



THE WINDMILL—RUYSDAEL.
See "Art for May" in this issue.

THERE is nothing that we can properly call our own but our time, and yet everybody fools us out of it that has a mind to it. If a man borrow a paltry sum of money there must be bonds and securities, and every common civility is presently charged upon account; but he that has my time thinks he owes me nothing for it, though it be a debt that gratitude itself can never repay. I cannot call any man poor that has enough still left, be it never so little. It is good advice yet to those that have the world before them, to play the good husband betimes, for it is too late to spare at the bottom when all is drawn out to the lees.

SENECA.

The School

"Recti cultus pectora roborant"

Editorial Notes

Charles G. Fraser.—The Ontario Educational Association has again come and gone. To the many wise things said at this year's meetings THE SCHOOL may make reference later. To one wise thing done it must refer here—the selection of the President for 1915-16.

Mr. Charles G. Fraser of Manning Ave. School, Toronto, has earned this honour, the highest in the gift of the teachers of Ontario. No Ontario teacher has done more for his fellow-teachers during the last fifteen years. Scarcely a committee or association of Public School teachers or in behalf of Public School teaching in Ontario but has felt the presence of Charles G. Fraser. Wherever he has been present he has bristled with energy and abounded in practical wisdom.

Mr. Fraser has earned the presidency of the O.E.A. and will adorn it. He is a capable presiding officer, prompt, clear-headed, and impartial. He has a good platform manner, a strong clear voice, an easy command of speech, ideas, and a Celtic fire which drives home those ideas. And he knows the Public Schools of Ontario as few know them.

An Anomaly.—The average student who proceeds to a degree in arts (B.A.) in the general or pass course enters the university with Junior Matriculation standing after four years of High School work. He is young, probably not more than eighteen. He is not yet self-reliant. He has not yet learned how to study. In scholarship he is not the most promising output of the High Schools. At the university he is subjected, very abruptly, to impersonal control. The lecture method does not teach him how to study. And his scholarship is guaranteed by relatively low examination standards.

But if the student who proceeds to a pass degree in arts holds a Faculty Entrance in lieu of a Junior Matriculation certificate his case presents an anomaly, if not an injustice. He has done six years' work in a High School—two years more than the junior matriculant. He has probably done more and better work than the matriculant in the four years' taken in common. In the next two years, while the matriculant attends a university, the faculty entrant works at a High School.

He works at subjects which are practically identical with those taken by the student at the university. He works always under experienced teachers. He works under close personal supervision and with methods that teach the young student how to study. In the two years he does five or seven months more of work than the university student. And his scholarship is guaranteed by examination standards decidedly more exacting than those applied to the average university student.

Looked at from almost every angle this comparison between the first two years of the pass course of the university and the last two years of the High School course leaves a goodly balance in favour of the High School. And yet the universities will not recognize even an equality. With hesitation, and after much delay they credit a faculty entrant with one year of the pass course and refuse to go further. Is this not an anomaly?

Auxiliary Classes.—The readers of *THE SCHOOL* are familiar with the admirable series of Educational Pamphlets distributed free by the Department of Education of Ontario. Pamphlet No. 7, just issued, on the organisation and management of Auxiliary Classes, is probably the most timely as well as the most practical and comprehensive of the series to date. It reflects credit on its author, Dr. Helen MacMurchy, the inspector of Auxiliary Classes for Ontario. All teachers interested in the instruction of backward or defective children, and in particular all those interested in the Summer Session for teachers of such classes should read it.

The Six-Year High School.—Canada and the United States are peculiar in that they have a four-year High School superimposed upon an eight-year elementary school. In Canada, it is true, many High School pupils remain for a five or six years' course, but that is exceptional and in reality the work of the extra period is of college rank officially recognised as such. In other civilised countries—Britain, Germany and France—the secondary school period extends over six or nine years. The United States changed to the four-year High School about the year 1820. Before that time the academies of New England resembled Old Country schools in every particular. Canada copied the American High School system.

Thoughtful observers have noted that the European schoolboy when he leaves the secondary school for the university is as far advanced in the so-called college subjects as the American student at the end of his second year at college. Where are the two years lost in these subjects? The answer often given is "between the ages of twelve and fourteen." At fourteen years of age, the normal age for entry into High Schools in the United States and Canada, the European boy has had from three to

five years of real secondary education, that is, he has studied languages both ancient and modern, mathematics, and other distinctly secondary school subjects for a number of years. It is true he will not have done quite so much arithmetic, reading and writing as the American boy, and not so much of subjects like English, drawing, nature study, and geography, which have a direct bearing upon the lives of the masses, but this loss is not seriously felt in his college course.

There are reasons for beginning secondary education not later than twelve years of age. In the first place the capacity for languages rapidly disappears as adolescence approaches. It is impossible to teach a deaf boy to speak after the age of ten has been reached, and now it is never attempted. The optimal time for language is between one and four. If the instinct for language is not hardened into the habit of language, then, like all instincts, it tends to fade away. Teachers of the deaf like to get their charges while young—not later than three if possible.

In the second place the beginnings of adolescence are felt by the girl as early as ten, and by the boy some two years later. This great change affects the whole of their lives—mental, physical and moral. The American scheme of schools transfers them to a new environment right in the middle of the tempest. The European plan allows them to settle in the new school environment at the beginning of adolescence and gives the school a reasonable period to grip their lives before the most trying period appears.

For these reasons many High Schools in the United States are changing over to a six-year plan. The new course begins at twelve and is divided into two equal parts. The first three years is known as the Junior, and the second as the Senior High School. This arrangement, wherever adopted, seems to have proved an unqualified success. Especially are languages favourably affected by it and already many educationalists claim that it soon will become the normal American High School.

Will Canada follow the lead of the United States a second time?

An Educational Congress.—THE SCHOOL gives its readers some extracts from a report, altogether too brief, by Professor Macpherson of Queen's University, upon the annual meetings of the Department of Superintendence, the Society of College Teachers of Education, and half-a-dozen other educational organizations held in Cincinnati in February last. The readers must supply the comments and comparisons.

"A definite attempt had apparently been made to arrange the programme so that important discussions of general interest would not conflict."

"The most noteworthy feature of the congress was the extent to which the members bent themselves to do constructive work. Committees appointed a year or more in advance gathered information and strove to reach conclusions on definite questions submitted to them in advance. Reports were in many cases printed, and the results placed in the hands of the members before the meeting. A two or three hour session was devoted to the discussion of one topic, a discussion led by four or five distinguished men, the time of whose speeches was strictly limited, sometimes to ten minutes each. At the conclusion of a session one commonly had a feeling that no time had been lost and that even though the discussion did not result in a definite conclusion, the last word that could at present be said on the topic had been said."

"The papers were confined strictly to professional topics. All had a direct bearing on problems of teaching or school administration. Scholarly essays on non-professional or semi-professional subjects were altogether absent. Every department had problems of school work calling for solution and on these the papers had in every case a direct bearing. It was a great experience meeting and the general interest of topics discussed was guaranteed by the fact that the discussion was shared in by speakers from various states whose local problems were quite different."

"Some definite conclusions were reached by the congress. The earnest advocacy of the six-and-six plan by Mr. P. P. Claxton, United States Commissioner of Education, resulted in a resolution in favour of beginning secondary education at the age of twelve. State Departments of Education and local communities should be urged to make provision for systematic training, both in professional teaching and in general subjects. A large percentage of teachers in some states, it must be remembered, have received no professional training whatever. The support of the congress was pledged to night and continuation schools for adults. It was further resolved to indorse the organisation of bureaus of efficiency and education measurements as adjuncts to the superintendent's office on the ground that the constant investigation of school problems by permanent officers is more effective than any other form of scientific study."

Liberty in the Schools.—Liberty has to do with the rights of the individual. Each individual, however, is perforce a member of society, and must obey its laws, which are the limitations of liberty the members voluntarily impose upon themselves. Law, representing society, restrains and keeps the individual within bounds; liberty releases and emancipates him. The ever-present problem is—how to preserve the greatest liberty within the bounds of law? That is—how to grant the

individual the right to develop his personality adequately without trespassing upon the rights of others?

From some points of view, school is the negation of liberty. It is composed of young people, torn away from their homes and from their play, to be drilled and exercised in tasks which are often irksome and uncongenial. The pupil in school is not allowed to study what he likes, but what adults consider it good for him to study. Further, freedom of movement and liberty to talk unduly are also denied him. Yet in a way the school makes for greater liberty, inasmuch as it provides an opportunity for the development of capacities and powers that otherwise would have lain dormant. It denies liberty in order to grant freedom. For freedom and liberty grow as powers are freed; the wise alone are truly free.

In every organisation there is a compromise so far as liberty is concerned. Where to draw the line is the perennial problem. The principle of liberty demands that there should be the smallest possible amount of coercion consistent with the safety of the state. This principle is often rejected in school, because the pupil is too weak, too helpless to retaliate. But the teacher must have liberty to grant liberties. The circle of freedom for the child from the teacher, of freedom for the teacher from the educational authorities, etc., must ever be preserved. If it be broken at any point, the effects fall ultimately upon the innocent children in school. If it be preserved, we get a new spirit in school—a spirit which is too big to bully, yet sufficiently strong to grant liberties boldly when liberties are beneficial and to withhold them when they are harmful.

A Fable.—A class teacher whose pupils did not pass the term examinations to any great extent complained to the principal that under the examination system, education was reduced to cramming and lost all its breadth.

“Did you know,” he asked, “that there is more gold in the water of the ocean than in all the world beside?”

“Yes,” she said; she never owned up there was anything she did not know.

“Which do you think would be better to pay your board with,” he asked, “all the water in the ocean or a five-dollar gold-piece?”

“A five-dollar gold-piece,” she replied.

“Well,” he said, “it is just the same with knowledge; it doesn't make any difference how much there is of it if you can't get at it.”

This fable does not teach much of anything. Those that are smart enough to learn anything from it know it already.—*Educational Review.*

Diary of the War

(Continued from April Number)

- Feb. 1. Von Hindenburg begins a new attack upon the Russians in front of Warsaw. A German submarine failed in its attempt to torpedo the Hospital Ship *Asturias*.
- Feb. 2. Petrograd reports that to date the casualties of the Turkish army in the Caucasus campaigns number 70,000. The 137 lists of Prussian losses to date have given a total of 926,547 as killed, wounded and missing. This is exclusive of 144 Bavarian, 100 Saxon, 104 Württemberg, and 15 navy lists.
- Feb. 3. Lieutenant-Colonel Kemp and his commando of Boer rebels surrender to British forces. Turks defeated at Tussum and El Kantara on the Suez Canal.
- Feb. 4. Germany declares a "military area" will exist around the British Isles from February 18th.
- Feb. 5. The attack on Warsaw develops into a great battle on the Bzura, near Borjimow. Russians retire from many Carpathian passes. British army estimates provide for 3,000,000 men exclusive of those serving in India.
- Feb. 6. The Cunarder *Lusitania* arrives at Liverpool flying the American flag. Two British steamers, the *Tokomaru* and the *Ikaria*, torpedoed off Havre.
- Feb. 7. Germans deliver twenty-two violent but fruitless attacks against the Russians on Koziowa Heights, south of Lemberg. Russians retire before Austrian advance in Bukowina.
- Feb. 8. Premier Asquith announces that the British casualties to date amount to 104,000. Destruction of the steamship *Oriole* by German submarine announced. Turks in full retreat east of Suez. Turks occupy Haviz on Persian border.
- Feb. 9. Soissons bombarded by the Germans. Russian retreat in south Bukowina becomes marked.
- Feb. 10. New battle in east Prussia begins. Russians forced from Masurian Lakes.
- Feb. 11 and 12. Thirty-four British aviators bombard German position at Bruges, Zeebrugge, Blankenberghe and Ostend. Russians reform their lines on their own territory. Berlin claims capture of 26,000.

- Feb. 12. Small Turkish force annihilated while attacking Tor on the Gulf of Suez.
- Feb. 13. Battleship Audacious reported by New York press to be ready to join fleet again. From same source Audacious reported sunk off North Coast of Ireland in November. Canadians arrive in the trenches in Flanders. Bank of England announces a \$50,000,000 loan to Russia.
- Feb. 14. The Greek Minister leaves Constantinople. Germans capture British trenches at St. Eloi. Germans capture Norroy and "Hill 365" near Pont-a-Mousson. Lose most of gains later.
- Feb. 15. Riot breaks out among native troops at Singapore. About forty Europeans killed. British recapture the St. Eloi positions. British steamer Dulwich lost in the Channel. Trial of De Wet begins.
- Feb. 16. Canadian contingent officially reported to be doing well at the front. Forty British aeroplanes made another successful attempt on the German coast positions in Belgium. Three aviators drowned, and one interned in Holland. French capture two miles of trenches at Four-de-Paris. Berlin claims to have taken 50,000 prisoners in Masurian Lakes battle. British naval losses to date: killed 6,101, wounded 585, missing 888, interned 1,563. Total 9,137.
- Feb. 17. Two vessels, one English, the other French, torpedoed in the Channel. Zeppelin L3, destroyed at the Danish island of Fano.
- Feb. 18. German submarine "blockade" begins. Germans capture Tauroggen and claim a grand total of 60,000 prisoners in the North Poland battle. French steamer Dinorah torpedoed off Folkestone. Zeppelin L4, wrecked in Jutland Denmark. Sir Edward Grey's reply to United States regarding neutral shipping published.
- Feb. 19. Russians evacuate the whole of Bukowina. An Allied fleet attacks the forts guarding the entrance to the Dardanelles. American steamer Evelyn mined off Borkum. Norwegian steamer Belvidge torpedoed near Folkestone.
- Feb. 20. Several Dardanelles forts silenced by the Allied fleet. British steamers Cambank and Downshire torpedoed in the Irish Sea.
- Feb. 21. Russian retreat in North Poland stopped. German aeroplanes raid Essex towns.
- Feb. 22. British South African forces occupy Garub, ten miles east of Lüderitz Bay. Zeppelins raid Calais; five killed.

- Feb. 23. Norwegian steamer Regin, American steamer Carib, British government collier Branksome Chine, and British steamer Oakley, sunk by German mines or torpedoes in the Channel and North Sea. Russians resume offensive between the Niemen and the Vistula. British Admiralty closes Irish Sea to shipping of all nationalities.
- Feb. 24. Germans capture Przasnysz. British steamers Roi Parana and Harpalion mined or torpedoed off Eastbourne; Deptford mined and sunk off Scarborough; Western Coast mined or torpedoed off Beachy Head.
- Feb. 25. Allied fleet resumes the bombardment of the Dardanelles. Last of the forts at the entrance silenced. Admiralty report that the armed merchant cruiser Clan McNaughton is probably lost with all on board.
- Feb. 26. Four forts at entrance to Dardanelles completely destroyed. Germans retreat in North Poland. Blockade of East African coast proclaimed.
- Feb. 27. S. S. Dacia, bought by a German-American after war broke out, and consigned to Hamburg with cotton, stopped by French cruiser in the Channel and taken to Brest. Petrograd reports German retreat in Poland "over a constantly widening front."
- Feb. 28. Bombardment of the Dardanelles forts at the Narrows said to have commenced.

VOCATIONAL GUIDANCE.

"PROFESSOR," said Miss Skylight, "I want you to suggest a course in life for me. I have thought of journalism—"

"What are your own inclinations?"

"Oh, my soul yearns and throbs and pulsates with an ambition to give the world a lifework that shall be marvellous in its scope and weirdly entrancing in the vastness of its structural beauty!"

"Woman, you're born to be a milliner."—*American School Board Journal.*

THE youth had been asked to write examples of the indicative, subjunctive and potential moods and an exclamatory sentence. This is what he produced:

"I am trying to pass an English examination. If I answer twenty questions I shall pass. If I answer twelve questions I may pass. Heaven help me!"

Poetry of the War

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AS one would naturally expect, the war has been the subject of a great deal of versification, but not of many poems which may be called great. Kipling himself has said: "This is a time when civilians should do as little talking as possible, and what writing they do should be confined to their cheque-books." Among the civilians he evidently includes the poets, as his own muse has been singularly mute. He finds it a time for deeds, not words. Although he has produced nothing of especial moment up to the present except a short poem, "The Hun is at the Gate", there are many who confidently look forward to a golden harvest when the tumult and strife are past and gallant deeds and noble actions come to a fuller light.

One poem which excited the greatest interest in the early stages of the war, came from the pen of Ernst Lissauer, a German poet, who was rewarded for it by the Kaiser's conferring on him the decoration of the Order of the Red Eagle. His "Hassgesang" or "Chant of Hate against England", has been rendered into English by Barbara Henderson. It is the expression of the blackest mood of implacable hatred against a country which for thirty years the youth of Germany have been taught by their preachers and teachers to look upon as their bitterest enemy. Such a blind hatred, officially recognised by the Kaiser himself, finds actual expression in the bombardment of undefended towns, the slaughter of babes and women, and the deliberate murder of the innocent passengers and crews of merchant vessels sunk by the undersea boats. The last two stanzas are as follows:

In the captain's mess, in the banquet hall,
Sat feasting the officers, one and all,
Like a sabre-blow, like the swing of a sail,
One seized his glass held high to hail;
Sharp-snapped like the stroke of a rudder's play.
Spoke three words only: "To the Day!"
Whose glass this fate?
They had all but a single hate.
Who was thus known?
They had one foe and one alone—
ENGLAND!

