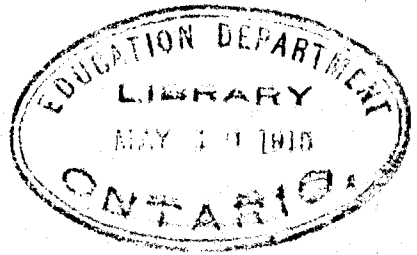


# The Western School Journal

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TORONTO, Ont.



¶ The most perfect character that ever trod the earth was a teacher. I love to think of Him in this character,—that of the Great Teacher; and this ennobles the calling, and leads one never to be ashamed of it. In His life, and method, and example, and consecration, I find help and encouragement. It is a great thing to be a school-teacher!

—Butler

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## CONVENTION NUMBER

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Winnipeg  
May, 1915

Vol. X  
No. 5

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W. A. MCINTYRE

Editor

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# The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL.)

VOL. X

WINNIPEG, MAY, 1915

No. 5

## Editorial

### THE CONVENTION

It is not necessary to comment on the work of the Convention. The attendance, the interest, the practical character of the addresses and discussions speak for themselves. It will be known in history as the practical convention. Everyone who came to learn must have been benefited. Those who could not come deserve our sympathy. Those who could come and who would not need not be referred to at all. Fortunately, the number of this kind is lessening from year to year.

The Secondary Section is to be congratulated on its attempt to remodel the curriculum: the Elementary Section on its success in subdividing into the four conferences.

The Journal is very happy to publish in some detail the proceedings of the Convention. It regrets the necessity which compelled the summarizing of practically all the papers.

### A FRANK STATEMENT

The following communication is here given prominence because it may be of interest to some readers of the Journal:

"A feast of good things" may be said of Professor Dale's interesting lectures. But were they appreciated? Yes, by some. What about those who came in late and left before it was over? Those who were more engrossed in discussing their neighbour's spring hat, undoubtedly much to the

speaker's disgust? He will return highly impressed with manners of the west, won't he?

Certainly it was an education to hear Professor Dale speak; his language was simple, yet eloquent and fluent—a voice that one could listen to for hours and never be fatigued.

Now, of those who failed to appear at the banquet. They truly missed the good wine. But perhaps they were of those who consider themselves masters of their work and their language, too? Fondly imagining that their public school education and six months' Normal training has left them everything to be desired. Evidently some of those absentees think that the Convention is solely for those from the country, and do not take to heart the words of that intrepid leader whose name the old prophet did not condescend to give: "Be strong and quit yourselves like men, O ye Philistines!" The brave words of that nameless captain have winged their way to us through thirty centuries of conflict. His heartening call is worth attention, for it means to us: "Exert yourselves to learn something new, to attain a fresh point, to follow a new interest!" He who does this year by year will win a prize more potent than any box of acacia wood overlaid with pure gold.

The poverty of the attendance of members of the Association was perhaps due to their feeling like the one who remarked: "This is a new country; we are willing to learn, but show us the man who can teach us anything!"

## AN EXPLANATION

In presenting the report of the Convention in this issue, it was found necessary to summarize most of the papers and to hold over a few others in order that they might be printed in full in a subsequent issue. Among these is the paper on Wood-Carving in Graded Schools by Miss E. Farrow. Two or three of the papers did not arrive in time for publication, and a num-

ber of the addresses were in the form of demonstrations, such as those in the intermediate, primary and rural conferences of the Elementary section.

This being convention number the special articles and departments are omitted. Prizes for poetry competition will be awarded next month. The competition is still open.

## General Session

### MINUTES OF MEETING

The tenth Convention of the Manitoba Teachers' Association opened on Tuesday, April 6th, in the Kelvin School, with President J. H. Mulvey in the chair.

Mr. Mulvey delivered his presidential address.

Mayor Waugh extended a welcome from the city.

Mr. R. Fletcher, Deputy Minister of Education, then spoke on "The Progress of the Year."

Mr. C. K. Newcombe, Superintendent of Education, spoke on "Canada and the War."

Music was provided by the Orchestra of the Provencher School.

On Wednesday afternoon an address was delivered by Rev. W. J. Hindley on "Moral Emphasis in Education."

This was followed by vocal music from the boys of Provencher School, St. Boniface.

Professor J. A. Dale, of McGill University, Montreal, then delivered an address on "What We May Expect from Education."

On Wednesday evening in St. Stephen's Church, with Mr. J. T. Haig, M.P.P., in the chair, Prof. Dale delivered a lecture on "The Tragedy of German Education."

On Thursday afternoon the only address was by Dr. J. Halpenny on "Hygiene as Applied to School Pupils."

During this same session the business of the Convention was transacted. The Secretary read the minutes of the previous meeting. Then followed the Treasurer's statement as already printed in the Western School Journal. The Committee on Resolutions then reported as follows:

(1) Resolved, that it would be a great help in the teaching of English, and lead to wider reading on the part of the pupils, if a series of debates could be arranged for between Secondary schools of the Province.

If this idea meets with the approval of the Association, your committee would suggest that a committee be appointed from the English teachers of the Secondary Schools to select suitable subjects and arrange a programme.

(2) Resolved, that in the opinion of this Association it is deemed advisable to ask the Department of Education to supply free text-books to all the grades of the public schools.

And that school boards be required to supply all exercise books and practice papers free to pupils.

(3) Resolved, that a hearty vote of thanks be extended to all those who have in any way contributed to the success of this Convention.

(4) Resolved, that a vote of thanks be extended to the press for the full and fair reports they have given of the proceedings of the Convention.

All these resolutions were adopted.

The Nominating Committee then recommended as follows:

Hon. President—Hon. G. W. Coldwell.  
 President—Dr. W. A. McIntyre.  
 1st Vice-President—Mr. H. A. Stokes, Selkirk.  
 2nd Vice-President—Miss Yemen, Souris.  
 Secretary—P. D. Harris.  
 Treasurer—L. A. Ferguson.  
 Auditor—R. H. Smith.  
 Committee—J. H. Mulvey, Winnipeg; R. Goulet, St. Boniface; A. E. Hearn, Winnipeg; W. W. McDonald, Portage la Prairie; Miss E. McDougall, Winnipeg; A. M. Simpson, Brandon; Miss B. Gunn, Dauphin; F. W. Balfour, Pilot Mound; A. Weidenhammer, Winnipeg; O. T. Gamey; Portage la Prairie; Miss L. Cull, Winnipeg; A. M. Shields, Virden; Miss M. E. Reid, Brandon; A. M. Stevenson, Souris; W. J. Parr, Killarney; Mr. Tufts, Carman; I. Stratton, President Trustees' Association; H. Coxsmith, Secretary Trustees' Association.

The report of the Nominating Committee was adopted.

It was also agreed that the Past Presidents and Presidents of sections be, by virtue of office, members of the General Executive.

The Committee on the Teachers' Retirement Fund then presented the following report:

1. The fund shall be made up of contributions from,
  - (1) Teachers.
  - (2) School Districts.
  - (3) Provincial Government.
2. Contributions must be obligatory upon, and in respect of, all teachers now in the service and all new entrants.
3. Teachers shall pay 2% of salary on all salary received.
4. School Districts shall contribute sums equal to those contributed by the teachers they employ.
5. The Province of Manitoba shall contribute sums equal to those contributed by all the teachers in the Province.
6. The pension shall be  $\frac{a \& b}{100}$  of \$ (x + 300) a year.
 

where "a" is the number of full years served in the province  
 "b" is the number of full years' contributions made to the fund, and  
 "x" is the average salary during the last five years of service.
7. The pension shall be \$500 a year whenever the above formula would produce a smaller sum, and \$1,000 a year whenever the formula would produce a larger sum.
8. No teacher shall be eligible for a pension who has not served at least 15 years in the Province of Manitoba.
9. Except in cases of permanent disability, male teachers may not retire before the age

of 60, and female teachers may not retire before the age of 55.

10. In the event of permanent disability, of which proof has been made to the satisfaction of the Board of Control, a pension as determined by clauses 6 and 8 may be granted, and clauses 7 and 9 shall not apply, but no disability pension may exceed \$1,000 a year.

11. Teachers withdrawing before the completion of five full years of service shall have no claim upon the fund.

In the event of a contributor dying before he becomes a pensioner, his heirs shall receive the sum of his two per cent. contributions accrued up to the time of his death, plus five per cent. interest, compounded annually, on the same.

12. In the event of a pensioner dying before receiving a pension payment a sum equal to the two per cent. contributions made, the difference shall be payable to the estate of the pensioner.

13. The fund shall be administered by a Board of Control representing each of the three bodies of contributors.

14. School Districts shall deduct teachers' contributions before payment of salaries, and shall make monthly returns to the Provincial Government which shall maintain the Pension Fund Office.

Telegrams were read from the Conventions at Calgary and Yorkton, conveying greetings.

The President-Elect was presented to the Association. The Convention then adjourned.

(The speeches delivered in complete or summarized form are printed in the following pages).

