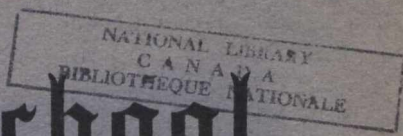


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The School

(Registered)

Vol. V

Toronto, March, 1917

No. 7

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The School

“Recti cultus pectora roborant”

Editorial Notes

After-Care of Soldiers.—Canada is in earnest about the welfare of the returned soldier. He must have the very best medical treatment. His pension must be adequate. He must have the preference in appointments to federal, provincial, and municipal posts. Parliamentary and local committees must safeguard his claims to recognition in the activities of farm, factory, or office. And if he is unfit, time and money must not be stinted in making him fit. In this spirit Canada has begun to educate the disabled soldier. She has organised vocational instruction for him in the various Provinces. The character of the men selected to direct this instruction is the best evidence of the country's earnestness in behalf of the disabled soldier and the best augury for the success of its efforts. In selecting Mr. W. W. Nichol of Ottawa to direct the work in Ontario and Inspector J. F. Boyce of Red Deer to direct the work in Alberta, the Dominion Commission has shown excellent judgment.

A New Interest in Education.—Will the Great War be the means of arousing the public to a new interest in education? All thoughtful writers on the war have connected its cause, its course, and the principle underlying it with the educational systems of the various nations involved in it. Whether it be the efficiency and brutality of the Germans or the fearlessness and “muddling” of the British, everything is laid to a large extent upon the shoulders of the teachers. As a result, signs of a revival of interest in education on the part of the British public are very evident. Four or five important commissions have been appointed to investigate thoroughly different phases of the question of education in order that the defects of the system may be remedied. Up to the present the people of Canada have not given much evidence of a new interest in education. And yet there are a few hopeful signs. Sir George Foster has created a committee of scientists to direct research work in the applications of science to the industries. The various Provinces are expanding their schemes for agriculture. Many schools are organising their physical and military training. The clergyman and the journalist have begun to discuss education. Two of the Toronto daily papers are devoting a column in their Saturday issues to educational questions.

These journals feel that their readers are anxious to be informed on educational topics.

All these are hopeful signs, especially for the teaching profession. A public interested in education means for the teacher a status in the community more in keeping with his responsibilities and merits than he enjoys at present. It should be the aim of every teacher to encourage this new interest by every possible means. With an enthusiastic and intelligent public interest in education, most of the teacher's difficulties, financial and otherwise, will be rapidly solved.

The Point of View in England.—The following extracts are from a letter written by Mr. J. L. Paton, High Master of the Manchester Grammar School, to a member of the staff of the Faculty of Education in the University of Toronto. They are given so that our Canadian teachers may get some indication of the way the march of events appears to an English teacher of wide repute who has access to information and points of view denied to us.

“My Dear —,

“First of all my heartiest greetings to you. There will be some of the New Year left by the time this reaches you. May it be heroic all through, and bring its own joy as such. . . .

“Canada is splendid. I never heard a person breathe a word against the Canadians. I feel my back straighten whenever I see them in the street and I would like to salute each man. . . . For the Canadians we have nothing but the warmest appreciation. I am very glad they are not to be hived off into separate hospitals of their own. It is splendid to have them alongside with our own chaps; and they learn so much from each other, and they are always popular in hospital, I notice. Besides, they saved the line when it broke at Ypres. Nothing finer has been done in the War, nothing manlier than their facing that diabolic gas. This is what we all feel. I am glad to be able to tell you that. And if you could see the School when I bring a Canadian in to prayers and if you heard the cheering, you would know how English boys felt for the Canadians. My word, this country has changed. You would open your eyes to see the things that have happened.

“The women are great. They will get the vote now. There have been many sudden, right-about-turn conversions.

“The boys were helping the post office at Christmas again, 188 of them, and now we are spending the Christmas holiday digging up waste land. We gave the lead here. We started the first day of the holidays. The Corporation starts to-day on the ground in the parks. I have offered to foot any bill for labour within my power, and am prepared to stop all games for boys over 15, so as to meet the demand.

“One thing only is vile, and that is the way the drink persists. I have got a motion on at the Head-Masters’ Conference—it will be a hardy annual before I have done. I am pressing on the part of the rank and file the hope that our Council will give a lead to other professions and to the nation at large in declaring for personal abstinence and total prohibition. Our own division (Lancs., Cheshire, Westmoreland, and Cumberland) passed this unanimously and all but two signed a petition for total prohibition. This is a distinct move on, but we have got to probe still further. Root out the drink and we shall win the War. . . .”

Length of School Day.—For some time the question of the proper length of the school day has been engaging the attention of American educationists. As more and more subjects demand places on the curriculum, it becomes imperative that the less valuable subjects should be dropped, or that the school day should be lengthened. In New York State new regulations are partly in effect which demand a large increase of time for physical education and supervised play, and superintendents are consequently considering how long the day must be to do justice to all the school activities of the fuller programme. Mr. Elbert W. Griffith, Superintendent of Schools in Glen Falls, N.Y., contributes an article on the subject to the January number of *American Education*. He sent an inquiry last September to each of the superintendents of New York State, “requesting a statement of practice, or an expression of opinion concerning the time to begin and close each of the daily sessions, and the total length of the school day”. The results of his inquiry, as far as length of day is concerned, are given in the following table:

	Per Cent.
Proportion of schools reporting having 2 sessions	96
Proportion opening earlier than 9 o'clock	64
Proportion having a noon recess of 1½ hours	55
Proportion having a noon recess of less than 1½ hours	45
Proportion favouring 6 or more hours for length of day	48
Proportion favouring 5½ to 6 hours for length of day	32
Proportion favouring 5½ to 7 hours for length of day	80

Superintendent Sprague of Utica reported in favour of a seven-hour day for the grades, and a seven and a half hour day for High Schools, but had the grace to add that this day should provide not only for all recitations, but also for all preparation on the part of both pupils and teachers.

Superintendent Griffith summarises thus the situation as he sees it:

1. “Socialised courses of study are becoming so extensive in content that educators throughout the country feel the need of more time to carry them properly into effect.

2. "One way to gain more time is to economise that which we have.
3. "The new legal requirement for physical education in New York State for the present year seems moderate and wise. That for next year seems greater than the requirement in any other state in this country, or than in any of the foremost nations of the old world.
4. "The Harvard inquiry of 1915, sent to 50 representative cities throughout the nation, shows a day of approximately $5\frac{1}{2}$ hours with small allowance for the newer studies or for physical education.
5. "The Inquiry of the United States Bureau of Education, summarised in Bulletin No. 44 of 1915, finds, that, of 1,270 cities reporting, 73 per cent. of the cities had a day varying from 5 hours to 6 in length with little or no allotment for the newer studies, or for physical education.
6. "Germany has a longer year, a longer week, and a longer day for its schools than the United States.
7. "The French child attends school more hours than the American, the English or even the German child; and when grown, he shows marked evidence of efficiency.
8. "This Inquiry of September, 1916, shows that of the large proportion of the superintendents of New York State reporting, 80 per cent. favour a day of from $5\frac{1}{2}$ to 7 hours in length.
9. "This study seems to indicate a widespread conviction that the present old-line time schedules cannot be shortened, that the physical education requirement for the present year should be added to the existing, average allotment, and that the length of the school day for upper grades and High School should be about six hours.
10. "If next year's requirements in physical education remain unchanged, this study seems to indicate a belief that next year a school day of from $6\frac{3}{4}$ hours to 7 hours will be thought desirable."

Canadians may well be slow to follow the lead of New York State. For the sake of both pupils and teachers, we should wait until the longer day has proved its worth beyond question.

THE OTHER WAY.

The teacher had been talking about a hen sitting on eggs, and, with the incubator in mind, asked if eggs could be hatched in any other way.

"Yes, sir," said an experienced person of nine. "Put 'em under a duck."

AN INGENIOUS PARAPHRASE.

"In spite of the clamour of the Noes, the Ayes won," was dictated from the history book, and the pupils were called upon to write out what the passage meant. One of the replies was: "Though he made a disagreeable noise by breathing through his nose, he had such fine eyes that he persuaded the parlyment to vote for him."—*Teachers' World*.

The School Fair as a Factor in Racial Assimilation

J. T. M. ANDERSON, M.A., LL.B.

Inspector of Schools, Yorkton, Saskatchewan.

THE fact that thousands of our new settlers from foreign lands have been allowed to settle in large segregated areas throughout our Dominion has greatly retarded and is still greatly retarding the work of racial assimilation. Any movement to bring together the people of adjoining districts or settlements will result in an increased interest in each other and no movement in our rural districts is accomplishing more in this important phase of general education than the Union School Fair, which is rapidly becoming an eagerly-looked-forward-to annual event in many rural parts of Canada. In the Prairie Provinces, where there is such a large number of "foreign" settlers, educators have been greatly interested in this work, and during the past two or three years remarkable progress has been made. During the year 1916 dozens of successful fall fairs were held in connection with the Public Schools, and the results tend to indicate that this comparatively new idea in rural education will form an important factor in the solution of the "rural problem".

As a concrete illustration of the school fair as a social and educative factor in community betterment and rural advancement, we shall refer to a series of fairs held in northeastern Saskatchewan during the fall of 1916. Early in the spring, prize lists were issued by a central committee and fairs arranged for at fourteen different village centres. The rural schools in the vicinity of each centre were asked to co-operate in preparing exhibits for the fall fair to be held at this centre. Immediately there was aroused a wider interest in rural school life. The school and home gardens were carefully prepared and throughout the year received careful attention. The drawing, sewing, and manual classes were conducted with a view to producing creditable work for the fairs. The children's exercise books were more neatly kept than ever before and this sudden increased interest resulted in better and more thorough work in all branches of the Public School course. Hand work was emphasised as never before and the work of hand and mind correlated in most encouraging fashion.

A visit to any of the hundred schools participating showed a better and more regular attendance, and a better school spirit prevailed generally. In addition to this there was a wide interest on the part of the parents, thus bringing nearer to realisation that most desired sympa-

thetic co-operation between the school and the home. The teachers, too, profited from the opportunity afforded of meeting together regularly to discuss arrangements for the fairs, and a live interest in their work was manifested throughout the year. Trustees responded liberally to requests for financial and other assistance and more than ever before displayed a marked interest in the performance of those duties which too often in the past have been but lightly regarded.

The fairs at the village centres were held on Monday, Tuesday, and Wednesday of the last week of September and all the prize winning exhibits were sent to the town of Y— where a very large fair was held on Friday and Saturday of the same week. At each village fair from five to thirteen rural schools took part, with the result that one hundred schools were represented in the large central exhibition.

On the day of the fair the teachers were in the village early, preparatory to unpacking and arranging the exhibits. In many cases the parents provided conveyances to bring in the country children. The rooms of the village schools were tastily decorated with flags, mottoes and banners. All branches of school work were represented. Long tables were laden with choice vegetables grown in home or school gardens. Maps, drawings, specimens of writing, essays and exercise books, testified to work done in the school-room. Hand work of various kinds, including paper-cutting, weaving, basketry, wood-work, and modelling formed a most attractive display, while the exhibit of bread, cakes, and pastry was most creditable.

At most of the fairs the older pupils were placed in charge of the exhibits, and readily answered any inquiries on the part of visitors. In this way they were getting a valuable training for after life. At several centres girls from the senior grades served tea, and in this way collected substantial sums for the Canadian Red Cross and Belgian Relief Funds.

About four o'clock in the afternoon a concert was held, each rural school contributing two or three numbers to the programme. In this way the spirit of co-operation was still further substantially encouraged. Addresses by public men and prominent citizens of the various districts constituted another striking feature of these gatherings, and all who spoke emphasised the fact that "education is training for a happy and useful life".

Another noticeable feature of all the addresses delivered was the emphasis placed by the speakers upon the necessity of their children being taught at an early age to read, write and speak the English tongue. One speaker born in far-away Sweden said, "I've been thirty years in Canada and I don't know good English yet and I want my children to get what was denied me—a good English education in the Public School". Another parent, a Bohemian by birth, remarked in



TEACHER TRAINING IN SASKATCHEWAN.

A group of Third Class Normal Students who are helping to solve the "rural problem" on our western prairies, and who deserve great credit for work in connection with the School Fairs. They represent various nationalities—English, Scotch, Irish, American, Danish, Ruthenian, German, Hungarian, Swedish, Norwegian, Icelandic, and Polish. Can you pick them out?

broken English, "Me not know English good; me no go school. Me boy go school—learn English. Me glad". Others present similarly expressed themselves.

Eighteen different nationalities were represented in the schools participating in these fairs. At one centre children of Bohemian, Hungarian, Swedish, German, Belgian, and Polish parentage took part and their parents mingled freely as they proudly examined the work of their respective children; at another fair boys and girls of Ruthenian, Scotch, Welsh, Assyrian, and English parents had their work arranged side by side on the long tables. But throughout the whole fair the children used no language but English!

Each of the fourteen fairs was most successful and the attendance of parents and ratepayers was most gratifying, considering that threshing operations were in full swing at the time. The following extracts from reports of some of the teachers whose schools were represented are exceedingly interesting, and testify very clearly to the wide-spread interest in this comparatively new phase of educational work.

"This was the first school fair ever held in L — and great interest was aroused. Nine rural schools participated. There were over six hundred entries."

"The fair was exceptionally well attended. Five rural schools took part. Contests in singing and physical training added to the interest. Lunch was served to all present."

"The school board was very much interested. The trustees contributed money towards expenses, supplied materials for drawings, handwork, etc., and provided a conveyance for the children."

"Those who attended were well pleased. They are already discussing plans for next year. It was a great day in our district."

"Our fair was a grand success. My twelve pupils with their parents attended . . . I fully expect they will look forward with greater interest to next year's fair."

"The interest shown by the ratepayers and the school officials of the respective school districts encourages us to believe that the school fair is likely to develop into a progressive factor of educational work among the non-English of this Province. The various articles made by the children were sold by public auction and the sum of thirty dollars realized for the Belgian Relief Fund."

"Public addresses were delivered, and each speaker endeavoured by earnest appeal to parents and ratepayers to inspire a wider interest in education and school life. In the evening the school was brilliantly lighted with gasoline lamps giving an opportunity to all those who could not attend during the day to view the excellent exhibits, and it was evident from the large number who crowded the spacious class-rooms until a late hour that the keenest interest had been aroused. It was surely very gratifying to those in charge to see parents who after a hard day's work had driven many miles in order to see the display of their children's school work. This is the first school fair to be held here and its success has undoubtedly paved the way for even greater success in the future. Practically all the children of these schools are of non-English parentage."

At still another fair ten schools were represented. The report from this centre reads, in part, as follows:



A MAGNIFICENT DISPLAY OF CHILDREN'S WORK

"As the time for the fair drew near, the interest of the children was obviously growing more intense. Every effort was being made, every nerve being strained to complete and perfect the work to be exhibited. On the morning of the great day, eager children thronged around and within the school building to place their exhibits in their respective classes. Yet amid all this eagerness, the spirit of competition was not rampant, but rather a mutual interest and delight in each other's accomplishments. This to us was a very pleasing aspect of the children's attitude and behaviour. The large proportion of parents of foreign birth was very noticeable; thus one object of the school fair was being accomplished, in some measure at any rate. What was regarded by the teachers rather in the light of an experiment is now an accomplished fact, and all have been confirmed in their belief in this new movement."

Another interesting report runs thus:

"The parents were much in favour of the scheme and lauded the efforts made in the interests of their children. One mother who has four children attending school said she had looked forward to our exhibition but had no idea that there would be so much worth seeing. Several others expressed surprise at seeing what a collection of exhibits school children could display. Hopes were freely expressed that we continue our efforts along this line."

Many other reports might be referred to and in every instance strong emphasis was laid upon the wide-spread interest aroused by the non-English settlers. Fathers and mothers who knew practically no English gazed in admiration at the work of their children, and it was clearly a matter of intense satisfaction to them to find that their children won many prizes. One father born in an obscure Austrian village took particular pride in showing his neighbours a miniature set of bob-sleighs made by one of his Canadian-born sons. "Good teachers. Good fair. Good schools. Good country. Everything good", was his laconic summary of his views of his adopted country. And this is the view of the vast majority of our Slavic settlers. Shall we allow narrow-minded intriguers to interfere with these natural impressions of this land of freedom and opportunity? Let the strong, ennobling guidance of upright, honourable Canadian statesmanship direct these people. Let every Canadian man, woman, and child take a deeper interest in the Canadianisation of these humble sons of the soil!

The prize exhibits from each of these fourteen centres were sent to the town of Y— where a very large Union school fair was held. There were over two thousand entries and more than one hundred teachers attended. The accompanying illustration gives some idea of the appearance of the interior of the town hall on fair day.

We shall never properly solve the rural problem in our foreign settlements until the home and school become more closely united and work together for mutual improvement. In the busy life of the western prairie farmer too little time has been devoted to social and intellectual improvement, but every nerve has been strained to increase the cultivated acreage and materialism has held sway to an alarming extent.

