gradually increasing power of expression.



The greater part of this work should be done in colour—the pupils, not only learning to recognise and reproduce colour, but indirectly receiving valuable lessons from constantly observing nature's combination of colour. The best mediums for junior pupils are coloured chalks, crayons and charcoal.

Definite preparation for the drawing lesson on the part of the teacher is just as necessary as such preparation in an arithmetic or a geography lesson. Some lessons may be planned to emphasise colour; others to

increase power of expression; others, again, to quicken power of observation; though all these must receive some attention in every lesson.

Now we will suppose everything is ready for our drawing lesson. The children have brought in enough goldenrod for each child to have a specimen. On each desk are placed two sheets of drawing paper of suitable size, and other necessary drawing material.

Arrange sheets of paper side by side. On the paper to the left, each child will place his specimen, arranging it to show the natural growth. After this comes careful observation, directed by questions from the teacher. Is the stem slender or sturdy? Straight or bent? Does it branch? Where does the branching start? How long are the branches? Where do the leaves come? Are they all the same size? Do they all look the same shape? How are they joined to the stem? Where do the flowers come? What shape are they? What colour? Compare relative sizes and shapes of leaves and flowers. Note any peculiarities of growth. These questions are only suggestive, and may be varied greatly by the teacher.



On the second sheet of paper the children will now commence their drawing. First draw, very lightly, a line to indicate the stem, trying to keep it in exactly the same position as the real stem lying on the first paper. See illustration No. 1.

Next mass in the flower without any outlines. See illustration No. 2.

Then mass in the leaves, watching carefully to get size and apparent shape of each leaf. See illustration No. 3.

Last of all, finish the stem, being careful to break the stem line where leaves, branches, etc., grow from it. See illustration No. 4.

Emphasize the fact that only the stem requires a line, everything else being done by massing shapes, without outline.

## II. Third and Fourth Book Grades.

*What to Draw.* Leaves and sprays, sprays with flowers, branches of fruit. Your sprays might include grasses and grains with their flower-like seed-heads, the shrubs with their coloured berries—anything which is at hand and common. Do not waste time looking for rare specimens.



*Choosing the Specimen.* When selecting a twig or a spray for drawing or painting, look for one that has in its growth both large and small shapes. A leaf or two will probably provide the large shapes and a group of berries or a flowerlike seed-head will make interesting small shapes.



Fig. A.

Fig. A shows a simple spray composed in an oblong. The direction, shape and proportion of the various parts would be more easily determined by those who made their drawing in an oblong to correspond with it.

*Arrangement.* The aim of the teacher should be to lead the pupils to be thoughtful about the size and shape of the sheet, the placing of the drawing upon the sheet or within margin lines, the character and placing of the signature.

Perhaps in some classes it will be necessary to illustrate or at least review even the simplest laws underlying pictorial compositions such as: (a) There should be variety in space division. (b) Let no important line be absolutely vertical or horizontal or extend from corner to corner. (c) Do not have any two lines exactly parallel. (d) Let no two objects be of exactly the same size or shape, or assume exactly the same position, etc.

A discussion of such illustrations as 1, 2, 3, 4 and 5 might also prove helpful before asking the pupils to compose their sprays.

Try to lead them to such conclusions as:—

FIG. 1. Oblique axis of spray out of harmony with direction of enclosing form.

FIG. 2. Spacing suggests halves, which is objectionable. Spray is too tall for the sheet.

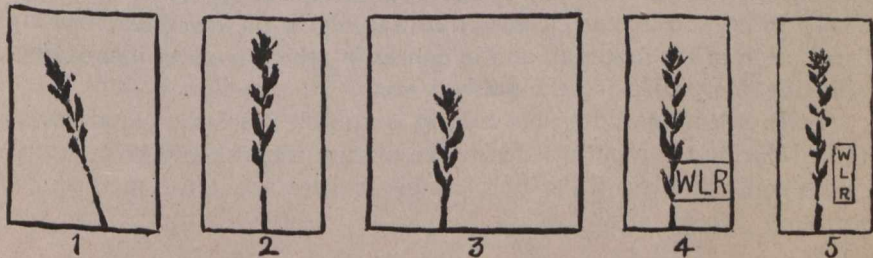


FIG. 3. The spray is a vertical oblong while the enclosing form is square. There is therefore lack of harmony in shape. The spray is placed too low in the space. There is too much unoccupied space around the spray.

FIG. 4. This space is better adapted to the spray in both size and shape. Spray fairly well placed. Spoiled by the initials which are too large. Long axis of the name-spot out of harmony with the other long axes.

FIG. 5. Better than 4. Placing of initials secure a better balance. Long axes are all in harmony.

Now have pupils compose their sprays in an oblong on one sheet of paper, and on another sheet rule an oblong to correspond with it. Have them draw on this the part of the spray as they see it lying within the other oblong, omitting what falls outside it.

*What Medium to Use.* If the plant to be drawn is grass-like and the aim is movement of growth, a pencil point, coloured or black, will render it simply and without unnecessary effort. If the plant has broad leaves and flowers, a brush will be a good medium. If the subject is goldenrod and the aim is the effect of the thing as a whole, water colour and cream-white paper of good quality may be chosen as the medium. To express form only use a flat wash of ink; to express details, a sharp pointed pencil.

In any case have a definite aim and a reasonably chosen medium.

*Order of Work.*

1. Draw light lines to indicate the directions of stems and stalks.
2. Lightly sketch the size and proportion of leaves and flowers.
3. Draw or paint leaves and flowers, not attempting too many details. Especially avoid putting too many veins in the leaves.
4. Draw or paint the stem and stalks.
5. Finally place name or initials where they will add to the beauty of the sheet by perfecting the balance of it.

### III. With September Art Classes at the High School.

So much to do! No time may be lost while the classes are waiting, as often happens, for the filling of orders of art materials. So the opening days of the term may be spent in the following way.

(1) In organizing the classes, in arranging for the rapid and orderly distribution of art material, and in explaining the system of identifying, collecting and preserving the finished work.

(2) In selecting and suspending in a suitable place the picture to be studied during the month. Beside the picture there should be mounted a note containing (a) a list of available articles about the picture; (b)



necessary information about the artist and his picture; (c) a few suggestive questions along correct lines of study.

(3) In practising a freehand alphabet. The accompanying Gothic alphabet is the best. It is simple, neat, has lines of uniform thickness and is without serifs. The letters should be small. They should be sketched first in pencil between pencil-ruled guide lines and finished in India ink. Avoid freakish lettering.

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

**1234567890&**

**abcdefghijklmnopqrstuvwxy z**

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

**1234567890&**

**abcdefghijklmnopqrstuvwxy z**

Fig. 1.

By this time the class is supplied with the necessary material, and we may now commence the brush work. A few hours' pleasant outing will provide the teacher with suitable studies from garden, marsh and woodland. The results of such an excursion stands beside the writer, sorted into two groups, one for FORM I, the other for FORM II. From these a selection will be made of natural forms which readily lend themselves for conventionalization for the classes in design later.

SUITABLE FOR FORM I.—Hungarian grass, spray of convolvulus, arrowhead in flower, the cone flower, spray of cones and needles of the Norway pine. (Figs. 2 and 3).

SUITABLE FOR FORM II.—The closed gentian, a cutting from a red single geranium, a dandelion plant, a spray of *cobaea scandens*, a spray of acorns and leaves of the red oak. (Figs. 4 and 5).

After making a choice of the material collected, a sufficient number of specimens will be trimmed and mounted, and the following points will be emphasised in the teaching:—

1. The handling of the brush with freedom. This may require considerable practising. Ordinary grass forms provide an excellent exercise. The work should be in black ink at first.

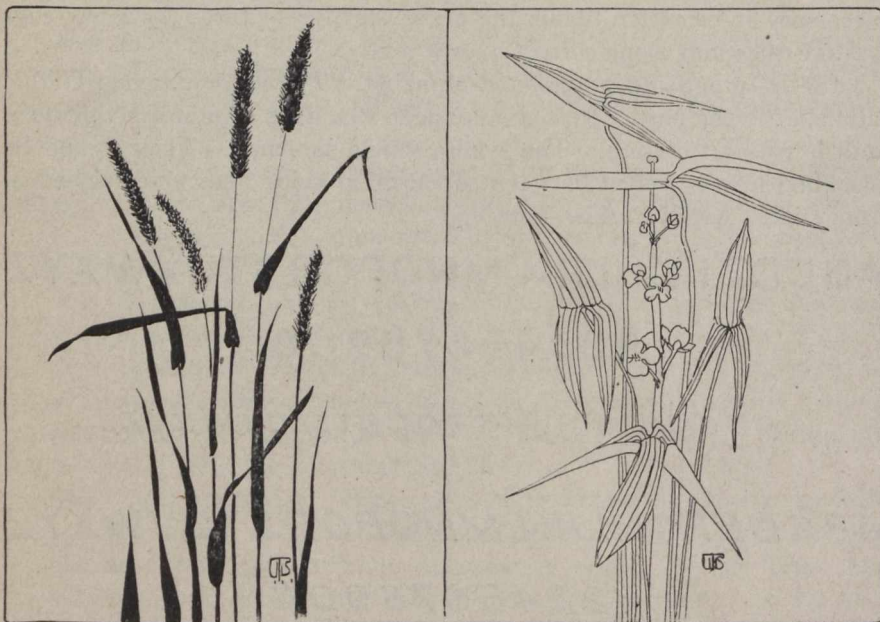


Fig. 2

Fig. 3

2. The laying of plain and graded washes.
3. The placing of drawings according to the principles of pictorial design.

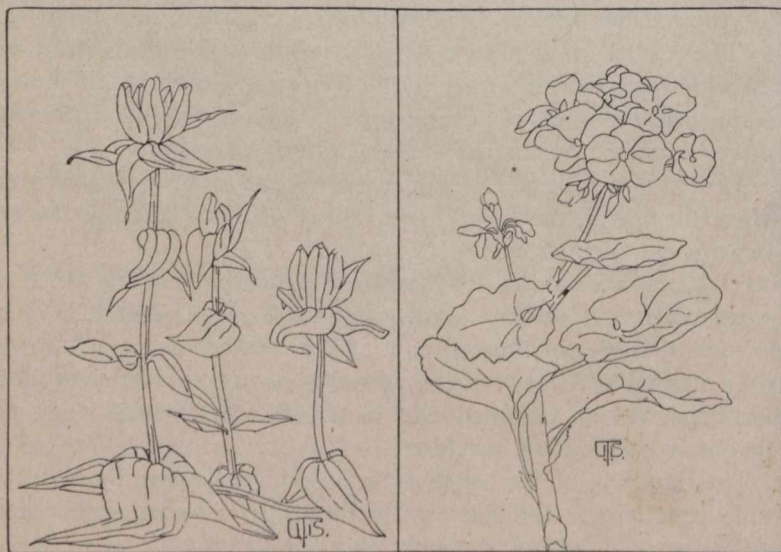


Fig. 4

Fig. 5



4. The making for all but the earlier brush exercises, accurate pencil outline drawings. These may be redrawn in unaccented line with brush and waterproof India ink and the various parts may be coloured with flat washes of the natural colours reduced. The pupils of FORM II should paint their studies in the natural colours and tones. As the accompanying illustrations are but line-cuts, no attempt has been made to indicate washes or tones.

During this month the teachers of art will be on the alert to locate a few simple scenes for the October out-of-doors sketch classes. They will also encourage their pupils to carry a little sketch book in which to record scenes and impressions for the coming exercises in illustration. Mr. Manly's quotation from Sir Joshua Reynolds is in point here. "Invention", which plays so important a part in illustration, "is little more than a combination of those images which have been stored up in the memory." Mr. Manly concludes, "He who has stored up no images cannot invent."

---

### Note on the Frontispiece

CHARLES WELLINGTON FURSE, A.R.A., was an English painter whose death in 1904, at the age of thirty-six, removed one of the great impressionists of the British school. Close observation of character, fine draughtmanship, and strong individuality of treatment characterise his works. "The Master of the Hounds", "The Return from the Ride" and "Diana of the Uplands" have always been popular. The last was purchased by the trustees of the National Gallery, and was hung in the Tate Gallery, London. It is said to be a portrait of the artist's wife on a wind-swept English down. The wind struggling with hat and robes, and the hounds pulling in the same direction on the leash are held under easy control by the healthy vigour of the Upland Queen. This movement under control, and the broad open spaces of hill-side and sky make the picture vibrant with life and energy.