## PRESIDENT'S ADDRESS

J. H. Mulvey

Ladies and Gentlemen:

I am glad, very glad indeed, to welcome you to this 10th annual meeting of the M.E.A. It is always a source of pleasure to me to meet so many teachers gathered together, animated by a common impulse for self-improvement, and guided by a high sense of duty. I am sorry, however, that my ability as a speaker is not commensurate with the importance of the occasion and that many flattering expressions of congratulation and good will must to my regret be left unsaid. Nevertheless, from my long connection with educational matters in this province, I recognize

the hardship that attendance at this meeting entails upon you, and as far as my personal sympathy goes, you have it in abundance. I fully realize that after a hard winter's work you feel that some relaxation is owing you in order to create anew fresh energy for future efforts.

I know, too, that many of you have come long distances, that you have sacrificed many social obligations, that you have postponed many pleasure excursions to friends or relatives, in order to participate in our deliberations. This self-denial on your part is certainly gratifying to the officials of this Association. Yet I have no hesitation in saying frankly to you that I think it is a duty incumbent upon every teacher in this province to attend these meetings if at all possible. It is in fact a duty we owe the public, our trustees, our children, and more particularly ourselves as members of the teaching profession. You know that your personal attitude towards our Association and towards education generally is nearly always a fair index—an appreciable measure of your success as a teacher, and your success as a teacher elevates our profession in the social scale to unknown heights and gives it a standing in the community that is the equal, if not the rival, of any other profession in the world. Now the work in which we are engaged involves a great deal of diligent and intelligent study, both before and after our enrolment in the ranks of teaching, and what is more, it necessitates a continuance of this study until the end. As a matter of fact, no kind of work calls for so much energy of body and mind, so much patience, kindness, sympathy and sunshine as ours does; yet for the laborer the reward is great beyond computation.

I think I am safe in saying that no idler, no loiterer by the wayside, ever reaches the topmost rung of the ladder of success in education. It is the workers that are imperatively needed in the teaching profession. It is the men and women who toil in rugged places, over-

coming every difficulty with cheerful perseverance, mounting higher day by day, reaching ever, reaching forth after something newer and better and truer than that which has gone before. These are they that do the work; these are they that leave the imprints on the sands of time that make it possible for you and me to lead our little flocks into the broad highways of true knowledge and useful citizenship.

Books have been written in profusion upon every conceivable topic that lies within the domain of human thought—upon birds and beasts, flowers and trees, seas and stars, and so on numberlessly; but none of them can compare with the living book that is daily open to our view, viz., the mind and soul of a child. This is the book that engages our attention and demands from us the greatest consideration of every page of its wonderful record. This is the wonderful volume that should have printed on its living pages the best of thoughts, the highest of ideals; in fact, everything that is pure and holy, everything that creates an appetite for the nobler things in life and an abhorrence of the low, the vile and the debasing in human activity. This study, this interpretation of the living page, however complex or difficult it may be, constitutes our appointed work in the body corporate, and to that end we must devote all our energies, all our abilities and our highest attainments. No matter what discouragements or clouds of misunderstanding sweep across our mental horizon, we must rise superior to them all, for the clouds disappear at the smile of a little child and our worries cease to be when the dawning of intelligent comprehension breaks like a ray of light across the wrinkled brow of a youngster.

(The President has referred to the programme of the Convention and to the work of the Executive in planning to make it as comprehensive and as practical as possible.)

Since we last met in session here a great event has occurred—one that has overshadowed every other event in hu-



man activity—and that is the present war with Germany. This war is being waged by nations that have become great in inventions and discoveries, in science and arts, in music and painting, in commerce and industries, in all the conveniences and comforts that constitute modern life. The nations involved represent the highest type of civilization probably since the beginning of the world, and it is a regrettable fact that all the power and greatness and intellect of these nations should be employed in killing one another. Yet from our point of view the war was forced upon us. We could not possibly avoid it and maintain our honor unimpaired among men and nations. This war was primarily caused by a dominating caste in Germany, supported by the powerful influence of a servient press—a caste that spelled militarism directed against Britain from the days of the Boer war—a caste that, led by Bernhardi and many other insane pan-Germans, promulgated the pernicious doctrine "that might is at once the supreme right and the dispute as to what is right must be decided by the arbitrament of war." In pursuance of this principle that might makes right, Germany as you know violated the neutrality of Belgium, although she, in conjunction with the great powers, had solemnly guaranteed such neutrality, and because the Belgians refused to betray Europe and become the tool of a powerful neighbor their country is now a "wilderness of smoking ruins." Doubtless every teacher I see before me has had little difficulty in eliciting from the older pupils the statement that Great Britain had no other alternative than a declaration of war, or in making those pupils see that Great Britain with her allies is fighting not for Belgium alone, but that she is fighting at the dictates of honor for the preservation of the law of nations, which is ultimately for the peace of all nations and the right of the weaker to exist.

Such a war is as vitally important to us in Canada as it is to our Mother-

land. Although we are a self-governing colony, we are a part of the British Empire; our thoughts, our sentiments, our speech, the calls of kinship makes us one in reality with the other sons of Britain, and their cause is our cause, their foe is our foe, their war is our war, and their glory is our glory.

A British statesman once said that Canada was the fairest jewel in the crown of Britain. I do not know whether this assertion was a diplomatic platitude tending to raise our self-esteem or not, but all the same its fulfilment is near at hand. At the conclusion of this war Canada, a little sooner or a little later, will become a great nation—linked, it may be, in the solidarity of the British Empire—yet a great nation. Her ships will plough through every sea, her manufactured products will be distributed to all parts of the earth, her great natural resources will be enormously developed, her fields of golden grain will fill the land with a golden shower; yet our participation in this war will cost us much—the blood of men, the sorrows of women—but there must be no turning back; everything must be borne with heroic constancy and patience, for at all hazards and at all costs the lust of any nation for universal dominion, the right of any nation to tyrannize over other men and nations, must be for ever smashed.

We as Canadians are taking part—and no mean part, either—in this act of righteous retribution, and when the great day of rehabilitation for shattered nations comes, we will have the proud satisfaction of knowing that we did our duty as we see it, nobly and ungrudgingly, and side by side with us as representatives of Imperial Britain will be found the men of India, of South Africa, of Australia, of New Zealand—all animated by one common love for the dear old flag that represents justice and mercy and freedom for all mankind.

And now one word of caution in this connection. This war may last longer than we expect, but in any case it is bound to entail considerable changes

in every arrangement that pertains to human life and human activity: homes will be left desolate, commercial enterprises may suffer from temporary stagnation, economic conditions will be disturbed and a feeling of depression may brood over our land. But let us as teachers meet every misfortune with optimistic smiles. Let us follow out the dictates of our profession with an unflinching and unswerving fidelity to its high ideals. Let us continue to develop in our pupils a sense of their majesty and responsibility as citizens of the wide, wide world, and some day the flags of all nations may be merged into the white banner of Christ, and then shall wars and rumors of wars cease to be for ever; but until that time comes let us be prepared to stand by the glorious traditions of our Motherland, and when blood calls to blood from across the waters let us answer England's foes then as now with the same unconquerable loyalty.

In conclusion, ladies and gentlemen, let me impress this upon you: The present situation in the British Empire calls for citizens, and never before in our history was the need so pressing for citizenship of a wise and unselfish character as now. All of us, both men and women, and even little children, must be prepared to do our duty to our country, and to sacrifice our personal interests in its behalf. The chief task of the teacher, then, is to prepare the pupils for participation in this citizenship—to prepare them mentally, morally and physically for the great destiny that lies ahead of them. And your presence here this afternoon shows that you at least recognize the importance of the duty devolving upon you, and that you are anxious to equip yourselves for the performance of this great duty. And I can only express the hope that the programme we have prepared for you may in some measure be an assistance and an inspiration to you in the prosecution of your work and that you will return to your classrooms after the Easter holidays thoroughly refreshed in mind and body.

## SOME THOUGHTS ON THE PRESENT WAR

By C. K. Newcombe, Supt. of Education

In studying any war, we find that the causes are deep-seated and far-reaching, the occasions trifling and ephemeral. We have heard this present war ascribed to the crime of Gavrilo Princep at Serajevo. We have been told that its causes may be learned by a perusal of the conversations between various Chancelleries of Europe during the fatal days prior to the 28th of July last. It is true that the occasion of the great struggle lay in the supposedly unsatisfactory character of the Servian reply to the twelve demands made by Austria, but the nature of these demands, and the manner of their presentation, show conclusively that it was the desire of Austria to force upon Servia the solution by war of a larger issue than that raised by the crime itself.

There are two methods by which empires may be unified—the one by internal organization, the other by external pressure. The Austrians have found it well nigh impossible to organize their Dominions so as to insure the unity which they desire.

Francis Joseph is very old, and it is doubtful whether the Hungarians will recognize his successor as king. The provinces of Bosnia, Herzegovina, Croatia, Slavonia and Dalmatia, all like Servia are inhabited by Slavs, who turn eager eyes to the Servian hills from whence they hope will come their aid.