The "foreigner" is no exception to this rule. Men who were content to farm a narrow strip in a small southeastern European village are not long satisfied in Canada with a quarter section of land. Many hold whole sections and some cultivate two or more sections. The foreign women in too many instances have had few or no opportunities for the development of womanhood according to Anglo-Saxon ideals, but are little better than slaves who toil laboriously at the beck and call of hard-hearted husbands whose lack of proper respect for womanhood is a heritage of darker ages. Great work lies ahead of us, as Canadians, to see that these women are given an opportunity to learn our language and to become familiar with our ideals of womanhood and motherhood. Reader, let us meditate for a moment on this simple little story so brimming with tenderness.

A young Canadian teacher, with a heart as large as the prairies, took charge of a little school in a Ruthenian settlement. He became intensely interested in these people. He visited their homes. They were amazed to find a young Canadian so interested in foreigners. He won the hearts of all, young and old. One day a Ruthenian mother lay dying. She asked to see "Meester Teacher". He came and sat beside the rough bunk that served for a bed. She took his hand and, with tears streaming down her toil-hardened face, in broken English she said, "Meester Teacher, you good, you like my Mary—my John—Me want them go school—learn English—me go way—good-bye—me see you after". She died. Thank God, she first learned what it means to be a Canadian. How many of these people are passing away after years in our country without having become acquainted with us or we with them!

Just as the instinct of fear in the child may be modified and removed by education, so, in the case of the illiterate and superstitious among the immigrants to Canada, education in the wider sense will tend to remove these retarding influences. By encouraging them and affording them opportunities for intermingling with the more enlightened of the new-comers and also with the Anglo-Saxon citizens, they will come to see that life in Canada means something wider and richer than ever could be possible under that despotic control with which so many of them were familiar in youth. Can any one who knows of the ancient enmity existing between Ruthenians and Poles conceive of a social gathering in some little Galician village at which these two peoples would meet on a friendly footing? Yet here in Canada this would be no unusual occurrence. The School Fair encourages this friendly relationship between peoples. Let the movement receive every encouragement and may it be far-reaching in its scope! We have too long confined our idea of "fairs" to exhibits of dairy cattle, thorough-bred horses, funny dogs, and horse-races. Let us in future devote more

attention to the proper rearing of the youth of our land! Let us have children with strong, well-developed bodies and alert, carefully-trained minds! Let us turn our attention to this great problem of laying a solid foundation for the Canada of the future. There are in this vast Dominion thousands of these people from other lands and they are multiplying at a very rapid rate. Comparatively few assimilative forces are at work. We are at that critical period which comes in the life of every nation when fundamental principles of nation-building must be carefully outlined and as carefully adhered to. "The future of our country to a very great extent, if not wholly, depends upon the next ten years in our elementary schools". If the children of these new comers—the new Canadians in the truest sense of the term—are not given a proper education in the English language and are not properly introduced to a knowledge of the best in Canadian life during the next decade, we cannot expect to lay solidly the foundation of future strength and greatness. The School Fair will play a very important part in this great national work.

Book Reviews

Defence and Foreign Affairs, by Z. A. Lash. 86 pages. Price 50 cents. The Macmillan Co. of Canada, Ltd. In this interesting little book Mr. Lash outlines a plan for the reorganisation of the British Empire which, he believes, will bring unity and strength to the Empire, while making the minimum change in its constitution. He would create an Imperial Council representing Great Britain, the Dominions, and India, which would have control of foreign affairs, the Imperial Army and the Royal Navy. The present Imperial Parliament would continue to be the general legislative body for the Empire, and its authority would be limited only with regard to foreign affairs and defence. The Dominion Parliaments would still control local Dominion affairs, and even local Dominion armies and navies in times of peace. This new Imperial Council would be small in size, would have both executive and legislative power, and, Mr. Lash hopes, would not be run on party lines. As in other schemes of empire reorganisation the most difficult matter is that of finance. Mr. Lash's Imperial Council would have the power to levy taxes on the different parts of the Empire, and, presumably, to levy military and naval forces, at least on Great Britain. This new plan is put forward as an alternative to that advocated by Mr. Curtis, and is a very useful contribution to the discussion of an exceedingly difficult problem.

C. M. J.

Commerce and Industry, by J. Russel Smith; published by Henry Holt & Co., New York. 596 pages. This commercial geography is based on the author's larger volume *Industrial and Commercial Geography*; and like the former it is in many respects an excellent book. There are two ways of treating commercial geography, one focuses the geography around the region, the other around the product. The present volume endeavours to combine the two, and does it with conspicuous success. Unfortunately it devotes an inordinate amount of space to the United States, even for an American text—about half of the volume being devoted to that country, while Canada is discussed in about seven pages. Nevertheless there are so many fresh ways of dealing with geographical topics that it can be recommended to Canadian teachers.

G. A. C.

The War in German East Africa

(Continued from the February number.)

A. N. SCARROW

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From Taveta and other places on the frontier the Germans, during 1914, made raids on the Uganda Railway but failed in their endeavours to capture Nairobi, the capital of British East Africa. Early in November, 1914, the British attacked the German port of Tanga from the sea but were defeated with a loss of 795 and in January following, our forces took Jasin, a German port about 20 miles inside the border but were forced to surrender by a stronger force of the enemy. These were the worst disasters sustained by our troops in that theatre of the great war and they led to a reorganisation of our forces and greater preparations. Major-General Tighe was brought from India to take charge of the campaign, but little was accomplished during 1915 except the bombardment of seaports, the destruction of the *Königsberg* and the blockade of the entire coast. Another change of leadership was decided upon towards the close of 1915 and General Smith-Dorien was appointed to take over the command. This appointment indicates how much value the British government placed upon the conquest of this German colony. General Smith-Dorien, however, took sick on his way to Africa and a new appointment had to be made. This time General Smuts was chosen who, only a few months before, had been leading one of the armies under General Botha in the German South West African campaign. (See *THE SCHOOL* for February, 1916).* No one who has read of General Smith-Dorien's heroic leadership of Britain's immortal first army of regulars during the retreat at Mons and in the battle of the Marne will doubt his ability as a soldier and leader and yet we may doubt if his preparation for leadership in East Africa was equal to that of General Smuts who on February 23rd, 1916, assumed the command at Nariobi. General Smuts had been born in South Africa, had been educated first in the schools of his own country and then in Cambridge University, and had qualified as a barrister in London. He had led a commando against the British in the Boer war, and when the South-African Union was formed he became Attorney-General in General Botha's cabinet. He had been chosen second in command when General Botha undertook his conquest of German West Africa and had contributed largely to the success of that brilliant campaign. He is recog-

*These articles are to be had in the Special War Edition of *THE SCHOOL*. See advertisement in this issue.

nized by both Briton and Boer as the ablest statesman in the commonwealth, and is one of the greatest generals of African warfare.

While General Smuts was getting to his new sphere of action an event of great interest and equally great importance was taking place on Lake Tanganyika. Until the close of 1915 this lake had been dominated by two German gunboats and this continued until December of that year, when on Christmas day two armoured motor boats were launched and ran their trial trips. These boats had been built in Britain, had been shipped to Cape Town and from there transported by rail to within 166 miles of the lake where began a long trek through the wilds of Northern Rhodesia. Roads had to be cut through the jungle and the motor boats dragged by traction wagons through the forests to the Lualaba River, the upper waters of the Congo, whence they reached the lake. Officers and men for this distant adventure were provided by the Admiralty. The day following their trial, December 26th, 1915, they surprised one of the German gunboats and sank her, and early in February the other enemy boat met a similar fate. This ended the enemy's power on the border waters of the colony.

Thus the way was prepared for an advance of the Belgians from the Belgian Congo and of the British from Northern Rhodesia. The former under General Tombeur entered the colony at the northwest in two columns from either end of Lake Kivu, and, supported by their gunboats they forced the enemy to retreat in the direction of Lake Victoria Nyanza before the converging columns. Kigali, the principal town in the province of Ruanda, was occupied by the Belgian forces in April, 1916. Biramulo east of Usumbura was taken by the Belgians on July 3rd and Ujiji was occupied just a month later. Meanwhile a force of Rhodesians and Transvaalers under Brigadier-General Northey had entered the colony between Lake Tanganyika and Lake Nyasa and in May captured Neu Langenberg with large quantities of ammunition and stores and afterwards proceeded north-westward and occupied the important town of Bismarcksburg at the foot of Lake Tanganyika. On July 2nd another British force occupied Bukoba on the west of Victoria Nyanza and on the 14th captured Muanza on the south of this lake and drove the enemy from that quarter towards Tabora on the Central Railway. The lake regions were now free from the enemy, and meanwhile General Smuts was driving him from his stronghold around Kilimanjaro.

The strength of the British in East Africa was largely increased early in 1916 by the arrival of an expeditionary force from South Africa and when General Smuts took over the command of the British forces on February 23rd, 1916, he recognized the excellent preparatory work of General Tighe and set out with that General to learn the situation. He found the enemy strongly fortified to the southeast of Mt. Kilimanjaro,

and sent word to Lord Kitchener that he intended to undertake to drive him out before the wet season began in May. He sent mounted troops with motor transports, machine guns and a mountain battery, under Major-General Stewart, to encircle the northern end of the mountain and attack Moshi from the west while he delivered a frontal attack from the other side of the mountain. The enemy, attacked in both front and rear, left behind 380 dead and many prisoners. Some of their forces retired along the Tanga railway, while the main body retreated south to contest General Smuts' advance towards the Central Railway. The Uganda Railway was linked up, by an extension from Taveta, with the German terminus at Moshi and a force was detached to follow the enemy along the latter line to Tanga on the coast. The fighting for control of this railway was severe, as the enemy had the cover of the Pare Mts. through which the line runs. Gradually, however, the work was accomplished and Tanga was captured July 7th, 1916.

Meanwhile, General Smuts seized Arusha, where important caravan routes meet, and then pushed on to Köthersheim and Solanga in the direction of the Central Railway. Kondoia Irangi, about 75 miles from the railway, was occupied by General Van Deventer April 19th after a stiff fight. The Germans retired towards Kilimatinde, but being reinforced returned to the attack under the personal command of General von Lettow-Vorbeek the Imperial Commander. The attack was continued during the 9th, 10th and 11th May but was repulsed with heavy losses. The British forces reached the Central Railway 31st of July.

On August 5th General Smuts began a general attack on the main enemy forces and on the 11th defeated them at Matamondo, on which date General Van Deventer occupied Mpapua. On the 15th naval forces occupied Bogamyo and General Smuts forced his way through the Nguru Hills, crossing the River Wami on the 18th. Van Deventer entered Kidete August 20th, and on the 22nd captured Kilosa. On August 31st Dar-es-Salaam was bombarded for the fourth time during the war and on September 4th, 1916, surrendered to naval forces. On the 15th of the month General Smuts' forces reached the south of the Uluguru hills and effected a junction near Kissaki, while Van Deventer was approaching the Great Ruaha River on the road to Mahenge. On November 19th the enemy was again defeated at Lupembe, and this closed the work of the year, but on New Year's day, 1917, our forces in the vicinity of Kissaki, south of the Uluguru hills, again assumed the offensive. They stormed the enemy's strongly entrenched lines in the Mgeta valley, inflicting heavy casualties and capturing several guns and howitzers. Pursuing the enemy our troops on January 3rd approached the Tiogowali River, eleven miles north-west of Kibambawe, on the north bank of the River Rufigi. On January 5th they occupied a German

camp on the Tiogowali and reached Kibambawe. The enemy still held the south bank of the Rufigi.

It will be seen that General Smuts' plan is to clear up the eastern coast, driving the enemy into the unsettled and hostile regions north of the Portuguese border, there forcing them to fight or surrender, and then to deal with any enemy forces that might be left around Tabora and the western region of the Central Railway. His work has been so comprehensive and yet so thorough that we may safely leave the matter in his hands with the assurance that the results will soon be as complete as the work of this great general and his equally great chief, General Botha, in German South West Africa, which came to a close a year and a half ago. When this is done Germany's last and greatest colony will have passed into the hands of Britain and her neighbouring allies.

AIRSHIP PROJECTILES.

These are of two types, averaging around 125 and 250 pounds in weight. High explosive bombs, (H.E.) are also known as T.N.T. bombs, since they are filled with tri-nitro-toluol, an explosive of the nitro-glycerine species, but far more powerful. These bombs are intended solely to shatter (if they cause a fire it is by accident). Used against buildings it is fairly deadly: a 200 pound T.N.T. bomb would demolish a good sized hotel or a large block of flats.

The other bomb is known as an incendiary bomb. It has very low explosive powers, but contains a deadly mixture which when the bomb bursts spreads over everything in the vicinity, and effectively sets fire to anything combustible. The material inside, called "thermit", has a burning temperature about the hottest known, apart from artificially produced heats. It will set fire to wet woodwork, when an ordinary petrol bomb would only dry the outside of the wood. (From *Manchester Guardian History of War*. Vol. 42: Apl. 26/16).

A teacher received the following note:

"Dear Madam,—Plense ixcus my Tommy today. He won't come to skule, because he is acting as timekeeper for his father, and it is your fault. U gave him a ixample if a field is 6 miles a round how long will it take a man walking $3\frac{1}{2}$ miles an hour to walk $2\frac{1}{4}$ times round it. Tommy ain't a man so we had to send his father. They went early this morning & fater will walk round the field and Tommy will time him, but pleas don't give my boy such ixamples agin, because my husban' must go to work every day to support his family."

HARD WORK.

The Cook—Why did you quit at Professor Jones'?

The Maid—Well, them high-brows was quarrelling all the time and it kept me running from the keyhole to the dictionary 'till I just got tuckered.

The Salonika Expedition

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TWO of the outstanding features of the war situation in Europe during the summer of 1915 were the tremendous and successful attack by the Teutons on the Russian front, and the definite failure of the Allied effort to force the Dardanelles. These events—neither of them decisive victories for the Central powers—were destined to have immediate and momentous results in Southeastern Europe. Thus far in the struggle, the only Balkan states to become active participants were Serbia, Montenegro, and Turkey. The attitude of the others was that of keenly interested neutrals. Greece on account of her former association with Serbia and her traditional friendship for Britain was believed to lean toward the Allies. Roumania, because of her antipathy to Austria, was also deemed to be more or less pro-Ally. The position of Bulgaria was more uncertain. She owed much to Russia for assistance in her deliverance from the Turk. On the other hand, she cherished a bitter hatred against Serbia, a hatred engendered by the Second Balkan War that had transferred from Sofia to Belgrade the control of a large slice of Macedonia inhabited largely by Bulgars. Had it not been for these reverses to the Allied arms, both of them near at hand and correspondingly impressive, it is quite probable that Greece, Roumania and even Bulgaria would have joined the Entente. As it was, it is hardly to be wondered at that these small nations adopted an attitude of "safety first". Bulgaria openly carried on negotiations with both sides, meanwhile proclaiming strict neutrality. It is now known, of course, that months before his actual entry into the war and while still bargaining with the Allies, King Ferdinand was bound in alliance with Germany and Austria. The Allies in the face of Serbian protests could not satisfy his demands, while the Central powers were quite willing to make the most generous concessions to his cupidity—to be paid at the expense of other nations.

This then was the situation in August and September when, finally halted at the gates of Riga and along the Pripet marshes, the strategists of Germany and Austria turned their attention to Serbia. Three times the Austrians had attacked their diminutive neighbour to the south and as often they had been hurled back across the Danube. Now the task was to be undertaken once more and carried through with true Teuton thoroughness. The Serbians, undeceived by their previous success,

knew that the hour of supreme trial was at hand. Just how great was their peril, once the Central Empires turned their combined resources against them, may be seen from a glance at the map. Along their entire northern border stretched the Austrian Empire. On the western border was the Austrian province of Bosnia; then friendly Montenegro; then hostile Albania. On the east lay Bulgaria and well the Serbians realised that their eastern neighbours were only awaiting a favourable opportunity to pay off old scores. In its extremity, the government of Serbia appealed for assistance to Great Britain, France, Russia, and to its old Ally, Greece. Fortunately for them, it seemed, the Government at Athens was dominated at the time by the remarkable Venizelos, who at once declared that his countrymen were in honour bound to go to the relief of Serbia. His government was apparently of the same mind, and a resolution was passed inviting the Allies to send an expeditionary force to Greece to march to the assistance of the threatened Serbians. This could only mean that Greece, too, would lend her support. Consequently on October 1st, 1915, a party of French and English officers landed in Greece to prepare for the arrival of troops. A few days later the first of the troops landed at Salonika.

Within a few days of their landing, French troops began to move northward, followed soon afterwards by British forces. The plan decided upon was to proceed by rail up the valley of the Vardar river with the intention of reinforcing the Serbians in the neighbourhood of Uskub; these were threatened by the left wing of the Bulgarian army, a force over 100,000 strong. When we consider the distance to be traversed, over one hundred miles, the inadequacy of the means of transportation, a single-track, grass-grown railway line, and the strength of the forces of the enemy to be encountered, we hardly wonder that the French and British forces failed utterly to give any assistance to their stricken allies. Heroic efforts were made to push forward but the difficulties were too great to be overcome. Sarrail was compelled to withdraw to Salonika and the Serbians were left to their tragic fate. (See *The Serbian Campaign* in the January number).

In the meantime strange events were taking place in Greece. It had been confidently expected that once the Allied troops landed in Greece, the Government at Athens would actively co-operate. But the Allies reckoned without their host. Hardly had the first of the French troops pitched their tents in the outskirts of Salonika before King Constantine summoned Prime Minister Venizelos to the Imperial palace and informed him that his action lacked the royal sanction. Venizelos immediately resigned and his departure from power was the first of a series of disquieting events that have continued ever since. The new ministry proclaimed as its policy the maintenance of a state of armed neutrality,

but a neutrality, as far as it concerned the Western Allies, "to be characterised by the most complete and sincere benevolence".

