First War Number (Second Series)

The School

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The School

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Ontario Department of Education

Teaching Days for 1916

High, Continuation, Public and Separate Schools have the following number of teaching days in 1916:

January	21	July	
February	21	August	
March	23	Sept. (H. Schools, 19)	20
April	14	October	22
May	22	November	22
June	21	December	16
	122	(High Schools, 79)	80
		Total	202
		Total, High Schools	201

Dates of Opening and Closing

Open	3rd January	Close	20th April
Reopen	1st May	Close	29th June
Reopen	1st September	Close	22nd December
Reopen (H. Schools)	5th Sept.		

Note—Christmas and New Year's holidays (23rd December, 1916, to 2nd January, 1917, inclusive), Easter holidays (21st April to 30th April, inclusive), Midsummer holidays [from 30th June to 31st August (for High Schools to 4th September), inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (4th) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Wed., 24th May), and the King's Birthday (Saturday, 3rd June), are holidays in the High, Continuation, Public and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1916, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

Ontario Department of Education.

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

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

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

Teaching English to French-speaking pupils, 15 cents.
Manual Training, 25 cents.
Sewing, 20 cents.

(2) The revised editions of the following Ontario Teachers' Manuals, bound in cloth, from a local bookseller, or the publishers, The Copp Clark Co., Ltd., Toronto:

Primary Reader, 13 cents.
History, 14 cents.
Arithmetic, 20 cents.
The Golden Rule Books, 19 cents.

The following Ontario Normal School Manuals, bound in cloth, from a local bookseller, or the publishers, the Methodist Book and Publishing House, Toronto:

Science of Education, 32 cents.
History of Education, 29 cents.
School Management, 30 cents.

The Manual on Manners, 25 cents, from a local bookseller, or from the publishers, McClelland, Goodchild & Stewart, Toronto.

A discount of 20% off the prices of the Manuals listed under (2) above is allowed when the books are purchased from the publishers, express or postage charges being extra.

The Grammar, Geography and Nature Study Manuals will be ready by the 1st of January, and others will be issued as soon as possible.

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

Toronto, November 9th, 1915.

Vol. IV. TORONTO, JANUARY, 1916 No. 5

The School

"Recti cultus pectora roborant"

Editorial Notes

The Teachers' Honour Roll.—In the matter of the war the teachers of Canada have special duties. They must teach 'the war, its causes, and the interests at stake'. They must aid all patriotic, Red Cross, and recruiting organizations. By act as well as by counsel they must help to form and lead public opinion on the war. These special duties they are performing with singular devotion.

But the teachers of Canada have also the duties common to the citizens of Canada. They must enlist and drill. They must fight in the trenches and nurse in the hospitals. THE SCHOOL believes that, despite the remoteness of the teacher's life from war and its horrors, he will respond to the common duty. To test that belief it has made inquiries among the public or state schools of Canada. Although these inquiries were incomplete and the replies, therefore, both incomplete and perhaps in some cases inaccurate, the results more than justify the belief. The Honour Roll of Canadian teachers, a Roll to be supplemented and corrected, it is hoped, by the readers of THE SCHOOL, is given below:

ALBERTA:—Lieut. P. A. Beveridge, B.A., teacher of English in Calgary Collegiate Institute, with the 137th battalion; J. A. Cameron of Medicine Hat, with the third Canadian contingent; Staff-Sergeant E. D. Campbell, B.A., Calgary High School, with the first field ambulance corps; A. E. Exall of Chernowci School with the Princess Patricias; C. Q. Farmer, of Elmer rural school; Wm. Ferguson of Edwand School, with the medical corps; Lieut. H. Flood, physical instructor in Calgary Public Schools, with the 137th battalion; A. R. Gibson, M.A., Red Deer, with the 66th battalion; Lieut. E. G. Grant, Principal of Riverside Public School, with the 137th battalion; Lieut. Walter Jewitt, Central Public School, Calgary, in the 31st battalion; Geo. R. Johnston of Pobeda School with the Princess Patricias; Jas. W. Lang, with the 51st battalion; A. T. Livingstone of Oleskow School; Lieut. John C. MacHutcheon, art master, Calgary Schools, in the 15th battalion; Geo. W. McIntosh of Russia School with the Princess Patricias; John Parker of Bukowina School with the 19th Alberta Dragoons; Captain Nicholas B. Pearson, manual

training instructor, Calgary, in the 56th battalion; Alfred Peart of Wostok School, with the Princess Patricias; Lieut. J. H. Quanbury, Principal of Youngstown Public School with the 50th battalion; Leonard Sarah of Highlow School; A. M. Shook, Red Deer, with the aviation corps; Lieut. Stanley Walker, Calgary Normal Practice School, with the 89th battalion; Edgar L. Whittaker of Myroslowna School, with the 51st battalion; Sergeant F. Wilcock, manual training instructor, Calgary, with the 56th battalion.

MANITOBA:—Captain J. A. Beattie, B.A., special agent for consolidation of schools in Manitoba, a chaplain with the first contingent; Captain T. G. Finn, Inspector of Schools, Southern Manitoba, with the first Canadian contingent; Major Joseph McLaren, physical instructor, Brandon Public Schools (killed at St. Julien). James A. McGill, of Holland; J. Palmer, manual training instructor, Winnipeg, with the second contingent.

NEW BRUNSWICK:—Capt. A. L. Barry, eighth grade teacher in Harkins Academy, Newcastle, has been in uniform since the beginning of war, serving with the 73rd detachment at Newcastle, and is now transferred to the 132nd batt. C.E.F.; Alfred J. Brooks, B.A., Inspector of Schools; C. B. Burden, Fredericton, is at present gunner in the 23rd battery now serving at the front; Corp. Harold Davidson, Newcastle, is serving with the 26th batt. C.E.F.; Lieut. B. Douglas, assistant instructor in manual training in Moncton Schools, has received an appointment on the 132nd batt. C.E.F.; Lieut. C. J. Hanson, B.A., Principal of Riverside Consolidated School, with the 104th battalion; Major L. D. Jones, Principal of Superior School in Dalhousie, is junior major in the 132nd batt. C.E.F. Major Jones has served as commanding officer of the detachment 73rd regt. at the wireless station, Newcastle for the past year; Lieut. C. M. Lawson of the St. John High School staff is serving with the 26th batt. C.E.F. now at the front; Aubrey McLean, teacher at Centreville, Carleton Co. enlisted in the signalling corps of a western regiment; Lieut-Col. Geo. W. Mersereau, Inspector for the counties of Northumberland and Restigouche, in command of the 132nd battalion, C.E.F. now being mobilized in New Brunswick; Pte. Geo. Y. Mersereau of Blissfield, North County, enlisted in a western battalion and while in action received wounds from which he died; Lieut. H. S. Murray, manual training teacher in Chatham Grammar School, went with his company at the beginning of the war to Newcastle on home guard and was transferred to the 55th batt. C.E.F. now in England; Chauncey D. Orchard, Fredericton is with the cycle corps of the 25th battalion now in action.

NOVA SCOTIA:—Hugh Bell, M.A., of Morris Street School, Halifax, with the second Canadian contingent; Olin McNeill, Brazil Lake; Arthur J. Walker, Tusket, with the third Canadian contingent.

ONTARIO:—A. W. Archibald, Dufferin Public School, Toronto, with the 23rd battalion; David Barrager, Principal, Queen Mary Public School, Belleville, in Officers' Training Work at Kingston; C. R. Boulding, of Toronto Public Schools; Gerald Brimble, S. S. No. 1, Jaffray (near Kenora), with the 2nd contingent; Edward Burns, North Hastings, 39th battalion; Goldie Campbell, North Hastings, 39th battalion; T. T. Carpenter, Manning Avenue School, Toronto; Lionel Charlton, S. S. No. 7, McGillivray, in the 18th battalion; A. R. Clarry, Alexandria High School; L. B. Cook, Sarnia Collegiate Institute; Captain John P. Cowles, B.A., Principal of Dunnville High School, adjutant of the 114th battalion; Colonel J. J. Craig, B.A., Inspector of Schools, South Wellington, commanding officer of North Wellington overseas battalion; Cyrus Day, S. S. No. 11, East Zorra, with the 34th battalion; H. B. Dounan, North Hastings, 39th battalion; Cecil Drew, Principal Woodville Public School; John J. Dunlop, Williamstown; F. W. Elliott, Pape Avenue School, Toronto; Wm. R. Elliott, North Hastings, 80th battalion; Sergeant C. M. Ewing, M.A., Wingham High School, with the 83rd battalion; Lieut. Alex Firth, Principal of Orangeville Public School; Lieut. H. B. Galpin, Talbot St., Public School, London, with the 6th field battery; John R. Geddes, S. S. No. 5, East Oxford; Donald Gollan, Stormont Co., with Queen's College medical corps; T. E. Govenlock, St. Catharines Collegiate, with the 4th University Company; Captain R. R. Hartry, Chatham Collegiate Institute, with the 91st battalion; Lieut. J. I. Harvey, Chatham Collegiate Institute, with the 4th University Company; Norman Harvey, S. S. No. 11, Uxbridge, with the 37th battalion; W. F. Hiscox, of Stratford Collegiate Institute; S. Lewis Honey, Principal Bloomington Public School, with the 2nd Canadian contingent; O. Isaac, S. S. No.17, Haldimand; Major O. V. Jewitt, B.A., of Chatham Collegiate Institute, with the 33rd battalion; Stuart Laurie, Hamilton Public Schools, with the 12th battalion; J. Irwin Lean, S. S. No. 12, Hamilton; Harry E. Lee, Annette Street Public School, Toronto, with the 4th Canadian Mounted Rifles; Sergeant James McIntosh, Hamilton Public Schools, with the R.A.M.C.; Archie K. McMillan, Stormont Co., in the 73rd battalion; Lieutenant Ignatius McCorkell, S.S. No. 5, Mara, with the 34th battalion: A. H. McPhail, Grace Street School, Toronto; Lieut. Geo. A. Metcalfe, Principal Myrtle Street Public School, St Thomas, with the 1st battalion; Miss Bertha Merriman, Hamilton Public Schools, nurse at LaPanne, Belgium; Major W. C. Michell, B.A., Principal of Riverdale Collegiate Institute, second in command of the 95th battalion; Neron Mossop, S. S. No. 4, Harley, in the

Pioneers; Edwin T. Naylor, North Hastings, 80th battalion; John B. Naylor, North Hastings, 80th battalion; Lieut-Col. J. W. Odell, B.A., Cobourg Collegiate Institute, with the second Canadian contingent; George E. Pentland, M.A., Principal, Beamsville High School, with the 86th battalion; S. Elgin Percival, Guelph; Lieut. H. V. Pickering, M.A., of Stratford Normal School; A. E. Power, North Hastings, 39th battalion; G. P. Richardson, Huron St. School, Toronto; J. A. Rorke, Principal Port Carling Public School; Alden Sabine, S. S. No. 2, O'Connor (Hymers) with the 4th Universities' Company; F. W. Scott, Hillcrest School, Toronto; John Seater, S. S. No. 1 (near Fort William) with Camp Hughes field hospital; Major E. E. Snider, B.A., Principal of Port Hope High School, with the 139th battalion; Vance J. Stratton, S. S. No. 18, Sombra Lambton Co., with the 70th battalion; H. B. Trout, Principal, Richard's Landing Public School, with the 37th battalion; A. J. Wheatley, Principal, Utterson Public School; Sergeant Williams, St. Catharines Collegiate Institute; Major H. A. G. Willoughby, M.A., of Chatham Collegiate Institute, with the 33rd battalion; Sergeant W. J. Witthun, Hamilton Public Schools, in the 19th battalion; F. H. Wood, B.A., Malvern Avenue Collegiate Institute, Toronto.

SASKATCHEWAN:—Edgar Chatwin, St. George; Frank H. Clark, Yorkton; Captain Graham, physical instructor, Regina; A. W. Keith, Inspector of Schools; Captain T. E. Perrett, Principal, Regina Normal School; Ivan Sanford, Meyerling; S. P. Stewart, Principal, Strathcona School, Regina.

Junior Colleges:—The University of California is in the first rank of state universities of the United States. The High Schools of California with their trained staffs of graduates in arts are in the first rank of American High Schools. The state of California is very large and the High Schools, though fairly numerous, are often remote from the state University. As a result the typical four-year course of the American High School has begun to expand in California into a six-year course. The state university has not been slow to take advantage of the new tendency. It saw a chance to help the High Schools by encouraging a larger and longer attendance. It saw a chance to help itself by freeing itself from overcrowding in the junior classes. It did not hesitate. Subject to a few simple conditions such as inspection or examination or a general uniformity in curriculum it accepted the two additional years as the equivalent of the first two years of the University course in arts. The six-year High Schools thus became in effect *junior colleges* whose graduates passed without let or hindrance into the third year of the course towards the degree in arts.

The results, if one may judge from the report of a university committee, have been altogether good. A survey of the students of the third and fourth years of the University course in arts has shown that the students who received their first and second year training in the High Schools exhibit a higher average of scholarship than the students who come up regularly through the first and second years of the University course. In five years the number of High Schools to undertake the additional work has increased to twelve and the number of students engaged in the additional work has increased to 1500. As if to emphasize the happy results in California and to herald a movement which promises to spread throughout the United States, Missouri, Wisconsin, and Virginia have practically duplicated the action of California.

What will Ontario do? Our High Schools have six-year courses. Our High School sessions are long. Our High School teachers have more extensive professional training, on the average, than the High School teachers of the states of the Union. In the matter of inspection, examination, and uniformity of courses our centralised administration enables our High Schools to fulfil the conditions of acceptance more easily than the High Schools of any American State may hope to fulfil them. And yet the universities of Ontario are not interested. With misgivings and very grudgingly they have at last consented to credit the graduate of a six-year High School course with the *first* year of the University course in arts. The suggestion of a two-year credit for the one-year High School course would scarcely find a supporter in the councils of the universities. Why?

The Superannuation Bill.—When the Teachers' Superannuation Bill was before the Legislature of Ontario the Minister of Education called attention to the need of the endorsation of the teachers. The country would not accept a pension scheme which the teachers did not endorse. Official associations of teachers in the Province have now endorsed the scheme practically with unanimity. But there may be individual teachers "who have not had an opportunity of expressing their views or who have not felt free to do so". To make sure of even individual teachers the Minister has now asked every teacher officially for his opinion of the scheme. While the Minister's action is quite consistent and quite reasonable it is to be hoped that when the replies of individual teachers are before him he will give due weight to two pertinent considerations.

To the vast majority of its supporters the benefits of the scheme are remote in years. They view it with an enthusiasm that is well under control. But its opponents feel strongly. They do not intend to teach long enough to reap the benefits of the scheme and yet the scheme dips

at once into their pockets! They will be the first and most numerous to reply to the Minister's circular of enquiry. Are all opinions of equal value? It is for the Minister to say whether the vote of one who is a 'bird of passage' in the schools is equal in value to the vote of one whose life work lies in the schools.

This is the first pertinent consideration—the relative value of the two classes of opinion. The second consideration is even more pertinent —especially to the present administrators of education of Ontario. There is no doubt of the benefit of pensions to teachers and schools. All countries with pension schemes and all educationists are agreed as to that. No opponent of the Ontario scheme has yet ventured to question it. And whatever is a benefit to the schools the schools should have. This has been the persistent policy of the educational authorities of Ontario. In the pursuit of that policy they have often been bold enough to outstrip public opinion, and to override practical difficulties which at first seemed insurmountable. Shall this policy prevail in the present case? Here again the Minister must decide.

Book Reviews

Münsterberg and Militarism Checked, Charles W. Squires. Toronto, William Briggs, 1915. pp 241. Price $1.00. The reviewer finds it difficult to express an opinion about this book. Like the curate's egg it is excellent in parts. From the title we may gather that the author intended to answer the arguments put forward by Münsterberg, but this task proved so easy that he digressed and wandered far afield wherever fancy led him. He certainly has read a great many books about the war and his quotations are both numerous and good. But he does not appear to have any deep insight into current politics; the history of philosophy is his forte. The publisher advertises it as Canada's great recruiting book. This explains its weakness: a single aim was not steadily pursued, so between the two stools of patriotic appeal and calm refutation of Münsterberg, the writer has fallen down.

P. S.

Business Correspondence in Shorthand, (No. 7), being a portion of the letters contained in *Pitman's Twentieth Century Dictation Book and Legal Forms*. 40 pages, Price 25 cents. Isaac Pitman & Sons, New York. The Commercial Text Book Co. Toronto. This little book is an important extension of the series on business correspondence. It contains 38 letters dealing with nine important branches of business correspondence. The number of words in each letter is indicated and a key to all this correspondence is printed. For the teacher this book should prove very helpful: for the student who is doing a good deal of work for himself and who is in need of practice it should be an invaluable aid. Explicit directions for use are given in the preface.

Studies in Literature

O. J. STEVENSON, M.A., D. PAED.
Normal School, Toronto.

[NOTE:—The following are intended merely as appreciations of certain well-known poems, and no attempt has been made to indicate methods of teaching. From time to time, studies of poems from the Readers or from the prescribed literature will be included.]

THE SOLITARY REAPER

BEHOLD her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound!

No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt
Among Arabian sands;
A voice so thrilling ne'er was heard
In spring-time from the cuckoo-bird,
Breaking the silence of the seas,
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago.
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That hath been and may be again?

Whate'er the theme, the maiden sang
As if her song could have no ending,
I saw her singing at her work,
And o'er her sickle bending.
I listened, motionless and still;
And as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

WILLIAM WORDSWORTH.

The reaper of the poem was one whom a friend of Wordsworth's had mentioned in his journal describing his tour through the Highlands of Scotland. "Passed by a female"—so runs the journal,—"reaping and singing in Erse as she bent over her sickle, the sweetest human voice I ever heard. Her strains were tender and melancholy, and felt delicious long after they were no more heard."

Wordsworth had himself recently returned from a tour in Scotland, and perhaps these sentences in his friend's diary had recalled an experience of his own. But in reality it makes no difference whether Wordsworth had in mind a particular reaper or a particular place. It was because there was something of common human interest in the scene which his friend described that it appealed to him.

The reaper is singing, and her song is very sweet,—but it has a strain of sadness in it; and this "melancholy strain" appeals to us all the more because of the quiet valley and the unknown tongue in which the reaper sings. There is nothing to distract the mind of the listener from the simple music of her song; and as we see the reaper bending over her sickle and listen to "the plaintive numbers", we realize that in her work and in the sadness of her song there is a suggestion of the labour and

sorrow that is common to all human life. Whatever may be the theme of her song,—whether it is a story of "old unhappy far-off things," the battles of clans or the feuds of warring races, or "some natural sorrow, loss, or pain"—there is in it an all-pervading sadness that is a part of the lot of mankind.

And yet it is this undertone of sorrow running through life that gives its sweetness to the song and provides the music on which the heart of the poet loves to dwell. "Our sweetest songs are those that tell of saddest thought."

EPITAPH ON A JACOBITE

To my true king I offered free from stain,
Courage and faith; vain faith, and courage vain.
For him, I threw lands, honours, wealth, away,
And one dear hope, that was more prized than they.
For him I languished in a foreign clime,
Gray-haired with sorrow in my manhood's prime;
Heard on Lavernia Scargill's whispering trees,
And pined by Arno for my lovelier Tees;
Beheld each night my home in fevered sleep,
Each morning started from the dream to weep;
Till God, who saw me tried too sorely, gave
The resting place I asked, an early grave.
Oh thou, whom chance leads to this nameless stone,
From that proud country which was once mine own,
By those white cliffs I never more must see,
By that dear language which I spake like thee,
Forget all feuds, and shed one English tear
O'er English dust. A broken heart lies here.

MACAULAY.

The stone on which the epitaph is written is nameless and the grave is obscure,—so obscure that it is only as a matter of chance that the English traveller pauses as he passes by.

"A Jacobite," the traveller muses as he sees the heading on the stone. "A hateful Jacobite." And yet, as he reads the epitaph his eye softens; for though the name of Jacobite calls up bitter memories, the epitaph itself contains a story at which no Englishman could well remain unmoved.

It is a story that was all too common in the time of the later Stuarts,—the sacrifice of "wealth, lands, honours", and even love, in a hopeless cause. And yet the exiled Jacobite, though his struggle was in vain, was none the less a patriot too; and his exile was made bitter by the memory of home and friends, the trees and rivers and the white cliffs of his native land, and even the accents of his native tongue which he could no longer hear. The broken-hearted exile and the English traveller who was led by chance to pass his nameless grave had one emotion in common,—the love of home and country.

Elementary Geography--Representation

H. M. LEPPARD
Normal Model School, Ottawa.

FOR Form II. the Public School curriculum prescribes the study of "land and water forms". In many cases this has been taken to mean merely the memorising of definitions which are "perfectly true, perfectly general and perfectly meaningless" to a pupil from eight to ten years of age. He should *do* something about it—but what? The sand-table no longer gives sufficient scope to his energies. It is too small. In a large class there are many who are onlookers only. The answer may be found in the use of the school garden or a part of the playground. Experiments have shown that this is feasible. In the fall as soon as the vegetables had been harvested, a class of forty-five boys was divided into small groups, each under a leader, and given a marked-off section of the garden. Lessons began at three o'clock and lasted officially till half-past three, but usually unofficially till some youthful geographers had to be driven away at five o'clock, dirty perhaps but happy.