Take you the folk of the earth in pay
 With bars of gold your ramparts lay,
 Bedeck the ocean with bow on bow,
 Ye reckon well, but not well enough now.
 French and Russian they matter not,
 A blow for a blow, a shot for a shot,
 We fight the battle with bronze and steel,
 And the time that is coming Peace will seal.
 You will we hate with a lasting hate,
 We will never forego our hate.
 Hate by water and hate by land,
 Hate of the head and hate of the hand,
 Hate of the hammer and hate of the crown,
 Hate of seventy millions, choking down,
 We love as one, we hate as one,
 We have one foe and one alone—
 ENGLAND!

This is no true poetry. True poetry has for its theme what is true or beautiful or noble, and hate is never any one of these.

No English poet has thought fit to cast back taunt for taunt and hate for hate. William Watson, it is true, published a "Funeral March for Kaiser Wilhelm II"; a dirge in which the same vindictive mood was manifest. It consisted of some sixty stanzas, the spirit of which may be judged by the last two.

"Open the earth,	Conquering spade,
Lower him in:	Cover him o'er;
Laughter and mirth,	He shall invade
Let them begin,	Life no more."

But it remained for an obscure English poet, a railway porter at Bath, to reply by a poem, which appearing in the *Daily Mail*, at once excited wide-world interest. Mr. Henry Chappell, known to his comrades as "the railway poet", appeals to the court of the Almighty Judge to render the justice which the Germans deserve. The man who knows his quarrel just is content to leave the punishment to God.

"You boasted the Day, and you toasted the Day,
 And now the Day has come,
 Blasphemer, braggart and coward all,
 Little you reckon of the numbing ball,
 The blasting shell or the "white arm's" fall
 As they speed poor humans home.

* * * * *

You have sown for the Day, you have grown for the Day,
 Yours is the harvest red!
 Can you hear the groans and the awful cries?
 Can you see the heap of slain that lies,
 And sightless turns to the flame-split skies,
 The glassy eyes of the dead?

But after the Day, there's a price to pay,
 For the sleepers under the sod;
 And He you have mocked for many a day,
 Listen, and hear what He has to say,
 "Vengeance is mine, I will repay",
 What can you say to your God?"

Alfred Noyes has written a very striking poem entitled "The Search Lights".

"Shadow by shadow, stripped for fight,
 The lean black cruisers search the sea,
 Night long their level shafts of light
 Revolve and find no enemy.
 Only they know each leaping wave,
 May hide the lightning and their grave!"

In the land which they guard so well, an age is dying, and a new era of greater hope, of wider humanity and of spiritual regeneration is about to come into being.

"And captains that we thought were dead,
 And dreamers that we thought were dumb,
 And voices that we thought were fled
 Arise and call us and we come:
 And "Search in thine own soul!" they cry,
 "For there too lurks thine enemy."

So the poet calls Britain to a nobler conception of Truth and Justice, that, redeemed and purified and healed, she may pass on to her Eternal Goal.

In another short poem entitled, "The Children's Gift", he speaks of the soul of England under the guise of a quiet star which sheds its clear ray alike on the peaceful homes of England, inspiring trust and confidence, and on the soldiers who fight upon "the tortured plain", teaching them how to die for the sake of their beloved land.

Up to the present time, the London critics have with one accord pronounced "The Gods of War" by George Russell, the noted Irish poet, to be the finest poem of the day.

Fate wafts us from the pygmies' shore!
 We swim beneath the epic skies:
 A Rome and Carthage war once more,
 And wider empires are the prize,
 Where the beaked galleys clashed, lo, these
 Our iron dragons of the seas!

High o'er the mountains' dizzy steep
 The winged chariots take their flight.
 The steely creatures of the deep
 Cleave the dark waters' ancient night.
 Below, above, in wave, in air
 New worlds for conquest everywhere.

More terrible than spear or sword
 Those stars that burst with fiery breath;
 More loud the battle cries are poured
 Along a hundred leagues of death
 So do they fight. How have ye warred,
 Defeated armies of the Lord?

In the succeeding verses the poet deplores the triumph of the Evil One, and the waning empire of the Prince of Peace. He calls on the nations to choose the god they will serve, Zeus or Thor, gods of battle and bloodshed, and concludes:

O Outcast Christ, it was too soon
 For flags of battle to be furled
 While life was yet at the high noon.
 Come in the twilight of the world;
 Its kings may greet Thee without scorn
 And crown Thee then without a thorn.

The poet laureate, Robert Bridges, has written nothing to attract attention, except a short poem which a correspondent of an American daily aptly described as "an official ditty."

R. E. Vernede, better known perhaps as a novelist than as a poet, has contributed two poems of more than usual merit. In the first of these entitled "The Indian Army", he tells in martial and picturesque verse of the response of the varied peoples of India to the call from the land of the sahibs. The last verses are:

"Grey are our Western daybreaks and grey our Western skies,
 And very cold the night-watch, unbroke by jackals' cries;
 Hard too will be the waiting! . . . you do not care to wait?
 Aye! but the charge with bayonets—they'll sound it, soon or late!
 And when that charge is sounded, who'll heed grey skies and cold?
 Not you, Sikhs, Rajputs, Gurkhas, if to one thought you hold,
 If, as you cross the open, if as the foe you near,
 If, as you leap the trenches, this thought is very clear:—
 "These foes, they are not sahibs: they break the word they plight,
 On babes their blades are whetted: dead women know their might.
 Their princes are as sweepers, whom none may touch or trust,
 Their gods they have forgotten: their honour trails the dust:
 All that they had of izzat is trodden under heel!—
 Into their hearts, my brothers, drive home, drive home the steel".

Such verse, inspiring and full of the primitive joy of battle, is reminiscent of Macaulay.

His other poem is entitled "England to the Sea":

"Hearken, O Mother, hearken to thy daughter!
Fain would I tell thee what men tell to me,
Saying that henceforth, no more on any water
Shall I be first, or great, or loved, or free. . . ."

In stirring lines the proud history of Britain's sea rovers is recounted, the gallant deeds of battle, of discovery and of heroism, the glorious days of Drake and Nelson, and their peers. Therefore Brittannia goes forth in calm confidence to meet the coming of the new foe.

"God grant to us the old Armada weather,
The winds that rip, the heavens that stoop and lour
Not till the Sea and England sink together
Shall they be masters! Let them boast that hour!"

This has a noble ring in it, the spirit which animates the soldier in his muddy trench and the sailor on the rough North Sea, the spirit so well expressed by Kipling:

"There is but one task for all,
For each one, life to give,
Who stands, if Freedom fall?
Who dies, if England live?"

John Masefield is the author of a short poem, "August 1914", wherein is sung the heroism of those who bravely fought in Belgium to die for what they held to be their honour—but not to die in vain.

Several fine hymns for war-time have been written, notably one by Bishop Boyd Carpenter, Canon of Westminster, in which he expresses a simple trust which is based on the knowledge of the justness of Britain's cause and of the justice of the Eternal God.

American poets have not been silent; but of the vast amount which we have looked over, we can only mention "Stain not the Sky", by Henry van Dyke, the U.S. Ambassador to Holland, and "The Two Germanys", by Joseph Dana Miller, as being of especial merit.

In addition to these has been published a great mass of verse—satirical, humorous, and pathetic—of varying merit from excellent poetry to mere rhyming piffle. The great poems of the war have yet to be written. Time and reflection and the passing of blind rage and vindictive hate are necessary to give to events and deeds the proper perspective that poet and reader may see aright. There is no doubt that the story of this great war, replete with the tales of great deeds done and of noble lives well spent, will wake the slumbering muse of all the warring nations to utter songs worthy of the world-struggle which we hope will eventually bring this agonising world to a better conception of freedom, self-government, humanity, brotherhood and concord.

The Colonies and the War: Africa

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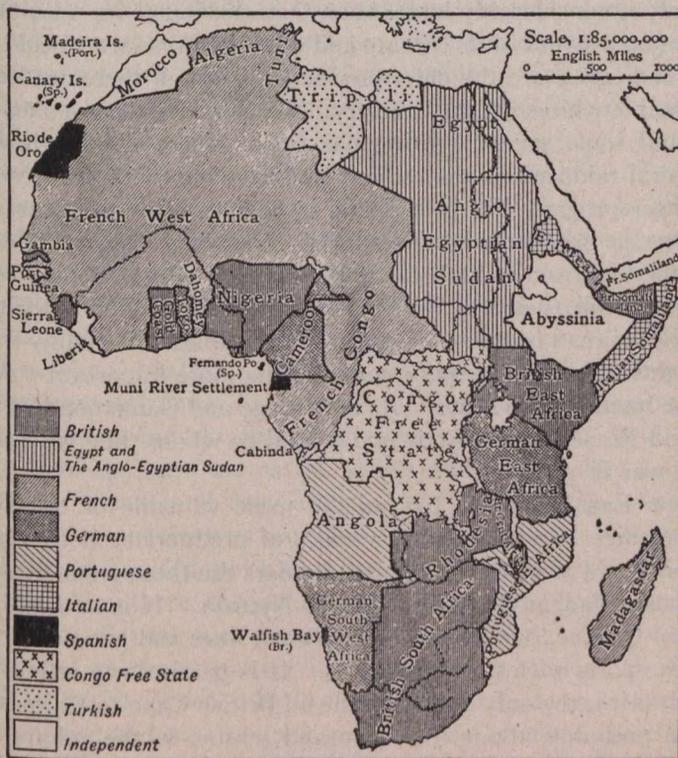
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THE partition of Africa among the European nations is the work of very recent times. Up to about 1870, only Britain and Portugal had taken any interest in the development of trade and the formation of settlements. Britain had established many posts along the western coast. The attempts at settlement had been very discouraging as the perpetual fight with malaria was only surpassed in its hopelessness by the continual strife with irreconcilable savages in the interior. Chiefs continually begged for protection, but Britain as steadily refused to give it, as the expense of punitive expeditions was ever severely criticised at home.

This condition of apathy came to a close about 1870, and undoubtedly the Franco-German war was responsible for the change, together with the fact that the explorations of Livingstone and Stanley about this time, began to create an interest in the dark continent. France, hemmed in and worsted in Europe, looked for an opportunity to expand and strengthen herself in the south. Wily Leopold II of Belgium, recognised the situation and cast covetous eyes on the magnificent stretch of waters on the Congo, which Stanley had just revealed to the world. Germany, feeling for the first time the strength of a great united nation, and recognising the necessity of new markets for her products, and new lands for her emigrants, desired to become a coloniser like the other great powers. Bismarck at first discouraged the scheme as he recognised that economic strength should first be developed at home, and it was not till 1884 that Germany entered the arena. Africa became the Christmas pie, and the European nations became the Jacky Horners, and each "Put in his thumb, and pulled out a plum, and said 'what a good boy am I'".

The accompanying map shows the result of the scramble up to 1910. Since then important changes have taken place. Tripoli now belongs to Italy; Egypt and Anglo-Egyptian Sudan are to all intents and purposes British; and at the expense of the French Congo, Cameroon is larger by 100,000 square miles than the map indicates. The ambitions of none of the nations have been quite realised. Portugal wished to have a stretch extending from Angola to Portuguese East Africa, but Cecil Rhodes had still more ambitious schemes for Britain and annexed Rhodesia. France owns a small district near the Gulf of Aden and her ambition

was to connect up her western possessions with this district, and hence extend across the continent; but Kitchener by his conquest of the Sudan, dashed that hope to the ground. Cecil Rhodes had a still greater scheme for Britain, namely, to have British territory extend from Cape of Good Hope to Egypt and the Cape-to-Cairo railroad has been the aspiration of every imperialist up to the present time. German East Africa, however, bars the way.



Map of Africa, showing possessions of the different European nations in 1910. Tripoli now belongs to Italy, Morocco is a French protectorate, Cameroon now extends much further south.

From *Encyclopaedia Britannica*.

It has been said that Germany entered the field late, but she certainly lacked nothing in vigour once she made the plunge in the stormy sea of colonialism. At the beginning of 1884 she owned not a square mile of Africa, yet by the end of the same year her colonial possessions were only surpassed by those of Britain and France. Four colonies were founded during this one year. Togo, on the Gulf of Guinea, Cameroon further east on the same gulf; German South West Africa, north of Cape of Good Hope*;

*At the Union of the South African Colonies the names Cape Colony, Orange River Colony and Vaal River Colony disappeared and the provinces were called Cape of Good Hope, Orange Free State and Transvaal.

and German East Africa on the Indian Ocean. Togo is a model colony with good roads; its chief products are rubber and palm oil. It contains less than 300 Europeans, though it is larger than New Brunswick. When war broke out it offered no resistance, and was early entered by the British who now have possession.

Cameroons, like Togo, is sandwiched in between the British and the French possessions, and so was bound to prove a good fighting ground. This colony is considerably larger than Ontario, but quite unsuitable for Europeans on account of its climate and unhealthfulness. Cocoa, rubber bananas and coffee are the chief products. Though there are less than two thousand whites in the country, the Germans had looked to its defence and some severe fighting has taken place. The British have made several raids across the border, but have met with stiff resistance. Much better progress has been made in attacks from the coast, and a British-French expedition occupied the chief city, Duala, as early as October the first, and, a little later, the capital, Edea. Since then they have been fighting their way inward along the railroad, and at the present time all the railroad is under the control of the allies. Probably the most serious fighting is over in this colony, as the more important towns are now in the hands of the Allies. As both Togo and Cameroon lie between British and French territory, it is doubtful to whom they will be ceded when the war is over.

German East Africa is by far the most valuable of the German African colonies. It has a great variety of productions both vegetable and mineral. Moreover, it has on its borders the three great fresh-water lakes, Nyasa, Tanganyika and Victoria Nyanza. It is as large as the province of Quebec, and has several railroad lines and good roads which connect the ports with the great lakes. It is particularly interesting to the British as it is the only barrier to the all British Cape-to-Cairo railway. There are probably about five thousand whites in the colony. Very severe fighting, both by land and sea, has taken place in the colony, and up to the present the Germans have been very aggressive and give every evidence that they are capably led. As there were few whites and small military forces in the adjoining British colonies, early in the war they were strengthened by Indian troops. At the beginning of September the Germans were on the offensive in every direction; they attacked Nyasaland on south-east, Uganda on the north-east and made several raids across the border of British East Africa. They were also active on Lake Victoria Nyanza. In every case they have been driven back, but the casualties have been heavy on both sides. The greatest disaster to the British in any of the African campaigns occurred in this colony on November 2nd, when they made an attack on an unnamed town on the coast. They were allowed to enter the town, and what looks like

an ambush was prepared. They were compelled to retreat after suffering nearly eight hundred casualties. On December 15th, two British cruisers bombarded Dar-es-Salaam, the chief city of the colony, and the terminus of the chief railway. All shipping was destroyed and several prisoners were taken. In February, the coast of the colony was blockaded by British cruisers so that nothing can now either enter or leave the colony. This is the extent of our knowledge of the fighting. Up to the present Britain has made no serious inroad on the colony, but undoubtedly more vigorous measures will be taken, because this is the possession of Germany which will prove of most value to Britain as it will give a continuous stretch of British territory from the Cape of Good Hope to the Mediterranean Sea.

German South West Africa is the most barren of all the German possessions in Africa, and yet it is the only one that is fit for European occupation. The others are all tropical and unfitted for farming by the white man so they are occupied by plantations worked by the natives, and superintended by the whites. It is larger than any province in Canada, but has a meagre population, there being less than 15,000 whites, and less than 100,000 natives; a good many of the whites are Boers, who have no particular love for German methods of government. The coast is desert, but the higher interior is fair grazing land. The chief products of the farm are cattle, sheep and goats. Recently diamonds have been found, and they are now by far the most valuable export. Right at the outbreak of war, the Germans crossed the Orange River into Cape of Good Hope, and at first little resistance was offered because of the rebellion there, the incidents of which will be first related.