---

### Book Review

"Highroads" Dictionary. Thomas Nelson & Sons, Toronto. Price 15 cents. We have received this additional volume of the Highroads series. When a boy or girl uses some cheap dictionaries it frequently happens that the meaning found is more difficult than the original word "looked up". This is emphatically not the case with the "Highroads" dictionary. This volume is not a condensation of a larger dictionary, but is written especially for boys and girls and we heartily recommend it to their use. Simple definitions, clear type, convenient size, and low price are some of its outstanding characteristics.

## Current Events

**Armageddon.**—The policy of "blood and iron" has brought its inevitable conclusion. The battle of the nations is on. Since the Franco-Prussian war, some forty years ago, the great states of Europe have been engaged in a ruinous competition of armaments, each nation, as it asserted, acting in self-defence against some other. The root of the matter was the faith shown by some of the leading powers in the efficacy of military preparation as the best guarantee of safety, or as a necessary means of political aggrandizement. For some practices in international politics we must, it seems, pay a fearful price.

On June 28th last, the heir to the Austrian throne was assassinated by a Servian. Austria maintained that the act was the result of a conspiracy of Servians, and demanded satisfaction from the government of that country. Her demands for an investigation were assented to, but the further demand that officials of the Austro-Hungarian government should have places on the board of enquiry was refused. Austria at once declared war. To such a war there would have been, in the opinion of European powers, only one conclusion, namely the conquest and annexation of Servia by Austria-Hungary. This would have brought Austria near her long-desired goal, the Mediterranean, and would have given her a commanding position amongst the Balkan States.

To this Russia could not consent. Apart from her racial sympathy with the Slav peoples of the Balkan States, she has much to fear from the dominance of Austria-Hungary in the Eastern Mediterranean. Such a condition of affairs would bottle her up in the Black Sea and finally terminate her own hope of expansion to the Mediterranean. Russia feels that her future progress as a commercial or a political power depends on the possibility of possessing some sea-port free from ice. For this she has already fought two wars. Thus Russia was determined to protect Servia from the encroachments of Austria even by force of arms if necessary. But Germany was bound in a close alliance with Austria-Hungary. A feeling of common interest and a fear of Russian aggrandisement inevitably involved her in such a contest.

The interest of France in the Balkans is slight, but an open alliance binds her to the support of Russia and powerful motives inclined her to accept any challenge from Germany. She has not forgotten her defeat in the Franco-Prussian war of 1870, and yearns to recover the lost provinces of Alsace-Lorraine.



With the greatest powers of Europe thus plunged in what seemed bound to be a life and death struggle for international supremacy, it was almost impossible for Great Britain to stand aloof. For years there has existed between Great Britain and France an understanding strong enough to have influenced Great Britain's foreign policy on more than one occasion. In accordance with this Great Britain had lately withdrawn much of her naval strength from the Mediterranean and concentrated it in the North Sea. Even apart from any feeling of obligation to France, Great Britain might well fear for the existence of her own Empire were she to stand aloof and see Germany emerge victorious from such a struggle. With the navies of France and Russia crushed, with Holland and Belgium in the possession of Germany, what limits could Great Britain set to German supremacy? For years Great Britain has exerted every nerve to maintain her naval strength against the rising maritime power of Germany. Against the popular feeling that the hour had struck which must decide that question once for all, no British Government could have stood. But perhaps the deepest source of popular support of Britain's participation in the war lies in the feeling that on her part it represents a war for ideals of democratic government against the supremacy of autocracy and the mailed fist. Neither Germany, Austria-Hungary, nor Russia has responsible government, and the time has passed when men can view without concern the spectacle of a world in arms at the command of three men. The immediate cause of Great Britain's participation, however, lay in her demand that Germany should respect the neutrality of Belgium which Great Britain was bound by treaty and urged by the King of the Belgians to protect. Germany's reply to her demand was a declaration of war. There is every evidence that in the meantime Sir Edward Grey, the British Foreign Secretary, had done everything that diplomacy could do to prevent the outbreak of hostilities or to limit the field. When it appeared that war would be declared and that Russia was to be involved he urged the German Emperor to join with him in calling an international congress to settle the dispute between Austria and Serbia. This offer the German Emperor declined to accept. It is noteworthy that in this war Germany and Austria-Hungary appear to be without popular sympathy outside their own boundaries. Even Italy, united with them in the bonds of the Triple Alliance, declined to interfere on the ground that the treaty binds her to assist only in a defensive war. Even if her Government were willing, popular dislike of Austria and sympathy with the democracies of Great Britain and France would probably forbid her to take part.

Of the events of the war it would be idle to speak now (August 10). In the next three weeks much history will be made. We are spectators

and participants in a war that may prove to be greater than any that history has ever recorded. Never has the world seen the spectacle of so many millions of men under arms. Then too the progress of science and invention has placed at the disposal of the warrior forces unknown even twenty years ago. Already wireless telegraphy and the flying machine have done much to prove their efficiency. New tactics must be tried, new methods adopted. It will be no small advantage to the forces of the Triple Entente that the only commanders who have had actual experience in warfare on a large scale under modern conditions are those of Great Britain, Russia, Japan and the Balkan States.

W. E. M.

---

### Suggestions for the Class-room

**The Rural School.**—In the improvement of the rural schools there is a note of warning to be sounded. We must not choose the city schools as types, and attempt to fashion our country schools in accordance with them. Let the conditions of rural life, the free, open expanse of country, Nature, with her great storehouse of materials, determine a course of study and a freedom in its exercise that will not mean a system of exact grading and mechanical routine that in some degree is unavoidable in the city schools, but let us take advantage of the conditions of rural life to educate the rural boy and girl in an atmosphere of freedom and originality.—Chas. A. Greathouse in *Educator-Journal*.

**In the early days** in Canada every home was in some respects a manufacturing industry when so many things were home-made. Education then was adapted to the home production of its own necessities. Great changes have taken place, and very few articles are home-made. To-day, through industrial expansion, human life has become much more involved, living conditions are constantly changing, hence education to be effective must constantly change to meet the needs of the hour.

—*Canadian Statesman*.

**Singing as a Help.**—Do the children ever seem a little restless during the collecting of material at the close of a period? I find this plan works nicely with my pupils. Appoint the child or children to collect certain materials and while they are doing this we sing our favourite song. Soon everything is in place and we are ready for the next lesson on the programme.—Helen J. Rice, Rhode Island, in *Primary Plans*.





## The Successful Teacher

FREDERICK H. SPINNEY,  
Principal, Alexandra School, Montreal

**A** FEW weeks ago I spent an hour in a classroom where the very atmosphere seemed charged with harmony, good-nature, beneficial activity, mutual service and progress. The teacher is one who is ranked as highly successful. If I were asked to name the causes that contribute to her success, I should first name her splendid physical health.

Good health is the fundamental qualification of a truly successful teacher; and it is the first duty of the teacher to live in such a manner as to ensure the possession and continuation of the very highest degree of health that it is possible for her to attain. The essentials are abundant sleep, moderate exercise in the open air, and frequent periods of relaxation. To neglect any of these will result in a very apparent diminution of teaching efficiency.

I recently heard a teacher exclaim, "My class was *terribly bad* to-day; but I know it was my own fault. I did not go to bed until 2 o'clock, and that always makes me cranky!" The teacher's lowered vitality was reflected in the conduct of the children. It was not a day of efficient

service; yet she would have felt sorely wronged if her salary had been proportionately diminished. No other occupation in this life so urgently requires the very best physical and mental equipment. Young people who are unwilling to make all the sacrifices necessary to secure this superior equipment should not consider the teaching profession their appropriate field of labour.

"Yet," says the teacher, whose time out of school is taxed with social pleasures to a degree that exhausts her strength, "I have a right to do as I please when my working hours are over." Not so. The teaching hours are few, and the holidays many, compared with other vocations, mainly to give teachers and pupils an opportunity to recuperate from the fatiguing occupations of the classroom. For a teacher to utilise her leisure hours in any way that detracts from her highest capacity for efficient service can properly be called by no other name than *dishonesty*.

Under the very best systems of ventilation, the air in the classroom is never absolutely pure; and in the majority of schools it is positively injurious. For her own sake, as well as for the sake of the children, the teacher should give a great deal of attention to this very important matter. If the lesson lasts 20 minutes, there should then be a period of 3 minutes for the opening of every window, and a lively march around the room, to aid in the circulation of the air. If possible, the teacher should join in this march. We may spend unlimited time, thought, and money on books, methods, and general equipment; and yet if we neglect to make provision for keeping teachers and pupils in *fit* condition to do their work, we shall fail to secure the best results. This matter is by no means new. It has been a topic of discussion in educational circles for years, but we so easily fall into the habit of being satisfied with the *mediocre*, it is necessary to keep the higher ideal ever fresh in our minds.

Let us all begin this year with the firm determination to keep ourselves in the highest possible degree of health, and to work for conditions that will be conducive to the carrying out of that resolution. It will be easy after we once enjoy the supreme satisfaction that comes from putting forth our very best efforts. Those who meet with success in this undertaking will be rewarded in the finding of more thorough enjoyment of their work and in the consciousness of doing better with each passing day. That is, they will realise what it means to GROW—which constitutes one of the highest forms of human pleasure.

---

JONES (who prided himself upon his activity in the councils of the school board)—"I have made a dozen speeches at the board meetings, and you have never even opened your mouth."

SMITH—"That's where you are wrong. Every time you speak, I yawn."—*American School Board Journal*.





## Teaching Canadian History

MISS D. J. DICKIE, B.A.  
Normal School, Camrose

**T**HE most fascinating subject on the course of study," "such a bore"—really it is all in the point of view. The trouble is that if the teacher finds teaching history "such a bore", then the pupil is nearly sure to find learning it equally a bore, so that he is deprived of one of the richest sources of personal culture and enjoyment which the course of study affords. "But I have no taste for history", you say. Yet it is nearly sure that there will be, in your class, one or more pupils whose taste is towards history; whose richest student experience will be met in responding to the peculiar appeal of this most varied of subjects. It is part of the professional responsibility of every teacher to adapt herself to the special abilities of her pupils, and no teacher has the right to hide from her boys and girls their own talents, nor to obscure for them, what might well be, sources of joy and profit.

Have you ever tried to discover why history is tiresome to you? Very likely it is just because you do not know it very well. Have you ever found a specialist bored with his own specialty, a crank weary of his fad? Now, why is that? His friends are usually sufficiently weary of it. Just because he knows so much about it. We do not weary of doing the thing we can do well; partly because of the deep satisfaction which accompanies the sense of personal power, and partly because our very skill opens to us vistas of greater skill and wider knowledge.

The old receipt for learning to like disagreeable people by doing something kind for them has sound psychology behind it and applies equally to history—and to living. For boredom in life or in history is merely confession of not being a specialist in living,—or in history as the case may be. To make specialists in living is the *raison d'etre* of education. It is necessarily a very wide subject. Meantime we may all be specialists in the teaching of Canadian history. Then see what will happen. Ennui will disappear, reputations will be made, positions will be offering, and our erstwhile bored school ma'am becomes a personage, her name prominent upon the programmes at conventions and committees, her dictums swallowed meekly by such as have not yet found out the secret.

But if we are to become specialists we must approach the matter scientifically. First of all let us try to see our subject in its general relations. Even an insignificant subject becomes interesting when it is seen to be closely connected with great issues. It is commonly complained that Canadian history is dull compared with British or American history. It is true that our development as a people has been, generally, a peaceful one. We have been a happy nation, our annals are therefore dull. Yet those who complain of this tedium have perhaps failed to look out for the big issues with which we have been connected. Let us place Canadian history against the background of general world history and see what it stands for. In brief, here in Canada has been finally worked out the world's problem of colonial government. From the days of the Roman Empire till the present this has been a living question, a problem which has taxed the wisest and the best.