Fig. 1

With spades, hoes, trowels and hands, mountains were built (Fig. 1), showing features commonly taught in these grades. Individual groups modelled peaks, ranges, etc., which were connected later into extensive mountain systems.

The study of streams, however, proved to be even more attractive, especially as a convenient tap and the garden hose supplied real water.

Each group prepared a very orthodox channel, showing a few common forms with which they were acquainted, as falls, islands, capes, bays. Judging by the care with which they were made, these were supposed to "stay put".

Presently the water was turned on. There was great excitement.

"My island's gone!"

"Look here, sir, what do you call this?"

"It's cutting off my cape!"

Fig. 2

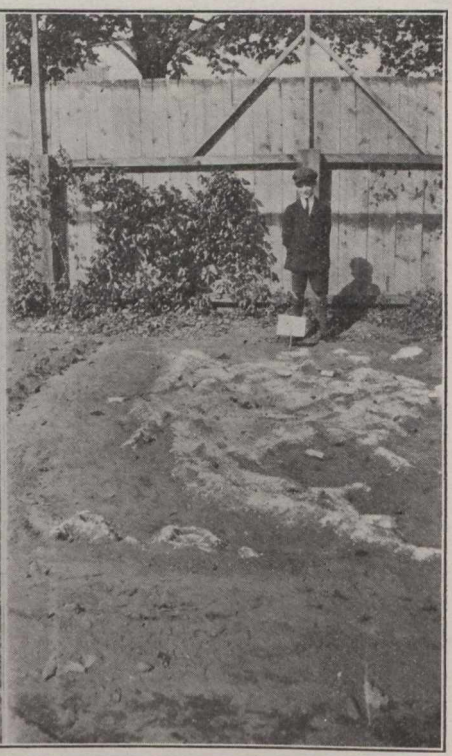

Fig. 3

"Where's my Rideau Falls? Oh, here it is, away upstream!"

"Sir, just feel how the water is cutting under this bank."

"Drake, don't touch that till we see what it does."

The study of local streams naturally received first consideration, but the field was extended to include others familiar through travel and pictures. This led to a consideration of lakes, and the season closed with the construction of a large model of the Great Lakes, on which several groups worked, one for each lake and one for the St. Lawrence outlet.

In some respects these little artificial rivers and lakes are more useful for the purpose than real ones, since experiments can be made and solutions worked out in a few minutes. The running water can be seen actually doing its work under conditions which can be changed at will. This suggests a phase of the work which should be kept in mind. The study should be observational, but if observation means simply analysing,

Fig. 4 (above) Fig. 5 (below)

naming and defining, something more is needed. The running water should be looked upon from the first as an agent changing the surface of the land, and thus affecting people. Many simple *problems* can be worked out. What seems to be the chief business of a river? What effect has the volume of water on its ability to do work? How can men get a river to work for them? How can a small stream make such a wide valley?

What does it do with the material it removes? What tools does it use? Can the overflowing of a river do good as well as harm? How?

The search for solutions to some such problems gives point to *observational* geography and prepares the way for what may be called *constructive* geography. Here new and unseen forms are built up by the constructive imagination through the regrouping or enlarging of observed forms, which serve as a concrete basis. Through the cutting of a miniature gorge by the water from the garden hose, a pupil gets some foundation for an idea of the gorge of the Niagara or of the Grand Canyon of the Colorado, and of how they are now being made.

This year in Form III. the same boys used the garden (Fig. 4) in their study of the general physical features of the continents. Plots 16 ft. by 12 ft. were assigned to groups of two, who worked together throughout. If one happened to be absent, his mate carried on the work alone. After the ground had been levelled, freehand outlines were drawn. For the first lesson no instructions were given regarding the helps to be used. A few pupils prepared outlines or more elaborate drawings; the rest trusted to memory or borrowed. For the following lesson nearly all came with some kind of guide. One ambitious member reported that he had at home a plasticine model he had made for practice. A large relief map (Fig. 2) was used for reference. (One made by the teacher or an older pupil would serve very well). It was instructive to see half a dozen boys at a time anxiously studying it—for a purpose. One of them, as he ran back to his model, was noticed tracing some particular feature in the air with his finger. He probably remembers the shape of it yet.

When the outlines had been finished, the soil outside of them was removed to depths which varied according to the judgment of those concerned (Figs. 2 and 3). The chief mountain chains and river systems were shown. The coast line in some cases, as in the model of Europe (Fig. 5), required retouching. The contrast between land and "water" was brought out by the use of common whiting.

Some hints have been given in regard to the organization which proved successful with these classes. In some schools it might be necessary to make very material changes to suit the amount of space and number of tools available. If either or both are lacking, it might be possible to try some modification of the home garden plan in summer, or to use snow in winter. Lack of experience on the part of the teacher or the size of the class, however, need deter no one. This year most of the work was conducted very successfully by the teachers-in-training in the Normal School, most of whom had had no practice in teaching any school subject. In previous years, even when the pupils were less experienced, it was found quite possible for one instructor to handle a class of over forty very energetic boys.

A Lesson in Primary Reading

Word Recognition Taught by the Phonic System

ANNIE E. CULLEN.
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Ease and dexterity in recognizing words must be acquired by the little child before he can be expected to utter intelligently the thoughts he grasps from visible language.

The Lesson to be taught is the recognition of words involving the new letter "g" (hard sound).

The Aim of the Lesson is the extension of the child's visual vocabulary by the attainment of a new symbol which represents a sound, very familiar to the ear but not to the eye of the pupil, thereby awakening a deeper interest in written and printed language and increasing his talent for recognizing it.

Previous to this lesson the pupil is able rapidly to assimilate into words as many as five sounds; distinctly to separate words with about five sounds into constituent parts; and is familiar with the sounds and symbols of the following letters, *a*, *e*, *i*, *o*, *u*, (short,) *h*, *m*, *t*, *p*, *r*, *s*, *n*, *c*, *l*, *f*, *d*, *b*. He also can read and write short sentences in which these letters are used.

Blackboard Preparation previous to the Lesson.—Under a curtain and in a suitable space on the blackboard are drawn small tents occupied by the soldier letters (the known small consonants) and in other tents under a Red Cross mark are the nurses (the vowels in small print). Consonants are printed in brown crayon while the vowels are in white or pale blue. Somewhere in the foreground is a Union Jack on a flag pole. Amongst the soldier tents is one occupied by the new recruit the letter "g", but he receives no attention when the time comes to draw back the curtain.

The pupils of the class, equipped with slates or paper pads and pencils, having been assembled before the blackboard the teacher proceeds with the lesson.

I. *Rapid review eye exercises to secure vigilance and anticipation.*

(*a*) The teacher prints the word "sent" on the board and rapidly the answer is given to this eye problem. By erasing one letter and substituting another which will build a word such a sequence as *lent*, *left*, *lift*, *loft*, *soft*, etc., or *trip*, *trap*, *tram*, *cram*, *clam*, *clap*, *clip*, *slip*, *slim*, etc., will bring forth rapid answers.

(*b*) The children in turn make the changes in words similar to the preceding exercise.

(*c*) Pupils are chosen to point to the letters in our military camp who when standing in order make such words as *clasp*, *frost*, *clump*, *crust*, *stump*, *blunt*, etc. (The curtain having been drawn aisde).

(*d*) The teacher now takes the pointer and indicates the letters representing *slant*, *lump*, *strip*, *spelt*, *split*, etc., the class raising hands quickly to utter the word. Finally the teacher directs the pointer to the letters in *dog* or *flag*, etc. No hand is raised and the children decide it is not possible to find out the word by themselves since there has been no acquaintance with the new recruit—thus

II. *The Children recognize the need of the sound of "g" before being empowered to use it.*

The word *flag* is printed on the board and the teacher tells the word. The class now divides it into its component sounds and as *f*, *l*, and *a* are former friends the last sound in *flag* must be that of the latest recruit. Each child must be able to vocalise the sound from his own analysis of the word. Other easy words containing *g*—*peg*, *gas*, *drag*, *gift*, *glad*, etc., are printed and the children whisper the answer to the teacher.

III. *Having learned the value of the new letter the child is shewn the written form that he may use it for himself.*

Carefully the different steps in writing *g* are presented. Attention is drawn to the ball-like form of the first part and to the loop in the second. The class easily decides that the letter is nearly related to *o*, *a*, and *d*; in fact that he is a soldier from the same family. Having correctly described the form in air with eyes open and with eyes closed and then on slates or pads, the pupils are ready for ear problems.

IV. *The new letter in use in Ear Problems.*

Words clearly pronounced by the teacher and recorded by the pupils on pads or slates (in writing only) as *gun*, *dog*, *fig*, *get*, *rag*, *big*, etc., are taken. The power of analysing the sounds in a word being automatic now, the child requires only distinct enunciation to enable him correctly to transcribe the word which should receive some sort of acknowledgment such as a chalk mark.

V. *Eye Problems.*

Eye problems should be alternated with ear problems. Words written or printed on blackboard or cards, the pupils assimilating the sounds which are connected with these letters, *gum*, *bug*, *frog*, *bag*, *gasp*, *grip*, *drug*, etc., may be used. Timely comments on the meaning of the words taken up must find a place. The children should be encouraged to make statements using them.

VI. *Sentences which include words containing the new symbol are now necessary.*

Eye and ear exercises in finished statements are now begun and the answers are accepted in a manner similar to the method adopted in ear and eye word problems:

(*a*) Sentences for eye practices.

1. Jim lent his gun.
2. Fred has a big mug.
3. Bob is glad.

(*b*) Statements for ear practices:

1. I had a bag.
2. Rob lost his dog.
3. Dan has gum.

Short connected sentences recalling the military camp will help in reading expressively.

1. Bob left his gun on a log.
2. Dan has a big flag at camp.
3. Fred sits on a rug in his tent.

Through previous reading lessons and language exercises the little child understands that diversity of meaning reaches the hearer through the emphatic word in a statement. He is eager to interpret the sentence from several view-points. The teacher may indicate by a coloured chalk mark where the emphasis should fall or may offer a question which will be answered by the sentence spoken in the wished-for way, the class directing where the emphatic word is. Thus in sentence 1, the teacher asks, "What did Bob leave on the log?" and the response comes with *gun* as the emphatic word. In sentence 2, the coloured stroke falls on *camp* and the class reads the statement indicating where Dan's flag is, etc., etc.

The class is dismissed by rapid word problems, a word involving *g* (hard) and formed only of known letters being printed then quickly erased. The power of coalescence of sounds is again called into use. The child shewing the upraised hand first, if speaking the word correctly, goes off to his seat. This process being continued the pupils slip away one by one to congenial work at seats.

The governor of Maine was at the school and was telling the pupils what the people of different states were called.

"Now," he said, "the people from Indiana are called 'Hoosiers'; the people from North Carolina 'Tar Heels'; and people from Michigan we know as 'Michiganders.' Now, what little boy or girl can tell me what the people of Maine are called?"

"I know," said a little girl.

"Well, what are we called?" asked the governor.

"Maniacs."—*Norfolk Virginian-Pilot.*

Nature Study for January

Animals' Preparation for Winter.

FOR SENIOR 2ND CLASS.

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Observations by the Pupils: Do you notice anything on your dress or suit after you put a cat down? What is it? Why did the hair come off?

Examine the coat of a horse in the fall. How many kinds of hair are there? In what respects do they differ? What is the purpose of the various kinds of hair?

At what season of the year do you find the feathers of fowl abundant on the ground and in the chicken-coops? Why does a fowl lose its feathers? In what respects do the inner and outer feathers differ? Describe the down feathers. What is made out of down feathers? Why?

Find out, from reading, how the bear passes the winter. Where does it sleep during this season? Find out where the squirrel passes the winter. What preparation of food does it make? Endeavour by reading to find whether bats migrate; if not, find how they spend the winter.

What common animals burrow holes in the ground? Of what value are these holes during the winter? What common animals change their colour during the winter? What is their winter colour? Why is the rabbit white during the winter?

What change takes place in the number of birds to be seen during the autumn? Where do the others go? Why? What happens to our ponds, streams, rivers and lake shores during severe cold periods? What class of birds find their food in these places? How would these be affected by the freezing? Where must these birds go then in order that they may obtain food? How long do they remain south? How do these birds know when it is time to go south? Do you consider animal instinct important? Why?

Information for the Teacher. In very cold countries people wear furs in order that they may keep warm. In the fall of the year, the father of every household, if he be wise, sees that he has his winter supply of fuel early in the fall, so that when cold weather begins he may start the furnace or coal-stove. The putting up of storm windows, and storm doors is another part of his task nor is the mother exempt from her share

of work. She must see that her children are comfortably clad with heavier coats, shoes, mittens and hats. She must also see that they wear warmer undergarments so that they can the more easily withstand Jack Frost's frantic efforts to make them feel uncomfortable.

But mankind is not alone in making preparation for the coming of winter. Animals, too, find it necessary to prepare for the cold weather and since they cannot don overcoats as can mankind they must resort to other methods.

Animals prepare for winter in various ways. We might deal first with those that remain home throughout the long cold winter.

In nearly every home are found such domestic animals as the cat and dog. The horse, too, is an animal loved by all children. When a kitten jumps from the arms of its little owner, it leaves behind on the clothing masses of hairs, for as fall approaches it is necessary that the kitten should have a newer and warmer covering of hair to withstand Father Winter. The horse also moults in the fall and develops an outer as well as an inner new coat for winter. Hence we notice the shaggy rough covering that the horse has during cold weather.

Nor are our common farmyard fowl left unprotected from the cold. The ground frequented by the fowl is found littered with feathers in the autumn. They develop a brand new outer coat of feathers, also an inner downy coat. Surely they could not want anything warmer because man likes nothing better than downy pillows or downy counterpanes since they are both soft and warm. The feathers too are well oiled. Just as raincoats shed rain and help to keep out the cold so do oiled feathers keep the cold and dampness from penetrating the body of the bird.

The bear is known as a hibernating animal. During the fall it eats a great deal, grows a thicker coat of hair and sleeps in a secluded place throughout the winter. The woodchuck too is a sound sleeper throughout the winter months. It can be brought forth from its hiding place and placed beside a warm stove. A half hour will elapse before it awakes. Nor is the bat seen flying about during the winter months, which indicates that its hibernation period extends from October till April. During this time they are found hidden in many crevices hanging suspended with head downward. One would think life extinct but when warm weather sets in they recover their former activity.

An animal that almost every child would like to possess is the squirrel. It ostentatiously stores up great quantities of nuts for the winter supply. But the chipmunks are even more thrifty. In August they have their holes dug and storing commences at once. During the same month they haul in their supply of oats and later their acorns and chestnuts so that they are well able to withstand even a long severe winter.

A very accomplished burrowing animal is the common groundhog, which spends the greater part of its time in its hole. During the winter it never stirs away from its home. Some rabbits, too, burrow holes in the earth. Others for protective purposes change their colouring; thus we find the varying hare white during cold periods of the year, whereas any other time it is gray in colour.

Of the birds remaining with us throughout the winter we find the ever familiar crow. The winter roosts of the crows are most interesting to observe. Here thousands of these birds sleep and in the morning, leaving the roosts, they forage over vast frozen areas. They flock mainly for companionship and encouragement. The dreary winter they cannot face alone and, as it is, long hard winters are often fatal.

However we notice that very few birds stay with us during the winter. There are thousands that cannot stand the hardships of winter. They must seek a warmer climate. These are called migratory birds and they include the most of our birds, many of which spend their winters in Central and South America.

Some certainly leave us in the autumn on account of the impossibility of obtaining a sufficient supply of food. Our ponds, streams, rivers and lake shores are frozen over during the winter months and thus water birds are deprived of their means of livelihood. They must go where there is open water and so they travel southward. Of this class the wild geese and ducks are the most familiar kinds.

No one tells any of the animals mentioned to make preparations for winter. Nature has endowed them with what is known as animal instinct and they are thus enabled to make provision for the advent of winter.

Book Review

Handbook of Latin, by J. Fletcher, M.A. Ph.D., Professor of Latin, University of Toronto. University of Toronto Press, Price $1.00. This is a revised version of the Handbook of Latin written by Prof. Fletcher a few years ago. It is intended for the use of University students and, as the vocabulary employed in the exercises is Ciceronian, the book could scarcely be made the regular text for a High School Honour Latin Class. However, the work has many features which entitle it to a place in the library of every teacher of Latin in Ontario. It is compact, orderly and well arranged. It treats in a clear and practical manner every point of syntax or grammar which can arise and the very full vocabulary which it contains makes it much more useful to the student than Prof. Fletcher's earlier book. But the part which every Latin teacher will find of the greatest possible value is that on the writing of continuous prose, pp. 161-191. These chapters present in a clear and simple yet comprehensive form the essential differences in idiom between English and Latin and should prove a revelation to any who have had difficulty with this part of the Honour work in Latin.

J. O. C.

In the Classroom

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V.

MISS ARNOLD has charge of a second grade in a large school where the "best lines" of the primary grades, formed in the basement at the ringing of the bell, are distinguished by a small flag which is carried by one of the boys marching in the front of such lines.

Whether or not a device of this nature is of any practical use depends upon the attitude of the teacher.

By chance, the visitor was in Miss Arnold's room as she was dismissing the pupils for recess.

"How many think that we can win the flag this time?"

Up went 21 little hands.

"That's good! Now, let us see if we are *smart* enough to win it!"

This appeal suggested that the teacher could enter into the "play spirit" of the child. She offered the suggestion that the flag could be won, not so much by being *good*, but rather by the exercise of some mysterious kind of skill. Also, by the use of "we" in that appeal, she included herself as a member of the class, a member intensely interested in securing a victory.

There are six flags and twelve classes; thus each class stands one chance in two.

In order to sustain the interest, and make the winning of the flag a more attractive prospect, there is a provision that when two classes have each won the flag ten times, they are granted a special game, in the play-room, during the regular lesson period, in which game (usually bean-bags, or ring-toss) one class vies with another for the highest score.

Also for the highest individual score there is a small prize, such as a pencil or apple, provided that the winner's general conduct in class has been satisfactory to his teacher.

Under Miss Arnold's direction this simple device is made a highly effective instrument in the general discipline of the class.

On a space on the board, reserved for the purpose, she keeps a record of the score of all the games played and the number of times that the flag has been won up to date. The numbers thus recorded are used for practical questions in arithmetic.

Oct. 1. Room 14 — 21	Oct. 15. Room 8, — 15
" 13 — 30	" 13, — 22

"What was our majority on Oct. 1 ?" "On Oct. 15?"

There is no difficulty in arousing the interest of the children in the foregoing questions. They are vital problems. But their interest must have the proper directing influence of a teacher who has kept alive in herself the "play spirit" of the child.

This play spirit is essential to the highest enjoyment of life. It is particularly essential to successful teaching. It may be utilised to give life and interest to every activity of the school programme.

Can we recall our own childhood interests? Can we remenber the kind of teacher we liked most? Can we remember the activities that we most enjoyed? Such recollections will be of immeasurable value in shaping our methods of directing the activities of our pupils.

It is one function of the teacher to strive to ensure that every pupil enjoys as many as possible of the rights of childhood. Such enjoyment is essential to his best development. To perform this function properly the teacher must never entirely lose sight of the mental attitude of the child.

Miss Arnold, in stimulating the boys to win the flag, is entering into the spirit of the game. She is their coach. The boys appreciate that attitude, and repay her by increased loyalty and industry. The boy will always be loyal when that sentiment meets with the right appeal.

Now, we have simply glanced into Miss Arnold's classroom, and observed one (seemingly trivial) incident. Yet that incident has its vital influence and is suggestive of Miss Arnold's resourcefulness and general attitude towards the child.

Can this resourcefulness be cultivated by every teacher? As one means, try diligent preparation of each day's work.

Little Tots' Corner for January

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"AS a little child". If your page of New Year's resolutions is not yet full, will you add this one:—"This year I will try to see things from the viewpoint of the little child—especially that freckled child with cross-eyes in the front seat whom I never quite understand". How often we fail just through not putting ourselves in the child's place, and seeing things through his eyes. This year when you give an order, when you deliver an ultimatum, in the background of consciousness ask "How will Johnnie receive that? How will he feel? Will he see it as I do?" Many times our demands would be modified if we could see the child-heart and read the effects there. A child's viewpoint may be so different from ours that he utterly fails to understand. One day at recess a little chap who loves to ring the bell to assemble the class was seen vigorously licking the whole top of the bell as it disappeared into his mouth. My viewpoint was expressed by sending him to wash the bell. His was expressed by the puzzled question "Is my mouth dirty"? Don't let your own childhood get so far away in the distance that you cannot rejoice with the child that rejoices and weep with the child that weeps.