General Beyers was commandant-general of the Union Defence Forces and in that capacity had complete control of all the military forces in South Africa. He was considered to be a fair-minded man, and in a visit to England quite recently, had thanked the British people for the self-government they had bestowed upon the Boers. From evidence which has been produced at the courts in South Africa recently, it appears that as early as August 12th, less than a week after war was declared, he was preparing for rebellion. All the plans for the attack on German South West Africa were discussed by General Smuts with him, and it was taken for granted that he would conduct the operations for the British. He sent Colonel Maritz, apparently to repel the inroads of the Germans into Cape of Good Hope, but really to stir up rebellion in the north. The treachery rapidly developed, and on September 15th, Beyers resigned. General Botha at once took measures to inform the Boers of the facts. At Banks on September 28th, he addressed five thousand people and stated that there were only two courses open; one, that of loyalty and help, and the other that of disloyalty and treason. His great influence had a wonderful effect on the people. On October 11th,

Colonel Maritz broke into open rebellion. On October 12th, martial law was proclaimed throughout the colony, and a few days later Beyers was leading a rebel commando in Western Transvaal and De Wet one in the northern parts of the Orange Free State. From the very first the rebels were in a hopeless condition and began surrendering in groups. Both De Wet and Beyers were in continual flight, their followers were surrendering, and when on December 1st, De Wet surrendered without a shot being fired, and Beyers was shortly afterwards drowned in the Vaal River, the backbone of the rebellion was broken. Although a few rebels even yet have not surrendered, the Union is a unit behind their great leader General Botha.

Good progress has been made in the conquest of the German possession. German South West Africa has two main lines of railway, one in the south and one in the north, both terminating on the coast; one at Lüderitzbucht in the south, and the other at Swakopmund in the north. General Botha's plan evidently was to send three expeditions. One left by water and took possession of Lüderitzbucht as early as September 19th, but owing to the rebellion, little progress was at first made. The second expedition was to enter from the coast farther north at Swakopmund, and the third expedition was to penetrate the enemy's country from the south and east. In order to get a sufficient supply of troops, General Botha on December 31st, decided to depend no longer on voluntary enlistment and commandeered the state citizens in sufficient numbers. Campaigning in South Africa is quite different from that in Cameroon or German East Africa. While in the latter difficulties are all the result of excessive rains,—dense vegetation, impassible roads and swollen streams, in the former the difficulties are due to desert conditions—scant vegetation and absence of water for man and beast. Good progress, however, has been made with all three expeditions. The southern one has already crossed the Orange River, and is penetrating the southern part of the enemy's country; the central one that entered at Lüderitzbucht has followed the railroad, has penetrated over one hundred miles into the interior, and has been uniformly successful. The northern expedition is under General Botha's command. It entered Swakopmund on the coast early in March, advanced into the interior, and has captured already a large number of prisoners.

Complete subjugation of the enemy will be very difficult in any of these colonies as very large parts of them are entirely unexplored, and have few roads and settlements. It would require a close-meshed net to catch the last man, and a guerilla warfare might be continued for years. However, the backbone of resistance has already been broken in Togo and Cameroon. The enemy is also well under control in South West Africa, so that only in East Africa has the main campaign still to be waged.

Nationalism and Peace

A. R. M. LOWER, B.A.

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THE gift of every peace to the world is another war. There is always one discontented party to the bargain struck at the end of the struggle. When a peace is manifestly solely to the victor's advantage—as was the Peace of 1871—another war is almost inevitable: the vanquished looks for revenge, and the victor looks for trouble, and sooner or later they both set out to find what they are looking for. When a peace is fair in the opinion of disinterested parties, as was the last Balkan settlement, its chances of not causing war are enhanced by the pressure of the world's opinion. It is the object of this article to point out the principles upon which settlement of the present conflict will have to be made if it is to be satisfactory.

No more striking phase of the historical evolution is to be found than the development of mankind's co-operative ability. The primitive cave-man lacked it absolutely, the clansman had it slightly, the tribesman a little more so, but it was not until humanity ceased to wander and secured a fixed habitation that its greatest results became evident. Then appeared great cities, great art, great literature. In the ancient world, Athens and Rome represented its highest pitch; but the long welter of the barbarian invasions left Europe again a huge conglomeration of tribal communities. The process of development had to be begun afresh. Slowly the tribes united into larger units, little feudal dominions or city states. But it was not until civilisation had once more climbed high that the characteristic polity of modern times—the nation—emerged. A nation is "a race which possesses its own government, language, customs and culture and enough self-consciousness to preserve them." A nationality is a race which possesses all of these except its own government; thus we may speak of the Irish nationality, but not (until the Home Rule bill goes into force) of the Irish nation. A nation is distinct from a state in that the latter may include several nations—as does the British Empire. A nationality may exist under several governments, as, for instance, the Polish nationality—and its constant aim will always be to become a nation, while a race is but an ethnic unit which necessarily possesses neither self-consciousness nor a peculiar culture—for example, our own Indians. The first of modern nations to arise was England, then came France and afterwards (towards the close of the fifteenth century) Spain and Holland. The reign of Elizabeth saw the

most intense development of England's consciousness of nationhood; the Revolution induced the same condition in France. France at the Revolution presented the first case in modern times of the over-development of the national idea. Not only had the country itself become acutely aware of its own nationhood, but it also felt compelled to force its own type of culture on other countries. This was primarily the cause of the Napoleonic wars. A similar over-development characterises Germany to-day and explains the cause of the present war.

Twenty years of crusading in the name of Liberty awoke to life in other countries the very forces that had furnished the energy for those crusades. Prussian Nationalism was baptised at Leipsic, and Metternich's contemptuous phrase stung Italians like Mazzini into an effort to make Italy more than a "geographical expression." Unfortunately the men who composed the Congress of Vienna, while fully conscious of the great opportunities they had for making a lasting peace for Europe simply were not aware of the new forces of nationalism and democracy, without the recognition of which no lasting peace was possible. Europe in 1815 was once more divided on the old dynastic lines, states were treated once more as the personal possessions of monarchs and the principle of "legitimism" everywhere triumphed. It is not too much to say that Europe owes every disturbance to that settlement. Only twelve years had passed when Greece fought for, and won, her right to nationhood. A generation afterward (1848) all Europe was in a turmoil and out of it there came Italian unity and Hungarian independence. During the last half-century, the little nationalities of the Balkans, crushed for countless years under the dead weight of Turkish oppression have emerged once more as nations—Serbia first, then Roumania, and last of all, Bulgaria.

Unhappily, much of the evil work of the Congress is still undone. The present war has been caused largely owing to that, and the present war will not be the last to be waged for the same purpose unless the settlement-to-be avoids the rock on which that of 1815 was shipwrecked. This rock of course is the violation of the principle of nationality. The desire of Serbia, Bulgaria and Greece to enlarge their frontiers so as to take in all their fellow-countrymen living under an alien flag caused the Balkan War. The constant agitation going on among the Serbs and Croats of Bosnia which has for its object union with Serbia, caused the Sarajevo assassination and consequently the present war. The desire of Italy to obtain the Italian speaking provinces of Austria is rendering her intervention in the war imminent. If therefore the Powers really wish a lasting settlement they will see to it that the map of Europe is rearranged in such a way as to make the boundaries of states coincide with those of nationalities. The charges that adherence to this principle

will involve are of course tremendous. That strange anomaly, Austria-Hungary, for instance will absolutely disappear. The present polyglot empire is made up of two independent kingdoms—Austria and Hungary—in which the ruling races are respectively the Germans and the Magyars. Various other peoples form, however, collectively a majority over these, and in Hungary, at least, are denied even the most elementary rights; in fact the tyranny of race over race is not so galling even in the Turkish Empire. In Austria, conditions are not so harsh, but the Germans, though in a minority, still manage to keep the government in their own hands. There are two million Roumanians in Hungary, whose ultimate destiny must be union with the rest of their fellow-countrymen. There are in Austria, Bosnia and Hungary nearly six million Serbs and Croats; these people are constantly agitating for union with the kingdom of Serbia and the peace of the Balkans will never be secure until they obtain it. Other nationalities under the Austrian heel are the Slovenes (1,200,000), the Italians (800,000) the Ruthenians of Galicia (4,000,000) the Greeks and Slovaks (8,000,000), and the Poles (5,000,000). All of these peoples except the Slovenes, Greeks (or Bohemians), and Slovaks, consider that they are under a foreign yoke that they are only fragments of races whose real national location lies outside of the Empire, and out-breaks against the Austro-Hungarian rule occur constantly. The one possible solution of the whole matter is to break up the Empire, allowing these various Slavic peoples to unite with the countries to which they feel they belong; the Magyars could form an independent state, and the Germans would probably drift into the present German Empire.

The case of the Poles is peculiar; the division of Poland remains one of the greatest crimes in history; the wind has been sown and the whirlwind will be reaped so long as the Polish nationality is subject to alien races. Poles have had a hand in every revolution of the last century, and except this war bring a united Poland—not necessarily an independent Poland—they are likely to continue to be perpetual revolutionists. It is to be hoped that the Czar obtains German and Austrian Poland, and redeems his promise to the Poles by granting them autonomy in his Empire. Germany herself must be deprived of the peoples she holds in subjection; Posen must go back to Poland, North-Schleswig to Denmark, and Lorraine to France; her efforts to Germanise aliens have never been successful and must stop. There is not space to discuss the future of the inextricable mixtures of nationalities in the Turkish Empire, even if there were any hope of finding a solution of their problems. Suffice it to say that the best opinion looks to Russia as the guardian of the Armenian's interests and concedes that Arabia, with its holy places is best left in the hands of its present possessors.

It may well be objected that if the national principle is made the basis of settlement, we shall have a larger number of smaller states than at present, but it must be remembered that this settlement is only the foundation for further development. After nationhood comes confederation, and when Europe is remapped on that principle, we may expect to find the nations of the same race coming together in larger unions. The British Empire has led the way, and on a splendid scale has shown how well sister nations may live in union to the advantage of all; England and Scotland, Cape Colony and the Transvaal, Ontario and Quebec, are shining examples of different nations living their own free life together on equal terms, and developing in their own way without let or hindrance. Perhaps some day the turbulent peoples of Europe will win their way to the same happy condition, and we shall see a democratised Germanic Confederation, a Dominion of all the Russias, and a United States of the Balkans getting on together with as little friction as there now is between our own country and the United States.

Hints for the Library

Education in the Province of Quebec, by George W. Parmalee and J. C. Sutherland. Quebec, Department of Public Instruction. 1914. 130 pages. Free. This is an authoritative account of education in Quebec. It was prepared to provide answers to a series of questions submitted by the Education Department in London, England, to the departments of education throughout the Empire, as a means of obtaining authoritative accounts of the educational systems prevailing in the Empire. The history, geography, geology, history of education, administration of education, courses of school studies, etc., of Quebec are all dealt with. The authors, while admitting that Quebec is undoubtedly conservative in educational matters, stoutly deny that there is a lack of progressive spirit.

P. S.

Le Capitaine Pamphile and *Contes Fantastiques*. These are two of Bell's Sixpenny French Texts, published by G. Bell & Sons, London. Each contains 86 pages of text, and 10 pages of notes. The stories are in easy French and should serve as supplementary readers.

DeDucibus. Selections from Cornelius Nepos, with illustrations, notes, vocabulary, and grammatical exercises, by W. G. Butler. 124 pages. 1s. 6d. G. Bell & Sons, London. This book is intended as a Latin Reader for pupils who are not yet proficient enough to translate Cæsar and Livy.

The Ontario Teachers' Alliance

E. S. HOGARTH, B.A.
Collegiate Institute, Hamilton

[The address delivered by the President of the Ontario Teachers' Alliance to the Ontario Educational Association.]

IN the preamble to the Constitution of the O. E. A., the objects of the Association are stated as follows: "They shall be to elevate the character and advance the interests of the profession of teaching; and to promote the cause of education in Ontario". The aims of the O. T. A. as stated in their prospectus are (in part): (a) To unite all who are actively engaged in the public Educational work of the Province of Ontario in an association for mutual improvement and protection. (b) To give expression to a collective opinion of the teachers of the Province on educational questions. (c) To further the co-operation of trustees and teachers in all educational interests, and to be a medium through which those who administer our educational affairs, both local and provincial, may secure information and advice based upon the experience of the associated teachers. (d) To exert an influence in determining the qualification of those entering the profession. (e) To publish a register of the teachers of the Province. (f) To advocate a superannuation scheme. (g) To publish an educational journal. (h) To protect its members and discipline them if necessary.

Now it seemed to me that the general principles laid down by the O. E. A. include the more detailed outline of the work laid down by the O. T. A. Hence a small deputation from the O. T. A. waited upon the General Board of the O. E. A. and asked for admission as a general section. This was, after some consideration, granted.

The aims of the O. T. A. have not been as yet fully realised; but something has been accomplished. Through the courtesy and generosity of the Department of Education of Ontario, a register of all the Public, Separate and District Schools has been published, and is published each year. This register contains the following information: Name of school, secretary of board, name of teacher, address of teacher, class of certificate, salary paid, assessment of section, kind of building, value of school property, average attendance. This, it must be admitted, is a most valuable volume, and one which no teacher can afford to be without, and if the O. T. A. has accomplished nothing else, it surely has justified its existence in the production of this work. In addition to that it has been of service to a number of teachers who have found themselves in awkward

situations and applied to the O. T. A. for advice. It has also worked in co-operation with the committee of the O. E. A. in advocating before the Minister of Education and the members of the government the establishment of a superannuation scheme, which I am happy to say has been advanced so far as to be presented to the Legislature for its consideration. For this we all appreciate most heartily the work done by the Minister of Education, and his able deputy, Dr. Colquhoun, than whom, I am convinced, the teachers of Ontario have no more zealous advocate and friend.

There are some members of the teaching profession who have severely criticised the O. T. A.—some of them consistently from its inception, others because it has not accomplished all its purposes. Let me here state that pioneer work is always difficult, and that those engaged in experimental work always accomplish their end with heavy outlay of time, energy and, usually, money. Now why should we experiment or advance with doubting footsteps? England feeling the need that we have felt has now a powerful union with some 95,000 members, but their present standing is the result of forty-five years of earnest effort. Their early progress was extremely slow. They have now a permanent Secretary, Sir James Yoxall, M.P., who devotes all his time to advancing the interests of the teachers, and practically all their male teachers, and a majority of their female teachers belong to the Union.

But we do not begin where they did forty-five years ago. Thanks to the wise action of the founder of our educational system, and his successors in office, we do not labour under the disabilities which our fellow-teachers in England did. As an example of the attitude of some of the authorities in England toward educationists, let me quote the words of Mr. Lowe of the Education Office in 1862, when a deputation came to consult with him about the Code. He said, "Consult you about the Code? As well consult the chickens with what sauce they prefer to be cooked". Compare with that the reception which was accorded a deputation from the Teachers' Union which waited upon the Chancellor of the Exchequer in 1912. "I think", he said, "considering the part which the teaching profession plays in the life of this country, and how much the future of the country depends upon not merely the continued, but the increased efficiency of that profession, it has in the past, and I will say up to the present, been shabbily treated in the matter of superannuation. I think it is incumbent upon us to add to the inducements which have been offered up to the present for the best brains of the country to join the profession. It is vital, in the opinion of the government, that something should be done to improve the prospects of the teacher, so that he should not be weighted down with the anxiety that when either old age or disablement falls upon him, he will have to

encounter poverty and even deprivation. For that reason, after a good deal of reflection and consultation, we have decided to increase, and increase substantially, the contribution which the state makes towards the superannuation of the teachers in England and Wales, Scotland and Ireland. At any rate, I am very glad to have been instrumental in taking a further step forward towards meeting the undoubted justice of your demands."

This attitude towards the Teachers' Union was brought about by persistence in righteous demands and self-sacrifice on the part of a few to advance its claims. The enlistment of the mass of teachers in the Union was opposed, and retarded, as here, by those who felt that they were sufficient in themselves for the battle of life, and the holding their job as *they* viewed it. But surely that is a low and narrow spirit in which to view the work of a teacher. The teacher's life is primarily one of service. I mean true service, and while we should help one another, in so doing we should seek to uplift the profession, and thereby render the truer and more effective service to those under us. We cannot as teachers live unto ourselves, and be our best, and we owe it to ourselves, to our fellow-teachers, to our Education Department from whom we receive our certificates to teach, and finally we owe it to our pupils to make the most of ourselves by co-operation with and conference with our fellow-teachers in a constant endeavour to improve the conditions under which the teacher does his work. We owe it to the new teacher, and to this end we appeal to the teachers of our Province to show their *esprit-de-corps* by supporting in word and work the O. T. A.

Organisation is the order of the day. So thoroughly organised are some of our financial and manufacturing concerns that they pay their head officers, who do little actual work, so handsomely that the stockholders have to forego their dividends. Can it be that our O. E. A. is so organised that the main executive has lost some of its very important functions, or may I perhaps put it a better way? Could it not assume duties as the general executive of all the educational associations or departments of the province, which would bring it immediately into touch with these departments and assume some of the duties which the O. T. A. has been attempting to perform. Isn't this worth our serious consideration? And to that end I wish to bring to the O. E. A. a recommendation from the executive of the O. T. A., that a conference be arranged of the new Board of Directors of the O. E. A., and the executive of the O. T. A., looking to this end. I also wish to state that the secretary of the O. T. A. has been in correspondence with Sir James Yoxall, Member of Parliament for Nottingham, the General Secretary of the English National Union of Teachers, and the prospects are favourable for securing him for the over-seas speaker at our meetings in 1915.