Now we, in Canada, have not taught the world the meaning of colonial government in a day; we have only learned it ourselves during slow years. The world problem has been fruitful in local problems, which, when solved locally, have made possible the solution of the greatest question. The union of a group of widely separated States, with varied aims and histories, this has been in small what Imperial Federation will be in large. England during centuries fought out for herself a form of democracy—representative, responsible, as delicate, as accurate in its response to the people as is a great machine to the hand of its master. In Canada this form has been applied experimentally to a colony. We find that we can not only use this highest type of government yet involved, but that we can alter, adapt and improve it to our need. We have learned that local freedom is entirely compatible with federal union, hence that practical independence is compatible with filial respect and affection; in short, that so-called sentiment, when not obscured by the infringement of constitutional liberties, is, after all, the strongest bond uniting peoples.



Great issues we have not lacked, nor heroes, nor romance. Surely no nation, old or young, has a fairer heritage of romance than ours. What Virginia is to the United States; what Elizabethan adventure is to England; what chivalry is to the world, the *ancient regime* is to Canada. "Swords and spurs and a lady's love." Knights and priests and heroes striking an empire from the wilderness. Nor is Canadian history barren of achievement, for, as government is the chief business of a nation, so a constitution is the supreme effort of national character, and we in Canada have a constitution framed nearly half a century ago standing to-day as it stood then. One amendment only has been made in fifty years; the increase of provincial subsidies in 1905. Such a constitution was not merely the work of individual genius, but was the fruit of a century of experience in colonial administration. It embodies the nation's pride, power and aspiration, and the story of its evolution is found in the records of our country, no such dull story after all, if one looks at it with seeing eyes.

A second step in being a specialist is to know your subject matter thoroughly. Now every public school teacher will claim this at least as far as the prescribed text is concerned. But surely that is a narrow little round in which no specialist would deign to tread. Can you not come by another text? Two or three more perhaps. They may be no better in any one particular than the first, but they will throw a different light on some matters, omit some, emphasise others, freshen up your work for you. Still if it is possible to get it, we need more accurate as well as more extensive knowledge than is to be found in the common school text. Parkman was formerly the authority on all early Canadian subjects; his work, it is true, is now superseded in accuracy and in detail by that of Kingsford, but Parkman will never be surpassed in the vivid colouring and striking beauty of his style. No novel is more fascinating than his tales of war and of adventure, of policy and of devotion. Much of his work is now published in the Everyman Library, the modest price of which puts it within the reach of all. Edgar's "Romance of Canadian History"; the new "History of Canada" by Roberts; any of these will fill in the bare spaces left by the school text, will fire your interest and increase your store of information.

Or perchance you prefer to be a specialist of a period. So much has been and is being written about the exploration and settlement of the Great West, that it becomes, year by year, more incumbent upon the people of the Eastern Provinces also to be well versed in this "lore of the west". "The Remarkable History of the Hudson's Bay Company," by Bryce; Agnes Laut's "Conquest of the Great North West," "The Life of Father Lacombe," "The Lords of the North"; these are books no teacher can afford to miss from her library shelves. Or, again, the

romance of French-Canadian life appeals to you, or the constitutional side of our development. Choose a period then, a subject, or a topic, and know all that is to be known about it. However short or apparently insignificant it may be, know it. It will leaven all the rest for you with magic.

Having a generous supply of information in hand, the teacher's first task is to select from it material suitable for her grades. The information which it has taken you years to acquire cannot be transmitted to the pupils in a term. This is perhaps the greatest temptation of the specialist. It is so hard to leave out the interesting or the profitable, and to the enthusiast everything is interesting or profitable, usually both. Selection will be guided by the mental age of the pupils (often very different from the physical age), by the length of time you will have them in your class, by the course of study and to some extent by the materials accessible to the pupils for study and supplementary reading. Thus other things being cared for, it is better to teach along the lines supplemented by your library, for so the teacher will do less, and the pupils more, of the work. On the other hand, the teacher ought not to be too narrow in her choice of material. It would seem to be the chief weakness of our text-books that they are digests, extracts, often mere outlines; in short, the strong meat of the word, yet these are given to the babes, while the sweetened milk—detailed accounts flavoured with romance, biography, humour—is offered only to the college student. To reverse the custom would seem to be more sensible. Hence the teacher driven by the brief year, and by her course of study, to make a comparatively meagre selection of events for teaching, may satisfy her soul and do well for her class by teaching them to browse widely in books of biography, travel, adventure, romance, and to look upon what they find there as a valuable contribution to the history lesson.

The next step is organization of material selected. Knowledge is neither intellectually nor practically valuable until it has been organized and applied. Organization of any body of material presupposes a basis of arrangement—a pivotal point about which to group the central facts of our history and the direction of the daily history lesson towards that point. Many different bases offer themselves to us here. We may organize our Canadian history material on the basis of industrial, or educational, or religious, or political development, on the basis, if you will, of our ever-changing connection with the Mother Country.

For example, supposing we have taken the agricultural development of our country as the thread of connection for its history. Looking over the ground we find that we have in the beginning a period of no agricultural activity. Our lessons on Champlain and his early colonies will be pointed towards showing the class the difficulties and hardships en-



countered because of this lack of true colonial spirit. Later lessons in western exploration show an ever widening field for the farmer. The Rebellions brought settlers, settlers acquire great farms, great farms could not be tilled with the single plow and reaped with a cradle. Thus the west reacts upon the East in the very kind of its farm implements. Or you have chosen our political development as your organizing basis. Then you will teach the war of 1812, showing how it drew on Confederation, the Clergy reserves, Rebellion losses, difficulties, etc., as helping on responsibility in government. So the work has unity, the child sees reason in it, he not only gets more mental training and a larger store of facts, but he enjoys the work. Teach it this year from the industrial point of view, next year from the social, next from the political. The last will probably be found to be the most altogether satisfactory. However, as it says on the patent medicine bottles—"try it". It necessitates a good general grasp of our history, a fair knowledge of facts, a few hours of thoughtful preparation of the term's work before the term begins, a strict adherence to the outline prepared. A little time, a little thought, but it will pay a thousand times, both the teacher whose term's work is half done before it begins, and the pupil whose information is grouped, unified and made practical.

[To be followed by an article on method in a later issue.—EDITOR.]

---

"Can't you keep still, David?" asked Mr. Mead from behind his evening paper. "What are you doing?"

"Studyin' Latin," came the muffled answer, "an' I'm stuck."

"Show it to me," ordered his father, resignedly. Mr. Mead's Latin was exceedingly rusty, and he, knowing this fact, was wont to act with due caution.

David brought his work over and explained where the trouble lay. A certain word could not be found in the vocabulary, nor could he guess whence the form was derived. His father studied a moment and then said: "Now, David, I don't think I ought to help you. In this case it is merely a question of your knowing your declensions and conjugations."

The lad worked till bedtime without success. The next afternoon he came home from school with a look of triumph.

"I've found out about that word!" he announced.

"Perseverance—" began his father.

"The teacher told us—it was a misprint!"—*American School Board Journal*.

## The Public School Curriculum

**M**UCH is being written about the Public School Curriculum being overcrowded, and it is very easy to speak of fads and frills, but when one examines the course of study carefully he finds it no easy task to decide which subjects might be dispensed with advantageously to all concerned. It rather seems that none of the subjects can well be omitted.

The Education Department has decided when each subject shall be begun and what part of the subject shall be assigned to each of the grades in which it is found. This leaves to the teachers to decide how much time shall be devoted to each subject in each grade. If this can be done so that proper emphasis will be placed on the fundamental studies, then the difficulties of a crowded curriculum will largely disappear.

In order to bring out the opinions of educators who have given this matter special study, I submit Strayer and Thorndyke's summary of the time-tables of *ten* American cities, and also the time-table of *one* Ontario graded school.

The average time in minutes per week given to each subject in each grade in *ten* American cities.

Grade	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
1. Opening Exercises.....	43	43	43	40	40	40	40	40
2. Reading and Literature.....	443	404	367	373	232	160	142	129
3. Writing.....	80	78	91	79	62	62	28	22
4. Spelling.....	47	90	81	73	67	62	44	33
5. { Grammar.....								
{ Language and Composition.....	130	146	144	158	176	224	254	256
6. Arithmetic.....	161	195	232	239	241	249	242	231
7. Geography.....	11	20	53	156	164	150	127	81
8. History.....	5	5	5	17	41	171	152	160
9. Elem. Science and Nature Study.....	35	35	34	46	51	44	58	49
10. Physiology.....	7	7	8	8	13	13	8	8
11. Physical Training.....	52	49	50	49	42	37	37	37
12. Drawing.....	75	85	88	82	86	92	78	77
13. Music.....	67	71	68	68	67	67	64	64
14. Constructive Work, Manual Training and Household Science.....	16	18	19	33	30	30	50	50
Total Assignments.....	1172	1246	1283	1421	1312	1401	1324	1237



The time in minutes per week given to each subject—teaching, study, recitation—in each grade in *one* Ontario graded school.

Grade.	Prim- er.	Bk. I.	Jun. II.	Sen. II.	Jun. III.	Sen. III.	Jun. IV.	Sen. IV.
1. Opening Exercises....	50	50	50	50	50	50	50	50
2. Reading and Litera- ture.....	300	300	300	300	265	200	175	200
3. Writing.....	100	100	90	90	90	80	60	70
4. Spelling.....	80	110	125	125	125	135	120	95
5. Grammar.....							150	155
6. Language and Com- position.....	85	115	135	135	120	135	75	75
7. Arithmetic.....	180	200	220	220	225	230	230	175
8. Geography.....	45	70	105	105	135	135	120	130
9. History.....	40	60	90	90	100	125	110	125
10. Elem. Science and Nature Study....	40	40	75	75	80	80	80	80
11. Hygiene.....	20	40	60	60	75	75	60	60
12. Physical Training...	70	75	60	60	60	60	60	60
13. Art.....	75	75	75	75	75	75	75	75
14. Music.....	75	75	75	75	60	60	60	60
15. Constructive Work, Manual Training and Household Sc.	40	40	40	40	40	60	75	90
Total Assignments...	1200	1350	1500	1500	1500	1500	1500	1500

INSPECTOR.

The class had emerged joyously from a semester in American Literature—its bright, particular stars, its forms, its various styles, its masterpieces, and so forth.

With smiling confidence the teacher scanned the final examination papers, and found this

“What was Whittier’s style?”

“Whittier was not what you would call a stylish man. He cared more for his books and for writing than for clothes.”—*American School Board Journal*.

Johnson and Bailey, members of the Blankville school board were discussing Superintendent Jones’ ability to handle difficult situations.

“He’s tactful enough,” admitted Johnson, “but there’s nothing so id in tact.”

“Nor in a pneumatic tire,” answered Bailey, “but it takes off the bumps wonderfully.”—*American School Board Journal*

## Exchange of Letters

F. H. SPINNEY  
Principal, Alexandra School, Montreal

**L**AST year the pupils of our school carried on a correspondence with English speaking children in all parts of the world. We were also able to arrange for such a correspondence between many other schools by forwarding packages of letters that we had not time to answer.

This exercise proved so interesting and so beneficial, I deem it advisable to make the earliest possible beginning this term, and to extend the scope of the work to include a greater number of schools.

Read what one progressive teacher has to say about the influence on her pupils:

"I am enclosing four letters written by my Sixth and Seventh Grade pupils. Since I have tried this splendid plan of correspondence I have found no lack of interest among my pupils, and I am convinced that writing to *real* children has a great advantage over writing to *make believe* friends."

BORGINA MYHRAN,  
Barton, North Dakota.

This is one of hundreds of letters received from teachers expressing their opinion of the beneficial effects of the writing and receiving real letters.

Good composition depends upon having something to write. The feeling of assurance that it will be read by some far-off boy or girl proves even more effective in arousing the very best efforts. No other motive can secure such good results. Of course, the children's interest will depend very much upon the interest of the teacher.

One good example will suggest the nature of the content appropriate for pupils' letters:

BARTON, N.D., MAY 27, 1914.

DEAR BERTHA,

I have never seen you; but I shall write to answer your letter and tell you about my home and school.