Austria has oppressed these provinces as she oppressed the Provinces of Italy, or in old days, the Cantons of Switzerland. Then too, the Julian Alps, the Carnic Alps, the Istrian Littoral and the Trentino are essentially Italian in character. Of their inhabitants, only twenty per cent. are of Teutonic extraction. These territories too, are a source of weakness to the Empire.

The friction between the two dominant races of Austria, the menace of the Slav, the territory torn from Italy, have all contributed to the failure of

the House of Hapsburg to bring about the unity of the Empire through internal organization. There remained the alternative of external pressure.

For centuries Austria has dreamed the dream of domination in south-eastern Europe, of rule in the Balkans, of sea coast on both Adriatic and Aegean, with harbors where forests of masts flying the Imperial flag might bear witness to dominion on the seas. Sea coast she has obtained, but her position is ever precarious while Servia menaces Trieste, and Albania and Montenegro threaten the lower Adriatic. The Emperor, whose personality and tact hold her rival races in seeming unity, is tottering to the grave. Meanwhile Austria is goaded onward by her ambitions, and so the House of Hapsburg sees in the cementing power of external pressure its sole hope of immediate preservation and future continuance. And this external pressure is war.

It is a mighty force. We ourselves are feeling its power. All over our far-flung Empire, nerve centres are quivering as we gather together for the conflict. The cohesion of public effort is welding together people of every language and every race. Sikh and New Zealander, South African and Canadian are side by side with Kitchener's Territorials on that far-flung battle line.

And it is this cohesion which Austria has craved. Her great ally has also her ambitions. "From the North Sea to the Persian Gulf, from the Baltic to the Mediterranean" is the motto of Pan-Germanism. With characteristic patience and thoroughness, Prussia had built up the most perfect system of surveillance the world has ever known. Her spies were everywhere, and one and all brought back the tale that "The Day" was at hand. England might safely be ignored. Conservative and Liberal were divided into warring camps, and eighty Irish Nationalists held the balance of power. The price of their support was a Home Rule Bill; and immediately upon its introduction, volunteers began drilling as for civil war. Ulster demanded that her territory

should be excluded from the application of the bill, but the Nationalists would come to no agreement. The domestic legislation of Lloyd George was considered by the landed classes to be nothing less than confiscation. Capital it was said would be alarmed by the proposed measures and would leave the country. Recruiting was at a low ebb. Nor were matters seemingly in better condition on the outposts of Empire. India was filled with a vague unrest, and an emigration movement was beginning. The Crown Colonies, however, looked with suspicion upon the Hindoo brother; South Africa denied him equality of status; Canada refused to admit him at all. To the outside observer, it seemed, and seemed with reason, that Britain would long hesitate before she entered a great war.

France was by no means prepared. Her artillery was admittedly old and defective. The frontier forts were by no means in repair. The efficiency of her aeroplanes had been greatly exaggerated, and the opposition to conscription was steadily increasing in force throughout the country.

Russia had not yet recovered from the effects of the Japanese war. Her finances were at a low ebb, and her mobilization would be necessarily slow as a result of her vast extent and the inadequate nature of her facilities for transportation.

On the other hand, Germany and Austria had improved their armies. The German fleet had been put on a war basis. No immediate domestic difficulties threatened Austria so long as the Emperor lived, and nothing troubled Germany save socialism; a cloud upon the horizon as yet no bigger than a man's hand.

In the opinion of the general staff "The Day" had come. A last attempt was made to detach Britain from her Allies. Assurances were given that the territorial integrity of Continental France would be respected, though a pledge that the French Colonies should remain untouched was refused; and lastly, if Belgium would offer right of

way to the Germans through her territory and refrain from siding with France in any fashion, Germany covenanted that her neutrality would be respected—after the war. These “infamous proposals” were rejected, and the rest we know.

I do not wish to speak of Belgium, of the violation of her territories—a violation from which even Bismarck shrank in 1870—of the murder and spoilation of her civilian population; of the desecration of her cathedrals or the crime of Louvain. Nor do I wish to speak of the sinking of neutrals by submarines, or the raids upon Hartlepool and Scarborough, but I do wish to say that we have grossly exaggerated in our own minds the contribution of Germany to world civilization.

Germany has organized; she has systematized existing materials, but we owe little or nothing to her initiative.

Dr. Charles W. Eliot has ably epitomized the inventions which have gone far to make our material civilization what it is, and he finds that the inventors in almost every case were citizens of the free countries of the earth.

The application of steam to land and water transportation we owe to England and America. The explosive engine to the development of which we owe our vast automobile industry, had its origin in France. French and English chemists made the fundamental discoveries in chemical and physical theory. The telegraph and telephone we owe to America; the wireless to Italy. The sewing machine, typewriter and rotary press are all products of American invention. The United States built the first monitor and submarine, and England the first dreadnought. In the world of medical science, we find the same thing. We owe the discovery of anaesthesia to America, that of asepis to an Englishman, and it was an Englishman who first discovered the possibilities of typhoid inoculation. The rubber industry we owe to the invention of the American Goodyear. Modern

business organization has arisen out of the conception of the joint stock company with its magic of limited liability. This is an English conception and its greatest development in the ocean steamship corporation has been built up on British soil. American business organization has built up and made possible corporations such as the Standard Oil and United States Steel.

Germany, however, has given us an idea of empire; of a state “hacking its war through” under the influence of the doctrine of force, having no care for sanctity of obligation or right of contract, regarding a treaty as merely a “scrap of paper,” and fired with an intense desire for the domination of Europe and the world.

“It is the business of the State,” said Frederic the Great, “to extend its boundaries,” and the same monarch gave Goethe as his reasons for his violation of the Pragmatic Sanction, and his attack upon Maria Theresa, “The vivacity of my temperament, my well filled war chests, a favorable opportunity and an ambition for glory.” So Frederic, so Wilhelm!

We too have an Empire, and of that Empire, and of the struggles and privations which have made it great, let Homer, Lea speak:

“The Saxon has marked around this earth, as has no other race before him, the scarlet circle of his power. This thin, red Saxon line, so thin with his numbers, so red with his blood, was made possible only by his heroism and racial fealty. Where this line has not gone man has not found. It has crossed every sea; it has traversed every desert; it has sought every solitude; it has passed through swamps where only the sacred ibis fishes; over sands that have never been moistened; over snows that have never melted. There has been no storm it has not encountered; no pain it has not endured; no race it has not fought, and no disease it has not contended with. This Saxon line has been to the earth a girdle tragic and heroic, binding within itself all the old

and great places of the world. It has been silent in its duty, ignored in its achievement, and scorned in its devotion; yet it has given down to this now neglectful race a world such as mankind has never known before; an empire over which the sun and stars shine together; where night never falls nor dawn begins."

This great British Empire has been built up upon the enduring principles of national honor and regard for our pledged word.

And in this war we fight that government of the people by the people, and for the people, shall not pass away in the din and havoc of carnage and death, and that the principle of individual freedom and liberty shall not perish but have everlasting life.

## ADDRESS OF WELCOME

Mayor Waugh

(Summarized)

Mayor Waugh welcomed the visiting teachers to the city. He expressed himself as having no fear of the profession, such as existed in his mind when he was a small boy. The City of Winnipeg, which he represented, belonged to Manitoba and to Western Canada; it therefore belonged to the people who controlled the destinies of Western Canada—that is, the teachers. The people of Winnipeg have shown in many ways that they are interested in education. Such a building as the one in which they met was the best evidence of this. Education should not cease when children left school; it should go on until the end of life. Education should, as far as possible, be of a practical character. A few evenings ago the speaker heard a lecture proving that the earth was flat. In the discussion that followed many interesting things were said, but the question he was asking himself as he went homewards was, What difference does it make to you and me whether the earth is round or flat? A military authority had told him that what Britain wanted of Canada now was men who could shoot straight. We may give ships, and we may man them with brave men and equip them with fine guns; but the whole thing is useless unless there are some men there who know how to shoot. There is a good deal of education that is of the useless variety. It makes for adornment. If people are to be educated for service they must be taught young. It is impossible to educate old people. There are 13,000 boys going to school in Winnipeg, and the Mayor had the feeling that they were all being trained to

be consumers. In a country like this agriculture is the first industry, and people should be induced to go "back to the farm." Half of the people of Manitoba lived in cities. This is far too high a percentage. About 10% of the people are tilling the farms, and the other 90% are tilling the farmers. In the opinion of the speaker, technical training, including training for the farm, should be given wherever people could understand it. And then there should be recreation to make life happy, but above all the slogan of the people should be, "Back to the Land."