Number Work. After the addition and subtraction facts up to and including 10 have been taught the work may vary. Some cities use the Grubé method, by which all the facts of a number are learned, e.g. $3+3=6$. $6-3=3$, $2\times3=6$. $6\div3=2$. $\frac{1}{2}$ of $6=3$. Where this method is used either multiplication or division may be taken after 10 is reached. Some teachers consider division easier; as breaking up is always easier than building up. In teaching $4\div2=2$ have class take 4 blocks and divide them into twos. "How many twos have you"? "How many blocks had you"? "How did you divide them"? "How many twos did you get"? Illustrate similarly with cards, boys, rulers, &c., and then make pictures of 4 things divided into twos e.g. 4 apples divided by putting 2 on each tree, 4 chairs divided by putting 2 into each room, 4 balls divided by putting 2 on each string, &c. One good picture drawn by the child to illustrate the fact is worth a whole page of the written fact $4\div2=2$. Illustrations are alive; figures are dead. Not only have varied illustrations of the fact drawn, but encourage the pupils to illustrate the fact orally, e.g. "I had 4 flowers; I put 2 in each vase, so I needed 2 vases". "A man had 4 horses; he put 2 into each

stall, so he needed 2 stalls". At first the fact may be read "four divided *into* twos" if the customary "four divided by two" seems difficult. Be careful however that the illustration bears this out. The picture for $6 \div 3$ should be 2 groups of 3 in each, or 6 divided into *threes*.

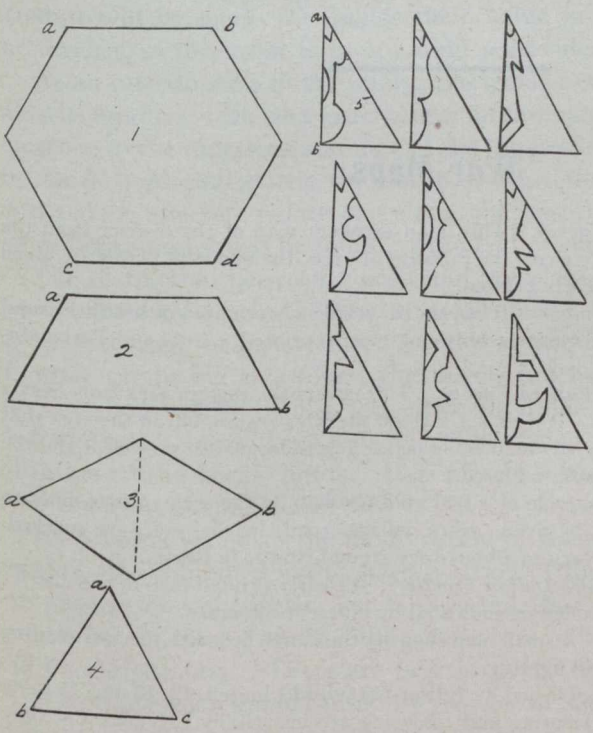
Notation. When nothing but addition and subtraction are taken in the first year, notation may be taught after 10 is reached. Give each child a bundle of splints or toothpicks, and have him count out 11. Put 10 of these into an elastic band, (very small bands 1 inch in length should be used.) Call this "a ten". "How many are left". "One". Call this "a one". Have class tell that 11 is composed of a ten and a one. Have them place the ten on the left hand side and the one on the right hand side. Have someone write 11 on the blackboard and show that the left hand 1 stands for the bunch of ten. Colour it in red chalk and under it draw a bundle of 10 strokes tied together. Show that the right hand 1 stands for the single 1. Leave it in white chalk and under it draw a single stroke. Have class tell what the red 1 stands for, what the white one stands for, that 11 is composed of a ten and a one. Deal similarly with other numbers up to 20. Drill as follows—"Show me one ten and six ones". Class place splints on desk as dictated. "What number have you"? "What do you see in 16"? "How many tens in 16"? "How many ones"? "What does 1 ten and 6 ones make"? "Write 16 on the blackboard". "What does this 1 stand for"? "Show me on your desk". Class pick up the bundle of 10. "What does this 6 on the blackboard stand for"? Class pick up the 6 single splints. Deal similarly with other numbers. Another day begin by writing a number on the blackboard and have class illustrate on desks, telling what each number stands for. Perhaps a child will place his tens on the right side, and his ones on the left. A remark such as "Why you are putting your horses in the pig-pen"! will often impress the importance of place better than a long explanation repeated, and will remind them that *place* is as important a factor in notation as it is in housing animals. Many, many objective lessons such as those illustrated should be given to insure that the child really understands notation.

Lessons in location. Have you noticed how many children are slow to recognize direction? If you say to a child "Point to the word at the end of the story" he may point to the first word—the word at the other end *viz.*, the beginning. As an experiment try your class on these:—right, left, up, down, first, last, beginning, end, second to last, third, fourth, middle, &c., using a line of words, line of children or words in a sentence for illustration. Many words of direction may be taught as physical drill. Class stand in right aisle, in left aisle; right hand up, left hand up; right hand down, left hand down; right foot forward, back; left foot forward, back; run back, run forward; run to left, run to right;

run to left, then back; run to right, then back; run north, south, east, west. Class sitting—put right hand on desk, on middle of desk, on right side, on left side; repeat with left hand; touch lower side of desk, upper side; hold hand under desk, above desk, &c.

Phonics. I spoke last month of drill on the phonograms or "families" as we call them. Take the "ed" family. There are at least 10 familiar words ending in "ed" viz., fed, bed, red, led, Ted, Ned, Fred, shed, sled, bled. On 10 small cards (half-inch) write the phonogram *ed.* On each of 10 cards write the intial letters *f, b, r, l, T, N, Fr, sh, sl, bl.* Put these into an envelope and label it with the family name *ed.* It is wise also to mark each initial letter-card with the family name, *ed,* in very small letters on the back, as this prevents them from straying into other envelopes. Such envelopes provide very profitable busy-work. Families may be made from the following phonograms:—

an—man, can, ran, tan, pan, fan, van, Dan, Nan, bran, plan, span.
ot—hot, pot, cot, dot, got, lot, not, rot, tot, blot, spot, shot, slot, trot.
it—hit, fit, pit, bit, lit, wit, sit, kit, slit, spit, flit, split.
at—cat, hat, pat, rat, mat, fat, bat, vat, scat, slat, flat, that, chat.
am—Sam, ham, tam, ram, jam, swam, slam, clam, cram, sham.



ap—cap, lap, rap, map, gap, sap, nap, tap, Jap, chap, trap, clap, slap, flap, snap, strap.
in—pin, tin, sin, fin, win, twin, din, spin, chin, skin, shin.
en—men, hen, pen, ten, then, when.
ee—see, bee, tree, free, knee, fee, three.
op—hop, top, mop, stop, slop, flop, chop, drop, prop, shop.
ell—bell, fell, well, sell, tell, Nell, Dell, spell, smell, shell, swell.
ill—fill, mill, till, bill, hill, will, pill, sill, kill, chill, swill, frill, still, drill, spill.
ut—hut, but, nut, rut, cut, jut, shut (put).

Cut a dozen or more patterns like No. 1, and have them in readiness for the first snow, when each snow-flake is clearly defined. Catch some flakes on a dark cloth and let the children see the six points. After a talk about the snow-flake, distribute the patterns, and have each child trace his on white paper, passing the pattern on as soon as finished. After tracing, cut out the hexagon, and use it as a pattern, so that each child may have several pieces ready to fold. Directions for folding snow-flake. Fig. 1. Fold *c.d.* to meet *a.b.* and figure 2 results. In fig. 2. fold *b* to meet *a* and fig. 3 results with the dotted line representing the folded edge. In fig. 3. fold *b* back to meet *a* and fig. 4 is obtained. Be careful in this folding that the fold is made *back* not to cover dotted line. In fig. 4, keep *a* as the uncut point, or the apex, when paper is loosened like a fan. Fold *a.b.* to meet *a.c.* and the paper is ready to draw the snow-flake designs. The teacher should draw a large triangle on the black-board and draw slowly with the class such designs as given. In fig. 5 keep *a.b.* as the last fold. Snow-flakes may also be cut from square papers, but the folding is difficult for young children. A large hexagon cut from paper 6 x 6 is a good size to start with, reducing the size as the children become more expert in folding and cutting.

War Maps

1. *The Seat of War in Turkey.* This is an excellent map of the district from the Balkans to Persia. It is very clear, the railways are red; the names of places are given in great detail and yet are clearly printed.

2. *Central and Eastern Europe.* It covers the whole eastern area of hostilities and has a good deal of detail in the names which are clearly printed. Italy and Turkey-in-Europe are included.

3. *Theatre of the War in Eastern Europe.* This covers the eastern area from Servia and Roumania to the Baltic. It does not include the Riga region, but in the area that it covers it is unsurpassed by any map yet issued. The railroads are very clear and the various elevations are differently coloured.

4. *Kowno.* This is an example of a real military map on the scale of four miles to one inch. Complete detail is given, every village, road, height, etc., are marked. It, of course, includes only a very small territory around Kowno in Russia.

5. *Seat of War on the Austro-Italian Frontier.* A clearly printed map of the district indicated. The various altitudes are indicated by different colours.

6. *Map of the North Sea.* A small map showing the North Sea with the surrounding areas. Valuable for the naval fighting.

The above six maps are published by Edward Stanford Limited, 12, 13 and 14 Long Acre, W.C., London. The printing and colouring are beautifully executed and they ought to be very useful for school work.

G. A. C.

The Phonetic Alphabet

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IN 1886 a small group of French teachers, who had found the use of phonetic symbols very useful in the teaching of English, founded the International Phonetic Association. The idea spread very rapidly and excited the interest of so many linguists and students that, in 1888, after numerous consultations with its members, the Association adopted an international phonetic alphabet, which, with a very few alterations, has been used ever since. The Association has been growing steadily in numbers and strength since that time so that at present there are members in almost every country in the world.

So many requests have reached me from teachers and students for a little further explanation of these symbols, employed in the High School French Grammar, that I shall endeavour in this article to make a few suggestions regarding their meaning and use. No attempt will be made to discuss their value in the class-room and to the teacher, as this value is to my mind self-evident.

As an introduction to the study, the teacher or student should make himself familiar with the mechanism of human speech, with special reference to the functions and uses of the lungs and windpipe, the larynx, the vocal chords and glottis, the mouth, the lips, the tongue, the teeth, the hard palate, the soft palate or velum, the nose and nose passages. A list of books useful will be found at the end of the article.

The distinction between voiced and voiceless sounds should also be clearly understood. In the English word 'buzz', for example, the sound of 'zz' is voiced, being produced by the vibration of the vocal chords. If, while producing this sound the fingers are held against the throat, the vibration will be plainly felt. On the other hand, the sound of 's' in the English word 'books' is voiceless, being produced without the vibration of the vocal chords. It is merely a hissing sound proceeding from the front of the mouth.

By a vowel we mean the modification of the sound produced by the vocal chords combined with a *fixed* position of the mouth which gives a *free* passage to the breath. It is essential that the position of lips or tongue be not altered during the production of the sound or the result will be a diphthong. There are practically no diphthongs in French.

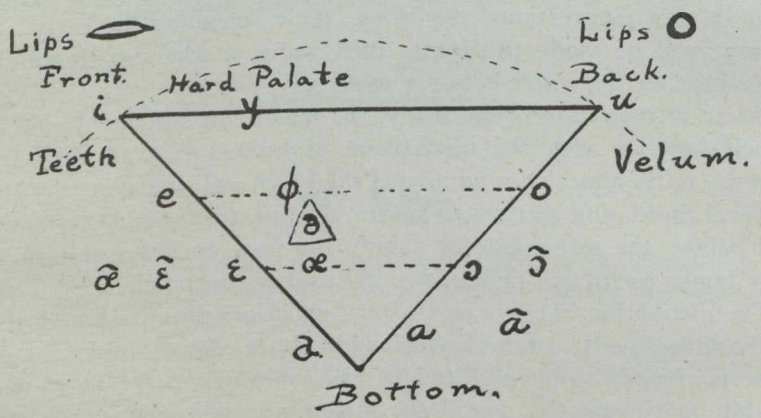
A consonant is a sound caused by *friction* or *stoppage* of the breath in some part of the mouth.

According to an English phonetician, "the great distinction between vowels and consonants is that in the former the mouth position merely modifies a sound which has been produced in the larynx, while in the latter the mouth position is the essential factor, producing a special friction sound." The distinction is consequently hard to define at times.

In the French language there are *sixteen* vowel sounds, *three* sounds called semi-vowels, and *eighteen* consonant sounds. Each of these sounds is separate and distinct from all others.

The phonetic alphabet is based on the principle of *one* symbol for *one* sound. The symbols chosen are based on the Roman alphabet. The new characters are as follows:—ɑ, ɔ, ɛ, ø, ə, ɑ̂, ɛ̂, ɔ̃, *œ̃, ɥ, ʃ, ʒ*, ŋ. The letters which have practically the same sound values in English and French and are represented by the same symbols are:—b, d, f, k, l, m, n, p, r, s ,t, z. In the alphabet no use is made of the characters, c, h, q, and x; c being represented by k or s, h being non-existent, qu represented by k, and x by ks or gz.

VOWEL SOUNDS.



In order to study the vowel sounds let us make use of the famous vowel triangle, which is intended to represent roughly the different parts of the mouth. The upper right hand corner represents the back of the mouth, terminating in the velum and back of the throat; the upper left hand corner, the front of the mouth, with the teeth and the hard palate, and the lower corner the bottom of the mouth. For the sake of clearness phonetic symbols will be indicated thus [a].

I. Back Vowels. Four in number, [*a*, ɔ, o and u.] They are so called because the tongue is drawn back in forming them, so that they seem to be made, as it were, in the back of the mouth. Begin with the

* The exact symbols are unobtainable here. See H.S. French Grammar.

sound, [ɑ] which is produced by opening the mouth normally wide, the lips being neither rounded nor retracted, and the tongue quiet and flat in its usual position when the mouth is closed. Compare the English 'a' in the word 'father'. Draw back the tip of the tongue a very little (causing it to rise slightly at the back) and slightly round the lips. The result will be the sound [ɔ], like the 'o' in Eng. 'not', but with the lips more definitely rounded than in English. Again draw back the tongue slightly and round the lips still more and you will have the sound [o], as in Eng. 'omen'. Draw back the tip of the tongue as far as possible and round and protrude the lips as much as possible and you will have the sound of the symbol [u]. Like 'oo' in Eng. 'boot'.

Now practise carefully the series [ɑ–ɔ–o–u], first as sounds, then with the key-words, pas, note, peau, tout, (short) and pâte, tort, côte, tour, (long).

Symbol	Position of tongue	Lips	Short	Long	Eng.
[ɑ]	at bottom of the mouth, in usual position when at rest.	normal, neither retracted nor rounded.	pas	pâte	father
[ɔ]	drawn back slightly, thus raising it at the back.	slightly rounded.	note	tort	not
[o]	drawn back still farther.	more rounded.	peau	côte	omen
[u]	drawn back as far as possible.	rounded and protruded as much as possible.	tout	tour	boot

Exercise for practice:—

[a] pas, pâte, trois, tasse, classe, jadis, nation, passer, gagner, bâtir.
[ɔ] comme, or, Paul, porte, homme, fort, votre, bonne, pomme, cocher.
[o] nos, vos, pauvre, autre, eau, sauver, haut, Vosges, gros, beau.
[u] nous, vous, cour, sous, tout, rouge, goût, août, doux, poule.

II. Front Vowels. Four in number, [a, ɛ, e, i]. They are so called because the tongue is advanced in the front of the mouth, thus raising it so as to diminish the space between the tongue and the hard palate. In forming them begin with [ɑ]. Advance the tongue very slightly from the position of [ɑ], and at the same time open the mouth wider. The resulting sound will be [a] much like the vowel in Eng. 'pat'. Advance the tongue still more and draw back the lips and you will get [ɛ], the vowel in Eng. 'bed'. Advance the tip slightly again, pressing the tongue firmly against the lower teeth, and draw back the lips still more, and you will get the sound [e] much like the vowel in Eng. 'grate'. Be careful in these sounds not to move the tongue, or you will produce a diphthong. Advance the tongue again so that it is almost opposite the

opening and draw back the lips as far as possible, and the resultant sound will be that of the symbol [i], as in the Eng. 'marine'.

Practise the series [a–ɛ–e–i], first as sounds, then with the key-words, patte, lait, ici, (short) and part, tête, été, dire, (long.)

Symbol	Position of tongue	Lips	Short	Long	Eng.
[a]	pushed slightly forward from the position of [ɑ]	opened wider.	patte	part	pat
[ɛ]	pushed farther forward from position of [a]	drawn slightly back.	lait	tête	bed
[e]	advanced slightly, (may be held firmly against the lower teeth).	drawn farther back.		été	grate
[i]	opposite the mouth opening.	drawn back as far as possible.	ici	dire	marine.

Exercise for practice.

[a] la dame, table, femme, soir, madame, a, quatre, arbre, moi, papa, boîte.

[ɛ] Elle aime, telle, belle, mère, faites, est, chaise, crayon, mais, même, lettre, sel.

[e] été, et, blé, j'ai les clefs des prés; mes, tes, ces, des.

[i] il, livre, lire, pire, tire, ici, qui, vive, lyre, hymne, rythme, île.

III. Front-Medial Vowels. Three in number. To form the first [y] place the tongue in the position for [i] and round the lips as if for [u]; the resultant sound will be that of [y]. Do not round the lips when uttering the sound; they should be rounded in anticipation. To form the second [ø] place the tongue in the position for [e] and round the lips as if for [o]; the resultant sound will be that of [ø]. Use the same precaution of not altering the shape of the lips while uttering the sound. The third is formed by placing the tongue in the position for [ɛ]. and the lips in the position for [ɔ], the resultant sound will be that of [œ].

Symbol	Position of tongue.	Lips	Short	Long	Eng.
[y]	as if for [i].	as if for [u].	pu	pure	
[ø]	as if for [e].	as if for [o].	peu	creuse	
[œ]	as if for [ɛ].	as if for [ɔ].	seul	peur	

The preliminary practice should be:—sound [i], round the lips and sound [y], draw back the tongue and sound [u]. Next series, begin with

the sound of [e], round the lips and sound [ϕ], draw back the tongue and sound [o]. Third series, begin with the sound [ɛ], round the lips very slightly and sound [œ], draw back the tongue slightly and sound [ɔ]. Repeat, [i-y-u]; [e-ϕ-o]; [ɛ-œ-ɔ]; then [u-y-i]; [o-ϕ-e]; [ɔ-œ-ɛ]. Then repeat with the key-words, short and long.

Exercise for practice.

[y] Tu eus plus d'une culbute; mur, plume, sur, lune, eu, sud, su, pu, rhume.

[ϕ] deux, peu, feu, veux; dieu, cieux, bleu, il veut deux œufs.

[œ] leurs neuf fleurs; sœur, bœuf, œuf, seul, peur, meurt, cœur.

IV. The Neutral Vowel. This is a vowel intermediate in sound between the sounds of [ϕ] and [œ], and is almost the same as the 'e' of the Eng. word 'the' unemphasized as in 'the book' with the lips slightly rounded. It is represented by the phonetic symbol [ə], and is the sound of the vowel in the words, le, me, te, se, ne, que, etc. It usually presents no difficulty to the student.

V. The Nasal Vowels. Four in number and represented by the symbols, [ɑ̃, ɔ̃, ɛ̃, œ̃].

During the pronunciation of the front, back and medial vowels, the velum or soft palate is so placed that the breath is not allowed to pass through the nasal passages. In the pronunciation of the nasal vowels the velum is slightly lowered so that the air passes freely through the nostrils and less air by way of the mouth.

Thus, to produce the sound of [ɑ̃], sound the vowel [ɑ]; then lower the velum and utter the same vowel not altering the position of lips or tongue; the resultant sound will be that of [ɑ̃]. To produce the sound of [ɔ̃], place the tongue in the position for [ɔ] and round the lips as if for [o], lower the velum and the sound resultant will be that of [ɔ̃]. If these two nasals are pronounced after one another, [ɑ̃–ɔ̃], rounding the lip carefully for [ɔ̃], the difference will be readily marked.

Similarly with the sounds of [ɛ̃] and [œ̃]. Place the tongue in the position for [ɛ], opening the mouth a little more as if for [e], lower the velum and you will get [ɛ̃]. Place the tongue as before for [ɛ], and round the lips as if for [ɔ], lower the velum and you will get the sound of [œ̃]. Practise [ɛ̃–] œ̃.

Symbol	Side view of mouth.	Front view	Short	Long.
[ɑ̃]	Same position as for [ɑ] but with velum depressed.	Same as for [ɑ].	tant	tante
[ɔ̃]	Same as for [ɔ], but with velum depressed.	Same as for [o] Lips well rounded.	bon	oncle

[ɛ̃]	Same as for [ɛ], but with mouth a little more open; velum depressed.	Same as for [e], but with mouth a little wider open.	fin mince
[œ̃]	Same as for [ɛ̃] above.	Similar to [ɔ] but mouth a little wider open.	un humble

Exercise for practice:—

[ɑ̃] grand, dans, enfant, champ, dent, temps, plante, tante, blanc, encre, gant.