I am twelve years old, and I am in the Sixth Grade. I live on a farm in the country, eight miles from Barton. My father has sixteen horses and twelve cows.

Before I go to school in the morning, I wash the dishes and clean my room. I have a mile to walk to school.

In school we play many games, such as "Prisoner's Base", "Last Couple Out", and many others.

We have seven subjects to study. I think geography is the hardest.

We have a newspaper in our school. The editor writes and reads it. There is a news-box, that each pupil can put news in for the paper. When Friday comes, the editor writes all the news in a composition book. A little poem is written first; then the news around the school; then a story illustrated by a picture. The editor reads it all on Friday afternoon. A new editor is elected by the pupils' votes every two weeks. The paper is called the "Banner School Search Light". We all enjoy this paper very much.



I have been going to school every day for nine months, and we now have only three days left. The last day we plan to have a picnic over on the hills and eat our lunch under the trees. There is a ravine close by, and the teacher will allow us to wade in the water.

I hope to hear from you soon, as I wish to hear more about your home.

THILDA MYHRAN.

The foregoing letter is not only interesting to children, but also contains some splendid suggestions for teachers. It is not often that we enjoy the privilege of reading a description of good devices by the pupils themselves. The school paper, as carried on in the Barton School, must be a splendid method of relieving the ordinary routine of school work, and must be especially beneficial to all who hold the position of "editor".

Readers of *THE SCHOOL* who wish to take part in the correspondence among pupils may send their names and addresses to Alexandra School, 160 Sanguinet St., Montreal. From 2 to 5 cents in stamps will help to meet the necessary expense.

---

### Hints for the Library

*The Boy Scouts' Roll of Honour*, by Eric Wood. Price \$1.00 net. 308 pages. Cassell & Co., Toronto. This is a book which will be read with very great interest by every Boy Scout into whose hands it falls. The type is clear and readable; the illustrations are good. It is a collection of selected instances of heroism made from the official records. It is an excellent book for the school library. We quote the foreword by Sir Robert Baden-Powell: "I am perfectly certain that bravery and self-sacrifice, the principal among manly virtues, can be developed in boys, and one of the best means to this end is to present to them concrete examples . . . of boys of their own kind who have done great deeds. For this reason I believe that this record of gallantry on the part of Boy Scouts will go a long way to sow the seed of many more such cases in the near future".

"*The Amazing Argentine*", by John Foster Fraser. Published by Cassell & Co., Ltd. 291 pages. Price \$1.50. No one whose interest has been aroused of late in the "ABC" republics can turn to a more up-to-date and interesting source of general information regarding "A" than we have here. The author writes at first hand and has a very entertaining style throughout, whether he deals with the story of the railways, or the national attitude to the Monroe Doctrine, or Argentine women and the tango. The forty-eight plates from photographs are excellent and add greatly to the value of the book. H. G. M.

# The Marking of an Examination Paper in Middle School Physics

H. A. GRAINGER, B.A.  
University Schools, Toronto

**T**EACHERS who have had the valuable experience of marking examination papers for the Department of Education will testify to its worth. The discussion of what marks the examiner has assigned to the questions, as well as what constitutes a complete answer, is very profitable, especially to the teacher of little experience. Giving greater definiteness to one's teaching is one of the outstanding results.

As many have not had this privilege, it was thought possible to contribute, in some measure, some of the benefits by circulating among the science teachers an examination paper with a pupil's answers. This was done some months ago. The examination was the Michaelmas test of the University Schools' matriculation form. The answer paper was selected as an average one. Teachers were asked to assign values to both.

It was thought that the analysis of marks below, for which infallibility is not claimed, might be helpful.

THE EXAMINATION PAPER.	VALUES.
1. Explain what is meant by magnetic declination . . . . .	10
2. (a) Using a diagram, describe the construction, action and function of a gold-leaf electroscope . . . . .	15
(b) Give directions for setting up a simple voltaic cell. State and explain the two chief defects of such a cell . . . . .	12
3. Explain how you would measure, with a copper voltameter, the strength of an electric current passing through an incandescent lamp . . . . .	15
4. (a) Describe the construction of a D'Arsonval galvanometer . . . . .	10
(b) Explain the principle of its action . . . . .	7
(c) What advantages does it possess over a tangent galvanometer? . . . . .	5
5. State the laws of induced currents . . . . .	10
6. Explain clearly, using diagram, how you would convert an alternating current of high potential into an alternating current of lower potential . . . . .	16



## THE PUPIL'S ANSWERS.

1. Magnetic Declination is the angle formed by a true North and South line and the axis of a magnetic needle freely suspended.

2. (Drawing correct). Construction:

(a) A—Glass bottle containing air.

B—Gold-leaf, one end being attached to metal rod *C*.

C—Cork through which *C* passes insulated by ebonite tube *F*.

D—Metal Plate, used as a terminal where the charges enter.

Action:

Suppose a negatively charged body is brought near *D*. Then it would induce a positive charge at *D* and the other end would be charged, negatively, including the gold leaf. Therefore the gold leaf would be repelled as long as the negatively charged body was near *D*.

Function:

If a charged body is brought near *D* and then the free charge on *C* grounded, *B* would have a charge similar to the body brought near it. If another body (negatively charged) is brought near *D* and the free charge grounded, *B* will lose its charge if the first body was positively charged; *B* will remain stationary or diverge more, if first body was negatively charged. Therefore one may find out the kind of a charge and roughly the amount of it that a body has.

2. (b) Put some dilute sulphuric acid in a glass jar. Place a sheet of zinc and a sheet of copper upright in the jar and join the outer ends with a wire.

Owing to "local action" caused by the impurities in the zinc, the zinc continues to be acted upon by the sulphuric acid even after the current is disconnected.

The E.M.F. of a simple voltaic cell when in use, gradually decreases owing to the polarization of the negative (zinc) plate. The bubbles of hydrogen collect on the surface of the zinc, leaving a smaller area to be acted upon by the dilute acid.

3. Connect a copper voltameter to an incandescent lamp (the negative electrode of the voltameter having been cleaned and weighed). Pass an electric current through the circuit for 5 minutes. Disconnect the circuit. Weigh the negative electrode. Subtract the original weight from it.

Then

$$\frac{\text{Weight of Cn. deposited}}{.000328} \times \frac{1}{300} = \text{Amperage.}$$

4. (Correct Drawing). D'Arsonval Galvanometer.

Construction:

Consists of a coil of wire freely suspended between the poles of a magnet (see diagram). Attached to the suspending wire, a little above the coil, is a small mirror.

Action:

A current is passed through the galvanometer (see arrows). A ray of light is thrown on the mirror and a reflected ray is thrown on a cardboard graduated to scale.

Advantages over tangent galvanometer:

1. Much more sensitive.
2. The coil is the movable part.
5. 1. A direct current in the primary produces a diverse current in the secondary.
2. An indirect current in the primary gives an inverse current in the secondary.
6. (Correct drawing).

*D* is an A.C. of high potential. *A* is a core of iron wound with *B* many turns of fine wire, *C* few turns of coarse wire. A current of high potential is generated at *D*, passes through coils *B*, but as this gives a high resistance it induces a current of a lower potential in *C*.

#### THE VALUATIONS ASSIGNED TO THE QUESTIONS.

Quest.	Marks.	Details.
I.	5	Definition only.
	5	Explanation of why there is declination. The pupil must state or imply that there are two sets of poles not coincident.
II. A.	15	Five each for construction, action, and function.
	2	Diagram, unlabelled: if labelled correctly, 5.
	3	Description of construction, without diagram.
	5	Action is an account of what takes place when the electro-scope is charged by induction or conduction.
	5	Function—Two marks for any one, four for any two. Functions are: (1) To detect an electric charge, (2) to determine the kind of charge, (3) roughly to determine the amount of it.
II. B.	12	Construction, polarization, local action, four each.
	2	For the bare statement that polarization occurs at the copper plate and weakens the current.
	2	How polarization weakens the current.
	2	Local action occurs at the zinc plate, and is due to impurities.
	2	How the local currents waste the zinc on open circuit.
III.	5	For proper connections, and description of apparatus by diagram or otherwise.
	4	Weighings.
	6	Formula and calculation.
IV.	10	Construction.
	7	Principle of its action.



Amount of deflection proportional to strength of the current.

(4) Coil tends to turn to include as many as possible of the lines of force (3).

5 Advantages. Three for one advantage. These are: (1) Greater sensitiveness, (2) Does not require to be set in the magnetic meridian, etc.

V. 10 Law I. Three for each part. Four for Law II.

VI. 8 Diagram, showing connections, and relative number of turns of wire in the coils.

8 Explanation of the process.

THE MARKING OF THE PUPIL'S PAPER.

Quest. Marks.

I. 5

II. A. 10 Five each for construction and action.

II. B. 8 Construction (4), local action and polarization, two each.

III. 10 Connections (0), weighings (4), formula, etc. (6).

IV. 11 Construction (8). This covers some information given under action which applies to construction. Action (0). Advantages (3).

V. 0

VI. 8 The diagram shows proper connections, and that the coil connected to the dynamo has the greater number of turns.

Total 52%.

The valuations assigned to the examination questions, and the marks apportioned to the pupil, are the work of the members of the Science department of the Faculty of Education.

SUMMARY OF THE MARKING BY TEACHERS OF THE PROVINCE.

Below are the lowest, highest, and average marks assigned to each question, and under the heading "total", the marks given to the pupil's paper.

QUESTION	I.	II.A.	II.B.	III.	IV.	V.	VI.	PUPIL'S TOTAL.
Lowest value.....	3	12	8	6	16	6	10	47
Highest value.....	16.6	24	20	18	24	16.6	20	83
Average value.....	6.2	17.3	11.8	13.4	19.8	10.4	13.8	63.7

The amount of the variation revealed here may come as a shock to the inexperienced teacher, but it is an annual experience of the examining bodies throughout the country. If such be true many will say, what good are these examinations, with such diversity of marking? Time, space nor inclination will permit a discussion of this aspect of

the question. But this very diversity is most effectively dealt with each year by the Department of Education. Before any papers are marked by the associate examiners, several papers are read aloud by the chairman of the section to which values are assigned by each teacher independently. Then each teacher reports his total. Now follows the very valuable debate, on what each part answer is worth, according to the ruling agreed upon at the beginning, largely the work of the examiner-in-chief. This process in one form or other soon brings the high and low marker to a better sense of values. Those who know will endorse me when I say that the marking at the Department of recent years could not be fairer.

In conclusion, the causes of this variation in the marking of the above paper are chiefly two. The valuations show a wide divergence of opinion as to the relative importance of the different questions, and what constitutes a complete answer to the question.

---

### Suggestion for the Classroom

**A Home for Birds.**—At different times I overheard some of my pupils telling of the birds they had captured and killed. In order to stop this, to some extent at least, I had each of the pupils write a description of a favourite bird, without giving its name, to be read for our next morning exercise, and then let the other pupils guess what each one had described. When all the birds had been given their right names we talked of their usefulness, character, colour of their eggs, how their nests were built, their sociability, and so on until every one seemed interested. Then for busy work for the little folks, I had them cut out patterns of all the different birds, using either coloured paper or colouring them. These we hung in a corner of the room with the description neatly written under each bird and their names printed in large letters; this was done by the language class. The children also made little bird-houses out of tooth-picks and soaked peas, and these with a few twigs—with the last year nests still on them—were hung in the same corner. The larger boys made three real bird-houses and put them up outside, and each day they would scatter crumbs, out of their lunch pails, out under the houses, and soon the birds seemed to know where to find something to eat. One day an unusually large flock of birds flew past the window, and one of my little pupils jumped right out of his seat, clapped his hands, and exclaimed, "Oh! Look at the birds!" We all laughed, but none were the worse for the incident.—Miss C. M. Nelson in *School Education*.



## The New Public Health in the Schools

H. W. HILL, M.B., M.D., D.P.H.

Director, Institute of Public Health, London, Canada

**W**HAT is the New Public Health? Briefly, it represents the scientific knowledge accumulated in the last ten years, chiefly in the last five, concerning what is really so in public health. It includes the results of actual experimental inquiry, through the laboratory, vital statistics, epidemiology, into the basis and significance of the old teachings. Subject to such examination in the light of modern science, the older teachings have been found not merely weak or fallacious, but very often diametrically opposed to the facts.