The Successful Teacher

F. H. SPINNEY

Principal, Alexandra Public School, Montreal

WHEN I visited the Fulton rural school on the fifth day of May, at 1.30 in the afternoon, the teacher and pupils were busily engaged in unpacking and sorting a large box of books which had just been delivered.

The teacher explained to me that the money had been raised during the winter by means of a concert and the selling of "library tickets", containing little mottoes, which were made by the pupils during the school hours.

"We decided to have the books come about this time in the year because it is a time when the work of the school is so likely to become monotonous, and we require something to freshen our spirits."

An hour was spent in the arranging of the books on the shelves of the library. Then each pupil went to his seat, took pencil and paper, and wrote as many of the names of the new books as he could remember. The reward for the best and largest list was to be the appointment as "librarian" for the month of May.

When these lists were completed, the children were allowed to read from the new books. The teacher examined the lists; and the visitor glanced over books, and observed the teacher and the pupils.

It was certainly a splendid scheme to have the new books arrive at the time of the year when most teachers complain that the work seems to "drag".

It is the attention given to such details that marks the distinction between the successful teacher and the other kind. The human tendency is to draw narrow limitations about our ability to cope with the obstacles that arise in our path. We accept many discouraging features of life as necessary when a few moments of careful thought and planning would absolutely eliminate them.

When I first started out to teach, I had a supreme horror of Monday. Saturday and Sunday were given over to diversions of numerous kinds, and school work was wholly neglected. One Saturday it occurred to my mind that it would be a good idea to plan most carefully Monday's entire programme. I did so; and the effect was magical. I cut in half the time for hearing lessons—which were generally not known, and doubled the time for the preparation of lessons. I anticipated the occupation of the pupils who are always finished too quickly for the teacher's comfort.

Then it occurred to me that if such preparation could change the entire hue of Monday, it would be almost equally beneficial for the other days of the week. Thereafter, instead of dreading the coming of nine o'clock, I looked eagerly forward to that hour, anticipating the pleasure to be derived from the carrying out of some new plan.

To anticipate the monotony of the spring work was a new idea. To do that most successfully, it is necessary to distribute our good devices more evenly over the term; always to hold something good in reserve. That is what marks the successful general, the successful orator, the successful writer. Their reserve is *felt*, although it may not be seen or understood.

The strong teacher uses little of her strength; yet the pupils realise that the strength is there—behind that glance of the eye, behind that gentle tap of the pencil on the desk.

Thus the lesson to be derived from our visit to the successful teacher of the Fulton school is to look well to our reserve forces; keep them growing stronger by thought and study; and bring part of them into use on those occasions when they are most in demand. Thus shall we find more joy in our work, and gladly go forth to meet the experiences of each new day.

AN AID TO YOUR CHILDREN.

At school a dictionary is considered an essential and is always at hand. For best results in home work it should be equally accessible at home. Only once in a life-time can the best study be done. One of the wisest of our school superintendents says: "I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary and reference books, and who was alert in the detection of errors in his own speech, who was not at the same time a good or superior, all-round scholar. A better test than this of the value of dictionary work could not be found."—From *You are the Jury*.

From the Director of Rural Schools in Nova Scotia comes this story, with its moral. A young teacher, fresh from one of the summer schools, and full of enthusiasm, planned a nature study lesson as part of her first day's programme in a new school. She sent some children out to bring in fall dandelions and distribute them. The pupils, to whom such work was unknown, took it as a huge joke, pulled the flowers to pieces, and threw them about the room. The lesson was a failure. *Moral*: Keep to familiar subjects and beaten tracks until you have got your pupils well in hand.—*Educational Review*.

May in the Primary

ETHEL M. HALL

Public School, Weston

And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story-book
Thy Father has written for thee.

"Come wander with me, she said,
Into regions yet untrod:
And read what is yet unread
In the manuscripts of God."

And he wandered away and away
With Nature the dear old nurse,
Who sang to him night and day,
The rhymes of the universe.

And whenever the the way seemed long,
Or his heart began to fail,
She would sing a more wonderful song,
Or tell a more marvellous tale.

—*Longfellow.*

Flower Study.—Violet, trillium, jack-in-the-pulpit, trailing arbutus.
Bird Study.—Barn swallow, catbird, meadow lark, bobolink, wood thrush, oriole. *Tree Study.*—Maple, apple, cherry.

The Story Hour.

A. *Flower Fables:* 1. Lily-Bell and Thistledown—*Alcott.* 2. The Forget-me-not—*Dyer.* 3. Trailing Arbutus—*Skinner.* 4. The Lily—*Skinner.* 5. Legend of the Easter Lily.

B. *Bird Legends:* 1. How the Robin got his Red Breast—*Myth.* 2. How the Robin came to be—*Whittier.* 3. Legend of the Woodpecker—*Myth.* 4. The Cuckoo—*Fernie Macleod.* 5. Legend of the Oriole—*Fawcett.* 6. Legend of the Canary—*Grant.* 7. Indian Legend of the Birds. 8. How the Blue Bird got his Blue Feathers. 9. Birds of Killingworth—*Longfellow.* 10. The King and the Birds—*Linn.*

C. *Tree Tales:* 1. The Pussy Willow—*Myth.* 2. The Hawthorn—*Skinner.* 3. The Discontented Pine—*Hans Andersen.* 4. Why the Reeds Wave—*Myth.*

The Hour with the Poets.

A. *Bird Poems:* 1. The Robin—*Celia Thaxter.* 2. What Robin Told—*George Cooper.* 3. To a Song Sparrow—*Arthur Phelps.* 4. Bird

Trades. 5. Robins—*T. B. Aldrich*. 6. The Sandpiper—*Celia Thaxter*.
 7. Song of the Brown Thrush—*Van Dyke*. 8. The Thristle—*Tennyson*.
 9. The Skylark—*Shelley*. 10. To a Skylark—*Wordsworth*. 11. The
 Oriole's Nest—*Margaret Sangster*. 12. Signs of Spring—*Lucy Larcom*.
 13. The Catbird—*Edith Thomas*. 14. The Meadow Lark—*Laura
 Mackay*.

B. *Flower Poems*: 1. The Violet—*Jane Taylor*. 2. The Dandelion.
 3. Daffodils—*Wordsworth*. 4. Hepatica—*Anna Pratt*. 5. Daisies—
Sherman.

C. *Tree Poems*: 1. The Maple—*Lowell*. 2. The Oak—*Lowell*.
 3. The Birch Tree—*Lowell*. 4. The Forest Hymn—*Bryant*. 5. Brave
 Old Oak—*Bryant*. 6. The Tree in Winter—*Eleanor Smith*. 7. Trees—
Lucy Larcom.

Special Days.

A. *Arbor Day*: (a) origin of the day; (b) when observed; (c) how
 to plant trees; (d) need of re-planting of trees.

B. *Empire Day*: (a) origin; (b) purpose; (c) celebration.

C. *Victoria Day*: (a) history; (b) celebrations.

May Songs.—1. Welcome, Welcome, Lovely May—*Educational
 Music Co*. 2. Who come this Way?—*Educational Music Course*.
 3. When Robin Sings—*Boyd*. 4. The blue Birds. 5. Little Tulip—
Riege. 6. Two Robin Red Breasts—*Educational Music Course*. 7.
 There's A Wee Little Nest. 8. Down in the Dear Old Orchard—*School
 Songs*. 9. The Maple Leaf Forever. 10. For King and Country. 11.
 God Save the King.

Picture Study.—Artist, Dupré; Pictures—The Balloon, The Hay-
 makers' Rest.

Spelling.—Having finished the work in the manual, make lists of
 words from the primer which are in common use in conversation and
 useful in written work.

Teach from five to ten in one day. For instance, teach; *play, played,*
plays, playful, player and *play-mate* in one lesson showing the pupils how
 words are built. Never assign a lesson for preparation in the primer
 class. *Teach* the spelling systematically.

Composition.—Little stories told by the teacher or children may be
 written on the blackboard. Short descriptions of an artist or of a picture
 studied, concise descriptions of flowers, birds or trees taken in the nature
 work; fine little talks on a country or people taken in the geography
 period and copied into note books to be read to mother.

The use of capital letters and punctuation marks, and the choice of
 words may be the object of the teacher. This work will form a prepara-
 tion for next year's work.

Supplementary Reading.—The pupils will now be delighted to exhibit their power to read at sight selections placed on the board or from supplementary readers. A story in verse given one stanza at a time will create interest and anticipation. Review the previous work each time before calling for the new work. This helps in keeping a connected story. The whole poem will usually be memorized in the end.

Geography.—*France.*

1. Country, climate, physical features, rivers, lakes, cities. 2. Manners and customs of people; in cities and provinces; occupations and industries; education (boys and girls); military life; child life; fêtes and holidays. 3. French Art, artists, and art galleries. 4. History: ancient and modern. 5. Connection with Great Britain now, and in early days. 6. French fairy stories and legends.

Literature.

Teach the two poems by Lucy Larcom: 1. "He who plants a tree, plants love". 2. "Time is never wasted listening to the trees"; also "Song of Life", by Charles Mackay.

Number.—Number in the higher grades depends on the interest and clearness with which it is taught in the lower grades. The use of the compound rules is based upon a child's clear understanding of the *units, tens, and hundreds*, etc.

Give frequent drills on the reading and analysis of numbers. See that the pupil is sure of the number preceding and following the one read. What number is one *greater* than 120 or one *less* than 120?

Begin reverse counting as a preparation for subtraction: 1. Count backward by 15 from 100. 2. Count backward by 10's from 100. 3. Count backward by 5's from 100. 4. Count backward by 2's from 100.

Show the need of accuracy in making change.

Phonics.—Review of *igh*. 1. Write a short story on the blackboard. 2. Leave blank spaces for *igh* words. 3. Tell the pupils you wish to fill the spaces with words having this sound. 4. Place *igh* on the board in a conspicuous place. 5. Develop the story by means of questions. 6. Write in the *igh* words with coloured chalk. Place a separate list in another place on the board.

Seat Work.—1. Let pupils copy words in list. 2. Let pupils copy story. 3. Have them hunt for words in Primer. Do not read the same lesson over and over again. The same words occur in other lessons, and a change creates interest. How would *you* like last week's, or even yesterday's paper, to-day? No, you want today's news, or yesterday's written up in a *new way*. Remember children are little grown-ups.

Do not "hash up" the primer stories. Let the pupils get *all the story*. None are long. They will read much better if they know they are going to tell the *whole* story.

May Opening Exercises.—Scripture Memory Work: Matt. 6. 25-34. Prayer: Psalm 143. 8; Lord's Prayer. Hymn: "Just For Today."

Pamphlets on the War

Oxford Pamphlets, 1914, in ten volumes published by the Oxford University Press. Price one shilling per volume. There are so many books appearing on the war that it becomes a matter of difficulty to cull the wheat from the chaff—and there is a very large amount of chaff. There are so many sides to the war that the different phases need to be brought before the people in short, crisp pamphlets, and this is what has been undertaken in this remarkable set of volumes. Every phase of the struggle itself and the events leading up to it are presented by the very ablest writers, and in a variety of literary forms: some are dissertations, some are controversial letters, some are imaginary dialogues. Ethics, economics, diplomacy, history, strategy, bacteriology, philosophy are all discussed in their relation to the war. The authors include such well-known persons as Gilbert Murray, Dr. Sandys, the eminent biblical professor; Ashley, the economist; Spencer Wilkinson, the greatest British military authority; Sir William Osler and Sir Ernest J. Trevelyan. To give a better idea of the range of topics discussed, a few of the forty-five titles will be stated, "The Leadership of the World", "The War in its Economic Aspects", "Food Supplies in War Time", "What Europe owes to Belgium", "Poland, Prussia and Culture", "The British Dominions and the War", "Is the British Empire the Result of Wholesale Robbery?", "England's Mission", "The Deeper Causes of the War", "Just for a Scrap of Paper", "The Germans in Africa", "German Sea Power", "The Retreat from Mons", "Bacilli and Bullets", "How Can War ever be Right?", "Nietzsche and Treitschke", "The Value of Small States", etc. School teachers should know the facts necessary to give their pupils an intelligent idea not merely of the events of the war, but also of the moral questions involved, the immediate and distant causes of the war and the recent history of the European countries involved. Nowhere can this be found more succinctly or authoritatively than in these pamphlets. The whole set should be in every school. Four or five pamphlets are bound in each volume and each pamphlet can also be purchased separately.

G. A. C.

Letter Writing in School

FREDERICK H. SPINNEY

Principal, Alexandra Public School, Montreal

IT is gratifying to observe that the eager interest in the exchange of letters has not wavered during the three years that we have been taking part in this work. A few schools occasionally drop out; while a larger number make a request to share in the correspondence.

The following letter, with its answer, will be interesting to all readers of THE SCHOOL, to teachers, and to children; for it is pleasing to note that hundreds of children have enjoyed the privilege of reading the published letters.

GIRLS' DEPARTMENT,
HIGH STREET SCHOOL,
EAST HAM, LONDON,
ENGLAND.

Dear Canadian friend:

I am writing this letter during school hours, and I must say that I like it very much.

School is now very interesting, as the teachers are making preparation for a concert, in which I am to take part. Several classes are helping. The concert is to be held in the Town Hall, a large building near our school. The money that we raise is to help the Belgian refugees. I daresay that you have heard about the sufferings of these poor people, many of whom have come into our district, where a house has been opened, sheltering and feeding about thirty.

We have been making concert dresses; but I am sorry to say that our teacher has been absent on account of illness. We all miss her very much.

Besides our ordinary school work, some of us have special work to do. A number of girls form a committee, known as "Prefects". I am included among these. We are distinguished from the other girls by a badge made of white cloth, and in the centre is a bold black "P". We hold meetings to discuss any wrong that we notice in the school.

This is all I have time to write now; but, if you will answer my letter, I'll write to tell you about our concert, which I hope will be a success.

Your English friend,
IVY ALLISON.

It was just by chance that the foregoing letter fell into the hands of a Belgian girl in the Alexandra School of Montreal; and she thus wrote in reply:

ALEXANDRA SCHOOL,
160 SANGUINET STREET,
MONTREAL, CANADA.

Dear Ivy:

I was so glad when our teacher read your letter to the class; and I thought that it would be a good thing if we could write to each other.

First, I wish to tell you that I am a Belgian, and how pleased I am that you are giving a concert for those poor refugees. I have been in Canada four years, but my heart still clings to my native country; and I shall be glad when the war is over so that I can go back again. But, alas! It will not be so nice as before. I was born in Liège, which everyone knows about now.

I am in the Sixth Grade. I cannot write English without mistakes; but I hope to know it better soon.

I hope that you and all your friends will have success at the concert. Every fortnight we have a club, called "The Good Time Club". We each pay a cent, or more, a week, and the money is used to pay for the piano and books and material for dialogues. It is very interesting, and we have a jolly time. Our motto is to "Help One Another".

On my way to Canada I was in London and Liverpool; but I did not stay long. I liked it very much there. When I return, I'll stay longer and visit all the city.

I like Canada very much. It is very pleasant in winter and summer. In winter we go tobogganing. One year there was an ice palace on the side of the Mountain. I have a picture of it. It was lighted with electric lights and looked very pretty.

Now, dear friend, I'll close my letter. I hope that you will not mind my mistakes, and that we shall always be good friends.

Your Belgian friend,

FERNANDE MOSSOUX.

There are a number of letters received every week which are worthy of publication; but there is not room for all; so it becomes necessary to limit the publication to those that possess some peculiar interest or are suggestive of topics that are appropriate for this most interesting exercise.

It is well for the teacher not to be too critical at first. Ignore the trivial mistakes, but call the attention of the pupils to the more prominent errors in spelling, paragraphing and punctuation. Caution them in advance regarding words that they are likely to misspell. Write such words on the board while the letters are being drafted. After a careful drafting of the letter one writing should be sufficient. Adults know how monotonous it is to rewrite a letter. We must aim to avoid monotony in dealing with the children.

With the kind permission of the Editor, more of the best letters will be published. This will help to sustain the interest of both teachers and pupils.

Art for May

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

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

I. Junior Grades.

Design.—Design introduces a new element into our art work. In nature and toy drawing, the children reproduced just what they saw; in illustration, they combined ideas to form a mental picture which they recorded in a drawing; in design, we have the adaptation of something they are already acquainted with to a new and definite purpose in decorating some object to make it more attractive.