This apparent treachery on the part of the Greek King aroused the keenest resentment among the Allies. Before condemning him unreservedly, however, it might be well to examine briefly the situation from the standpoint of the Greeks. In the first place King Constantine and his military advisers undoubtedly had definite, first-hand information as to the forces at the disposal of the Central powers for the invasion of Serbia and foresaw the futility of the Allied effort to stem the invasion. Also it is more than probable that they received quite definite instructions as to what would happen if Greece threw in her lot with the Entente. Finally, the original understanding that led to the landing at Salonika called for at least 150,000 troops, and this number was not forthcoming. Only about 40,000 troops had arrived by the end of October and the number had not reached the required total until two months later. While the course followed at that time by Greece may not have been actuated by the lofty ideals that led Belgium to her martyrdom, it cannot be denied that on the basis of immediate safety and self-interest she had some pretext for hesitation in casting in her lot with the Allies.

After the withdrawal of the troops southward, the work of fortifying Salonika and preparing it for use as a base for future operations was pushed forward with feverish energy. Although the original purpose of the expedition had disappeared there seemed no disposition in the Allied capitals to withdraw from Greece. To have done so would have given the Central powers an opportunity of obtaining a splendid naval base on the Aegæan. Moreover, the strain of immediate contact of Greece with Bulgaria might have been too great for the neutrality of the former. If, however, the Allies were to remain, Salonika must be made impregnable. Indeed, for some time during the early part of 1916, there was very serious apprehension that the Central powers would extend their operations farther southward and endeavour to drive out the Allies. Fortunately the danger passed away. Once Germany and Austria secured complete control of the trunk line from Belgrade to Constantinople they seemed to lose interest in the campaign and Bulgaria was hardly in a position to undertake the task without assistance.

The defences of Salonika were practically complete by the end of December. The following months saw the constant arrival of fresh troops, distinguished not merely for their numbers but also for the variety of their nationality, every one of the Allies contributing its quota. One of the most remarkable contingents arrived in April. It consisted of the entire remaining Serbian Army which after being driven

to the Adriatic had found refuge and rest under the protection of the Allied fleets on the island of Corfu. The Serbians were a splendid body of men, once again physically fit and eager to resume their part in the struggle. By the end of July they were holding a part of the Allied line north of Salonika and facing the hated Bulgars.

Gradually, in numbers and equipment, the expeditionary force reached a state that justified the expectation of a move northward. Again, however, the attitude of Greece proved a stumbling block. Greek neutrality had from the beginning been a dubious thing, and it did not improve as the months went by. Not only did the Government at Athens refuse to assist the Allies even in such minor ways as permitting the transportation of the Serbian troops by rail to Salonika, but in numberless trivial ways gave colour to the suspicion that the sympathies of the ruling classes were actually pro-German. Under these conditions the Allied commanders were not in a position to assume an energetic offensive against Bulgaria. Later in the year, some progress northward was made and on November 18th, 1916, the capture of Monastir was announced. During the winter months, warfare on a large scale is, of course, almost impossible in the Balkans. Whether the advent of spring will see a terrific drive northward with the purpose of redeeming Serbia and isolating Bulgaria and Turkey, only those in the inner councils of the Allies know.

Meanwhile the war of diplomacy between the Foreign Offices of London and Paris on the one hand, and wily King Constantine on the other, goes merrily on.

KILLING THE GOOSE, ETC.

"Dad," said the young medical graduate, "in your two weeks' absence I managed to cure Mrs. Goldenby of her indigestion." "My boy," said the old doctor, "I'm proud of you, of course, but Mrs. Goldenby's indigestion was what put you through college."

THE PROFESSOR'S WIFE.

The professor was absent-minded and his wife was blessed with a lack of tact that frequently brought embarrassment to both. For instance, when the Dean came for dinner, Mrs. Professor recalled her spouse to his duty as host by saying:

"How inattentive you are, John. You must look after the Dean better. He's helping himself to everything!"

Little Johnny, who had been studying history but a short time, thought he would give his grandfather a try-out on the subject, and asked:

"Say, Gramp, what great war broke out in 1850?"

The old gentleman laid down his paper and looked thoughtfully at the boy for a moment, and then a sudden light dawned upon him.

"Why," he said, "that was the year I married your grandmother."

The Western Front: Battle of the Somme

(Continued from the February number)

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Objects.—The general principle of an Allied offensive had been decided on; also the agreement with Joffre to wait as long as possible for the augmentation of British material and man-power. But other considerations might precipitate the attack.

The Russian offensive had been opened in early June to relieve Italy. Even the transfer of Austrian troops from the Trentino was insufficient to stop the Russians then, and German reinforcements were being drawn from the West Front. But not at the expense of the Verdun enterprise; the Germans still were dealing their heaviest blows there. For two reasons then it was decided to delay the attack no longer—the pressure at Verdun must be relieved; and the transfer of German troops, to oppose the Russian advance must be prevented. Behind all was the general purpose of most effectually weakening the enemy in material, in men and in morale.

Preparations.—The Germans had felt free to remove so many divisions, partly because of their discounting the value of the New Armies, partly because they over-estimated the resisting power of their lines of defence. They deemed the three successive systems of concrete fortifications built up in the last twenty months well-nigh impregnable. But here they had not counted on the advance made by the Allies in the science of trench-destruction.

The line to be attacked by the British ran from Serre, north of the Ancre, to Maricourt, the junction with the French left, near the Somme. The French attack was to cover another dozen miles south to Chilly. Extending from Thiepval south-east to Combles is a ridge about 150 feet in height and two miles across. The first system of German trenches lay in front of this; the second, on the southern edge of the little plateau; the third, on the far edge and northern slope. The task set the British forces was to gain control of this ridge as a foundation for further operations. The task assigned to the French army was to protect the right flank by moving forward the left end of their line and thus preventing the formation of a dangerously sharp salient.

Bombardments were carried out along the whole Western Front during the last week of June. Trench raids were conducted by the

score to learn the enemy dispositions. On the front to be attacked, gas was discharged successfully at many points. Franco-British aviators attacked with fire-balls the German observation balloons, many of which

THE TIMES HISTORY OF THE WAR—PART 120



AREA OF THE BATTLE OF THE SOMME, JULY TO OCTOBER 1916.

From *The Times History of the War*.

were destroyed. Numerous aëroplane attacks were made also on moving trains, railway junctions, and ammunition depots.

The struggle went forward in three quite distinct phases—the obtaining of a footing on the heights, the clearing of the heights, the movement down the northern slope.

First Phase: A Footing on the Heights.—On July 1st, at 7.30 a.m., after a final hour of exceptionally violent bombardment, the explosion of mines previously placed, and the discharge of clouds of smoke, the infantry attack was launched.

The British right was in possession of Montauban by noon. A little to the left, around Mametz and Fricourt, where the positions were very strong, the work was not so easy. The struggle lasted throughout the night and till the next afternoon. Ovilliers and La Boiselle resisted successfully the first rush, though good positions were gained on each flank of these villages. Further north, on both banks of the Ancre, the British made fine gains but were driven out in counter-attacks. It appears in his report that General Haig did not intend his major operations to reach north of the Ancre. He determined to press on in the region south and east of La Boiselle while engaging the enemy north of that point in methodical attack. By July 5th, La Boiselle, Fricourt, Mametz and Montauban were captured and the outskirts of Contalmaison reached. The whole of the first and strongest system of trenches had been taken and about 6,000 prisoners had been captured together with a considerable number of guns.

The French left met with fine success. During the first day they captured the German first line trenches as far south as Estrées, included in which were a number of villages. Throughout the next four days the French carried the battle strongly against the enemy, especially just south of the Somme. By July 5th they had captured practically the whole second line of defence over a distance of 7 miles. This comprised the whole sector of ground in the bend of the Somme west of Peronne. Over 9,000 prisoners were taken and about 60 guns and hundreds of mitrailleuses were numbered in the trophies.

The Allies, after a lull occasioned by the moving forward of artillery, and after beating off enemy counter attacks on the flanks of the advancing line, resumed their efforts to gain the crest of the heights. The French had some particularly hard work south-west of Peronne to complete the capture of the second system. The British had even more difficult terrain to traverse on the southern wooded slopes of the plateau. It took them a full week to reduce these positions—Contalmaison Mametz Wood, Trônes Wood—possession of which was a necessary preliminary. But one by one they were taken. The French, on their part, pushed forward their line on the south bank of the Somme to within a few miles of Peronne.

On July 14th all was ready for the storming of the crest. On that day and the three days succeeding the second double line of trenches was carried on a front of over three miles. From Bazentin-le-Petit to Longueval the British established themselves on the top of the plateau. The losses on both sides had been most sanguinary; the Germans suffered certainly not less than the Allies in killed and wounded, and many thousands of prisoners were taken.

(To be continued.)

Book Reviews

Chemistry in the Service of Man, by Alexander Finlay; published by Longmans, Green and Co. 255 pages, price \$1.60. This well-known author of books on chemistry has in the present case produced a volume that should be of very great value to the teachers of Canada. Never before has the teacher of chemistry devoted more attention to the presentation of the economic application of his subject; hence a demand arises for books that will supply the needs of the teacher in this respect. For this purpose the present volume should be found very valuable. Moreover, no science is advancing more rapidly than chemistry and the volume under review discusses some of these new developments in the science. The following titles of chapters will give some idea of its range: Combustion and the Production of Fire; The chemistry of illuminants; Velocity of Reactions and Catalysis; Fixation of Atmospheric Nitrogen; Glass, soda, soap; and the Colloidal State.

G. A. C.

Introductory Chemistry, by R. A. Gregory and A. T. Simmons; 163 pages; published by The Macmillan Co., Toronto. The names of the two authors of this volume are a sufficient guarantee as to the high quality of its contents, for these two authors either jointly or severally have written many elementary text-books in science, and the reviewer has failed to find one of their volumes that is not a model text-book. This book on elementary chemistry has all the good qualities of their previous volumes. The text is lucid and easily understood by a young pupil, the experiments are simple and require only inexpensive apparatus, and the illustrations are not mere diagrams but perspective drawings that are both clear and pleasing to the eye. While it does not cover any course taught in Ontario schools, nevertheless it is a volume that every teacher would find to contain many useful experiments and devices.

G. A. C.

The British Manual of Physical Training, by Lieut. C. F. Upton, R.A.M.C. Price 60 cents. The Macmillan Co., Toronto. The author of this book points out the disadvantages of systems of physical training in which dumb-bells, weights, and other apparatus are employed. He wishes to introduce a thoroughly British system of training in which, in a very few and simple exercises, every muscle of the body can be exercised without apparatus, without fatigue, and without monotony. He argues that now is the time to commence physical training on a national scale. A few hints on eating and on general physiology and hygiene are included. His tables of exercises are adapted for school use and also for the use of men and women in sedentary occupations. The author won the open light-weight wrestling championship of the world in 1915. Those interested in physical training should read this book. The table of 27 exercises is arranged to develop every muscle and seems to include every exercise needed for school purposes.

The Everlasting Balkans

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Maps by G. F. Hutcheson

THE title means what it says—the Balkans have lasted for untold centuries in a geological sense, for at least forty in the political sense, and are likely to be a very live subject for centuries to come. Long before Troy became famous, cities occupied its site near the mouth of the Dardanelles. Persians and Greeks strove later for the mastery over these land and sea routes, for all roads lead through the Balkans, Constantinople and the straits. The Romans had later occupied these lands and their political divisions correspond roughly to those obtaining to-day. When the great Roman empire broke up in 324 into East and West, the city of Constantine was built upon the site of old Byzantium and the Eastern outlasted the Western by a round one thousand years. The Catholic church also split into Eastern or Orthodox and Roman. Little by little the differences became strongly marked and must never be lost sight of in the discussion of the past history or of future problems—the question of religions is fundamental.

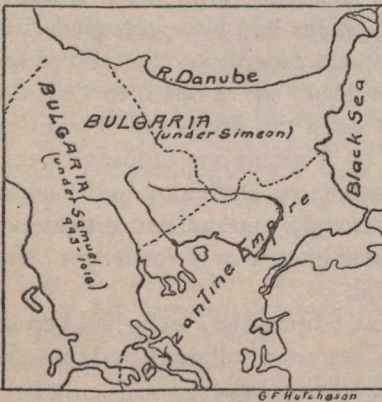
Even before the division of the Roman empire the Goths had become troublesome in the Balkan territories. They were followed by Huns and Avars and by Lombards, the story of each being brief.

About the same time that the Goths were becoming troublesome we find another people on the move. The Slavs, originally at home in the marshy country around the present-day Przemysl, were moving north and south in a great migration corresponding to the great German migrations and spreading over about the same time, from the third to the seventh centuries. If a line be drawn from Kiel to Ragusa on the Adriatic and another from Memel to Constantinople they will be found to be very nearly parallel and to include a portion of Europe that has been, in various parts and at various times, the scene of a struggle that has lasted fifteen hundred years and the end is not yet. Slav and Teuton have fought back and forth over this strip, especially at the north, and that is why the Germans speak of a Slav Peril to-day. The presence of a Polish party in the Reichstag is also explained by this long racial struggle. In the Balkans and the southern Austrian provinces the descendants of these Slavs form the large body of the "common people" except in Rumania and in Greece.

The Bulgars, like the Huns and Avars, Tartar in origin, come next. They, like the Franks in France, gave their name to the country, but

also like the Franks of the west were absorbed by the conquered people and became to all intents Slav. Twice their dominion became famous, under Czar Simeon (917-27) covering almost all the Balkan country, and under Czar Samuel (993-1018) in the west Balkans. If the Kaiser can make good his reported promise to King Ferdinand that he shall rule from the Black Sea to the Adriatic, then the future Bulgaria will practically coincide with Simeon's kingdom.

The next people to become prominent in the Balkans were the Serbians who, under their great Peter Dushan (1320-56), exercised sway over an immense territory and made a "greater Serbia" or a "Yugoslavia" a name to conjure with.



Map 1.—Czar Simeon's Empire (917-27) included present Bulgaria, most of Serbia, Albania, Montenegro and part of Greece.



Map 2.—Serbia under Dushan, about 1350. Compare with the dream of "Greater Serbia" or "Yugoslavia."

While these kaleidoscopic changes were in progress, resulting in a mixture of races and blood in the Balkans which is the despair of all who would like to see the principle of nationality prevail in any future settlements of the map of Europe, another people of Asiatic origin and of Semitic religion had been knocking at the door of the Balkans. The Saracens rather concern Arabia, Africa, Spain and France, for they were turned back from Constantinople in 673-77 and again in 717. They were driven out of Spain in 1492.

In the East the Saracens were succeeded by the Seljuk Turks, who were important for about two hundred and fifty years (1055-1315). It was against these that the crusaders went out in answer to the fiery appeals of Peter the Hermit and other leaders of the Church. Many a story of epic and romance has its origin in the wonderful adventures of Christian knights and paynim warriors of those days, and many a maiden, according to those highly coloured tales, was wondrously delivered from hateful fate and woeful sufferings. Saladin, the Sultan, and Richard the

Lionhearted of England were the most prominent leaders, and long served as models of prodigal and generous rulers.

A second branch of the Turkish family followed the Seljuks, viz., the Ottomans, and it is with these that we still have to do. They reached the Bosphorus about 1355, crossed over and took Gallipoli in 1356 or 1357, Adrianople in 1361, but did not get Constantinople until 1453. Their delay was caused by the struggle they had with Timur or Tamerlane (1336-1405), the renowned Oriental conqueror, who in much later times became a heroic figure in story, legend and drama.

Ever since the Turks have defended the Dardanelles with cannon and only once have they been forced, viz., by Sir John Duckworth in 1807. The taking of Constantinople is one of the most important dates in modern history because it practically marks the end of the middle ages and the ushering in of Renaissance and Reformation. Coinciding as these do with the invention of printing, the discovery of America and of a sea route to the East Indies, it is no wonder that the changes that took place in the world of commerce and thought of that time were momentous and far reaching. It would seem that we are now face to face with another set of equally momentous changes and that the children of to-day will in after years look back with amazement at what these present-day events have meant for the world. What will be the future on the threshold of which we are now standing?

The entrance of the Turks into S. E. Europe did mark the beginning of a new phase of what had been called, since the Congress of Verona (1822), the Eastern Question, the ancient and perennial rivalry of the various peoples and powers for the control of the land trade routes to and from the East. Latterly it has been more nearly defined as the Near Eastern Question or Turkish Question to distinguish it from the Middle East problem, the rivalry of Russia and Britain in Persia, complicated latterly by the Bagdad Railway scheme of German origin, and the Far East problems, due to the meteoric rise of Japan since 1895, the awakening of China and all that these changes mean for the peoples of the new as well as of the old world.

(To be continued).

A little English boy wrote to his grandmother from his boarding school, in time for her birthday. The letter ran thus:

"Dear Grannie: I want to send you a birthday present, but I haven't any money. So if you will send me the money you always give me for Christmas now, I'll buy you something nice with it. I'm thinking of a pair of pistols a boy here will sell cheap or a gramophone that another boy has. I could use them until I come home."