## THE PROGRESS OF THE YEAR

By R. Fletcher, Deputy Minister of Education

In the absence of Hon. Mr. Coldwell, Mr. R. Fletcher, Deputy Minister of Education, gave an address in which he referred to the progress during the year. The following is a brief summary of his remarks:

### ATTENDANCE

In Manitoba there were enrolled 93,954 pupils, and the average attendance was 59,776, or 63.6%. The average in Alberta was 57.4%, in Ontario 61.3%, and in Nova Scotia 62.6%. In Manitoba the number attending less than 100 days decreased from 35,681 to 35,235; the number attending between 100 and 150 days decreased from 21,135 to 20,202, and the number attending between 151 days and the whole year increased tremendously—from 26,863 to 38,516, or by 11,653.

### TEACHER TRAINING

#### Summer Schools

Last year 96 teachers gave up five weeks of their vacation to take courses in elementary science and gardening, and various forms of handwork, including wood and iron work.

The Summer School will be continued again this year, and arrangements are being made whereby three-year courses will be offered, leading to a diploma as special teacher in manual training, or sewing and millinery, as the case may be.

Last summer 115 French bilingual teachers took a special summer course at St. Boniface, thus evidencing the keen professional interest they take in their work.

The Act was amended last Session so as to provide for a grant of \$10.00 per annum to teachers in town or village schools who were doing satisfactory work in school gardening.

One hundred and seventy-three teachers took a month's course at the Agricultural College during the year, thus getting into closer touch with rural life, and learning to better appreciate the problems of the communities in which they live.

### BRANDON NORMAL SCHOOL

This school is now equipped for work in domestic science, manual training and agri-

culture. Next year it will offer a full year's course, and second class work will be taken up there as well as in Winnipeg.

Night school grants were paid last year to ten centres at the rate of \$1.00 per night. This year this number has been considerably increased, though full returns are not yet in from all the schools where such classes were offered.

Five High Schools, viz., Stonewall, Teulon, Holland, Roblin and Dauphin, offered courses in agriculture for the older boys in farm homes who had dropped out of school, and found it uncongenial to work side by side with students much younger than they.

#### BOYS' AND GIRLS' CLUBS

In this work the Department of Education is co-operating with the Department of Agriculture, and contests have been arranged in farm mechanics, fodder corn growing, pig raising, potato growing, poultry raising, bread baking, sewing, canning and preserving.

Over 1,800 boys and girls were engaged in competitions of this kind in Manitoba last year, and it is expected that many more will compete during the coming summer.

The work of organizing these clubs is now in charge of Mr. S. T. Newton, formerly head of the Technical Department in the Kelvin School.

#### SCHOOL FAIRS

Last year there were upwards of 40 fairs held in the province, where the children competed with their products. These fairs aroused a great deal of interest, not only amongst the pupils, but amongst the parents and rate-payers, and it is believed that their number will be largely increased.

#### THE SCHOOLS AND THE WAR

During the year the Department has distributed or is now distributing:

- (1) The Dominion Government Blue Book.
- (2) Box of pamphlets (enough to send several into every home in the district).
- (3) Circulars and subscription forms for Red Cross contribution have been sent out to all schools, and the hearty co-operation of the teachers is requested.

### THE MORAL EMPHASIS IN MODERN EDUCATION

Rev. W. J. Hindley

My subject has been announced this afternoon as "The Moral Objective in Modern Education." This, however, can be stated very briefly. Self-discovery, self-respect, self-control—these three things comprise the moral objective of education. I may say that my subject is: "The moral emphasis in modern education," and not "the moral objective."

There is need of this moral emphasis, not only in our educational relationships but our industrial and commercial association and our political life. The need of our times is

distinctively a moral need—greater in this time of stress than ever before in the history of the world. I need not take up your time by going too deeply into the psychology of the mob, but I would just like to point out the difference in our attitude toward the individual and the group or association of individuals. You take ten men, and these ten men together will do certain things that not one of those ten men by himself would do, owing to a certain element, either a plus element or a minus element, of our moral and ethical world that is very hard to account for. We talk about our "soulless corporations." There is an impersonality about a corporation that causes individuals to feel toward corporations very differently than they feel towards each other. If you ride in a street car, for instance, and the conductor does not take up your fare, you do not feel guilty because you did not pay. You have the feeling that, if you can get ahead of the company, you are quite justified in doing so. Men who will not take a nickel from anybody, so to speak, will take all they can get from everybody. People who would not even think of robbing the individual would cheerfully rob the group, and not think they were robbers or pirates when they did it.

That is the attitude out of which arises the problems that face our great social movements today. That is why it is almost impossible to administer the affairs of state or province upon the same careful, economical and efficient basis as private business. That is the reason why nearly every public building or enterprise on this continent today costs more than those engineered privately. You would be surprised how impersonal, in this respect, is the attitude of people even toward their own city. Things cost from 25 to 40 per cent. more when people know that we are buying them "for the city."

Now, I speak of these things because they are the expression of a very acute situation, the solution for which must form the very foundation of our movements for community betterment. We are facing a very critical time in the development of the moral and ethical life of our people; and if there is one institution more than another where we can begin reconstruction, it is in our public schools. The fact is, that the spirit of our day is the spirit of individualism.

You go into the average community, and you find in perhaps a very small town five or six churches and perhaps two public schools. What I look forward to is the time when, in a community of that size, there will be only one church and one school—when our schools will be so truly Canadian that in them we will be laying the foundation of our future Canadian community life.

If you believe with me that morals is simply a sense of right relationships, and consists in the duties of life rather than the following of rules, then you will agree with me that the public school must proceed along general rather than specific lines. I believe

that religion is the true fountain-head of moral life, or the moral life and power of a people. But I do not believe that religion per se ought to be taught in the public schools. When I refer to religion in this connection, I mean set religious exercises.

Just as you cannot have physical life without food, neither can you have moral life without some religious institution and religious ideals. . . Now for the reason that morality rests upon religious ideals more than religious facts, there is no reason why religious instruction should be brought into the public schools. Of course, in the old lands, like Germany, they still consider specific religious instruction, and boys and girls have to be familiar with certain portions of the Scripture and the Prayer-book. Some such system has been followed out recently in the schools of Japan. But in America we have come to a point in our moral evolution when the specific forms of religious instruction can be relegated to the home.

I believe that the teacher with a message can inculcate a moral lesson even in the teaching of grammar, usually considered the driest of studies; for none can use the spoken or written word without thinking of the harmony and the euphony of our language in song and story. Again, the teacher who cannot teach arithmetic without moral emphasis is absolutely unfit; the teacher who cannot make history something more than dates and dynasties is unworthy of his high calling. There seems to be little doubt that if our histories had been less those of wars, of generals, kings, queens and leaders; that if they had been less records of the sword and the musket; this great war of our time would have been made impossible. I believe that not only must a new moral emphasis enter into the teachers' interpretation of history, but our histories must be rewritten, and instead of being records of war and bloodshed, must be made stories of the growth of the people—stories of those who served in promotion of the common good.

For that reason I think you will agree with me that our state and provincial colleges are facing a transitional period. Every time you meet in the throng you hear somebody say: "We are passing through a transitional period." By that you know the moment when a new throb, a new thrill, has come to the common heart and soul.

A little while ago you had a transition from the classical to the vocational form of education. The boys and girls of today are receiving a type of education that is broader than that which you and I received—a general education, that takes in the heart, soul, mind, eye and brain. Under competent direction, our children are learning to do something useful. You are in a world where the law of growth is inseparable from the law of change. There is nothing static about education. Education is in its elements dynamic, not static. We want to join the cultural and vocational with the moral and ethical.

It is not necessary to write a new book

upon ethics or moral philosophy in order to give due moral emphasis to the present educational system. But one thing we all need—a new sense of our own responsibility, a better developed personality, a keener sense of our moral duty. Let me say that the moral emphasis in the schoolroom depends upon the personality of the teacher. Thought transference is no longer questioned by reasonable people. There is no doubt that the moral attitude of the teacher spreads telepathically over her schoolroom. More than that, the teacher who in exasperation strikes a pupil confesses to moral weakness. Control should not be, in fact does not come, by coercion, but through the influence of personality. Self-discovery, self-control, self-respect—these are what we need in our schoolrooms.

I think that here in Canada we are still obsessed by the monarchical conception of government; and the danger with our teachers is that they seek to establish an autocracy in the classroom rather than a democracy. The moral influence of the new teacher with her class is in a very critical balance, and may go one way or another.

Now, I am going to speak frankly when I say, further, that I believe there is not that supervision of your playgrounds which is necessary for the furtherance of this moral emphasis in education. A child may lose more in the fifteen minutes on the playground than he gains during the whole time in the schoolroom.

I look forward to the day when the school will be the great fusing point of our community life. Would it not be better, for instance, if our young people, when they attend balls, could attend properly chaperoned by their teachers, instead of assembling, as they do now, in the ballrooms of our public hosteleries? In brief, I want to see the school assume the responsibility of directing wisely the general community life. The country depends on the teacher. Look for an educational system that shall provide for our teachers a retirement pension, so that when they have given the best of their lives to their work, they will not have to depend on the savings from their small salaries to keep them from want in their old age.

The citizens of the future, the country's future, is being made in the schools of today. Let us plan a moral and ethical development worthy of the splendid traditions of the British Empire and the outlook for the new British democracy.

