

TWO NEW RURAL SCHOOLS

The Chedoke Public School

The Millgrove Public School.

(See Notes and News Department in this issue).

## FOREWORD.

*I SEE her not dispirited, nor weak, but well remembering that she has seen dark days before; indeed, with a kind of instinct that she sees a little better in a cloudy day, and that in storm of battle and calamity she has a secret vigour and a pulse like cannon. I see her in her old age, not decrepit, but young, and still daring to believe in her power of endurance and expansion. Seeing this, I say, All hail! Mother of nations, Mother of heroes, with strength still equal to the time; still wise to entertain and swift to execute the policy which the mind and heart of mankind require at the present hour. So be it! So let it be!*

EMERSON'S DESCRIPTION OF BRITAIN.



# The School

*"Recti cultus pectora roborant"*

## Editorial Notes

**Who is to Blame?**—"In the days of Pericles Athenian school boys studied Horace and Vergil." This was a part of the answer of an Ontario student in training as a High School teacher, to a question on a recent examination paper in the history of education. "*Habeas Corpus* was in prison ten years and while there wrote Pilgrim's Progress." This was a part of the answer of a Fourth Grade Ontario pupil to a question on a recent examination paper in history. The school world calls these answers "howlers". The newspaper man makes them the text for satirical remarks about the efficiency of the teachers and pupils of to-day. The great public says little. It is indifferent or ignorant. But the teacher—what does he say? He does not accept and he should not accept the blame. Where lies the blame? Is there blame?

**Graduate Courses in Education.**—These Editorial Notes have frequently called attention to the various agencies for the improvement of the status of Ontario teachers. THE SCHOOL'S advertising columns give details of the Summer Courses to be conducted this year by the University of Toronto and Queen's University. In one phase of this Summer School work, THE SCHOOL takes a special interest—the graduate courses in education. This is a new work in Ontario, and it is a very necessary work in all provinces where highly organised educational systems call for the expert administrator.

As her contribution to this graduate work the University of Toronto offers this year Summer Courses in the subjects of the special examination for Inspectors. To these courses she invites not only those who wish to complete their professional training for certificates as Public School Inspectors but also those teachers who are interested in the subjects of the Inspector's Course.

Queen's offers, as her contribution to the graduate work in education, Summer Courses in the Science of Education and the History of Education as prescribed for the degrees in pedagogy. When Toronto gave courses last year in two subjects for these degrees it was arranged that Queen's should give courses in 1915 in the two remaining subjects.

Toronto's courses were attended by more than thirty inspectors and teachers. Queen's is promised a large attendance this summer. *Her announcement* appears in the "Notes and News" of this issue.

**The Public Schools of Ottawa.**—Dr. J. H. Putman, Inspector of Public Schools, Ottawa, has kindly sent us his Annual Report for 1914. It deals chiefly with such topics as attendance, cost of education and number of pupils, classification of pupils by grades and ages, and the growth of school expenditure in Ottawa. Very full and interesting statistical tables, which enable a student of education immediately to grasp the essential facts of the situation, are given. From them we learn that the average attendance in Ottawa is 86.3 per cent. of the registration, that one-quarter of the pupils attended school less than 150 days, that the average cost of education per pupil has increased from \$27.92 in 1904, to \$52.07 in 1914, that teachers' salaries have increased 60 per cent. during the same period, and that 302 pupils skipped a grade in 1914. This accelerated promotion of the brighter pupils is to be commended. At present it affects less than one-half of one per cent. of the pupils on the register. It might very well be increased to one per cent. The retardation is greatest in the lower grades, the average ages of pupils in the eight grades being 7.7, 8.11, 10.0, 11.0, 11.8, 12.6, 13.5 and 14.1 respectively. The failure of the lower grades to keep pace with the higher should be explained. Is it due to an uneven distribution of the Provincial courses of study among the grades? Or to inequalities in the skill of the teachers? Or to overcrowding in junior classes? The explanation, if accepted and acted upon throughout the Province might reduce the average age of all Eighth grade pupils and of all High School entrants. That the average High School entrant is now too old most teachers agree. Dr. Putman handles statistics with such skill that we should welcome his study of the problem.

**Teachers and the Contingents.**—The English Minister of Education has urged the boards of education of England not only to agree to keep open the posts vacated by enlisted teachers but also to continue the salaries of such teachers so long as they remain in the service of the Empire in the field.

Many Canadian teachers have joined the second contingent. Many more will join the third contingent. Should the war continue beyond the present year it may be assumed that a goodly proportion of the officers of subsequent drafts from Canada will be drawn from teachers who hold certificates as cadet instructors.

How will Canadian school boards treat teachers who withdraw for service at the front? It will not be an easy matter to keep posts open. The war may last six months, a year, or longer. In the meantime, all



schools must be manned—and well-manned—with qualified teachers, and qualified teachers are always reluctant to accept appointments where the tenure of office is uncertain. Nevertheless with the assistance of an unusually large supply of teachers from the training schools, and with the generous recognition on the part of teachers of the peculiar need of the schools, boards will probably be able to fill all posts with qualified teachers and at the same time keep those posts open for teachers who have gone abroad in the service of their country.

The salary question also presents serious difficulties. It has been claimed that the law will not permit boards to pay salaries to teachers who do not teach. But this claim need not cause hesitation. If necessary, Legislatures would hurry to legalize such payments. If two or more teachers volunteer from the same small urban centre the burden of two sets of salaries, those of the teachers at the front, and those of the temporary teachers, might be very great. Even when one teacher volunteers, the burden of two salaries would not be insignificant in these days of large givings and thin purses. Moreover, one and the same rule should not always apply. In the eyes of the school board, as well as in those of the war office, the unmarried man cannot rank with the married man in the matter of salary. But all these difficulties weigh as nothing when set over against the fact that these men have taken their lives in their hands and gone forth to fight for us and for our civilisation.

We cannot hesitate. We must try to do what London and Toronto have tried to do—keep all posts open and continue all salaries!

**One-Year Terms.**—School trustees generally hold office in Canada for either two or three years. Agitations in favour of one-year terms are not infrequent especially in the larger cities. Such an agitation is almost chronic in Toronto.

No doubt long terms, terms of five or six years, are quite objectionable. Sheltered by such a long term the unworthy trustee loses all sense of fear and proceeds boldly to work his will. Unable to make his opinion felt immediately, the impatient voter loses hope and interest and the school becomes the property of a self-perpetuating group of trustees. In short, long terms are undemocratic—and impossible in this country. but the one-year term is also by no means free from objections. The function of a school board is highly technical and special. Even if it were fair the argument would prove little. The one-year term for municipal councils itself has not won universal endorsement. Annual elections mean annual recurrences of expense, worry, and even tumult, and tend to restrict candidatures to men who can bear the expense and who love public office for its own sake. A trustee cannot make his worth known to

the electors in one year and frequent shiftings in the personnel of the school board will result. A trustee cannot familiarise himself with the duties of the board in less than a year. Indeed his first year of office is of little value to anyone but himself. It helps to remove the over-confidence and ignorance with which he sometimes assumes his duties. If he is a modest man, it permits him to gain experience and prepare for future service, involving his initiative.

A one-year term is too short. Even a two-year term will give only one year of good service.

---

#### EDUCATION.

A SOUTHERN housewife, looking across her back yard one day, noted the fallen leaves and called to a little negro girl: "Pearlina, don't you think this yard ought to be swept off?"

"Yes'm, Miss Mary, I sho' do," promptly responded Pearlina.

"Well, you may sweep it to-morrow with brush brooms, and get somebody to help you. Do you know anybody you can get?"

"No'm, Miss Mary, I dunno nobody," responded the chocolate-coloured helper, after a minute's reflection.

"Where is your sister Seraphina? Can't she come?"

"Lawd, no'm, she can't come. She cant wuck."

"Can't work? Is she sick?" asked the mistress solicitously.

"Oh, no'm, she ain't sick. She's eddicated."

"I see," politely responded the mistress. "I didn't know just how it affected her. What does she do, now that she is educated?"

"Well'm, she-she-w'y, she jes' sets, Miss Mary, dat's all she does, jes' sets."—*American School Board Journal*.

---

#### DOUBLY SOLD.

THE newly appointed master at a school had learned all about "cribbing" and such little dodges as schoolboys practise, and had not forgotten them.

One day during a lesson in history he observed one of his pupils take out his watch every minute or two. He grew suspicious, thinking that the pupil was consulting notes on the lesson. Finally he strode slowly between the desks and stopped in front of the boy. "Let me see your watch," he commanded.

"Yes, sir," was the meek reply.

The master opened the front of the case. He looked somewhat sheepish when he read the single word "Sold!"

But he was a shrewd man. He was not to be thrown off the scent so easily. He opened the back of the case. Then he was satisfied, for he read: "Sold again!"



# The Causes of the War

(*Second Paper*)

PROFESSOR H. J. CRAWFORD, B.A.  
Faculty of Education, University of Toronto

[In preparing the following summary much use has been made of the presentation of Britain's case by the members of the Oxford Faculty of Modern History in the book entitled "Why we are at War". The book is commended to teachers, who will find it dispassionate and comprehensive.]

## THE CASE OF BELGIUM.

THE Treaty of London in 1839 finally established the status of Belgium. Both her independence and her neutrality were guaranteed by Britain, France, Austria, Prussia and Russia.

Bismarck made full use of this in 1870 in order to prevent Britain from supporting the cause of France, when he published proposals of the French made in 1866, that Prussia should help France to get Belgium, if France acquiesced in Prussian annexations in northern Germany. The result was that Britain asked Prussia and France to sign the same treaty, stipulating that, if either violated Belgium, Britain would join the other in defence of it.

By the seventh article of the Treaty of London, the existence of Belgium is dependent on her perpetual neutrality. By the fifth article of the Convention drawn up at the Hague Peace Conference in 1907, neutral powers are forbidden to permit belligerents to move troops or convoys across their territories. The Belgians kept the faith in proclaiming to the Germans "no thoroughfare". The Germans in forcing the passage broke the faith. In fighting for Belgium, Britain is fighting for the law of nations, that is to say, for the peace of nations and the right of the weak to live.

## BRITAIN AND SMALL NATIONS.

In 1803 Britain demanded that the French should evacuate Holland and Switzerland. Napoleon replied, "Switzerland and Holland are mere trifles." Compare the "scrap of paper" interview between Sir Ed. Goschen and Bethmann-Hollweg. Neither the First Consul nor the Imperial Chancellor could understand why Britain should object to the violation of treaties.

Great Britain now, as in the case of Napoleon, regards the rights of smaller nations to exist as most important. For not only would it endanger her security to have a military state menacing her in the position of Belgium, but also the sanctity of treaties must be maintained;

for if the theory of "might is right" were to be accepted, then no nation would be safe and the result would be that the stronger nations would have to fight one another for the privilege of enslaving the civilized world.

#### THE CASE OF LUXEMBURG.

The legal case of Luxemburg is even stronger, for it was Prussia herself who, in 1867, after the war with Austria, suggested that this duchy should be neutralized "under the collective guarantee of the powers." This agreement was signed by Prussia, Russia, Italy, Holland, Belgium, Austria, France and Great Britain. The reason why the violation of her neutrality was not held by Britain as of necessity an occasion for war, lies in the fact that, with respect to the smaller states lying outside the sphere of naval power, Britain has consistently held it her duty to use her influence to secure them fair treatment, but not necessarily to go to war on their account. She holds that the duty of protecting them falls first upon those powers so situated as to make their intervention effective. This was her attitude also towards Serbia.

#### THE GERMAN PLEA ANSWERED.

The fact is that the south-east portion of the eastern frontier of France was well protected, and would make invasion there difficult; while the north-east part lent itself to a swift advance both from the nature of the country and the absence of defences. For the French had, unwisely, as the issue showed, depended on the neutrality of Belgium and Luxemburg.

As the Germans were rapid at mobilization, in order to make this advantage effective, and secure a quick route to Paris, they set aside all considerations of treaty rights and took the easy way. Sir Edward Grey put the case neatly, when he said that the Germans preferred to rely, not on the original maxim of Shakespeare, "Thrice is he armed who hath his quarrel just"; but on the gloss which adds, "But four times he, who gets his blow in fust." Military necessity, said the German Foreign Secretary to the British Ambassador at Berlin, justified the act; "it was for Germany a matter of life or death"; and the German Chancellor in a speech to the Reichstag on August 4th, admitted that the policy was "contrary to the dictates of international law, but a case of necessity—and necessity knows no law." We may well credit the stories of the surprise and disappointment in Germany at the sudden disappearance of the menace of civil dissension in Ireland in the face of a national crisis; but the reported indignation at Potsdam, when the ambassador transmitted the British intention to the Foreign Minister and the Chancellor, can scarcely be regarded as sincere, as Sir Edward Grey himself has said. For the Germans, with their thoroughness of knowledge, cannot have



been ignorant that for at least three years their preparations to violate the neutrality of Belgium have been known, and the consequences plainly indicated. The purpose of this "injured innocent" pose was evidently to represent Britain as the aggressor. But despite all the laboured efforts of their apologists, including their most eminent scientists and professors, no one has been deluded except those wishing to be deluded. Indeed, the German Chancellor in his impassioned interview with Sir Edward Goschen, the British Ambassador, overreached himself; and his vivid language in describing the Treaty of London as "a scrap of paper" has seized upon the imagination of the world and become historic. It is one of those lapses that no gloss or explanation can clear away, because it is recognized as aptly and tersely describing the German point of view. The plea of Germany that it was necessary to invade Belgium because France intended to do so, or because there was a French garrison in Liège, is quite unconvincing, because quite unfounded; and the latest defence of the Chancellor, to the effect that in 1911 Britain had determined to throw troops into Belgium without the consent of the Belgian government, is effectively answered by Sir Edward Grey, the British Foreign Secretary. He shows that the documents discovered at Antwerp recorded the conversations of British and Belgian officers, made necessary by the menacing preparations on the part of Germany of military railways right to the Belgian frontier. He shows that in these conversations between military officials, it was expressly stated that no attempt would ever be made by Britain to put troops into Belgium, unless another country violated her neutrality. So the German Chancellor's argument amounts to saying that Belgium, foreseeing the wrong to be done, violated her rights as a neutral state by considering the means by which the wrong might be resisted. The pity is that the preparations were not more adequate. For now that the war has made us familiar with the political theory and practice of Germany, we can see that the real cause lies far back of the incidents of last summer.

#### THE PRUSSIANIZING OF GERMANY

The real cause may be stated briefly as the Prussianizing of Germany. To understand this is to understand the reason for the balking of negotiations, the violation of neutrality, the ruthlessness of devastation, the indifference to conventions, in a word the *lawlessness* with which the Germans have conducted the war. It will account also for that expenditure on army and navy already described. By the Prussianizing of Germany is meant the bringing of Germany under the dominance of Prussian ideals of government. These ideals are essentially military. From the teaching of philosophers like Nietzsche, historians like Treitschke and soldiers like Bernhardt, we can gather the substance of the

philosophy adopted by the German Government. "The State is above everything else in the world; the state is exclusively national and is essentially power; the highest duty of the state is self-preservation, and that means care for its power; the greatest sin of a state is weakness. The armed state is the vehicle of the highest culture, that is German culture. Since the state is supreme, it has the right to repudiate treaties or do anything else it may find convenient for its interests."

The result of this doctrine is naturally the glorifying of war, offensive as well as defensive. War is called the chief business of the state, the medicine for a sick nation, the law of humanity. Offensive war is justified on the ground that a growing nation can hold all its members only by growth of territory; so colonies must be seized. Hence the necessity of sea-power, and the hatred of Britain for keeping Germany "from her place in the sun."

Briefly the Prussian doctrine is just a restatement of the one in the familiar lines of Wordsworth:

"The good old rule  
Sufficeth them, the simple plan,  
That they should take, who have the power,  
And they should keep, who can."

It is the old pagan doctrine that "might makes right", glossed over by high sounding terms like "political idealism", "heroism", and above all "culture." It is to be feared that evil associations have corrupted that last word for all time. Certainly humanity will never again be able to think of "Kultur", without also thinking of the ruins of Louvain.

The Prussianizing of Germany dates back at least to Frederick the Great, but the triumph of Prussia over France accelerated the movement. For, rallying to the cry of a "United Germany", twenty-six states confederated in 1871 with Prussia as the dominant partner, and with the King of Prussia as the German Emperor. The form of government then adopted has lent itself to the Prussianizing process; for though with certain semblances to democracy, in reality it is a despotism with the Kaiser and the Prussian Junkers or gentry in supreme control. The military ideals described above permeated the race, and so a war of aggression on the part of Germany became inevitable. Rosebery, with characteristic aptness, has likened the relation of Prussia and Germany to that of the mahout and the elephant.

#### CONCLUSION.

It is necessary, therefore, to combat Germany, if we are to vindicate the reign of law against lawlessness, honour against dishonour, democracy against despotism, the right of the weak against the might of the strong.



War is dreadful; but if ever the British Empire engaged in a righteous and necessary war, it is this one. The Empire is at war, and Canada, a part of that Empire, is at war. Our national existence, all that makes life dear, is at stake. We in Canada are as much concerned as our kinsmen in England or Scotland. It is therefore our high privilege as it is our bounden duty, to send men and spend treasure without stint, and to make any sacrifice needed to aid in bringing this war to its just and inevitable conclusion.

---

FROM EXAMINATION PAPERS.

"The Family Compact in Nova Scotia found an able defender in Lord Haliburton, a clock maker."—*From an Ontario High School.*

"Daniel Webster was sent out by Great Britain to be Governor-General of Canada."—*From an Ontario High School.*

*A supplementary reading essay on "The Merchant of Venice"*—"A rich Venetian owed money to a Jew and he couldn't pay it, so his wife paid it."

*From a history note by a Firth Former.*—"Charlemagne began fighting against the Saracens in 778 and gradually drove them farther back till finally he captured Granada from them in 1492, and succeeded in driving them out of Spain."

"He drove to the station in a mien." (The dictionary says "mien" means "carriage".)

Sentence to illustrate the meaning of the word hypocrite:—"The man was arrested for being a hypocrite."

*A Third Former's note on "The Alabama Affair"*.—"The Alabama was an English boat built in an English port and it was sent up the river at high tide and did a great deal of damage to English trade and England. After the war, the British Government had to make restrictions to the United States for the damage done by the Alabama."

*The Pilgrim Fathers.*—Once upon a time there was a man and he was Champlain and he went to the Church of England and King James didn't like him. He went to Holland. There were too much factories, he didn't like it there either and then he went to speedwell and he didn't like it there either then he went to Mayflower and then it was called New England. They had thanksgiving day, the first time. They had there's on November 25, that is about 300 years ago and after this we have Thanksgiving to."—*Written by a senior Second class pupil.*

## Diary of the War

(Continued from March Number)

### DECEMBER.

- Dec. 1. Russians occupy Wieliczka, near Cracow. General de Wet captured at Waterbury by Commander Brits.
- Dec. 3. Germans begin a new and violent attack towards Petrokow and Lodz. Servian attack on Austrians in Servia begins. Australian and New Zealand contingent announced to have arrived in Egypt.
- Dec. 5. Botha announces that the Free State rebellion is virtually crushed.
- Dec. 6. Ferryman's house on right bank of Ypres Canal captured by Allies.
- Dec. 7. Russians retire from Lodz. Allies capture Vermelles.
- Dec. 8. Battle of Falkland Isles. British squadron sinks the German cruisers Scharnhorst, Gneisenau, Leipzig and Nürnberg. British casualties only eleven. General Beyers drowned in the Vaal River.
- Dec. 9. Servians completely defeat the Austrians and recapture the towns of Valjero and Uzice. Subhi Bey, the state governor of Basra, surrenders with his troops at Kurnah.
- Dec. 12. Austro-Hungarian troops begin a new offensive eastward from Cracow.
- Dec. 13. Turkish battleship Messudiyeh torpedoed and sunk by British submarine B.11.
- Dec. 14. Servians recapture Belgrade.
- Dec. 15. H.M.S. Fox and H.M.S. Goliath, bombard Dar-es-Salam, the chief port of German East Africa.
- Dec. 16. German cruisers shell Scarborough, Whitby and Hartlepool. Loss of life among civilians over 100.
- Dec. 17. Egypt declared a British Protectorate.
- Dec. 18. Prince Hussein, uncle of the deposed Khedive Abbas Hilmi, appointed the Government Sultan of Egypt.
- Dec. 21. French battleship torpedoed by Austrian submarine in Otranto Roads.
- Dec. 22. Russians gain victory over Austrians along the rivers Nida and Dunajec, and check the Germans along Bzura.
- Dec. 24. German aeroplane drops bombs on Dover. No serious damage.
- Dec. 25. Seven British naval aeroplanes attack Cuxhaven and some German warships. General engagement near Heligoland between British cruisers, destroyers, and German submarines and Zeppelins and sea-planes.