Primary Department

Primary Studies in English

ISABELLE RICHARDSON.
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LESSON—GROUP VII. Co-Relation of English and Art. Section 1. *The Art of Seeing.*

“The world is so full of a number of things,
I'm sure we should all be as happy as kings.”

ROBERT Louis Stevenson surely stated “a very large truth in this very simple couplet”.

“But so it is—one man walks through the world with his eyes open, and another with them shut; and upon this difference depends all the superiority of knowledge the one possesses above the other. While many a vacant, thoughtless youth is whirled throughout Europe without gaining a single idea worth crossing a street for, the observing eye and inquiring mind find matter of improvement and delight in every ramble in town or country. Do you then, William, continue to make use of your eyes; and you, Robert, learn that eyes were given you to use.”

The above extract from that charming old-fashioned story *Eyes and No Eyes* is—well—revealing. The dear old schoolmaster, while keenly alive to the advantages of nature study, was singularly blind to the needs of childhood. Had “Robert,” in the schoolroom, received more instruction in cultural and practical art and less drill on the three R's; more training in *how to study* and less dictation in what to memorize, the “observing eye and inquiring mind” would have been developed to such a degree that it would have been impossible for him to miss the beauty, grandeur and wonder of the external world and to come under that trite condemnatory criticism—

“A primrose by the river's brim
A yellow primrose is to him,
And it is nothing more.”

Drawing in the primary class is valuable not only because it trains the senses of sight and sound through which a great part of knowledge is derived, but it is a medium through which many ideas can be expressed more clearly and definitely than through oral or written expression. For example, a child who had given correct oral expression to the sentence “The bird is on the post” was asked to make an illustration on the blackboard. He rapidly sketched the post, then hesitated. “May I

see the flash-card again?" he asked. "I remember the bird and the post but I *forget* what was said about them." Having silently re-read the sentence, he completed the picture. "What word helped you to complete your picture?" he was asked. "The word *on*", was his reply. This illustration reveals a weakness in oral expression as a test of thought-acquisition. The child had seen the mental picture as a collection of objects, not as one group which expressed a single thought. He failed to see the relationship, but his oral expression was correct.

Then, again, drawing develops the power of keen and discriminating thought. The sentence, "Sam sat on the limb of a tree", was assigned for blackboard illustration. Eight children out of ten sketched a tree, then drew a boy sitting on one of the limbs. In one of these drawings the limb was almost as large as the tree, the child's explanation being "Sam chose a very strong limb so it wouldn't break when he was on it."

The ninth child's picture showed a boy sitting on a limb which was lying on the ground. "There is no tree in the picture," this artist explained, glancing at the other drawings, "only a limb which has been cut down or blown off by the wind." The teacher then wrote another sentence: "A cross dog stood near the tree". Of course, it was now evident that the limb was on the tree—not on the ground; but whether the whole tree or only the limb of the tree should be drawn was an open question. A few questions elicited the suggestion that *pictures* be examined to see what good artists do under similar conditions.

The Primer was then brought into requisition and the illustrations on the following pages were studied: 50 (first illustration), 54, 29, 14.

This picture-study gave much incidental training. A *motive* having been furnished the result was intelligent observation and appreciation of the pictures; general knowledge gained through comparison of pictures; and much spontaneous oral expression. Later, the interest in the picture was used to arouse interest in the text of the lesson. The pupils enjoyed finding the *exact sentences* illustrated by the picture. For example, page 54, Primer: "She sat down under a tree. Her head began to nod, and nod, and nod. She fell asleep."

These sentences having been selected by the pupils the *test* work began. Each pupil carefully read each sentence, made a mental picture, then compared his mental picture with the illustration in the book. It did not take the pupils long to discover that the second sentence was not part of the book illustration and must be omitted as part of the exact description.

The result of this work is obvious. Thoughtful reading and mental picturing of the text, careful examination of the details of the illustration, intelligent comparison of picture and text must necessarily result in habits of accurate observation, the power of judging material

and seeing discrepancies, the power to remember distinctly what is seen and skill in reproduction—habits which are surely a valuable asset in any walk of life.

Through illustrative drawing the teacher can readily discover the careless or superficial reader. For example, the tenth boy's illustration of the sentence, "Sam sat on the limb of a tree," showed "Sam" comfortably seated on the back of a *lamb* which was standing under a tree! Investigation showed that as a result of carelessness *lamb* was substituted for *limb*; a rapid sweep of the eye caught the word tree; and the *mind* made a liberal contribution which completed a mental picture quite satisfactory to the child.

In the following sections notice the related sequence: (a) Intellectual preparation for appreciation of poems suitable for the month; (b) Mechanical preparation for reproduction, through drawing, of pictures inspired through the study of these poems; (c) Presentation of the selections; (d) Illustrative drawing; (e) The ideas gained in (a), (b), (c) and (d) applied in the study of a masterpiece involving similar principles.

Section 2. *Picture Study.*

Not only do pupils require intellectual preparation to enable them to appreciate the literary selections to be presented, but they must be prepared on the mechanical side for the reproduction of the mental images inspired by their study of these selections.

Recite Stevenson's poem *The Wind*, then show the illustration of the line: "I saw the different things you did". Both poem and picture may be found in *A Child's Garden of Verse*.

One writer says: "The expression of the vegetable growth in the picture in which the wind is blowing is always interesting to children. Leaning trees bent with the wind are attractive. Lines representing grass, if all slanting in the same direction will express *wind*."

All these things are found in the illustration mentioned above. Let pupils note other details which express *wind*.

Lead pupils to tell what changes would have to be made if the wind changed and blew from the opposite direction. The principle involved may be further emphasised through activity plays in which the children represent trees in an orchard, cornstalks in a field, etc.—and the teacher represents the wind.

The attention of the pupils may now be directed to other important details. Keep the *aim* in mind.

Encourage pupils to collect pictures, poems, stories relating to the subject under discussion and illustrating the principles involved, but differing in content or composition from the selections to be illustrated by the class.

Section 3. *Literature.*

The children are now ready to enjoy the following poems. Judicious questioning will help to make mental images clear and definite. Appreciation leads to a desire for expression. The child will voluntarily draw when he has ideas to express. The fuller and clearer the ideas, the better the expression.

FLYING KITE.

"I often sit and wish that I
 Could be a kite up in the sky.
 And ride upon the breeze, and go
 Whatever way it chanced to blow.
 Then I should look beyond the town,
 And see the river winding down
 And follow all the ships that sail
 Like me before the merry gale,
 Until at last with them I came
 To some place with a foreign name."

—FRANK DEMPSTER SHERMAN.

THE MARCH WIND.

"I love to blow the boys' caps off,
 And whirl them down the street,
 And turn umbrellas wrong side out
 And raise a sandy sleet.
 I blind the eyes of little girls,
 And hide their red cheeks
 With dancing curls."

—*Month by Month Books.*

Section 4. *Illustrative Drawing.*

Drawing is one way the child has of expressing his ideas. They must therefore be *his* ideas and not the ideas of the instructor. "When you dictate to the pupil it changes his work from his own ideas to yours, making it, in a sense, valueless."

Question as to the elements to be represented in the picture. For example, in *Flying Kite* the pupils must give expression to four ideas in their picture—ships on a river, flying kite, wind and the kind of day mentioned.

The illustration should be valued according to success in reproducing pictures inspired by the poem or showing interpretation.

Intelligent discussion of pupils' illustrations is an important part of the work.

Many teachers set aside special periods for preparatory technical work—drawing of objects involved; work for the proper expression of landscapes, etc.

The pupils are now ready for *original* expression. For example: (a) Make a March calendar; (b) Draw a March landscape; (c) Tell in a drawing *what the Chinese kite saw*; (d) An Imaginary Ride in an Airplane. Tell about the kind of day—the start—what you saw as you flew over land and sea—where you landed.

Section 5. *Art Appreciation.*

The pictures for study in the lowest grades are those which have interesting stories to tell—stories of interest to children. Landseer's *Saved* should be presented as the climax of this lesson-group.

Emphasize the following ideas: (a) An author tells stories by means of words; (b) An artist tells stories through pictures; (c) Every object in the picture helps to tell the story.

By definite, direct questioning, lead pupils to find out (a) *what* is in the picture, (b) *why* it is in the picture, (c) its relationship to the centre of interest.

Successful development work is possible only when the teacher keeps in mind certain objective points towards which the pupils' energy of thought is directed. Her note-book should show conclusions somewhat similar to the following:

Group (1)—(a) The St. Bernard dog is chosen because he is big, wise, and faithful. A dog lacking these characteristics could not have saved the child.

The open mouth of the dog, the froth-covered tongue and upturned eye show exhaustion. These details lacking, we might imagine the child asleep.

(b) The little child is worth saving. It is helpless. It is alone. The hat, dress, button-boots with patent tops suggest the city child not used to sea-life.

These facts give the St. Bernard an opportunity to show his value to man, and his self-forgetful devotion to the needs of others.

The child and dog form the centre of interest. The whole picture tells the story of "a happening". This group tells *what happened*. The remaining groups give details.

Group 2.—The dark clouds indicate a *stormy* day. The boat-sail, steamer-smoke, "white-caps" on the waves dashing against the pier, show that there is a *very strong wind* blowing. We now know *when it happened*.

Group 3.—The pebbles on the pier are attractive to a child; the sea-birds, looking for food, scaling near the end of the pier, suggest a motive for going to the end of the pier. The posts and planking at the end of the pier furnish a place to fall.

We now know *where it happened*. *Why* and *how* it happened may be *inferred* from Groups 2 and 3, the imagination supplying details.

The children are encouraged to tell the entire story (a) in answer to questions in definite order, (b) without help.

"And only the Master shall praise us,
And only the Master shall blame;
And no one shall work for money,
And no one shall work for fame;

But each for the joy of working,
And each in his separate star
Shall draw the Thing as he sees It
For the God of Things as They Are!"

Educative Handwork

M. ISABEL WILSON

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MARCH—a breezy pioneer of spring—never wearies us by its sameness. It is full of surprises. The wind blows in all its fury, now high, now low, dying to a low wail.

The March work is never quite complete unless we have illustrated the many pranks of the wind. Cut out the trees bending before the wind, the flapping clothes on the line, a little boy chasing his hat, a little girl holding her umbrella against the wind. Lay with pegs or seeds a clothes line fastened to two posts or trees, with the clothes blowing in the wind.

The legend of the Wind and the Sun and the story of the Sleeping Beauty, telling the story of the wind and of the awakening of Spring, afford excellent stories for free cutting.

Rossetti's sweet poem *The Wind* and Robert Louis Stevenson's *I saw you toss* and Sherman's *The Flying Kite* are studies that give the child a sense of vastness, of mystery and of something beyond and above himself; he recognises a force invisible yet mighty. Illustrate the pictures presented in these poems by cuttings or drawings.

The proverbial "March lion and lamb" afford units for a border repetition.

The month of winds gives an opportunity for the study of the windmills of Holland. The windmill and the Dutchman cuttings may be used in attractive borders. The single running unit may be taken from the trademark of "Old Dutch Cleanser".

Swelling buds furnish good material for drawing and cutting.

Kites are made of a light quality of manilla paper. Paint birds, flowers, fishes, faces, as fancy dictates, with the brightest colours.

Correlation.—To correlate with "Primary Studies in English" in this number, much of the above will serve to illustrate the poems. The sail boat may be made by folding a square of paper into the shape of an envelope. Then turn one corner to the centre.

The handwork for this month is raphia winding—one of the most practical forms of occupation work for a primary class to use.

The raphia is cleanly and pliable. It does not cause strain upon either the eyes or the muscles of the hands. In making a napkin ring the essential points in winding may be taught and it may be made an introduction for the work in many other objects. A cardboard foundation is needed, and this can be very easily secured by cutting a mailing tube into rings about 1" and 1½" wide. Failing the mailing tube, cut a

strip of cardboard 6'' by 1½'' and sew the two ends together. Select strands of raphia which are reasonably even in width. If they are moistened before being used, the winding will be much smoother than if the raphia is used when it is quite dry. Start the winding by laying the root end of a strand on the cardboard and winding the raphia through and over the ring. Cover the foundation thoroughly and finish the work by passing the end of the last strand under two or three that are wound round the ring. Trim by weaving in a coloured piece of raphia.

A pin cushion is started in the same way by winding a ring with raphia. The bottom of the box to hold the cushion is made by cutting a cardboard disk of the same diameter as the ring. Sew this to the ring with a fine strand of raphia. To add decoration to the box a strand of coloured raphia may be knotted round the centre. Tie 3 strands of the raphia with a little knot, then tie the next three until the ring is finished. Slip in coloured paper or ribbon in the opening. For the cushion cut a circle three times the diameter of the ring, gather the silk around the edge, fill with sawdust or excelsior; draw up tightly and paste into the box.

A scrap-bag is made like the napkin ring only larger. The bag is a straight piece of material sewn to one edge of the raphia-covered ring and gathered at the lower edge. A tassel of raphia at the bottom and a braid attached with which to hang it up completes the bag.

A hat-pin holder is made in the same way as the pin cushion box with a covered ring, deep enough to hold the pins and a circular disk wound with raphia for the bottom.

A covered bottle is made as is the pin cushion box, but deeper. When fitted to the bottle, tie four or five strands of raphia at equal distances around the top and knot securely around the neck of the bottle. A whisk holder needs two pieces of cardboard with well-rounded corners. Cut a circle in the middle of each and wind thoroughly. Place four strands across the hole and knot in the centre where they cross. Sew the two pieces together and attach a ribbon by which to hang it up. A picture frame is made in the same way as a whisk-holder. Cut the opening to fit the picture you wish to frame. Have the frame either round or elliptical in form. Frames already cut may be bought very cheaply. The circle or ellipse cut from the frame may be covered and used for the outside cover of penwipers, pin wheels or needle books. Another effective way to make the napkin ring and picture frame is to have two strands of different coloured raphia. Tie the two strands together, placing one colour on the back and the other on the top of the frame. With the back strand form a loop at the outside edge and allow the rest of the strand to hang down. Pass the top strand under the strand hanging down, across the cardboard and through the loop.

A little knot or ridge is formed at the edges. Form the loop again at the inside edge and repeat.

Recreation.—The spirit of the spring may be made more real by impersonating the elements. 1. Let the child show how the wind manifests itself. 2. Represent the clothes on the line by the arms rising upward and sinking downward with varying velocity and striking the body lightly to make the flapping sound. 3. Another activity is to run against the wind as if resisting it. Have the arms at "arms side-ways stretch", the body forward and the chin up and out. 4. The weather vane may be represented by the "arms at side-ways stretch", and by the body turning slowly to the left and right. 5. The trees swaying in the wind make a delightful recreation. At first little zephyrs bend each tree top from right to left. Later a gentle breeze makes the delicate leaves quiver. As the wind rises the branches sway to and fro and finally the great tree trunks are bent forward by the strong wind. Get the feeling of erectness and deep rootedness. (a) Sway as a small tree, swaying from the ankles. (b) Then have the branches (arms) sway in a light wind. (c) Then the branches tossing up and down, (d) and lastly tossing violently as in a storm. 6. The movements of the windmill may be imitated with the arms. 7. Imitate the kites by tossing an imaginary kite, by running backwards, by letting out the string, by pulling, tugging, hauling in and winding the string. 8. Looking up at the clouds gives good head movements. Slow moving around the room, turning, balancing and poising to impersonate the clouds driven by the wind are activities that are of physical value.

Art.—Draw the scene suggested by Sherman's poem *The Flying Kite*. Trees may be studied this month. Draw the trees as they appear during a gentle breeze and again during a storm. See page 97 of the Art Manual.

THE GEOGRAPHY CLASS.

Question—Mention the three races of men in North America.

Answer—Automobile races, bicycle races and airship races.

Teacher—"Johnny, name some distinguished American who sat on the bench."

Johnny—"Ty Cobb!"—*Life*.

A little lad was having a great deal of trouble with his studies in English one evening and his mother undertook to help him. The poem in question was Wordsworth's *Daffodils*. After hearing the boy read it, the mother began to question him about the meaning. "What is the meaning of 'in vacant and in pensive mood'?" she asked. "I don't know, mother," replied the laddie. "We haven't taken that yet. We are only at the subjunctive mood."

Geographical Nature Study

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“A hope, dim-distant, broods on hill and plain,
Thy sunny noons, and latening twilight glow,
Thy iridescent dawns seem to be
The promise of imprisoned nature free.”

“THE rough merriment of March’s reign” is the earliest fulfilment of this promise. The observation of nature must be according to her plans, or in other words, the month’s work must be conditioned by the weather. The teacher will be prepared to make use of any signs of spring that may be apparent in this locality before the end of the month.

The melting of the snow furnishes many interesting topics for study. Where does it melt first? Where will the last traces of it be seen? Where has it gone? What have been the causes of its disappearance? This last question may be answered in various ways.

1. During the first two weeks of March, the weather observations will be recorded again as outlined in the November issue. At the end of that time, the study of the record will include as many comparisons as possible with the previous chart.

2. The weather record for March will place special emphasis upon winds, their direction and general terms of their velocity, *e.g.*, calm, light, moderate, strong, gale. The class should notice all obvious relations between wind and weather.

3. Daily, the class will report the number of hours between sunrise and sunset as published in the local newspapers. By this, they will see the gradual lengthening of the days till day and night become about equal. The inference is simple that with longer hours of sunlight, there should be more heat to melt the snow.