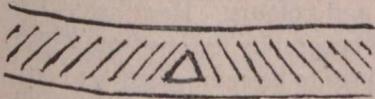
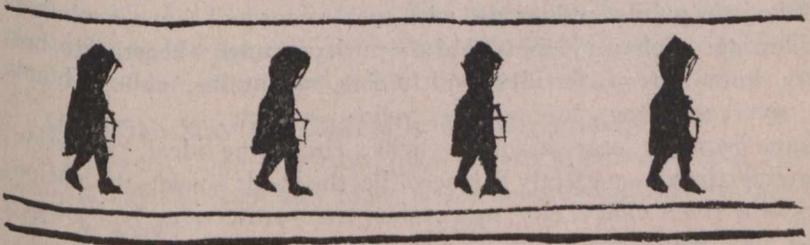
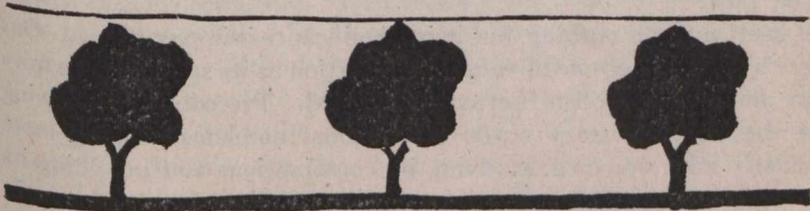
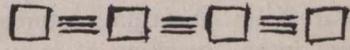
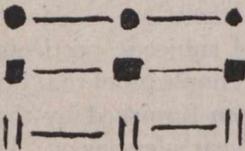
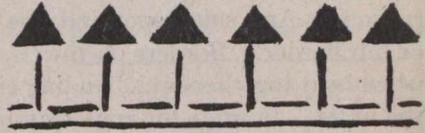
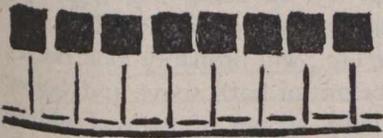
Design opens up a new colour problem also. In illustration we used colour with absolute freedom, limited only by common sense. In nature work, we had observation of colour and of nature's colour combinations. In design, we use colour with absolute restriction, limiting junior pupils to black, white, grey and one colour. Pupils slightly more advanced will use a tint and shade of one colour with black and white. Colour in design is adapted to the purpose for which the object decorated is to be used, and does not need to be copied from nature. If a woman wants a hat trimmed with blue she may use blue roses; if we want a brown border we may use brown flowers, trees, people, etc., regardless of the original colour of the object.

Allow the children to make their designs for some definite object—border for towel, bib, top of mug, end of rug, wall-paper for doll's house, handkerchiefs, etc., surface patterns for wall-papers, rug, matting or linoleum for the floor, muslin for a dress, cambric for a blouse, etc.

Let primary children begin on borders, leaving surface patterns for those in their second and third years at school.

Material from which to work our designs is very abundant;—geometric forms of all kinds, such as lines, spots, squares, circles, triangles, etc., used separately and in combination; nature forms such as flowers, buds, leaves, trees, animals, birds, children, etc.; things seen around us in daily life as houses, utensils. Incidents from stories, games, etc., form good material for nursery paper borders. Special occasions such as Christmas, Easter, etc., will also supply material.

We shall consider borders a little more fully, leaving surface patterns for another time. Regularity of spacing and movement are two things to keep in mind when designing borders. Junior pupils may secure



regularity by folding the drawing paper into sections of the desired size, and repeating the unit once in each section. Older pupils will measure for regular spacing. Any continuous border (one that goes all the way around as a wall-paper border) should show movement, that is, all the

units should face the same way, or be placed in pairs facing each other. In borders not continuous the units may face the centre.

Paper cutting and stick laying are both a help in design. Instruct pupils to cut or lay a pattern, and then try the same on paper with crayons. Any small spot and line pattern will serve for a handkerchief or bib border. Borders on towels, mugs, etc., will probably look better when held together by a banding either below, or both above and below the units. Borders for rugs may be made by stripes of various widths combined in a pleasing manner.

II. Third and Fourth Book Grades.

War is an absorbing interest. Teachers are making use of this interest in the teaching of many school subjects, particularly history, geography, composition and literature. Ample proof that it may be used to add new life even to drawing has been furnished by the number of requests for the repetition of one of last year's lessons on "How to make a Union Jack."

Of itself, a flag is nothing, but in its significance it is everything. Our country's flag will become of value in proportion as its story is more fully known and its symbolism better understood. Precede your drawing lesson then by a history lesson on national emblems, dealing more particularly with our own, studying its combinations and unfolding its story. Lack of space prevents giving even an outline of such a lesson in these columns, but we would call attention to Barlow Cumberland's "History of the Union Jack" as being very useful for this purpose.

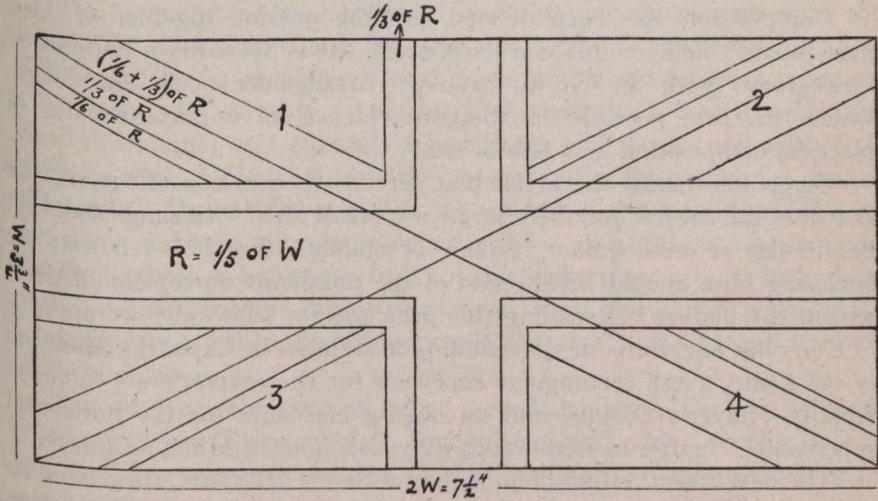
Make your pupils familiar also with such colour and shape symbols as the following. Colour symbols: white = purity; orange = hearth-fire, hospitality, home; green = fertility, fruitfulness, mountains, valley; blue = truth, river; red = heat, fire, valour; yellow = wisdom.

Shape Symbols: star = a shining light; circle = the ideal, perfection; equilateral triangle = perfectly balanced life, the ideal; shield = the nation; stripes = the river, valley, city, mountains; tree = protection, fruitfulness, lumber, etc., etc.

After your pupils have been taught to draw and colour the Union Jack correctly, have them design a suitable provincial or city flag, making use of the symbolism of shapes and colours. Here again the drawing should be preceded by history and geography lessons from which the pupils should select the important features to be symbolised.

For the convenience of those teachers who might find difficulty in securing exact measurements we submit the following:

In the case of the oblong Jack, the length must be twice the width on the staff. Suppose we take $3\frac{3}{4}$ " as the width, then the length will be $7\frac{1}{2}$ ". Draw a rectangle $7\frac{1}{2}$ " x $3\frac{3}{4}$ ". Draw the diagonals lightly,



merely as guide lines from which to place the diagonal crosses correctly. Now place the cross of St. George, and its border upon the flag. The cross must be one-fifth of the width of the Jack on the flagstaff ($\frac{1}{5}$ of $3\frac{3}{4}'' = \frac{3}{4}''$). The white border of the Cross of St. George is allowed one-third the width of the cross ($\frac{1}{3}$ of $\frac{3}{4}'' = \frac{1}{4}''$). The white diagonal cross of St. Andrew and the red diagonal cross of St. Patrick are each allowed one-sixth the width of the cross of St. George ($\frac{1}{6}$ of $\frac{3}{4}'' = \frac{1}{8}''$). Notice that wherever the white border for the cross of St. Patrick and the white of St. Andrew's Cross come together we have for cross and border a white band $\frac{1}{4}'' + \frac{1}{8}'' = \frac{3}{8}''$. The white of St. Andrew's cross is placed above the diagonal in the first and third quarters, and below the diagonal in the second and fourth quarters.

III. With May Art Classes in the High School.

"The most important fact about a great creative work is that it is beautiful; and the best way to see this is to study the art-structure of it."

—A. W. Dow.

While the students are finishing their drawings in design, the time is opportune to explain the affinity existing between design in *decorative*, and composition in *pictorial* art. Both are subject to the same laws. In a picture they are not so manifest, but the effort to discover them in an analysis of a picture repays in a completer appreciation of it as a work of art. Of the two viewpoints in picture study, the *aesthetic* and the *intellectual*, let us not neglect the former. It is just as interesting and profitable to discover *how* the artist expresses his thought, as to know *what* thought he conveys in his picture. If we understand the synthetic or structural processes in the production of a picture, we shall be the better able to analyse and appreciate the finished product.

Composition has been defined as "the putting together of lines, masses and colours to make a harmony". It is primarily a question of *arrangement* with an eye to beauty. Arrangement calls for choice, which, in turn, necessitates thought. Hence an important value of pictorial composition as a line of study.

Given his theme, the artist first settles the question of SPACE. In size does the subject require a large or a small area? In shape should it be circular or rectangular? Square or oblong? For it is felt that the enclosing form should be an echo of the dominant movement of parts within the picture. Recalling this principle we know why we approve of a circular enclosure for the cuddling movement in Raphael's *Madonna of the Chair*, a tall rectangular enclosure for the severe, erect figure of Abbott Thayer's *Caritas*, and an oblong enclosure for the horizontal repetition of figures in Rembrandt's *Syndics*, and in Millet's *Gleaners*.

The next structural problem is that of SPACE DIVISION, the arranging of horizontal and vertical lines to mark the *eye-level* and the location of the *centre of interest*, and to echo these, if necessary, by repeating lines which fix the position of subordinate parts. Upon the nicety with which this substructure is chosen depends in a large measure the success of the picture. No subsequent good work can atone for a poor foundation.

The line fixing the eye-level determines the character of the picture. It is low in Raphael's *Sistine Madonna*. The results are an exaltation of the object of interest and a feeling of adoration on the part of the beholder. By placing the eye-level low in his masterpiece, *Æsop*, Velasquez makes us look upwards with respect to his unkempt slave-philosopher. If the eye-level is placed higher in the space another class of sensations is produced. Adoration, respect, fear, now give way to familiarity, sympathy, superiority, contempt. In Millet's *Gleaners* the horizon is placed high. In Breton's *Gleaner* it is much lower. Note the effect. We are brought into sympathetic accord with the lowly toil of the former, but are somewhat awed by the towering presence of the independent Miss in the latter.

Of the vertical dividing lines the dominant position is held by the one passing through the point of chief interest. In pictures of the classic period this was in the centre of the space. Later artists avoid the monotony of this position and choose a point to the right or to the left of the centre. By variety in space division they intensify the interest without destroying the balance of the picture. The beauty of the proportions of the rectangular spaces disclosed by subtle divisions of the chosen area of the picture is the product of "fine feeling and trained judgment". As a good illustration of this, study Alma-Tadema's *Reading from Homer*, or Turner's *Fighting Temeraire*.

The "structural elements" used in developing the picture upon the foundation thus planned are *line, tone values, and colour*. With magical skill the master hand inter-relates these in *rhythm and balance* to produce a *harmony*. By rhythm is meant a movement of lines (horizontal, vertical, oblique, and curved), tones (light and dark), and colour (if there be any) consistent with the theme and emphasizing the centre of interest. By balance is meant the control of the attractions of area and shape and tone and colour in such a way as to rest the attention upon the same centre of interest. In all of this, light plays a most important part. Without it there can be no picture. Not only the direction of its source but its effect in the production of high lights, shades and shadows must be obvious.

The resulting composition must be a harmony. That is, it must possess UNITY. There must be but one unmistakable CENTRE OF INTEREST. The other parts of the picture, whether the treatment be open and broad, or crowded with numerous details, are incidents interesting only as they are subordinate to and emphasize this centre of interest. This is usually in the foreground or not far behind it.

Should a picture be named in accordance with its æsthetic, or its intellectual appeal? The practice varies. An interesting exercise is to rename pictures according to one test of the other.

The frontispiece, Ruysdael's *Windmill*, supplies an excellent subject for æsthetic analysis.

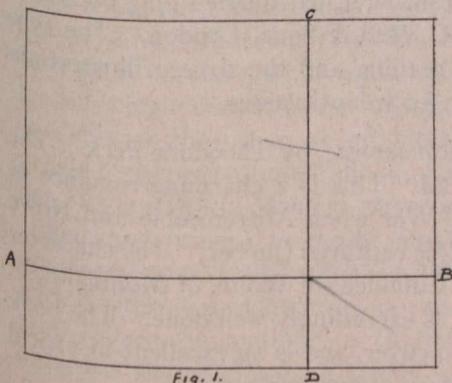


Fig. 1.

A.B.—the eye-level.
C.D.—lines passing the centre of interest.

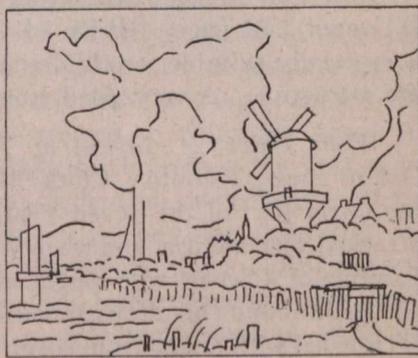


Fig. 2.

Lines repeating the vertical lines of the mill, the oblique lines of the arms, the curved line of the dome and the horizontal lines of the horizon.

1. What is the shape of the enclosure? Why?
2. (a) To illustrate space division from this picture, draw an enclosure in which are placed the principal horizontal and vertical lines. (Fig. 1.).

(b) Is the resulting pattern of rectangular spaces pleasing? Why?
 (c) What effect has the position of these lines in determining the character of the picture?

3. (a) Where is the centre of interest?

(b) Draw another enclosure and place within it the lines which repeat and thus emphasize the leading lines of the centre of interest and the horizon. (Fig. 2).

4. (a) In what respect are the lines of this composition rhythmic?

(b) Have you a satisfying sense of the balance of this picture? How has that been brought about?

(c) Does the picture possess unity? Is there anything within the picture, which contends with the chosen centre of interest for supremacy?

(d) Point out the relation which exists between the clouds, the trees and the grass.

(e) Would you note any other incidents of interest?

5. Name this picture (a) from the æsthetic viewpoint; (b) from the intellectual viewpoint.

Book Reviews

The Shorter Aeneid, by H. H. Hardy. Published by G. Bell & Sons, London. 212 pages. Price 60 cents.

Peter Pan for Little Folk retold from Sir J. M. Barrie's play by Daniel O'Connor. 91 pages. Price 9d. G. Bell & Sons, London. The type is especially suitable for children's reading and the sixteen illustrations are attractive. A very good story for infant classes.

White Dawn: A Legend of Ticonderoga, by Theodora Peck. The Oxford Press, Toronto. Cloth, \$1.25. This is a charming romance of the latter part of the Seven Years' War when Abercrombie and Howe attacked Ticonderoga, and when Wolfe captured Quebec. The character painting of a Stuart who fought at Culloden, of Wolfe, of Montcalm, of the faithful and chivalrous Indians, is exceedingly well done. The book is crowded with action from cover to cover, and is an excellent historical novel for those interested in the history of our own country.

Fabulæ, by R. B. Appleton. 180 pages. G. Bell & Sons, London. This is a collection of interesting Latin stories, most of them short. It is intended to be used as an occasional reading-book for lower forms so as to avoid the monotony of reading always from the one book. In the vocabulary the meanings of Latin words are given in Latin.

Current Events

The probability of an early end to the war increases daily. Though the extent of territory held by each of the combatants remains much the same and though apart from the fall of Peremysl, neither side has recently scored a decided victory, yet there are many circumstances which account for the optimism of General French and General Joffre. To the north the Russian lines have held and Warsaw is safe. In the south, Russian armies have forced the important passes of the Carpathians, and opened the way for the invasion of Hungary in the spring. In the west, thanks to the rapid creation of Kitchener's army, the Allies are now numerically stronger than the Germans, and their supply of guns and ammunition will probably be immensely superior in the near future. They have achieved the mastery of the air. The German submarine blockade of British coasts has so far entirely failed of its object. While there has been no decisive victory to record from the Dardanelles, preparations are being made for operations on a large scale, and the probable forcing of the Dardanelles must be counted as one of the factors which may before long decide the course of the war. Last, but by no means least, is the possibility that Italy may decide before long to throw in her lot with the Allies.

The position of the Italian government since the outbreak of the war has been a very hard one. In a country where democratic government prevails, the course of the executive must be determined in the long run, not only by political advantages to be gained, but by the necessity of popular support, and it may even be constrained against its will by the activity and enthusiasm of a determined minority. It would be unjust to Italy to consider her as coolly calculating the advantages to be gained by following a certain course of action, and then throwing in her lot with one side or the other as self-interest seemed to point the way. An article by her most noted historian, Guglielmo Ferrero in the April number of the *Atlantic Monthly*, throws much light on the difficulties of the Italian government in recent months. After recalling the bitter disappointment of Italy, when, in 1866, the treaty which closed the war with Austria, left in Austria's possession the Italian populations of Trent and Trieste, he reminds us that there has always persisted, especially among educated classes, a strong feeling that Italian nationality would never be completely achieved until this error had been rectified.