- Dec. 27. Germans re-occupy Mlawa.
- Dec. 28. Austrians hastily retreat to the Dukla and other Carpathian passes.
- Dec. 29. United States Government sends a Note to Great Britain "insisting on an early improvement of the treatment of American commerce by the British fleet."
- Dec. 30. German airmen bombard Dunkirk and kill 15 people.

## JANUARY.

- Jan. 1. British battleship Formidable sunk in the English Channel by a German submarine. Loss of life 546.
- Jan. 3. Turks decisively defeated by Russians at Ardahan. Austrians defeated in Bukowina after a fight extending over several days.
- Jan. 4. French capture Steinbach in Alsace, and the heights dominating Sennheim.
- Jan. 5. Turks decisively defeated by Russians at Sarikamish. One army corps captured. In Bukowina, Russians occupy Gurahumora and Borksoheia. Five German prizes sold by auction in London realise \$650,000.
- Jan. 8. French make progress north of Soissons, capturing a redoubt and two lines of trenches. British send an interim reply to U.S. note.
- Jan. 9. Germans recapture Upper Burnhaupt in Alsace from the French.
- Jan. 10. French capture Spur 132, North of Soissons.
- Jan. 11. Russians begin a new offensive movement in East Prussia.
- Jan. 12. Germans defeat the French at Soissons and force them to retire across the Aisne.
- Jan. 14. Victory of Russians over Turks at Kara-Urgan. Kirlibaba Pass on the Transylvanian frontier captured by Russians.
- Jan. 19. German Zeppelins drop bombs on Yarmouth, Cromer and King's Lynn. One Zeppelin destroyed. French submarine Saphir officially announced as missing after attempt to enter Dardanelles.
- Jan. 22. S.S. Durward sunk by German submarine U.19 off the Dutch Coast.
- Jan. 24. British patrolling squadron sinks the German armoured cruiser Blücher and injures two others in a running fight in the North Sea. British casualties 14 killed and 29 wounded. Austrian concentration against the Russians in Bukowina becomes marked.

- Jan. 25. All stocks of wheat in Germany taken over by the Government. Violent attacks on the British lines at La Bassée repulsed with great loss (two battalions).
- Jan. 26. Parsefal airship brought down and captured by the Russians in the Baltic off Libau. Germans capture two companies of French troops in a quarry at La Creute. Austrians re-capture the Uszok Pass. British naval raid on Alexandretta 25th and 26th.
- Jan. 27. Germans advance in the heights of Craonne.
- Jan. 29. Germans attempt to cross the Aisne and are repulsed. A new Russian army in the extreme North, reaches Tilsit in East Prussia. Dunkirk bombarded by aeroplanes. Several persons killed and wounded.
- Jan. 31. The 180th day of the war. German submarines U. 21 and U. 31 sink four British merchant vessels and seriously damage a fifth. Three were sunk in the Irish Sea and the fourth in the English Channel.

---

#### IT WOULD SEEM SO.

THE lesson was in natural history, and the new teacher had chosen the interesting but complex subject of the cat.

"Now, children," she said, "tell me what sort of clothes pussy wears."

No reply.

"Come, come!" said she, determined to extract the right answer by naming everything that pussy did not wear; "does she wear feathers?"

A pained expression crossed the face of a little boy in the front row.

"Please, Ma'am," he asked, pityingly, "ain't you never seen a cat?"

---

#### IN BAD COMPANY.

THE class was studying weights and measures. "Why is it," said one pupil, "that the avoirdupois system, unlike the Troy system, has no scruples?"

"Because, my boy," said the professor, who was a married man, "it is used to weigh coal and ice."

---

#### WOMEN'S CAPES.

CAPE of Good Hope—Sweet Sixteen.

Cape Flattery—Twenty.

Cape Lookout—Twenty-five.

Cape Fear—Thirty.

Cape Farewell—Forty.



## The British Navy

PROFESSOR PETER SANDIFORD, M.Sc., Ph.D.  
Faculty of Education, University of Toronto

**I**N the pre-Dreadnought period of the British Navy immense importance was attached to smartness or appearance. The paint was invariably fresh and clean, and the brass-work shone like a mirror. As ships were judged on these grounds, the rivalry between commanders for spectacular appearances grew and grew, and as the extra paint and furbishings came out of the pay of the officers, the whole thing was becoming an intolerable burden. Grumblings were heard on every hand but the outburst was prevented by the "Fisher Reforms". The Navy was reorganised from top to bottom with fighting efficiency as the sole end in view. Gunnery practice took the place of obsolete deck exercises, and seamanship the place of afternoon tea-parties in port. There is now a drabness about the Navy, but drabness is the price we pay for efficiency. How efficient our Navy is, can be judged from its success over the Germans. For the most part it has beaten them without firing a shot.

How is our Navy organised? In the first place the main control is centred in the Board of Admiralty. This Board is composed of a First Lord, four Sea Lords, two Civil Lords, a parliamentary and financial Secretary, and a permanent Secretary. Each of these has his allotted tasks. The First Lord is a statesman with a seat in the Cabinet. His duties are to exercise a general supervision and direction of all business relating to the Navy, and to be the mouthpiece of the Navy in Parliament. The four Sea Lords are naval officers. The First Sea Lord attends to the preparations for war and to all the large questions of naval policy and naval warfare. He is the chief adviser to the Board. The Second Sea Lord supervises the manning and training of the fleet, the plans for mobilisation, and, with few exceptions, the service and appointments of officers. The Third Sea Lord superintends the designs of ships, guns, mountings and material which affect the fighting efficiency of the fleet. The Fourth Sea Lord attends to the transport service, the naval stores, payment of officers and men, etc. The work of the Civil Lord is the superintendence of works and buildings, and, in general, with the land side of the Navy. The Additional Civil Lord deals with all contracts for matériel for the fleet-ships, machinery, guns, armour and so forth. The parliamentary and financial Secretary, as his title implies, supervises the finance, estimates, and expenditure generally. The

Permanent Secretary runs the general office of the Navy, and attends to correspondence and the discipline of the clerical staffs of the various Admiralty departments, of which there are nineteen. It will thus be seen that the Navy is run upon sound business lines—central control with individual responsibility in each of the departments.

On the water it is the individual officer or seaman who counts. What about the personnel? The glory of the British Navy is in her officers and men, and most of these are carefully trained from childhood up. The officers enter the Navy as cadets at twelve to fourteen years of age. They go through a course of "college" training at Osborne or Dartmouth, and are then drafted to sea in a special training cruiser. They become midshipmen, and are then eligible for ships in the fleet. The next step upward is to sub-lieutenants, after which come more courses and college, then more time at sea and finally promotion to lieutenants. Choice must now be made as to whether they will specialise in gunnery, torpedo, or navigation. In recent years the submarine and air services have also claimed their specialists. But in all cases an all-round training must be acquired before specialist courses are begun. The whole course of training from bottom to top is excellent. In college, the practical courses in engineering, etc., are models of their kind.

The men of the fleets are divided into two great classes—seamen and stokers. The age of entry for bluejacket boys is from  $15\frac{1}{4}$  to  $16\frac{3}{4}$  years. Others enter at later ages—engine-fitters and turners, coppersmiths, boilermakers, etc., from 21 to 28, and stokers and stewards from 18 to 23. The boys in training become ordinary seamen at 18 and able seamen (A.B.) as soon as they can pass the necessary examinations. The discipline in the Navy is strict yet just. A delinquent always has the right of appeal to a higher tribunal.

The pay in the Navy is fairly good. In addition to board, lodging and clothing, a seaman and a stoker may get as much as \$1.50 per day, while an engine-room artificer or an electrical artificer earns \$2.00 per day. The officers earn much more. A lieutenant earns from \$913 to \$1460 per year; a captain of the fleet \$5475; and an admiral \$9125. For the higher officers there are always large grants known as table-money to cover the cost of the entertaining which is traditionally done on a large scale. In 1914-15 the personnel of the Navy was 151,000 costing in wages the sum of \$44,000,000. The total cost of the Navy for the year was \$267,866,000.

War vessels are busy places. Even in harbour in peace time there is much to do. The following is a typical programme for such conditions: 4.30 a.m.: Call boatswains' mates and ship's police; 4.45: All hands lash up and stow hammocks; 4.50: Up all hammocks; 5.00: Cooks; 5.05: Hands to cocoa and wash; 5.35: Hands fall in, scrub decks and clean duty



boats; 6.15: Hands to bathe; 6.40 Watch below, clean mess deck, watch on deck, clean wood and brass work; 7.50: Band call, cooks; 8.00 Hoist colours. Breakfast. Hands to clean (i.e. to dress in the notified suit of the day); 8.30: Commander's defaulters; 8.45 Both watches fall in; 9.10 Divisions for inspection; 11.45: Clear up decks, cooks; 12.00 Dinner; 1.15 p.m.: Clean guns; 1.25 Both watches fall in; 3.45 Clear up deck for evening quarters; 4.00 Quarters; 4.30 Tea, shift into night clothing; 5.30: Hands to bathe; 7.30: Supper; 9.00 Officer's rounds; 10.00 Pipe down.

Such a time-table does not leave much time for indolence. But there are numberless special drills such as "Out all boats", "Clear for action", "Out torpedo nets", which come from the commander of the squadron. At sea, the time-table is different and more strenuous. The arrangement of meals has been criticised by medical men and others on the ground that breakfast comes too late. Others have criticised the custom of serving out grog. There are, however, an increasing number of men who take money payments in lieu of liquor.

The theory underlying the British Navy is that speed and big guns are better than speed and heavy armour. For the present the gun has outstripped armour in the race. A battleship is simply a floating mobile fort. Stability for big guns is the main consideration in her construction. The biggest guns of the Navy are the 12", the 13.5" and the 15". All are made in sections and wired. No less than 135 miles of steel tape, 1/4" wide and 1/16" thick, are used in wiring a 12" gun.

A 12" gun is 51 ft. 7 ins. long and fires a projectile weighing 850 lbs. A 13.5" gun weighs 76 tons, is 52 ft. 6 ins. long and discharges a projectile of 1400 lbs. weight with a muzzle velocity of 2821 feet per second. The new 15" gun fires a projectile of 1800 lbs. Only the most recent vessels—the Royal Sovereign and the Queen Elizabeth classes—carry these guns.

War vessels are divided into three great classes—battleships, cruisers and torpedo craft, including submarines. Cruisers are either armoured, protected, or unprotected. They serve as scouts. The so-called battle cruisers, such as the Lion and the Tiger, are really very speedy battleships. Destroyers and submarines are the modern forms of the original torpedo boats. The latest type of destroyers—the Arethusa class—are destroyer-destroyers, in reality very speedy, protected light cruisers.

The British Navy is divided into fleets—the First, the Second, and the Third. The First Fleet is divided into four battle squadrons plus the Iron Duke—the flag-ship of the fleet. The first battle squadron consists of eight battleships of the Dreadnought and Super-Dreadnought type; the second of eight Super-Dreadnoughts; the third of eight pre-Dreadnoughts of the King Edward VII type; the fourth of three Dread-

noughts and one pre-Dreadnought. Affiliated with the First Fleet are the following: four ships composing the first battle-cruiser squadron, four ships composing the second cruiser squadron, four ships composing the third cruiser squadron, four ships composing the fourth cruiser squadron, four ships composing the first light cruiser squadron, six mine-sweeping gunboats, and four flotillas of destroyers, totalling seventy-five ships. Behind the First Fleet are the less powerful, though still useful, Second and Third Fleets.

Space forbids us from giving the names and details of the whole fleet, but the following lists give details of the best types of British warships.

#### BATTLESHIPS.

*Queen Elizabeth Class* comprising the Barham, Malaya, Queen Elizabeth, Warspite and Valiant. Tonnage 27,500; h.power 28,000; speed 25 knots; Completed in 1914 and 1915; armament 15 in., 8; 6 in., 16; 12-pr., 12; torpedo tubes 5.

*Iron Duke Class.*—Comprising the Benbow, Emperor of India, Marlborough and the Iron Duke. Tonnage 25,000; h.power 29,000; speed 22.5 knots; Completed 1914; armament 13.5 in., 10; 6 in., 12; 3-pr., 6; torpedo tubes 5.

#### BATTLE CRUISERS.

*Queen Mary Class.*—Comprising the Queen Mary and the Tiger. Tonnage 27,000; h.power 78,700; speed 31 knots. Completed 1913 and 1914; armament 13.5 in., 8; 4 in., 20.

*Lion Class.*—Comprising the Princess Royal and the Lion. Tonnage 26,350; h.power 70,000; speed 31 knots. Completed 1911 and 1912; armament 13.5 in., 8; 4 in., 16.

*Arethusa Class.*—Comprising the Royalist, Inconstant, Phaeton, Penelope, Galatea, Undaunted, Arethusa. Speed 30 knots. Completed 1914; armament 6 in., 2; 4 in., 6.

*Chatham Class.*—Comprising the Birmingham, Chatham, Dublin, Lowestoft, Nottingham and Southampton. Tonnage 5,400; h.power 26,500; speed 25 knots. Completed 1912, 1913, 1914; armament 6 in., 8; 3-pr., 4; nine quick-firing and machine.

#### SUBMARINES.

*E. Class.*—Displacement 800 tons; speed 10-16 knots. Completed 1911 and 1913; armament 4 tubes and two 3 in.

*F. Class.*—Displacement 1000 tons; speed 12-20 knots. Completed 1913 and 1914; armament 6 tubes and two 3 in.



## TORPEDO DESTROYERS.

*L. Class.*—Comprising the Laertes, Laforey, Lance, Landrail, Lark, Laurel, Laverock, Lawford, Legion, Lennox, Leonidas, Liberty, Linnet, Llewellyn, Lookout, Louis, Loyal, Lucifer, Lydiard and Lysander. Displacement 980 to 1100 tons; h.power 25,000; speed 32-33 knots; armament three 4 in., and four 21 in., torpedo tubes.

*M. Class.*—Comprising the Manly, Mansfield, Marksman, Mastiff, Matchless, Menace Mentor, Meteor, Milne, Minos, Miranda, Monitor, Moorsom, Morris, Murray, and Myngs. Displacement 1200 to 1350 tons; h.power 27,000; speed 34 knots; armament four 4 in., and four 21 in. torpedo tubes.

---

## Book Reviews

*The Origins of the War* by J. Holland Rose, Cambridge, at the University Press, 1914, pp. 201. Price 2s. net. This is a weighty book although issued in paper covers. It is a reprint of eight lectures delivered at the University of Cambridge during the early part of Michaelmas term. The substance of the book is the history of Germany in the XIXth and XXth centuries with the emphasis placed on the last fifty years. The titles of the chapters give but a faint indication of the wealth of erudition to be found in them. Topics such as Anglo-German Rivalry, The Kaiser, Germany's World-Policy, Morocco, The Bagdad Railway, Alsace-Lorraine, The Eastern Question (1908-1913), The Crisis of 1914, and The Rupture, could have been treated by most of us just now, but we should either have dealt with them superficially or lost ourselves in a maze of details. Dr. Rose has done neither. Instead, he has made the later history of Germany into a comprehensible story. While we may not always agree in the interpretation of the facts, we may congratulate the author firstly, on the overwhelmingly large number of his facts; and secondly, on the masterly way he has marshalled them into his tale. We are not surprised to find that the historian of Napoleon I should have discovered so many resemblances between him and Kaiser Wilhelm II. The work is perhaps the best of its kind that has yet appeared. At least the present reviewer has read none which is better. We heartily commend it to our readers.

P.S.

*Stories of London*, by E. L. Hoskyn. Adam & Charles Black, London. The Macmillan Co., Toronto. pp. 63. Price 1s. A great deal of very interesting history is interwoven with the stories in this little volume. We get a glimpse of London in every age of its existence. The book should be valuable as a supplementary reader in history for Third and Fourth Book Classes.

## The Eastern Campaign

(Continued from March number).

C. L. BROWN, M.A.

University Schools, University of Toronto

THE campaign opened with a severe defeat of the Russians at Krasnik, fifteen miles from the border. Few details of this battle have been made public, but it resulted in the Austrians pressing on toward Lublin. This serious advance under General Dankl continued until he met a superior force under General Russki, south of Lublin. The Russians occupied a strong defensive position upon which repeated attacks of the Austrians were of no avail. Unable to advance further, the Austrians began to retire and were soon in full retreat toward the border.

In the meantime the Germans had advanced as far as Lodz, but meeting a superior force at Pobianitz, they began to retire without offering serious resistance. The retreat of General Dankl from Lublin and the Germans from Lodz left General Russki free to advance in earnest against Galicia. He had the finest army Russia could put in the field. As soon as he crossed the border he found he was welcomed as a deliverer by the native population. By the capture of Tarnopal, he forced back the Austrian centre toward Lemberg, and by a successful engagement at Hlish the Austrian right was also forced back upon Lemberg. This gave him possession of all Galicia east of Lemberg, and he immediately prepared to attack the army defending this place.

When General Dankl retreated from Lublin, he endeavoured to join the forces at Lemberg, as did also the army from Kielce, but General Russki intercepted both these armies defeating the first with terrible loss at Tomasov, and the second at Podgorzo. In the meantime the battle of Lemberg was proceeding. It continued for seven days with most stubborn fighting and ended in a great victory for the Russians—the smashing of the military power of Austria. The Russians took 637 guns, 44 quick-firers, flags, 64,000 prisoners together with immense stores of ammunition and provisions. With the defeat of these three Austrian Armies, the Austrian force was reduced by the middle of September to half a million men, struggling for their lives in morasses and besieged fortresses against the victorious troops of Russia. Henceforth Austria must depend upon her northern ally for the defence of her borders. But Germany, hard pressed in the west, and struggling to keep the Russians from her eastern boundaries, has not been able to give Austria the needed help. As a consequence, Russia has occupied the whole of Bukowina



and nearly all of Galicia, and has also advanced through the Carpathians into the plains of Hungary. The fortress at Przemsyl stands out as the one bright spot in the Austrian defence. For practical purposes Austria-Hungary as a military power has ceased to exist. The humiliation and downfall of this Empire is a deserving fate to the nation that provoked the war.

With the entrance of Turkey into the war in early November, the Russians had a frontier of about a thousand miles to defend. The Turks took the offensive by despatching two armies into the Transcaucasian province with Batum on the Black Sea and the interior fortress of Kars as their objectives. Both have suffered defeat, the first at Ardahan and the other at Sari Kamish. These defeats open the way for a Russian advance into Turkey by way of Erzerum when the snows have melted from the passes. The fate of Turkey may be closely related to that of Austria-Hungary.

To return to the German campaign, attack and counter-attack have followed each other in such quick succession that it is difficult to give more than a general idea of the results. The retreat of the Russians from east Prussia at the end of August was followed at once by a German invasion of Poland. Three armies pushed forward at this time, the one to the north advanced toward Grodno, but was defeated near Suwalki and retreated into east Prussia. The second advanced at Mlawa and the third in the south toward Kalisz, where they were defeated and forced to retreat to the River Warthe. These armies were reformed and reinforced until a force estimated at two and a half millions, was concentrated for a second invasion. This advance led to the first great battle of the Vistula where such heavy losses took place on both sides. The result of the battle, however, was favourable to the Russians who forced the Germans from a point perhaps twenty miles west of Warsaw, back to the River Warthe, a distance of seventy-five miles.