[ɔ̃] mon, bon, son, pont, donc, oncle, ombre, compter, onze, trompe, tomber.

[ɛ̃] fin, vin, vingt, teint, sain, simple, main, joindre, bien, rien, plein.

[œ̃] un, aucun, chacun, parfum, humble, brun, quelqu'un, lundi.

SEMI-VOWELS.

These are three in number. They are represented by the symbols [w, ɥ, j]. When sounding the vowels [u, y, i], it will be observed that the lips are in such a position that the opening is very small. If, at the same time as the sound is made, the lips are rounded and then relaxed a little, a consonant sound will be produced. In all such cases the vowel in spelling is followed by another vowel, as in oui, lui, dieu.

1. Thus corresponding to [u], we have the consonant [w]. For example in the word, oui, [wi] the sound is not exactly as in the English 'we' but the lips are definitely rounded and relaxed quickly.

Examples: oui, [wi] moi, [mwa] voici, [vwasi] oiseau, [wazo].

2. Corresponding to [y], we have the consonant [ɥ]. Pronounce [y], rapidly rounding and relaxing the lips.

Examples: lui, [lɥi], bruit, [brɥi], ruer, [rɥe], lueur, [lɥœːr].

3. Corresponding to [i], we have the consonant [j]. Compare the Eng. 'y' in yet. Pronounce [i], rapidly rounding and relaxing the lips.

Examples: piano, [pjano], dieu, [djø], collier, [kɔlje].

CONSONANTS.

Those which have practically the same sounds as is usual in English are, p, b, t, d, k, g, m, n, f, v, s, (as in 'so'), z, (as in 'zone'), l and r. The differences will be found fully explained in the High School French Grammar, Introduction, Section M, pages xvii to xxi.

The new symbols are ʃ, ʒ, and ɥ.

ʃ like 'sh' in 'shine'. Examples: cheval, riche, chat, chercher, Charles, chou.

ʒ like 'z' in 'azure', Examples: Jules, (ʒul), rouge, (ru: ʒ), juge, (ʒy: ʒ).

ɳ almost like 'ni' in 'opinion'. In so pronouncing in English the point of the tongue goes up against the hard palate behind the teeth. In French the point should be held against the lower front teeth and the front of the tongue raised and pressed against the hard palate.

The work of the Phonetic Association has been hampered very much by the war, but the little magazine, "Le Maître Phonétique," is still being published. Subscriptions (70 cents per annum) may be sent to

Prof. J. Home Cameron, University College, Toronto, Ont.

Mr. Robert Morris Pierce, 143 West 47th Street, New York City.

The phonetic type is now being used by a great many of the best publishing houses in Great Britain and America. The principal British firms are: The Macmillan Co., J. M. Dent & Sons, Oxford Press, Cambridge University Press, G. Bell & Sons, A. & C. Black, Geo. G. Harrap & Co., Blackie & Son, Rivingtons; the American ones, Charles Scribner's Sons, D. C. Heath & Co., Ginn & Co., Henry Holt & Co., The Languages Publishing Co.

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Professor Blank is something of a crank in the matter of correctness of speech. Occasionally, according to the Youth's Companion, he makes himself unpleasant, not to say disagreeable, to those about him by calling attention to their lapses from good English.

"What is the use, Cornelius," said his wife to him on one occasion, "of your trying to reform people's way of speaking? A language is like a great river. It takes its own course, and you cannot control it."

"Ah, but you can," replied the professor. "You can—at the mouth. Look at the Mississippi jetties."

Teacher—"Now, little Tommy, give us an example of the double negative."

Little Tommy—"I don't know none.—*New York Globe.*

The December Competition in Art

AWARDS FOR DRAWINGS OF STILL LIFE OR OF LANDSCAPE IN COLOUR

I. Public School Prize Winners.

First Prize; Blanche Collins, Sr. IV, Paisley Public School;
Teacher, Cora R. L. Fisher.

Second Prize; Irene Thompson, Sr. IV, Oshawa Public School;
Teacher, J. W. Garrow.

Third Prize; Elsie Hasham, Sr. I, Simcoe St. School, Niagara Falls;
Teacher, W. Yarwood.

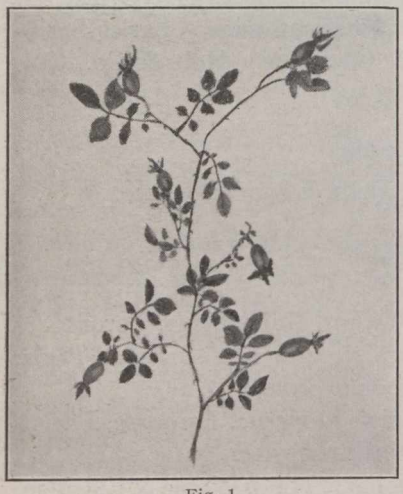


Fig. 1
First Prize (P.S.)
Blanche Collins, Sr. IV, Paisley Public School.

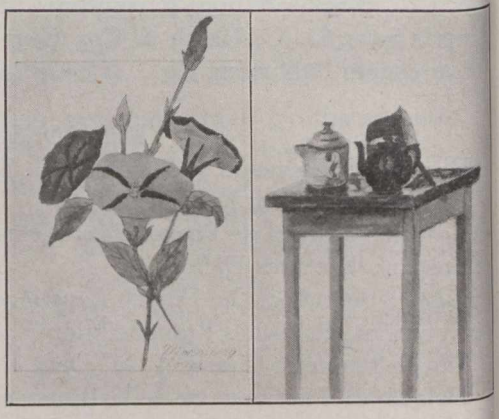


Fig. 2
Second Prize (P.S.)
Irene Thompson,
Sr. IV, Oshawa Public School.

Fig. 10
Special Prize for Merit,
Mary O'Brien,
Form III, Loretto Convent, Stratford.

II. High School Prize Winners.

First Prize; Gordon Grant, Form III, Berlin Collegiate Institute;
Teacher, H. W. Brown, B.A.

Mary McGrath, Form III, St. Joseph's Academy, Lindsay;
Teacher, Sister M. Pauline.

Second Prize; Veronica Boase, Form II, St. Catharines Collegiate Institute.
Teacher, Eva J. McKenzie.

Frieda Schneller, Form II, Berlin Collegiate Institute;
Teacher, H. W. Brown, B.A.

Mary McGrath, Form III, St. Joseph's Academy, Lindsay.
Teacher, Sister M. Pauline.

Third Prize; Sally Muir, Form II, St. Mary's Academy, Windsor;
Teacher, Sister M. Cyrilla.

Special Prize for Merit; Emma Bray, Form II, St. Catharines Collegiate Institute;
Teacher, Eva J. McKenzie.

Mary O'Brien, Form II, Loretto Convent, Stratford;
Teacher, Sister M. Claudia.

Mention for Merit; Teresa Burns, Alicia Macdonald, Nellie Brosnan, Mary Kingsley, Edith Ballard, Vivian Donley, Kathleen Murphy, Marie Denomy, Mary Teahan, Margaret Brock, Helen McCann, Frances Lasseline, Beth Pennengton, Isabel Muir, Mary Sinclair, Helen Pratt, Eva Walker, Anna Taillon, Jennie A. Lossing, Hector McFarlane, Ellen Diener, Mabel Hunt, Reta Carrnack, Annie Kincaid, Jack R. Little, Mary Laidlaw, Anita Collins, John Newell, Beatrice Grasswick.

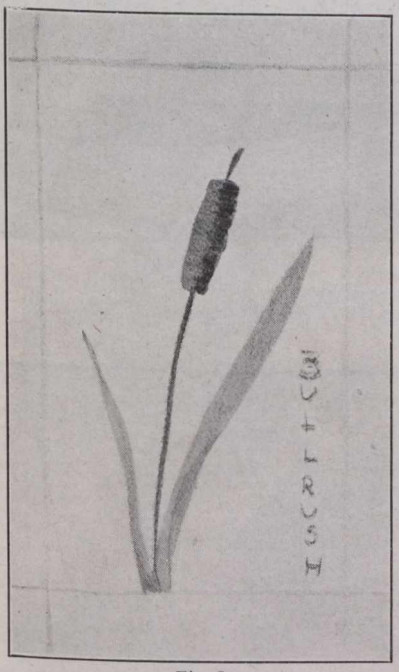


Fig. 3
Third Prize (P.S.)
Elsie Hasham, Sr. I, Simcoe St. School, Niagara Falls.

The accompanying reproductions of the prize drawings will be a pleasant surprise to those who are not aware of the rapid advancement that is being made in this department in our schools. The colour handling was very good. The relative merits of this cannot, however, be judged from a reproduction in black and white. The cost and the lack of space alone prevent the reproduction of many other drawings of real merit, which were entered in this competition. So great was the difficulty in making the awards in the High School Department that it was felt an adjustment could be made only by granting two firsts, three seconds, and two special prizes. Altogether, gratifying results have attended our first contest in art.

The monthly competition is arranged to suggest profitable work in accordance with the regulations outlining the courses in art. THE SCHOOL

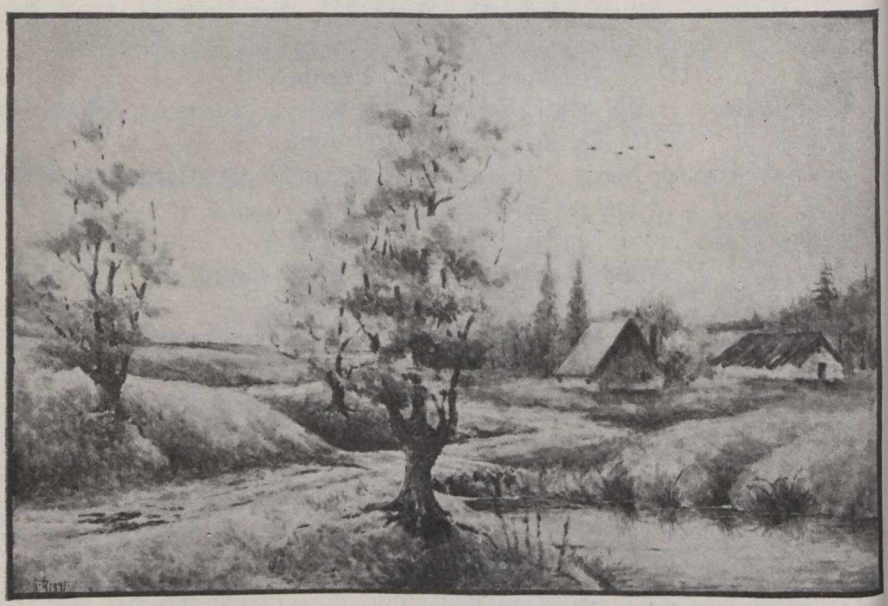


Fig. 4.
"An Autumn Landscape."
First Prize (H.S.) Gordon Grant, Form III, Berlin Collegiate Institute.

Fig. 5.
First Prize (H.S.) Mary McGrath, Form II, St. Joseph's Academy, Lindsay.

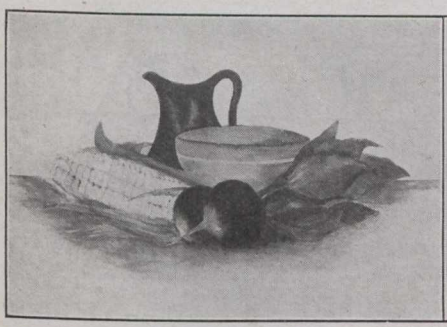


Fig. 6.
Second Prize (H.S.) Frieda Schneller, Form II, Berlin Collegiate Institute.

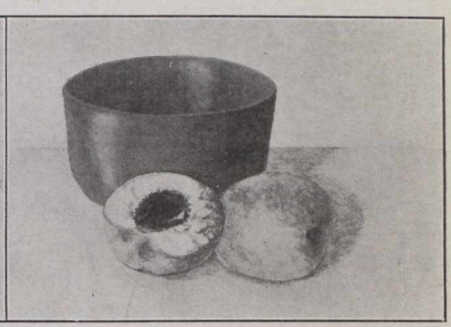


Fig. 7.
Second Prize (H.S.) Mary McGrath, Form III, St. Joseph's Academy, Lindsay.

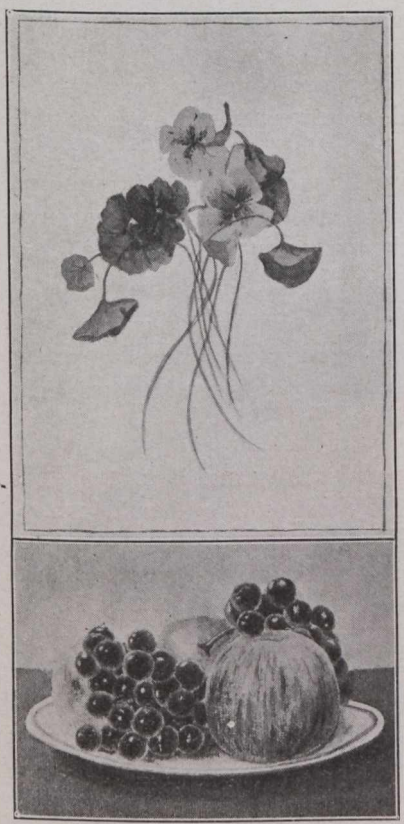


Fig. 9 (above.)
Third Prize (H.S.) Sally Muir, Form II, St. Mary's Academy, Windsor.

Fig. 8 (below.)
Second Prize (H.S.) Veronica Boase, St. Catharine's Collegiate Institute.

would suggest that the teachers of art who read these notes enter a few of the best drawings that comply with the advertised conditions, and thus by an exchange of ideas through their pupils' work increase the interest in this important department of education.

Mounted drawings are more easily handled for reproduction. But care should be taken to choose a mount which will harmonise with and not dominate the drawing. Many mounted drawings received for this competition had buckled badly because the drawing had been entirely fastened to the mount. Unless one has skill in doing this it would be better to fasten the drawing to the mount by using but a narrow edge of paste along the top of the drawing.

Faults exist in some of these drawings. Set your pupils to work to discover an instance of faulty perspective, faulty spacing. How would they improve the stems of the nasturtiums?

Picture Study

THE GREAT SACRIFICE.

REVERENTLY we approach the study of this picture which in the language of Dr. Stephen Paget "has turned railway book-stalls into wayside shrines" throughout the Empire. By a wonderfully consoling conception the artist has linked the divine and the human in the act of supreme sacrifice. The upright vision of the crucified Christ echoes the outspread form of the prostrate soldier lad whose hand trustingly rests upon the Saviour's wounded feet. The bullet-pierced brow of the human sacrifice is glorified by a radiance which emanates from the halo about the thorn-crowned brow of the divine. The Saviour's smile of approval rests lovingly upon the placid countenance of the hero who rests from a duty well done. And so between the two figures of the picture there passes and repasses a beautiful interchange of feeling, sustained by a skilful choice of colours, play of light, and grouping of details. How perfect is the communion established, how concentred the interest by the touch of faith and the responding smile of love.

"In my hand no price I bring,
Simply to Thy Cross I cling."

The distant sky may be smoke-laden and lurid with bursting shrapnel; yet over the foreground there reigns the spirit of ineffable peace.

"The toppling crags of Duty scaled
Are close upon the shining table-land
To which our God Himself is Moon and Sun."

The lessons so powerfully portrayed by this picture should not be neglected by the teacher when he studies it with his class. "The pressing need of the present age is to read these two sacrifices together," says Professor John Adams in his timely book, *The Altar-Fire of War*. "The one illumines and interprets the other, the divine crowns the human." At an inestimable cost of precious lives the Empire is striving to pass on to the children a heritage of unsullied national honour and of true British freedom, and, moreover, by the sacrifices which the great war demands it is bringing into closer intimacy the human with the divine. S. W. P.

[NOTE—Our grateful acknowledgments are due *The Graphic* for the use in this number of a reproduction of its beautiful war picture "*The Great Sacrifice.*" This picture appeared, as a coloured supplement, with the Christmas number of *The Graphic*, London, Eng., in 1914. It may be purchased from *The Graphic* and should be framed and hung in every school in the Empire.]

"THE GREAT SACRIFICE."

Published by *The Graphic.* Painted by James Clark.

"Greater love hath no man than this that a man lay down his life for his friends."

A Literature Lesson for Second Book Classes (Grades III and IV)

FRED. E. COOMBS, M.A.
Faculty of Education, University of Toronto

N.B.—My treatment of the following poem is rather detailed. General suggestions have been purposely omitted. Consequently it would be advisable first to read the article on page 326 of the December number where the teaching of literature is treated in a general way.

LULLABY.

Sweet and low, sweet and low,
  Wind of the western sea,
Low, low, breathe and blow,
  Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
  Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
  Father will come to thee soon;
Rest, rest on mother's breast,
  Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
  Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

TENNYSON.

This is one of the rarest and most precious gems of literature, nevertheless it lies within the interest and the capacities of the pupils of Form II.

Mother-Love is the earliest, deepest and most basal emotion of the human heart. To have the opportunity of presenting this poem to boys and girls when *hero-worship* is uppermost is a privilege indeed.

I. Preparation—(a) *By Teacher.* Mother-love lies at the heart of the gem. And Tennyson, that master artist in the blending of thought, form and rhythm has portrayed this thought in his own inimitable way. First comes the mother's prayer, so simple, so pure, so soft, for the father's safety, then the refrain of assurance which inspires faith and trust in the childish heart. These are woven into a lullaby of such exquisite melody that the babe is lulled into slumber. Read it over and over until the beauty of its thought and music takes possession of you.

(b) *By Pupil. Remote.* During the opening exercises or recreation intervals have the pupils sing some of their old favourite lullabies, e.g. Rock-A-Bye-Baby. In the period set apart for the study of history civics and social life make a study of life in a fisherman's village. Make this study as realistic and concrete as possible. For example, have abundance of pictures illustrating the different scenes and activities; intersperse the study with stories from real life, as for example those told by Dr. Grenfell of Labrador; contrast the life of the pupils with that of the children in the fisherman's village. Emphasize the extreme poverty that often attends their simple lives, hence the utter dependence of the mother and children upon the father, the dangers to which the father is momentarily exposed, the simple faith and trust in God which such a life usually instils.

Do not make any conscious connection between this work and the literature which is to follow. *Give them the key to the interpretation but allow them to use the key for themselves.*

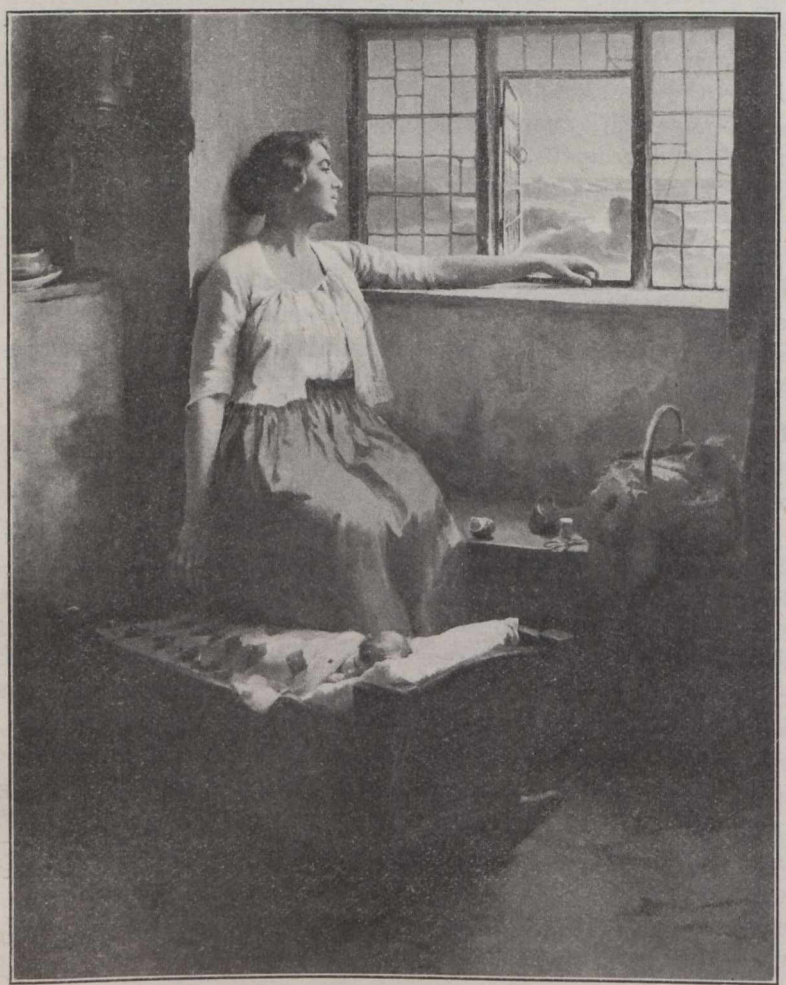
Immediate. Introduce the poem by a short talk about their mother, the sacrifices which she has made for them, some of their earliest recollections especially those associated with her lullabies, the chief characteristics of the lullaby, viz., its soft music and its power to inspire faith and trust.