True, the influence of this nationalist feeling had decreased in recent years. The influence of the Italian government, committed thirty-two years ago to the Triple Alliance, discouraged any open agitation unfriendly to Austria. Consequently the party that favoured a rectification of Italy's frontiers on the north, and the increase of her power in the

Adriatic by obtaining possession of Istria and Trieste, found no encouragement, and could not openly agitate. "When the war broke out," says Ferrero, "the lower classes had but a vague idea of Trent and Trieste, and no idea at all of the Adriatic question." The majority favoured neutrality. He points out that, "it is not easy in a few months to invent a cause for war against Austria, when we have been allied to her for thirty-two years, and are officially allied to her to-day; when it is necessary to find such a reason as shall justify us, not only before the world—which at the present moment, after the high-handed behaviour and insolence of the Germans, would be lenient toward us,—but before the Italian people who are rather averse to fighting since they do not understand—no one having ever explained the matter to them—the profound historic and national reasons which justify the war in the eyes of the cultivated classes. In times like ours, in which war is fought by all the people, it is easier in a few months to manufacture the arms and munitions that the army may lack than to prepare the mind of the multitude for a test as serious as a European war."

The causes of the war have been exhaustively discussed from every point of view and the case for the Allies stands firm. Comment has turned to the objective results to be obtained. *The Nation* calls attention to the varying statements of German writers with regard to the object of the war. At first it was a war for the Triple Alliance, then a fight against the triumph of Asiatic culture as represented by Russia; a fight for Germany's right to a place in the sun; a fight for her very existence; and lastly, a fight for the freedom of the seas against the overwhelming naval power of Great Britain. Not one of these appeals has found sympathy with neutral nations. The seas have never been so free as when Britain's naval power was at its height, and if peace were declared to-morrow, the seas would be as free again.

So far as the Allies are concerned, the concrete objects of the war as indicated by one or other of the allied governments, have been summed up as follows: *First*—Complete reinstatement of Belgium. *Second*—Recovery by France of Alsace-Lorraine. *Third*—Establishment of a limited Poland *within* the Russian Empire. *Fourth*—Expulsion of the Turks from Europe and end of Turkish control of the Dardanelles. *Fifth*—Exclusion of Germany from holding territory in the Far East. *Sixth*—Creation of a greater Serbia to include (at least) Bosnia and Herzegovina.

To these popular opinion in democratic countries would add the demand that this war, to justify itself, must end the policy of a militarist party in Prussia, which has been responsible for turning Europe for the last quarter of a century into an armed camp, and which has endangered the freedom and independence of every lesser state.

W. E. M.

The Three Suitors in "The Merchant of Venice"

A LESSON IN LITERATURE.

O. J. STEVENSON, M.A., D. PAED.
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THE comparison of the three suitors in *The Merchant of Venice* so as to show their characters and the motives which governed them in the choice of the caskets, is one of the chief elements of interest in the study of the play. In Act I, Scene II, we are told that the choice of the caskets is not a mere lottery, but the means devised by a wise and virtuous father to make certain that his daughter will be chosen only by the man who truly loves her. In order to make sure that no one will offer to choose the caskets unless he is willing to risk everything on the choice, the suitors are required to take an oath that if they fail they will never afterward speak to lady in way of marriage. As a result of this imposition, this "parcel of wooers", described by Portia in Scene II, have decided to return home. But just as their decision is announced, a messenger brings word of the arrival of the Prince of Morocco.

Can you imagine the scene? Morocco is dark-skinned—"the complexion of a devil",—but dressed with a magnificence becoming a southern prince, and with a splendid retinue. He is vain, but his vanity is not wholly displeasing, because it is frank and open, and because it finds expression in his gallantry towards Portia. He swears "by his love"; Portia is his "gentle queen"; if he misses her he will "die with grieving", and if he wins he will be the most "blest among men"; and when he loses, he bows himself out of her presence with "too grieved a heart to take a tedious leave."

When he comes at length to make his choice of the caskets, it is partly his vanity, and partly his gallantry, that proves his undoing. He cannot think that lead contains "her heavenly picture". And silver is not rich enough for Portia, although the inscription on the silver casket tempts him and makes him pause a moment to recount his own deservings. But it is the golden casket that appeals most strongly to his vanity. "What many men desire"—this is the flame and Morocco is the moth! What every one wishes, the vain, boastful, showy, gallant Morocco must have, and he grows eloquent over the fancied picture of the suitors from "the four corners of the earth", over whom he, Morocco, will triumph. He chooses,—and Portia's wise father is vindicated. It is selfish vanity rather than love for Portia that leads him to choose as he does; and when Portia, who sees through his shallow boastfulness,

takes leave of him, there is no doubt a double meaning in her ironical farewell:

"A gentle riddance! Draw the curtains, Go!

Let all of his *complexion* choose me so!"

The Prince of Arragon is a suitor of a different type,—a Spanish grandee, who seeks to repair his broken fortunes by marriage with Portia. It is evident that in his conversation with Portia, he makes no effort to please her. He makes no recital of his virtues, and shows nothing of the open gallantry of Morocco. He deliberately repeats the conditions of his oath so as to be sure there is no mistake and at once sets himself to choose. Perhaps in giving this Spanish prince the name of Arragon, Shakespeare meant to give the audience a hint of his proud and *arrogant* character, which is shown in his speech. He dismisses the leaden casket in a word, as beneath his dignity; and the inscription, "who chooseth me must give and hazard all he hath"; does not appeal to him, for it is not a part of his selfish nature to give or hazard for others. The inscription on the golden casket moves him to an expression of scorn for the "many men",—"the fool multitude", the "common spirits", and "barbarous multitudes", whom he held in contempt. But the silver casket with its bait of *deserts* appeals at once to his selfish pride, and he is moved to eloquence at the thought of his own deservings. His speech on "*merit*" has a splendid ring about it, even if the sentiment is commonplace, until we discover that his idea of "merit" is not that of character, but merely that of noble birth. If he, Arragon, were allowed to set things right, his first task would be to pull down the "low peasantry" who have risen by real merit.

"To mould a mighty state's decrees,

And shape the whisper of a throne;"

and set up "the true seed of honour"—who but the proud Arragon himself?—in their place. And so Arragon chooses the silver casket, and in so doing he too makes it clear that it is not Portia that he worships, but his selfish idea of his own deserts.

Arragon had taken an oath that if he should fail, he would, "without more speech" immediately be gone; but when he chooses wrongly he at once begins to find fault with the conditions:

"Did I deserve no more than a fool's head?

Are my deserts no better?"

This calls forth a rebuke from Portia, who reminds him that he who makes a mistake is not a fit person to sit in judgment upon his own misfortunes. And when he takes his leave, her opinion of his "merits" is shown by her stinging comment:

"O, these *deliberate* fools! When they do choose,

They have the wisdom by their wit to lose."

Bassanio makes his choice under more favourable circumstances than either Morocco or Arragon. He had visited Portia before, while her father was still alive, and from her eyes, even then, he "did receive fair speechless messages". To Nerissa, who saw him then, "he of all men was the best deserving a fair lady", and Portia, who remembers him well, agrees that he is worthy of Nerissa's praise. The messenger whom he sends before, to announce his approach, brings "gifts of rich value"; and we know that Bassanio himself was prepared "to hold a rival place", in outward show, with other suitors. We are told that Bassanio was a welcome suitor, and Portia, as far as her womanly modesty will permit, leaves him in no doubt as to her own anxiety that he will choose aright.

Bassanio was from the outset less likely than either Morocco or Arragon, to be tempted by the "outward shows" of the gold and silver caskets. He was "a soldier and a scholar"; and his own past experience in which he had "disabled his estate", had no doubt put him in a position to form sound judgments as to the real values of external appearances.

This lesson had, indeed, been brought home to him by his preparation for this very event; for when Shylock had attempted to justify himself by quoting from Scripture, Antonio had warned Bassanio especially, that outside appearances were not to be trusted:

"Mark you this, Bassanio,

The devil can cite Scripture for his purpose.

An evil soul, producing holy witness,

Is like a villain with a smiling cheek;

A goodly apple rotten at the heart,

O, what a goodly outside falsehood hath."

The song that is sung while Bassanio is choosing, helps to confirm the judgment at which he has already arrived. "What of love?" says the singer; "Is it a thing of the heart or of the head? If it is a thing of the head only, merely dependent upon outward beauty which pleases the eyes it cannot live. "So may the outward shows be least themselves", comments Bassanio; "The world is still deceived with ornament." It cannot be said that the song gave Bassanio any real hint as to which casket he should choose; for to either Morocco or Arragon the words of the song would have meant nothing. It is only because the song falls in with his own thoughts that it calls forth a response from Bassanio.

And so he chooses the leaden casket. He is a soldier, and the leaden casket threatens. He is both a scholar and a man of the world and he has learned by experience that ornament is deceptive. But, more than all, he loves Portia truly, and the leaden casket calls upon him to "give" for her sake, while the gold and silver tempt him with offers of "gain". When Portia, in the early part of the story, complained because she was unable "to choose one nor refuse none", Nerissa comforted her with the

reflection that the caskets would "never be chosen rightly, but by one who should rightly love". When Bassanio chose the leaden casket, Nerissa's prediction came true.

During the study of the play, some such analysis as the foregoing must be made by the class; and in this case there is little room for any difference in method in leading the class to make the proper study of the characters and scenes involved. The teacher who makes his treatment of the play consist merely of word-study, misses the chief source of interest and pleasure for the pupils. As the play is developed lesson by lesson, the teacher must draw the attention of the pupils to the details which underlie the development of character and action, so that the pupils will see the plot *grow* before their eyes. But if the play itself has been a source of living interest to the pupils there will be little need of summary or analysis when the study of the play is complete.

A Glossary of Military Terms*

(Continued)

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Aide-de-Camp—A specially qualified officer who is on the personal staff of a general, and receives and carries his orders on the field. In quarters he attends to official correspondence and helps the general in his duties and courtesies.

Artificer—A naval or military mechanic.

Billeting—A requisition made by the military authorities on householders to provide board and lodgings for soldiers.

Converging Fire—Rifle or gun fire from different directions concentrated on one position.

Enfilade—Rifle or gun fire sweeping troops or defences from one of the sides (flank).

Fuse.—A cord, ribbon or some other material saturated with an inflammable preparation, usually slow-burning, and intended to fire an explosive without danger to the person igniting it.

Landsturm—German local militia, composed of men over forty years of age, not supposed to serve out of its district.

Landwehr—It consists of men who have completed seven years' service with the colours, and the reserve of the standing army. It is not called out in time of peace, unless at intervals for practice. In time of war it is summoned in two levies: first, those from 26 to 32 years old who take the place of reserves; second, those from 32 to 39 who are assigned to garrison duty.

*From the "Dictionary of Naval and Military Terms," by C. F. Tweeny.

Nature Study for May

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THE TADPOLE

1. Instructions to the Teacher.—About the beginning of May is a suitable time to collect frog-spawn in order that the development of the egg into the frog may be watched. No more fascinating or instructive process in nature can be presented to a class in the Public School. Too frequently the eggs are simply put in water and the pupils are left to find out what they can, without their attention being drawn to the numerous changes which are sure to be missed unless specially pointed out to them.

The eggs are found in ponds, and ditches where the water is stagnant and where there are weeds to which they can be attached. The aquarium for them may be any vessel that will hold water. A rectangular aquarium is best, but a pail, tub, gem-jar, or white enamelled dish will do. Whatever the vessel, it should contain a layer of clean sand in the bottom, and the water in it should be shallow, and must contain a good supply of green plants growing under the water; these may be gathered from a pond. The aquarium should be left in a bright eastern exposure and the water should *never be changed*. Any dead plants or leaves should be at once taken out. A pane of glass may be kept over the top of the aquarium to keep out the dust and to prevent evaporation. After the eggs have hatched to larvæ, all but eight or ten should be removed, unless the vessel is large, as a sure way to have the animals die is to leave them in such large numbers that they find neither enough food nor oxygen in the water. If there is a good supply of aquatic plants in the water, and the number of larvæ is limited as indicated, they need not be fed at all until the hind-legs are well developed, and they begin to look frog-like, when very small insects or worms may be put in the water; but the writer has found all food quite unnecessary as enough will grow in the water itself. Don't keep the aquarium continually in direct sunlight as the water becomes too warm, and the bright light is irritating to the inhabitants.

If possible allow the eggs of both frogs and toads to be collected and if you are fortunate the eggs of the newt may also be obtained. The ideal plan is to let each pupil have his own aquarium.

2. Information for the Teacher.—The eggs are deposited in masses by frogs, and in strings by toads. In both cases they are found adhering to the weeds. When first deposited they are small, dark, pea-like masses imbedded in a small mass of gelatine, but this gelatine soon absorbs water and swells into a globe of one-quarter-inch in diameter. The egg inside is light above, and deep velvety black beneath; this allows the sun's rays to enter it above and penetrate to the black pigment of the undersurface where all the heat is absorbed. The transparent, globular, gelatinous covering also acts as a lens and focuses the heat on the central growing embryo below. By this means even on the cold days of April and early May enough heat is received to make the progress of development rapid. The egg within is exceedingly soft and delicate, and the slightest rough usage would destroy it, but the gelatinous covering without is tough and hence the egg within is beautifully protected by this covering screen which serves a double purpose. I am not sure that it does not serve a third purpose during the period of hatching. If some of the spawn is left floating in the water it will be noticed that it sometimes rises to the surface and sometimes sinks to the bottom, and this probably plays some part in the processes of growth.

During the first week the shape of the egg within changes and becomes elongated, while one end is more tapering than the other; if the eggs are kept near the glass side of the aquarium and observed through a lens from day to day, these changes may be readily seen. In ten days a slight constriction tends to separate the head from the body, tufts grow out from the sides of the neck, and it becomes quite fish-like, the hinder part tapering to a tail. In two-weeks from the time it was hatched, the tail begins to move, and in a day or so the animal succeeds in wriggling out from its mass of jelly and swims freely. It now ceases to be an embryo, and becomes a larva.

If as soon as it is hatched it is examined with a lens and placed in a small white dish with water in it the following features can be noticed. It has a large head with a pair of branching gills on each side. There is no mouth present, but on each side of the head is a dish-like sucker; the eyes are also entirely absent. It swims only for a short time, after which it attaches itself to a weed by its suckers and waits patiently for its mouth to appear. In a few days a mouth appears, surrounded by an upper and a lower lip. These lips are fringed, and behind them are a pair of jaws with a great array of horny teeth, but it takes a powerful magnifying glass to see these teeth. They now begin eating vegetable food that is sure to grow on the sides of the aquarium, and they will help to keep it clean by cropping this growth. It is easy to see the jaws at work through the glass. At the time the mouth appears, the eyes begin to show as a ring of pigment. The external gills, which would surely

become injured, disappear, and are replaced by internal ones which are entirely hidden. The water passes in through the mouth, passes over these new gills, and passes out through a little tube terminating at the left side. This tube can be seen if the animal is placed in a little water in a white saucer, but a lens may be necessary to see it well. If a drop of ink is put in the water near the end of the tube, it is shot away, showing that there is a strong current of water out of this tube. Let all the pupils observe these organs and their use. The animal now ceases to be a larva and is called a tadpole. If it has normal growth it should reach this condition in a month.

The animal has by this time greatly changed its shape. The body has become round and plump; the tail is long, compressed and fin-like; the suckers have disappeared; and the pigment in the skin shows patches of iridescent gold. If the round body is examined closely, the very long intestine can be seen through the body-wall coiled up like a watch-spring. If the tadpole is examined closely from day to day, a magnifying glass will soon reveal bud-like structures at the base of the tail, one on each side; these are the first rudiments of the hind legs. At the end of seven or eight weeks, joints appear and the buds branch at the end into toes. The front limbs are present also, but cannot be seen as they are hidden inside the gill pouches. If a tadpole is killed, and an opening is cut forward from the tubular opening on the left side, the front leg of that side will be seen. A little later most important changes take place. The tadpole ceases feeding altogether, the fringed lips disappear, the mouth becomes broader, the eyes more protruding, the round body becomes elongated, the broad compressed tail loses its fin-like character and begins to shrink, the animal becomes more and more frog-like, the front-legs appear quite suddenly, the tail is rapidly absorbed, and we have the young frog. The animal, it was said, ceases eating, for its whole digestive system is becoming modified from that of a herbivorous animal to that of a carnivorous animal; however, during this time the tail is being absorbed and it gives nutriment to carry on the life-processes.

It is best not to attempt to keep the young frog, as it eats only living animals, such as small insects and small worms which are difficult to procure. It had better be released.