## WHAT MAY WE EXPECT FROM EDUCATION ?

Prof. J. A. Dale, McGill University

Now, in putting the question, "What may we expect from education?" you will no doubt see that I have raised an enormous number of questions. It is a question that thoughtful people are putting to themselves more and more since the advent of this great

war. For years many of us have been in the habit of looking to Germany for our educational inspiration. What has been the defect of her educational system?

We spend our time and our energy teaching. What do we expect to do by our teaching and how will the system we are following work out?

We find our papers filled with criticism of the laxity of those in high places. We want to know whether our education is going to do anything in this matter. Mr. Hindley surprised me by saying he did not think there was anybody in this audience who had any compunction about "doing" a public utility if they could, or taking a rise out of a corporation. Now, I do not want to push that too far. For one thing, I do not think it is quite true. If true, it presents an additional problem.

Is our education going to improve conditions? Let me ask you to put it the other way round, and ask yourselves whether these conditions are not an integral part of your educational system. For education is not confined to the few hours at school: you cannot expect from any school system, however good, that it will undo the harm that other things are doing all the time. Advertisements, moving pictures, discussions in the press on public immorality—all these things are teachers of our children, and with a force behind them that many of our school teachers have not got. The spirit of the community, of which Mr. Hindley spoke, is the community's chief danger.

The first thing to do, then, in answering the question before us, is to clear away one or two of the things that we must not expect from education. I do not know whether it is still common for parents to send their children to school because they cannot manage them. Now, I have a great deal of sympathy with parents who cannot manage their children; but I always like to enquire how the refractory child started, what its handicap was at commencement. I was once travelling in a train in which there were two kinds of coaches, with two classes of tickets. In the coach in which I rode was an old woman with a market-basket and a stylishly dressed woman with a little girl. When the conductor came along, he looked at the old woman's ticket first. He said: "You must get out of this coach; this is a second-class ticket." The old woman cheerfully got up and went out. Then the conductor approached the stylishly dressed woman with the little girl, discovered that she, too, had a second-class ticket, and said, "You must get out." But do you think she got out? No. She stormed and threatened, and finally mentioned the name of some influential acquaintance, threatening that through him she would have the ticket collector dismissed. When the conductor heard this name, he let her stay. I have thought many times since: What chance does that child stand, with a mother like that? Precious little. When that child goes to school, the teachers have got to make

up for the kink put in the child's nature by the mother's example. She trains her child in one direction, and then sends it to school to be trained in another. It is not a square deal for the school.

What, then, may we expect from our education? I want to see whether it would not be worth our while to try to do a little clear thinking on this point. Mr. Hindley well said that all time is a time of transition. Yet, looking back over educational history, we find that there have been certain ideals of education fairly clear from the beginning. At the commencement of compulsory education in Europe, it was considered that education must embrace the three "r's"—reading, writing, arithmetic. Or again, there have been in other periods certain ideals held up—the ideal of knighthood, or of citizenship, as in ancient Greece—as the objects to be attained by the men of the country.

But now, in our time, none of these old ideals finds complete acceptance from the point of view of the whole community, although there are still people in the community that adhere to them, or to one or other of them. But, as a whole, we have the idea that there is something more inclusive, something wider, something nobler. That would be my first point in answer to our question. We must realize, when we ask ourselves what we are to expect from education, that we are asking ourselves the most serious question that we can put, for on our answer to that question depends nothing less than our whole philosophy of life.

If you are going to judge any educational system, you must bear in mind its relation to its community; because it is an undoubted fact about some of our educational systems of today, that they have got somehow out of touch with their community. One of the first demands we have to make of any educational system is that it shall be in touch with its community.

Another thing that I think we should clear out of the way is that we are wrong to expect impossibilities from education. Education cannot do away with unusual inequalities between man and man. People who think that "man is born free and equal" could believe that education is the thing to do away with social inequalities. But if there is one thing more than another that education in its development has proved, it is that all men are not born equal.

The old simile of the educational ladder is now replaced by the newer symbol of the educational highway, along which men may walk as far as they can. You know that out of any class of children, no two will make exactly the same amount of progress. One of the most impressive sights I ever saw was a class in history at a certain school. I asked the teacher what they were doing. To my astonishment the teacher said, "They are all doing different things. Some have got farther than others, although we started out with a certain schedule." This teacher spent all his time going from student to



student. They were doing history; but they were all doing different things in history. The infinite variety which shows itself in the development of different pupils is another thing which we must take into consideration when we ask ourselves the question before us. A certain minister of education said that he could tell at any moment exactly what any child in the whole country was doing! That was a very pointed index indeed of the educational value of his system.

Then again, apart from intellectual development, there is another side of the question that has to be borne in mind. Education cannot wholly do away with the defects of heredity or environment, although it can do something for both,—in some cases a great deal, in other cases nothing. I know one large city which classes all its children according to grades and years, and takes no notice whether they are defective or not. Where there is in one of these grades a defective child, absolutely unable to do the work of that grade, the presence of that child in the class is an unmixed evil.

The same with environment. If a community allows its children, or a considerable number of them, to grow up under slum conditions, education cannot make up for that. It can supply the spiritual environment which will be some relief from the other; but it is working under a handicap.

I remember a school in England where a large number of boys and girls came to school from a market gardening district. They got up before it was light; and after their baskets were emptied at Covent Garden, they were free to go to school! You can imagine the condition in which those children reached school—dead tired. Well, the teacher was a remarkable man. After he opened the school, he told his class to lie down on the forms and go to sleep. Every morning, the first period was spent in sleep. I often wondered what would have happened had the inspector come in when those children were lying asleep.

You all know that recently it has become necessary in certain parts of the older countries in Europe to look into the physical condition of school children when they go to school. There has also been in many countries a system by which good food was supplied to the children attending school—simply because it was no use trying to teach ill-fed children.

I happen to belong to a city which is one of the few places in the world where there is no compulsory school attendance. The schools are open to criticism all the time, but part of the criticism falls to the ground immediately it is said that the children are not in school. Till all the children, or nearly all, are in school all the time, you cannot begin to judge the system.

Now, as to a positive answer to the question: What may we expect from education? Let us attempt some slight sketch or outline of an answer. The answer, I repeat, depends on nothing less than our philosophy of life.

How did schools arise? I put the answer under two heads. First, I think they exist in order to bring our children as close as possible within reach of the great acquisitions of knowledge and power which the race has achieved. Second, I think they exist in order to continue the spirit in which these acquisitions were made. If there is one characteristic that, more than another, has distinguished our race throughout its whole history, it is that man has always been an inventor and discoverer, enlarging his area of mastery; and this enlargement has been accompanied from step to step by the expansion of his own intellectual and spiritual power. Each step forward has paved the way for still further efforts. You know how it is in the matter, for instance, of invention today. A boy in a few years of study and apprenticeship can come to the point the race has reached after ages of experiment and investigation. Most of the things which surround our lives today are things of recent invention; but their history goes back through a long series of arduous and slow advances, to the ancient day of man's happy discovery of the use of fire. You remember the story of stealing fire from the sun. With this gift man started. Later he became lord of language; and later, he mastered other things in their turn.

Look at the achievement the race has made in science, literature, art! Supposing there had been no instruction, this progress would not have been possible. Children learn readily enough, as a rule, what their parents know; but beyond that they could not possibly gain.

Parents are keeping their children longer and longer in school, in order that they may enter more fully into possession of the treasures the race has won. In England, many of the leaders of the working class are urging that the compulsory school age should be moved on. In Germany before the war, and in many parts of the States, there have been similar movements. People are beginning to consider the advisability of extending the school attendance on into the working years. If that were my subject, I could tell you a great deal about these matters. But this is an illustration of the fact that man, in order to maintain this perpetual spiritual expansion, will not let his children grow up anyhow, but see to it that they shall grow up somehow.

Now that I take to be the absolutely central answer to our question: That education is man's determination, is evidence of man's determination to see to it that his children shall be able as far as their capacities allow, to keep those possessions of the race which have been built up through the endeavor of the past,—by method, by choice of subject material, by all these different ways, to bring his children up to the point at which, as far as their capacities allow, they shall be able to take their share of the achievements of the race.

But is that sufficient? No. It is not enough that our children shall be able to

do nothing more than keep pace with the progress of the race. It is necessary that that spirit of the inventor must be continued. Nor is even that all. With new problems and new possibilities, man, in extending his own power and his own mastery over things, has enormously increased his power both for good and for evil. In this expansion of his powers, he has done it for evil as well as for good. You take a boy, for instance, and teach him writing. He takes naturally to penmanship, this boy, becomes a beautiful writer—but later turns out a forger. Therefore all education is of no use, unless to the spirit of the inventor and discoverer be added the spirit to perpetually revise, improve, refine.

What, then, are we to expect from education? We want our children to reach a point where they can take advantage of the immense store of wisdom and knowledge that has been laid up for them. We want our children to gain increased intelligence, that their forces and powers shall be used only for the best ends.