But the army of Von Hindenburg was again reformed and reinforced to check the Russian offensive and another advance was made, the Russians retiring to the Bzura River. General Mackensen defeated the Russians about Lodz and Lowicz, capturing a large number of prisoners. On December 6th, the Russians evacuated Lodz, after a severe battle lasting several days. The estimated losses were, Germans 160,000, Russians 120,000. Mackensen then advanced to within fifteen miles of Warsaw. However, he failed to reach the city and the whole army was forced back again. The struggle continued with advances and retreats accompanied by tremendous losses, especially on the Bzura and Pilitza Rivers. This conflict of German and Russian arms is still undecided. The Russians outnumber their opponents, but seem to be

satisfied to let the Germans hammer away and destroy themselves in a vain endeavour to reach Warsaw.

To sum up the first six months of war, Russia has decisively defeated the Austrians and the Turks, and has destroyed a large part of the German forces sent against her. Her full fighting force is only now in the field and from East Prussia to the Roumanian frontier the Czar's millions are thrusting back the Teuton in the greatest general assault over recorded in history. Germany, on the other hand, finds herself fighting almost single handed, not only to defend her own frontiers, both east and west, but also to save her allies from complete disaster and collapse in this struggle which in a large measure, she was instrumental in originating and which at all events she might have prevented.

Fortunate will it be, if, at the close of the conflict, the internal development of natural resources, commercial enterprises and moral and political reforms saves the Russian people from the militarism, which victory in this war will have a tendency to create.

#### AS A CHILD UNDERSTOOD IT

In a class in arithmetic the word "average" was encountered. The teacher, wishing to make sure that the work was understood, asked the meaning of the word. One boy raised his hand:—

"Please ma'am, it's what a hen lays an egg on."

"Wha-at!" exclaimed the astonished teacher.

"Well, that's what my book says," replied the boy.

The teacher requested him to bring the book and show her the statement to which he referred. He got his reader and pointed to the sentence: "The hen lays one egg a day, on an average."

#### OBEDIENT TO THE LAW

PARENTS of Wayne, a suburb of Philadelphia, are required to report promptly any case of contagious disease, in compliance with the regulations of the local Board of Health.

In accordance with this order, Health Officer Leary received this postcard recently:

"Dear Sir—This is to notify you that my boy Ephriam is down bad with the measles as required by the new law."—*Harper's Weekly*.

#### PROBABLE

PROFESSOR—"Why do men misspell so often?"

STUDENT—"Probably because they pay more attention to the miss than they do to the spell."—*American School Board Journal*.



# The Western Campaign

(Continued from March number)

E. L. DANIHER, B.A.

University Schools, University of Toronto

**A**S the result of the lengthening of the German line caused by the French hold on Verdun, the weakening by transference of troops to Alsace and East Prussia, and the heavy wastage of the last two weeks, the German army on September 3rd, found itself without the necessary power to guarantee success. The line was too long for the number of soldiers at the disposal of the German generals. An offensive on the part of the Allies under such circumstances might prove very dangerous. Suddenly Von Kluk on the German right, wheeled from a south-westerly direction to a south-easterly, marching straight across the front of the British to take the 5th French army on the left flank, leaving a force west of the Ourcq to guard the rear, but quite disregarding the British on his right, who were withdrawn slightly behind Crecy and Coulommiers. At this point the Battle of the Marne opened.

## II. THE BATTLE OF THE MARNE AND RETREAT TO THE AISNE.

The German advance was checked on September 5th, when the extreme right was halted at Meaux on the Marne. On September 6th, the British forces, south of the gap east of Paris, moved up to take Von Kluk on the right flank. Records show that all parties saw that the crisis had come. Generals on both sides took their men into their confidence and exhorted them, in the orders of the day, to make the supreme effort of the many days of fiercest fighting. On September 7th, the whole allied line began a strong offensive. The German force on the west bank of the Ourcq was attacked by General Pau from the north of Paris, and forced across the river. Von Kluk attacked on the right flank, had to fall back to the Marne, and Von Bülow farther east had to conform. Von Bülow in the centre, and those on his left for some distance, retreated very rapidly, but the pressure upon them was relieved by the strong stand made by those to the west and east, Von Kluk to the west at La Ferte-sous-Jouarre and the German force to the east at Vitry-le-François. The British crossed the Marne east of La Ferte at Château Thierry on September 9th, and Von Kluk hastily retreated north towards Soissons. The "invincible" German machine was met by an organisation which proved its equal. There was a tremendous weakening of the morale of the German soldiery, and an equal gain for the opponents. We have lists of decisive battles of the

past. Ultimate success of the Allies will guarantee for the great Battle of the Marne a place in that list.

The first month of the war was favourable to the forces of Germany; at the beginning of the second month it was quite as plainly going the Allies' way. By September 11th, the Verdun-Paris line had retreated north forty of fifty miles, taking up the previously fortified positions on the right bank of the Aisne. With this the struggle in the West entered upon the third stage.

### III. THE EXTENSION OF THE LINES TO THE NORTH FROM NOYON.

On September 12th, the allied forces reached the Aisne, crossed in pursuit and attacked on the whole front. The German wedge, still holding west and south of Verdun, had to withdraw from Vitry-le-François and Revigny, but still maintained its footing at the south of the Argonne Forest. The French on this same date had successes along the Verdun-Belfort line, occupying several smaller towns. The Germans withstood the attack along the Aisne except in some few places where they gave ground for the purpose of adjustment. No great results were expected; the Germans were extremely well entrenched on the high ground all along the north bank. Their line stretched from the Argonne west, passing north of Rheims, crossing the river near Berry-au-Bac and continuing west, north of Soissons and Compiègne. For the next week fighting went on without any decisive results.

The Germans, thinking they had sufficiently terrorised the people of central Belgium and drubbed the Belgian army, began to draw off reinforcements from their lines of communication for the work in France. King Albert with his army again sallied out for a week's fierce fighting through Aerschot, Malines, and Louvain, and seriously threatened to drive the Germans out of Brussels. A realisation on the Kaiser's part of what the Belgian army was still capable of was no doubt the immediate reason for his demanding that Antwerp be dealt with. The siege of Antwerp, begun on September 26th, was pushed forward with the greatest determination. On this same date the Germans got a foothold on the Meuse at St. Mihiel.

Failing to dislodge the enemy from their strong positions on the Aisne by a frontal attack, the Allies on September 21st began a flanking movement from Noyon on the German left, carrying the line to the north from that point. The opposing forces had each very much at stake. The Allies hoped to join the Belgians, relieve Antwerp and thus hold the foe to the east. The Germans sought to prevent the giving of any such help, to effect the capture of Antwerp and with it, almost inevitably, northwest Belgium to the sea.



The lines were pushed north very rapidly. Cavalry on each side was used very extensively, the ground being hotly contested before the infantry could be brought along. The extension of the line passed through Roye, Peronne, Albert, Cambrai and Arras, the latter place being reached on October 1st. Very severe fighting took place along this line with varying results.

The Germans put a stop to the extension of the lines by means of a large army aiming west, north of Lille. This compelled the northern allied flank to bend away from Antwerp to the west to receive the new opposition on their front. All hope of a successful flanking movement on the part of the Allies was lost when Antwerp capitulated on October 9th, after the Belgian army under King Albert had escaped on October 8th. This move of the Germans was a strong one; it bent the allied line to the left, threatened to reach the coast and march on Calais and Dunkirk, and in doing so shut the Belgians up in the north-west corner of their country. To meet this difficulty, Joffre sent a large force to the coast on October 10th. On the next day a junction was effected between the Allies and the Belgians, and the danger greatly lessened. At this time the British forces were being secretly transferred from the Verdun-Noyon line to the Noyon-North Sea front. The transfer was completed by October 19th.

To prevent the German forces from being moved west, the allies, on October 13th, attacked the enemy with some success at Berry-au-Bac, and the Germans retreated somewhat over a considerable portion of their front.

#### IV. SIEGE WARFARE FOLLOWING TAKING UP OF POSITIONS.

The struggle now can best be characterised as siege warfare. It extended from the North Sea to Switzerland with three fronts—North Sea south to Noyon, Noyon east to Verdun, Verdun south-east to Bel-fort.

From the middle of October the important fighting for a time was on the western end of the line. On October 16th, the Germans took Zeebrugge, the port of Bruges, but the Allies, acting from the Ypres region to the sea, barred their advance to the south.

Between October 17th and 26th the Germans attacked especially in the La Bassée, Lille, Armentières region and to the north on the Lys near Ypres, and on the Yser at Dixmude and Neuport, trying for the coast towns of France. In the latter region, on the Yser, the fighting was some of the most desperate of the war. British warships were used along the coast and did excellent service in easing the attack on the hard-pressed land forces.

In the latter part of this period the French pushed their attacks in Lorraine.

There was a lull in all operations for a week, followed by a fierce assault on the French lines at Soissons on November 3rd, 4th, and 5th.

The next movements of importance came in the week November 20th to 26th. The enemy attacked Verdun and fought hard in the Argonne. But the French in the counter offensive carried the fighting to the east, quite close to Metz, bombarding Arnaville.

During the first week of December, the French again moved into Alsace, capturing Upper and Lower Asaph, and advancing near Altkirk against strong opposition.

During the third week in December, the Allies by heavy fighting, tried to advance all along the line. The distance gained varied from four to ten miles.

The new movement into Alsace was not merely a raid; the French intended holding what they could take. They organized the municipal government under the laws of France; General Joffre told the people of Thann that they were Frenchmen forever. On January 4th they took complete possession of Cernay and Steinbach and held back strong forces from Altkirk and Mülhausen.

Since January 6th, both sides have been massing troops. The allies have been moving steadily but very slowly along the coast. To check that work the Germans have attacked the British in force at La Bassée and Bethune. These attacks have been repeated, but each time have been repelled with great losses to the enemy.

By far the most important operations of January have been those at Soissons which have lasted throughout the month. Each side considers this a very important section of the battle-front. To gain a serious footing on the north bank would enable the French to bring Laon, the key to the German position, under direct fire from the Craonne plateau. To the Germans, a footing on the south bank would put them in position for another possible drive on Paris, while the loss of the plateau would likely compel a retirement of the whole line.

During the latter part of the month, persistent rumours have come of the transference of British troops in large force to the continent, and the bringing into central Belgium of large German reinforcements. Whether this will result in heavy fighting in the near future, or whether it is in preparation for the titanic struggle of the spring, remains to be seen.

---

MOTHER—Johnny, stop using such dreadful language!

JOHNNY—Well, mother, Shakespeare uses it.

MOTHER—Then don't play with him; he's no fit companion for you.

—*Tit-Bits.*



# The Successful Teacher

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

IT was the last day of May when I visited Miss Thorne's school, and it was an unseasonably hot day.

School was not called in until 1.45, as the teacher was reading to the pupils under the trees.

When they were assembled in the class room, she said to them: "Now, children, it is very warm; but we'll do the best we can. If any of you think you would be more comfortable at home, you may go whenever you feel disposed."

This was a most unusual proposition, and I was intensely interested to observe how it would be received by the children. "It is all right here," remarked the largest boy, and the others all smiled, and the teacher and visitor smiled too. That was a splendid beginning for an afternoon's work.

The first exercise was the building of sentences from words which the teacher placed on the board. Some of these words were: DUTY, STRUGGLED, PATIENT, FAITHFUL, CONSTRUCTED, LAUGHED, CONTENTMENT, etc.

For the younger pupils, the following: BIRDS, FIELD, RIVER, BEAUTIFUL, PLUCKED, PLAYED, BOOK.

Pupils who finished first quietly handed in their papers to the teacher, and then secured a reading book, or a picture book, from the library.

The teacher examined all the papers; and the two pupils whose sentences she considered best were given the "privilege" of writing them on the board.

"How often do you have this exercise"? I asked, while the pupils were busy with the books.

"Usually three times a week. I keep a list of words that are of most frequent use, or rather, the best of such words; and I frequently repeat those that are not well understood. Sometimes, at the close of the exercise, I ask each pupil to write five words on his paper that he would like to have used for the next lesson. They like that very much."

The next lesson was reading, or oral description of pictures, from the books which the pupils had selected from the library.

One boy began his reading in a way that indicated that he did not know it very well. The teacher interrupted in a pleasant tone: "That requires just a little more preparation, Harry."

Miss Thorne's explanation to me was that reading aloud was generally for the entertainment of the listeners, and she refused to listen to such reading unless it was entertaining.

"If a pupil is made to understand very clearly that no poor reading will be accepted, he will very soon show a marked improvement. Children so love the word of approval!"

The description of the pictures was most interesting, and indicated much previous practice in that splendid exercise. In furnishing our libraries, we should not neglect to supply a liberal number of good picture books. They sometimes talk to children more entertainingly and more beneficially than do story books, and furnish the very best opportunity for practice in oral or written English.

Mental arithmetic followed the description of pictures, and we were all very much surprised when the teacher announced that it was fifteen minutes past the regular time for dismissal. No pupils had taken advantage of her permission to go home. Why was that? Because they were having a busy, happy time, and thus forgot that it was a warm day. Moreover, they were there from choice, and not compulsion. That has a marvellous influence on children. Teachers who do not realise this truth should try a few simple experiments of their own.

When the weather is exceedingly warm, people generally make decided changes in their programme and methods of work; yet we expect the children in the schools to work the same number of hours, at the same monotonous routine. Far better to dismiss them an hour earlier on a very hot day than to develop in their minds unpleasant associations in connection with school life.

Miss Thorne had clearly made school life so attractive that the pupils preferred it to going home, even on a hot day. They did not wish to miss anything good. All teachers could do this, with careful study and planning. When we can tell the children that they may go home if they wish, and they all choose to remain, we have reached an ideal system of school management. Let us all strive to attain this ideal.

---

#### HIS INTERPRETATION.

"WHAT does this sentence mean," asked the teacher: "'Man proposes, but God disposes?'"

A small boy in the back of the room waved his hand frantically.

"Well, Thomas," said the teacher, "what does it mean?"

"It means," answered Thomas with conscious pride, "that a man might ask a woman to marry him, but only the Lord knows whether she will or not."



## April in the Primary

ETHEL M. HALL

Public School, Weston

"For lo, the winter is past; the flowers appear upon the earth; the time of singing birds has come, and the voice of the turtle is heard in our land."—Songs of Solomon. Let this be our Scripture selection for April.

### Prayer for April:—

"We thank Thee Heavenly Father  
For the coming of the Spring—  
For the flowers that bloom about us;  
For the little birds that sing;  
For the raindrops gently falling;  
For the sunshine soft and warm;  
For the breezes gently calling;  
For keeping us from harm."

### Hymn.—"God is Love."

**Nature Study.**—The power of the ice-king is broken. The streams murmur their gladness. The cheery call of the robin and the soft whistle of the bluebird greet the morning light. The song sparrow circles from tree to house-top singing his hymn of praise. The bees hum their gratitude as they bury themselves in the earliest spring blossoms. The deep voices of the pond sing their evening chorus. Under last year's leaves the hepatica lifts its face to the sun even though the snow still lingers in shady places. The Easter of the year has come again.

**Flower Study.**—Hepatica, soft maple, yellow adder's tongue, spring beauty, Dutchman's breeches. **Bird study.**—Robin, bluebird, song sparrow, fly-catcher. **Rain.**—Formation, use, rainbow.

Primary children should be cautioned against pulling the "roots and all" of the wild flowers. Owing to the careless plucking of spring blossoms, they are becoming rarer every year. Especially is this the case with the trailing arbutus.

**Legend and Story.**—1. Prince Hyacinth and the Dear Little Princess. 2. The Fairy's Umbrella—*Edith Herons*. 3. What the Water-drops Did—*Helen Flexer*. 4. Legend of the Springtime—*Sleeping Beauty*. 5. Pippa Passes—*Adapted from Browning*. 6. Story of the Resurrection—*The Bible*. 7. Echo and Narcissus—*Myths*. 8. Legend of the Easter Egg. 9. Legend of the Easter Hare. 10. Legend of the White Narcissus. 11. Legend of the Robin—*Whittier*. 12. How Robin

got his Red Breast—*Myths*. 13. How the Woodpecker got his Red Head. 14. Ripple, the water spirit—*Alcott*.

**Poems for April.**—1. The Rainbow—*Wordsworth*. 2. Who Likes the Rain—*Webster*. 3. April—*Bryant*. 4. The Springs at the Flood—*Best*. 5. An April Song—*Anthony Anderson*. 6. Fairy Umbrellas—*G. P. Du Bois*. 7. Birds Have Come Again—*Dana*. 8. April—*Whittier, Emerson, Bartod*. 9. After Winter—*Caroline Bailey*. 10. It is not Raining Rain to Me—*Loveman*. 11. April Weather—*Celia Thaxter*. 12. At Easter—*Margaret Sangster*. 13. Robin—*Celia Thaxter*.

**Literature Lesson for April:**—

There's a song in the maple thrilling and new,  
 There's a flash of wings of Heaven's own blue,  
 There's a veil of green on the nearer hills,  
 There's a burst of rapture in woodland rills,  
 There are stars in the meadow dropped here and there,  
 There's a breath of arbutus in the air,  
 There's a dash of rain as if flung in jest;  
 There's an arch of colour spanning the west;  
 April is here!

**April Songs.**—1. Over the Bare Hills—*Jenks and Walker*. 2. Snowdrops and Crocuses—*Primary Education*. 3. Nature's Voices—*Lullat*. 4. 'Tis April—*Hartford*. 5. Summer Shower—*Stearne*. 6. To the Great Brown House—*Educational Music Company*. 7. The first Green Leaves—*Boyd*. 8. The Song of the Lilies—*Willmott*. 9. Gold and Crimson Tulips. 10. Robin Redbreast—*Willmott*. 11. "Wake!", says the Sunshine—*Jenks and Walker*.

**Paper Cutting.**—Easter lilies, Easter eggs, tulips, cherry blossoms, umbrellas, lanterns.

**Art.**—Easter booklets and cards, April calendar, Japanese scenes.

**Construct.**—Japanese houses, bridges, temples, lanterns.

**Model.**—Rabbits, eggs, lilies.

**Geography.**—Japan.

I.—Geographical position.

II.—Physical Features:—1. Mountains (Fuji-Yama). 2. Rivers. 3. Lakes. 4. Cities.

III.—People of Japan:—1. Homes of Japanese. 2. Manners and customs. 3. Methods of travel. 4. Methods of shopping. 5. Children of Japan, games. 6. Products of Japan. 7. Feasts and holidays. (a) Feasts of flowers, flags, dolls, fish. (b) Carnival of Flowers. (c) New Year's Festival.



IV.—Legends of Japan:—1. Legend of the Fire Flies. 2. Legend of the Chrysanthemum. 3. Ana, the Sun Fairy. 4. The Monkey and Crab. 5. The Polite Little Jap. 6. The Story of Mouse's Wedding.

V.—Japanese Poems:—1. Indoor Sun. 2. Little Children of Japan. 3. The Japanese and Me. 4. Sunrise Land.

**Picture Study.**—Artist, Millet; Pictures—"The Sower" and "The Rainbow." Before beginning the study tell the story of the giving of the rainbow found in Genesis, and the "Parable of the Sower" in Matthew. Discuss the ancient and modern methods of sowing. Study Millet's "Rainbow" after a shower. Create a love for *good* pictures. Do not allow children to see any others.

**Phonics.**—Review of "ur". "Last Thursday, nurse took baby out in his cart. She wore a *purple* skirt and her *fur* coat. A bad *cur* of a dog ran at her and made her drop her *purse*. In her *hurry*, she *hurt* her foot. She *burst* into the *church* to get away from the dog. The dog was shot on *Saturday*."