4. The shadow-stick will be used as before. As the sun has been strongest at the middle of the day when the shadow was shortest, it will be seen that the noon shadow becomes shorter than it was last month, and as the sun is more directly above us, its rays of heat seem to warm the earth more.

When the snow has melted, what is the condition of the soil? Does this change from day to day? Why? Some boy may find a stone chipped by the frost. After the work taken in January, which afforded great excitement in experimenting with the power of water when frozen,

the class should understand a little of what happened to the stone. This work may be made the first step in helping a child to form ideas of the constant tearing down and building up of the earth's surface. The next step will come in the following month when the brook is seen at work.

No attempt will be made at a formal classification of winter as a season: if the child has enjoyed the work, and can recall many of its interesting facts as illustrations to express his thoughts, it will be considered a more satisfactory test for the grade.

Winds will be emphasised as the important feature of the month.

1. The changes that come with the change of direction.
 2. How each wind affects the sensible temperature.
 3. The different uses of winds.
 4. Begin the story of Mother Nature's House-cleaning—the wind as the sweeper.
 5. Construct a weather-vane. This will give excellent drill on the cardinal and semi-cardinal points. The class should be able to discover that the vane always points toward the direction from which the wind comes.
 6. Experiment with a kite and a small windmill as to the different results obtained according to the velocity of the wind.
 7. An appreciation of several literary gems, e.g., Stevenson's *Wind*; Eugene Field's *Night Wind*; Sherman's *Four Winds*.
- Even small children welcome the return of the birds. The point emphasised in this study must be not their actual migration, but the change of locality, and the need for that change.

Book Reviews

Oxford Geographies, First Series: Elementary Geographies by F. D. Herbertson. Oxford University Press, Toronto. Vol. I. Physiography .25; Vol. II British Isles .35; Vol. III Europe .35; Vol. IV Asia .40; Vol. V North America .40; Vol. VI Southern Continents .50; Vol. VII British Isles .50 (advanced). A graded series of descriptive readers, strongly emphasising the causal relationships of mountains and rainfall, climate and vegetation, favourable location and growth of towns, etc. Well illustrated, suggestive. English viewpoint; Vols. I, III, IV, VI of most value to teachers in this country. E. L. D.

Oxford Geographies, Second Series, by A. J. Herbertson. Oxford Press, Toronto. *Preliminary Geography*; pp. 150; .40. Definitely descriptive of the various regions of the globe. Accurately done. *Junior Geography*; pp. 283+110 (Physical Geography, by F. D. Herbertson); .75. "A more definitely casual treatment was aimed at, and attention is specially drawn to the interrelation between configuration, climate, vegetation and human activities". *Senior Geography*; Physiographical Introduction 110 pp., supplementing that of the Junior Geography and Regional Geography 352 pp.; .90. A more advanced study. This series is very reliable, the work of a careful geographer. Most valuable for the person wanting to know the subject of geography. E. L. D.

Nature Study for March

R. A. DUNDAS

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ANIMAL COVERINGS

Introduction.—For the purposes of this discussion, mammals may be divided into two classes, *fur-bearing* and *hair-bearing*; and since domestic animals show practically all the variations in coverings, they will be used as illustrations of the different types. Of course, pupils living in the country have more opportunity for observation of domestic animals, but city pupils can see wild animals alive in the zoo or preserved in the museum and their lessons may be based on these.

Observations to be made by the Pupil.—The use of the covering should be taken up with the class before the observations are assigned. The variations in the coverings should also be hinted at in class.

What kind of covering has the cat? Is it fur or hair? Are the hairs all alike? Examine closely the hair next the skin. Is all of the animal covered with fur? Why is there no hair on the soles of the feet? What length is the hair? Is the covering soft or rough?

Is the covering of the dog similar to that of the cat? Is the covering hair or fur? What length is it? Compare the softness of the covering of the dog and of the cat. Are all parts of the hairy covering of the dog alike?

The rabbit should be observed next. Compare the hairy covering of the cat and of the rabbit. Is the covering of the rabbit fur or hair? Look at the soles of the feet of the rabbit to see whether there is any difference in the covering.

Compare the length of the hair of the horse with that of the dog. Is there any difference in the summer and winter coat of the horse? What covers the top of the neck of the horse? Where else on the horse is the long hair found? Of what use is this long hair? Compare the hairy covering of the horse and of the cow. Is there much difference? Is the hair along the neck of the cow the same as it is on the horse? Is the hair of the cow soft or rough?

Observe closely the covering of the pig. Has it a thick coat of hair? Are the hairs soft or hard? What do you call such hairs? What length is the hair? Is the skin of the pig very thick? Why should it be so? (The covering of the sheep might be studied at the same time as that of the pig). What name is given to the covering of the sheep? Does the wool of the sheep fall off as does the hairy covering of other animals?

Nearly every pupil has seen the elephant. With what is the elephant covered? Is there any hairy covering? Hence, what would you say about the skin? What other animal is similar in this respect to the elephant? Someone might say the frog. Is the skin of the frog thick or thin? Observe the covering of the fish as it swims about in the aquarium. What covers the body? Describe the scales. Can the scales be easily removed? Is there any definite arrangement of the scales? What purpose does this arrangement serve? Compare the covering of the snake with that of the fish. Does the snake change its covering? If so, how many times a year?

Study the turtle. Is its covering hard or soft? Is there a definite arrangement of the plates that compose its shell?

How are the bird's feathers arranged? Is there any reason why there should be a definite arrangement? Is the covering of the bird heavy or light?

After the common types are studied, if any of the pupils can find any animal with a covering apparently different from all those studied, the teacher might discuss the covering of this animal with the class.

Information for the Teacher.—The coverings of animals vary to a great extent, from mere skin to the thickest of the coverings, *i.e.*, wool. The animals in the arctic regions have thick fur while those in the southern region have very sparse hair. In the north, the animals are all fur-bearing. The covering serves as (1) protection; as in the case of the porcupine where the quills are effectively used; (2) for warmth; the sheep has very tender skin and hence needs much warmth.

The cat is covered with fine, short, smooth fur. The inner coat is very soft and thick. Fur covers the body completely except on the tip of the nose and the soles of the feet. In the latter case, the hair must have been worn off, because there is hair on the soles of kittens' feet. In the covering of the dog the hair (not fur) is from one to two inches long. It is not as smooth as that of the cat. The hairs are nearly all alike because there is no inner coat. Of course some dogs have longer hair than others. The sole of the foot is similar to that of the cat.

The rabbit is covered with very fine, smooth hair; because there is an inner coat, it is called fur. The soles of the feet have the same covering as the body, but it should be noted that the rabbit rests on about two inches of the hind leg as well as on the foot. The horse is covered with fairly soft, thick hair about an inch long. Its hair is, as a rule, shorter than that of the dog. In the winter the coat of hair thickens to keep out the cold. Along the neck there are long, coarse hairs about a foot in length or more. This serves as protection to the neck and also helps to keep off flies. This long hair is called the mane. Similarly on the top

of the head is the forelock; and the long, coarse hairs on the tail serve for keeping off the flies. On the legs just above the hoofs are the fetlocks. Early in the spring the hair begins to fall out and new hair takes its place. The hair of the cow is much like that of the horse, except that the cow has not the long, coarse hair on the neck. The hair of both is fairly smooth and short.

The so-called bristles of the pig are familiar to almost everyone. They are very sparse on the skin, are about one inch and a half long, and stand almost straight up on the body. Since the bristles are too much scattered to assist in keeping out the cold, the skin of the pig is fairly thick. The sheep is covered with thick wool. The depth of this coat is from one to two inches. When hot weather sets in, the sheep is sheared and a new coat begins to grow.

The elephant has a very thick skin and as a result has little hair. The skin is very hard and tough. The tail is bare almost to the tip, where there are a few coarse hairs. The frog is a cold-blooded animal and has no need of a covering to keep it warm. It has a thin skin, and in winter buries itself in the mud at the bottom of a pool of water. The fish and the snake are covered with scales. These are small pieces of a horny substance and are arranged in rows, all pointed back so that they offer no resistance to the animal in moving about. The scales are attached to the skin and are very easily removed. In order that the snake may grow, it has to change its covering. This is done twice during the summer months. The life of the snake is very sluggish at this time.

The turtle is covered with hard plates which are definitely arranged. The turtle can draw itself entirely within its shell for protection.

The feathers of the bird, except those at the posterior part, are rigid and smooth, and overlap in such a way that when the bird moves forward the air slides off them as it would from a polished surface. The feathers of the posterior part are fluffy. But it is very essential that the bird should have a covering that prevents any great loss of heat, for the bird's body has a temperature of 107° F., the highest among animals. This need is supplied by the thick, downy covering close to the body which forms a perfect insulator.

In every one of the above cases the pupils should be led to see that the covering is a very important phase of the animal's adaptation to its environment.

"Can any little boy or any little girl," asked the visiting school supervisor, "tell me what is the difference between a lake and an ocean?"

"I can," replied Edward, with the wisdom born of experience. "Lakes are much pleasanter to swallow when you fall in."

In the Classroom

FREDERICK H. SPINNEY

Principal, Alexandra Public School, Montreal.

EXERCISES LEADING UP TO ADDITION OF FRACTIONS.

(NOTE.—The class is divided into three groups, ranging from the pupils of lowest rank in Group I. to those of highest rank in Group III.)

MENTAL arithmetic work should be kept well in advance of the book work. That is, the mental arithmetic should prepare the pupils for the written work which will come in the course of two or three weeks. Such preparation will be of particular advantage to that class of pupils styled "dull" or "backward". Examples of special difficulty may be introduced to sustain the interest of the "brightest" pupils.

Group I. (consisting of ten pupils) went to the board.

The teacher held up a large "card", divided by heavy lines into 12 equal parts.

"Use 12 for the denominator six times." The pupils had been told that the number below the line is called the denominator. Its meaning is made clear by *practice*.

The pupils wrote: $\overline{12}$ $\overline{12}$ $\overline{12}$ $\overline{12}$ $\overline{12}$ $\overline{12}$

"Supply numerators to make $\frac{1}{2}$; $\frac{1}{4}$; $\frac{3}{4}$; $\frac{1}{3}$; $\frac{2}{3}$; $\frac{1}{6}$."

The work was then expressed: $\frac{6}{12}$ $\frac{3}{12}$ $\frac{9}{12}$ $\frac{4}{12}$ $\frac{8}{12}$ $\frac{2}{12}$

"Now write the value of each fraction."

The work was then expressed: $\frac{6}{12} = \frac{1}{2}$; $\frac{3}{12} = \frac{1}{4}$; $\frac{9}{12} = \frac{3}{4}$; $\frac{4}{12} = \frac{1}{3}$;

$\frac{8}{12} = \frac{2}{3}$; $\frac{2}{12} = \frac{1}{6}$.

The reader will observe that in doing such exercises the pupils were not only laying the foundation for addition of fractions, but were also getting some insight into the meaning of "reducing to lowest terms".

Group II. went to the board.

The teacher showed a large card divided into 20 equal parts.

"Write the denominator six times."

The pupils wrote: $\overline{20}$ $\overline{20}$ $\overline{20}$ $\overline{20}$ $\overline{20}$ $\overline{20}$

"Make $\frac{1}{2}$; $\frac{1}{4}$; $\frac{3}{4}$; $\frac{1}{5}$; $\frac{1}{10}$; $\frac{7}{20}$."

The work was then expressed: $\frac{10}{20}$ $\frac{5}{20}$ $\frac{15}{20}$ $\frac{4}{20}$ $\frac{2}{20}$ $\frac{7}{20}$

"Reduce each fraction to its lowest terms."

The pupils had never heard this expression before; but, remembering the operation performed by the pupils of Group I., they readily under-

stood its meaning. Some of them attempted to change $7/20$; but the majority of the group wrote: $7/20 = 7/20$.

Group III. went to the board.

Without the use of "cards", the teacher dictated the following numbers to be used as denominators: $\overline{15}$ $\overline{21}$ $\overline{24}$ $\overline{30}$ $\overline{27}$ $\overline{28}$ $\overline{36}$ $\overline{40}$
 "Make $1/3$; $1/7$; $1/8$; $2/3$; $1/9$; $1/7$; $3/4$; $7/8$."

All the pupils of this group readily wrote the correct numerators.

"Erase your work, and try six *hard ones*."

This announcement aroused eager interest.

The teacher dictated: $\overline{18}$ $\overline{21}$ $\overline{27}$ $\overline{48}$ $\overline{60}$ $\overline{72}$

"Make each fraction equal $2/3$."

This caused lively mental activity. When the teacher announced "Time is up", only four pupils of the group had secured all the correct results.

No "written arithmetic" should be undertaken until the pupils have become thus eagerly interested by a well graded series of lessons in "mental arithmetic". Intense interest is aroused only by relating lessons to previous experience. When the pupils are *gradually* led up to work which involves operations beyond the possibilities of a mental solution, they will voluntarily seek pencil and paper to satisfy the curiosity thus aroused. This is the ideal method of introducing "written arithmetic".

Throughout the course of these lessons the pupils learned no "definitions". When the author was a boy he laboured in the most conscientious manner to learn definitions of numerator, denominator, lowest terms, least common multiple, etc. They were learned as a preliminary step to undertaking the work to which they pertain. Can the reader imagine a more striking display of stupidity? The energy consumed in memorising the definitions would solve half the problems under the given topic. Let the author assure the reader that six months after leaving school he had forgotten them all, and has never since found it necessary to refresh his memory.

Many teachers possess a mania for definitions. In their minds, the leading function of a pupil is to *memorise* and *define*. If the prescribed supply becomes exhausted, these resourceful teachers invent an additional list, usually in anticipation of a "surprise question" by the examiner. If the latter is to receive due punishment for the results of his sins, his future is truly not a happy prospect!

Interest in arithmetic is often deadened by the burden of definitions. *Overworking the memory kills curiosity*. It leaves no time for individual discovery and invention. To discover and invent are two of the most pleasurable activities of life. Let us aim to give the pupils greater opportunity to enjoy these pleasures.

The February Competition in Art

THE most of the drawings entered for the Lower School Competition exhibited a very fair knowledge of the laws of perspective but lacked in artistic rendering. The attempts at showing light and shade and colour values, in the interiors especially, were very crude. In the "avenue of trees" the drawings were very mechanical. The roads and trees were rigid and monotonous.

It would have been better if the initial letter of the drawing which took first prize had been made a part of the design, and if the camel of the second prize drawing had given better evidence of a fourth leg. The formation of initial letters upon the whole was good, but the associated design was poor.

If we may fairly judge from the drawings sent in for the Public School Competition this month, drawing from the figure is receiving highly satisfactory treatment. Most of the sketches show good action and good proportion. It is not advisable, however, that pupils should attempt details of face, hands, etc., until they show special aptitude in sketching from the figure.

The following are the names of prize-winners from Public and Separate Schools:—

A. Forms I and II.

First Prize—Theophile Pouliot, St. Patrick's Separate School, Hamilton. Teacher, Sr. Fidelis.

Second Prize—Frank Guay, St. Patrick's Separate School, Hamilton. Teacher, Sr. Fidelis.

Third Prize—Gertie Hooey, Dufferin Public School, Owen Sound. Teacher, Miss Margaret Simpson, and Valeda Gatien, St. Ignatius Separate School, Steelton. Teacher, Sr. Leontine Marie.

Honourable Mention for Merit—Lloyd Peifer, Florence Ullrich, Fred Dargel, Barbara Henderson, Dorothy Schlegel, Arnold Shuarr, Albert Lobsier, Margaret Ave. School, Kitchener. Miller Christie, Clifford Bassett, Albert Hartmier, Cecil Biggar, Jennie Parks, Jack Wing, Ollie Freeman, Jack Sutherland, Ethel Bowerman, Douglas English, Annie Sabiston, Malcolm Reed, Murray Mastin, Clarence Biggar, Gordon McPhee, Ryerson Public School, Owen Sound. George Chalmers, Rosewood, Man. Carman Pearson, Nixon Lake, Little Current. Ernest Belanger, Auguste Beauvais, St. Ignatius School, Steelton. Gladys Arthur, Nelson Pickell, Meda Fraser, Lorne Manning, Elmer Green, Jessie Carr, Rhoda McFarlane, James Clark, Clayton Taylor, Harding Middleboro', Morrison Reid, Andrew McNab, Arthur Middleboro', Billie McNeil, Lyle Thompson, Hazel Manning, Ralph McLean, Dufferin School, Owen Sound. Annie Olszewska, Annie Durka, Sophia Klementowicz, Jennie Bereda, Dino Grottoli, Gerald Roberts, St. Ann's School, Hamilton. Catherine Fitzpatrick, Margaret Williams, Marion Kelly, Charles Cherrur, St. Patrick School, Hamilton. Willie Kilgour, Francis MacNamara, John Kilgour, Francis McGuire, Leo Zipfel, Sacred Heart Convent, Eganville.

B. Forms III and IV.

First Prize—Howard Ellis, Ryerson Public School, Owen Sound.
Teacher, W. Douglass.

Second Prize—Gladys Middleboro, Dufferin Public School. Teacher,
Miss Helen D. Smith.

Third Prize—Harry Barnard, Dufferin Public School, Owen Sound.
Teacher, Miss Helen D. Smith.