II. Presentation.—Give some such problem as the following to your class: I am going to read you a short poem, in fact I am going to read it twice. The first time I wish you to use your ears, the second time your eyes. As I read it the first time I wish you to listen and tell me the most outstanding characteristic of the poem that your ear can detect. The teacher now reads and if she has prepared the lesson as advised, if she has even hummed over this poem as set to music by J. Barnby, she cannot fail to impress the child with its soft cadences (s is the hush letter) and exquisite melodies I am sure all your pupils will be able to give you these characteristics. Now read it again asking them to use their mind's eye and image for themselves the picture which is presented. A few well-directed questions will lead them to the main thought of the lesson. For example, what did you see in your picture? A mother and her babe. What feeling has this mother—or any mother for that matter—for her babe? Love. What idea does the poet wish to convey to us in this poem? Love of the mother for her baby. Now read again in order that the pupils may more fully appreciate these ideas.

III. Detailed Study—Under no condition attempt to get natural divisions for such literary gems as this. They are incapable of division or dissection. However, lead the class to see that the first stanza is a prayer for the father's safety, but a prayer so unstudied, so natural, so full of heart-throbs that its quiet whisperings well forth into soft harmonies.

The second stanza shows the real spirit of the lullaby. Emphasize the mother's endeavour to instil faith and trust in her child. Beyond this the detailed study should not go.

IV. Self-Expression—No child can come to a full appreciation of such a poem in a single lesson. Provide abundant means of self-expression to insure such fuller appreciation. Have the pupils memorize the poem. Obtain the music and have the pupils sing it. It is well worth the trouble.



Endless topics in oral composition spring naturally from such a lesson. Picture study lessons are of inestimable value. This poem was treated as a picture study on p. 564 Volume I. of THE SCHOOL. The picture is here reproduced. The February number will contain a picture study lesson from a painting by a different artist.

The Junior High School Entrance and the New Regulations

THE Regulations of 1915 have now reached every Public and Separate School in Ontario. Have you read them? They are a storehouse of information and counsel. Only the teacher who is indifferent as to the school law or who is self-sufficient as to school wisdom can afford to neglect them.

THE SCHOOL intends to refer in detail in its next few issues to the changes effected by these new Regulations. In this issue it summarizes the changes in the law as to the admission of candidates to the High and Continuation Schools. The constitution of the Entrance Board remains practically unchanged. Where the Entrance Board includes several inspectors the inspector who is elected to the post of secretary cannot claim the post in perpetuity. The Board is to elect the secretary *from time to time*. The Board, and not the secretary, is to decide also when an assistant secretary is required and is to appoint him. The Board, moreover, and not the municipal councils or educational authorities, is to appoint such assistant Examiners as may be required in the terms of the law.

When the Entrance Board has decided as between admission on certificate and admission on examination it must announce its decision *promptly* to the inspectors of the Separate and Normal Model Schools of the district. This is a simple act of justice to schools which may suffer from delay or oversight. To make clear what has hitherto been implied and to safeguard the rights of all pupils and parents, it is specially provided that where candidates are admitted on certificate a candidate who has not been so admitted is "entitled to take the written examinations in the subjects of either Group or both Groups". No change has been made in the list of subjects for admission. Hitherto with the Minister's approval and on the recommendation of the inspector the Board has allowed the teacher some latitude in the selection of his topics and sub-topics for the courses in art, nature study, and hygiene for Form IV. Henceforth this privilege is to be withdrawn in regard to hygiene. The whole course must be taught. It is to be hoped that the progress of the schools in art and nature study will soon remove those subjects also from the list of exceptions to the general procedure in the schools.

Spelling is the only examination subject to be seriously affected by the New Regulations. There has been much confusion among the Entrance Boards as to the 'schemes of valuation' in this subject and

much unfairness to candidates may have resulted. The New Regulations repeat the old rule as to the two-mark deduction for each misspelt word but require also a one-mark deduction for each misuse or omission of capital, hyphen, or apostrophe. This amended rule, it must be added, will not remove all the unfairness. There is much confusion in the use of capitals and hyphens even among the best authorities. Will not each Board be a law unto itself?

Perhaps the most fruitful source of trouble in the past in connection with the Entrance examination has been the Board's delay in settling special cases. This delay may have been due to the absence of the members of the Board on vacation or to the press of business at the opening of the new school year. The New Regulations are quite peremptory in the matter. All special cases must be settled *before* the High Schools open in September, and all complaints, petitions or appeals must be submitted early enough to permit of such settlement. The date of the submission of complaints or petitions to the Board is not happily defined, it must be confessed, but well enough to make clear the determination of the Department of Education to prevent the delays that have so often handicapped the entrant in the early days of the new school year.

The Board's decision as to the acceptance or rejection of candidates listed in the principal's certificate must be made known to the principal in due time and by the principal must be communicated to the candidates concerned. The information thus passed from Board to principal and from principal to candidates is provisional, very important and not self-explanatory. Freely or carelessly used it may excite local feelings and create local unrest. The Regulations now forbid the principal, who, of course, is not the duly-constituted authority in the premises, to give any information on the subject to the general public.

Some slight changes have been made in the Reports of the Board and in the method of transmitting them to the authorities. To meet a situation that has sometimes provoked irritation, the law now declares that the High School Board is entitled to a list of the successful Entrance candidates with their addresses. The secretary of the Board must furnish it. To lighten the labour at the Department of Education of reviewing the recommendations of the Board the Department will provide a new form of Report in which the candidates will be classified as (1) those who have passed *without* a rereading of the answer-papers, (2) those who have passed *with* a re-reading, and (3) those who are recommended for pass standing on special grounds. The answer-papers of the first class of candidates must be retained in the care of the chairman of the Board for a year. The answer-papers of the second and third classes must be forwarded to the Department of Education

with the Report for review by the Department. It is to be noted that these answer-papers include the answers, if any, of candidates in the Group I subjects as well as Group II. The question-papers in Group I must also be submitted to the Department of Education in connection with this review of results by the Department.

On the whole, then, the changes in the law with regard to admission to the High Schools are few. Such as they are they require greater precision and greater promptness in the action of Entrance Boards.

Book Reviews

Written English by Edwin C. Woolley, Ph.D., Boston, D. C. Heath & Co., 1915. A combination grammar and composition designed for High School classes. It has a complete set of exercises. G. M. J.

Chemistry of Common Things, by R. B. Brownlee, R. W. Fuller, W. J. Hancock and J. E. Whitsit. 616 pages. Published by Allyn and Bacon, New York City. This excellent book is well worth the study of the science teacher as it shows how numerous are the applications of chemistry in the phenomena around him and to the manufacturing industries. Its title well expresses its scope. After hastily discussing the fundamental facts and theories of chemistry it shows the application of these to such common things as ventilation, chemical purification, fuels, oil and gas light and foods; and to such processes as bread-making, cleaning, ink making, action of paints, dyes and varnishes, glass making and numerous others. All of these are discussed in a very simple manner and would be quite intelligible to a High School pupil who has had a year at chemistry. It is an excellent book for the school library and should furnish abundant material to the science teacher to use as illustrative examples of the practical applications of chemical principles. G. A. C.

Robert Louis Stevenson, by Amy Cruse. 183 pages. Price 1s. George G. Harrap & Co., London. An interesting and well-written biography.

The Book of Judges, by H. C. O. Lanchester, M.A. 107 pages. Price 1s. 6d. Cambridge University Press, London. The text of the book is given with notes and an explanatory introduction.

Rational Athletics for Boys, by Frederick J. Reilly, Principal of Public School 33, New York City. Cloth. 128 pages with 29 half-tone photographs. 90 cents. D. C. Heath & Co., New York, Boston, Chicago.

Economic Zoology and Entomology, by U. L. Kellogg and R. W. Doane. 532 pages. Numerous illustrations. Published by Henry Holt and Company, New York. This excellent book consists of two parts: the first and longest part deals with zoology in general, describes types of the chief phyla and gives a classification of the major groups. It stresses the economically important animals and describes their relation to industry. This part is complete in itself. The second part deals with the economic side of entomology and describes the chief insects injurious to trees, fruits, vegetables, field crops, etc. It also discusses the relation of insects to disease and gives direction as to how they can be controlled. The illustrations are excellent, many of those from Kellogg's Elementary Zoology being incorporated. It can be recommended to Canadian teachers.

G. A. C.

The Causes of the War*

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

Triple Alliance and Triple Entente.

TO follow intelligently the sequence of events between June 28th and August 4th, 1914, one must hark back to history. The growth of alliances among the powers of Europe since the formation of the German union in 1871 has produced the Triple Alliance of Germany, Austria, and Italy on the one hand, and the Triple Entente on the other. The Triple Entente consists of an understanding between Britain, France, and Russia, the two latter being more closely united in the Dual Alliance. After the defeat of France in 1870, Germany made rapid strides in population and wealth, while her military strength, under the controlling influence of Prussia, grew even faster than her industry and science. Thus she presently became a force in the councils of European nations. For a time Germany and Russia were in close touch, but soon divergent interests began to estrange them. The sentiment of the Russian people had been always anti-German and the Balkan policy of Russia had brought that country into opposition with Austria, a neighbour whom Germany was now interested in supporting. Hence, in 1879, a secret treaty was made between Germany and Austria, and in this union we discern the beginning of trouble. To the dual combination Italy was added three years later, and the Triple Alliance has continued ever since.

On the part of the other three nations, not till after 1890 was there concerted movement to offset the Triple Alliance. The cautious Bismarck had even courted the friendship of Russia, and there had been causes of contention between Britain and each of the other two countries. After the fall of Bismarck, however, the policy of Germany under Kaiser William II became so much more aggressive as to occasion alarm. The first result was the Dual Alliance of 1896 between France and Russia for mutual defence. This gave France some sense of protection against attacks upon her Eastern border, which she had dreaded since 1875,

*[The demand for this article has been so great that we print it again in this issue.—Editor].

when she had been saved from a second invasion only by the intervention of Russia and Britain. French colonial expansion was at first viewed with complacency by Germany but later with jealousy; and when agreements were made between Britain and France relative to Morocco in 1904 and 1911, Germany gratuitously chose to consider herself injured and war was narrowly averted. These conferences between Britain and France, which settled old controversies like that about Eygpt, were an indication of growing friendship between those ancient enemies, now united in a common desire for peace and a common apprehension of the German peril. The agreements were supplemented in 1912, not by a formal alliance, but by an undertaking to discuss in common any threatening situation, with a view to a common war of defence should need arise. No power could justly take offense at this arrangement unless that power was bent on attacking unjustly one of the parties to the understanding. Taught by the experience of 1905, when Germany, temporarily freed from concern about Russia by the occupation of the latter in the war with Japan, had attempted to make the Morocco affair an occasion for war, Britain in 1907 likewise made a friendly arrangement with Russia of old disputes about Persia, Afghanistan and India. Touching the alliance of Britain with Russia in this war, it has been said that "war makes strange bedfellows". But those who criticise the alliance have failed to note that Russia since 1907 has made distinct constitutional progress, and that her new political ideals are largely drawn from England. In evidence of this progress may be cited the establishment of the Duma, the leading position taken by the Czar in the Hague conventions, his earnest advocacy of arbitration and disarmament, and his recent promise to give autonomy to Russian Poland.

Russia and Germany.

With this attitude of the Czar and Russia, contrast the attitude of the Kaiser and Germany. An examination of German Army Acts and Navy Laws will show that it has been the policy of the Kaiser and his war advisers to increase the army and the navy just as fast as would be tolerated by those who had to meet the bills; that the opposition to these expenditures has weakened just as the plea of national defence has come to be interpreted as national defiance—"to secure the future of Germany"; that sudden great increases have been accompanied by warlike challenges as in 1909 and 1911; and that the past three years have witnessed the greatest expenditures of all. Thus Germany has set the pace in the "race of armaments". The German expenditure on the navy in particular cannot be regarded otherwise than as a challenge, especially as she has met British proposals for a truce by evasive replies and increased estimates.

A further consideration affecting the present alliance with Russia is that, though Britain fought for Turkey in 1854, she has no reason to fight for a Germanised Turkey. In fact the interests of Britain now coincide with those of Russia in south-eastern Europe. For several years past Germany and Austria have been extending their spheres of influence eastward.

Roumania had a friendly Hohenzollern on the throne, and Serbia, till 1903, was under the thumb of Austria, with an Obrenovitch as king. As early as 1878, Austria had occupied Bosnia and Herzegovina, and had conceived a line of penetration to Salonica. Germany was supporting and training Turkey, and was following a similar line of penetration through Roumania and Constantinople to Bagdad. Clearly the policy was to oust Russia from her traditional position as leader and protector of the Slavonic race, and to interfere with her long-cherished design upon a sea outlet in the Mediterranean quarter. Such a policy was bound to precipitate a conflict.

Serbia.

In 1903 Serbia escaped from the domination of Austria by a revolution in which the King was slain, and replaced by one of a rival family friendly to Russia; so that in 1908, when Austria formally annexed Bosnia and Herzegovina, Serbia would have gone to war for this part of her old kingdom, had Russia sufficiently recovered from the war with Japan. Russia was on this occasion obliged to submit to the bullying of Austria and Germany, but the humiliation has rankled. Again in 1912, after the Balkan affair, Austria intervened to prevent Serbia from gaining the spoils of war in the shape of Adriatic ports, and a general conflict was prevented only by the good offices of Sir Edward Grey, who saw clearly that hostilities between Austria and Russia meant the embroiling of Europe. Meanwhile Russia has been saving money, re-organizing her army and preparing to meet further aggression. Thus was the stage set for war; it remained for Austria to ring up the curtain.

Immediate Causes.

On June 28th, 1914, the Archduke Ferdinand, heir-apparent to the throne of Austria-Hungary, was assassinated at Serajevo in Bosnia. It was apparently a political crime planned by Bosnian conspirators who took this outrageous means of showing their resentment at the annexation of Bosnia by Austria. After investigation, Austria declared Serbian officials implicated but presented no legal proof. Instead, after almost a month's delay, on July 23rd, Austria presented an ultimatum to Serbia, with 48 hours given for an answer.

This note demanded from the Serbian government an apology and a number of specific requirements. Some of the demands were very drastic, and number five in particular might be thought inconsistent with independence, in the opinion of so good a judge as Sir Edward Grey.

To this note, of a character "sudden, brusque, and peremptory" (to quote the language of Sir Edward Grey), Serbia made a conciliatory reply, which anyone not an Austrian would have regarded as offering reasonable compliance with the demands. But Austria-Hungary would have none of it, and drew up a series of pettifogging objections which, in view of the issues involved, seem little short of criminal. No wonder the British ambassador at Vienna expressed the opinion that the attitude of Austria made war inevitable.

On July 25th Austria withdrew her Minister from Belgrade, on July 26th began to mobilise the army, and on July 28th declared war on Serbia.

Russia took the reasonable position that the Austrian note was harsh, that Austria ought to publish the proofs, that the time limit was too short, that Serbia's appeal to arbitration should be granted and that she was willing to accept Germany, France, and Italy as arbitrators. She made it plain that she must mobilise if Austria attacked Serbia. She confided to England the conviction that Austria must feel that Germany was at her back, and that Germany was the real obstacle to a peaceful settlement.

Germany for War.

And in fact Germany's position throughout the negotiations cannot be regarded as consistent with peaceful intentions. If Germany was heartily for peace, why did she warn the powers that Austria must be let alone to fight out her quarrel with little Serbia, when she must have known that Russia would not be content to stand by and see the bullying done? If Germany was heartily for peace, why did she quibble against the proposals of Britain for a conference to ensure the peace of Europe? If Germany was heartily for peace, why did she not, when besought by Britain and other powers, call off her satellite, Austria, in order to give time for some solution of the difficulties? There is no evidence of her using any such persuasion. If Germany was heartily for peace, why on July 31st did she issue an ultimatum to Russia, demanding that the latter should demobilise, when at that very moment Austria, apparently weakening, was engaged in conversations with Russia looking toward peace?

In the controversy as to the responsibility for this war, Germany finds herself on the horns of a dilemma. Either she fancied her bluffing

tactics would once more prevail, in which case she convicts herself of misjudgment and folly; or else she saw that her attitude made war certain, in which case she convicts herself of crime.

Britain for Peace.

Britain can conscientiously protest that she did everything possible that peace might prevail. Sir Edward Grey saw at once that if war started all Europe might be drawn into the struggle. Accordingly on receiving news of the Austrian note he suggested to Russia that she should influence Serbia toward humility, and proposed to the German ambassador the co-operation of Germany, France, Italy, and Britain to induce moderation at Vienna and St. Petersburg. When Austria rejected the Serbian reply, he proposed that the German, French, and Italian ambassadors meet with himself to discover "some issue that would prevent complications". This failing through the quibbling of Germany, he next day tried to induce the German ambassador to suggest any other device that would save the situation. When this proved abortive, he induced the Russian ambassador to make the offer on July 30th, that Russia would stop all preparations for war, "if Austria would eliminate from her ultimatum to Serbia points that would violate the principle of the Sovereignty of Serbia". On the rejection of this, a general mobilisation in Russia was ordered on July 31st.

Sir Edward Grey still had hopes that Austria and Russia might find a *modus vivendi*, as Austria seemed to give signs of a more conciliatory spirit. But these hopes were dashed by the German ultimatum to Russia of July 31st. The same day Germany, after invading France before July 30th, demanded to know French intentions, to which France replied that she would consult her own interests. On August 1st both Germany and France ordered general mobilisation.

Throughout all the negotiations, there stand out the anxiety of Britain, France and Italy for peace, the moderation of Russia, the stubbornness of Austria, and the cynical indifference of Germany, which made peace impossible.

The Neutrality of Belgium.

On the 29th of July Sir Edward Grey warned the German ambassador that the interests of Britain might force her into the conflict; and in reply to the bid for Britain's neutrality made by the German Chancellor, the British government made it clear that there were two vital points with which Britain was concerned, and about which there would be no bargaining. These were that France should not be crushed and that Belgian neutrality should be observed. The reception of this warning at Berlin was, to say the least, peculiar. The Chancellor was so occupied

by news of Russia, that he received the British warning without comment. Easier to understand is the reply of the German Secretary of State to the question propounded to France and Germany on July 31st, as to whether they would respect the neutrality of Belgium. France assented at once, but Germany "would rather not answer" because, as the British ambassador hinted, it might disclose their plan of campaign.

Apparently alarmed by the hint of Sir Edward Grey that British public feeling would be aroused by the invasion of Belgium, the German ambassador at London inquired on August 1st whether Britain would remain neutral, if Belgium were left inviolate. Sir Edward Grey naturally refused to tie the hands of Britain, as that was not the only vital question. That the ambassador was reckoning without his home government was proven on August 3rd, when he had to ask that Britain should withdraw the neutrality of Belgium as one of the conditions of British neutrality. Meanwhile on August 2nd Germany had invaded Luxemburg. Still Britain did not declare war. But when on August 4th they swept into Belgium, the British government presented an ultimatum requiring their withdrawal, which Germany accepted as a declaration of war.

There can be no question in any impartial mind as to whether Britain waited long enough; the only question is whether the British Government did not wait too long. It has been said that, had Britain sooner declared her "solidarity" with France and Russia, Germany might have taken a different attitude. Sir Edward Grey was of the opinion that such a course would have interfered with the influence of Britain as a mediator, would not have been justified by public opinion, and would not have mattered in any case, as Germany could not have expected our neutrality. From a study of the deeper causes of the war and the past policy of Germany, one is led to conclude that, at the most, it could only have postponed the inevitable day.

It is true the British declaration of war was received in Germany with a frenzy of resentment, beginning with the Chancellor, who railed at Sir Edward Goschen about the preposterous idea that Britain should go to war for "a scrap of paper" like the treaty of 1839. The storm of fury that swept over Germany appears never since to have abated, and has found expression in the "Hymn of Hate", for which a grateful sovereign decorated the author. We may well be excused for suspecting that the German wrath has lost none of its edge because they feel that Britain has not patiently awaited her turn.

(*To be continued*).

Prominent Events of the War

1914.