1. Write the story as the pupils watch. 2. Write the *ur* words in colour. 3. The pupils are now ready to read aloud. 4. Let each volunteer read. Allow these to copy the story neatly. Bring forward those who require help. 5. Allow one of these to point out a known (coloured) word. Use this word from which to take the *sound* of *ur*. Drill. 6. Make a list of *ur* words as the children dictate. 7. Ask for volunteers again. 8. Assign seat work. Weak pupils may be assisted in reviews.

**Spelling.**—Take the words in section B of the manual. Use these for *oral* drill. This helps in fixing the alphabet. Allow pupils to take places at the blackboard. Dictate a word to each. Correct. This is sufficient dictation for the present. Keep *phonics* and *spelling apart*.

**Number.**—Give the child a measure starting with the *inch*, and let him begin at once to compare it with some line of his own drawing. He will at once begin to notice lengths and compare. Follow with two-inch, three-inch, etc., comparing each with all the others. Continue counting. Determine the number of sentences on the board. Read the third sentence. Count the number of books the class will need. How many papers will the third row require? Which row will require *more*? Which row will require *less*? Which ruler is *longer*? Which is *shorter*? Which apple is *larger*? Which is *smaller*? Let him *find out* that twelve inches make a foot, that three feet make a yard, etc. Teach one-half as a part compared with a whole twice as large. Teach all combinations of eight. Continue the abstract addition introducing some combinations of nine. Give much oral drill on combinations within the scope of the child's knowledge. Single lines are best for this. Do not leave a combination until it is thoroughly known. Do not allow the work to become monotonous.

## Poets of the Open Trails

DONALD G. FRENCH

Principal, Canadian Correspondence College

(The next article of this series will be "Humour in Canadian Literature").

**R**OBERT W. SERVICE, now widely known as "The Poet of the Yukon", was born in Lancashire, England, nearly forty years ago. At the age of twenty he came to Canada, and after an adventurous career embracing many cities of Canada and the Western States, he reached the Yukon district, being employed for some time as a bank clerk at White Horse. His first volume of poems was published almost by accident rather than because of any design to enter on a career as writer, but his verse soon proved tremendously popular, and he is now possibly the best-known Canadian poet.

Nevertheless, we should realise fully that Service is not a typical Canadian poet, nor should his verse be regarded on the whole as typically Canadian. He has done certain things well. He has crystallised a phase of life which has become Canadian by accident of circumstance. "The Wanderers", "The Restless Ones", "The Serfs of Freedom" are cosmopolitan—they might have been found in the Californian gold-diggings, on the South African Rand, among the Australian mines, or anywhere on the ragged edge of civilisation.

The rhythm of his poems has an irresistible sweep; the movement fairly carries one away. The plain, forcible language grips the attention, and holds it, while short, vivid, insistent epithets hammer themselves deeply into one's mind.

"The Law of the Yukon" is, undoubtedly, Service's best poem descriptive of the northland and its message. In the closing stanza of this poem we may get an example of his characteristic literary style, and at the same time the summing up of the chief thought of the poem:—

"This is the Law of the Yukon, that only the strong shall thrive;  
That surely the weak shall perish, and only the fit survive;  
Dissolute, damned and despairful, crippled and palsied and slain,  
This is the Will of the Yukon,—Lo! How She makes it plain."

"The Spell of the Yukon" lays bare the mind of the gold-seeker and shows us why he is drawn back again to a land that he calls "the cussed-est land that I know", and yet says, "There's some as would trade it for no land on earth—and I'm one". The whole philosophy of the life of the gold-seeker is summed up in these lines:—

"It isn't the gold that I'm wanting,  
So much as just hunting the gold."



His descriptions are painted with quick, vivid strokes on a broad canvas, as in:—

“Big mountains heaved to heaven, which  
the blinding sunsets blazon,  
Black canyons where the rapids rip and roar.

\* \* \* \* \*

“The summer—no sweeter was ever;  
The sunshiny woods all athrill,  
The greying asleep in the river,  
The bighorn asleep on the hill.

\* \* \* \* \*

“The winter! the brightness that blinds you,  
The white land locked tight as a drum,  
The cold fear that follows and finds you,  
The silence that bludgeons you dumb.”

Such a wonderfully effective, yet simple, bit of description of the silence of a northland valley as you get in the expression “plumb full of hush to the brim”, is an example of Service’s skill in picturing scenes and presenting moods. Then there is the long-bow type of Yankee humour in “The Cremation of Sam McGee”; there is homely philosophy in “Bluff and Grin”; there are the grandeur and weirdness of the “Wild” and the “Lone Trail”; but, above all, there are portrayed the desires, the frailties, the motives and the deeds of untamed, restless, unconventional humanity.

The defects, however, of Service’s work are but too apparent. In the first place there is a studied disregard of the requirements of rhythm. Many a line is marred by being practically rendered in prose; the metre is varied even within a stanza. Again, there is a disregard of consistency of emotional feeling and even a deliberate playing with the emotions of the reader. For example, in “Quatrains”:—

“One said: Thy life is thine to make or mar,  
To flicker feebly, or to soar, a star;  
It lies with thee—the choice is thine, is thine.

Now comes the drop:—

To hit the ties or drive thy auto-car.”

The same deliberate drop from the sublime to the ridiculous is used at the end of each stanza. It is not funny—although intended to be so—it is, rather, sacrilegious.

But our quarrel with Service is chiefly because of the philosophy of his later poems. It is useless to object that he may not be expressing his own ideals. The reader generally will take it otherwise. The lyric poem must be regarded as voicing the poet’s own emotion or else there is no sincerity about his work. Service’s philosophy is like that of others of the cult who talk so much about “back to nature”, and about culti-

vating the "primal instincts". They make their nature-worship an excuse, not for liberty, but for license; they sneer at the ideals of civilisation. Don't you believe it? Read then "The Idealist"—which I can define with no other word than "vulgar"; read "The Junior God" which is a compound of irreverence and false psychology—simply the old story of "the wild oats". How can "wallowing with the swine" make any person better spiritually, morally, or physically? It doesn't, as many a man who is a physical wreck knows to his cost—he may have a wider experience, he may be "wiser" in that sense, but how in the name of simple truth can he be better? So when you read Service, be careful to select the wheat from the vast amount of chaff, and do not be carried away by forceful expressions that have not the essential truth behind them.

Robert J. C. Stead, "the poet of the prairies" was born in Ontario, but his parents moved to Manitoba, when he was only two years old so that he grew up under the influences of the broad prairie. His family were pioneer settlers at Cartwright, and for some time after their arrival there was no sign of human habitation as far as eye could reach, except the lone white tent of the new homesteader.

Mr. Stead was educated at the local public schools and afterward took a commercial course at Winnipeg. He started in business for himself when seventeen years of age; and at eighteen established a weekly newspaper. More recently he moved to High River, Alberta, where he is engaged in business.

His first verses were published in a Winnipeg daily paper when he was but thirteen years old. "The Empire Builders", and "Prairie Born", are two volumes of his poems. The poem, "The Empire Builders", which gives its name to the book is typical of the imperialistic note of much of his verse. He sees his native country always the loyal child of the Empire. In "Mother and Son", he voices this feeling in a strong climax:—

"Then lead and your son will follow, or  
follow and he will lead,  
And side by side, tho' the world deride,  
We will show by word and deed.  
That you share with me my youthfulness,  
and I with you your prime,  
And so it shall be till the sun shall set  
on the uttermost edge of time."

But his own special field is the interpretation of the life of the prairie, its problems, and its future. In the poem, "The Plough", he has written the epic of the West:—



"What power is this that stands behind the steel?  
 A homely implement of blade and wheel  
 Neglected by the margin of the way  
 And flashing back the blaze of dying day;  
 Or dragging slow across the yellow field,  
 In silent prophecy of lavish yield,  
 It marks the pace of innocence and toil,  
 And taps the boundless treasure of the soil.

"Before you came the red man rode the plain  
 Untitled lord of Nature's great domain;  
 But all lay silent, useless and unused,  
 And useless was because it was unused."

"You came. Straightway the silent plain  
 Grew mellow with the glow of golden grain;  
 The land became alive with busy din,  
 And as the many settled, more came in;  
 The world looked on in wonder and dismay—  
 The building of a nation in a day."

With the eye of the seer he looks beyond the ragged shack of the homesteader and sees what that shack means to the future of the country:

"Greater than the measure of the heroes of renown,  
 He is building for the future and no hand can hold him down;  
 Tho' they count him as a common man, he holds the Outer Gate,  
 And posterity shall own him as the father of the State."

In such poems as "God's Signalman", "Going Home", and "The Seer", there is weirdness, pathos, and strong dramatic power. In "The Mixer" and "The Son of Marquis Noddle", there is a humorous appreciation of the troubles of the immigrant in adapting himself to new conditions.

Some resemblance may be noted between these poems and Service's with respect to form, but most of them were written before Service's work appeared. Both writers have followed to some extent the forceful style and swinging rhythms of Kipling. These two "poets of the open trails", have, however, distinctly different attitudes toward life's problems. Service is a pessimist; he sees the seamy side of life, and has no hopeful vision of the future; above all, he has no message for those who read. Stead's outlook, on the other had, is sane and inspiring.

---

#### THAT SETTLED IT.

"WILLIE," said the teacher, "give me three proofs that the world is actually round."

"Yes'm," said Willie cheerfully; "the book says so, you say so and Ma says so."

## The Summer Session at the University of Toronto

PROFESSOR A. H. ABBOTT, Ph.D.,  
Secretary of University Extension, University of Toronto

THE summer session of the University of Toronto has been conducted for ten years. It was originated to meet the actual needs of teachers as these arose through changes made, from time to time, in the Public School and High School curricula. It has expanded consistently with this idea, so that now it embraces a variety of courses for teachers and enables teachers not merely to receive instruction in the newer subjects of the school curriculum, but also provides an easy means by which the teacher may improve his academic and professional standing. There has been the closest co-operation between the University and the Department of Education from the first year of the summer session. The reason for this is obvious when the purposes of the summer work are considered. The growth in the attendance at the summer session has been satisfactory. Last summer (1914) the following courses were given in the University of Toronto (with the attendance set opposite each) Normal Entrance 42, Faculty Entrance 94, Household Science 43, Vocal Music 50, Commerce 17, Manual Training 5. In addition to the courses just mentioned, courses were organized in certain subjects of the examination for the degree of Doctor of Pedagogy, in which there was a registration of thirty-one. This brings the total attendance at the summer session up to two hundred and eighty-two (282). That the work done at the summer session is of the highest grade, both from the standpoint of the instructors and those in attendance, is shown in the results of the Departmental examinations conducted at the conclusion of the summer session. A very large percentage of those writing on these examinations were successful. Both the University and the Department of Education have, good reason, therefore, to be satisfied with the excellent results obtained through the summer session.

The introduction of normal entrance, faculty entrance, and commercial subjects into the summer session is carrying with it the need for the supervision during the winter of the work of those who purpose attending it. Consequently help by correspondence has been arranged in these subjects. This correspondence work was begun during the winter of 1913-14, and its effect upon the work of the summer session has been very evident. During the present winter, correspondence work has been conducted in the subjects mentioned and a very keen interest shown in it by those who are looking forward to attending the summer session.



The outlook for the present summer is very hopeful. Teachers who are at all ambitious to improve their academic or professional standing can now surely find no reason for not taking advantage of this summer work, the cost of which is merely nominal. Instruction is given free of charge by the Department of Education to regularly qualified teachers, the only expenses being the necessary outlay for travelling and living expenses in Toronto. These latter are made as low as possible through the opening of the University residences and dining hall. Last year six of the University residences were filled. The fact that teachers can thus live together offers in itself a great opportunity for getting better acquainted with those doing the same work and for all the possibilities of helpful intercourse which this implies.

In mentioning the work which is done by the University, that done by the Ontario College of Art in Toronto for the teaching of art should not be lost sight of. This work was begun by the University years ago, as was also that done in the University buildings last year, through the co-operation of the Militia Department, in physical culture. If the numbers attending these two courses were added to the number in attendance at the classes offered by the University, the total attendance of summer session students in Toronto would be found to be considerably over five hundred (500).

During the coming summer instruction will be offered in Toronto as follows:—

1. At the University of Toronto, leading to certificates: (a) In Elementary Household Science. (b) In Elementary Manual Training. (c) In Elementary Vocal Music. (d) As Supervisors of Vocal Music. (e) In the Elementary Commercial subjects. (f) As Commercial Specialists. Part I or II, or both Parts in 1915, as may be determined by the number of applications. (g) For admission to the Normal Schools (Middle School). Part A in 1915, Part B in 1916. (h) For admission to the Faculties of Education (Upper School). Parts A and B in 1915, Parts C and D in 1916. (i) Courses in the professional subjects of the first class Public School and High School Assistant's examination for students exempt from attendance in the Faculties of Education. (j) Courses in the subjects of the special examination for certificates as Public School Inspectors. (k) Courses in the subjects of the auxiliary classes for students interested in the instruction of the feeble-minded.

2. At the Ontario College of Art, leading to certificates: (a) In Elementary Art. (b) As Art Supervisors. (c) As Art Specialists.

3. Though arrangements have not yet been completed it is altogether probable that instruction in Physical Culture will be given at the University gymnasium, leading to certificates: (a) In Elementary Physical Culture. (b) As Supervisors of Physical Culture. (c) As Specialists in Physical Culture.



A Botanical Excursion to Kingston Mills

## Queen's University Summer School

J. T. CURTIS,  
Collegiate Institute, Ottawa

QUEEN'S Summer School began in 1910 with twenty-four students. It has grown slowly but surely, until in 1914 there were seventy-two students. We hope to see it grow rapidly as it becomes more widely known. The students, so far, have been mainly those desiring a degree in arts, since the work done is the regular work of the winter session carried on by the same professors. But it is so arranged that anyone who wishes university culture is enabled to attend, even though he may have no desire for a degree.

The work, in its sphere, is very practical. Every Saturday, excursions are made for ecological work in botany and zoology. The work in these subjects and in physics and chemistry calls for much more time in the laboratory than in the lecture room. The library is open every day, and every part of the University equipment is fully at the service of the summer students.

It is not all work, either, although the summer students are altogether in earnest. There are boat trips up the Rideau, on the St. Lawrence, through the Thousand Islands, to Ogdensburg, and to Cape



Vincent. In 1913 and 1914 there were picnics in Lake Ontario Park, where professors and students enjoyed themselves together.

That work was not neglected is shown by the results. There are no special examinations at the close of the Summer School. The students write on the regular University examinations in April and September, just as the intra-murals and other extra-murals do, and on the same papers. Last September the summer school students took places as follows:—

Junior Physics, the first eight were summer students; Senior Physics, first, second, third and fourth; Senior Latin, first, second, third and fourth; Senior English, first and second; Senior French, second, third and fourth, and so on. These students are mainly men and women who have been out doing their share of the world's work. When they come into university life they come with trained minds and earnest purpose.

The social culture gained by association with professors and students is just as valuable as that of the winter term. The association with the professors is much more intimate as the groups are small and the students more mature. The roll has included names of students from every province but Nova Scotia and Prince Edward Island. There are men holding degrees in arts who come back for review or further study. There are principals of High Schools and of large city Public Schools, and there are rural school teachers and some who are not teachers. There are intra-mural students who are making use of the summer opportunity for continuous work in the laboratory. No more cosmopolitan body of students can be found anywhere in Canada. To meet them is an education in itself.

It is the only school we know of anywhere which is advertised by the students. As it entailed a deficit of over \$1000 a year, the University wished to withdraw it, but the students pleaded for its continuance and began a systematic campaign of advertising.

Just a word as to outlook. The students hope to have, in a very few years, a full University running in summer, so that those who are debarred by circumstances from the University life of the winter may still satisfy their ambitions. Moreover, they hope soon to have convinced everybody that culture is not a matter of seasons—that it can be absorbed in summer as well as in winter—especially in a University city with the climatic advantages of Kingston. When that is acknowledged they expect the attendance at summer school to be recognised in order to fulfil the conditions of specialist standing.

We have tried to show that this Summer School fulfils its mission just as the other summer schools have fulfilled theirs. All are valuable and with 12000 Public School teachers and about 1200 teachers in secondary schools in Ontario there is room for all.

## Some Dates

- 1839—Great Britain, Austria, France, Prussia, and Russia guarantee the independence and neutrality of Belgium.
- 1870-1—The Franco-Prussian War.
- 1878—The Treaty of Berlin.
- 1879—Austria and Germany make a secret alliance.
- 1882—Italy joins Austria and Germany to form the Triple Alliance.
- 1883—General Von der Goltz and German officers begin to train the Turkish army.
- 1884—Bismarck's "re-insurance" treaty between Russia and Germany.
- 1888—Emperor William II comes to the throne of Germany.
- 1890—The fall of Bismarck. Heligoland ceded to Germany. The Russo-German treaty terminated.
- 1892—Secret treaty between France and Russia.
- 1894—Japan defeats China.
- 1895-6—Germany begins an active colonial policy.  
Alliance between Russia and France made public.
- 1897—German missionaries murdered in China. Germany seizes Kiau Chau.
- 1898—Kitchener re-conquers the Soudan. Omdurman. French occupy Fashoda. The first great German navy act. Armenian massacres. The Emperor William of Germany visits Constantinople, Palestine, and Damascus, and cultivates friendship with the Mohammedans. Russia secures Port Arthur in China.
- 1899—First Peace Conference at the Hague. The Jameson Raid and the Kruger telegram.
- 1902—The peace of Vereeniging closes the South African War. Bagdad railway scheme set on foot by Germany.
- 1903—The murder of King Alexander of Servia, a friend of Austria. King Peter ascends the throne. Austria begins a tariff war on Servia.
- 1904—British treaty removes causes of dispute with France.
- 1904—The Russo-Japanese War begins.
- 1905—Visit of the German Emperor to Tangiers—the Moroccan dispute. The Algeiras Conference.  
Treaty of Portsmouth closes the Russo-Japanese War.
- 1908—The Kaiser's interview in the "Daily Telegraph" causes a crisis in Germany. Austria annexes Bosnia and Herzegovina. The Triple Entente established. King Edward visits the Czar.



- 1911—The German gunboat "Panther" sent to Agadir, Morocco. Great Britain stands by France.
- 1912—The Balkan War.
- 1913—Young Turkish party overthrow the government at Constantinople. Peace made between Turkey and the Balkan States. Bulgaria attacked by Servia, Greece, and Roumania. Peace made. Austria requires Servia to abandon Albania.

W. E. M.

---

## Books on the Present War

*(Continued)*

## CAUSES OF THE WAR.

WHITE, J. WILLIAM. "A Primer of the War." Copp, Clark, paper, 25c. net.

A series of questions and answers on the fundamental causes of the war, the evidence as to the events leading up to the war, the principles represented by the opposing forces, the reliance to be placed upon statements emanating from Germany, and the interests and duties of the United States at this time. A vigorous presentation of the present situation.

WHY WE ARE AT WAR. Great Britain's Case by the Members of the Oxford Faculty of Modern History. Containing Documents from the White Book (England), the White Book (Germany), the Orange Book (Russia), the Grey Book (Belgium). Oxford University Press, 85c.

A careful presentation of the British side of the war. Valuable for reference, on account of the official documents of the principal nations.

## MISCELLANEOUS.

ATLAS OF HISTORICAL GEOGRAPHY—Europe, with full gazetteer (Everyman's Library). 245 pp. Dent, 25c.

"It shows the changes in the face of Europe which have marked the growth of nations, that went on through the Middle Ages, and have continued to the times of Wellington and Napoleon, the Franco-Prussian War, and to the merging to-day of the military and industrial struggles."

THE TIMES HISTORY OF THE WAR (weekly). Any bookseller (The Times), each number 20c.

Perhaps as satisfactory, authentic and comprehensive a current history as there is.

BRITISH ARMY FROM WITHIN. Vivian, E. Charles. Hodder, 75c.

HURD, ARCHIBALD. "The Fleets at War" (Daily Telegraph War Book). Hodder, 35c.

KELLER, L., and others. "Austria of the Austrians, and Hungary of the Hungarians." Scribner, \$1.50.

Packed full of information, well put.