Now, what about the individual point of view? I have raised more questions, I am afraid, than I can hope even to begin to answer. But now take this. Is not the central problem in the education of every single individual the relation between his individuality and his allegiance to the community to which he belongs? I will just leave that question where it stands. I think the problem in every classroom is how to give the needed instruction and at the same time the needed initiative too. It is impossible to know how each teacher faces this question; but it is safe to assume that every intelligent teacher asks himself: "How am I to increase the initiative of these students, so as to make them independent and responsible men?"

Aristotle says: "Man is a state-building animal." He has his individual life, and also his life as a member of a co-operative community, to the building of which he must make some sort of contribution. This is Aristotle's conception of the state: "The state is that arrangement of society in which individual man can live the best life; and the best life for the individual is that which is lived in society." There you get the two complements. The state, then, should be so organized as to make possible the best life for its citizens; and the best life for any man must be the best life that is lived in society. If we are to expect anything worth while from education, then education must be the chief business of the state, because it must be that function of the state by which the community becomes the vehicle of the best life for its individuals.

Ruskin said: "We have made many businesses in the city. It is time to realize that its chief industry is the manufacture of human souls."

We have in Canada a body of intelligent public criticism in matters of education; but until we advance so that, in election time, the main question we put to the candidate is: "What do you think about the bringing up

of the children?"—till we get such conditions as that, ladies and gentlemen, I say we have no real answer to the question: "What may we expect from education?"

That was a magnificent conception of education that Pericles stated in that glorious speech before the people of Athens, beginning, "Athens is the school of Greece." Plato said: "Our children are feeding, as it were, upon a pasture, and that pasture is the state. If the food within that pasture is bad, they will not thrive; but if the pasture is good, they will grow up in the likeness of things that are beautiful, and the state will be full for them of breezes that blow from the fresh and fair country, bringing healing on their wings."

What did the Greeks expect from education? When the Greek boy had completed his studies, he took upon him the shield and the sword that were the insignia of his citizenship. He swore that he would defend the faith of his fathers and the gods of his country in their temple; and that he would, either alone or with others, defend the institutions of his country; that he would leave his fatherland not only as beautiful, but a great deal more beautiful, than she was when bequeathed to him.

Suppose every child in Canada left school with thoughts like that in his head, and words like that upon his lips!

## THE TRAGEDY OF GERMAN EDUCATION

(Prof. Dale, McGill University)

Mr. President, Ladies and Gentlemen:

The subject of my address tonight has been chosen by your executive from the list of subjects which I put before them—no doubt because, to all of us who are engaged in the teaching profession, there is something actually tragic in the present position of Germany in the war.

We, many of us, have come closely into touch with German professors and German ideals. When I have to teach my own students the method of work, or the history of modern education, Germany looms very large. Although we have all of us been aware of certain dangers and difficulties in connection with that education, yet, even then, to all of us it came as a severe shock (not that we had considered war impossible, but that war should be accompanied by such a complete relaxation of moral fibre). If education means anything to us, it means a stiffening of our mental stamina, assistance to our self-control, an organization of our thought and will by which we can keep our heads in crises. If it does not mean that, it means something less than it should.

The spectacle of Germany is not only tragic; it is a problem. We want to ask ourselves, "What are we to expect from education, if this is the result in what we had thought to

be the most highly educated country of all?" We have our own problems ahead of us, and it may be, that in our solution of them, we can study the German spectacle to advantage. You learn more from wise men's folly than you learn from wisdom.

The educational system of Germany had its rise when Germany itself was engaged in the process of reconstruction. It is only fair to say there is no more inspiring spectacle than that resurrection of Germany. She set to work to build up an Empire that should be supreme not only in outward things, but in the realm of the mind. That was done with magnificent perseverance and magnificent patriotism. But I want to show you how there was division in this reconstructive work in Germany. I take some passages from some of the most remarkable documents in modern literature, the speeches of the great philosopher Fichte, which he delivered to the German university students.

"The state," he says, "which desires to increase its internal strength is forced to the gradual abolition of all privileges and the establishment of equal rights for all men, in order that it may preserve its own true right, namely, to apply the whole surplus power of all its citizens to the furtherance of its own purposes."

You notice there the note of self-sacrifice which has been present in German thought and work. It calls for more and more self-sacrifice on the part of the individual for the sake of the state. Those of us who are familiar with educational history know that the most crucial problem of education lies in the rights that man owes to the community to which he belongs, and those he owes to himself.

Fichte says again: "We do indeed desire freedom, and we ought to desire it; but true freedom is to be obtained only in the highest obedience to the law;" then, as to the application of this to education: "The people ought to receive instruction—fundamental, solid and convincing instruction, not in religion only, but in regard to the state, its purpose and its laws."

I ran over many such speeches, and thought I would point out to you how outside the life of the individual is the spirit of them. Hegel, for example, regarded the German state as the special repository of all that is finest in the way of culture. But one remembers—and this must always be remembered—that Germany was framing her political, social and educational ideals under the direst possible stress. It was actually life and death. At first she was a collection of little states, each unable to stand by itself, and lacking that cohesion to make them a great nation. At that time, too, there was opposed to Germany one of the mightiest nations, the most closely knit together, and under the greatest leader the world has seen—France, led by Napoleon himself.

Well, it is a strange development that takes place from that point.

V— was the first place in the world to

make attendance at school compulsory, that was in 1619. The idea that it was the state's business and privilege to see that all the state's children were educated in the city schools began in Germany. Before the end of the 18th century, in 1794, Prussia had gathered all the schools and universities of the state into her own hands and made them state institutions. The move had its consequence—that before the end of the 18th century they had taken up this problem of the right guidance and instruction of the children of the next generation. Now, side by side with this great development in the school system was the great development in university education.

Bernhardi, himself a representative of the German educational system, has made the astonishing pronouncement that Germany is a country where there is "freedom of thought and freedom of words." But it must never be forgotten that a great deal of the educational contribution of Germany comes from the south, and there is a great deal of difference between the north and the south. I happened recently to come across a passage in "Imperial Germany," by Prince Von Buelow. He says, "German culture is the product of the south." His point of view is that the real culture of Germany comes from the south, but her "prosaic men of few words but many deeds all come from the north." It was their duty not to create culture, but to create a state which should embody that culture.

Germany, to date, has not, however, succeeded. Her culture and her state have remained separate. One not infrequently meets a man, engrossed in business, who says: "I have no time to read. I have to attend to business. But a little later, when my business is in shape, I will take time." But we all know that the thing cannot be done that way. Nature will not have it so. The two must be built absolutely, vitally, organically together. Otherwise the one which is the more spiritual, the more transitional, the more ethereal, will have escaped.

You remember Fichte says, in the quotation I have given you, that the state must "do away with privileges, and make all men equal." At the time this doctrine was held up to the Germans, the greatest inspiring force in the educational world was Pestalozzi, who got his inspiring force from the French Revolution.

But, side by side with the growth of the educational system, there had to be built up the military system; and the one ate into the other. We see in German education that the militarism of the nation has reacted vitally upon the school. But even long before the war many had seen that the discipline in the schools was not of the right kind. There has been a very strong movement in many educational circles emphasizing the necessity of individual expansion in the schools. That, in fact, is the most startling and striking development in the educational field today.

Now, I will show you in a few moments that that has been the principle upon which the English system was built up.

Anyone that knows the English public schools knows there is nothing more astonishing than the team play. It often seems to me that England set out to conquer the world largely for the sake of exercise. When the young fellow fresh from the university goes out to the Soudan, for instance, he takes his place as if to the manner born. But the kind of discipline in the German schools, forbidding or checking individual expansion—under this the magnificent initiative of the boy is practically discouraged. He is not only discouraged, but prevented from reaching a full and healthy development. The effect upon his mental development is deadening.

Yet their high school curriculums—see how far ahead they are! I have found in the high school classes there boys able to talk French and English quite fluently, able to do fine work in Latin and Greek; and all within the high school curriculum.

Now what happened in the development of the German educational system? Since 1860, and more especially since 1870, German education has gone ahead miraculously. All teachers in Germany were servants of the state. That kind of relation between the teacher and the state was fraught with danger. Now, in England, the universities and high schools are very jealous in guarding their rights from the interference of the state; and the state is just as much afraid to touch them as they are afraid of being touched by it. I remember, in the case of my own school, the feeling was very strong that we ought not to allow the state to have anything to do with it. Much of the enthusiasm of the Eton and Rugby boy for his school would be impossible under the German system. My own university of Oxford was jealous even of government inspection. The same thing, I may say, is true of McGill, which you may be surprised to hear has been very hard up for a long time; as like Oxford, they take the most elaborate precautions to avoid being entangled in any of the "strings" attached to government grants. In order to get around these, we decided to ask the province of Quebec and the city of Montreal for an amount; but in both these cases we said decidedly: "We are not going to give you any privileges in return for these grants." We will not tolerate any interference of the state.