PUBLIC AND SEPARATE SCHOOLS. FORMS I & II.

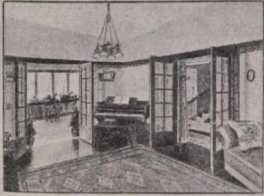
- A1. First Prize—Theophile Pouliot.
A2. Second Prize—Frank Guay.
A3. Third Prize—Gertie Hooey.

PUBLIC AND SEPARATE SCHOOLS. FORMS III & IV.

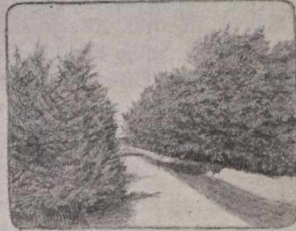
- B1. First Prize—Howard Ellis.
B2. Second Prize—Gladys Middleboro'.
B3. Harry Barnard.

Honourable Mention for Merit—Mabel Potts, Marjorie Edgar, Gladys Honsinger, Beatrice MacAllister, Clare Vick, Jean Fraser, Florence Foster, David Rutherford, Robert Watt, Kathleen Batty, Dufferin Public School, Owen Sound. Ora Ellis, M.

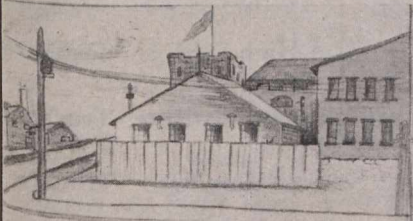
Kindree, Jean Pringle, C. MacTavish, J. Smith, E. Kennedy, Jean McDonald, Frank Adams, George Bender, Bruce Straith, Gordon Curry, Ivy Bunt, Vera Milson, B. Van Riper, Al. Goldsmith, Kenneth Davis, Kenneth Nelson, E. Milson, Ryerson Public School, Owen Sound. George Hitchcox, Violet Brown, S.S. No. 18, Trafalgar, Oakville. Marie Wade, Mary Burdett, Irene Cunningham, E. McBride, Mary Keating, Dorothy



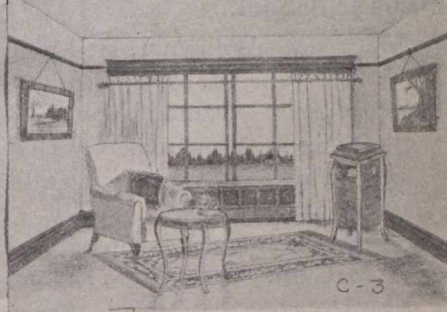
C-1



C-2



C-3



C-3



D-1



D-2



D-3



HIGH SCHOOLS, COLLEGIATE INSTITUTES—
 LOWER SCHOOL.
 C1. First Prize—Wm. J. H. Milne.
 C2. Second Prize—Damaris Brattie.
 C3. Third Prize—V. Connolly and E. Cole.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES—
 MIDDLE SCHOOL.
 D1. First Prize—Hilda Fritz.
 D2. Second Prize—Margaret Jones.
 D3. Third Prize—Edythe Westland.

Carroll, Sacred Heart School, Hamilton. Phyllis Tyson, John Byrne, B. Griffiths, Bernard Flynn, Thos. Flynn, Margaret Foster, E. Garner, Thomas Worm, Helen Stuart, St. Patrick's School, Hamilton. Ben Sajeski, John Kurdziel, Carloline Bogeik,

N. T. Womey, Victoria Hoida, St. Ann's School, Hamilton. David Chalmers, Rosewood, Man. May Squire, S.S. No. 4, Hiller, Allisonville. Gordon Morris, Harry Kelson, S.S. No. 3, Grantham, St. Catharines. Jean McLaughlin, Norma Whelan, Della M. Foster, Herbert Baker, Amy McClemon, Teresa Cook, Jean Gerrie, Central School, Hamilton. George Blaicher, Lillian Blaicher, Jack Warren, Grace Burkholder, Leonard Snelling, Leonard Salmon, Ross Degrow, Lunday Chew, S.S. No. 7, Barton, Mt. Hamilton. Helen Mensour, Lance Watson, Little Current. William Coplen, Jack Cartnell, George Sinnett, Francis Cartnell, Wilfred UrLocker, Edgar White, St. Joseph's Separate School, Thorold. Marjorie Cuthbert, Arthur Berg, Cleone Minor, Olive Neff, Lydia Branscombe, Nellie Fess, Humberston Public School. Myrtle Tasker, Seaforth Public School. Hazel Gillespie, Wilhelmine Zoeger, Kathleen Noll, Daisy Hall, Margaret Ave. School, Kitchener. Angeline Bucciarelli, Victoria Stadnishky, Aline Petrowsky, Andre Burns, Sacred Heart School, Chapleau. M. Gurry, L. Mitchell, E. Hudeski, Beatrice Tilben, St. Lawrence School, Hamilton.

The following are the names of prize-winners from High Schools, Collegiate Institutes and Continuation Schools.

C. Lower School.

First Prize—William J. H. Milne, Durham High School. Teacher, Miss Julia M. Weir, B.A.

Second Prize—Damaris Beattie, Barrie Collegiate Institute. Teacher, James M. Cameron.

Third Prize—V. Connolly, Cathedral School, Hamilton. Teacher, Sr. M. Inez, and Elizabeth Cole, Leamington High School. Teacher, Miss Lulu McGinn.

Honourable Mention for Merit—Albert Osterhout, Keitha Batchelor, Leamington High School. Mayme Foran, Annie McNamara, Frances Bulger, Teresa McElligott, Melanie Lacey, Carmel Godwin, Aileen Costella, R.C. Continuation School, Eganville. Janet Welsh, Lillian Hulton, Dorothy Hallister, Kincardine High School. W. B. Mitchell, Anna Gabler, P. Jamieson, Dorothy Gardiner, George Longley, Sarnia Collegiate Institute. Ora Wickware, Bert Simmons, V. E. Nicke, Geraldine Pyne, Minnie O'Hara, H. G. Bullird, Madoc High School. Emma Robinson, Guida Burton, M. Nelson, Barrie Collegiate Institute. Rita Harrison, Jessie Fitzgerald, Ethel Hicks, Evelyn O'Neil, Antoinette Paradis, Vera Glynn, Helen Codd, Agnes McMahan, H. Burke, Christine Gendron, Rita Nightingale, St. Joseph's High School, Toronto. L. L. Smith, F. F. Waddell, R. Lumsden, H. Peacock, E. Gayfer, G. Voaden, M. Smith, Doris Dobson, R. Craman, B. Todd, D. Penne, Chris. Barrett, G. Gastle, V. Matchett, E. Smith, F. H. Hamilton, Stella Brown, W. Somerville, C. Theaker, B. Key, T. S. Walsh, W. Schreiber, S. Pyper, G. McConnell, A. Waller, L. Farson, G. Thornton, M. A. Taylor, H. Reid, M. Ryan, C. Smith, A. Thompson, H. Birely, H. Burrows, R. Coon, N. Walker, J. Milne, L. Locheed, M. Kent, Olive Hinton, H. A. Jefferess, F. Inglis, R. Lautzenheiser, D. Nelson, E. McIlroy, A. Sweet, C. Carey, W. Allen, R. Trebilcock, B. Schrader, Annie Elliott, H. Webb, Erich Bartman, Hamilton Collegiate Institute. Edna Dawson, M. Pegg, Eileen Dunningan, Teresa Howell, Kathleen McNamara, Mercie O'Leary, Rita Regan, Grace Carey, Florence Cherrier, Edna Rosar, Camilla Morrow, Ellen Mallon, Mary McCarthy, Muriel Lea, Lily Hynes, Olga Grady, Madeline Bartholemew, Cecilia Fitzpatrick, Marguerite Runstadler, Ella I.

Herbert, Loretto Day School, Toronto. Arthur O'Brien, St. Mary's School, Hamilton. Thomas Hodson, St. Mary's School, Hamilton. Mary Ryan, L. Griffith, Cathedral School, Hamilton.

D. Middle School.

First Prize—Hilda Fritz, Sarnia Collegiate Institute. Teacher, Miss M. M. Campbell.

Second Prize—Margaret Jones, Hamilton Collegiate Institute. Teacher, Geo. L. Johnston, B.A.

Third Prize—Edythe Westland, Hamilton Collegiate Institute. Teacher, Geo. L. Johnston, B.A.

Honourable Mention for Merit—Tom Hewitt, Catherine Welsh, J. C. Tuantt, Kincardine High School. Stewart Allen, Aurora High School. Jessie Brown, Sarnia Collegiate Institute. Jessie Noland, Eleanor Channen, Eva Parker, Barrie Collegiate Institute. Mabel McAnley, Colette Herbert, Loretto Abbey, Toronto. C. E. Houison, Jennie Blanshard, Nora Williams, Hazel Crosthwaite, Marjorie McIlroy, C. E. Olmsted, Hamilton Collegiate Institute.

Book Reviews

Lands and People Series. Geography Readers of about 350 pp. each; under the general editorship of Professor Dodge. Rand MacNally & Co., Chicago and New York. 75 cents each. Asia and South America, ready; Europe and Africa, in preparation. Each volume is by an expert in that field, the result of personal exploration. The life-conditions are told in a most satisfactory way. Among the best "flesh-and-blood" volumes on these continents obtainable. Special features—the fine index to subjects, the well-selected illustrations, and the useful maps.

E. L. D.

Nelson's Map Book of the World Wide War. Price 50c. Thomas Nelson and Sons, Toronto. This is an excellent map book for the general reader or student. There are fifty pages of clear, bold maps. If any criticism is offered, it is on the score of lack of detail, but one cannot get every name into small maps. The diary, which runs to September 1916, is concise and accurate.

P. S.

Gringoire, edited by A. Wilson-Green. Cambridge University Press, London. J. M. Dent & Sons, Toronto. A French comedy (prose) in one act. Vocabulary and notes.

Oceania, one of the series *The Continents and their People*. 160 pages. Price 55 cents. The Macmillan Co., Toronto. This is an excellent supplementary geography reader. There are numerous illustrations and good maps. The book is well written and will be appreciated by pupils of Third and Fourth Book classes. Teachers making purchases for the school library should examine this series.

An introduction to Economics, by Frank O'Hara. 255 pages. Price \$1.00. The Macmillan Co., Toronto. In this book the author presents the elementary principles of economics clearly and in small compass. It should prove helpful not only to the general reader but also to the student who is making a beginning in economics. A foundation is laid for economic reasoning: positive facts and principles are established. Those who are studying present-day problems will find this an interesting book.

A Reading of "Love among the Ruins"

FRANCIS J. A. MORRIS, M.A.
Collegiate Institute, Peterborough

I. Synopsis. In the hush of evening an Italian shepherd hurries over a stretch of the Campagna. As his eyes range over the solitary pastures, he reflects that this lonely waste was once the site of a vast metropolis. Over all these undulating downs not a tree, by way of landmark, can be seen; little runnels, already fading into the gathering dusk, alone serve to separate tract from tract; in the storied past this quiet monotone was a varied and stirring scene, intersected by scores of paved roads and streets, dominated by towering temples and palaces. Earth still sends up her crop of multitudinous life over the wide plain; but now it is the life of vegetation, restful to eye and heart alike; in the past it was a veritable harvest of Dragon's teeth, a seething maelstrom of human passion, worldly ambition, wealth and wickedness. Mother earth has buried beneath her green sod all traces of the past except a single mouldering tower, and even there her agents are busy; in days gone by, it formed the dominant part of a Roman amphitheatre, the royal box of the spectators' grandstand, whence the court looked out at the chariot race. This tower is still, as it was then, the lodestone of human passion: it is drawing the lover through the midst of the quiet pastoral scene to meet a love as eager for him as he for her; it used to draw the charioteers of old, when royalty looked out on them, surveying the whole splendid panorama from the giddy height of Olympian lordship; but love has neither eyes nor thought for anything in the world except the loved one. The king looked on a scene throbbing with human activity, ablaze with wealth and power; all was his, yet nothing brought contentment, nothing engrossed; his eye for ever roved, riveted by nothing individual; love looks on a scene of desolation, indifferent to it and divinely content, because all absorbed in the intensity of passion, she in her passion for him, as he in his for her. Those old Romans reached the very acme of worldly power and ambition, but the living heart of man with its fever fits of hope and fear, joy and sorrow, tells the lover that earthly glory and riches are nothing worth, compared with Love.

II. Personality of the speaker.—If this poem is compared with the companion study of "Two in the Campagna", the thought of the two speakers will be found very sharply contrasted. Yet in both poems Browning shows us how the ruins of the Campagna influence the thought

and feeling of a lover. It is not enough to say that Browning represents two different moods of a lover, because Art, while not limited to the cast-iron material of historic fact, is yet bound by the adamantine laws of probability. *Ars longa, vita brevis*; the accidents and absurdities of human history are carefully treasured up by Plutarch, Saxo Grammaticus and Holinshed, but the everlasting yea and nay of poetic justice—are these not written in the Tragedies of Julius Caesar, Hamlet, Lear or Macbeth? No, the poems represent two entirely different lovers; neither of whom could ever share the other's emotions or understand his thoughts. It seems best to regard "Two in the Campagna" as a poem of morbid, self-conscious culture; "Love among the Ruins" as a pastoral idyll. For what is the soliloquist's idea of Ancient Rome? Neither Browning's nor the history-book's; it is from household tales and hearsay that he constructs, with childlike simplicity, his mosaic of hundred-gated Thebes and wide-walled Troy, a Babylon of splendour and wickedness. The attitude to wealth and grandeur is the same as the popular balladist's to kings and courts; for him as for his kind, life has no dark riddles, propounded no less sternly in his own little circle of life than in Rome's mighty orbit; he has not learned to regard himself as a part of all he sees, and he pursues the even tenor of his way untroubled by a doubt; his narrow vision and his sanguine outlook are alike a heritage of the unlettered peasant.

III. Trend of Thought as conditioned by stanza-form.—In form the poem is made up of seven double stanzas, and each stanza presents a pair of contrasted pictures; stanzas 1-4 are introductory and fairly simple; they paint in the background of Nature, the appropriate setting for the human drama there enacted; each feature in turn that meets the speaker's eye recalls its counterpart from a vanished age; by the close of stanza 4, the whole external scene of the moment, with the corresponding scene it suggests of the historic past, is fully painted in. Then the real poem begins; to each scene, the visible present and the imagined past, belongs its human drama: the Lover and his Lass among the Ruins, the Racers and their King in the City. Stanza 5 is thus the most complex and pregnant in the poem; it has to gather up all the thought of the previous stanzas and charge it with new meaning and force destined to find fuller expression in the verses that follow. In stanzas 1-4 the bodily eye is the moving force: the retina stirs the memory; in stanza 5 the speaker becomes introspective: the memory stirs the imagination. For this reason a change of tense is effected in the second half of stanza 5, and the order, from present to past, that characterised stanzas 1-4 is reversed in stanzas 6-7. Stanza 5 is so fully charged with meaning that it overflows, and fills the following stanza; for the former

half of stanza 6 is simply an expansion of "When the king looked", as the latter half amplifies "Where she looks now, breathless, dumb, Till I come". Stanza 7 forms a conclusion to the poem; the first half sums up the story of earthly grandeur, and the second half sets the two ideals of life side by side for final comparison.

IV. Trend of Emotion as conditioned by Circumstance.—But do not let us be misled, by the formal analysis, into forgetting that the poem presents a lover hurrying to the tryst, and that every step he takes marks a rise in the surging tide of his heart's passion. It is not altogether idle to think of the lover as tantalising himself by holding his love at arm's length, as it were, throughout the earlier stanzas; whetting his appetite by delay, as we often do in whimsical mood, withholding for a while the draught of water from our parched lips. Deliberately, through the length of three stanzas, he forces his fancy to hang on the outskirts of the scene and patiently wait while the now and the then of it all are carefully balanced. In the fourth stanza the torment of Tantalus is increased; the lover's fancy, like a falcon on the wrist, is here unhooded, and bates and flutters on the leash in a frantic desire to tower and stoop to the quarry now within its ken. In stanza five the torture becomes exquisite; for just as the parched spirit has caught at the opening words, the refreshing draught is withdrawn, and the peace and calm of pastoral nature, as in a mirage, becomes the mocking substitute; in the second half of the stanza, the fancy snatches one good gulp, is mocked for a tantalising space, and then allowed a second gulp. In stanza six, a greater and more cruel interval of suspense is followed at last by a long deep draught of satisfaction, and the thirst is partly slaked. Stanza seven is to some extent an anticlimax; but it is true to nature: the lover's emotions having reached the topmost pinnacle of anticipation subside a little; the thought is calmer; he regains his self-possession after the ecstasy; he weighs Ambition in the balance against Love, and then delivers judgment.

(To be followed in our April issue by a commentary on stanza 7).

WHY HE WAS NOT RECEIVED.

Johnny had been extremely troublesome and the new principal determined to set matters right by securing co-operation from the home. Accordingly he attempted to call at Johnny's home. The next morning this conversation took place.

"Well Johnny, I called to see your mother after school, but she was not at home."

"Sure she was, Mr. Squiller," said Johnny, "but I guess she took you for the installment man. You look just like him."