DURHAM, MARY E. "The Burden of the Balkans." Nelson, 35c.

The story of the Balkan peoples, and descriptions of their countries, by perhaps the best living authority on the subject.

BOULGER, D. C. "Belgium of the Belgians." Scribner, \$1.50.

"A history, a collection of statistics, a record of customs and folklore, and a guide book."

HEADLAM, CECIL. "France" (Making of the Nations Series). Macmillan, \$2.00.

A compact history of France from the Stone Age to Sedan for student and general reader. "An attempt has been made to trace as fully as possible within the necessary limits the course of events which have moulded the French nation, their forms of government, their literature and art."

BERRY, R. M. "Germany of the Germans." Scribner, \$1.50.

A compilation of facts about various aspects of the German Empire. Its politics, commerce, etc.

CHESTERTON, G. K. "The Barbarism of Berlin". Cassell, paper, 15c.

A powerful statement in very concise form.

GRANT, W. L., and COLQUHOUN, A. R. "Our Just Cause: Facts about the War for Ready Reference". Heinemann, 1s.

Prepared under the auspices of the Royal Colonial Institute, London.

LOW, A. MAURICE. "Great Britain and the War". Columbian Printing Co.

There can be no doubt as to Low's being the finest, clearest, most unanswerable statement England's case has yet presented.—*Philadelphia Public Ledger*.

ROBERTS, LORD. "The Supreme Duty of the Citizens at the Present Crisis". Williams & Norgate, 3d.

The last message to his fellow-countrymen.

WRONG, GEORGE M. "The War Spirit of Germany". Oxford University Press, 10c.

A pamphlet by the Professor of History in the University of Toronto. He compares the German conception of the state and the army with that of the British, discusses the German demand for new territory, criticises Pan-Germanism, German diplomacy, and German philosophy, points out the inevitableness of the war, and indicates its effect upon British Imperialism.



## Letter Writing

FREDERICK H. SPINNEY  
Principal, Alexandra Public School, Montreal

**S**OMETIMES the entire letter may be devoted to one topic, if it is a topic in which the pupil is particularly interested. The following is an example of a letter of that kind. It was written by a pupil of the Sixth Grade.

6 ST. LAWRENCE MARKET PLACE,  
MONTREAL,  
November 20, 1914.

Dear friend:

I am writing to tell you about the Club which was opened in our school lately. Its name is the "Good Time Club", and it was formed especially for the amusement of the school children.

It started about a year ago, and has been very successful. Since then, other schools have followed our example.

We meet every two weeks, and the scholars of certain classes prepare dialogues, recitations or songs to entertain the others. Parents, teachers and other visitors are always welcome. Other items of the programme are games for prizes and dances by boys and girls.

We sometimes have a visitor, named Mr. Bradford, who tells very interesting stories and jokes, which we enjoy very much.

Our Principal offered a prize for the best motto for the Club, to be sent in by the pupils. The most appropriate motto sent in was "Help One Another". That was presented by a boy of the Seventh Grade, and we have kept it ever since.

The last programme was given by our class. There were two dialogues, a recitation, and a duet. The meeting closed with the song, "There was a Lover and his Lass".

The officers are President, Treasurer, and Assistant-Treasurer. These officers do their work faithfully, and we all try to help one another, as we are taught by our Club motto.

I hope this letter will give you some idea of our Club, and, when you reply tell me about your school and your club, if you have one.

Your sincere friend,  
ANNIE SINCLAIR.

Many letters are written as "Compositions"—that is they have the "composition" spirit; while others have a pleasant touch of the real friendly sentiment—a difficult thing to secure in this method of correspondence. The following letter is of the latter kind:

MORNINGSIDE,  
ALBERTA,

January 22, 1915.

Dear Mary:

You will wonder how your letter happened to come to Morningside, Alberta, when you sent it to Montreal. Well, I will tell you. The Montreal children did not have time to answer our letters right away, so the Principal of the Alexandra School sent other letters for us to answer while we were waiting for letters from Montreal, and your letter came to me. I was very glad, because we wrote once before to another school without getting any answers.

The name of our school is Pleasant Hill. It is two miles from my home, but I walk when it is fine weather. The school is large, and is painted white with green trimmings. There are seven grades. I am in the Eighth Grade, and I expect to try the "Public School Leaving" in the spring.

We do not play many games in the winter; but we coast on a large hill called Pleasant Hill, and it is from that hill that our school gets its name. Sometimes our teacher goes with us, and then we have a splendid time.

As you told me about the occupation of the people where you live, I'll tell you what the people do here. The climate and soil are so well suited to agriculture, that is the main occupation. There is some ranching in Southern Alberta, but there is not much of that around here.

The largest town near here is Morningside, and that is also two miles from my home. We have studied a little about the State that you live in, but I would like to know more about it, so I hope that you will write soon and tell me more.

Your Alberta friend,

MARY SEEFERT.

Teachers will find it worth while to supply the pupils with the one style of paper, and that of good quality. Our plan is not to supply the paper of good quality until the letter has been written as well as possible on other paper. That gives the pupil something definite to work for—the privilege of using the *best material*.

A daily composition of one paragraph about the home activities of the previous evening is a splendid school exercise. These compositions might be kept on file by the pupils, and on "Letter Writing Day" they could be incorporated into the letter.

When teachers send in the letters, it would be well to add a brief note as to the method that was used in conducting the lesson. From these notes helpful suggestions might be selected and published for the benefit of all.

---

Our biggest brains should be in the teaching profession. There is nothing better worth while than the proper moulding of the next generation.—*Exchange*.



## The Passing of the Turkish Empire

PROFESSOR W. E. MACPHERSON, B.A., LL.B.

Faculty of Education, Queen's University

**T**HE thunders of the 15 inch guns of the Queen Elizabeth, crashing her way through the Dardanelles to Constantinople, doubtless announce the fall of the Turkish Empire, not only in Europe, but in Asia as well. "With the disappearance of Turkey", said Mr. Asquith, in his Guild-Hall speech, on November 9th, "will disappear, as I hope and believe, the blight which, for generations past, has withered some of the fairest regions of the earth." "It is not the Turkish people, but the Ottoman government that has drawn the sword, and I do not hesitate to predict that that government will perish by the sword."

Only sixty years have passed since Great Britain engaged in the Crimean War to defend the Turk from Russian aggression. To-day she stands, the ally of Russia in an attack on Constantinople, and has announced that she does not desire to put obstacles in the way of Russia's access to the sea. When the war is over, Russia may have reached at last the long-desired goal. It may not be without interest to note the circumstances that have from time to time altered and finally reversed the policy of Great Britain toward the "sick man of Europe".

The considerations that guided the policy of Great Britain sixty years ago are well-known. Russia had steadily expanded her land empire toward the east and south, expanding apparently in the direction of India. For her to absorb Turkey in Europe would mean the rise of a new Mediterranean power with enormous potential resources. Lord Palmerston, moreover, believed that Turkey would in time reform her methods of government and grant some degree of liberty to the races under her control. That hope has proven vain. The Turks, always a minority in the lands which they have held so long, have kept their place only by force. It has been less a government than a military occupation. It is not necessary to recount the cruelties of Turkish rule which have again and again demanded the intervention of the European powers and hopelessly alienated the sympathies of western peoples. After the Bulgarian atrocities of 1875 popular sympathy for Turkey could hardly be aroused in England. Financially, the government of Turkey was bankrupt. By the treaty of Berlin, 1878, Turkey was shorn of most of her European possessions and the Balkan States arose with various degrees of independence.

The twenty years that followed the Treaty of Berlin saw an unlooked for increase in British interests in the African dominions of the Sultan. In 1875, Lord Beaconsfield purchased for £4,000,000 the shares of the Khedive of Egypt in the Suez Canal. In 1882 the safety of Europeans, endangered by the rebellion of Arabi Pasha, led to military intervention in Egypt. The British fleet bombarded Alexandria. British troops, led by General Wolseley, finally defeated Arabi at Tel-el-kebir. This British occupation, meant to be a matter of only a few months, has continued to this day, to the unquestioned and immense advantage of the whole country. Though Turkish names and forms of government have been maintained, and the country continued up till last year to pay tribute to the Sultan, the control of the Turk over Egypt was only nominal. Meanwhile, his rule in the domain still left to him, showed no improvement. The Armenian massacres of 1895 showed the hopelessness of the situation.

But at the very last, it seemed as if internal revolution might mend the government of the Turk, and justify the hopes once held by Lord Palmerston. Eight years ago occurred the revolution of the Young Turks, a political party of seemingly liberal tendencies. The Sultan, Abdul Hamid, was deposed, and, guided by the Committee of Union and Progress, the Young Turks sought, doubtless with sincerity, to re-organise the government of the land on a modern basis. But the task was too great. Instead of granting a degree of self-government to the provinces of the Empire, the Young Turks sought only to make more efficient the rule of the Ottoman and to make more effective the policy of centralisation. Not unconnected with this may be the fact that they had found new counsellors. Germany was seeking a place in the sun.

Projects of expansion, commercial if not political, had begun to dominate the policy of Germany and Asia Minor, seemed the most promising field. There German financiers were obtaining concessions and building railways. A close alliance with Austria-Hungary and lack of organisation among the Balkan States seemed to make easy the German pathway to the East.

But the Young Turks had a hard road to travel. A disastrous war with Italy, involving the loss of Tripoli was followed by a more disastrous war with the Balkan League, and the consequent loss of nearly all her European provinces.

For a time it seemed as if the formation of a strong Balkan League might bar the hope of Austro-German expansion, though that possibility was lessened by the second Balkan War. The problem of Turkey and the Balkan States remained unsolved. What alliances would they seek?



What great European power, if any, would exercise a dominating influence in their councils?

When the great European War broke out last August, the position that Turkey would assume was a matter of doubt. With the Young Turks, German influence was strong. Of the influences that prompted their final decision it is too early to speak, but the decisive factor was probably the escape of the Goeben and the Breslau through the Dardanelles in the early weeks of the war. Their presence in front of Constantinople, doubtless, lent an added vigour to the admonitions of German counsellors, and helped to preserve the authority of the party in power. Great Britain did not desire the entrance of Turkey into the war. She wished to avoid such a complication of the tremendous problem she already had to solve. The Allies were willing if Turkey remained neutral to guarantee her independence and the integrity of her Empire.

Compelled to face the problem at once, the Allies set themselves to its solution in no half-hearted way. On November 5th, Great Britain declared war on Turkey. Cyprus, already a protectorate, was promptly annexed. Egypt was declared a British protectorate, the Khedive was deposed, and his uncle was appointed, not Khedive, but Sultan of Egypt. British forces from India, coming through the Persian Gulf, drove off the Turkish garrisons, and advanced into Mesopotamia as far as the junctions of the Tigris and Euphrates.

Men of the new world, free from the responsibilities that have vexed the statesmen of the Old, have from time to time viewed with impatience the seeming impotence of the European powers to promote reforms in Turkish government. Now with keenest interest and earnest hopes they watch to see in these fair lands that were once the seat of the world's highest civilisation, the rise of

"Phantoms of other forms of rule  
New majesties of mighty states,  
The warders of the growing hour,  
But vague in vapour, hard to mark  
And round them sea and air and dark  
With great contrivances of power."

---

#### ACCORDING TO WILLIE

"Willie," said the teacher, "is there any difference between the words 'sufficient' and 'enough?'"

"Yes, ma'am," replied Willie. "'Sufficient' is when mamma thinks I've eaten enough pie, and 'enough' is when I think I have eaten sufficient."

## The Colonies and the War: Canada

G. A. CORNISH, B.A.

Faculty of Education, University of Toronto

**I**N order to understand the part played by the self-governing colonies in the present war, it will be necessary to state briefly what preparation of a naval and military nature these had previously made. Up to 1909 none of the colonies had begun to build up a navy, but contributions had been made since 1887 by the Australian colonies and New Zealand. Cape Colony began contributing in 1897 as did Natal. At the Imperial Conference of 1902, all of these colonies raised their contributions, while Newfoundland came into the circle with a small contribution also. Canada had assumed charge of the fortifications at Esquimalt and Halifax, but never made any contribution. At the Defence Conference in 1909, a plan was drawn up by which three naval units were to be constructed for the defence of the Pacific. Each unit was to consist of one battle-cruiser or dreadnought; three light-cruisers, six destroyers and three submarines. Canada was to supply one unit, Australia one, and England and New Zealand a third. Australia undertook her unit with zeal, and it was complete and ready for action when the war began, New Zealand also constructed her part of the unit, namely, the battle-cruiser *New Zealand*, which has played her part in the North Sea fights. Canada did not see her way clear to undertake a unit of so great a size, and asked the Admiralty for a plan of a smaller unit, consisting of light cruisers. This was given, and Canada purchased from the Imperial government two such ships, the *Niobe* and *Rainbow*, which are being used in the present war. The other elements of the Canadian unit have never been constructed.

The beginning of hostilities found Canada badly prepared. She had never taken military or naval matters very seriously. There were only two possible enemies, Japan and the United States; the former was our ally and the latter was never considered as a probable antagonist. Generation after generation grew up who knew little of war, and as a result military training has been considered as a sort of harmless pastime to be tolerated as long as it was kept within bounds, and as long as the expense of it was held strictly within narrow limits. Within the last few years, it is true, the present Minister of Militia, Major-General Hughes, focussed attention on the militia, and has done much to develop an interest in it, and to improve its efficiency, but he was considered a



dangerous man, as he went about the country endeavouring to fan to a flame the embers of military enthusiasm which were liable to die out.

When the bolt came, it found the Canadian militia in a better condition than it had been in for many years. Nevertheless, equipment of all kinds was almost entirely lacking. But if it was weak in material equipment it was strong in those spiritual qualities of patriotism, courage, enthusiasm and unselfishness, that are as valuable in a long war as are ammunition and guns.

When Germany declared war on Russia on August the first, the Governor-General took special train to Ottawa, and the Dominion Cabinet began to prepare for the mobilisation of the Canadian forces, and the defence of the more vulnerable points on the sea coast as well as to guard public buildings and railways. Within a few hours, fifteen militia regiments volunteered for active service, and by the time England had declared war on Germany, three days later, over one hundred thousand had already volunteered. Canada at once undertook the garrisoning of Bermuda in order to release the British regulars.

The public feeling expressed itself in a series of generous gifts from individuals, and from the Dominion and provincial governments. It was expected that there would soon be much suffering and poverty in Britain, so the public gifts were largely of provisions to be used both for the troops in the field and for the poor at home. The Dominion government gave 1,000,000 bags of Canadian flour, and Alberta on the same day offered 500,000 bushels of oats; on August 24th, Quebec offered 4,000,000 lbs, of the cheese for which it is noted, and little Prince Edward Island gave 100,000 bushels of oats on the next day; Ontario and Manitoba gave respectively 250,000 and 50,000 bags of flour, while Saskatchewan gave 1500 magnificent horses; New Brunswick gave 100,000 bushels of potatoes and British Columbia contributed very appropriately 25,000 cases of salmon; Nova Scotia gave \$100,000 in cash for the relief of distress. The contributions of local bodies of various kinds have been very numerous, but cannot be stated here.

Within three hours of the declaration of war, orders were issued by the Militia Department for the enlistment of an expeditionary force for service at the front. At once all over Canada the crowds swarmed about the enrolment offices, and only the most perfect physical types were accepted. The troops from the different parts collected at Valcartier, outside Quebec, and soon a monster camp was formed at this point which had been purchased for military purposes some time before. The original 22,000 soon grew to over 30,000. By the end of September this large mass of men was completely equipped in every detail and was ready to sail for England. About sixty per cent. of this first contingent were born in the British Isles, the other forty per cent. were born in Canada. One regiment deserves special mention as Canada has taken a peculiar

interest in it. This is the Princess Patricia's Light Infantry regiment, or as it is known to everybody, the "Princess Pat's". Major Gault, a wealthy merchant of Montreal, undertook the expense of raising, equipping and maintaining this special regiment. The men selected for it were all veterans, who had served already at the front, and so it was ready for service long before the rest.

Toward the end of September over 30,000 men marched to Quebec and aboard about forty transports waiting for them. They sailed down the St. Lawrence, where warships were waiting to convey them across the Atlantic. They sailed across the Atlantic three abreast, with battleships and cruisers on the flanks ready for any attack. The trip took nineteen days, as it was regulated by the speed of the slowest. There were great expectations in England, and the whole country was preparing to receive them at Southampton. On October 15th, the people of Plymouth were surprised to see transport after transport enter the harbour and when the rumour went around that they were the Canadians, the people determined to give them a right royal, though impromptu, reception. As they landed and passed through the streets to take the train for Salisbury Plains, they were "snowed under" with good things, as one private expressed it. Workgirls pressed apples and bananas on them, clerks shared their cigarettes with them, ladies stood at vantage points with pots of coffee and piles of sandwiches, offering them to the men as they passed by.

Salisbury Plain is a large lowland in Southern England, and has long been used for military purposes, and it was to this camp that the Canadians were sent to take their preliminary training before they crossed the channel to go on the fighting line. Major-General E. A. H. Alderson, C.B., was appointed Commander of this first Canadian Expeditionary force. He is an officer of high standing, who has already seen service in South Africa, and there had opportunity of recognising the good fighting qualities of the Canadians. The training in this camp has been very arduous and has tested the quality of the men. Unfortunately there has been excessive rainfall in England, and as a result the low-lying plain has been a quagmire during the winter, but the troops have made the best of their hardships and have evidently got in proper shape for work at the front. The first troops to cross to France were the "Princess Pat's", and by the first of February they were in the trenches, and have already distinguished themselves. They form part of the 27th Division, which is composed largely of British battalions drafted from India. In his latest despatch, Sir John French mentions them by name and reports on them as follows. "They are a magnificent set of men, and have since done excellent work in the trenches." Quite recently the largest part of the troops who were at Salisbury Plain have crossed to France and have probably by now participated in the fight.



## English Literature (Examinations)

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

THERE is probably no subject on the curriculum in which it is so difficult to set a satisfactory examination paper as in English Literature. In History, the examiner can question on facts, and in subjects such as Grammar and Arithmetic, he can test the application of general principles. But in Literature, where two poems have seldom anything in common and where each line of poetry is different from every other, the examiner generally finds difficulty in deciding just what kind of questions he should give.

It is desirable that the examination paper in literature should be such as to test, as far as possible:

- (1) The pupil's familiarity with the passages studied, both as to the poet's thought and language.
- (2) His memorisation of the finest passages.
- (3) His ability to explain the meaning of important words and phrases.
- (4) His appreciation of the passage; and incidentally, his knowledge of the most important means which the writer uses to secure his results.

Of these four things it is possible to test fully only the first two; and of recent years, examiners in English literature have recognised this fact and have given more prominence to questions relating to the thought of the passage rather than to meanings of words. Questions of this type vary in character from those which call for the outline of a poem as a whole, to others which relate to some definite character, incident, or thought within the poem. For example, a question on the poem "You Ask Me Why", may take either of the following forms:—

(a) Give the substance of Tennyson's thought in the poem, "You Ask Me Why".

(b) In "You Ask Me Why", Tennyson states his reasons for preferring to live in England. State these reasons in your own words. (Number them and keep them separate)

In such cases the more definite type of question is generally preferable. Other examples will be found in the examination papers following.

A question to test familiarity with the language of a poem is generally desirable. A question of this sort may take various forms, but the pupil is usually asked to name the poems from which certain passages are taken and state their connection.

Questions as to the meanings of words and phrases should not form a very large part of an examination paper in literature. At most, such questions can cover only a very small part of the work, and are not the best test of the general knowledge of the pupil. Besides, in the case of questions on meanings, so many shades of answer are possible in most cases, that it is difficult to mark the paper very satisfactorily; and pupils who know very little about their work as a whole, can sometimes make respectable marks on questions of this sort. After all, the essential thing is to be sure that pupils have made a particular passage in literature their own and that its message will remain with them in after life; and the examination on the meanings of isolated expressions is not likely to have much bearing on this result.