3. Work to be performed by the pupils.—The pupils should collect the eggs and if possible each should have an aquarium of his own—a gem-jar will do—and this can be kept in school. A few questions which the pupil can answer from observation should be given every few days. The answers can easily be formulated by the teacher from the facts already stated. Drawings should be made by each pupil to illustrate every stage from the beginning of the development of the egg until the perfect

frog is formed; these drawings should be numbered and dated successively and should bear a constant proportion to the size of the specimen; a magnification of three times will give a good size. To find out the points, they should not merely study the specimens in the aquaria, but should put them in a small white dish, like an individual salt-cellar, and examine them in good light with a magnifying glass. The specimens may then be replaced in the aquaria. Of course they should be observed also in the aquaria to study their habits. Every fact stated in the preceding part of this article can be observed if care is taken.

The tadpole is also an excellent animal in which to study the circulation in the capillaries. It is much better for this purpose than the membrane of a frog's foot. A compound microscope is necessary. Choose a tadpole that has a broad membrane on the tail, take it out of the water, wrap it in a piece of cloth, leaving the tail exposed; place the membrane under the objective of the microscope and cover it with a piece of glass; then if the microscope is adjusted, the blood vessels will be seen with the pinkish blood corpuscles coursing through them. By moving different parts of the membrane under the objective, various views of the circulation may be seen.

Questions on the War

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1. State as briefly and as clearly as you can what you consider the Allies are fighting for; and what you consider the enemy is fighting for.

2. Give reasons for believing that the incident which started the war was not its real cause.

3. Explain as clearly as you can what you understand by the following: a blockade; a bombardment; an air-raid; a siege; an invasion; a reconnaissance; an expedition; an internment. Give an example of each from the present war.

4. What do you understand by a censorship? Why, and how is a censorship established in time of war? Give reasons why people sometimes protest against too strict a censorship in their own country.

5. What reason did Germany give for violating the neutrality of Belgium? Why did Chancellor Lloyd-George call her "the road-hog of Europe"?

6. What were Germany's proposals to Britain when the war began? Why did Britain not accept these proposals and remain neutral? What did the German Chancellor, Von Bethmann-Holweg, mean when he told the British ambassador that England was going to war for "a scrap of paper?"



Our first school garden and some of the gardeners.

Agriculture in a Rural School

JEAN MacTAVISH
Kincardine, Ont.

SO many teachers say "teaching agriculture means a great deal of work. Do you think it is worth while?" Will you allow me to tell you some of my own experiences in the work?

Our boys were the shy, awkward kind who never dreamed of doing any little service for anyone. "You *must*", were the only words they understood.

One boy in particular showed no interest in anything. Then one night I had to confess I didn't know how to plant corn. He did, and gave me his advice. We consulted some books and planted the corn. The next night I was hoeing a particularly heavy piece of ground when he came up. "Please",— and his face was crimson with embarrassment,—"please, I'll take that hoe. It's pretty heavy for you."

It *was* heavy, but that wasn't the only reason I resigned the hoe with a sigh of relief. It was the first time that boy had tried to help, not hinder, me!

And, from that day even the regular school work became improved. The reason seemed to be that the boy had realised that he could help the teacher and she could help him.

But you must not think only the boys are improved by this work. Last year from four to five o'clock on Friday the girls took sewing lessons. While we sewed we talked, and we had many a splendid oral composition though the speaker herself did not know it. What were our subjects? Well, they were varied. One night, I remember it was a chapter in Revelations; the next night,—a certain dress in Eaton's catalogue!

Here is the point. Because teacher and pupils met as equals, the girls were unreserved, and gave the teacher an insight into their characters, and *because they didn't know it*, they were learning a great deal besides sewing. Then, too, the girls and the teacher drew close together and the common every-day lessons are much easier because teacher and pupils are united by an almost perfect understanding.

Little things? Yes they are. But some day I hope my girls will practise some of the things we have discussed, and some day I *know* that boy will turn the cream separator for his wife!

Now may I tell you about the caretaking of the garden? The first year we paid four dollars and the work was only fairly well done. Last June I announced that no one was to be paid, but that the one who had the neatest plot in September should have a prize.

About the last of July I visited the garden. Remember, not one child knew I would see his plot until September. Twelve plots had been cared for; only three were neglected, and those three belonged to the same family.

In September only one plot remained unweeded, and seven were so well cared for that the judge, a stranger, could not select the best.

I had four plots of my own. A girl in the section had the two flower plots in perfect condition, because "the teacher had been sick, and she wanted things to look nice when she came back."

Three days after school re-opened, I said, "there are only two plots that need weeding, and as soon as I am strong enough they shall get it". Imagine my feelings when my "bad boy",—and I am certain he is just as bad as yours; you wouldn't be living if your boy were worse—fairly shouted, "Please they're done. I done 'em yesterday".

Yes, he said "done", and I didn't correct him either. It meant too much to have him do anything of his own free will. But, can you see that the "problem of caretaking" is really not a problem at all?

May I give you some other reasons for saying that a garden is "worth while"? It has taught my pupils to read. Through searching the papers for garden items they became interested in other things, and their improved history, geography and composition makes me grateful to agricultural instruction.

Even the junior classes are helped. A big tomato worm furnished my primary class with a nature study, a language, a reading, and an art lesson, and every lesson was intensely interesting.

Our nature study lessons are now two of the most pleasant lessons in the week, and I used to face them as I did the dentist—because I must. Now when the children are allowed to select a lesson as a reward for good work, they always say “history or nature study”, and if I choose the latter a little boy in the front seat exclaims, “O, goody!” How could one dread a lesson after that?

By the way, we have learned something else. Those agricultural bulletins are full of useful information, and now we often write for bulletins! There are many reasons for saying that agriculture in the school is worth while, but I appreciate it most because *it teaches the children to give.*

Unconsciously, we train our children in selfishness. They are reproved and punished for helping each other in arithmetic and spelling, and, quietly but firmly, the web of selfishness creeps around them. But in gardening the teacher can encourage the children to exchange plants and seeds and so they learn to give.

I wish you could have seen my girls last summer, as they cut their choicest blossoms for a lady they had never seen. But she was ill, and how they loved to give her their best!

I wish, too, you could have seen my boys one hot afternoon. A little worse-than-homeless child was gazing at our flowers. “Would you like some flowers, Sam?” someone said. The child’s whole face changed as he said “Yes”. Then didn’t those boys shout, “Please may we get them?” There was a race for scissors, and every boy from the Fourth to the primary class began to cut flowers.

It was an elaborate bouquet when finished, but the child was happy and so were the boys. And for two years I had been fighting with those boys to stop their teasing that child. I haven’t heard one complaint since the day they gave him those flowers!

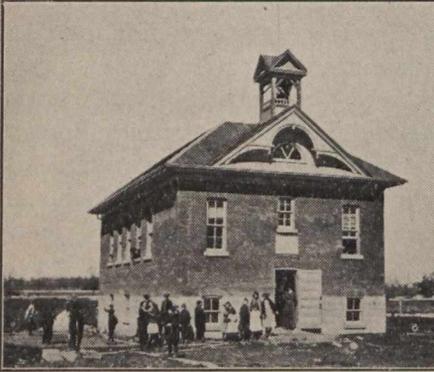
Yes, gardening does mean extra work for the teacher. It may mean that you will have to be at school before eight o’clock, and it may mean that you will have to stay even after the Entrance class leaves at night.

But if you start a garden you will never be sorry, for the happiest teacher is the one who has learned that “life isn’t all just for self. It’s each for all and all for each.”

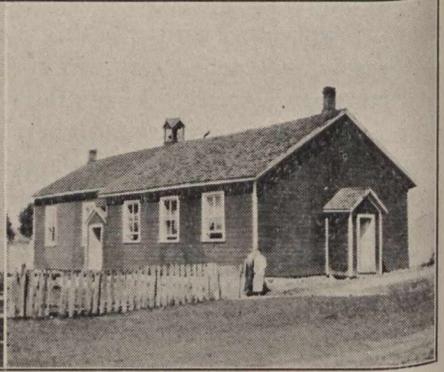
JOHNNY had been very excited all morning, and finally burst out with:

“We have a baby girl at our house, teacher; Dr. Moore brought her.”

Immediately another small hand was frantically waved in the air, and a little voice piped: “We take off of him, too, Miss Brown!”



The New School.



The Old School.

The Social Activities of a Rural School

CLAYTON DUFF,
Bluevale, Ont.

TWO or three winters ago, noting the number of bright young people in the neighbourhood with somewhat limited activities, the schoolmaster induced them to organise a "Literary, Social and Debating Society", and obtained permission to use the schoolhouse and firewood for the meetings. It was surprising what a cheerful meeting place the somewhat dingy schoolroom was made by a few flags and mottoes, several large hanging lamps loaned by the Young People's Society of a local church and the bright faces of the audience who filled the school seats every Wednesday night. The constitution stated that everyone was eligible for membership "over nine and under ninety", and this made the society in reality a neighbourhood club. In order to secure the widespread interest desired, the people of the whole countryside were personally solicited for their support. The interest thus aroused was maintained by the regular use of the local press. People never had to ask, "Is that Literary Society going yet?" They were not allowed to forget it. A membership fee of fifteen cents, with five cents admission each night for the general public, was found ample to cover the expenses of lighting, stationery, an honorarium for the caretaker, and the rental of a musical instrument. An organ was obtained the first season for five dollars, but a piano the second year at \$3.50 a month was much more than worth the added cost as there were several capable musicians in the society, and no piano for public performances had been available in the village before.

Debates were held once a fortnight, the speakers ranging from the mere boys and girls to experienced debaters, and on alternate nights a manuscript newspaper, "The Literary Digest", was read by the editorial staff. In addition to the amusement and literary training afforded, it enabled us to present a wholly original libel suit as a mock trial, arising from an article on a young lady's cooking. When, later on, the paper was published for sale, the expenses being largely met by local advertising patronage, it was of sufficient general interest to be quoted from and commented on by several widely-read publications throughout the province.



1. "The old teachers rode in an automobile."
2. "The children gave their new yell as they passed along the street."

While the spirit of the school made it seem the most fitting home for a society with such aims and organisation, and the blackboard was a great help for illustrating addresses, writing down the words of the weekly chorus sung by the audience, or even elucidating some point of alleged humour in the "Literary Digest", the society was not without its value to the school. Our newspaper was able to advocate such progressive movements as making the school the social centre, and on one occasion an article by the sporting editor afforded the only public opportunity of

drawing attention to a grievance. The schoolyard, which had always been used as a public playground, had been closed for that purpose owing to some alleged damage to property and the paper did a service in pointing out that the action of the trustees in depriving the young people of a place for sports was not in the best interests of the community. Another way in which the society helped the school was this. When public opinion, vigorously prodded by the school inspector, demanded that the old red-schoolhouse should be replaced by a modern building, progressive ratepayers thought it might be a favourable time to launch a consolidated school and the Literary Society provided the organisation for bringing Professor McCready from Guelph to give an illustrated lecture on the subject. While the proposed consolidation was not effected, this visit bore results in the subsequent action which has been taken to realize the larger possibilities of the school.

The small surplus which remained at the close of the first season was used to buy two beautiful prints for the school. One, a Corot landscape in colours, the other, a Copley print of "The Plough Horse" by an American artist, Carleton Wiggins. The second year's surplus was much larger, and a movement was commenced to secure the co-operation of all in making the new school-grounds, which were twice as large as the old, the recreation centre, thus benefiting the school children and the young people at the same time. In view of the action of the trustees previously mentioned, there was some doubt whether such an experiment would succeed, but as the result of much discussion, we had the unique experience some weeks later of reading a public notice from the school trustees calling a special meeting of the ratepayers to consider with the members of the Literary Society and the Women's Institute, the question of making the new school grounds a recreation centre, and a beauty spot for the neighbourhood. A meeting had never been called for such a purpose in this community before, and it seemed to be an augury of a better era in country life. The meeting not only warmly supported the plan proposed, but provided the machinery for carrying it out in the form of a committee comprising representatives of the trustees, the ratepayers, the Women's Institute and the Literary Society.

This meeting, called together on a pleasant June evening by the old school bell, was marked by a significant incident when the children were presented with playground games on behalf of the men of the section. A bee had been held to plough the new school grounds, and the men stipulated that the value of their work should be expended by the trustees on further improvements. One speaker during the evening humorously remarked, that if the trustees had done anything like that when he was a boy, the children would have looked on it as a sign of softening of the brain. This is another evidence of the new social spirit in the school.

The gathering referred to was only one of many which have been held in the school-house during the summer, among them being the meeting of the young men to organise a football club, and those held to arrange for a reunion in honour of the old school before it should pass away. When the latter celebration was held soon after the opening of the fall term, the teacher seized the opportunity to encourage a school spirit by having her children choose school colours and asking an obliging college student to instruct them in the technique of a school yell. Old and young took part in the preparations for the reunion. The school boys, organized into rival teams, the blues and the whites, formed an enthusias-



1. "To see so many happy people was the greatest pleasure of the day."
2. "A retired sailor showed us how to decorate the grounds with lines of pennants."

tic messenger service and their good deeds even went so far as cleaning the village sidewalks on the morning of the celebration. A retired sailor who had served in the British navy showed us how to decorate the grounds with lines of pennants such as are used for festive purposes on shipboard, and these, with a banner for the street, were made by the young ladies of the village. One artistic woman decorated the visitor's book, and another mounted a very interesting collection of old school pictures—teachers, pupils and groups—which were hung round the school walls. The church lent its organ, the minister gave his shoulder stone, a farmer met the trains with his automobile, and the college

student was indispensable. Written invitations had been sent to the former teachers, and the reception committee, composed of some of the best-known men and women in the neighbourhood wearing badges of the school colours, received the guests in the reception tent, had them register in the visitor's book and pinned cards on the ex-teachers, giving their names and their dates of service. Under the leadership of a "Sporting Director", a long list of sports and athletic contests was held in which even the married ladies joined. A picturesque piper skirled for the tug-of-war, and for the parade which marched from the old school to the new for the purpose of planting a tree. The latter, fluttering with flags and streamers, was borne on a decorated litter by the children who gave their new yell as they passed along the street. The old teachers rode in automobiles; the school trustees, the Old Boys and Girls, the Women's Institute, and the Literary Society were all represented in the parade, and the tree was planted in honour of the Old Boys and Girls of the school, by the local member of the legislature—a former teacher. There were also speeches, songs, recitations and dances given under the school windows; a history of the school was read by one of the Old Boys, and the spirit of co-operation I have dwelt upon was revealed by the unveiling of the two pictures already mentioned, and their presentation to the trustees by the officers of the Literary Society. With so many events taking place it was only when refreshments were served that the visitors had time to give vent to their feelings of sociability. To see so many happy people on the usually forlorn and neglected school grounds was the greatest pleasure of the day, and it is hoped that the success of this celebration will lead to an annual field day in which perhaps the neighbouring country schools may be able to join.

Book Reviews

Historical Ballads, selected and edited, with notes and glossary, by Wm. MacDougall. 136 pages. Price 1s. G. Bell & Sons, London. This is, in a very real sense, a history text; it is a collection of thirty-nine popular ballads, some very familiar and some which have not before appeared in a school book. It is a good book for the school library.

The Story of Hiawatha retold in prose by Florence Shaw. 119 pages. G. Bell & Sons, London. This little volume is well printed and nicely illustrated, and is intended for junior classes. It seems a pity that it should be found necessary to render Longfellow's melodious poem in prose, especially when the language of the original is so simple. The story as given in this book, however, is made very interesting for little children.

War Maps and How to Use Them

G. A. CORNISH, B.A.

Faculty of Education, University of Toronto

THE lines of battle on both the west and east front remain practically the same as they were one month ago. The only change to be made is in the region of the Carpathian mountains, where the line should be moved to the south of this range.

It is proposed to fix the battle line in another quarter this month, namely, in Egypt, Mesopotamia, Persia, and Asia Minor. Along the whole of southern Russia and Turkey-in-Asia very severe fighting has taken place and the battle line has become fixed. This line extends over into Persia, which was invaded by the Turks. *Daily Telegraph War Map No. 6* shows all the regions mentioned in this article. The battle line between Russia and Turkey in Asia is as follows: it lies on the Black Sea at Chopa, then it runs south east through Otly, Asap, Bergin, Khoi, Marand, and south of Tabriz.

In Egypt there has been little fighting, and there is likely to be still less. The Suez Canal forms the eastern battle line of the British; they also hold Tor in Sinai peninsula. The Turkish line is now probably concentrated from Gaza south.

Southern Mesopotamia right to the mouth of the Euphrates river has seen severe fighting and is of great interest as a possible future British possession. The British have fought their way up to Basra, which is in their hands, and also Korna, at the juncture of the two rivers, and red pins should be placed on the map at these points.

A new area of fighting of surpassing interest has now appeared, namely, the Dardanelles. A large map of this should be placed on the school wall, showing the forts, and as these are destroyed by the Allies it can be indicated by the red pins. Excellent maps have appeared recently in the *London Illustrated News* and in the *London Weekly Times*. This number of THE SCHOOL also contains a map which might be enlarged. The forts at the entrance have already been destroyed.