Chief amongst the older fallacies was the supreme place given to environment in the avoidance or prevention of disease—curiously enough, the diseases thus to be avoided were the infectious diseases, tuberculosis, diphtheria, typhoid fever, etc. General cleanliness was the great war-cry; sunlight and fresh air the great weapons in the campaign. Yet tuberculosis, typhoid fever, etc., continued. Nearly everyone of us has had measles, chickenpox, whooping cough, etc. How can we say we have controlled, or are controlling these diseases, much less abolishing them, *if nearly everyone of us* has had one or more of them?

The New Public Health recognizes that the infectious diseases are due not to dirt, or darkness or poor ventilation, but to the growth in the body of certain small plants—certain bacteria or “germs.” Also that of the 1500 species of bacteria or germs known, few, not over 50 or so, produce disease: that while many “germs” are hardy outdoor plants, flourishing chiefly in the soil or other decomposing matter of all kinds, yet the disease germs are very much specialized, tender, indoor, indeed incubator plants, requiring the particular combination of food, temperature, moisture, oxygen and darkness that they find practically only in the animal body, and chiefly in the human body. Removed from these conditions as they exist in the body the ordinary disease germs, such as those of tuberculosis, typhoid fever, diphtheria, etc., soon perish or become inert.

These germs enter the body chiefly by way of the mouth (and nose.) Some tropical diseases (malaria, yellow fever) enter through bites of certain mosquitoes; or (bubonic plague) fleas; or (typhus fever) body-lice. Rabies usually enters through the bite of a rabid dog or wolf, but in the temperate zone, most of our common infections (tuberculosis,

smallpox, chickenpox, whooping cough, measles, etc.) enter through the mouth. Gaining access thence to whatever part of the body they individually prefer, (diphtheria, the throat, typhoid, the intestine, etc.) they multiply, produce their poisons, and so incite the body to reactions giving the various symptoms of each disease.

What makes these diseases catching—their distinguishing feature? Simply the transfer of these little plants from one person in whom they are growing to some other person. Diseases not due to germs are not catching. Diseases due to germs are always catching—easily or less easily, or with difficulty in different diseases, but always more or less catching (transmissible, communicable).

How are the little plants transferred? Not by creeping or flying, but in the discharges of the body—in the discharges of the nose and mouth, principally for most of the ordinary diseases; of the bladder and bowel for the intestinal affections (typhoid, dysentery, some forms of tuberculosis, etc.) The infectious diseases are contracted, therefore, almost exclusively by taking into the mouth the discharges of other people who were infected, or who had germs in them. The discharges of others are continually entering our mouths through the mouth spray thrown out in laughing, talking, singing, etc.; through sputum, carelessly spit on floors where we step, and carried on our shoes, through our hands handling those shoes, to our mouths when our hands go to our mouths, but chiefly by hands becoming directly smeared with mouth discharges—these hands then touching our hands or things our hands afterwards touch. Thus exchange of discharges in ordinary life does little or no harm unless the discharges we receive are infected, i.e., contain not merely the ordinary germs, but the germs of some specific disease—tuberculosis, typhoid fever, measles, pneumonia, etc. The schools should teach children to minimize the exchange of such discharges, but no effort can wholly abolish the exchange, for mouth-spray and hand-transfer will continue so long as we talk to each other indoors, or shake hands with hands that go to our mouths all the time for the variety of reasons which impel us to put our fingers in our mouths, or to our lips.

---

THE topic was soldiers. The children were asked to describe some of the uniforms. Little Aleck said: "My sister's beau belongs to the 'Kilted Corpse', I like his uniform the best of all."—*Jesse Ketchum School, Toronto.*

ANOTHER child describing a review of soldiers, where the veterans had the place of honour at the head of the line of march, remarked, "Those old men wearing the medals were the veterinaries, so my Papa told me."—*Jesse Ketchum School, Toronto.*



## Suggestions for the Classroom

**Relief Map Paste.**—1 cup flour,  $\frac{1}{2}$  cup salt, enough water to knead like dough. Outline the map, cover it with the paste, showing depressions for rivers and other bodies of water. Make plateaus high and mountains highest of all. Let dry over night. Next day paint waters, blue; deserts and mountain tops, too high for verdure, brown; the rest of mountain and earth green.—*Julia A. Waterman in School Education.*

**What is expected of the Teacher.**—The people of your district expect you to be an optimist, not a pessimist. They expect that you like your work, that you believe in its possibilities, that you are confident of your ability to teach a good school, that you will endeavour to adapt yourself to the conditions in your district, that you will not join any clique, that you will not gossip, that you will speak only good of your pupils, that you will treat the parents, rich and poor, influential and un-influential, with equal courtesy. They do not expect you to speak slightly of your profession. They do not want to hear you say that you do not like teaching, that if you could find something else to do that offered equal pay, you would do it gladly, that you do not like children, that your pupils are dolts, that the people of the district lack culture, that the children knew nothing when you came and that the prospects are poor of their knowing anything when you leave, that it is so lonesome that it is a perfect torment to remain in the district from Monday until Friday night. They do not want their children to come home and tell them that you hinted that they were the dullest pupils you ever had, and that the teacher before you did not know how to run a school.—*Thomas B. Stoel in Normal Instructor.*

**Ideals.**—Children must have ideals. They are hero worshippers and their ideals are found in the people with whom they come in contact. And why should they not seek this ideal in the teacher who controls them for five hours a day? And especially since those five hours represent the greatest activity of the child's daily life. Granted, then, that the child does seek an ideal, and that it is often found in the teacher, changing almost always with each year, as the child advances from grade to grade, how essential it is, that the teacher prove a worthy ideal to the child. Suppose she has no other interests save her five hours of work in a certain grade each day. Does the fact that she shuts herself out from all else mean that she will necessarily be a better teacher of that certain grade? In narrowing her own life, by an exclusion of worthy things, the child's life that she holds in her training must be as dwarfed as her own.—*Josephine Leach in Normal Instructor.*

## Hints for the Library

"*A Primer of English Literature*", by W. T. Young, M.A. 240 pages. Price 48 cents. This book, issued by the Cambridge University Press, contains the outlines of English literature from earliest to modern times. It is offered rather "as a companion to studies than as a short cut to a superficial and specious knowledge of our English classics". It ought to prove a valuable companion, for it deals admirably with every period. An index increases its usefulness as a work of reference. H. G. M.

*Laboratory Exercises in Elementary Physics*. A Note-Book for Pupils. By H. Newman, B.S., Pd.M., \$1.50 per dozen. Ginn & Co. Book 1: Measurement, Gravity, Mechanical Powers. Book 2: Mechanics of Liquids and Gases. Book 3: Sound and Heat. Book 4: Light, Magnetism and Electricity. The purpose of these note-books is to lessen the work of the pupils in writing out reports. The experiments are also good but are too few in number to cover our work satisfactorily.

G. A. C.

"*The Building of the British Empire*", a reading book for schools, by E. M. Richardson, B.A. Published by G. Bell & Sons, Ltd., London. 171 pages. Price 36 cents. Teachers of British History will find this a very valuable little history text to add to their school libraries. The story of the expansion of Britain is here told in a connected series of historical episodes, and is brought right up to date. Over two dozen excellent maps and illustrations add greatly to the general utility and attractiveness of the book.

"*British Church History to A.D. 1000*", by W. H. Flecker, M.A., D.C.L. Published by G. Bell & Sons, Ltd. 157 pages. Price 36 cents. The subject-matter of this book was first used by the writer in his own school as part of a connected scheme of lessons on church history. His aim has been "to weave an interesting story of the church around the lives of the great Celtic and English churchmen whose devotion, learning and statesmanship excite our admiration and affection even at this distance of time". The result is a simple story of the early English church, of rather unusual interest and merit. H. G. M.

"*The V.C., Its Heroes and Their Valour*", by D. H. Parry. Published by Cassell & Company, Ltd. 518 pages. Price \$1.50. Published first in 1895 under the title "Britain's Roll of Glory". It professes to be an authentic account of every V.C. incident in British history, and is evidently written for boys. But in spite of its attractive title, its large print, its thrilling illustrations and the inherent interest of V.C. stories, the book is disappointing, for the writer's style is very poor. H. G. M.



## Notes and News

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

Dr. E. T. Slemon, B.A., D.Paed., of Ottawa Normal School, has been appointed Assistant Inspector of the Ottawa Public Schools. He is succeeded as mathematical master in the Normal School by Mr. J. W. Forbes, B.A., of Brockville Collegiate Institute. Mr. G. A. Miller, M.A., formerly Principal of Seaforth Collegiate Institute, becomes Science Master in Ottawa Normal School in succession to Mr. J. W. Gibson, M.A.

Mr. J. H. Sexton, M.A., of Athens, has accepted the Principalship of Strathroy Collegiate Institute. He is succeeded at Athens by Mr. T. H. Follick, M.A., formerly principal of Port Perry High School.

Miss E. S. Fitzgerald, M.A., principal of Thorold High School, has joined the staff of the St. Catharines Collegiate Institute.

Miss Irene J. MacDonald, formerly principal of Winchester Springs Public School, has accepted the Principalship of the Public School at Mille Roches.

Mr. Chas. G. Dunlop, for three years Junior Science Master in Brantford Collegiate Institute, has been appointed Science Master in Midland High School.

Mr. W. G. Butson, of Mitchell High School, has been appointed Mathematical Master and Miss M. E. Zuern, M.A., Teacher of Classics in Bowmanville High School.

Mr. Robt. W. Fleming, B.A., a recent graduate of the Faculty of Education, Queen's University, has been appointed Science Master in Clinton Collegiate Institute.

The staff of Parkhill High School for this year consists of: Principal Fred. P. Smith, B.A., Miss Stella Jordan, Miss De La Marten and Miss Ettie Clark.

Mr. John Elliott, B.A., of London Collegiate Institute, has accepted the Principalship of Mitchell High School. He is succeeded in London by Mr. W. H. Houser, M.A., formerly Principal of Gravenhurst High School.

Other appointments recently made are: Mr. Geo. Readdie, M.A., of Vankleek Hill, to Ottawa Collegiate; Mr. T. A. Owen, from the principalship of Thorndale High School to a similar position in Plantagenet; Miss A. M. Menhennick, of Georgetown, to teach Moderns in London Collegiate; Mr. R. J. Henderson, B.A., to be Principal of Thornbury Continuation School; Miss Nellie DeCou to Forest High School;