Unfortunately it is possible only indirectly to question as to the pupil's real appreciation of a passage. Appreciation can be better tested in oral reading, than in literature, but questions may sometimes be asked to test the pupil's appreciation indirectly through his power to reproduce vividly the salient points in a story, with appropriate quotations from the author.

But even if the examiner's questions follow the right lines, his paper may still be a poor one for other reasons. The following are some of the most common faults to be found in examination papers in literature:

1. *The questions are based on only a limited section of the work*, with the result that the pupil who does not know all parts of his work equally well is placed at a disadvantage. In a well-constructed paper the questions are properly distributed over the different parts of the work.

2. *The questions themselves are vague or ambiguous* so that the pupil cannot form a clear idea of what is required.

3. *The questions are such that the pupil finds the paper as a whole too difficult*. Every examination paper should contain some questions which pupils can answer without great effort. The difficulty of an examination paper is sometimes due to the fact that although no single question is unfair, yet all are uniformly "stiff". Some papers are difficult, too, because the questions relate to obscure and unimportant details, rather than to the important things in the passage. It is obviously unfair to the pupil to ask "catch" questions on minute or doubtful points. On the other hand, however, questions should not be such that pupils can guess the answers, or that almost any answer will have to be accepted.

4. *The paper is so constructed that the pupil is unable to judge of the values of questions or of the length of answer required*. Questions should be so framed that the pupils can form some idea of their relative importance. It is not fair to the pupils to assign only a few marks to an answer which takes much time or to give a high mark to a sub-question,



which is not given prominence on the paper. It is, above all, unfair to repeat a question or part of a question in different forms, so that if the pupil cannot answer it, he is made to suffer several times for the same thing.

5. *The paper is too long.*

Under ordinary conditions the teacher may judge of the character of his paper by the results he secures. It is proper to assume that if the paper is well constructed, the average mark of the class should be over sixty per cent. If a large number of pupils fall below sixty per cent. it is a sign either that your teaching has been poor or that your paper is unfair. The dilemma is inevitable. It is too often the case that papers are prepared very hurriedly and that, as a result, questions are badly-framed or the paper as a whole is ill-balanced.

The pupils in Form II of the University High School have recently had a term examination, covering most of the poems contained in *Narrative and Lyric Poems, Second Series*. The writer is aware that the examination paper which was set for them is not an ideal one, but since it illustrates a number of the points mentioned in this article it is given in full below. Papers on *The Merchant of Venice* and the *Select Poems* will be given in the May number of THE SCHOOL.

NARRATIVE AND LYRIC POEMS—Second Series.

Form II—Time 1½ hours.

I.

1. What complaint did Sir Bedivere make in *Morte D'Arthur*? What did Arthur say in reply?

II.

1. Tell the story of Yniol, the father of Enid.
2. Quote Enid's song, "Fortune and her Wheel".
3. Show what relation the song has to the rest of the story.

III.

1. What does the poet say of (a) the Dutch and, (b) the French, in "The Traveller?"

IV.

1. Explain the references in the titles: (a) "Love Among the Ruins"; (b) "Home-Thoughts from the Sea".

V.

Name the poem and give the connection in which any five of the following occur:

1. A lovely bird with azure wings,  
And song that said a thousand things.

2. Now thou art dead shall I not take thy part,  
As thy smiles used to do for thyself, my sweetheart?
3. There's nobody on the housetops now.
4. The pent ocean rising o'er the pile, sees an amphibious world  
beneath him smile.
5. That glory and that shame alike, the gold bought and sold.
6. She used to watch near that old home a pool of golden carp, and  
one was patched and blurred and lustreless.
7. The sea is His; the sea is His; He made it.
8. Thank Him who isled us here and roughly set His Saxon in blazon  
seas and storming showers.

## VI.

Here rests his head upon the lap of Earth,  
A youth to Fortune and to Fame unknown;  
Fair Science frown'd not on his humble birth,  
And melancholy mark'd him for her own.

Large was his bounty and his soul sincere,  
Heaven did a recompense as largely send;  
He gave to Misery all he had, a tear,  
He gained from Heaven ('twas all he wished) a friend.

State in your own words what the poet says of himself in this epitaph.

---

 SAME MODUS OPERANDI

TEACHER—William, this must stop! You are absent at every session we are obliged to send out after you; drag you in almost by main force, and then after you're here you don't know enough about the topic under discussion to pass an intelligent opinion upon it. What do you ever expect to be when you grow up?

REDDY BACKROW—A Congressman.—*Puck.*

Two suburban mothers met on the train one day, according to Lippincott's, and the topic of their conversation was their daughters.

"How did your daughter pass her examination for a position as teacher?" asked one.

"Pass!" was the answer. "She didn't pass at all. Maybe you wouldn't believe it, but they asked that girl about things that happened long before she was born."





## Nature Study for April

MAE M. BURRISS

Teacher-in-training, Faculty of Education, University of Toronto

### THE GOPHER

**T**HERE are several species of gopher throughout the western provinces. The most numerous are the Richardson Yellow Ground-squirrels or Yellow Gophers, the Striped Gophers and the Richardson Pocket Gophers. It is my intention to treat only of the Yellow Gopher, or more correctly, the Yellow Ground-squirrel; but the teacher should become familiar with the various species in his neighbourhood.

The gopher is, without doubt, one of the prairie farmer's greatest enemies. It does more damage in spring by digging up the freshly-sown seeds and cutting off the first shoots, than by taking grain later on. Nevertheless, the gopher is a very interesting little creature to study. By guiding the pupils' observations the teacher can also do much to prevent unnecessary cruelty in their killing.

The register of "First Things" shows that John Smith has detected the first gopher above ground on the eighteenth day of April. As soon as the pupils' reports show that the gophers are becoming numerous, observations can be begun as follows:

#### I.—Appearance.

*Observations for pupils.*—(1) How large is the gopher? (2) What kind of tail has it? (3) Are its legs long or short? (4) Are its hind legs stronger and longer than its front legs? Why? Why does it not need longer legs? Are there claws on its paws? (5) What are they used for? (6) Describe the colours of the gophers which you have seen. If a striped one, how many stripes were there? How does the colour protect it

from its enemies? (7) How are the gopher's eyes placed? Do you think it can see behind as well as it can in front? Are its eyes bright and alert or soft and tender?

*Information for the teacher.*—(1) About the size of a six months' old kitten, length about 12 inches, tail  $3\frac{1}{2}$  inches, hind feet  $1\frac{3}{4}$  inches; (weight about 13 oz.). (2) Somewhat flat tail with long hair on it—very much like the tail of the ordinary chipmunk. (3) Short. (4) Its hind legs are longer and stronger than its front legs, since they are used for jumping, and for sitting up. It is a burrowing animal, inconspicuous, and does not depend upon long swift legs to overtake its prey, nor does it venture much more than thirty yards from its burrow, and does not have to seek safety in long flight. (5) Its paws have long claws which are used in digging out its burrow, filling its cheek pouches, holding its food, etc.—(6) The commonest are yellowish buff, peppered with brownish black, and lighter grey below. Others are browner. The striped gophers are very beautifully marked with about thirteen stripes of a darker brown or black. The colour is that of the clay-coloured soil which they like best, and from which they are scarcely distinguishable at even a short distance. While on all fours they look like a grey stone; when standing erect, people have actually taken them for a survey stake. (7) The gopher's eyes are placed at the side of its head, and it can see well both in front and behind. Its eyes are bright and alert. For a few days the eyes of the young have the "soft and tender" look.

## II.—Locomotion.

*Observations for pupils.*—(1) Does the gopher run along or leap when running on the ground? (2) Does it run straight ahead or stop at intervals for observation? How does it look? How does it act when looking to see if the "coast is clear". (3) How does it hold its tail when running, and when it is playing at the opening of its hole? Is its tail used to express emotion? Of what use is its tail in jumping? (4) Would you call the gopher a good runner or a poor one? Why? (5) Where does it run when you startle it? (6) Can you go close to it before it runs away? (7) Does it stay out of sight in the burrow while you are near?

*Information for the teacher.*—(1) It leaps along. (2) It stops at intervals, rises to an erect position on its hind quarters, and gazes motionless in the direction in which danger threatened. Its front feet are held over its breast and slightly touching at the bottom. (5) Its tail is held almost straight out behind when running. It does not touch the ground. It is frisked about when playing in front of the burrow. Its cry is a husky whistling note accompanied by sharp movement of the tail. The tail serves as a sort of rudder to guide its "tumbling"



leap into the hole when danger approaches. (4) The gopher is a poor runner for its legs are short and its body plump and heavy. It is easily caught by dogs. (5) It runs into the first hole to which it comes. (6) If you approach slowly it will remain until you are within two or three yards of it, then will leap into hole. If you run towards it, it will disappear at once. (7) Its curiosity soon brings it to the opening again.

### III.—The Burrow.

*Observations for pupils.*—(1) How would you describe a gopher's home? (2) Is it very deep? (3) How many entrances are there? Do they go straight down? (4) In what kind of soil does the gopher like best to make its home? (5) In what kind of nest are the young born? Is it lined? If so, how? (6) When did you see the first young gopher? What did it look like? (7) Do the young gophers grow quickly? Watch one particular gopher. (8) By watching one hole try to find out how many young gophers there are. (9) Is there more than one family in a season?

*Information for the teacher.*—(1) The gopher digs out a deep burrow. The claws on its paws loosen the soil and it is vigorously worked forward by the feet until a large mound of earth is formed around the opening. The size of the mound continually increases in the case of the Yellow Gopher which is an industrious tunneler. (2) An estimate of the depth of the hole can be obtained from the size of the mound of earth thrown up, but the children can see the arrangement of the gopher home better by following the plough around the "breaking" the tunnels, nest, store-room, etc. The latter will often have some sprouted grain in it in spring and may also be tapped by a number of small mice tunnels. (5) There are usually two openings but the gopher often digs a number of "retreat holes" of no great depth and with only one opening. Such "retreat holes" are used when the gopher is suddenly cut off from his burrow by an enemy. The entrance of the Yellow Gopher's home always goes in at an angle. (4) The gopher is strictly a prairie animal. It prefers the high rolling lands and especially gravelly clay. Where a railroad is near the children can count hundreds of holes in a very short stretch of the gravelly railroad embankment. (5) From the middle of April the gophers can be seen with their cheek-pouches wedged full of dried grass. They are carrying this to line the nests in which the young are born. (6) The young are born about the middle of May, and soon appear above ground. (7), (8), (9) The average family is seven in number, and only one family is reared in a season. The young are very much like the adults. For some time they come out of the burrow and flatten themselves out in the sun, but soon they grow extremely active and frisk about fearlessly. The young grow very rapidly. About

the end of June they are one-third grown and by the end of September they are full grown.

#### IV.—The Food.

*Observations for the pupils.*—(1) Find out what the gopher eats. (2) What does it seem to like best in Spring? (3) How does it eat? (4) How does it fill its cheek-pouches? What does it do with what it carries? (5) Have you ever seen a gopher drinking water? Where does it get its water? (6) Does the gopher feed at all times? When?

*Information for the teacher.*—(1) The gopher is omnivorous. Though it eats some beetles, grasshoppers, etc., it is a vegetarian and its diet consists principally of grain, leaves, roots, seeds of such prairie plants as the wild sunflower, pig-weed, bind-weed, etc. (2) In spring, after its hibernation during the cold weather, it shows a particular taste for the early green shoots of wheat, oats, carrots, etc. (3) When eating, it sits on its hind-quarters like the other members of the squirrel family. It holds the food in its fore-paws or "hands". (4) These same paws are used to fill its large cheek-pouches. The grass is gathered with its teeth and then crowded into the side pouches by means of its prehensile toes of fingers. Grain is carried in the same manner, and stored in a particular part of the burrow. The different grains are placed in separate piles. An examination of the gopher's cheek pouches is very interesting. One gopher was found to be carrying 240 grains of wheat and 1000 grains of wild buckwheat; another 190 grains of wheat, 100 grains of oats and 680 pig-weed seeds. These are average cases. (5) The gopher does not seem to drink water, but depends upon the supply from the vegetable diet. (6) The gopher is rarely seen before sunrise or after sunset. It eats at any time, but does not make such frequent visits to the crops during cloudy weather.

#### V.—General.

An inspection of a number of crow's nests in a neighbouring bluff will show on an average, six gopher skins per nest. Have the children calculate the number of gophers there are in the province, e.g., first count the number of gopher holes in the school-yard, estimate the number of gophers in the half-acre. Knowing the area of Saskatchewan, the pupils can soon obtain an approximation. Minimum estimates show 20,000,000 gophers in the Province of Manitoba.

[NOTE: While the above lesson is, of course, more particularly useful to teachers in Western schools, it will be found that lessons on "The Squirrel" and "The Chipmunk" can easily be taught by use of the same method.—G. A. CORNISH.]



## War Maps and How to Use Them

G. A. CORNISH, B.A.

Faculty of Education, University of Toronto

LAST month the general method of using a war map was partially indicated, and the line of battle at various stages was indicated for the western battle-field with more complete details for the position of the British expeditionary force. The western battle-line is still in the same position, and the British still occupy the same position from Ypres to La Bassée. The Allies were to be indicated by pins with red papers on them. The British might well be distinguished from the rest of the Allies' line by a different colour, say yellow. Now the Canadians have joined the British line, and are probably distributed among the British units, they might have a colour of their own and should be placed distributed amongst the British from Ypres to La Bassée.

This month we will take for granted the teacher has mounted the *Daily Telegraph* war map number five, which shows the district in which the eastern campaign is being fought. There has been much more movement here as the battle-line has swayed back and forth several times. Several colours should be used for marking the battle lines as those of different dates frequently cross. The date of each line should be marked along it in several places. The following are the positions at different dates:—

August 24—Northern Campaign. Instérburg in East Prussia, south west through Rastenburg, Allenstein, Rypin, Lipno to Konin.

September 1st—Southern Campaign from Lublin in south east Poland running south east through Tomaszów, Rawa Ruska to just east of Lemberg.

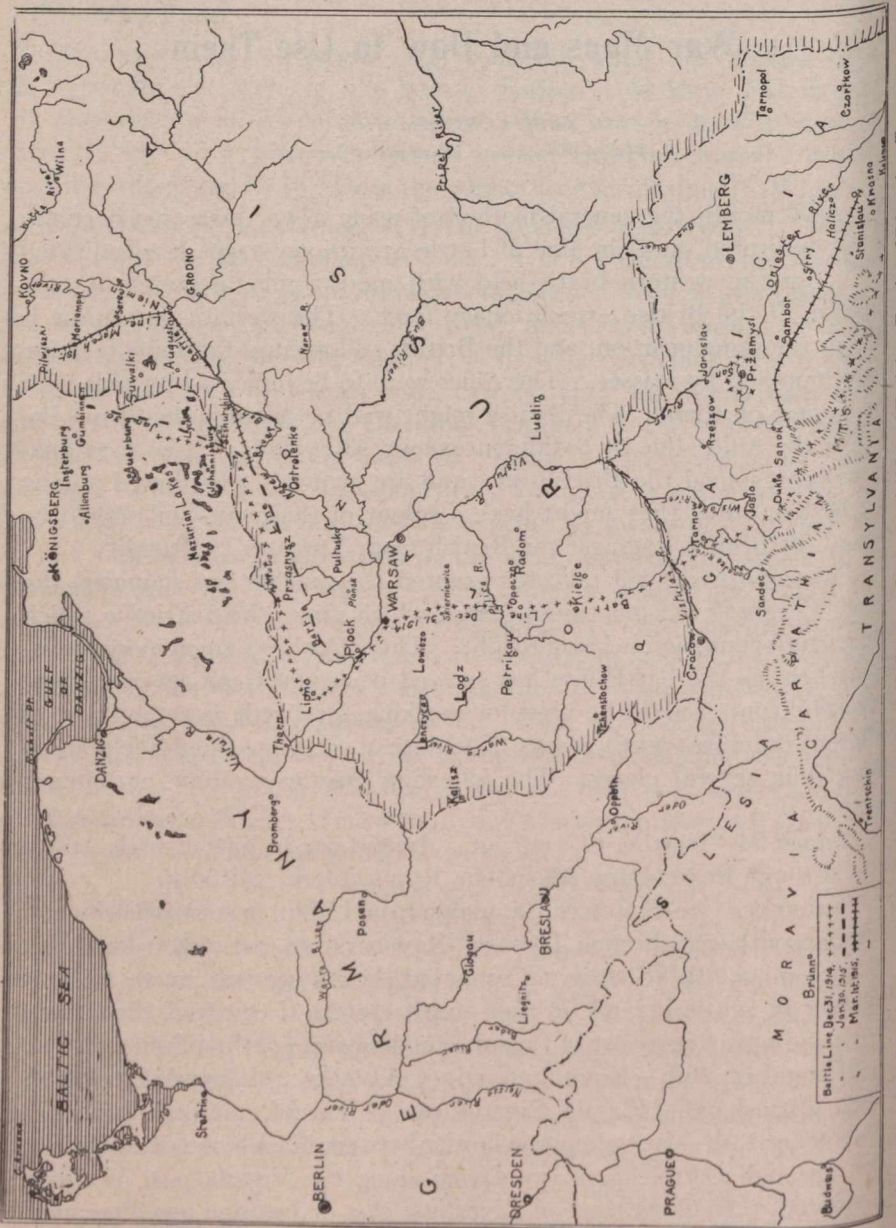
September 8th—Southern Campaign, beginning just north of Sandomierz in south Poland, it runs south east to Tarnobrzeg then turns south, and passes just east of Przemyśl ending just south of Solina.

September 29th—Kovno, Grodno, Osowiec, Łomża, Ciechanów, Plock, Zdzisław, Pławy, Pinezów, east of Tarnobrzeg, to Użok Pass.

October 13th—Just along the border between East Prussia and Russia, then through Ostrowiec, Nowy Dwór, along the Vistula past Warsaw, Ivangorod, then along the San River just east of Jarosław and Przemyśl.

November 16th—Stallupönen in east Prussia through Lyck, Soldau, Plock, Kutno, Kalisz, Wielun, Częstochowa, Tarnobrzeg, to Dukla Pass along the Carpathians to Użok Pass.

January 31st—Just east of Tilsit, through Gumbinnen, west of Lyck, past Mlava, Sierpc, Plock along Vistula to Vysogrod, along the Bzura



River to Sochaczef, Skierniewice, Rawa, Opoczno, Checiny, Pinczof, Tarnof, Gorice to Dukla Pass, right along the Carpathian Mountains to Kimpolurg in Bukovina.

Drawn (as were the maps in the March number) by A. N. Scazrow, Instructor in Manual Training, Faculty of Education, Toronto



March 10th—From the Niemen, straight south to Vylkovyski, turning east of Suwalki and Augustof, through Osovietz, west of Lomza and Ostroleka, west of Przasnysz, south to Vysogrod, then it follows the line of January 31st to Vereczke Pass, then east to Stanislaw through Kolomea and Czernovitz.

Now that the two main lines have been marked we will indicate how to use these two maps of the eastern and western campaign. Procure large pins with a piece of paper of a green colour (say) on each and have each paper with a number on it. Each day put up bulletins of the latest war news. Number the bulletins and put the pin, with the corresponding number on it, on the map where the event recorded in the bulletin took place. A glance at the maps will show each day where important events have happened as the green coloured papers will show up conspicuously. Then by reading the corresponding bulletin, the event itself is learned.

Next month, a method of dealing with naval events will be recorded.

---

## Book Reviews

*Family Expense Account*, including problems of investment and expenditure by Thirmuthis A. Brookman. Published by D. C. Heath, New York. Price 60 cents.

*Pep*, by Col. Wm. C. Hunter. The Copp Clark Co., Toronto. \$1.00 net. In this little book of 222 pages the author gives in breezy pointed language a great deal of sound advice on how to live. This advice is intended chiefly for those who are afflicted with "nerves". Here are some quotations: "*Pep* means poise, efficiency, peace." "Worry is the great enemy." "Be pleasant every morning until ten o'clock." "Laugh three times a day." "Others will shun you if you go to them with hard-luck tales or seek them for advice." Every reader will find the book helpful.