But the German way is exactly opposite. In the case of the country schools in England, which are state schools, you would be surprised if I was to tell you how they became state schools. But the government grant in England does not involve any state control.

This division which we have seen in Germany has been fatal to the German educational system. It has totally destroyed that freedom, that initiative, that expansion, which grew up as part of the English system of education. The German method is fundamentally opposed to the principles of democ-

rary. It is education under pressure, which makes the greatest attainment impossible.

The fundamental thing about education is this: That we should bring our children into possession of the spiritual and material achievements of the race; second, that the spirit which made these achievements possible should be continued and improved.

That is why, in a crisis of the world's history, Germany has failed the world. She put her magnificent machine together, and then failed to use it for the right end. She has not only sacrificed the bodies of her citizens, but their minds as well. Bernhardt claims, over and over again, that the German sword must be unsheathed in order to carry German culture through the world. But Bernhardt, although he wants to carry this culture through the world at the point of the sword, shows plainly that he believes culture was a waste of time.

We still must, and always will admire the devotion and self-sacrifice with which Germany has built up her educational system. Those of you who are teachers will always be grateful to Germany for the honorable place she gave the teacher in the community. In many ways, we must remember that we have a great deal to learn from Germany.

What is it that we must especially learn, that will help us in answer to the question we discussed in the afternoon: "What are we to expect from education?"

This: That unless our education produces responsible men, free intelligent men, men who can face crises, stand upon their feet and take their share in the government of the state, then it must be a failure, as the education of Germany was.

The tragedy of German education, then, is this: That she set out upon the right road, with a magnificent goal in view, built up machinery which she thought would achieve it, and then, when the crisis came and her help was needed in the councils of the world, she found that the spirit of education had escaped her and she had betrayed the cause whose champion she had been.

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## HYGIENE AS APPLIED TO SCHOOL PUPILS

Dr. J. Halpenny

(Summary)

It is right for the people of a community to live sensibly. It is as necessary to teach hygiene as it is to teach reading and writing. It is as impossible to return to health and vigor a person who has broken down, as it is to teach an old dog new tricks. Even yet some people are opposed to such a good thing as vaccination. People will make no mistake in acting on what is almost the unanimous opinion of the medical profession. Some are even opposed to anti-diphtherietic serum. Vaccination is not limited to small pox. In Paris 30,000 doses for typhoid are administered every

day. Every soldier in Winnipeg has been, or will be, vaccinated for typhoid. The day before the speaker had seen six hundred pass in procession before the hospital tables.

Teachers could do a great deal by making use of the bulletins issued by the city, and by the Department of Agriculture. Among these were bulletins relating to pure milk, to water

supply, ventilation and storm sashes; infant mortality, and the care of infants; to flies and mosquitoes; to infectious diseases.

In former days it was a favorite school exercise to trace the story of a lump of coal. It would be a more interesting and valuable exercise to trace the life of a microbe from its origin—down to the time Johnny died of typhoid fever.

## The Secondary Section

### MINUTES

The Secondary Section of the M.E.A. met in the Kelvin Technical High School, Tuesday morning, April 6th, Mr. R. M. Stevenson in the chair. There was a very good attendance of High School teachers, some 110 being present.

Mr. S. E. Lang presented the report of the committee that was appointed last year to revise the High School Programme.

This was followed by a very earnest discussion led by some of the leading college and High School teachers. Some of those taking part in the discussion were: Messrs. Fletcher, Newcombe, McIntyre, Allen, Warren, Campbell, Shields, Bayley, Little, Simpson and Harris. Then the report was referred to the sub-sections.

On Wednesday morning, April 8th, the Secondary Section met as a whole to receive reports from the sub-sections.

Reports were received from the Mathematics, English, History, Classics, Moderns, Technical and Manual Training sub-sections and were adopted.

The Science sub-section submitted a report, but it was referred back to them so that they could give a fuller outline of the course desired in Science. This Science section were authorized to present their report later and that it would be adopted.

The Agriculture section did not make a report, but it was thought desirable that the Secretary ask them to do so.

Moved by Mr. D. McDougall, seconded by Mr. D. B. Huggins, That the

Committee on the High School course of studies be re-appointed for the ensuing year, with any subsequent additions to its membership, to make such further modifications in the course of studies as they may deem necessary and advisable in accordance with the sense expressed by the teachers of the secondary section in session and that they make such representations to the Advisory Board and University Council as may seem desirable with the view of having the course of study as revised adopted by these bodies. Carried.

Moved by Miss Polson, seconded by Miss Doupe, That Miss Brunsterman be added to General Committee. Carried.

Moved by Mr. Garrett, That the reports submitted by the sub-sections be edited and printed in the Western School Journal. Carried.

### Election of Officers

#### Secondary Section

Chairman, Dr. Gillan, St. John; Secretary, M. Cummings, Teulon.

#### Sub-sections

Mathematics—Chairman, Mr. McDonald, Portage; Secretary, Mr. Simpson, Brandon.

Science—  
English—Chairman, A. M. Shields, Virden; Secretary, Miss Thompson, St. John.

History—Chairman, Mr. W. Bayley, Kelvin; Secretary, Mr. Burland, Stone-wall.

Moderns—Chairman, Miss Doupe, Central; Secretary, Miss McKenzie, Kelvin.

Classics—Chairman, P. C. Dobson; Secretary,

Agriculture—Chairman, Mr. Robinson, Stonewall; Secretary,

Technical and Manual Training—Chairman, Mr. W. J. Warters, Winnipeg; Secretary, Mr. R. B. Vaughan, Kelvin.

We would recommend that minute books be provided for the different sections and sub-sections.

We would also suggest that the sub-sections hold their meetings previous to the Secondary Section meeting as a whole.

Chairman, R. M. Stevenson.  
Secretary, D. B. Huggins.

### SECRETARY'S REPORT

The report of the High School Committee was presented by S. E. Lang, inspector of high schools. He said that for the past few years there had been considerable discussion in the Educational Association and elsewhere concerning the work of the high schools in their relation to the community at large. Nearly every variety of opinion had been expressed. It had been said that the high school should devote more attention to the large number of students who go direct from the high school into practical life and much less to the smaller number who intend to go forward to the university. It had been said, on the other hand, that the strength of the high school lies in those studies which are now required for university entrance, and that what is needed is not less but rather more emphasis upon university requirements. Complaint had been made that owing to the pressure of certain less important studies we do not now send forward our university students properly equipped.

It was urged in other quarters that in the very important duty of preparing young people for service as teachers

in the elementary schools, our high schools were hampered by conditions created by university requirements. An examination of the time-tables of various high schools had shown a considerable divergence of practice corresponding to these differences of opinion as to the relative importance to various courses and of the different subjects of study on the programme. There had been general agreement, however, that the high school course should be revised and re-organized, and accordingly a committee was appointed last year to go into the matter and report to the association at the present meeting.

#### Method of procedure

The first task of the committee was to agree upon a list of subjects required in a modern high school for the various types of pupils, and then to indicate the relative importance of these subjects by setting out a time division, so many hours per week, for each group. This general time allotment was arrived at after much discussion and careful consideration. Each member of the committee made out a schedule showing the amount of time which in his opinion, ought to be devoted to each group of subjects. These various sets of figures were then examined and compared. It was found that they were remarkably close together, and, after full discussion, an arrangement of time was finally agreed on. A sheet containing these figures was printed and distributed among the high school teachers.

Chairmen of sub-committees on science, mathematics, history, English, etc., were then appointed, with instructions to confer with the teachers in these subjects and report to the main committee on three points. Within the limits of the time suggested they were to indicate the branches that ought to be included in a three-years' high school programme in each of the three courses—university, teachers, combined. They were to indicate by years the order in which these branches should be taken up. They were to set

out in some detail, referring to textbooks where necessary, the extent of work that ought to be undertaken in each branch.

The reports of the sub-committees were duly placed before the main committee, and, in course of time, a draft report was framed, which was printed and sent out just before Christmas to every high school teacher and trustee in the province. Teachers were invited to examine the draft report and offer further criticism and advice. This invitation was acted upon by a considerable number. The members of the committee received much assistance and advice in personal consultation with individuals, and some 24 letters were received from various parts of the province. These criticisms were summarized and classified in convenient form, and the committee devoted much time and study to them. As a result of the careful consideration of the matters dealt with in the communications received from the teachers, it was decided that certain modifications in the way of changes and additions should be made in the draft report.

Criticisms directed against the time allotment related chiefly to the amount of time devoted to English, one or two suggestions being made that the time for English should be reduced in the interests of mathematics; but, broadly speaking, the teachers generally seem to have accepted the time allotment as an equitable one, and confined their criticisms to the nature, extent and sequence of the work proper to be undertaken in each branch or subject included within the several departments of high school work.

#### Science

Coming now to details and taking science first, it may be said that while the communications received contained much matter concerning the right conduct of science teaching, the principal point bearing directly upon the proposals of the committee as set down in the draft report was the suggestion that

physics and chemistry are both necessary to a proper understanding of botany. However, the committee are of opinion that the time allotment and the order of taking up the branches mentioned should serve the needs of pupils of high school grade, and accordingly no change was made in the recommendations for science.