Mr. A. H. Irwin, of Renfrew Collegiate, to be Principal of Fenelon Falls Continuation School, and Miss M. McNabb of Blyth to be assistant in the same school; Mr. W. G. Coles to be Mathematical Master in Virden, Man.; Miss E. M. Bottoms, of Seaforth, to North Bay High School; Miss E. W. Dengate, B.A., of Moosomin, Sask., to teach English in Prince Albert High School; Mr. M. Green, B.A., of Treherne, Man., to be Principal in Carberry, Man.; Mr. J. M. Zurbrigg, B.A., to the Principalship of Winchester High School; Mr. D. K. McGill of Paisley, Miss F. A. Parker of Gore Bay, Miss L. Cook of Toronto, and Miss L. B. De Guerre of Toronto to the staff of the Orillia Collegiate; Miss Sarah McLeish of Parkhill to teach English in Woodstock Collegiate; Miss Muriel Miller of Fort William to teach Household Science in Toronto; Miss Hazel E. Watson, B.A., of Georgetown, to teach Moderns in Georgetown High School; Mr. Wm. R. Robeson of Indian Head, Sask., to be Principal in Battleford; Mr. E. C. McQuarrie, B.A., of Chesley, to be Classical Master in Orangeville; Miss Hilda Smith of Toronto to Flesherton High School; Mr. F. J. Phelan of Guelph to be Instructor in Manual Training in Port Arthur; Mr. James H. Case of Walkertown to be Mathematical Master in Simcoe; Mr. R. Roy Kerfoot of Leamington to teach History in Lindsay Collegiate; Miss Teresa Donnelly of Alvinston to Port Burwell; Miss Elizabeth H. Sillars of Prince Albert, Sask., to teach Household Science in Regina Collegiate; Mr. N. F. Tomlinson of Langstaff to be Principal of Erin Continuation School; Miss Eva M. Somerville of Goderich to Grand Valley Continuation School; Miss A. L. Cook, B.A., a recent graduate of the Faculty of Education, Toronto, to Meaford High School; Mr. A. M. Boyd, M.A., of Westmount School, Saskatoon, to teach English in Saskatoon Collegiate; Mr. R. A. A. McConnel of Lindsay to succeed Mr. James Campbell in Madoc High School; Miss Edith G. Gibson, B.A., of Belleville High School, to teach Classics in Seaforth Collegiate, and Miss Helen Weatherill to be Commercial Teacher in the same school; Miss Louise M. Murray, M.A., Brantford, to teach Moderns in Seaforth Collegiate; Mr. H. F. Schmietendorf of Paisley to be Principal of Port Burwell Continuation School; Miss Eva Mackenzie of St. Thomas to teach Art in St. Catharines; Miss Estella R. Cragg of Toronto to teach Commercial Work in Woodstock; Mr. J. H. Cameron, B.A., of Newburgh to be Classical Teacher in Pembroke; Mr. Geo. Campbell, B.A., of Ridgetown, Miss Edith Atkin, B.A., of St. Thomas, and Miss Marcella Marshall of Toronto to teach Mathematics, Moderns and Commercial Work in Ingersoll; Miss Gladys M. Breed and Miss Mabel Edwards to be teachers of Household Science in Windsor; Miss Sadie Robinson to be Principal and Miss Louise von Gunten, B.A., to be Assistant in Blenheim Continuation School; Miss Marion K. Boyd of Whitby to



teach Household Science in Berlin; Miss Agnes R. Tugman of Owen Sound to be Principal of Tara Continuation School; Mr. Jas. H. Stewart of Milton and Miss I. Douglas, B.A., to teach Science and Moderns respectively in Richmond Hill; Miss Steinhouse of Avonmore to Winchester High School; Mr. F. Lishman to Waterford High School; Mr. H. E. Thompson to the Principalship of Springfield Continuation School; Mr. F. McNabb, of Springfield, to Stayner Continuation School; Mr. Wm. G. Mackersie to be Principal at Milverton; Miss Hazel M. McGibbon of Georgetown to Stouffville; Miss Irene S. Adams from Port Arthur to Beamsville; Mr. T. H. White, M.A., B.Sc., to teach Science in North Battleford, Sask.; Mr. Fred. Scholey of Tavistock to be Principal at Cannington.

Mr. Thos. E. Elliott, B.A., of Kenora has accepted the Principalship of Morrisburg Collegiate Institute in succession to Mr. J. S. Jamieson, M.A., who retired in June.

Mr. G. S. Bale, B.A., who has been ten years on the staff of the Kingston Collegiate Institute, has been appointed Principal at Niagara-on-the-Lake.

Mr. S. Wightman, B.A., formerly Principal of Blenheim Continuation School, is now Principal of Markdale High School.

Mr. T. M. Creighton of Stratford has been appointed Supervising Principal of Saskatoon Public Schools.

Mr. W. D. Eckert of London, who has taught for 55 years, and is now 81 years of age, was honoured by former pupils at a meeting held during the Old Boys' re-union in that city in August.

The Clinton school board re-engaged all the public school teachers for this year at the same salaries as formerly. The board had advertised for a new set of teachers owing to the fact that an increase had been asked, and it was thought that the expenditure was not warranted. An agreement was later reached, however, and all take their former positions.—*London Free Press*.

Miss Helen B. Peterson, formerly Principal of Dundalk Public School, is now Principal of the Continuation School at Manitowaning.

Some appointments made this summer are: Miss Alice Hird, Mitchell, Miss Eva C. Dunlop, Aylmer, Miss Ethel Hodgins, Kincardine, and Miss Marion McKenzie, London, to Ingersoll Public School staff; Miss Julia Eisler to Monkton, and Miss Ada Dalton to Cainsville; Miss Edna Waterbury to Burlington; Miss Ruby Robinson and Miss E. M. Thorne to Plattsville; Miss Annie R. Corbett to Norton, N.B.; Mr. J. A. Edmonds, Mr. Guy Ryder, and Miss Alice Heayes to Middle Sackville, N.B.; Miss L. E. Campbell to Benton, N.B.; Mr. G. E. Parkhill and Miss Knill to Paris Public School, the former succeeding Mr. E. W. Moss, who was appointed Principal; Mr. R. P. Richardson to be

Principal at Kelowna, B.C.; Miss D. M. Zocher and Miss H. Staples to Lindsay Public Schools; Miss Jessie Linklater to Crediton; Miss Nellie M. Jackson to Osgoode; Miss M. Maxwell and Miss M. Acton to Sarnia; Miss K. Burgess to Orangeville, Man.; Mr. M. L. McLellan to Westmeath, Ont.; Miss Ruth Haines to Erin; Mr. J. T. Tomlinson to be Principal at Buchanan, Sask., and Miss Nellie M. McLean and Miss E. Smith to be assistants in the same school; Mr. Ralph Clench to Ninette, Man.; Miss Lenore Marcroft to Binscarth, Man.; Mr. Wesley J. Irving to Ogema, Sask.; Mr. W. S. Jose and Miss M. E. Black to Kenton, Man.; Miss Marion Watson and Miss K. C. Grieve to Blenheim Public School; Miss M. Middleboro and Miss E. Dungey to Grand Valley; Mr. W. R. Burnett to be Principal at Monkton; Miss E. R. Williams to be Primary Teacher at Beeton; Miss Mabel G. Findlay to be Kindergarten Teacher at Hespeler; Miss F. Smith, Miss F. Atthill and Miss Thain to Bobcaygeon Public School; Miss Mary Harrison to Plattsville; Miss Anna F. Dunlop to S. S. No. 14, Malahide; Miss Mary Duncan, Wroxeter, and Miss Annie Campbell, McCreery, to be Principal and Assistant at The Pas, Man.; Miss M. McInnes of Gananoque to Honeywood; Miss L. Barr to Salvador, Sask.; Miss Mabel Peck to Marland, Man.; Miss Olive P. Gunter to White's Cove, N.B.; Miss M. H. Greig to Carnduff, Sask.; Miss Annie A. McDougall to Lothair, Man.; Miss Lilly R. Goetz to Tavistock; Miss Laura K. Sauvey to Essex; Miss Winnifred Phelps of Peterboro' to St. George; Miss Gladys Keeling to Southampton; Miss Grace Houston succeeds Mr. John Dixon at Great Carlton, Man.

Mr. W. K. Foucar, M.A., formerly Principal of Mitchell High School, has accepted an appointment to the staff of the Hamilton Collegiate Institute.

Mr. Gordon Young, of Cargill, has been appointed Principal of Victoria School, Woodstock.

About 200 Canadian teachers sailed for Europe on July 3rd. This is the fifth annual visit of this kind. The party included the following teachers, who are exchanging positions for the year with members of the staff under the London County Council: Miss F. J. Botsford, Toronto; Miss Elizabeth B. Craig, Winnipeg, Man.; Miss Elspeth E. Cook, Calgary, Alta.; Miss Bessie Frank, Stratford, Ont.; Miss Minnie A. Johnston, Stratford, Ont.; Miss Ethel McCaffery, Toronto; Miss Minnie Macintosh, Toronto; Miss Lilian Macdonald, Orillia, Ont.; Miss McBean, Moose Jaw, Sask.; Miss Mabel McIlmoyle, Calgary, Alta.; Miss Rorison, Moose Jaw, Sask.; F. M. White, Vancouver, B.C.; Miss Louise A. Wilcox, Toronto.—*Manitoba Free Press.*

The Ontario School for the Blind, located at Brantford, admits as pupils blind persons of both sexes, between the ages of seven and twenty-



one, without charge for board, tuition or books, but parents are expected to provide clothing and pay travelling expenses. It is a school—not a "Home", nor a Hospital, nor an Asylum—and among the pupils are many who, though not entirely blind, have sight so defective that they cannot receive an education in the ordinary public schools. If any reader of *THE SCHOOL* has a child so afflicted, or knows of one in his neighbourhood, a letter or post card, addressed to H. F. Gardiner, Principal O.S.B., Brantford, giving the name and post-office of parent or guardian, will help the school to do all the work for which it was established and is maintained by the Government.

Mr. E. W. Ewart of Toronto and Miss R. Cookson of Huntsville have been appointed to the staff at Port Carling.

Mr. W. J. Morrison, B.A., of Listowel has been appointed Science Master of Dunnville High School.

Mr. J. A. Bannister, B.A., who has been Classical Master at the Cobourg Collegiate Institute for the past three years and a half, has resigned his position to accept the Principalship of Chesley High School.

Mr. E. L. Daniher, B.A., has been appointed to the staff of the Faculty of Education, University of Toronto.

Mr. N. L. Murch, B.A.; Mr. C. H. Danard, B.A.; Mr. C. P. Halliday, Mr. W. L. Atkinson, and Mr. E. L. Fick are some of the graduates of the Faculty of Education, Toronto, of 1913-14, who have been appointed to the staff of Toronto Public Schools.

Readers of *THE SCHOOL* will regret to learn of the tragic death of Mr. Ewart Foster, of the Faculty of Education class, Toronto, of 1909, in an explosion at the Consumers' Gas Company's plant in Riverdale, Toronto, on June 3. After receiving his certificate he taught near his home town, Scotland, Ont., for a year or two but gave up teaching to take charge of his father's business in that village. After his father's death about two years ago, he accepted a position as chemist at the gas works, a position which he filled with marked success. He was highly esteemed by his Company and fellow-workers both for his personal worth and professional skill.

The Ontario High School History of Canada has recently been issued. The name of the author, Mr. W. L. Grant, professor of Colonial History in Queen's University, and son of the late Principal Grant, will in itself be some guarantee of the literary quality and historical accuracy of the book. Professor Grant presents his subjects in a clear and convincing, yet fresh and attractive style, so that for the first time in a Canadian text-book of history the treatment of facts becomes as picturesque and interesting as the presentation of a story. The last ten chapters of the book are devoted to the history of the period since Confederation, and the facts are brought up to the present

year. The treatment of recent events in party politics and references to men and women still living requires much tact, but the writer has succeeded admirably in keeping his narrative free from both personal bias and political prejudice.

REPLY TO CORRESPONDENT—"The population of Owen Sound is 12,356. It has not yet been incorporated as a city, but is the largest town in Ontario". John McQuaker, Mayor. 10,000 is the necessary population for incorporation.

Mr. John Lanyon, for many years connected with the Central News Agency of London, has recently compiled a new census in regard to the systems of shorthand used in the London Parliamentary Press Gallery, which shows an overwhelming predominance of Isaac Pitman writers. Mr. Lanyon, in concluding his article, says: "Perhaps never before in the history of Parliamentary reporting has there been such a call for accurate reporting as there is to-day; and never before have shorthand writers in the Gallery been more capable than they are at the present time".

The Central Saskatchewan Teachers' Association will hold their First Annual School Garden Exhibition at Qu'Appelle, Sask., on Thursday and Friday, September 17th and 18th next. We have been favoured with a copy of the prize list, which is exceedingly comprehensive. THE SCHOOL wishes this excellent movement every possible success.

Inspector Kennedy, M.A., of Weyburn, Sask., is a man who "does things". Some idea of the work he is accomplishing may be obtained from a perusal of the following clippings from the Weyburn papers:

1. On Thursday morning the scholars in the Collegiate Institute assembled in the Auditorium, and when the scholars from Grade 8 went in they were met with thunderous applause because of their success at the Sangerfest; Mr. Kennedy was present, and in a short address explained to the scholars the prizes won by Grade 8, and also their success over the picked choirs of other contestants. In the afternoon a number of automobile owners of the city put their cars at the disposal of Mr. Kennedy and met at the Collegiate at four o'clock and took Grade 8 for an auto. tour of the city and district to the south. Several representatives from the City Council and several from the Board of Education were present.