The National Council of Teachers of English

PROFESSOR O. J. STEVENSON, M.A., D.PAED.
Ontario Agricultural College, Guelph

THE National Council of Teachers of English is an organisation composed of about 1,700 teachers of English in the United States. It usually meets in Chicago during the first week in December; but the meeting in December last was held in the Hotel Astor, New York. It was the privilege of the writer to attend this meeting; and so stimulating were the various addresses and discussions, that it has seemed to him worth while to report upon a few of the most interesting features of the meeting for the benefit of teachers of English in Canada.

To begin with, however, it is necessary to say a word or two regarding the work which the National Council is attempting to do. The Council has been in existence for six years. During the first three or four years after its organisation it devoted itself energetically to the betterment of the conditions under which the teaching of English is carried on. Exhaustive inquiries were set on foot as to the amount and character of the work required of the teacher of English. Comparisons were made as to the salaries of teachers of English and salaries paid to teachers of other subjects; and a movement was launched for the improvement of equipment used in the teaching of English. At the same time, through its committees, bulletins were prepared relating to supplementary reading, grammatical terminology, plays for school use, and other subjects.

During the past two or three years the Council has turned its attention to questions relating to courses of study, organisation and method. At the meeting held in December last; for instance, some of the subjects discussed were: the supervision of English teaching, methods of measuring results in English, the value of examinations, and the training of teachers of English. Altogether over thirty papers and addresses were given; and as it would be quite impossible to give an account of all I shall mention only two or three of the most striking.

The paper that appealed to me most strongly was that of Superintendent Sheridan, of Lawrence, Mass. This paper dealt in general with the aims and methods followed in the teaching of English in the Lawrence public schools. Lawrence is a factory city of about 95,000 population, in which there is a very large foreign element. In the Lawrence Course of Study as drawn up by Mr. Sheridan, much greater emphasis is placed upon oral than upon written work because, "the ability to talk well is worth more to the ordinary graduate of the elementary school than

the ability to write well." As a result, even in the upper grades at least one half the time in English is given to oral work. In written work Mr. Sheridan has drawn up a course which lays stress on certain definite essentials. Pupils are required to write only single paragraphs. Every effort is made to give the pupil a mastery of "the sentence idea" and to enable him to spell correctly, punctuate properly, and use correct English by the time he completes his Public School course. The teacher who attempts to cover the whole field of rhetoric teaches nothing thoroughly. Mr. Sheridan believes in concentrating on a few things and being absolutely sure of them. In some grades, indeed, the pupil is limited to the use of only three sentences in both oral and written work, and within these limits he is required to express his ideas clearly. By this means Mr. Sheridan claims to have overcome the common errors in sentence-structure during the Public School course. In connection with his course of study, it should be added, he has attempted to establish certain definite standards which the pupils in each grade are supposed to reach. In the opinion of the writer Mr. Sheridan's course of study is a step in the right direction.

I was also much interested in a paper read by Miss Lodor of the William Penn High School, Philadelphia, on the subject: "Shall we teach the History of Literature?" As readers of THE SCHOOL are no doubt aware, the history of literature has long formed a part of the course in English in the High Schools of the United States, while in Ontario it has been entirely neglected. From Miss Lodor's paper and from the discussion which followed, it is evident that the history of literature as taught in the schools of the United States does not produce uniformly satisfactory results. Miss Lodor made a strong plea for the teaching of literature rather than the teaching of facts *about* literature; and pointed out that teaching the history of literature is likely to lead to superficiality and even dishonesty. "The pupil assumes to know what he only knows about." Most of the speakers engaging in the discussion expressed the opinion that the pupil should be taught something of the spirit of the age in which a given poem was produced; and they were unanimous in condemning the teaching of unrelated facts regarding the author's life and style.

In the Public Speaking section, Miss Cláudia Crumpton gave a very interesting paper on "Speech Betterment in Alabama." The speaker described in some detail the campaign which is being carried on among the two million people of the State with a view to a state-wide improvement in speech. In this campaign the teachers of English have enlisted newspapers and magazines, business and social organisations, farmers' clubs—in fact every public agency available for the purpose; and by means of posters, cartoons, dramatic performances, and other machinery

used in great publicity campaigns, they have drawn attention to the reforms which they aim to introduce. Faulty pronunciation, ungrammatical expression, poor enunciation, slovenly speech, all come within the scope of the campaign. The slogan of the reformers is: "Let every one use the best speech of which he is capable."

One of the regular features of the meeting of the Council is the annual banquet. Here the members have an opportunity to become better acquainted personally and to exchange ideas. It was my privilege, for instance, to be seated between two professors from the great Agricultural Colleges of Iowa and Kansas respectively, each with over 3,000 students in his department. Speakers of note are always engaged to deliver addresses, and upon this occasion the chief speakers were President Finley of New York State University, and Dr. Crothers, the well-known author and lecturer from Cambridge.

No account of the meeting of the Council would be complete without a mention of the library exhibit. This exhibit consisted of a display of illustrated texts in literature, pictures, postal cards, filing apparatus, and various kinds of equipment of value in the teaching of English. In making provision for illustrative material for English teaching the teachers of the United States are far in advance of Canadian teachers; and in my opinion the stimulus derived from an exhibit such as this is in itself well worth the time and expense involved in attending the meetings of the Council.

Book Reviews

A Textbook of Physics, edited by A. Wilmer Duff. Fourth edition. Pages xiv+692. 14×21×4 cm. Cloth. 1916. \$2.75. P. Blakiston's Son & Company, Philadelphia. This book is the product of collaboration of seven experienced teachers of college physics. The writers have "aimed first of all at clearness and accuracy, preferring terseness to diffuseness. The subjects have been presented simply and directly, avoiding explanations obvious to any student of fair capacity, and subtle distinctions and discussions suited to more advanced courses." This book will prove a splendid reference book for teachers of physics. Each subject, as mechanics, contains a fine list of references, with a brief statement of the information to be obtained there, and also a good series of problems with answers. Some 609 illustrations and diagrams add further to the value of the text. A very complete index makes reference very convenient. H. A. G.

How to Use Your Mind, by Harry D. Kitson, Ph.D., 1916. The J. B. Lippincott Company, Philadelphia. 216 pages. Price \$1.00 net. This is a somewhat elementary, though sound, treatise on psychology. Its special emphasis is upon supervised study. P. S.

Keep-Well Stories for Little Folks, by May F. Jones, M.D. School edition, 60 cents net. J. B. Lippincott Company, Philadelphia. This book contains 38 stories on hygienic subjects such as "The Wonderful Engine", "Swat the Fly", "Malaria", and is well illustrated. Its purpose is to teach the fundamental principles and facts of hygiene in story form.

Industrial Education

G. V. MACLEAN, M.A.

Principal, Napanee Collegiate Institute

ALL will agree that the ultimate aim of our elementary schools should be the developing of the intellects, the moulding and intensifying of the characters, and the training for useful citizenship of the youth of our country. Since this is so, the children of both sexes should be taught to take advantage of the school years at their disposal in such a way as to fit themselves both practically and intellectually, according to their individual needs, for their lifework. Pupils should be taught from the very beginning to observe carefully and to reason clearly and logically. Perfect accuracy, conscientiousness, and efficiency in their work must be the goal. The doing of things "just about" or "almost" correct, or the "that-is-good-enough" kind of way only fosters careless dilettanteism and must not be countenanced. The natural or self activities of the hand and eye of the child should be encouraged and wisely directed, by practical work and instruction, toward some useful purpose. He should learn to appreciate the history and literature of his country, to acquire the habit of thoughtful study and of good and beneficial reading, so that in his mature years, when time may be his, he will have the inclination to return to the reading of the deeds of the great of his land and to be able to understand the ideals and achievements of man.

Education should not imply merely an association with our high schools and universities. Mere "word and book" learning, memory-knowledge, the cramming in of information with but little attention to the strengthening of the intellectual, moral, and practical abilities of the child will never produce systematic, accurate, and conscientious workers. Knowledge of the most worth is gained only by practical work and experience. Industrial or vocational education and cultural education are not identical. Cultural education may not be vocational, but vocational education is cultural because it trains the child to become a logical thinker.

Not every pupil who attends a High School intends to be a doctor, a lawyer, an engineer, a clergyman, or a teacher. More attention should therefore be paid to the complaint of the High School pupil, who asks: "Why should I take such and such subjects? I never shall use them." It becomes the duty of our elementary and secondary schools to provide

an education suitable to those who intend to enter some manual or industrial vocation. Our elementary and secondary schools as at present organised tend in the main to prepare for the professions. While these schools do not teach the special knowledge of any profession, they are influential in giving most pupils a desire to study for some profession. The education thus acquired better fits this pupil for his chosen profession and enables him to attain success in it. We should have industrial schools preparatory in exactly the same sense for the manual workers; not at all that these schools should teach the special knowledge of any trade or vocation, but that they should be influential in giving the pupil a desire to acquire such knowledge as leads to the vocation he may afterwards choose. The education thus acquired will fit him better for that vocation, and will enable him to attain success in it. These latter schools are not to teach a trade any more than the former are to teach a profession. Each kind of school is to educate the pupil along lines that will prepare him the better to enter upon the study of a profession or better to learn the work of his chosen industrial vocation. The one to create more efficient professional men (mental workers); the other to create more efficient industrial men (manual workers). The need, then, of industrial schools becomes apparent.

What then about the High School course? Are all High School pupils to be put through the same course? Some of our High Schools have tried the introduction of other courses, and considerable success has resulted. Could not a further extension be made here? The very fact that such changes have been attempted indicates the necessity. It is here that our secondary school system may be improved, and the need for improvement becomes more apparent when we recall the fact that only a small percentage of the children of our Public Schools ever attend a High School.

Life is too short and too strenuous now-a-days for all pupils to spend from six to eight years at a Public School and then after that from four to six years at a High School before making the necessary preparation for the calling in life they may choose. Why should not boys and girls study as soon as possible only such subjects as will definitely prepare them for their proposed life work?

Industrial or vocational education is no fad, no twentieth century innovation. Plato, more than two thousand years ago, discussed vocational education. Over three hundred years ago the idea of industrial education was introduced into Switzerland by Saint Francis de Sales. Johann Fichte a hundred years ago predicted that industrial education would be the education of the coming generation. Pestalozzianism is permeated with the concept of vocational education. Pestalozzi contended that "vocational education is the gateway to the real

education of mankind". Stephen Van Rensselaer, in 1824, might be regarded as the founder of industrial education in America. However, at the conclusion of the civil war a new impetus was given to this kind of education. The United States seriously realised the value and importance of industrial education. Public-spirited American citizens became interested in the work and unstintingly gave of their wealth to the endowing of schools and colleges of industrial and technical education. All countries of Europe, England, and the United States of America are developing systems of industrial education by their Trade Schools, Trade Continuation Schools, Elementary Industrial Schools, Secondary Industrial Schools, Industrial Art Schools, Manual Training Schools, Agricultural High Schools, Schools of Mechanic Arts, Technical Schools, Apprentice Work Shops, Itinerant Trade Courses, Trade Housekeeping Schools, Polytechnics, Institutes of Technology, and Higher Polytechnic Institutes.

Industrial education is a national service of vital importance to the Dominion of Canada. Its development should be accelerated.

Book Reviews

Story-Telling, Questioning and Studying, by H. H. Horne, Ph.D. 181 pages. Price \$1.10. The Macmillan Co., Toronto. We all know how a story well told produces interest in any lesson. The tendency in teaching has been too much away from the story and toward the dry "facts". The first 61 pages of this book are taken up with twelve chapters on story-telling. These chapters repay careful reading. There are 13 chapters on the art of questioning. Young teachers will find these an excellent aid; experienced teachers will find them very suggestive. How often we forget that questioning is an art! How often regard it as a mere device! The art of studying is dealt with in 14 chapters, all of which are good and full of good suggestions. The author's style is clear and very readable, never "heavy". This is an excellent book for the teacher's own library.

How We Pay Each Other, by S. T. Wood. 149 pages. Price 50 cents. The Macmillan Co., of Canada. An elementary reader in the simple economics of daily life. In this book the problems and principles of economics are presented in simple form for the use of students in the lower forms of the High School.

The Foundation and Growth of the British Empire, by James A. Williamson. 290 pages. Price 75 cents. The Macmillan Co., Toronto. Teachers of history never have too many books available for their students; it is a subject which requires a great deal of reading outside of the text book. Here is another volume for school use. It is intended as an introduction to the study of the subject in secondary schools. The author tries to handle the subject so that interest rather than compulsion will be the incentive.

Amateur Circus Life, by E. Balch. 190 pages. Price \$1.50. The Macmillan Co., Toronto. "A new method of physical development for boys and girls based on the ten elements of simple tumbling and adapted from the practice of professional acrobats". There is a chapter on the training of domestic animals.

Notes and News

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

Dr. D. J. Goggin, formerly general editor of text-books for the Ontario Department of Education, has been appointed Historiographer with general charge of the Departmental Library in St. James' Square.

J. E. Wetherell, M.A., formerly Senior Inspector of High Schools for Ontario, has been appointed general editor of text-books for the Ontario Department of Education.

I. M. Levan, B.A., formerly Principal of Woodstock Collegiate Institute, is now an Inspector of High Schools for Ontario.

W. J. Salter, B.A. has accepted the appointment as Principal of Woodstock Collegiate Institute.

The essays entered in the competition on "How I Reformed a 'Bad' Pupil" have been judged by the committee appointed for this purpose. The results are as follows: 1st, Clarence Elliott, Toronto; 2nd, Miss M. Robb, Dewson Street School, Toronto; 3rd, Miss Nellie MacGillivrey, R.R. No. 4, Paisley; 4th, J. I. Stinson, Daysland, Alberta; 5th, Miss Winnie Booth, St. Ann's, Ontario; 6th, Miss Winnifred Minor, Ash, Ontario.

Fred Anderson of last year's class in North Bay Normal School has enlisted for overseas service.

News of the class of 1915-16 in the Faculty of Education, Toronto, is as follows: G. W. Carter, B.A., is Principal of Bruce Mines Continuation School; Miss Maude Millar is on the staff of Queen Alexandra Public School, Toronto; Miss Alma Wynn is teaching at Alma, Ont.; Miss Winnifred Bunting in Dundalk; Miss Anna K. Cowan in Wheatley, Ontario.

Inspector J. F. Boyce, B.A., of Red Deer has been appointed by the Alberta Department of Education to take charge of vocational and pre-vocational work for returned soldiers at Calgary. The *Red Deer Advocate* states that Mr. Boyce came to that town fourteen years ago at a time when there were only three Public School Inspectors in Alberta. Mr. Boyce has been very active in connection with the Free Library, the Horticultural Society, the Natural History Society and the Canadian Patriotic Fund. The same paper says: "He is one of the men who have made this district in the best sense and the sincere good wishes of hundreds will follow him in his promotion."

Inspector W. A. Stickle of Tofield has been transferred to Red Deer.

The new War Savings Certificates which have been created by the Government to encourage thrift and economy and to give everyone an opportunity to assist in financing our war expenditure, are now on sale at every bank and money order post office in Canada. The \$25 certificate sells for \$21.50, the \$50 for \$43, and the \$100 for \$86.

As an investment these certificates offer many attractive features—chief of which are the absolute security and the excellent interest return. For every \$21.50 lent to the Government now, \$25 will be returned at the end of three years.

There are two other features which are especially interesting to small investors. First, the certificates may be surrendered at any time, if the buyer should need his money; and second, each certificate is registered at Ottawa in the buyer's name and, if lost or stolen, is therefore valueless to anyone else.

But while they are excellent from an investment standpoint, the certificates should appeal strongly to Canadians because they offer to those who must serve at home a splendid opportunity for a most important patriotic service. The person who honestly saves to the extent of his ability and places his savings at the disposal of the Government by purchasing these certificates, may feel that he is having a direct share in feeding, equipping, and munitioning our Canadian soldiers, who are so nobly doing their part.—*Finance Department.*

Miss Gertrude Wilson is on the staff of Thessalon Public School; Miss Lulu McClean is teaching at Warren; Miss Marie E. Brown at Goldenburgh, Algoma; Miss M. Campbell at Mauns; Miss Eva Polley at Goldenburgh; Miss Inez Petty in S.S. No. 6, Howick; Miss M. C. Ries in S.S. No. 6, Carrick.

Miss Donta Ashworth who taught near Thedford for the past two years has accepted the principalship of Breslau Public School.

Geo. E. Sands and Clifford Mossey of the Class of 1912-13 in London Normal School are overseas as gunners in the 63rd Battery.

Miss B. Milliken, a graduate of London Normal School, has returned to Ontario from the West and is teaching near Thedford; Miss Kate Paton, who taught near Forest, has resigned in order to take an arts course in the University of Toronto; Miss W. Anderson of Ridgetown has resigned on account of ill-health.

G. W. Booth of Maine Centre, Sask., has enlisted for overseas service.

G. E. Parkhill, formerly assistant principal of Paris Public School, has been appointed to the staff of Regina Collegiate Institute. He is instructor in physical culture and has charge of the cadet corps.

Moffat Cockburn of Halkirk, Alberta, has enlisted for overseas service.

News of the class of autumn, 1916, in Regina Normal School is as follows: Miss Mavis Addie is in Regina; Miss Willis E. Duprau is in Barvas; George W. Mackay is at Francis; Miss Beth Yeoward at Wapella; Miss Laurena Johnston at Belbeck; Miss Honorine Morin at Indian Head; Robert J. Mathers at Weyburn; Miss Emma Gruenke at Rush Lake; Miss Olive Meeker at Kelliher; Miss Ethel L. Fletcher at Belle Plains.