June 28.	Murder of Archduke Francis Ferdinand of Austria and his wife at Serajevo.
July 28.	Austria-Hungary declares war on Serbia.
Aug. 1.	Germany declares war on Russia.
Aug. 2.	Germany invades Belgium.
Aug. 3.	Germany declares war on Framce.
Aug. 4.	Germany declares war on Belgium. Great Britain declares war on Germany.
Aug. 15.	Fall of Liége.
Aug. 16.	British Expeditionary Force landed in France.
Aug. 18.	Austrians defeated by Serbs near Shabatz.
Aug. 22.	French defeated in Alsace with heavy loss.
Aug. 26.	Battle of Tannenberg; Russian defeat.
Aug. 28.	Three German cruisers and two destroyers sunk in the Battle of Heligoland Bight.
Sept. 3.	Russians take Lemberg.
Sept. 6-10.	Battle of Marne. Germans defeated.
Sept. 7.	Maubeuge surrenders.
Sept. 22.	H.M. ships Aboukir, Cressy and Hogue sunk in North Sea by a submarine.
Oct. 8.	Fall of Antwerp.
Oct. 14.	Canadian First Contingent reaches Plymouth.
Oct. 17.	Four German destroyers sunk off the Dutch coast.
Nov. 1.	Battle of Coronel. Monmouth and Good Hope sunk.
Nov. 4.	Battle of the San. Russian victory.
Nov. 7.	Fall of Tsingtau.
Dec. 5.	Rebellion in South Africa virtually crushed.
Dec. 8.	Battle of Falkland Isles. Scharnhorst, Gneisenau, Leipzig and Nürnberg sunk.
Dec. 16.	German cruisers shell Scarborough, Whitby and Hartlepool killing 127 civilians.

1915.

Jan. 24.	Battle of Dogger Bank. Blücher sunk.
Feb. 3.	Turks defeated at Tussum and El Kantara on the Suez Canal.
Feb. 10-16.	Battle of Masurian Lakes. Russians lose 50,000 prisoners.
Feb. 18.	German submarine 'blockade' begins.
March 2.	Allied warships enter the Dardanelles.
March 10.	Battle of Neuve Chapelle; British victory.
March. 18.	Battleships Ocean, Irresistible and Bouvet sunk in the Narrows.
March 22.	Fall of Przemysl to Russians.
April 22-24.	Battle of Langemarck.
April 24-26.	Landing of allied troops at Dardanelles.
May 1.	Two German torpedo boats and one British destroyer sunk off the Dutch coast.
May 2.	Battle of Dunajec. Severe defeat for Russians.
May. 7.	Lusitania torpedoed and sunk; 1,142 lives lost.

May 12. Botha enters Windhoek.
May 23. Italy declares war on Austria.
May 26. Coalition Government formed.
June 3. Przemysl retaken by Germans and Austrians.
June 4. Battle in Gallipoli.
June 9. Italians take Montfalcone.
June 22. Lemberg recaptured by the second Austrian army.
July 2. Naval Battle in Baltic. Pommern sunk by British submarine.
July 9. Botha receives the surrender of German South-West Africa.
July 14. Fall of Przasynsz to Germans.
July 31. Austro-German forces capture Lublin.
Aug. 4. Fall of Warsaw.
Aug. 5. Fall of Ivangorod.
Aug. 6. Landing at Sulva Bay.
Aug. 17. Fall of Kovno.
Aug. 18. Battle of Riga Gulf. Russian victory.
Aug. 19. Fall of Novo Georgiewsk.
Aug. 20. Italy declares war on Turkey.
Aug. 22. Ossowiec occupied by Germans.
Aug. 25. Fall of Brest Litovsk.
Aug. 28. Battle of Sulva Bay. Heavy British losses.
Sept. 2. Fall of Grodno.
Sept. 7. Russian victory over Austrians at Tarnopol.
Sept. 17. In previous week Zeppelins killed 38 and injured 124 in London.
Sept. 18. Fall of Vilna.
Sept. 19. Bulgaria mobilises.
Sept. 25. Allied advance in France. British take Loos and French Tahure in Champagne. Over 23,000 German prisoners taken.
Sept. 30. Von Mackensen masses 250,000 men and 2,000 guns on Serbian frontier.

Teacher—"Johnny, can you tell how iron was first discovered?"
Johnny—"Yes, sir."
"Well! Just tell the class what your information is on that point."
"I heard my father say yesterday that they smelt it."

The teacher was telling the children a long, highly embellished story about Santa Claus, and Willie Jones began giggling with mirth, which finally got beyond his control.
"Willie! What did I whip you for yesterday?" asked the teacher severely.
"Fer lyin'!" promptly answered Willie.—*Everybody's Magazine.*

Speeder—"Think of it! Here's this old earth making one rotation in 24 hours, the same as it did 6,000 years ago.
Jinks—"Well, what of it?"
Speeder—"Great Scott, man! Can't we devise some way to speed her up a little?—*Life.*

There had been a heavy rain. A few of the entering pupils had remained at home. The next morning:—
Teacher—"Genevieve, did you stay out yesterday on account of the rain?"
Pupil (aged six)—"No, I stayed *in.*—*School Education.*

Diary of the War

(Continued from the December number)

OCTOBER.

Oct. 1. Sir Edward Grey makes a statement of the gravity of the situation in the Balkans. French progress in Artois and capture German positions to north of Mesnil, in Champagne.

Oct. 2. Bulgarian forces move towards Serbian frontier. Germans launch an attack against the Serbs and are repulsed at Semendria when trying to cross the Danube. Germans begin a new movement against Dvinsk.

Oct. 3. The German counter-attack against the British positions and succeed in retaking the greater part of the Hohenzollern Redoubt.

Oct. 4. Russia presents an ultimatum to Bulgaria; the Russian Minister to leave Sofia if Bulgaria "does not within 24 hours openly break with the enemies of the Slav cause and Russia" and expel all German and Austrian officers. Greek Chamber passes vote of confidence in M. Venizelos's policy of assistance to Serbia. Turks defeated in the Caucasus near Van. Number of controlled establishments under the Munitions of War Act stated to have reached 979.

Oct. 5. Diplomatic relations between Russia and Bulgaria broken off. Lord Derby assumes the direction of recruiting for the British army. Allied forces land at Salonika at the invitation of the Greek Government. Greek cabinet resigns because King Constantine informs Venizelos that he cannot support his policy.

Oct. 6. Austro-German invasion of Serbia begins. Austro-German troops cross the Dvina, Save and Danube in many places. French capture the village of Tahure and the Navarin Farm, in Champagne. German assaults on Dvinsk; desperate fighting at Grand Grunwald; attempts to cut the Riga-Dvinsk railway.

Oct. 7. New Greek Ministry formed by M. Zaimis. French gain ground in the Trapeze, south-east of Tahure. Fighting takes place within nine miles of Dvinsk. Sir Ian Hamilton reports that during past months the centre, four miles long, had advanced a distance of 300 yards at Sulva Bay.

Oct. 8. British submarine sinks a German transport in the Baltic. British repulse fierce German attacks on their positions north of Hill 70 and between Hulluch and the Hohenzollern Redoubt, and also gain possession of a German trench 500 yards west of St. Elie.

Oct. 9. Belgrade occupied by the enemy and the Danube crossed east of Semendria. General Ivanoff advances in Galicia. German steamer Lulfa, of Lubeck, torpedoed by a British submarine in the Baltic.

Oct. 10. The crossing of the Danube completed and the heights around Belgrade occupied by the enemy. Maidos is shelled by Allied monitors. French make progress in Souchez Valley, in Givenchy Wood, on the ridges towards La Folie, and in Champagne. Germans are driven out of Garbounovka.

Oct. 11. Bulgaria opens her attack on Serbia at three points. Semendria stormed and occupied by the Germans. General Ivanoff breaks the Austro-German line at Hajvoronka, on the Strypa. German steamer Lulea sunk by British submarine in the Baltic. French progress north-east of Souchez and on the heights of La Folie, and dominate La Goutte ravine in Champagne.

Oct. 12. Execution of Miss Edith Cavell in Brussels. Germans make progress south of Belgrade; Pozarevatz attacked. Greek Government declines to assist Serbia. French progress in Champagne. Russians attack the German line from Dvinsk to Smorgon. Italians gain a success in Carnia.

Oct. 13. Zeppelins raid London area; 55 killed and 114 injured. M. Delcassé the French Foreign Minister, resigns. British recapture the greater part of the Hohenzollern Redoubt. Russians driven back across the Strypa. The German steamers Director Reppenhagen, Nicomedia and Walter Leonhardt sunk in the Baltic.

Oct. 14. Bulgaria officially at war with Serbia; Pozarevatz, on the River Mlava, stormed and taken by the Austro-German forces. Germans driven across the Strypa at Hajvoronka.

Oct. 15. War declared between Great Britain and Bulgaria. Heavy fighting between French and Bulgarian troops at Valandova, near the Salonika-Nish line. Germans capture the crest of Hartmannsweilerkopf in the Vosges. Italian troops capture the strongly fortified position of Pregasina, north of Lake Garda. German steamers Svania, Gertrude, Pyrgos and Emgard sunk in the Baltic.

Oct. 16. France declares war on Bulgaria. French retake all their positions on Hartmannsweilerkopf. Austro-German forces 10 miles south of Belgrade. Franco-Serbian forces repulse Bulgarians at Valandova. Russians repulsed at Gross Eckau. British Government declares a blockade of the Bulgarian coast.

Oct. 17. Bulgarians capture Vrania and cut the Salonika-Nish-Uskub railway. Austro-German troops 15 miles south of Belgrade. Allies send a Note to Greece. Britain offers Cyprus to Greece in return for participation in the war. Russians gain an important success south of the Pripet. French airmen raid Treves.

Oct. 18. British submarine sinks the German steamer Babylon in the Baltic. German advance on Riga; Borkowitz on the Dvina captured. Heavy fighting on the Styr; Russian success at Chartoryisk. Bulgars occupy Istip. Austrian troops capture Obrenovatz on the Save. German troops 20 miles south of Belgrade. Fierce fighting between Bulgars and Serbs at Vrania; 20 miles of the railway line in the hands of the Bulgarians. Italy declares war against Bulgaria. General Sir C. C. Monro appointed to the command of the Mediterranean Expeditionary Force in succession to General Sir Ian Hamilton.

Oct. 19. German attacks on British positions from the Quarries to Hulluch and at the Hohenzollern Redoubt repulsed by the British. German steamers Pernambuco and Söderhamm sunk by British submarine in the Baltic. Germans advance on Riga; fighting takes place within twelve miles of the city.

Oct. 20. Bulgarians capture Veles, on the Salonika-Nish railway. Allied forces take up a position on the Strumnitza-Krivolak line. Germans advance in Serbia progresses; forces reach a point 25 miles south of Belgrade.

Germans capture the bank of the Dvina from Borkowitz to the mouth of the Berze. Russians carry German positions on the Styr and take 3,500 prisoners. German steamers Johannes Russ, Hernosand, Dalalfven and John Wulf sunk by British submarine in the Baltic.

Oct. 21. Bulgarian coast from Dedeagatch to Porto Lagos shelled by Allied squadron. Bulgarians checked by French troops near Rabrovo, south of Strumnitza. Kumanovo and 100 miles of railway line captured by Bulgarians. Russian Fleet bombards Varna. Austrian troops enter Shabatz on the Save. General Ivanoff defeats the Austro-German forces at Novo Alexinetz, north of Tarnopol, taking 7,500 prisoners.

Oct. 22. The King arrives in France on a visit to the front. Russians effect a landing upon the German flank in Courland. Bulgarians occupy Uskub. Allied forces in touch with Bulgarians at Krivolak. Bulgarians again repulsed by French at Rabrovo. German storm Illutsk near Dvinsk. General Italian advance on the Isonzo front; 1000 prisoners taken.

Oct. 23. The King's appeal to the nation published. Greece reported to have refused the offer of Cyprus. British submarine sinks the German cruiser Prinz Adalbert and the German steamers Electra, Rendsburg and Plauen in the Baltic. Germans cross the Danube at Orsova. Bulgarian Army under General Bojadjeff crosses the Timok and occupies Prahovo.

Oct. 24. The French capture the German position La Courtine south of Tahure in Champagne. British submarine sinks a Turkish transport laden with munitions in the Sea of Marmora. Bulgarians capture Negotin. Austrian air raid on Venice. Germans in furious fighting before Riga capture the island of Dahlen in the Dvina.

Oct. 25. Franco-Serbians recapture Veles. Austrians enter Valyevo, occupy Kladovo and almost come into touch with the Bulgarians. Germans retake part of La Courtine.

Oct. 26. Admiralty announce that the British transport Marquette has been sunk in the Aegean; 99 lives lost. Connection between the Austro-German armies and the Bulgars established along the Danube bank at Liubichevatz. Two German aeroplanes brought down by British airmen.

Oct. 27. Austrians cross the Dvina east of Vishegrad against the opposition o the Montenegrins. Varna bombarded by the Russian Fleet.

Oct. 28. Accident to King George while inspecting troops in France. French Cabinet resigns and M. Briand is asked to form a new Ministry. H.M.S. Argyll wrecked on the north coast of Scotland; no lives lost. British mine sweeper H. M. S. Hythe sunk off the coast of Gallipoli; 155 men missing. The French capture Strumnitza and the Bulgarians retake Veles. Lieutenant-General Sir Bryan Mahon announced to be in command of the British Forces in the Balkans.

Oct. 29. The total British casualties up to October 9 stated to be 493,294. General Joffre arrives in London.

Oct. 30. Germans retake summit of the Butte de Tahure, but suffer defeat in other attacks in Champagne.

"What are you studying now, Tommy?"
"Gozinter, chiefly."
"What's that, a new language?"
"No, just gozinter; one gozinter two, two gozinter four, three gozinter six, and so on."

The Work of General Botha in South Africa

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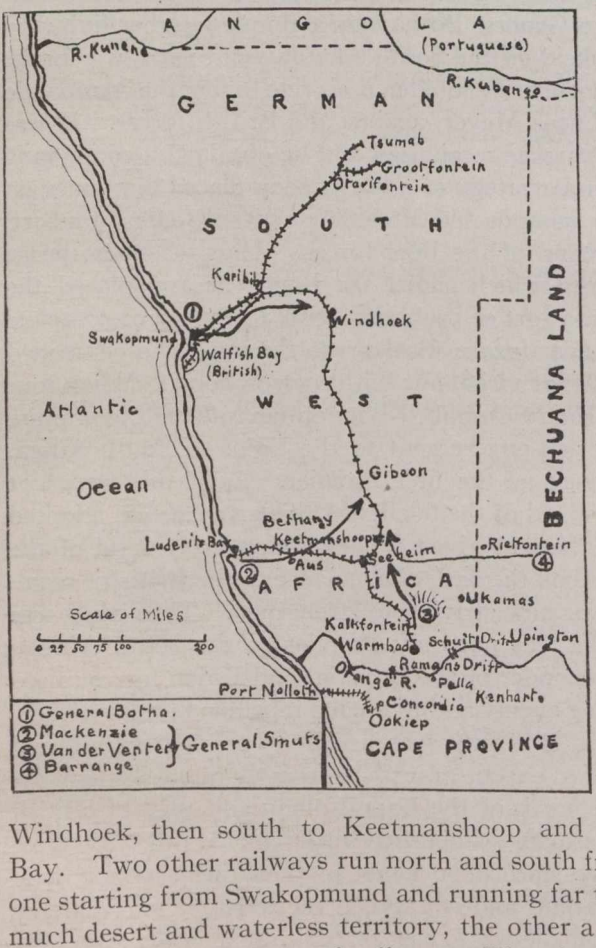
THE work of General Botha reads like a fairy-tale, and yet the events were enacted in a world of the sternest realities of modern times.

Sixteen years ago General Botha was a simple burgher living on his lonely farm at Vreyheid on the South African veldt when war broke out and he saddled his horse and shouldered his rifle to join the commando of his friend, General Lucas Meyer, against the British forces. It was not long before his ability was recognised and he obtained a commando of his own. His skill and strategy as a leader soon placed him amongst the greatest of the Boer generals and after the death of General Joubert, he was given full command of the Boer forces. Thus when the peace of Vereeniging was signed which ended the Boer war and placed the South African people on a sort of probation with a promise of complete self-government in the near future, Botha was the man who controlled the political destinies of that virile, but self-centred people. When four years later, in 1906, Sir Henry Campbell-Bannerman fulfilled the promise of the British and gave self-government to the Union of South Africa, General Botha was chosen as the first Premier. As if this were not enough to convince the world of the fidelity of this great leader, adopted into the British family, he was given a commission as General of the British Army and again took the oath of allegiance to the British Crown, and to the Empire he was now striving to strengthen. Thus when war broke out General Botha was not only Premier of the South African Union but was also commander of the Imperial and Union forces raised to drive back the invading enemy and to quell a rebellion of false friends.

When on August 4th, 1914, war was declared between Britain and Germany it was natural to expect an attack from German South-West Africa which lies to the north of the Cape Colony and west of British Bechuanaland. The Germans established their colony in South-West Africa in 1884, and have since done much in their own characteristic fashion to subdue the nations and strengthen the territory in a military way. The Colony lies on the west coast of Africa, extending 800 miles from north to south and from 300 to 600 miles from east to west. The area is about 320,000 square miles, as large as Germany and Italy together. It is bounded by Portuguese territory on the north and by British territory on the south and east. The population is made up of about 100,000 natives, mainly Bushmen and Hottentots, and 15,000 German

settlers. The country is largely desert with little water, though there are 30,000,000 acres of good pasture land on which the Germans have made their settlements. The minerals so far found are diamonds and copper, extensive diamond mines being discovered in 1906 in the south-east, near Lüderitz Bay. There are two German ports, Swakopmund about half way up the coast; and Lüderitz Bay, two hundred and fifty miles farther south. A few miles south of Swakopmund lies Walfish Bay, a small British territory nestling into the edge of the German colony.



In addition to these German posts on the coast there are two crossings or drifts on the Orange River leading from British to German territory, Raman's Drift and Schuit Drift which give entrance at the south. The capital of the colony is Windhoek, situated far in the interior, being 200 miles east from Swakopmund. South of Windhoek and almost directly east from Lüderitz Bay is Keetmanshoop, another important town in the south east. A railway about 600 miles long runs around three sides of this rectangle, from Swakopumund to Windhoek, then south to Keetmanshoop and again west to Lüderitz Bay. Two other railways run north and south from this general system, one starting from Swakopmund and running far to the north east through much desert and waterless territory, the other a short line running south from Seeheim on the main line to Warmbad, about 25 miles from British territory. It is important to get a clear idea of the situation of the German ports, the capital of the colony and the railways connecting them in order to understand General Botha's campaign against the enemy.

It is estimated that, when war broke out, Germany had about 10,000 troops in the colony, 3,500 regulars, about 6,000 German settlers who had seen service against the natives, and had settled on the best of their land, and a camel corps of 500. They were well equipped with artillery and machine guns and their system of railways made military movements easy. The governor of the colony was Dr. Seitz, who, on the declaration of war, withdrew all his forces from the seaports to the capital far inland, as he had no hope of receiving assistance from Germany by the sea or of being able to defend his ports against the British sea power. Before leaving he destroyed the jetty and sank the tugs in the harbour of Swakopmund. His only hope now was to arouse dissension amongst the Boers of South Africa and to this end he had long been in communication with certain of the malcontents of the Union, notably with Lieutenant-Colonel Maritz who had command of the British forces along the Orange River frontier. When General Botha met the Union Parliament on September 8th he informed it that Germany had begun hostilities by invading British territory.

The question of German South-West Africa had not escaped the Imperial Government which was soon in correspondence with General Botha regarding the importance of the conquest of the German colony and requesting Botha and the South African Government and people to undertake the work and thus perform "a great and urgent imperial service". After full consideration it was decided that the work should be undertaken "in the interests of South Africa as well as the Empire". The Imperial Government offered towards the cost a loan of $7,000,000. The chief opposition came from the people along the frontier of German Africa and the western Transvaal and from the Orange River Colony. This opposition, however, largely broke down when the Germans invaded British territory. Fighting began early in September and by September 15th an expedition from Port Nolloth had driven back the enemy from the Orange River and had taken possession of Raman's Drift. On the 18th of September, a British force entered Lüderitz Bay and hoisted the Union Jack on the town hall. The wireless station had been destroyed, but otherwise the town was undamaged. The effect of this frontier fighting was to create a great enthusiasm in the Union, so that General Botha, who had agreed to take command of the troops, soon had an army of several thousand men ready to invade German territory from Port Nolloth, from the upper Orange River region, and from the coast ports. Fighting continued in the South with varying success until September 25th, when a British force was attacked at Sandfontein north of the Orange River, the only watering place in that desert region, and being caught in a valley, was hemmed in and, having fought until their ammunition was gone, was forced to surrender.

This mysterious affair at Sandfontein was in some measure explained a fortnight after when it was learned that the British forces in this district were under the command of Lieutenant-Colonel Maritz who had long been playing a double game with the enemy while retaining command of a British force. Suspecting the loyalty of Maritz, General Botha despatched Colonel Britz to take over his command but Maritz would not come in, and sent a challenge to General Botha, boasting that he would forthwith invade the Union unless Generals Hertzog, DeWet, Beyers, Kemp and Müller should be allowed to come and meet him. The result of the discovery of this treason was the proclamation of martial law throughout the Union and a general strengthening of the Union forces. The time had come for every man in South Africa to declare himself. Maritz was not a strong leader, but there was growing reason to believe that he was not alone in his disloyalty. His chief strength lay in his knowledge of local conditions in the great waterless frontier country. After several engagements his forces were scattered and he was wounded and driven across the German frontier on October 30th.