*Black's Travel Pictures*, selected by R. J. Finch. Adam & Charles Black, London. The Macmillan Co., Toronto. Price 10d. We have already mentioned the volume on Europe in this series. Those now under review contain 50 pictures each of Asia, the Countries of the Great War, the British Isles, the Mediterranean, many of them in colour. The ingenious device for taking out pictures for use in class and for adding others to the collection makes these books very convenient. The second of the four volumes mentioned is especially interesting at the present time. All of the series should be a great help in making geography interesting to children.

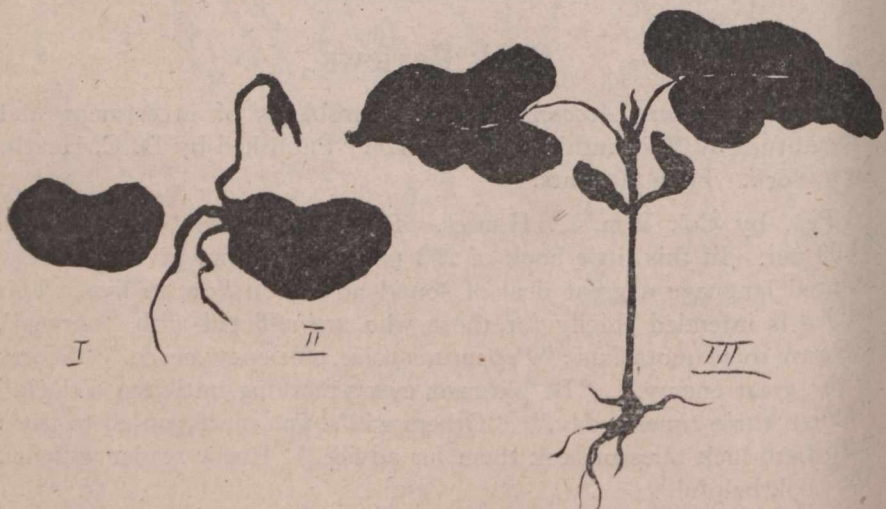
## Art for April

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

[Teachers may write THE SCHOOL asking for information regarding Art Work. These suggestions will be answered in the next available issue by Miss Jessie P. Semple, Supervisor of Art, Toronto, and Miss A. Auta Powell, Instructor in Art in the Normal School, Toronto. If individual answers are asked for, return postage should be enclosed.—EDITOR.]

### I. Junior Grades.

Interesting drawing for the spring months:—Tell the story of germinating seeds by a series of pictures, showing development at different stages of growth. Seeds for this purpose may be planted in shallow boxes of wet sawdust, or, better still, may be developed in a jar of water,



the seeds being held against the glass sides of the jar by a roll of blotting paper. They are thus in clear view all the time. Those in the wet sawdust may be taken out for a lesson, and then re-planted for future use.

The series of drawings will combine to make a good spring Nature booklet. The drawing may be done in charcoal or colour. Beans are very good for this purpose. See illustration. Note the rootlets turning downwards, and the plant stem growing up. See how the seed walls split to form the first pair of tiny leaflets.



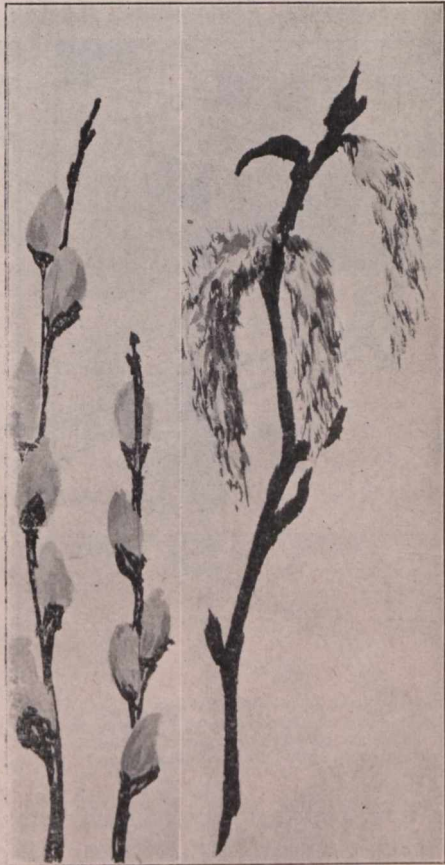
Tree buds also provide interesting studies of growth, form and colour. Small branches from different kinds of trees, willow, chestnut, poplar, etc., may be brought to school in March or April, and placed in jars of water in sunny windows. Day by day, the difference in size, shape and colour may be noted. Drawings will show first the bud, protected by Nature with a shell-like water-proof covering, then the gradual change as the buds burst.

These spring twigs may be drawn in charcoal, but are much more interesting when colour is used. At no time are the colourings more attractive than now, after the dull greys of winter, so open the children's eyes to the beauty of the soft yellows, delicate greens and rich bits of red and brown. Look for the wonderful colouring of the half-opened chestnut bud, and for the bright bits of yellow and red, lurking in the depths of the catkins.

As in our autumn Nature drawing, we will carefully consider the arrangement of the twig on the paper, and the relative sizes and positions of the masses. Notice also the strength of the stem, and the softness of the catkin or new leaf.

In drawing the pussy willow, one lesson may be taken, using chalk and charcoal, the development of the strength and hardness of the stem in contrast to the soft clinging of the bud being the main thought. See illustration. Another lesson may introduce colour, while also keeping in mind this difference in texture between bud and stem. Observe the twigs carefully to get the growth. Notice the little "shelf" on which the bud sits. Notice also how closely it clings to the stem.

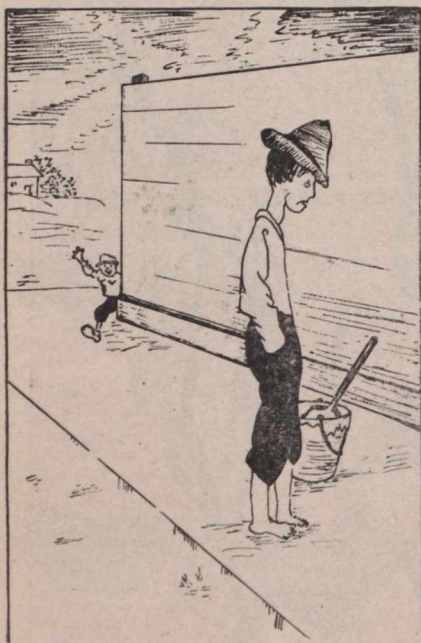
The horse-chestnut bud affords a most interesting colour study. Notice the bright bits of yellow and red, and the rich browns of the sticky shell-like coverings. Notice also the rough strength of the stem, and the many markings upon it.



In drawing any twigs with catkins, pay special attention to the stiffness of the stem, and the soft drooping of the catkins. See illustration.

## II. Third and Fourth Book Grades.

*Illustrative Drawing.*—Brief outlines on how to prepare pupils for reproducing the pictures inspired by their literature lessons were given in the September and November numbers (1913) of *THE SCHOOL*.



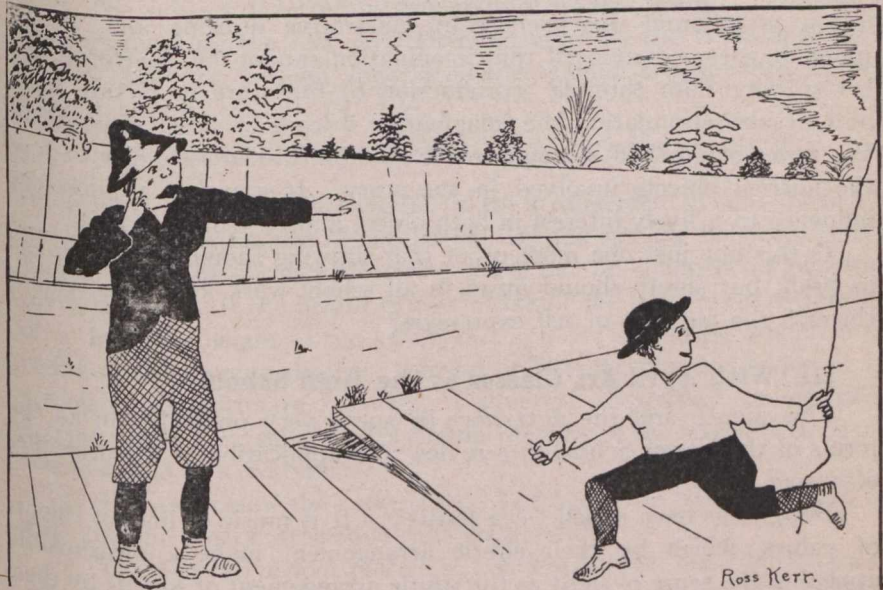
"Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. After surveying the fence, the gladness went out of nature, and a deep melancholy settled down upon his spirit."



"Ben worked and sweated in the sun."

We have always avoided such scenes as would necessitate the drawing of the human figure, but, this year, when the time for illustrative drawing came around, we had just completed the literature lessons on that portion of "The Adventures of Tom Sawyer", which appears in the Third Reader under the heading of "Work or Play". The requests to be allowed to illustrate it were pressed upon us with all the divine daring of boyhood and could not well be overlooked. Apparently humour makes an early appearance in the child and demands satisfaction, and if we would not have it seek unwholesome ways, should it not be educated? We talk about an "all-round deve'opment", but I wonder if there are still schools where the humorous instincts have to be stuffed under a





Ross Kerr.

"Tom traded the next chance to Billy Fisher for a kite in good repair."

boy's jacket? To love fun is part of our best inheritance. To educate this out of ourselves is to narrow our conception of life and its livableness, and to render ourselves incapable of becoming "like a child", and thus unfit to teach one. "A soft answer" is not the only turner away of wrath.

As the boys seemed inspired with a strong desire to do just a little better than their very best, it seemed too bad to let all this valuable inspiration go to waste, so we decided to make the attempt, and if some of the drawings possessed few artistic qualities, the exercise nevertheless proved of considerable educational value. For instance, it proved to be a most effective method of teaching expressive reading. We have never been able to secure such intelligent and intelligible natural reading (as expressed by Regulations) of any other lesson or previously of this



D. M. Knight.

"Johnny Miller bought in for a dead rat and a string to swing it with."

lesson as followed this exercise in illustrative drawing and we are more than ever convinced that imagination cannot be developed in a better way than through reproduction of literature in picture form, and besides stimulating the imagination it leads to closer observation. We never before had so many eager questions asked as to how to draw the untried objects involved in the story. It served as a quickening influence to a lively interest in both object and pose drawing.

Is this not just one more proof that drawing should not be an end in itself, but surely should mean in all school work knowledge gained through the pleasure of self expression?

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

This month and the next may be spent very profitably in all the forms of the Lower School in a review and application of the principles of *design*.

Design has been called "eye music". It is music of line, of colour, of values, which by their subtle arrangement make a pleasureable appeal to the sense of sight as the subtle arrangement of sounds by their melody, delights the sense of hearing. While the harmonies of both music and art (as revealed to us in design) are founded upon the requirements of human nature, as expressed in the laws of *rhythm, balance, and harmony*. To these laws every piece of good work will conform, whether it be a picture, or the pattern shown in architecture, sculpture, furniture, a rug, or a book cover.

In the application of these laws we shall have to limit ourselves for this month to the completion of one piece of work—the proper division and filling of a rectangular area to meet the requirements of a DRAWING PORTFOLIO cover.

What then are the requirements?

1. A suitably tinted sheet of paper 9" x 12".
2. Suitable lettering for (a) the title, PORTFOLIO OF DRAWING, (b) the student's name.
3. Suitable ornamentation, (a) a decorative spot separating the title and the student's name, (b) enclosing lines of a simple character, set half an inch in from the edge of the sheet.
4. Colours of lettering and ornament to harmonise with the colour of the cover.
5. Values of tones and divisions of areas to preserve a proper balance.

These requirements may be met in a multitude of ways. Let each student develop his own individuality. The following suggestions relate to one method.

1. Lay a wash of cool grey or of warm brown over a rectangular area 7" x 10", or 8" x 11" centrally placed upon a sheet 9" x 12".



2. The subject of lettering may require several lessons. First form students may use the *sans serif* lettering given in the September issue of THE SCHOOL. Second form students should use standard Roman Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Allow the class to note (a) the serifs, (b) the arrangement of light and heavy strokes in the formation of the letters, (c) the spacing between letters. Explain how the styles of lettering must not be changed on the same cover, and that, if the height of the letters of the title be three-quarters of an inch, the height of the letters of the name should be about three-eighths. In drawing designs, the use of any mechanical device or instrument is legitimate. Rulers, T-squares, compasses, ruling pens, tracing paper, etc., should be placed in the way of the students to ensure neatness and to save time.

3. The area below the name should be larger than the area above the title and the central area should be larger still.

4. The decorative spot placed in the central area must be consistent with the title, and must be placed slightly above the centre of the cover.

PORTFOLIO OF  
DRAWINGS



WILLIAM JAMES

## A Glossary of Military Terms\*

(Continued)

H. A. GRAINGER, B.A.

University Schools, University of Toronto

*Artillery*—All arms too heavy to be carried in the hand and therefore rested on carriages or masonry foundations.

*Field Artillery* is undoubtedly the most important branch next to the Infantry. It is probable that the success of the modern battle will depend on the superiority of this branch of the army. Its object is to support the infantry in its advances or its retreats. It aims to hit the part of the enemy which is most dangerous to the friendly infantry and which would hinder its success. Since the enemy's Artillery would do the same thing it is evident that a modern battle would generally begin with an artillery duel, and that which ever side is able to silence the other side's artillery will have a tremendous advantage. Until the enemy's Field Artillery is silenced, an advance of the infantry would be practically impossible. As the Infantry advances, the Field Artillery must be in readiness to fire over the advancing lines and attack parts of the enemy's troops or must be able to move with lightning rapidity to any other position where its fire is needed or is more effective.

A battery of Field Artillery is a tactical unit composed of from four to eight guns and ammunition waggons loaded with shell and shrapnel.

Since its first object is to destroy the enemy's artillery, the longer the effective range of the guns is, the better will it be able to damage the enemy before the latter is able to reach it. To be able to shift its position quickly it must be light. The three objects to be attained are: power to give accurate shooting at long ranges; rapidity of fire and mobility. The so-called light field piece is the weapon most in use. Each country has developed its own piece differing from any other. The French are equipped with a heavier gun (2500 pounds), firing a heavier projectile (15.9 pounds), at a much higher velocity (1740 feet per second), than the Germans. The calibre of all these light field pieces is three inches approximately. From twenty to thirty shots per minute can be fired. The French carry 312 rounds of ammunition per gun, with a battery of four guns. Their Field Artillery is thought to be the most efficient of all the nations at war.

\*From the "Dictionary of Naval and Military Terms," by C. F. Tweney, and the War Number of the "Scientific American."



*Howitzer*—A short heavy gun designed to fire a large shell (with a lower velocity than the light field piece), by charges varied to suit the range. The gun is fired at a high angle of elevation, consequently the trajectory of the shell is much curved, and its angle of descent steep. It is used for both field and siege operations. With a high velocity, the Field Artillery projectile's trajectory is very flat for a given range, so that the enemy's troops would be able to sit behind their embankments and have all the projectiles either strike the cover, or pass over their heads. Howitzers are used in this emergency. By reducing the charge the projectile may be started at a higher elevation, which causes the projectile to fall to the ground in a much more vertical path and enables it to be dropped at the back of the embankment.

Another object of these heavy cannon is that a battery can be put in position to sweep a large field, and with its long ranges prevent the enemy's lighter artillery from coming within effective reach.

The calibres of these howitzers are approximately 3.8 inch, with a 30-pound projectile; 4.7 inch with a 60-pound projectile; 6 inch with a 120 pound projectile. More than 400 rounds per gun per day have been fired.

*Shrapnel* is the most common projectile of the three inch calibre artillery. It is a steel shell having at its base a powder cup, over which rests a mass of some 250-360 lead balls. The tip contains a time fuse that can be arranged to discharge the bullets at a desired height. Each bullet is effective to kill a man. Usually, the calculated time allows the shell to get within one hundred yards of the object when the balls are released in the form of a shower.

*Machine Gun*—A weapon which fires rifle cartridges with great rapidity by mechanical means, the force of the recoil being used for re-loading the gun. The guns employed in the British service are the Maxim and the Vickers-Maxim. The Germans use the former, the French use a Hotchkiss. Two of these guns form part of the equipment of an infantry battalion. The rate of fire is as high as 660 shots per minute, or with compressed powder 775 rounds per minute, the cartridges being fed to the gun in the form of a tape or band. Guns of this class have an effective range, exceeding 3000 yards. The single barrel is water-jacketed to prevent heating in the Maxim. Some forms have as many as five barrels but just one at a time is used till it gets too hot.

*Mitrailleuses* are machine guns firing small arm ammunition, while those firing shot and shell are called revolving cannon.

*Mortars* are still shorter than howitzers, and are fired at still lower velocities and higher elevations ranging from 45 to 60 degrees. They are used to throw shells over intervening obstructions against objects, and into camps unreachable by gun fire at low elevations.

## Geographical Questions on the War

J. A. IRWIN

University Schools, University of Toronto

1. Describe carefully the position of Constantinople and explain its importance.
2. The following countries are called the six great Powers of Europe: Britain, France, Germany, Russia, Austria-Hungary and Italy. Compare them with regard to (a) area, (b) population, (c) facilities for commerce by sea, and (d) possessions outside of Europe.
3. The use of motor cars has made the belligerent nations dependent upon the supply of oil. Locate the regions which produce oil for the different belligerent nations.
4. Germany is a manufacturing country. Does she carry on her manufacturing in the same way that Britain does? Explain fully any differences and show whether they are advantageous or disadvantageous to Germany.
5. What would be the commercial advantages to Poland if her three parts were united to form an independent state?
6. Locate and give a brief description of: Bavaria, Alsace, Luxemburg, Essen, Bohemia, Transylvania.
7. Locate and state the importance of each in relation to the present war: Ostend, Dukla Pass, Cracow, Kiel, Louvain, Rheims, Plock, Thorn, Warsaw, Marne, Wilhelmshaven, Cuxshaven.
8. Trace the course of the Rhine. Name the different provinces it passes, and describe briefly the physical features of each. Describe the cities situated in its valley.
9. Locate and briefly indicate the course of the chief rivers that have come into prominence in connection with the present war on the Continent. Explain why rivers are so important in a campaign.

---

This story is told of an absent-minded professor at Drew Theological Seminary. One evening while studying he had need of a bookmark. Seeing nothing else handy, he used his wife's scissors which lay on the sewing-table. A few minutes later the wife wanted the scissors, but a diligent search failed to reveal them.

The next day the professor appeared before his class and opened his book. There lay the lost scissors. He picked them up and, holding them above his head, shouted:

"Here they are, dear!"

Yes, the class got it.



## Questions on the War

C. HENDRY  
Hamilton

1. "The preparedness of the Germans will redound to their eternal shame; The unpreparedness of the Allies will redound to their lasting honour"—Sarolea. Explain this statement, illustrating your answer by references to ante-bellum conditions (1) in the countries of the Allies, (2) in Germany.
2. What is the Hague Convention? When, and by whom was it signed? Give any of its articles that have not been observed during this war.
3. What are the duties and responsibilities of neutral nations?
4. Explain conscription, universal military training, voluntary enlistment, naming countries in which each method is followed.
5. Distinguish between British and German ideals of colonisation and indicate the results of these different ideals.
6. "Britain had nothing to gain from this war, only to lose." Explain; and give your own opinion of this statement.
7. Write short notes on: Sir John French, General Joffre, King Albert, Sir Edward Grey, President Poincare, General Bernhardt, Professor Treitschke, Chancellor Lloyd-George, Premier Asquith, Herr Nietzsche, Premier Botha, Lord Kitchener.
8. When, and by whom, was the neutrality of Belgium guaranteed? How was this neutrality observed (1) by France, (2) by Prussia in the Franco-Prussian War of 1870? Name any other state thus guaranteed.
9. What are (1) the duties, (2) the privileges of the "daughter-nations within the Empire", when Britain is engaged in war? Give briefly the contributions (1) in men, (2) in money, (3) in resources of the various colonies.