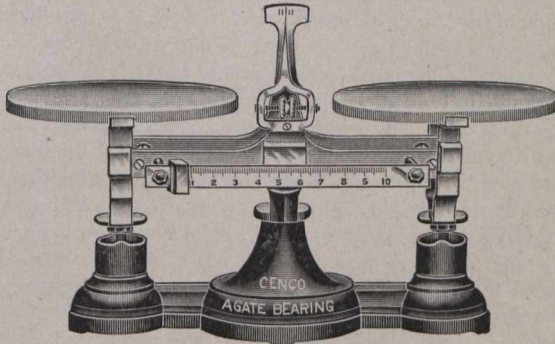
2. As briefly announced in last Saturday's issue, a concert has been arranged for Friday evening at the Hi-Art Theatre, the proceeds of which will be devoted to repaying as much as possible of the advance made by the city council for the purpose of financing the competitors at the Saskatoon festival last week.

Inspector Kennedy, who has the arrangements in hand, has put in considerable strenuous work to ensure the success of the function, and he sent out a personal letter of appeal to the residents for their patronage, asking for a practical demonstration of Weyburn's desire to secure the Provincial Festival for 1916.

The programme will be contributed by the Children's Choir, who carried off the honours at Saskatoon; the Weyburn Orchestra, various ladies of the Weyburn Music and Dramatic Society, and Mr. F. M. Williamson, a well known tenor.



# SCIENTIFIC APPARATUS AND LABORATORY SUPPLIES



No. 3830

## Cenco Agate Bearing Trip Scale, Harvard Design

The agate bearings add very materially both to the initial sensibility of the scale and to its ability to retain its sensibility after long-continued use.

**Capacity, 2000 grams. Sensibility, 1/10 gram**

**Price, Net \$6**

This Balance is one of the many pieces listed in our Catalogs, copies of which will be sent free on request.

Physics and Chemistry.....	510 pages,	Catalog M
College and University Physics.....	184	,, Catalog K
Agriculture.....	152	,, Catalog X
Biology.....	100	,, Catalog N
Physiography.....	80	,, Catalog P
Lantern Slides.....	88	,, Catalog Q
Chemicals.....	88	,, Catalog R

*Our Canadian Representative will instruct you as to duty free importations.*

## CENTRAL SCIENTIFIC COMPANY

Manufacturers and Importers of Laboratory Appliances

412-420 ORLEANS STREET - - - CHICAGO, U.S.A.

Canadian Representative—GEORGE DUNHAM,

OFFICE AND SHOW ROOMS,

ROOM 42, TORONTO ARCADE, YONGE ST., TORONTO, ONT.

When writing advertisers, please mention THE SCHOOL.

3. The Joint Rural School Picnic, as the name indicates, is to be simply a Joint Rural School Picnic of the public schools near Weyburn. This picnic is an experiment, but the inauguration of the movement has met with such noble and generous response that there is no fear of the success of the picnic.

The following from the *Almonte Gazette* was received too late for insertion in our June number:

Empire Day was observed most fittingly by the public schools on Saturday morning, under the direction of the Principal, Mr. R. G. Entwistle. At ten o'clock a large number of pupils and quite a few of the parents and others interested in education had assembled at Church Street school. The pupils were arranged in the hall and upon the stairs, and comfortable accommodation was provided for the visitors.

Patriotic selections were sung by the children, short addresses were given by Mrs. P. Jamieson, the Mayor and Mr. Entwistle, the latter of whom read a letter received in reply to one written by him to the King and Queen, informing them of the intention of the school children to observe Empire Day in a manner becoming to the memory of the late Queen Victoria, and also conveying to the King and the Queen their hearty congratulations. Mr. Entwistle also read one letter of three, received from pupils in his father's school in England, conveying congratulations and expressing patriotic sentiments such as appeal to British boys and girls the world over.

Mr. Entwistle explained to the visitors that the pupils had, of their own accord and by their own efforts, procured pictures of the King and Queen. The unveiling of these was an interesting number on the programme, as was the raising of the new Union Jack purchased by contributions raised among the pupils. Mr. Entwistle and his staff are deserving of warm praise for their efforts in connection with this celebration.

We were glad to receive a copy of the Principal's Report of the Victoria Prevocational School, Calgary. The booklet was designed and printed by the boys of the Prevocational Print Shop and is a credit to their ability. The cover design, the composition, and the press work have been exceedingly well done. We quote one sentence: "The steadying effect of the industrial work and the carrying over of this steadiness into the bookwork reveals to many so-called retarded boys and girls that in mental ability they are in no wise inferior to their fellow pupils, but that their tastes are different so far as objects on which to use their mental powers are concerned.

The Teachers' Association of the Weyburn Inspectorate will hold their Annual Convention and School Garden Exhibition at Weyburn, Sask., on September 17th and 18th.

In harmony with the living thought of the modern world, human welfare—education in the conservation of physical, mental and moral health—has been made the keynote of the Panama-Pacific International Exposition at San Francisco. The great feature of the popular scientific displays will be animated models made of wax, blown glass and metals, ranging from life size human figures to models of objects enlarged from fifty to a thousand diameters. Among the models to be shown will be a human heart so large that visitors may walk through it and watch the pumping of the red and blue blood through the ventricles and auricles, and study the effects on the great life engine, of impurities in the blood and of fresh air. Another of the hundreds of visualised wonders will be a human eye as large as a bay window, showing the destructive effects of bad factory lighting.



THE "HIGHROADS" SCHOOL DICTIONARY

Orion

302

Ostensible

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

Or'thopy (*or'tho-e-py*), *n.* [Gk. *orthos*, right; and *epos*, a word], right pronunciation.

Orthog'raphy, *n.* [Gk. *orthos*, right; and *graphein*, to write], right writing.

**ACTUAL SIZE OF PAGE**

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

Orthop'tera, *n.* [Gk. *orthos*, straight; and *pteron*, a wing], insects with straight wings, folding like a fan, beneath wing-covers.—*adj.*, Orthopterous.

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

Orn, *n.* [Fr., from L. *hortolanus*], a garden, a kind of bunting in Britain.

Ornament, *n.* [L. *ornamentum*: *ornare*, to adorn], that which is used to adorn, that which adds grace to an object.

Oscillate, *v.* [L. *oscillare*, to swing backwards and forwards like a pendulum; to oscillate].—*adj.*, Oscillatory.

Ornament, *n.* [L. *ornamentum*: *ornare*, to adorn], that which is used to adorn, that which adds grace to an object.—*adj.*, Ornamental.

CLOTH BOUND

15 \$ NET

574 PAGES

Ornithol'ogy, *n.* [Gk. *ornithos*, a bird; and *logos*, discourse], the study of the natural history of birds.—*n.*, Ornithologist.

Oscillate, *v.* [L. *oscillare*, to swing backwards and forwards like a pendulum; to oscillate].—*adj.*, Oscillatory.

Orography and Orography, *n.* [Gk. *oros*, a mountain; and *graphein*, to describe], the description of mountains.

Oscillate, *v.* [L. *oscillare*, to swing backwards and forwards like a pendulum; to oscillate].—*adj.*, Oscillatory.

Orographical, *adj.* [Gk. *oros*, a mountain; and *graphein*, to describe], pertaining to mountains.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Orphan, *n.* [Gk. *orphanos*, bereft of parents], a child that has lost one or both parents.—*adj.*, Orphaned.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Orphe'an (*or-fe'an* or *or-fe-an*), *adj.*, pertaining to the musician Orpheus.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Orpiment, *n.* [Fr., from L. *aurum*, gold; and *pigmentum*, paint], a yellow substance used in paint.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Orpin, *n.*, a deep yellow colour; (also Orpine) a plant with golden flowers.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

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

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Orthodox, *adj.* [Gk. *orthos*, right; and *doxa*, an opinion], holding a right belief; believing as the Church believes.—*n.*, Orthodoxy, right belief; soundness of faith. Opposed to Heterodox, etc.

Ossification, *n.* [L. *ossa*, bones; and *ficatio*, to harden], the process of hardening of bones.

Postage 6 cts. extra. At all booksellers.

THOMAS NELSON & SONS, 95 King St. East, TORONTO



The Sixth Annual Festival of the Saskatchewan Provincial Musical Association was the largest and the most successful in its history. The adjudicators, Dr. A. S. Vogt, of the Mendelssohn Choir of Toronto, Mr. H. W. Hewlett, of the Conservatory of Music, Hamilton, and Mr. Rhys Thomas, of Winnipeg, expressed themselves as highly pleased and also surprised at the wealth of talent which is to be found on the prairies, and in the prairie towns, and also they were not slow in expressing astonishment at the immensity of the Festival and the excellent business arrangements which characterised every department. An interesting and important feature this year was the development of the work among children's choirs, no fewer than six hundred children taking part, of whom three hundred travelled a distance of from one hundred to two hundred and fifty miles. Next year's Festival is to be held at Moose Jaw.

Readers of THE SCHOOL will obtain the very best of service by patronising our advertisers. Every need of the schoolroom may be supplied by purchasing from those who use our advertising pages. Some interesting advertisements appear in this issue for the first time.

An unusual Government publication has recently been issued by the Dominion Parks Branch of the Department of the Interior. It consists of a small souvenir booklet artistically bound in duplex leather wild grass paper and tied with an olive green silk cord. The lettering is embossed in gold and a very unique design has been chosen for the cover. The latter is cut out so as to form a sort of frame and in this is inset a spray of Canadian Heather from the Rocky Mountains Park, the purplish flowers of the heather against the wood-brown background making a very attractive colour combination. It will no doubt be a matter of surprise to many to learn that Canada possesses a heather of her own. This plant is not, as it has sometimes been called, a "poor relation" of the Scotch heather, but has a family connection and standing of its own well recognised by botanists, and is nearly allied to the Heath of the British Isles. The booklet gives an interesting account of the locality from which the souvenir was gathered, Simpson Pass, about thirty miles south of Banff, and of some of the legends and stories connected with the heather in other lands. Its main purpose, however, is to call the attention of Canadians to the National Parks of the Dominion, not only to the attractions they offer to those who are able to visit them, but also to their value in the national life.

Subscribers will confer a favour by giving us prompt notification of change of address. This is particularly important at this time of year. Post-masters are not obliged to forward magazines from an old address to a new one as they do letters.



# The Medici Society, Ltd.



was founded to carry on the work formerly done by the Arundel Society, viz., the reproduction in the most accurate colours of representative works by the Great Masters of Painting. The Society's Prints—in *colour fac-simile*—range in price from \$2 to \$19. Some 190 MEDICI PRINTS, after 95 Masters of the Italian, English, Flemish, French, German and Spanish Schools, are already published.

The attention of Schoolmasters and Teachers, Librarians, and all others interested in Educational Institutions is specially directed to THE NATIONAL PORTRAIT SERIES of the Medici Prints, issued under the Patronage of H.R.H. The Duchess of Connaught, which will in time present a gallery of portraits epitomising the course of British History. (10 subjects ready.)

SPECIAL TERMS TO EDUCATIONAL INSTITUTIONS

**THE MEDICI SOCIETY, Ltd., LONDON**

CANADIAN REPRESENTATIVE:

**GEO. RIDOUT & CO., 77 YORK ST., TORONTO**

## Educational Photographs

A unique collection of photographs of Statuary, Paintings, Architecture, Views, etc., from Public and Private Collections in Great Britain and Abroad, from 16 cents to \$20.

The Art Treasures of Italy a specialty.

Choice photographs of Choice Pictures. A careful selection of nearly two thousand subjects with sizes and styles of publication and price. Catalogue, with 250 illustrations, post free 25 cents.

**W. A. MANSELL & CO., LONDON**

CANADIAN REPRESENTATIVE:

**GEO. RIDOUT & CO., 77 YORK ST., TORONTO**

Schools, Colleges, etc., can have 500 copies of the above pictures of Medici and Mansell's publications amounting to \$2,000 worth for **Exhibitions to raise funds for pictures** by applying to Agents, Geo. Ridout & Co., 77 York St., Toronto.

When writing advertisers, please mention THE SCHOOL.