It was now November 1st and General Botha was forced to postpone his expedition against the enemy to deal with the growing treason at home. General Hertzog was leader of the Africander party in Parliament in opposition to the Premier but while he was opposed to the Union as establishing Imperial rather then National ideals, he seems to have been too honourable to break his oath of allegiance to the government as established. General DeWet was a pronounced reactionary who had never agreed to the peace of Vereeniging or taken the oath of allegiance to the British Sovereign. As a leader of guerilla warfare DeWet had proved in the Boer war that he had no equal, but as an organizer and disciplinarian he was a failure. He belonged to the old Boer type, stiff and narrow, with a strong vein of religious fanaticism. He was much influenced by a certain prophet, Van Rensburg by name, who suited his prophecies to local politics and thus won great influence with the Boers of the country side who knew little of modern conditions. Of this latter class De Wet's followers were chiefly made up and they, with their leader, were always deploring the changes that had taken place in modern life. General Delarey who was accidentally shot by the police on the night of 15th September while driving with Beyers, had been a trusted Boer leader and many think he was too honourable to be guilty of treason to the British cause, but unfortunately he had been keeping very questionable company. Of Beyers no good can be said. A man of education and influence, Commandant-General of the Union Defence forces, he used his power to overthrow the Government he had sworn to uphold. He did not think it beneath himself to break his military oath, or to plot with Maritz, his subordinate, against his Sovereign. Kemp and Müller,

were both good soldiers, but were under the control of Beyers and when his career ended, their forces were soon scattered. We cannot follow the rebels in all of their journeyings and encounters with Botha's loyal troops; let it suffice to say that the rebellion began about October 25th and was virtually at an end when De Wet was captured on December 1st, though Beyers continued the struggle until December 8th, when he was drowned while trying to swim across the Vaal River. By the end of the year the rebellion was completely quelled and General Botha was free to give attention to his expedition against German South-West Africa. "Of the five leaders whom Maritz had named, DeWet was captured, Müller was wounded and a prisoner, Beyers was dead, Kemp was across the German border, and Herzog had never declared himself".

And what shall we say of the leader who was able to accomplish this in a short two months—to command the support of his people, who with him had lately become British subjects, to raise his forces to 30,000 men to meet rebellion at home and to carry war into the enemy's territory? Seldom, if ever, has a British statesman-soldier accomplished so great a work in so short a time and done it so well.

(*To be continued*).

"Don't fish go about in schools, papa?"

"Yes, Earlie. Why?"

"Oh, I was just wondering what would become of the school if some fisherman happened to catch the teacher."

Two college students were arraigned before the magistrate charged with hurdling the low sports in the road in their motor car.

"Have you a lawyer?" asked the magistrate.

"We're not going to have any lawyer," answered the older of the students. "We've decided to tell the truth."

Little Mary started to school, slate and pencil in hand. By-and-by she stopped the use of the slate, and the "tablet" was substituted. She also dropped the "r" and "May" was her new name. High-school days increased her knowledge and also her name—it appeared "Mayme". College days were crowded full and the little notes reached home signed "Mae." College days have passed and gone and in a home of her own they call her "Ma."—*Youth's Companion*.

HIS AMERICAN NAME.

A somewhat unpatriotic little son of Italy, twelve years old, came to his teacher in the Public school and asked if he could not have his name changed. "Why do you wish to change your name?" the teacher asked. "I want to be an American. I live in America now." "What American name would you like to have?" "I have it here," he said, handing the teacher a dirty scrap of paper on which was written "Patrick Dennis McCarty."

The British Empire a Maritime Power

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FEW of us realise the great effect that geographical conditions exercise in the moulding of every great empire, and in none have these influences been more potent than in the shaping of the British Empire. Just how much lies in that little phrase "an island" is difficult to grasp. Great Britain is an island washed by the waves of turbulent seas; no part of it is far from the sound of the ocean for it is not a compact island but narrow and elongated, with drowned river mouths extending far up into the interior. These estuaries swept clean of sediment by the tidal currents offer unrivalled facilities for the entrance and exit of ships. Its situation is fortunate, it lies to the west of Europe directly on the route from America to the continent and it is also on the line of traffic between the Indies, Africa, Australia, the Orient, the Mediterranean on the one hand and the most developed parts of Europe: France, Belgium, Holland, Germany, Scandinavia and northern Russia on the other. As much as Winnipeg is fitted by nature to be the emporium for Western Canada, or New York for the United States, so is Britain fitted to be the emporium of northern Europe for the productions of almost the whole world.

The blood of the British contains a strange intermixture of races, but one characteristic of each invader of her shores must be that of a sea-rover for in no other way could inroads be made. Whether it be Danes, Northmen or Normans all were hardy seamen which gave that bias to the British character which has led to the production of a race of great mariners. This taste for maritime life in the Britisher has been transmitted from his ancestral lovers of the sea and has been nurtured by the island conditions of his home.

The insular surroundings has had other effects on the British nation. Unlike every other nation in Europe she is cut off from her neighbours by an expanse of waters difficult for an enemy to cross. As a result while every country in Europe has been overrun and desolated by war many times, Britain alone has stood unscathed from the devastation of the advancing army since the days of William the Conqueror. It is true there has been rebellion and civil war but during the last 250 years these sinister conditions have been happily absent also.

Freedom from the devastating effects of war gives great opportunity to a country to develop in wealth, and an increase in wealth promotes

industries and especially manufacturing industries, for manufacturing requires great capital and freedom from the destructive influence of war. As a result of this insular protection Britain rapidly developed great manufactures after the Napoleonic Wars, while the other countries of Europe were repairing the ruin wrought by that exhausting strife. In order to carry on manufacturing extensively two things are essential, a continuous supply of raw materials and a market for the finished product, and again to be assured of these, suitable means of transportation must be developed, and in a nation situated as Britain is this must be transportation by ships. Moreover as manufacturing developed the population rapidly increased, but with the increase of population there was no increase in agricultural development but actually a rapid decrease for with the great influx of people to urban manufacturing centres, fewer were left to till the land, so that at the present time only enough food is produced in Britain each year to supply the wants of the people for a few weeks. Thus the free shipment of goods is of vital interest not merely for the continuation of industry but also to prevent starvation.

It was not until the discovery of America and the discovery of a water-way to the East around South Africa that the innate sea-faring nature of the British asserted itself. The new ideals that seemed to pervade the Elizabethan age filled the British with bold desires to explore new regions of the world and a whole galaxy of fearless mariners in the most ramshackle ships pushed into the most dangerous parts of the ocean endeavouring to discover new lands. Hawkins, Drake, Gilbert and Raleigh are but a few of many daring mariners. Trading was undertaken, colonies were established and the growth of the British Empire had begun. Necessarily the new colonies were established on the sea-board as that alone was accessible to the motherland. Trading companies were established in India, colonies were founded in America, trading posts were later established along the coast of Africa, and much later a convict settlement was formed in Australia which had been visited and annexed already by British explorers.

In the course of time the great British Empire began to crystallise out of these early colonial ventures. India was won by Clive and consolidated by Warren Hastings and his successors; while the American colonies were lost by a short-sighted policy; the embryo of what was to develop into the Dominion of Canada was won by the valour of British red-coats on the Plains of Abraham. Fifty years later when the Netherlands joined Napoleon in his campaign of spoliation, Cape of Good Hope was wrested from the Dutch and became the nucleus of that great African Empire that is only taking form during the present generation. A little later, that other great possession, colonized by adventurous spirits from the motherland began to feel her strength and Australia

appeared as a new jewel in the crown of the Empire. New Zealand, the land of beauty and wonders, beginning with a later growth has become already a leader in many directions. The genius of Cecil Rhodes greatly extended and consolidated the South African possessions. The Transvaal and Orange Free State were won during the South African War and Rhodesia was annexed. The whole west African coast for more than a century was under the protection of Britain and Nigeria, the Gold Coast, Sierra Leone and East Africa were finally added to the Empire. When under the blighting influence of Turkish tyranny, Egypt was brought to the verge of ruin; at the solicitation of Europe it was occupied by the British and under the enlightened government of Lord Cromer she has gained much of her ancient prosperity, while the British Empire has been extended up the Nile to Sudan by the defeat of the Dervishes in the battle of Omdurman.

Thus the British Empire, unlike any other great empire in the history of the world, is scattered over the seas and the continents. Its larger units are either islands or washed by the sea on many sides. Australia is an island, India has the Bay of Bengal and the Arabian Sea extending up to the bases of its northern boundary. South Africa looks at the sea from three sides, Egypt has the Mediterranean on the north and the Red Sea extends along the whole eastern frontier, and the river Nile brings the sea in touch with its whole interior. Canada has the sea on three sides, every part of the maritime provinces can smell its saline breezes, and the St. Lawrence brings the ocean to the heart of older Canada. The Pacific coast is a labyrinth of inlets, islands and bays. Besides the whole sea is dotted with those fragments of the British Empire that deck the blue of the Pacific, Atlantic and Indian Oceans.

All the parts of the British Empire beyond the seas are producers of raw material that requires the free sea in order that they can be exported, and they also require large imports of manufactured products. The motherland and the children are complementary to one another. She must have their surplus food and raw material, they must have her manufactured material.

All the conditions mentioned above have led to the development of the greatest merchant fleet that sails the seas. In fact more than one-third of all the ships of the world are British. They are more than three times as numerous as those of the United States and more than four times as many as those of Germany. They carry not merely the merchandise of the Empire but transport much of the commerce of the world. British ships are found in every harbour and in British hulls are found the cargoes from every climate.

(*To be continued*).

The Balkan States

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THE Balkan Peninsula is a patchwork of rival nationalities composed of such mixed populations so entwined and entangled that no geographical boundary lines can be made to fit the race groups. Crowded together on this one small stage are five races, each with its own wild aspirations, its insistent individuality, its rightful claims and its lawless lusts. The best example of the Balkan peculiarity was the man who said he was a Greek, but he was born in Bulgaria, his father was a Serbian and his children were Montenegrins. Not only do the various governments war for territory, but the different churches fight for adherents, while the most disturbing element of all is the fact that the little propaganda of these little Powers is worked by the big propaganda of the big Powers.

The Albanians are the oldest race in the peninsula. They are the more or less direct descendants of the primitive savage people of the Balkans. The Greeks are the next oldest race. The immigration from Asia took place in prehistoric times. Alexander the Great's mother was a Southern Albanian and his father a Greek. To-day Greek and Albanian alike claim him enthusiastically, and along with him, of course, his Macedonian lands. Bulgarians, too, pretend to be Alexander's sons and claim his lands as their birthright. Rome next swept down on the struggling mass and parcelled out the peninsula into Roman provinces, but there is little that is Roman left save the Latin dialect of the Roumanians.

Into this land of fierce tribesmen came other wild peoples who poured in from the strange dark lands beyond the Danube. Dates are uncertain but as early as the third century A.D., Slav tribes were drifting over the Danube and settling in the lands that form modern Serbia and Bulgaria. By the end of the sixth century this immigration became an invasion. They disputed the lands with the original inhabitants, driving them before them to the mountains as the Saxons did the Britons. Neither Slav nor Albanian has yet quite outgrown this early hatred. From these Slav tribes are descended all the Serbian-speaking people of the peninsula, the Serbians, the Montenegrins, Bosnians and Herzegovinians and in a large degree modern Bulgars too.

About 679 A.D. the Bulgars crossed the Danube and established themselves in the land still called Bulgaria. Who they were, and what

tongue they spoke, is unknown. They came from the wild lands north of the Black Sea. They burst into the land and poured over it conquering both Greek and Slav as well as aboriginal tribes. Thus as early as the seventh and eighth centuries were sown the seeds of a plentiful crop of hatreds from which the Balkan peoples reap an annual and a bitter harvest. In connection with the Bulgarian conquest, one notable thing happened. Though the Bulgar conquered the Slav, yet the Slav ab-

Fig. 1.

From "The Round Table" published by the Macmillan Co.

sorbed him. Bulgarians adopted Slav customs and the Slav tongue. Of his own language nothing is now known to exist.

Up to the period of the arrival of the Turks the Balkan peoples were busy growing up. Trade routes had been opened by Greek, Bulgar and Serb and considerable trade was carried on between Ragusa and

Venice. The Arts were cultivated. National literatures were beginning. In fact the people of the great Serbian Empire were very little behind the average of the rest of Europe. True their early history is a blood-stained story of struggles carried on by chieftain against chieftain, prince against prince; one-man empires rose and fell, but was it not by a similar process of evolution that the other peoples of Europe worked out

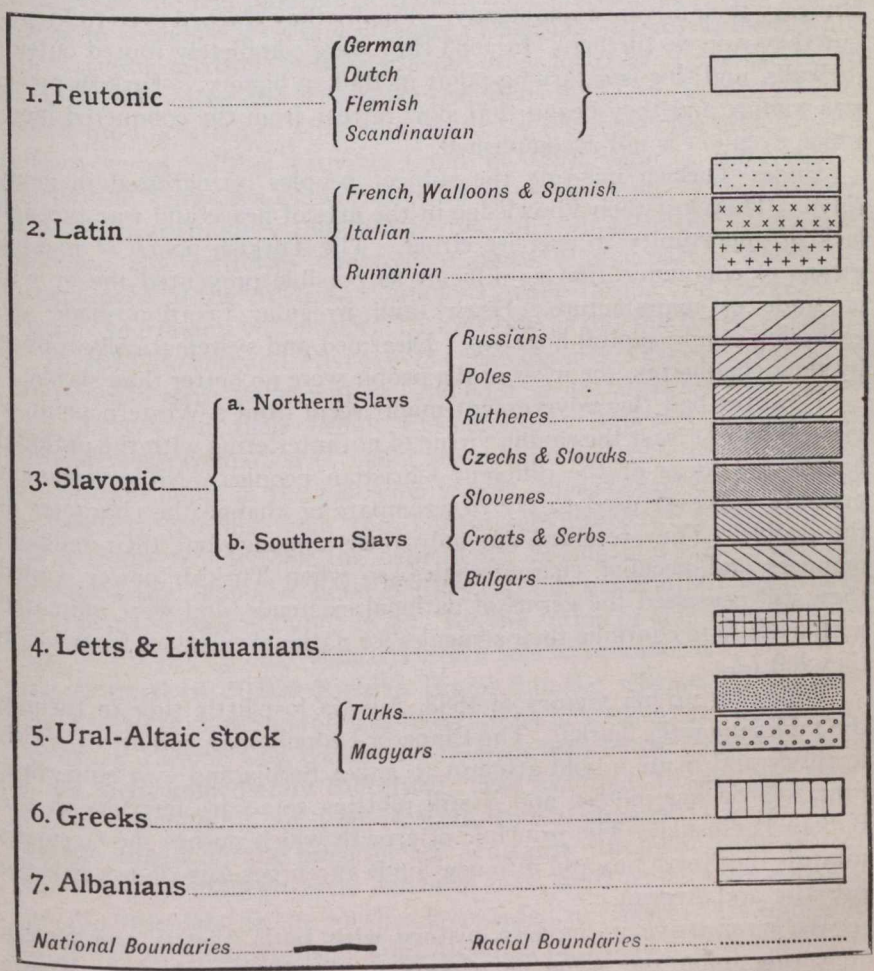

Fig. 2. Explanation of Map.

From "The Round Table" published by the Macmillan Co.

their salvation or destruction, and that the modern Powers of Europe gradually came into being?

While the Balkan peoples were still in this early stage of national development their growth was arrested. The all-conquering Turk swept down upon them, and for four centuries they were blotted out

from the world's history. In 1389 the Turks crushed the Serbs at the battle of Kossovo. That disaster ended the days of splendour of the Great Serbian Empire, and it is Kossovo, not the capture of Constantinople (1453), which marks the beginning of the Eastern Question. Thereafter the Turks overcame the Bulgars, the Greeks and the Roumanians. They even crossed over into Italy but here they were baffled. In Hungary their advance was steady. Finally they reached even to Vienna but they won no further. In 1683 they were completely routed outside its walls, and this is a turning-point in Balkan history. Turkish power was waning and they began that slow retreat from the conquered lands which even yet is not accomplished.

Under Turkish mis-rule the subject peoples retrogressed in many ways. They lost their knowledge in the arts of peace and war through lack of opportunity to exercise either. The Turkish policy of making means of communication as difficult as possible prevented the growth of trade or manufacture. Heavy and irregular taxation made the gathering of any capital hopeless. Disarmed and systematically robbed by their conquerors, the mass of the people were no better than slaves.

However bad this government might seem from a Western point of view, it had at least the saving virtue of not interfering with the national habits and ideas of the different Christian peoples. No government pressure was ever used to try to assimilate or change the character of the people. They retained not only their language but their religion, manners and peculiar characteristics, so when Turkish power waned they still possessed the germs of national existence, and were animated with a desire to continue their struggles for national existence from where they left off.

Following up her victory of 1683, Austria lost little time in turning the tables upon the Turks. The Emperor Leopold marched into Turkish territory and made a bold attempt to annex Serbia and ever since that time Austria has plotted and is still plotting to secure territory in the Balkan Peninsula. The principle of growth which pushes the Germans towards the North Sea and into new lands also urges Austria towards the Adriatic and Aegean.

We now arrive at modern history with both Austria and Russia appearing upon the scene as players in the Balkan drama. Russia constituted herself the champion of the Slav against the Turk in the days of Peter the Great, and planned to extend her power to Constantinople, but it was kinship in race and a common religion (that of the Greek Church) that impelled them to intervene, the same generous feelings that prompted mankind to undertake the Crusades. Whatever may have been the ambitions of politicians, the rank and file of the Russian people have been actuated by a noble impulse, the desire to free the oppressed.

It is the same feeling largely which inspires them now to overthrow the last but deadliest enemy of the Balkan Slavs—Austria.

In 1804 the Serbians rose in open revolt against Turkish oppression, under a popular leader called Karageorge, or the Black George whose descendant is to-day King Peter I of Serbia. Thus the Serbians may claim to be the real pioneers of Balkan independence. In 1817 Turkey agreed to recognise a certain measure of Serbian self-government whilst still retaining garrisons in Belgrade and other fortresses. By the Treaty of Adrianople, after the Russo-Turkish War of 1827-9, which had completed the liberation of Greece, a few more districts were added to the self-governing Serbian province; and in 1867, after a succession of risings, the Turks finally withdrew all their garrisons. Though practically independent since 1867, yet Serbia still comprised but a very small portion of the territories inhabited by Serbs, a large part of whom were incorporated in the Austrian dominions, while Bosnia and Herzegovina remained for many years under Turkish rule as did the Bulgarian Slavs.

In 1875 Bosnia and Herzegovina rose against Turkey. Serbia and Montenegro gave them material aid and in 1876 boldly went to war with Turkey on their behalf. Defeated by superior numbers, the Serbians were compelled to make peace. At the conference which met at Constantinople in the following winter, Russia tried hard to impose far-reaching reforms upon the Turkish government. Failing in this the Russian armies took the field in the Spring of 1877. They were victorious and imposed upon Turkey at the gates of Constantinople the Treaty of San Stefano, 1878. By the terms of this treaty, Russia tried to construct a huge Bulgaria which was to be under Russian control and occupied by 50,000 Russian troops but the scheme was too bold. The Treaty of San Stefano was overthrown in Council at Berlin by the Powers of Europe who considered their own interests more than those of the races immediately concerned. For example, Bosnia and Herzegovina, indisputably Serb lands, were handed to Austria to be administered—this being the price for her neutrality throughout the struggle. Serbia and Montenegro were extended over lands which were Albanian, and Albanian land in the south was awarded to Greece. Its immediate result was an Albanian rising, and Albanian patriots are still working for Albanian autonomy.

(To be continued).

"I think I never saw Professor Methods so utterly crushed as when his first essay on Modern Education appeared in print."

"What was the matter? Some typographical error in the article?"

"No, what crushed him was the fact that the paper sold for a cent a copy as usual."

The Western Campaign

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INTRODUCTORY.

In an attempt to understand the fighting in the western arena one must bear in mind two cardinal points in the theory of warfare as held by Germany.

FIRST: In common with others it was accepted by her generals that to beat an enemy meant to destroy her field armies or so place them that their power could not be exerted through lack of proper supplies or other cause.

SECOND: To accomplish this end the factor most worthy of consideration was the one of time. "Once war is declared fighting is to be pushed forward with the utmost speed and determination; victory comes to that country which can muster adequate forces in the shorter period of time". The worth of this theory was proven in her war with Austria in 1866, and again in the Franco-Prussian War of 1870; she was convinced of its correctness. Everything was ordered accordingly—her organization for necessary supplies, her railways of strategic importance, her system of mobilisation. When war was declared every train in Germany stopped at the next station, discharged its passengers, and within twenty-four hours was on its way to the front with that town's quota of troops.