---

### A FITTING NAME FOR BOSTON.

THE Boston man was proudly exhibiting the sights of the city to his out-of-town friend and visibly swelled with pride while doing so. At each new object he remarked: "Boston is such a unique town!"

After enduring this every few minutes for several hours, the friend said impatiently:

"Lemme see. 'Unique'—that comes from *unus*, one, and *equine*, horse. Yes, you are right. Boston is certainly a unique town."

## Notes and News

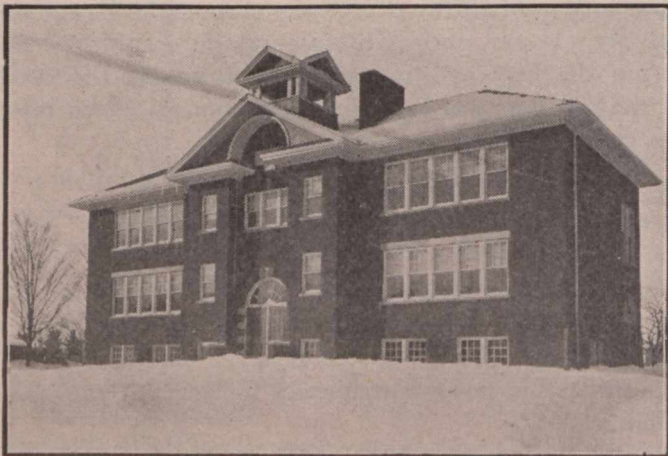
[Readers are requested to send in news items for this department].

Miss Elizabeth Maud Glanville, formerly a well-known teacher at Huron and Dufferin Street Schools, Toronto, died suddenly of pneumonia at Kenora.

Inspector Albert H. Leake, of the Department of Education of Ontario, was successful in securing, by his essay "Industrial Education, its problems, methods and dangers", the first prize of \$1000 in the Hart Schaffner and Marx competition of 1912. In the 1914 competition he has been awarded the second prize of \$500 for his essay on "Agricultural Education".

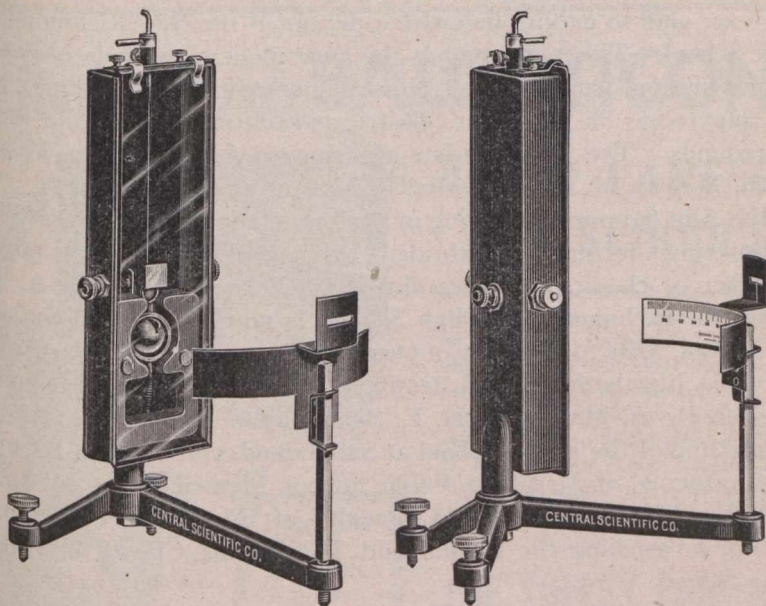
Inspector J. H. Smith of Wentworth has kindly sent us the pictures of the two new rural schools which appear as a frontispiece in this issue. The Chedoke School (S.S. No. 3 Barton) cost \$20,000; the Millgrove School (U.S.S. No. 7 West Flamboro and No. 4 East Flamboro) cost \$15,000. The former is built on a site one acre in area; the latter on one and one half acres. Both have two classrooms, cloak-rooms, halls, single seats and desks, slate blackboards, north lights, playrooms in basement and modern conveniences. It is the intention of the trustees to have the grounds neatly laid out and provided with flower beds.

A new wing, erected at a cost of \$60,000, was recently opened in connection with the Victoria Public School, Kingston. Principal Gordon of Queen's University and Trustee R. Meek gave addresses. The music was provided by the pupils.



New Public School at Richmond Hill.





Front View.

Side View

## NO. 2414 D'ARSONVAL GALVANOMETER BEST FOR GENERAL LABORATORY USE

### FEATURES.

The **MAGNET** is laminated, and the poles are so proportioned as to give a strong magnetic field through the coil.

The **COIL** is circular, giving maximum strength and area with minimum weight.

The suspension is a phosphor bronze ribbon. The coil may be raised or lowered or set to zero by means of the screw adjustment at the top of the instrument. The coil may also be locked when not in use.

In the **SIGHT AND SCALE ATTACHMENT** the position of the slot and its zero line in reference to the scale is such that all parallax is avoided, regardless of from what point on the slot the reading is taken.

**SUSPENSIONS**, when broken, are easily renewed, since removing the glass window lays open for easy access all parts of the coil system.

**WORKING PERIOD.** On short circuit, the coil comes to rest in 4 seconds, and is absolutely dead-beat. On open circuit, the working time is about 12 seconds.

**SENSIBILITY.** This galvanometer is sufficiently sensitive for all elementary laboratory work, and will be found especially well adapted for student use.

**Price, Net \$5.00**

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

## CENTRAL SCIENTIFIC COMPANY

Manufacturers 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.

We are glad to publish herewith a picture of the New Richmond Hill Public School. This building has the most modern systems of heating and ventilation, spacious corridors, commodious classrooms, good light, playrooms in basement, electric fire alarm system, and ample play-grounds. The staff consists of Principal A. E. Lehman, Miss M. Trench, Miss E. M. Holmes, Mrs. L. McConaghy.

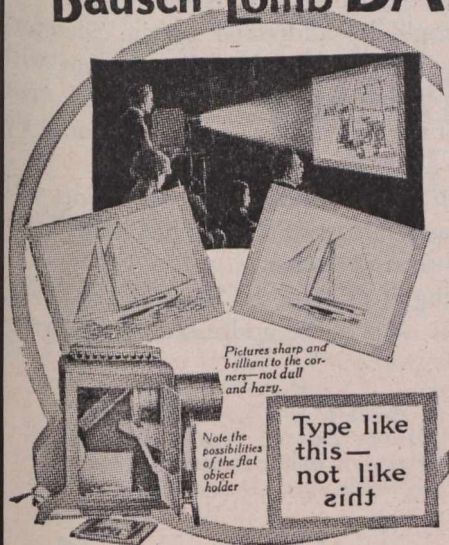
Miss Allie Stinson is teaching in Shelburne High School; Miss Winnifred Buchanan, formerly of Uxbridge High School, has taken the position of teacher of classics in Kincardine High School; Mr. John A. Bell, formerly of Richmond Hill High School, is now teaching in Stamford High School; Miss Alice Kuley of Otter Creek is now teaching at Ardoch, Ont.; Miss Elizabeth Sullivan, lately of Swan River, Man., has gone to Bowsman River, Man.; Mr. H. E. Spaulding of Aurora has taken the principalship of the Public School at Sunderland, Ont.; Mr. J. I. Cuyley, is now principal of Alexandra Public School, Medicine Hat; Miss Delia K. Hall of the class of '13-'14, Faculty of Education, University of Toronto, is teaching the Second and Third Book Classes in Listowel Public School.

An error crept into these columns in our March number in the news item concerning the kindergarten-primary classes of Cambridge Street School Ottawa. The staff of the department consists of Miss Dobbie, supervisor; Miss Thornton, Miss Wright and Miss Hill.

As a part of the regular summer session of Queen's University, the Faculty of Education will this year offer courses in the Science of Education and History of Education. This is in accordance with an arrangement made over a year ago with the Faculty of Education of the University of Toronto whereby the latter provided courses in Educational Psychology and School Administration during the Summer of 1914. These courses are designed primarily for candidates for degrees in Pedagogy and especially for those who intend to write on the examinations to be held in December next. They will, however, be open without additional charge to students enrolled in the regular summer session in Arts. Constant reference will be made in the classes to the texts mentioned in the calendar as suggested reading for candidates for degrees in Pedagogy and every effort will be made to put the students into helpful touch with the general literature of the subjects under discussion. There will be daily classes in both the courses offered and the regular members of these classes will be given opportunity to present from time to time outlines and discussions of selected topics. There are a number of interesting features of the Summer Session, such as public lectures, excursions, etc., which are open to all students in attendance. In addition, the City of Kingston offers many attractions as a place of summer residence apart from its picturesque location and the pleasantness of its



# THE Bausch and Lomb BALOPTICON



## “IDEAL LANTERN FOR SCHOOLS”

so writes a prominent Canadian educator, who says, “The Balopticon with Mazda Lamp and improved objective is the ideal lantern for schools. Opaque projection is a very important addition to all schools, and you should find ready sale for it. If a statement from me will help, should not hesitate to give it.”

Write for special information to the Canadian representatives.

**THE TOPLEY COMPANY**  
OTTAWA

## ANNOUNCEMENT.

Before placing your orders for Chemical and Physical Apparatus or Biological Supplies get our quotations. We have not adopted the prevailing system of withdrawing all Catalogue prices, as war conditions have not materially affected our stock.

We solicit the opportunity of submitting to you the lowest prevailing prices on your future requirements, ranging from Kindergarten supplies to complete University equipment.

**TORONTO SCHOOL SUPPLY CO., Limited**

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

summer climate. The courses in Education will begin on Monday, July 5th, and will continue until Friday, August 6th. The fee, which includes admission to the library of the University, is ten dollars. Inquiries for further information should be addressed to the Secretary of the Faculty of Education. Lists of suitable boarding houses with information as to rates, both for room and board may be obtained, upon request, from either the Registrar of the University or the Director of the Summer Session.

New York University has recently announced, in conjunction with its Summer Courses, classes in Isaac Pitman Phonography and Typewriting, which will be held during July and August.

In order to facilitate the handling of mail at the front and to insure prompt delivery it is requested that all mail be addressed as follows:—

- (a) Rank.....
- (b) Name.....
- (c) Regimental Number.....
- (d) Company, Squadron, Battery or other unit.....
- (e) Battalion.....
- (f) Brigade.....
- (g) First (or Second) Canadian Contingent.....
- (h) British Expeditionary Force.....

ARMY POST OFFICE,

LONDON, ENGLAND.

Mr. John Buchan, author of "Nelson's History of the War", was private secretary to Lord Milner in South Africa. For some years past he has been a partner in the firm of Thomas Nelson & Sons. For a firm that began in the year 1798, Nelson's are tolerably adaptable, and they are indeed fortunate in having on the premises a man of Mr. Buchan's literary skill to write the history of the war in which two of the partners and so many of the staff are taking part.

#### QUEBEC.

The Right Rev. Lennox Williams, D.D., Bishop of Quebec, and the Hon. Walter G. Mitchell, Provincial Treasurer, have been appointed members of the Council of Public Instruction to succeed the late Bishop Dunn and the late Hon. P. S. G. MacKenzie.

Legislation has been passed whereby the Council of Public Instruction is authorised to provide for the medical inspection of schools and pupils. School commissioners and trustees are also authorised to meet all necessary expenses connected therewith.

A summer course in nature study and elementary agriculture will be held at Macdonald College for school inspectors and teachers who need further training in these subjects to fulfil the requirements of the new course of study.



*Prescribed by the Minister of Education for use in Forms III, IV and V of the Public and Separate Schools of Ontario, and in the Lower Forms of High and Continuation Schools and Collegiate Institutes.*

## THE CHILDREN'S STORY OF THE WAR

In Monthly Parts Eight Cents. Each  
Post Paid Twelve Cents

The Publishers desire to apologise for delay in filling certain orders for the first two (Monthly) Parts. The demand far exceeded all expectations and the first impressions were sold out in less than a month. Further supplies due early April.

Third Part ready April.

Fourth Part ready May.

Later Parts at monthly intervals.

**If you have not already done so, place your order in advance. Only by this means can a prompt and complete supply be guaranteed.**

Payment may be made on delivery.

## Nelson's History of the War

By JOHN BUCHAN

With a preface by the Earl of Rosebery, K.G.  
In Monthly Volumes, each 35c. Cloth-bound.

*Recommended for High School Libraries by the Ontario Department of Education.*

Nelson's History of the War will enable readers to follow intelligently and get a clear understanding of the campaigns which now cover the better part of Europe and extend to every continent. The full history of the great struggle will not be written till the fog has long cleared from the battlefield; but it is possible even now to follow—at a decent interval—the main features of the conflict. Nelson's History will be the **story** of the war, and not a budget of war news. No romance can equal that story in vivid interest, and every effort will be made to give only expert views and authoritative details. A large number of maps and plans enable the reader to grasp the details of the fighting. The first volume is now ready, and may be seen at any bookseller's.

*"In no other way can you have so convenient a summary of the great events".—PUBLIC OPINION.*

*"That Mr. Buchan has done his work well is clear on the most cursory perusal, and we have no doubt that the history, when concluded, will long enjoy a permanent reputation as one of the standard and authoritative accounts of this terrible conflagration".*

### THOMAS NELSON & SONS

97 KING STREET EAST

TORONTO

London

Edinburgh

New York

A new school of twenty-four classrooms is being built by Montreal Protestant School Commissioners, on St. Urbain Street, at a cost of \$200,000. The building will be fireproof and will have sloyd and cooking rooms as in the new Rosemount School. It will be ready in September.

Pupils in the Protestant schools of Montreal have increased by 1,950 since last year. The present figures show that the numbers have increased more than 100 per cent. during the last ten years.

#### SASKATCHEWAN.

*Special Courses for Teachers.*—The Department of Education is making arrangements for short courses for teachers during July and August at the College of Agriculture, Saskatoon, and at the Provincial Normal School, Regina. At the College, courses in nature study, school gardening and elementary agriculture will be given and at the Normal School a course in household science. Definite information respecting the courses and the dates will be announced at a later date.

The Department of Education of Saskatchewan is making every effort to see that increased attention is given in the schools of the province to school gardening and elementary agriculture, and also to household science wherever it is possible to do so.

Miss Fannie A. Twiss of Galt, Ont., has lately been appointed Director of Household Science for the province and has already entered upon her duties.

In connection with instruction in agriculture an Agricultural Instruction Committee has been appointed to advise on all matters pertaining to the scope and character of agricultural education in our Public, High, and Normal Schools. Efforts are being made by the committee to secure two competent supervisors of agricultural instruction in the schools of the province. They will have their headquarters at the Provincial Normal Schools at Regina and Saskatoon, and in addition to attendance at institutes and conventions, will be required to follow up the work of the teachers in their schools. The committee held its first meeting on February 2nd and a number of important matters were discussed. Among these may be mentioned the following: "Inspectors of schools to report specially to the Department of Education on the work of teachers in nature study and elementary agriculture. The necessity of boards of trustees paying more attention to the general condition and appearance of the school grounds and the desirability of withholding grants upon the advice of the inspectors of schools, to districts refusing to put their school grounds in proper condition.

"The holding of short summer courses at the Agricultural College, Saskatoon, for inspectors of schools and for teachers of science in Public, High, and Normal Schools. The advisability of employing the services



## The Coming Change in Public School Courses

WITH conditions as they will be in Europe, Canada, for decades to come, will see a marvellous commercial development. The vast majority of our young people will require a specialized commercial education to put them in harmony with their environment and enable them to play their part in the country's advancement.

BY no means the least important of practical commercial subjects is Shorthand. In Canada, and the Empire at large, this means Isaac Pitman Shorthand, or Phonography, a name which distinguishes it from numerous imitations. Its worth is shown by the fact that it is the only Shorthand authorized by our Educational Departments.

It should be included in the curriculum of your school.

*Catalog and literature  
on Phonography from*

**COMMERCIAL TEXT BOOK COMPANY**

Wholesale Canadian Agents

383 Church Street, TORONTO.

## BETTER THAN HYMNS OF HATE

is the honest teaching of the Nation's History

### PHILIPS' PIERS PLOWMAN HISTORIES

#### JUNIOR BOOKS (for Children)

**BOOK I.** A picture-book to help the children to enjoy the old historical stories, told by the teacher. F'cap 4to. 9d.

**BOOK II.** 15 stories from Greek, Roman, and Old English History. Large 8vo. 1s.

**BOOK III.** 15 stories from English History. From 1066 to 1805. Large 8vo. 1s. 3d.

*New versions of the old historical romantic tales, told in simple language by experienced teachers, and illustrated by well-drawn pictures, plain and coloured, really illustrative of the text.*

**BOOK IV.** The Social History of England. To 1485. Large 8vo. 1s. 6d.

**BOOK V.** The Social History of England. From 1485. Large 8vo. 1s. 8d.

*In a novel and simple style, well adapted to the understanding of children no longer needing mere stories, these books describe the social and industrial life of our forefathers. The narrative form is frequently adopted, and each of the carefully chosen illustrations brings a definite contribution to the lesson.*

**BOOK VI.** The Nation and its Government. To 1485. Large 8vo. 2s.

**BOOK VII.** The Nation and its Government. From 1485. Large 8vo. 2s.

*In style similar to that adopted in Books IV. and V., these two books tell the story of the growth of the self-governing British Empire. The illustrations are of a character similar to those in Books IV. and V.*

Write to us for details and a set of our interesting Illustrated Catalogues, or to our

**Agents: The Renouf Publishing Company, Montreal.**

Our Books, Maps, Atlases, Globes, etc., are obtainable through all Supply Houses.

**George Philip & Son, Ltd.,** 32 FLEET STREET,  
LONDON.

When writing advertisers, please mention THE SCHOOL.

of properly qualified persons from the Agricultural College for the summer months to co-operate with the inspectors of schools and with the College of Agriculture in stimulating agricultural instruction in schools. The necessity of enlisting the support and sympathy of municipal councils and agricultural societies in school gardening, elementary agriculture, school fairs, etc. The advisability of incorporating as far as possible the subject of school gardening into the course of study for public schools, giving special attention to garden plots, seed and tree planting, etc. Provision to be made either in The School Act or Regulations of the Department to the effect that the minimum area of school grounds should be at least two acres. Agriculture to be a compulsory subject for teachers' diplomas of the third class, and, as soon as conditions warrant, for teachers' diplomas of the second class. Advisability of publishing a laboratory guide in agriculture for teachers and students. Necessity of providing professional training for students in attendance at the Agricultural College to enable them to act as teachers in agriculture in High Schools and Collegiate Institutes."

The committee on Agricultural Instruction is composed of D. P. McColl, Superintendent of Education, W. J. Rutherford, Dean of College of Agriculture, Saskatoon, J. A. Snell, Principal of Normal School, Saskatoon; Dr. R. A. Wilson, Principal of Normal School, Regina; A. F. Mantle, Deputy Minister of Agriculture; A. H. Ball, Deputy Minister of Education.

---

A NORTHERN school-teacher was spending her vacation down South, and, as she was passing a tumble-down shanty, she heard an old negress call to a child: "Come heah, yo' Exy! Exy!"

"That seems like a very peculiar name for a child, Auntie," said the teacher.

"Dat ain't her full name," answered the mother with pride; "dat's jest de pet name I calls her fer short. It's a mighty grand name wot dat chile has got. I picked it out'n a medicine book. Dat child's full name am 'Eczema'."

---

#### A UNIQUE UNIFORM

A BAND had been formed at a Western Normal School, and as is frequent in such cases, there was not enough money at first for complete uniforms. However the following notice in the school paper created quite a sensation:—

The Normal School band uniforms will consist of a cap and coat at first, with the probable addition of trousers at a later date.