ANNOUNCING A CHANGE

Having recently resigned as Vice-President of The Geo. M. Hendry Co., Ltd., after ten years' connection there, I want to express my appreciation of every courtesy and kindness extended to me by the Teachers of Canada.

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CANADA

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Miss Mary Dunlop, a recent graduate of Camrose Normal School, is teaching at R.R. No. 1, Bentley.

Some graduates of the autumn Class of 1916 in Calgary Normal School have taken positions as follows: Miss Edna Sproule at Veteran; Miss Rae M. Chittick at Maybutt; Miss Minnie Gallay at Wiste; Miss Ruth McBride at Blackie; Miss Freda McBride at Haynes; William F. Parsons at Lacombe; Miss Grace M. Cathro at Lineham; Miss E. Herron at Eagle Hill; Miss Gladys Coatsworth at Cochrane; Miss Ivey E. Shaw at Parkland; Miss Stella Maloney at Beaumont; Miss Madge Hargrove at Cowley; Miss Ruth B. Benson at Steelman, Sask.; E. S. Lowrie at Stavely; Miss Ruth Watson at Olds; Miss Beulah M. Fryers at Carstairs; Miss L. H. Webster at Jumping Pound; Miss Gail E. Strang at Claresholm; Miss Lillian Solberg at Carnforth; Miss Dorothy Marrs at Lethbridge; M. A. Goodison at Collholme; Miss Helen McCarthy at Passburg; Miss M. Wilson on the staff of Lawrence School, Ensleigh; Miss May E. Waterman at Curlew; Harry K. Fielding at Fleet; J. S. McCormick at High River; Miss Christina McRostie at Stavely; Miss D. E. Halsall at Vulcan; Alban D. Winspear at Namaka; E. J. Liesemer at Edgerton; Miss Nina Goodman at Ponoka; Miss Evelyn M. Filmer at Burdett; H. Howard Gay at Namaka.

The results of the December examinations for degrees in Pedagogy at Queen's University and at the University of Toronto are as follows:—

QUEEN'S UNIVERSITY:—DOCTOR OF PEDAGOGY—*Science of Education*—N. S. MacDonald, Toronto. *History of Education*—P. F. Munro, Toronto (with honours). *Educational Administration*—A. D. Colquhoun, Ottawa; C. B. Edwards, London, Ont.; V. K. Greer, Stratford, Ont.; P. F. Munro, Toronto; G. M. Weir, Saskatoon, Sask. (with honours). *Educational Psychology*—James Bingay, Glace Bay, N.S.; A. D. Colquhoun, Ottawa; C. B. Edwards, London, Ont.; F. W. Harrison, Prince Albert, Sask.; G. G. McNab, Refrew, Ont. (with honours); G. M. Weir, Saskatoon, Sask. (with honours). BACHELOR OF PEDAGOGY—*Science of Education*—Andrew Stevenson, London (with honours); James Froats, Finch, Ont.; D. K. Finlayson, Grand River, N.S. *History of Education*—J. J. Wilson, Belleville, Ont.; D. K. Finlayson, Grand River, N.S. (with honours); G. E. Reaman, Woodstock, Ont.; W. M. Shurtleff, Kingston, Ont. *Educational Administration*—J. G. Ettinger, Kingston, Ont.; D. K. Finlayson, Grand River, N.S.; G. E. Reaman, Woodstock, Ont.; W. A. Stickle, Tofield, Alta. *Educational Psychology*—J. G. Ettinger, Kingston, Ont.; G. E. Reaman, Woodstock, Ont.; W. E. Shales, Ingersoll, Ont.; James Froats, Finch, Ont.

UNIVERSITY OF TORONTO:—COURSES FOR THE DEGREE OF PEDAGOGY: *Science of Education*—George Hindle, Trail, B.C.; G. S. Lord, Calgary,

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E. J. Corkhill, B.A., science master in Napanee Collegiate Institute, has been appointed Inspector of Public Schools for the County of Lennox.

J. G. Gratton, Principal of Plantagenet Public School, succeeds Hector Gaboury, B.A., as Inspector of English-French Schools.

In 1912 there were 25 school fairs held in Ontario. The following figures for 1916, supplied by the Ontario Department of Agriculture, show the wonderful progress that has been made:—Number of fairs held, 275; schools taking part in these, 2,620; pupils, 60,262; attendance of children, 83,029; of adults, 95,217; entries, 113,263; number of home plots, 55,947.



Mr. F. G. McKay


F. G. McKay, who has been for the past ten years Vice-President and Secretary-Treasurer of the Geo. M. Hendry Company, has purchased the Toronto School Supply Co. The name is to be changed to McKay School Equipment, Limited, the stock is to be moved to new premises and is to embrace all school equipment as well as some entirely new features. J. H. Wilson is to be sales manager.

Nova Scotia.

Principal MacKittrick, Lunenburg, has been appointed by the government a member of the Advisory Board. For a number of years he was one of the teachers' representatives on this Board.

The inspectors of the province met in conference with the Superintendent of Education at Halifax during the second week of January.

Miss Nellie L. Parke assumed her duties as Principal of Londonderry Schools on January 8th. She succeeded Mr. K. Palmeter, who has enlisted for military service.

 *To City, Town and Village Dwellers in Ontario*

A Vegetable Garden For Every Home



IN this year of supreme effort Britain and her armies must have ample supplies of food, and Canada is the great source upon which they rely. Everyone with a few square feet of ground can contribute to victory by growing vegetables.

The Department of Agriculture will help you

The Ontario Department of Agriculture appeals to Horticultural Societies to devote at least one evening meeting to the subject of vegetable growing; manufacturers, labor unions, lodges, school boards, etc., are invited to actively encourage home gardening. Let the slogan for 1917 be, "A vegetable garden for every home."

Organizations are requested to arrange for instructive talks by local practical gardeners on the subject of vegetable growing. In cases where it is impossible to secure suitable local speakers, the Department of Agriculture will, on request, endeavor to send a suitable man.

Four Patriotic Reasons for Growing Vegetables

1. It saves money that you would otherwise spend for vegetables.
2. It helps to lower the "High cost of living."
3. It helps to enlarge the urgently needed surplus of produce for export.
4. Growing your own vegetables saves labor of others whose effort is needed for other vital war work.

The demand for speakers will be great. The number of available experts being limited, the Department urgently requests that arrangements for meetings be made at once; if local speakers cannot be secured, send applications promptly.

To any one interested, the Department of Agriculture will send literature giving instructions about implements necessary and methods of preparing the ground and cultivating the crop. A plan of a vegetable garden indicating suitable crop to grow, best varieties and their arrangement in the garden, will be sent free of charge to any address.

Write for Poultry Bulletin. Hens are inexpensive to keep, and you will be highly repaid in fresh eggs. Write for free bulletin which tells how to keep hens.

Address letters to "Vegetable Campaign," Department of Agriculture, Parliament Buildings, Toronto.

Ontario Department of Agriculture

W. H. Hearst, Minister of Agriculture

Parliament Buildings

Toronto

Among the College graduate students who have recently taken charge of Public Schools are Miss Annie MacLeod, Canso; Miss Lorena Spicer, Canso; Miss Blanche MacLeod, Isaac's Harbour; Miss Hazel Gray, Belmont; and Miss Morrison, Dartmouth.

The Short Course at the Agricultural College, Truro, was, in spite of the war, up to the average this year.

To indicate that agricultural instruction is not neglected among our women, it is worthy of note that the Agricultural College instructors lecture two hours a week to our Normal College students, practically all of whom are young women.

New Brunswick.

Attention has been directed to the fact that on page 392, our February number, the percentage of attendance for New Brunswick is not quite correct. According to the official report the figures should be 68.43%, which would place New Brunswick third in the list given.

The teachers of Carleton and Victoria Counties held their annual Institute at Woodstock on December 17th and 18th. Papers were read and discussions conducted on the following subjects: "Household Science," by Miss Helena Mulherrin; "Household Science Demonstration", by Miss Akerley; "Arithmetic", Miss Alice Polley; "Grammar", A. D. Jonah; "School Fairs", Miss Gaynell Long; "Geography of the War", Miss Bessie Fraser; "Parent-Teacher Associations", Mrs. Charles Comben; and "Civics", Miss Isabel Thomas. Addresses were delivered by Dr. Carter, Chief Superintendent of Education; William McIntosh on "Preservation of Birds"; and J. F. MacLean on "Consolidation of Schools." A pleasing feature of the Institute was the large number of trustees and ratepayers present. A Trustees' and Ratepayers' Section of the Institute was formed.

Nature Study courses of one week, beginning January 8th, were held at Woodstock and Sussex. About 60 teachers were present at each of the courses. The work included nature study, plant propagation, soil fertility, and lectures on the correlation of the work to the course of study in the schools.

In 1916 there were 90 school gardens in the Province; in 1915 there were 53. In 1916 there were 720 home plots and 12 fairs in connection with the schools. In 1915 there were two fairs. R. P. Steeves, M.A., the Director, and his assistant, visit the schools where there are gardens giving assistance and instruction in the work.

On Friday evening, January 19th, at a meeting of the citizens of St. Stephen, held under the auspices of the Canadian Club and presided over by the Mayor, it was decided to organize a Parent-Teacher Association, and committees were appointed to complete the organisation. The

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By Sir Edward Parrott

NUMBER 25 now ready, contains descriptions of the Battle of Verdun; the Zeppelin raids on England in the Spring of 1916; and the Sinn Fein rebellion in Ireland.

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Chief Superintendent of Education was present and addressed the meeting.

Quebec.

Dr. G. W. Parmelee, English Secretary of the Department of Public Instruction, Quebec, has been seriously ill for the last three months with blood-poisoning, but the teaching profession in the Province will be relieved to learn that he is out of danger, and is beginning to be allowed out of doors. Dr. Parmelee's long term of service and efficient management have made him an indispensable part of the educational administration of this Province.

Under the scheme of the Protestant Committee for Technical Education, the University of Bishops College is giving a series of free evening extension classes in Sherbrooke, on Commercial Law, Money and Credit, The Canadian Banking System, Bookkeeping and Business, Commercial French. McGill University is likewise holding technical classes which are largely attended. Among the most recent additions is a thorough course in Russian language.

W. O. Rothney, B.A., B.D., lecturer in Elementary Education in the School for Teachers, Macdonald College, has resigned his position in order to take post-graduate classes at the University of Chicago.

Inspector J. F. Boyce, Red Deer, has sent out this hymn for use in the Schools of his inspectorate.

TUNE: "MELITA" "ETERNAL FATHER STRONG TO SAVE".

God of our Fathers, at whose call
We now before Thy footstool fall,
Whose grace has made our Empire strong
Through love of right, and hate of wrong;
In this dark hour we plead with Thee
For Britain's cause on land and sea.

Not for the lust of war we fight,
But for the triumph of the right;
The strife we hate is on us thrust
Our aims are pure, our cause is just;
So strong in faith we plead with Thee
For Britain's cause on land and sea.

Asleep beneath Thy ample dome
With many a tender dream of home
Or charging in the dust and glare
With war-bolts hurtling through the air;
In this dark hour we plead with Thee
For Britain's cause on land and sea.

If wounded in the dreadful fray
Be Thou their comfort and their stay,
If dying, may they in their pain
Behold the Lamb for sinners slain;
In this dark hour we plead with Thee
For Britain's cause on land and sea.

And soon, O Blessed Prince of Peace
Bring in the days when war shall cease;
And men as brothers shall unite
To fill the world with truth and light;
Meanwhile O Lord we plead with Thee
For Britain's cause on land and sea.

Variety may be given by changing the last line to read—
"For the Allies' cause on land and sea."

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Endorsed by many thousands of enthusiastic teachers. Has made more than 100,000 children happy in their work.



On page 394 of *The School* for Feb., 1917, read the review of this method by Professor Coombs of the University of Toronto.

Write at once for our special 30 day offer.

G. W. Lewis Publishing Co., 4707 St. Lawrence Ave., Chicago, Ill.

The School has the following publications on sale for teachers:—

SPECIAL WAR EDITION	- - - -	40 cents.
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THE PHONETIC ALPHABET	- - - -	10 cents.
METHODS IN ENGLISH (Bulletin No. 2)	- - - -	15 cents.

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DEPARTMENT OF EDUCATION, Province of Alberta.

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

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

Address all communications to

**The Deputy Minister, Department of Education,
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THERE are few national institutions of more value and interest to the country than the Royal Military College of Canada. Notwithstanding this, its object and the work it is accomplishing are not sufficiently understood by the general public.

The College is a Government institution, designed primarily for the purpose of giving instruction in all branches of military science to cadets and officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandant and military instructors are all officers on the active list of the Imperial army, lent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and, in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario it obtains the same exemptions as a B.A. degree.

The length of the course is three years, in three terms of 9½ months each.

The total cost of the course, including board, uniform, instructional material, and all extras, is about \$800.

The annual competitive examination for admission to the College takes place in May of each year, at the headquarters of the several military divisional areas and districts.

For full particulars regarding this examination and for any other information, application should be made to the Secretary of the Militia Council, Ottawa, Ont.; or to the Commandant, Royal Military College, Kingston, Ont.

Ontario Department of Education

Teaching Days for 1917

High, Continuation, Public and Separate Schools have the following number of teaching days in 1917 :

January.....	21	July.....	
February.....	20	August.....	
March.....	22	Sept.....	19
April.....	15	October.....	23
May.....	22	November.....	22
June.....	20	December.....	15
	<hr/>		<hr/>
	120		79
		Total.....	199

DATES OF OPENING AND CLOSING

Open.....	3rd January	Close.....	5th April
Reopen.....	16th April	Close.....	29th June
Reopen.....	4th September	Close.....	21st December

NOTE—Christmas and New Year's holidays (22nd December, 1917, to 2nd January, 1918, inclusive), Easter holidays (6th April to 15th April inclusive), Midsummer holidays [from 30th June to 3rd September, inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (3rd) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Thursday, 24th May), and the King's Birthday (Monday, 4th June), (3rd June, Sunday), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1917, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

Ontario Department of Education.

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

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

(1) Paper bound copies of the following Ontario Teachers' Manuals, free of postage, from the Deputy Minister, Department of Education, Toronto.

Teaching English to French-speaking pupils.....	15c.	Net.
Manual Training.....	25c.	"
Sewing.....	20c.	"
Topics and Sub-Topics.....	10c.	"

(2) The editions of the following Ontario Teachers' Manuals, bound in cloth, from a local bookseller, or the publishers.

	Retail.	Postage.
Primary Reading, Copp, Clark Co., Toronto.....	13c.	5c.
Notes on Ontario Readers, II, III, and IV, Copp, Clark Co., Toronto.....	26c.	11c.
History, Copp, Clark Co., Toronto.....	14c.	5c.
Composition and Spelling, Copp, Clark Co., Toronto.....	21c.	9c.
Arithmetic, Copp, Clark Co., Toronto.....	20c.	9c.
Household Management, Copp, Clark Co., Toronto	19c.	7c.
The Golden Rule Book (Public Schools only), Copp, Clark Co., Toronto.....	19c.	8c.
Literature, Copp, Clark Co., Toronto.....	15c.	6c.
Grammar, William Briggs, Toronto.....	14c.	6c.
Geography, William Briggs, Toronto.....	16c.	7c.
Nature Study, William Briggs, Toronto.....	19c.	8c.
Art, William Briggs, Toronto.....	40c.	18c.

The following Ontario Normal School Manuals, bound in cloth, may be purchased from a local bookseller, or the publishers.

	Retail.	Postage.
Science of Education, William Briggs, Toronto....	32c.	9c.
History of Education, William Briggs, Toronto....	29c.	7c.
School Management, William Briggs, Toronto....	30c.	8c.
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A discount of 20% off the prices of the Normal School Manuals and the Manuals listed under (2) above is allowed when the books are purchased from the publishers, express or postage charges being extra.

A copy of "The Syllabus of Physical Exercises for Public Schools" was presented to each School Library by the Executive Council, Strathcona Trust. If any school has not yet received a copy, application should be made to "The Secretary, Executive Council, Strathcona Trust, Ottawa," and not to this Department. The Syllabus may be obtained by others from the publishers, The Copp, Clark Co., Ltd., Toronto, 25c.

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CONDITIONS:

- (1) The drawings must be sent fixed, flat, and with sufficient postage for return.
- (2) Each drawing must have on the back the student's name, the name of the school and form, and the teacher's signature.
- (3) The drawings must reach this office on or before the 5th of the month.
- (4) The drawings must be original, and not copied except where so specified for the Middle School. They must be of good size.

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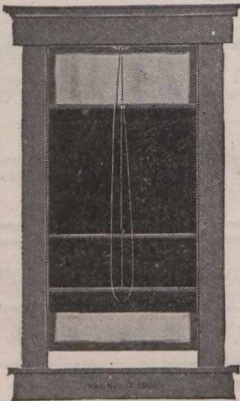
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JUNE	A water-colour sketch of some accessible bit of scenery in which a tree (apple, pine, elm, or poplar) is in the foreground with a building in the distance.	A water colour rendering of an interesting building in your neighbourhood, with its natural surroundings, e.g., school, church, public library or home.

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