Before we can possibly conceive the German action on the declaration of war we must try and imagine "speed" as the one condition of success; without it they were doomed to failure. When we have grasped the significance of that point a relief map tells the rest; France must be attacked through Belgium. The parallel ridges, opposing themselves to attacks from the east, precluded any rapid invasion from that quarter, where "two could put to flight a thousand. The low plain leading from Liége through Namur, Charleroi, Compiègne towards Paris offered an open thoroughfare for millions. The fact, that if she were to fight at all against France she must violate the neutrality of Belgium, puts a tremendous onus of proof of the unavoidableness of war upon the shoulders of Germany. Will she ever be able to submit her case to history as a cause sufficiently righteous to justify her acts of dishonour?

So we see Germany's plan of campaign—her battle-front, like a giant's arm with the shoulder at Verdun, was to sweep south crushing

(*Continued on page 462*).

in its embrace the field armies of France—the superlative "Battle of Sedan".

Successive phases of the attempt will go down in history something like this,—

I. The German Rush.

II. The Battle of the Marne.

III. Outflanking Movements to the North.

IV. Siege Warfare.

I. The German Rush.

Before formal declaration of war each country, under fear of being taken at a disadvantage, instructed her fighting forces to hold themselves in readiness for a call to arms. As evidence accumulated of the preparedness of the others the breaking-point came, mobilisation was ordered on all hands—Germany, France, Belgium—on August 1st. On August 2nd, Britain addressed a note to France and Germany as to their intentions regarding the guaranteed neutrality of Belgium. France at once signified her readiness to observe the guarantee; Germany claimed it impossible to reply, as to answer at all would disclose her plans. Meanwhile her troops were moving on France, Luxemburg and Belgium. The next day, August 3rd, Germany made known her plans to Belgium, demanding free passage for troops through her land. Belgium refused and appealed to Britain. At practically the same moment, 11 p.m., London time, August 4th, Great Britain and Germany declared war.

The Germans came forward in force all along the Belgo-German border during August 5th, 6th, and 7th. Liége was heavily assaulted, but her troops held off the invaders with enormous losses. The Belgian mobile force, however, withdrew, leaving only the garrison in Liége.

Expecting the main attack in the south, or hoping to draw off German troops from Belgium, or for the moral effect of an invasion of the Lost Provinces, the most readily available troops of France were used in the southern part of the Verdun-Toul-Epinal-Belfort line. By August 8th forces had been carried forward as far as Altkirk and Mülhausen. This advantage was not long held.

The Belgians fought heroically, but before the fierce and continuous onsets of superior numbers they could but retreat. At a terrible cost the great mission of the Belgian people to the allied cause was being fulfilled; they were holding on and giving time to Britain and France. By August 12th, they had retreated twenty miles to the west through Huy and Hasselt; but the French and the British had by that date come up to their right by extending their left wing into Belgium as far as the Sambre, east of Namur.

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Pursuing the policy mentioned above, the Germans on August 15th with an army of over half a million, began to move around Brussels on the north. The government was removed to Antwerp on August 17th, and, to avoid bombardment, Brussels was left to the enemy on August 19th, without a fight. The Belgian army drew off to the north towards Antwerp, leaving a gap to the west. With wonderful speed the Germans rushed through to Ghent, and then turned south, leaving sufficient forces to protect their lines of communication against the Belgian army from Antwerp.

Things now looked rather gloomy for Belgium. No doubt there were acts of desperation on the part of Belgian civilians. The Germans, holding lines through the land of the enemy, and believing that war should be waged as bitterly as possible, seized upon these acts as an excuse for wholesale reprisals calculated to strike terror into the hearts of all; civilians were shot in numbers, Louvain with its renowned university was completely destroyed.

The German line now moved south directly upon the Franco-Belgian boundary. At Mons the British, under Sir John French, came into action for the first time on August 24th. The enemy had now accumulated driving-force. Longwy fell after twenty-four days' siege; the French line was driven in on the Meuse near Sedan, necessitating a retreat by the forces to the east and west of the weak point; the Germans came on in vastly superior numbers. There was nothing to do but to fall back. The French were defeated severely at Charleroi and the British at Mons. The British troops formed the left wing of the allied line, facing the main German advance. Fighting a rearguard action almost continually for three days, to prevent an outflanking movement by the enemy, they retreated through Cambrai and Le Cateau in the direction of St. Quentin. The successful retreat from Mons might well be ranked as one of the most brilliant military achievements in British history.

The German staff had experienced one setback in their plans when the Belgians fought so stubbornly at Liége. The second difficulty came from within. The Kaiser seems to have insisted that the French be driven out of Alsace and the Russians out of East Prussia. A half-million troops were diverted from the western arena just when they needed them most and in spite of being directly contrary to arrangement. Due to this, and the terrible wastage in her ranks, Germany now found herself without that preponderance of numbers which had been hers from the beginning; the opposing forces were more nearly equalised. The case was made worse for her by the French withdrawal of troops to place directly on the enemy's line of march; General Pau's troops came up to

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reinforce the British at St. Quentin. But still the German armies moved south.

The struggle now was a race against time for each side. The question was whether the new French and British forces being formed would be on time to stem the tide. The Belgians were doing their full share north of Brussels to keep there as many men as possible, making sallies from Antwerp upon the German lines of communication. But still the Germans came on. Paris was put in condition for siege. One third of the civilian population moved to the south, and the government departments were transferred to Bordeaux.

The German right had reached a point about thirty miles north from the centre of Paris, near the outer fortifications, on September 3rd. The German left was caught on Verdun, and the centre bent southward beyond the Marne. The capture of Fort Troyon, to the south of Verdun, would have completed the investment of that fortress. Two French armies, looped around Verdun, stretched to the south, fighting back to back against fierce German assaults from the northwest and from the east respectively.

So far, on the whole, it would seem that the Germans had been successful. It is likely that the investment of Paris was not contemplated. More probably their programme called for the separation of the field armies from Paris, the crowding them up the valleys to the south-east, and there, in the rear of the line of great fortresses, the finishing of their task. With this opens the second phase in the operations.

(*To be continued*).

Professor Brander Matthews was talking of certain past participles that have fallen into disuse:

"The past participle 'gotten' has gone out in England, although it still lingers on with us. In England, gotten is almost as obsolete as 'putten.' In some parts of Cumberland the villagers still use gotten and putten, and a teacher once told me of a lesson on the past participles wherein she gave her pupils an exercise to write on the blackboard.

"In the midst of the exercise an urchin began to laugh. She asked him why he was laughing, and he answered:

"'Joe's put putten where he should have putten put.'"

A small Scotch boy playing on the docks fell into the water, and was rescued through the quickness and agility of a young man who happened to be near by when the boy fell.

"You ought to be glad I was near enough to save you," said the rescuer, surveying the small and dripping object he had with difficulty wrested from the waves.

"I be," said the boy calmly. "I'm glad you got me out, for I'd 'a' had a fearfu' lickin' from my mither if ye'd let me droon. I ken that weel."

Notes and News

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

Miss Sadie E. Bigelow, B.A., formerly of Aultsville, Ont., is teaching in Regina College, Regina.

R. J. Chisholm, formerly of Paisley, is principal of Ayr Continuation School.

A new Public School was opened in Mitchell, Ont., on November 26th.

Miss F. L. Breckon is on the staff of the Central Collegiate Institute, Calgary.

F. G. Madill, M.A., is Principal of Stouffville Continuation School.

H. E. Spaulding is teaching in Heathcote, Ont.

Miss Mable Cass of Winchester is teacher of the junior room in Cumberland Public School.

Miss I. G. Dunning of Cumberland is on the Ottawa Public School staff.

Miss M. Maxwell, Miss E. McGregor and Miss S. Cass are teaching in Navan.

Wm. Johnston, M.A., LL.B., Inspector of Schools for Division No. 1 of Leeds County, died at his home in Athens on Novenber 27th.

We have the following news of the Stratford Normal School class of 1914-15: R. G. McKercher is teaching near Simcoe, Ont., (R.R. No. 2.); Elwood Oakes is Principal of Rockwood Public School; A. W. Courtney is on the Brantford Public School staff; John Northgraves is teaching at Denfield; Gordon A. Chisholm is Principal of Caledon East Public School; Herman Rutherford is teaching at Lion's Head; H. R. Cantelon is teaching at Berkeley; George A. Pearson is teaching at Port Lambton.

Since last issue we have the following news of members of the class of 1914-15 in the Faculty of Education, University of Toronto: Orville R. White is teaching physical training and lower school work in Goderich Collegiate Institute; Miss Mary C. Tucker is teaching science and art in Harriston High School; Miss Violet E. Moyer is at Glanford Station; Miss Mary B. Habkirk is on the staff of Seaforth Public School; S. R. Balkwill is Principal of Gilford Public School; A. A. Rose is teaching in Bradford; Private Harold Douglas is No. 59271, 21st Canadian Overseas Battalion; Gunner Fred. D. Barager is in the 26th Battery, Canadian Field Artillery; Miss Barbara M. Shoebotham is teaching at Birr, Ont.; Miss Lillian Swetman is on the Public School staff at Deseronto; Harold G. Feasby is on the staff of Leamington High School; Miss Bertha Robinson is at Pine Orchard, Ont.; Miss

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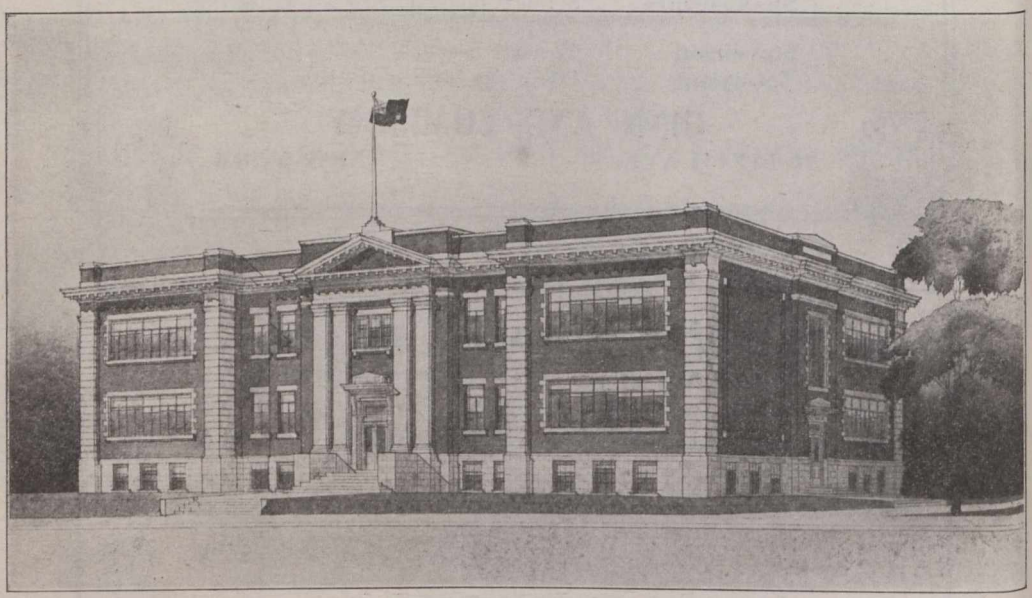
H. Kathleen Murphy is teaching at Port Burwell; Andrew McGill is teaching at Wallacetown; Miss Evelyn MacNaughton is on the staff of Merlin Public School; E. W. J. Bowes is assistant Principal of one of the London Public Schools.

The accompanying cut is a good representation of the splendid new building recently erected in S.S. No. 26, York Tp. at a cost of $65,000. The school was formally opened recently by Chief Inspector Waugh. It contains twelve classrooms, teachers' dining-room and kitchen, waiting rooms and all modern conveniences. In the basement there are three large play-rooms, a spacious gymnasium and shower baths. The building is fireproof; the corridors are very wide and are floored in terrazzo and mosaic. The staff consists of Principal A. F. Johns, Miss F. Webster,



Miss D. Ross, Miss J. Mabbott, Miss E. Stonehouse, Miss D. Linton, Miss M. Smith, and Mrs. Reece.

In the *Editorial Notes* in this issue will be found a list of members of the profession who have enlisted for active service. This list is incomplete. Further information on the subject will be much appreciated.

We are in receipt of the November number of "Vox Wesleyana" of Wesley College, Winnipeg. This is the Inauguration Number of this periodical and as such gives attention to the induction of Wesley's new principal, Rev. Dr. Eber Crummy. Space is also devoted to appointments of several professors and lecturers. This college journal main-

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tains throughout a racy style and gives an interesting description of the events touching the life of the college.

The Honourable T. Chase Casgrain, Postmaster General of Canada, has been successful, as a result of negotiations entered into with the Imperial Postal Authorities, in effecting an arrangement with the British Government whereby parcels from Canada for Canadian soldiers in France and Flanders will be carried at the same rate of postage as applies to parcels from the United Kingdom for the Expeditionary Forces on the Continent; that is,

For parcels weighing up to three pounds,	24 cents
For parcels weighing over three pounds and not more than seven pounds,	32 "
For parcels weighing over seven pounds and not more than eleven pounds,	38 "

This means a material reduction on the cost of parcels, and it is hoped it will be a source of satisfaction to the Canadian public. This reduction has been brought about by Canada foregoing all postal charges for the conveyance of these parcels in Canada and on the Atlantic.

The public are reminded, however, in accordance with the circular issued by the Department recently, that until further notice, no parcel can be sent weighing over seven pounds.

QUEBEC.

Miss L. B. Robins, B.A., has resigned her position as lecturer on mathematics in the School for Teachers, Macdonald College, and retires from active service at Christmas. Miss Robins held an elementary, a model and an academy diploma of this province and graduated in Arts at McGill, receiving her B.A. degree in 1891. Her connection with the training of teachers dates from 1884, when she was a tutor in McGill Normal School, Montreal. She taught first English and then mathematics and came to Macdonald College in 1907 when McGill Normal School was transferred to the College and became known as the School for Teachers.

Miss Robins also acted as editor of the "Educational Record" for five years 1899–1903.

This resignation terminates the long connection of the Robins family with the training of teachers in Quebec. Dr. S. P. Robins was the third principal of the McGill Normal School, the list being: Sir Wm. Dawson, 1857–1871; Mr. W. H. Hicks, 1871–1883; Dr. S. P. Robins, 1883–1907.

Dr. Robins was educated in England and Ontario and McGill University (B.A., M.A., LL.D.) He entered the teaching profession in 1848 and taught in Toronto Normal and Model Schools. He was recommended by Dr. Egerton Ryerson and was appointed on that

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account professor of mathematics at McGill Normal School in 1857 where he became principal in 1883.

There will be great regret among former students of both Dr. Robins and his daughter, Miss L. B. Robins, when her retirement breaks the long influence of her family in educational affairs in Quebec. Both were strict disciplinarians, conscientious to an extreme degree, broad-minded and loyal to their duty, their profession, and their superiors. No one could hope to have a more hardworking, faithful and loyal colleague.

At the recent examination held by the Department of Public Instruction for Inspector's Certificates, Principal Claude A. Adams, B.A., of Granby High School and Principal C. McBurney of Lachute Academy were successful in obtaining a First Class Inspector's Certificate.

Mr. William J. Edwards, B.A., was appointed to the staff of Macdonald Academy.

The question of textbooks and their unreasonable cost has stirred the Province of Quebec as no other public question for some years. As a result of complaints from every part of the province, from teachers, parents, and the general public, the Protestant Committee appointed a small subcommittee to enquire into the whole matter of price and distribution of school textbooks. The Honorable Sydney Fisher is convener and already steps have been taken to remedy some of the abuses about which complaints have been received.

The following teachers have now received appointments: Miss Annie Florance Amm, Township of Lowe, Wright Co., P.Q.; Miss Muriel Florence Black, Dunham Model School; Miss Greta Eliz. Blois, Duke of Connaught School, Montreal; Miss Gladys K. Buzzell, Montreal; Miss Isabella Caldwell, No. 1 School, Port Daniel West; Miss Edith Maud Cromwell, Three Rivers, Que.; Miss Eliza Cross, Duke of Connaught School, Montreal; Miss Flora Aleta Donovan, L'Original, Ont.; Miss Lillian I. Duncan, Shawville Academy; Miss Katherine C. Graham, Glen Lloyd, Que.; Miss Mildred S. Greene, Rosemount School, Montreal; Miss Violet Mildred Grimes, South Hull, Que.; Miss Rita M. Henderson, New Richmond, Que.; Miss Hazel G. LeGallais, Lachine, Que.; Miss Bertha E. Macdonald, Galson, Que.; Miss Catherine McGibbon, Lachute Mills, Que.; Miss Mary Mildred Mackenzie, "Brills" Consolidated School; Miss Ida May Mackinnon, Magog High School; Miss Alberta M. Manson, Rural School No. 8, Stanstead Co.; Miss Alice Rowena Moore, Montreal; Miss M. Marguerite Reilly, South Hull, Que.; Miss Ina T. Robson, William Lunn School, Montreal; Miss Lillian M. Rothera, Leeds Village, Que.; Miss Jean Agnes Smith, Strathearn School, Montreal; Miss Ethel Gertrude Walker, St. Laurent, Que.; Miss Doris Edith Wright, Duke of Connaught School; Miss Rachel Tenny, Peace

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Centennial School, Montreal; Miss Eleanor B. Stanley, Granby, Que.; Miss Alma E. Booth, School No. 1, Fenwick, Que.; Miss Rita L. Cooke, Rural School, Bonaventure Co.; Miss Maud Hope, No. 3 Municipality of Chatham; Miss Celia Maud Lindsay, Gaspe, Que.; Miss Inez Irene Norton, Magog, Que.; Miss M. Marjorie Ross, School No. 1 Hope Town, Que.; Miss Eva. Eliz. Taylor, Ste. Agathe Model School; Miss Marion L. Clark, substitute work until January.

SASKATCHEWAN.

Mr. A. W. Keith, Inspector of Schools for the Duck Lake district, has enlisted for active service and is now in training at Montreal, Que.

Dr. James L. Hughes of Toronto, addressed the Canadian Club, Regina, on Wednesday, December 8, on the subject of "How to Make Canada Efficient."

The Annual Meeting of the Saskatchewan Educational Association will be held at Prince Albert on April 25, 26 and 27 next. The President is Joseph A. Snell, Principal of the Normal School, Saskatoon, and the Secretary, Chas. Nivins, Superintendent of Public Schools, Regina.

At a meeting of the Agricultural Instruction Committee for the Province of Saskatchewan on Thursday, December 2, the following teachers were recommended to receive diplomas in recognition of their having attended two sessions of the Summer School for teachers held at the University of Saskatchewan: Alex. M. Brown, Ida M. Graham, Oswald Emil Granum, Alice Louisa Monk, Ernest Pike, and Lawrence Abel Rathwell.

From present indications it would appear that there will be an adequate supply of qualified teachers to meet the demand in 1916. All teachers holding Third Class or Provisional certificates which expire in December will be required to improve their standing. With this in view, arrangements are being made to hold First and Second Class sessions of the Normal School at Regina and Saskatoon, beginning on January 3rd. Third Class sessions will open on the same date at the following points, namely, Regina, Saskatoon, Yorkton, Estevan, Moosomin, Prince Albert, Weyburn, Swift Current and Wilkie. The Third Class sessions will close on March 9th, while the First and Second Class sessions will continue until the last week in April. It is estimated that nearly seven hundred teachers will attend these sessions. These, with the five hundred and twenty-five students who are now in attendance at the Normal Schools at Regina and Saskatoon, and who will be ready to take charge of schools on January 1st, will provide over twelve hundred new teachers, and it is confidently expected that there will be no necessity for issuing Provisional certificates during the year 1916.

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Boards of trustees desiring teachers would do well to communicate with the Principal of the Normal School at Regina or at Saskatoon.

NOVA SCOTIA

Inspector Robinson held a very successful Teachers' Institute at Hantsport, November 18th and 19th. An interesting feature was the holding of a School Fair in connection with it. Fifteen schools exhibited their products. This was the first opportunity some of the younger teachers had had of seeing a School Fair.

School Fairs have extended from 70 schools in 1914 to 150 in 1915. Home gardens by school children increased from 700 to 1,900 in the past year.

A strenuous Compulsory Attendance Law has gone into force in the cities and towns of Nova Scotia. In the rural districts, the law is still lax in this particular.

Three of the young men who began the year's work in the Normal College, Truro, have since enlisted for overseas service.

NEW BRUNSWICK.

Lieut.-Col. G. W. Mersereau, M.A., Inspector of Schools for District No. 1, has been authorised by the Militia Department to recruit and command the 132nd Battalion for overseas service. P. G. McFarlane, M.A., Principal of the High School at St. Stephen, will fill the temporary vacancy caused by Inspector Mersereau's absence.

The Rhodes Scholarship from the University of New Brunswick has been awarded to Murray M. M. Baird, a fourth year student at the University. Mr. Baird has had a brilliant college course, having won the William Crocket Scholarship for highest standing in Latin and Greek in his freshman year, and the L. A. Wilmot Scholarship, and the Douglas Gold Medal in his sophomore year.

The Royal Military College of Canada.

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

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

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

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

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

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

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

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

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

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

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

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

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