## ALBERTA.

Seven teachers from Alberta attended the Summer Session at Teachers College, New York. This number included Miss Bella McDonald and Miss Susie Smith of Medicine Hat; Miss Janet McGaw and Miss Mary Wathen of Calgary; Miss Marjorie Goldie of Olds, Miss Esther Ryckman of Mannville and Mr. G. Fred. McNally of Camrose.

Miss McDonald and Miss Smith are from the Medicine Hat Schools. At Columbia they took courses in primary methods and story telling. Miss McGaw specialised in the supervision of work in the primary grades. Miss Wathen, who is the assistant director of industrial work in the Calgary schools, selected her courses in this special field.

Miss Goldie has had charge of the Household Art work in the new Agricultural High School at Olds. She continued her work in Household Science. Miss Ryckman is fitting herself as a specialist in primary work. In addition to primary methods her courses included play-ground work and story telling.

Mr. McNally has been at Teachers College since the beginning of the year making special preparation for his work in the Normal School at Camrose. During the Summer Session his work lay in the field of educational administration.

The British Empire Club at Columbia University, New York, during the Summer Session just closed, was fairly representative of the Empire as a whole. The membership reached nearly to one hundred and the work of the club was an interesting feature of the summer's activities. Naturally the largest number of the Britishers in attendance was from Canada. Alberta had seven representatives, Saskatchewan one, Manitoba nine, Ontario twenty-two, Quebec twelve, New Brunswick five and Nova Scotia four.

Other parts of the British Empire represented were Bermuda, Jamaica, British Guiana, England, Scotland, Wales, The Gold Coast, United South Africa, British India and Hong Kong. The Club forms a rallying point for residents of British Dominions and affords an excellent opportunity for citizens of widely separated portions of the Empire to become acquainted.

One of the most enjoyable functions of the Club is the "Experience Meeting". On this occasion each person present informs the meeting as to his name, place of residence, work there, and subject of major interest in Columbia University. This gives an excellent method of informal introduction and brings the parts of the Empire very near together.



## JUST FROM THE PRESS

**O**UR New Catalogue illustrating and describing a complete line of Chemical and Physical Apparatus, revised up to date.

**ALSO** New Edition of General School Supply Catalogue including a complete line of Kindergarten Material.

**IF** you have not received a Catalogue write us. — We will save you money on all your supplies.

**TORONTO SCHOOL SUPPLY CO., Limited**

**210 Victoria Street - - Toronto, Ont.**

## SPENCER MICROSCOPES

ARE BUILT FROM THE

### Laboratory Worker's Standpoint

There are incorporated in them many features of practical usability, features which make for convenience and comfort in use as well as efficiency and durability and which others do not have.

### SPENCER MICROSCOPES

EXCEL IN

- I. Optical Superiority.
- II. Mechanical Perfection.
- III. Embodiment of Improvements Which Mark Them as Best Adapted to Their Purpose.

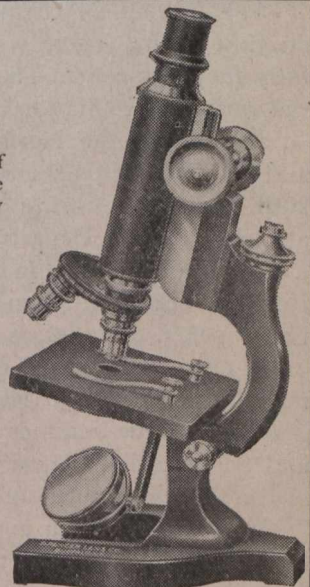
**1914 PRIZE LIST**

FREE ON REQUEST

GET OUR QUOTATIONS.

**Spencer Lens Company**

Buffalo, N.Y.



No. 65B Microscope

**\$31.50**

Discount to Schools.

When writing advertisers, please mention THE SCHOOL.

## SASKATCHEWAN.

Mr. A. L. Merrill, B.A., formerly principal of schools at Kerrobert, has been appointed Inspector of Schools in the Canora Inspectorate. Mr. Merrill has had a wide experience in teaching, both in Ontario and in Saskatchewan.

Fifty teachers took a special course in nature study and agriculture which was held at the University of Saskatchewan, Saskatoon, during the first two weeks of July.

More than one thousand teachers attended the Annual Convention of the Provincial Educational Association held at Moose Jaw in April last. The Association will meet next year at Yorkton. The new president is Mr. J. K. Colling, B.A., Principal of the Collegiate Institute, Moose Jaw, and the secretary is Mr. Charles Nivins, B.A., Vice-Principal of the Normal School, Regina.

Mr. Duncan Brown, M.A., who has for the past few years been Inspector of Schools in the Swift Current inspectorate, has been appointed Superintendent of Schools for the city of Swift Current. His duties begin on September 1st.

The vacancy in the Gravelbourg inspectorate has been temporarily filled by Mr. F. X. Chauvin, M.A., of Regina.

The Annual Departmental Examinations were completed this year on June 30th. There was an increase in the number of candidates of fully fifty per cent. The principals and the staffs of the schools in the various examination centres presided over the examinations.

Sessions of the Normal Schools for the training of First, Second and Third Class teachers opened at Regina and Saskatoon on August 20th. Persons desiring to attend the sessions should communicate at once with the Department of Education.

The Model School in connection with the Provincial Normal School, Regina, opened on August 20th. This year only two classrooms have been opened and classes will be established in Grades I and II.

A new High School district has been established at Wilkie. This makes the eighteenth High School district which has been established.

The various summer courses in Physical Training held at Regina and Saskatoon this year have proved very popular with the members of the teaching profession.

At the thirty-hour course for Grade B Physical Training certificate held at Regina in July, twelve teachers successfully graduated, and at a similar course held simultaneously at Saskatoon forty-three teachers obtained their certificates.

The six weeks' Physical Training Instruction course is now proceeding at the Normal School, Regina, under the supervision of Major



# Isaac Pitman Shorthand in the Schools

(Phonography)

ELBERT HUBBARD says:

"The practice of stenography is a college education. One thing about stenography is that you have to prove your worth. The number of big business men to-day who began their careers as stenographers is out of all proportion to any other position."

ISAAC PITMAN SHORTHAND deserves a place on the curriculum of every school. It is the result of over 75 years' continuous progress and improvement. Over three million copies of the instruction books have been issued. It has more shorthand literature than all other systems combined.

*Catalogue and full information from*

**COMMERCIAL TEXT BOOK COMPANY**

Canadian Wholesale Agents

383 Church Street, Toronto

Ministers, teachers and others interested in religious and educational work in **Western Canada**, will shortly have the opportunity of examining two of the most interesting pieces of **Projection Apparatus** in use to-day.

1. **The "Delineascope."** A high grade instrument for projecting either slides or opaque objects, unexcelled by any other instrument for simplicity, brilliancy, and clearness.

2. **The Victor Portable Stereopticon**—for slides only. It uses an arc lamp that can be attached to an ordinary electric lamp socket, or may be used with acetylene. Its various unique adjustments combine to make it the most convenient lantern available.

Our representative will be in the West during the months of May and June, and plans to visit Sudbury, Port Arthur, Fort William, Winnipeg, Portage-la-Prairie, Brandon, Regina, Moose Jaw, Saskatoon, Prince Albert, North Battleford, Edmonton, Calgary, Victoria, Vancouver, Lethbridge, Dauphin, Weyburn, Yorkton, New Westminster, Swift Current.

If those interested will write to us, we will be glad to notify them of the exact date when our representative can be seen.

**CHARLES POTTER, Optician, 85 Yonge St., Toronto**

Keefer, Organiser and Inspector of Cadet Corps. Thirty teachers are in attendance, of whom twenty are women, under the direction of Miss Jamieson of Ottawa, and ten men, under Sergeant-Instructor Carrol. The syllabus followed includes the regular 72 tables of physical exercises authorised by the Executive Committee of the Strathcona Trust, folk dancing and organized games under the tuition of Miss Zeltmann of Ottawa, semaphore work and squad drill. Lectures are also given by Dr. Morrell on physiology, anatomy and first aid.

The Cadet Instructors' course for male teachers is also being conducted at the Normal School, Regina, covering squad and company drill, first aid and semaphore work. Some forty-nine teachers are in attendance at this course.

Fifteen Saskatchewan teachers availed themselves of the "Hands Across the Sea" trip this year to visit the Old Country, three of whom were accepted applicants for the National Interchange of Teachers.

#### NOVA SCOTIA.

H. L. Bustin, who has been principal of Bridgetown Schools for the past ten years, will teach in Truro Academy this year. His place in Bridgetown will be filled by Principal A. E. McCormick of Canning.

H. E. England, who has been Vice-Principal of Truro Academy for six years, has been appointed Supervising Principal of one of the Montreal schools.

Principal H. F. Lewis of Antigonish has resigned to complete his College Course.

Principal W. A. Creelman, Sydney, took the Summer Course at Harvard.

The Provincial Normal College, Truro, closed June 18th. 320 diplomas were awarded.

School consolidation still continues. Two schools have united this year at Grand Pré, three have united at Dunvegan, Inverness County.

Twenty-five schools in Nova Scotia will have local school Fairs this autumn. Over 800 children have home gardens, the products of which will be exhibited at these Fairs.

The Summer Session of the Rural Science School at Truro has been well attended. A new and interesting feature was a "Model Exhibition", held July 31st. This consisted of things made, collected and grown by the students; and it is hoped that the Fair will be imitated by many rural schools during the coming year. In connection with this exhibition, a public evening meeting was held, which was addressed by Dr. A. H. MacKay, Superintendent of Education; Principal Cumming of the Agricultural College, Inspector Robinson of Canning, Inspector Campbell of Truro and Mr. S. A. Starratt of Boston.



# Berlin Photographic Company

*FINE ART PUBLISHERS*

305 MADISON AVE., NEW YORK CITY

(Between 41st and 42nd Sts.)

Reproductions of famous paintings in color, carbon photographs and photogravure suitable for school-room decoration.

A collection of about three hundred selected subjects can be obtained this fall for exhibition by applying to the publishers.

No guarantee required.

Catalogue containing over 600 illustrations sent on receipt of 25 cents.

# Henry Graves & Co., Ltd.

Established 1752

6 Pall Mall, London



Caxton showing the first specimen of his printing to Edward IV.

D. Maclise, Artist

F. Bromley, Engraver

The best selection of subjects suitable for

**Decorations of  
Schoolrooms**

Being all Printed from

**Beautifully Engraved  
Plates**

Catalogue free on Application

# HENRY GRAVES & CO., LTD.

6 PALL MALL, LONDON, ENG.

When writing advertisers, please mention THE SCHOOL.

Principal Thurber, late of Thorburn, will be principal of Canning Public School this year.

Prof. Harlan Smith of Ottawa is exploring ancient Indian village sites in Pictou County. He gave an interesting illustrated lecture before the members of the Rural Science School at Truro.

Mr. Morris O. Maxner of Mahone Bay will be Principal of Port Maitland, Yarmouth County, this year.

Mr. E. Chesley Allen of Yarmouth taught zoology at the Charlottetown Summer School.

Miss Jean Whitman, B.A., will be principal of Berwick School this year.

#### QUEBEC.

At the recent University School Examinations conducted by McGill University for the Protestant Board of Public Instruction 346 students presented themselves. Of these about 70% were successful in gaining the University school leaving certificate, but less than 30% satisfied the full matriculation requirements of McGill University. The standard has been raised from 40% to 50% in each subject.

Mr. Hugh M. Brownell of Port Elgin, N.B., and Miss Alice England of Knowlton, Que., have been added to the Staff of the Practice School at MacDonald College, to replace Mr. Oliver Craik and Miss A. Rodger, who resigned at midsummer.

The District Representatives appointed recently in Quebec, under the Dominion Agricultural Grant, have organized a number of school Fairs to be held in the Fall. Corn, potato, and poultry competitions aroused especial enthusiasm.

Mr. John L. Dashwood, B.A., has been appointed assistant lecturer in English in the School for Teachers.

The story is told of a college professor who was noted for his concentration of mind. The professor was returning home one night from a scientific meeting, still pondering over the subject. He had reached his room in safety when he heard a noise which seemed to come from under the bed.

"Is some one there?" he asked.

"No, professor," answered the intruder, who knew of the professor's peculiarities.

"That's strange. I was positive some one was under my bed," commented the learned man.