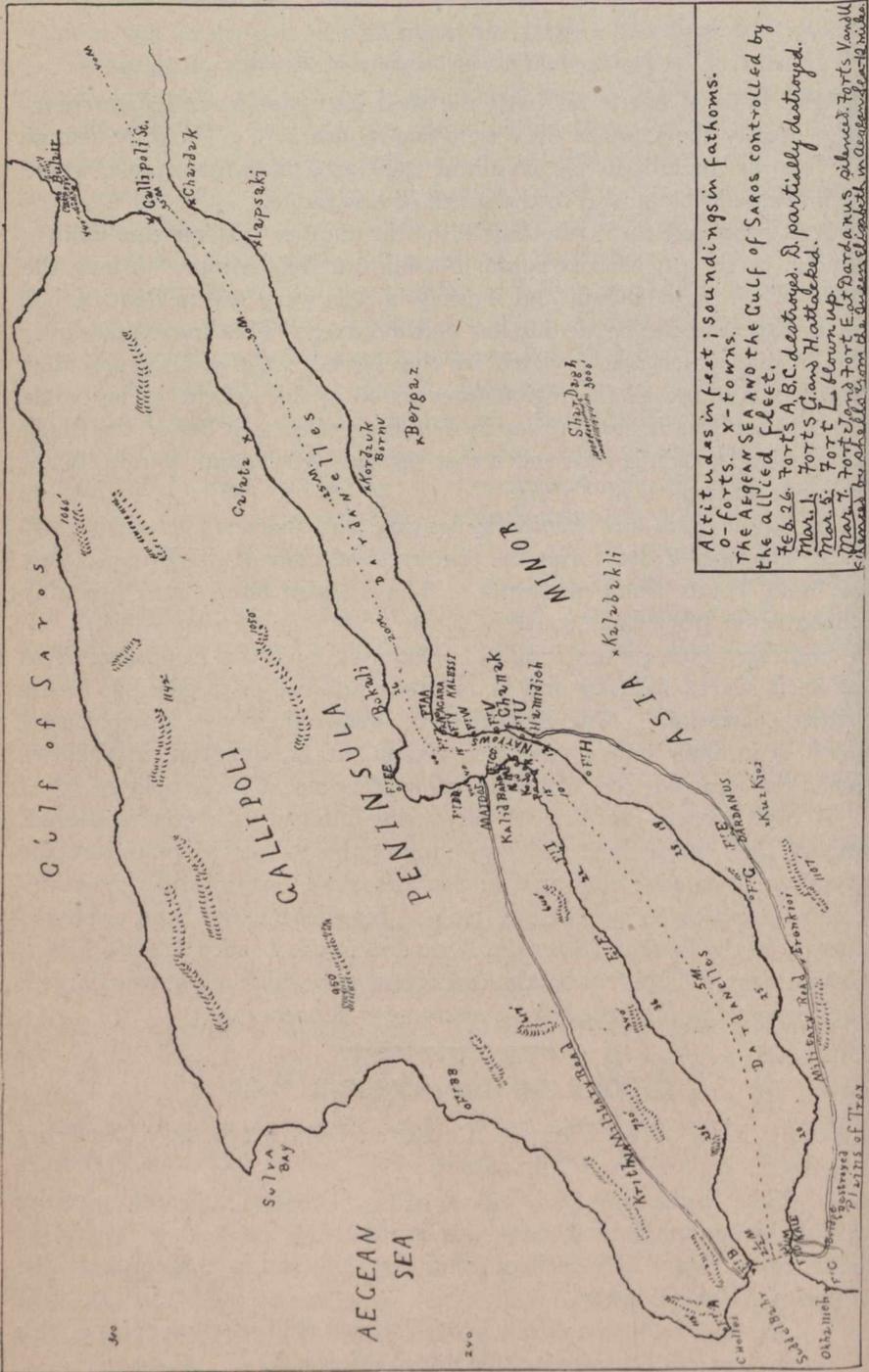
Books on the Present War

ASQUITH, MR. "The War: Its Causes and Its Methods". Speeches delivered by the Prime Minister.

The Musson Book Company, Ltd., Toronto, will supply copies of this pamphlet of 40 pages for free distribution.

"The Great War". Speech delivered by David Lloyd George at the Queen's Hall, London.

Hodder and Stoughton, Ltd., Toronto, will supply copies of this pamphlet of 16 pages for free distribution.



Drawn by J. A. Irwin, University Schools, University of Toronto.

Notes and News

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

THE TORONTO UNIVERSITY HOSPITAL.

The University of Toronto has appropriated in spirit, if not in letter, Manchester's war motto, "Do Something". Her latest venture is the provision of a Base Hospital. The Hospital is to have 1040 beds, double the usual size. The Government find certain articles for its equipment, but many things remain for private endeavour to provide. It is estimated that the initial cost will reach \$19,000. In addition to this there will be the supplies for each month the war lasts, costing \$3,400.

It will thus be seen that the undertaking in every sense is immense. The physicians and surgeons are making tremendous sacrifices in order to go, and it is only fair that they should be given adequate equipment, so that they may do themselves justice. Through the courtesy of the Canadian Red Cross Society, the University Hospital Supply Association is able to send all supplies through Red Cross channels, thus ensuring their safe delivery in France. All articles from persons living outside Toronto should be sent to the Red Cross Society, 77 King Street East, Toronto, marked *No. 4 General Stationary Hospital (University of Toronto)*. A complete list of the articles sent, together with the name and address of the sender, should be forwarded to the Hon. Secretary, Mrs. V. E. HENDERSON, 111 Admiral Road, Toronto.

THE SCHOOL makes an appeal for funds and for workers. A useful way of helping is to organise groups of teachers and others who are willing to work on the articles listed below. All patterns may be obtained from Mrs. Henderson, and she is also willing to send out garments cut out and ready for making up, providing a guarantee that they will be properly made is given. Another way is to become a subscribing member, that is, to promise to pay one dollar a month as long as the war lasts. Write for particulars.

The following is the list of articles which are urgently needed.—
12,000 sheets, 60 by 108 inches, hem may be taken off this length; 8,400 pillow-cases, 34 by 18 inches; 9,400 patient's towels, 36 by 18 inches, linen huck; 7,500 surgical towels, plain glass towelling, 36 by 24 inches; 3,000 doctor's towels, coarse cotton huck, 14 by 18 inches; 1,100 dish towels; 4,000 wash cloths; 6,300 surgical shirts, white flannelette; 2,000 pyjamas; 500 slippers; 1,040 pairs of socks a month; 1,000 bed jackets; 500 lounging suits. DO SOMETHING.

Miss Belle Eady and Miss Edith Airth, members of the Renfrew public school staff, have applied to the Board of Education for a year's leave of absence in connection with the "Hands Across the Sea" movement. The board has granted permission, and the teachers expect to spend the year 1916 in Australia, whence will come teachers to take their places here. Miss Eady and Miss Airth will be the first Renfrew teach-

ers to participate in the movement, and the first in this part of Ontario.—*The Toronto Globe*.

Miss Alta Lind Cook, B.A., of Meaford High School and a graduate of last year's class in the Faculty of Education, University of Toronto, has written the words and music of a patriotic march song entitled "Boys from Canada." This excellent addition to the music of the war is published by Messrs. Whaley, Royce & Co., of Toronto.

The Merriam-Webster Dictionaries have been officially adopted or approved by all the States of the United States that take official action regarding dictionaries, by thirty States in all, also by the District of Columbia, Alaska, and the Philippine Islands.—*Exchange*.

Result of Pedagogy examinations for 1914 are as follows:—Courses for the degree of Doctor of Pedagogy:—Science of Education—Walter Scott. Educational Psychology—J. D. Campbell, W. I. Chisholm, S. G. Devitt, J. W. Forrester, N. S. MacDonald, J. B. MacDougall, C. E. Mark, John McCool, J. G. McEachern, G. W. McGill, D. D. Moshier, S. J. Radcliffe, Duncan Walker, J. E. Wilkinson. History of Education—W. N. Bell, John McCool. School Administration—W. N. Bell, S. G. Devitt, N. S. MacDonald, J. B. MacDougall, C. E. Mark, John McCool, G. W. McGill, S. J. Radcliffe, W. W. Robbins. Section B (former regulations)—J. W. Emery, G. S. Lord. Courses for the Degree of Bachelor of Pedagogy—Science of Education—David Whyte. Educational Psychology—David Whyte. School Administration—E. T. Seaton. Section A (former regulations)—J. H. Hunter. Section B (former regulations)—W. C. Froats, W. Prendergast. W. C. Froats, A. R. Gibson, J. H. Hunter, W. Prendergast, have completed the courses for the degree of Bachelor of Pedagogy.

Through the courtesy of Inspector Henry Conn, B.A., we have received a copy of a twelve page pamphlet entitled, "Composition in the Entrance Class" by Miss Mary O'Donoughue, M.A., of Sarnia Collegiate Institute. This has been published by order of the West Lambton Teachers' Institute and is a very interesting, instructive, and comprehensive dissertation. It is full of valuable suggestions on every part of the work in Entrance composition.

William Macintosh of Madoc has tendered his resignation as Inspector of Public Schools for Centre Hastings, to take effect July 31 of this year. Mr. Macintosh has had a long and honoured career in Hastings county in this capacity, having 41 years ago been appointed Inspector of the extensive division of North Hastings.

QUEBEC.

Mr. R. W. Edmison, B.A., Headmaster of Macdonald College Day School for the last four years, has resigned his position in order to take a course in dentistry at McGill University.

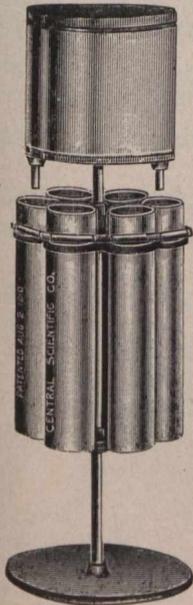
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Misses Norah T. Christie, Grace M. England, Jean E. Guillet and Rosa F. L. Shaw have been appointed to schools under the Montreal West School Board.

Miss Florence M. Byers has been appointed to the Protestant School at Sutton Junction, P.Q.

Miss Hazel Cowan has been appointed to Bishop's Crossing Model School.

Miss Florence McCurdy has been appointed to the Model School Department of East Angus Academy.

Miss L. M. Crutchfield has been appointed to the school in District No. 1 Hinchinbrook.

NOVA SCOTIA

The regular session of the Nova Scotia Agricultural College will close April 15th. It has been a successful year.

Miss Sadie Porter, B.A., recently of the Colchester County Academy Staff, died a few weeks ago. She has been succeeded on the teaching staff by Mr. Chesley Mosher, B.A.

Inspector Creighton of Halifax is now conducting the physical training courses in the Provincial Normal College and in Truro Academy.

The Nova Scotia Advisory Board met in Halifax during the Easter recess.

Mr. A. J. Walker resigned the principalship of Tusket schools to join the Medical Corps in the Third Canadian Contingent. Mr. Clarence Bissett, B.A., succeeded him in Tusket.

Professor W. H. Brittain of the Provincial Agricultural College has been in Bermuda for a few weeks investigating a serious disease that has attacked potatoes shipped to that island.

The Nova Scotia Farmers' Association at its last annual meeting, passed a resolution that agricultural topics should be assigned as reading lessons in the various grades of the common school.

ALBERTA.

Mr. J. J. Baker, M.A., who recently resigned from the staff of the Collegiate in Calgary, has gone to Okanagan in British Columbia, where he will spend the summer.

All the friends of Superintendent Carpenter of Edmonton will regret to learn that Mrs. Carpenter's health is still very unsatisfactory. Mr. Carpenter was prevented from taking his place as President of the Alberta Educational Association at its recent meeting in Calgary because of her illness.

Principal Hutton of University College, Toronto, was the principal speaker from abroad at the Alberta Educational Association, giving two excellent addresses.

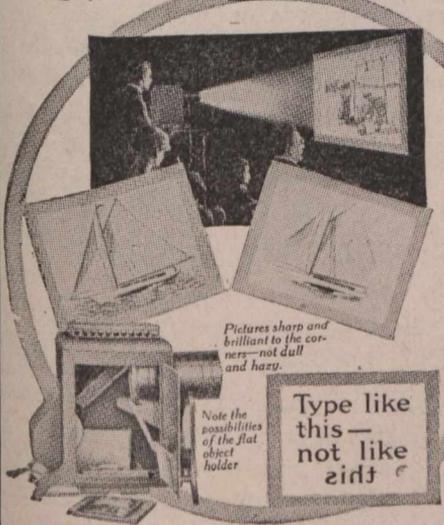
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Dr. Miller, Director of Technical Education, has recently returned from an extended trip through the eastern States and Canada. During his absence, Dr. Miller attended the meeting of Superintendents at Cincinnati and later visited in Pittsburg, New York and Boston, returning through Canada. He is now preparing for a record Summer School. He expects to have over five hundred applications for this year's session when the school opens July 7th.

Chief Inspector John Ross was called suddenly to Ontario during the latter part of March on account of the death of his father. He returned to Alberta in time to represent the Department of Education at the meetings of the A. E. A.

Dr. Scott, Superintendent of Schools in Calgary, suffered a breakdown in health during the winter, and was compelled to take a month's rest. After spending this holiday at the Pacific Coast, he has returned to his work with health much improved.

The attendance at the two Normal Schools for the present term totals approximately three hundred. In spite of the fact that so large a number of teachers will be ready for work about May 1st, the Department expects to find it necessary to grant a small number of "permits" for schools in outlying districts.

Several young men from the teaching staff of Alberta schools have gone to the front. Mr. E. D. Campbell, B.A., of the Calgary Collegiate is still in training in Calgary. Mr. J. A. Cameron of Medicine Hat expects to go with the Third Contingent.

Mr. J. Fowler, M.A., of the staff of the Alexandra High School, Calgary, was married recently. Mrs. Fowler was an Ontario girl.

Owing to the shortage of money, many western school boards have found it necessary to curtail expenses temporarily. As a consequence of this, supervisors of special departments have been dispensed with, and have taken up grade work or taken positions as instructors in their particular lines. In Lethbridge, both the Manual Arts work and Household Arts had to be abandoned. Miss Frances M. McNally, who had charge of the latter department, has taken up similar work in Brantford, Ontario.

THE ALBERTA EDUCATIONAL ASSOCIATION.

The recent meeting of the Alberta Educational Association was a remarkable gathering in spite of financial stress, salary cuts and similar evils. The attendance of teachers was larger than any previous year in the history of the Association. More than eleven hundred teachers registered during the days of its sessions. The liveliest interest was manifested in the proceedings from the opening remarks of the Mayor in the address of welcome to the teachers, to the last word of a charming little poem of Nellie McClung, with which she closed her address at noon on Thursday.

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IT is interesting to observe the increasing importance attaching to the teaching of Phonography in our public, elementary and high schools. The recent Convention of the Ontario Educational Association had on its program a number of valuable addresses on this subject and the requirements of the stenographer.

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Greatly to the regret of the Convention, the President of the Convention, Superintendent Carpenter, was unable to be present. The first Vice-President, Superintendent W. E. Hay of Medicine Hat, presided in a manner satisfactory to all.

Some of the notable features of the Convention were the following: A frank discussion in the secondary section of the Departmental examinations. Here those who set the promotion examination papers, representatives of the Department and the High School teachers, exchanged views in the hope of bettering the system. Without doubt this will help to give all the groups a better understanding of the whole problem. As a result, the Association passed a resolution recommending to the Department the advisability of raising the minimum to forty per cent. for the individual subjects, and to sixty per cent. for the general average.

The Association went on record as being in favour of the organisation of a Provincial Teachers' Alliance. In order that the fullest information may be in the hands of the teachers, no attempt will be made to complete organisation at the present time. A committee composed of G. Fred McNally, Normal School, Camrose; William Aberhart, King Edward School, Calgary; J. E. Hodgson, High School, Lethbridge; J. A. McGregor, Inspector of Schools, Lethbridge; Miss M. B. Tier, Central School, Calgary; Miss K. Chegwin, MacDougal School, Edmonton. G. W. Gorman, Inspector of Schools, Medicine Hat, was appointed to make a full investigation of the Alliance, and similar organisations at present in existence, to carry on an active propaganda during the year and outline a programme at the Convention a year hence.

Similar action was taken in the matter of teachers' pensions. A strong committee, under the leadership of Inspector Fife of Edmonton, will gather material on the subject, and present in a report a suggested pension scheme for the province.

On Thursday at noon, the Canadian Clubs of the city of Calgary entertained the members of the Association at luncheon. The ladies listened to Mrs. McClung while the men assembled in the dining-room of the Palliser Hotel to hear Principal Hutton of University College discuss, "Some of the minor differences between the British and the Germans". Both addresses were very fine and thoroughly enjoyed by the visitors.

Speaking generally of the effect of such meetings as the one just closed in Calgary, one feels that too much is attempted. The programmes are always crowded, and it is difficult to carry away all that one would wish to remain permanent. One wonders if more could not be accomplished if long reports of special committees were printed and placed in the hands of the members before the session in which they appear on the programme in order that more complete discussions might take place.