#### Mathematics

Twelve of the twenty-four communications received dealt with the subject of mathematics at some length. Of the twelve, only two expressed satisfaction with the committee's proposals. The others vigorously assailed the proposed arrangement of the work in mathematics, which was variously described as the weak point in the report—objectionable, a retrograde step, a great mistake, at variance with all established custom, a reckless experiment, revolutionary, too drastic, ruinous to grade 12 mathematics, and likely to produce a howl from the country. In view of the strong opposition to the plan outlined in the draft report, the committee decided to withdraw the first proposed and to recommend that arithmetics be taught in the ninth and eleventh grades, geometry in the tenth and eleventh, and algebra throughout the three years. Under this arrangement, about 30 per cent. of the time allotted to mathematics for the three years goes to arithmetic, 30 per cent. to geometry, and 40 per cent. to algebra.

#### English

The committee decided to make no change in the time allotment for English. There were a few complaints that too much time is given to this subject. It is noteworthy that two of the strongest advocates of the reduction of the time for English point out the danger of killing the love of literature by too many hours devoted to its study and dissection in class. However, the committee decided to let the original recommendation stand, and added the suggestion that a series of term essays, certi-

fied by the teacher, be required in addition to the regular examination in English composition.

History

No objections were offered to the time allotment in history. Three of the eight persons who communicated with the committee on this subject approved

information of the association. The committee's recommendation is: Grade 9, British and Canadian; Grade 10, Ancient and Mediaeval; Grade 11, Modern. The other suggestion is: Grade 9, Ancient; Grade 10, Mediaeval and Modern; Grade 11, British Empire. It ought to be added that some of the very interesting communications on history

ORIGINAL RECOMMENDATION OF COMMITTEE

Allotment of time per week in hours for various Subjects of Study in Secondary Schools

	University			Teachers			Combined			Technical			Practical Arts (Girls)		
	9	10	11	9	10	11	9	10	11	9	10	11	9	10	11
Grades: .....	9	10	11										9	10	11
Geography .....				3			2			2			2		
Elit. Science .....	2														
Botany .....		2			2			2			2		2		3
Physics .....		1	3		1	3		1	3		1	3			
Chemistry .....						2						2			2½
<b>Total Science</b> .....	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>2½</b>	<b>3</b>
Arithmetic .....			4			4			4	2½	1½				2½
Algebra .....	2½	2		2½	2		2½	2		2½	1½	1½	2½		
Geometry .....	1½	2		1½	2		1½	2			1½	1½		2½	
Trigonometry .....												3			
<b>Total Mathematics</b> ..	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4½</b>	<b>6</b>	<b>2½</b>	<b>2½</b>	<b>2½</b>
Composition .....	2	2	3	2	2	3	2	2	3	1½	2	2	1	1½	1½
Grammar .....	1	1		1	1		1	1		2			2		
Literature .....	2	2	3	2	2	3	2	2	3	1½	2	2	1	2	1½
<b>Total English</b> .....	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3½</b>	<b>3</b>
<b>Total History</b> .....	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2½</b>	<b>2½</b>	<b>2½</b>
Latin .....	3	3	3				3	3	3						
French .....	3	3	3										3	3	3
<b>Total Foreign L.</b> .....	<b>6</b>	<b>6</b>	<b>6</b>				<b>3</b>	<b>3</b>	<b>3</b>				<b>3</b>	<b>3</b>	<b>3</b>
School Arts and Elem. Branches ..		1	1	{ 4½ 4½ 2½ 3½ 2½ 2½ }						1	1		1		
Physical Education ..	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Music and Drawing ..	1	1	1	2	2	2	1	1	1						
Ednl. Handwork .....	2			1½	1½	1½	1½	1½	1½						
Vocational .....										8½	8½	7	7½	10½	10½
	25	25	25	25	25	25	25	25	25	26½	26	26	26	26	26

the arrangements proposed. Several, however, urged the objection that grade nine students are tired of British and Canadian history, which they have been studying for three years, and that they should have something new at this stage. The committee made no change in its first recommendation in this subject. However, it was thought desirable that two suggestions—one a little more detailed than the other should be presented along with the report for the

would have been much more valuable if they had been accompanied by concrete proposals for the allocation of the various phases of historical study.

Foreign Languages

The recommendation that the foreign language work of the combined course be limited to Latin is regarded by the committee as an important feature of the report, and, if it meet the approval of the association, a committee might



be appointed to bring the matter before the board of studies of the university. Only two written communications bearing upon the subject of high school Latin reached the committee, and these were favorable to the committee's recommendation. A number of letters dealing with French were received, which are of great value as a criticism of the aims, methods, and results of the study of the French language in our high schools.

Another important feature of the report is the place given to the so-called school arts of reading, penmanship and spelling, and the review of elementary branches. What is involved in this review is set forth in sufficient detail in the printed draft report. The value of such a review to the prospective teacher in our elementary schools ought to be fairly obvious. The committee considers it highly necessary.

The remaining topics involve nothing contentious, and do not call for special comment.

Suggestions Equitable

This programme, if adopted, should prove serviceable in several ways. First as to the subjects. An attempt has been made to adjust and correct the disproportionate allotment of time to various studies. It is believed that the arrangement suggested is fair and equitable and will serve as a basis for a reasonable year's work to be prescribed in each subject. As regards the students, there is here indicated an equal division of the time of the teaching staff among the various courses, and the 25 or 30 per cent. disability under which the students in the teachers' courses have been laboring will be removed. As

regards the teaching staff, the proposed arrangement should greatly simplify the time-table problem and so increase economy and efficiency all round.

Supplementary Recommendation

1. The Committee decided that the following should take the place of the courses suggested above in Mathematics (University, Teachers and Combined):

	Grade IX	Grade X	Grade XI
Arithmetic ..	2	0	1½
Algebra .....	2	2	1
Geometry ...	0	2	1½

2. The Committee further recommend that a series of term essays, certified by the teacher, be required in addition to the regular examination in English Composition.

3. The following suggestions re History were submitted for the consideration of the Committee:—

1. Grade IX. Oriental Greek and Roman Periods (Myers); X, Mediaeval and Modern Periods; XI, Story of the British Empire with special emphasis on Constitutional History of Canada.

2. Grade IX. (a) General Survey of the History of Greece with detailed study of the Age of Pericles; (b) General Survey of the History of Rome with detailed study of (1) The work of Julius Caesar; (2) The Age of Augustus Caesar; (3) Constitutional development of Canada since 1763; Grade X, Mediaeval and Modern History (Myers); Grade XI (a) The Story of the British Empire (Myers); (b) Civics (Bourmot).

It was thought desirable that these two plans should be presented for the information of the Association along with the course recommended above.

Comparison with Recommendation of N.E.A.

N.E.A. 1911		Combined Course as above
3 Units of English.....	20 %	16/75 = 21.3% English
2 Units of one foreign language.....	13.3%	9/75 = 12 % Latin
2 Units of Mathematics .....	13.3%	12/75 = 16 % Mathematics
1 Unit of Social Science and History..	6.6%	8/75 = 10.6% History
1 Unit of Natural Science.....	6.6%	8/75 = 10.6% Natural Science
2 "Additional" Units .....	13.3%	} 22/75 = 29.3% Other branches
4 "Marginal" Units .....	26.6%	

## COMMITTEE ON ENGLISH

## Minutes

Wednesday morning at 9.30 the English Section met in Room 27, Mr. W. B. Beer of Brandon being chairman of the meeting.

Mr. Cowperthwaite opened the discussion with a paper on the study of English in the High Schools.

Grammar.—Two hours per week considered sufficient time for work in Grade IX. Work practically covered in this grade and review work left for Grade X.

Composition naturally follows. In Grade IX two forty minute periods per week, one given to theory, the other to oral and written work. Debates and oral composition considered very valuable. Aim.—To secure clear and correct expression.

Literature.—Two periods a week to be given to varied and difficult study. The two poems "Ancient Mariner" and "Vision of Sir Launfal" considered unsuitable and insufficient for Grade IX.

Ontario course superior to ours. A choice of twenty-five authors for extensive reading, besides selections for special study. Much memory work recommended.

A discussion followed, led by Miss Coldwell, of Kelvin.

Speaking of Composition in Grade XI, with reference to extra time allotted to Composition, Miss Coldwell severely criticised the examinations set, also the method of reading the papers in final examination. The teachers require assurance that examinations will be intelligently set and read.

Text contains models and exercises logically arranged.

Plan.—1. Deduce principles from models; 2. Then use text; 3. Then apply principles in practice.

Teach oral expression. Three hours not too much to accomplish all that is necessary in Composition.

Dr. Gillen expressed the opinion that too little literature is assigned, and that not of the right sort.

"Sketch Book" recommended. Enough style and color to interest pupil. Different literature should be studied in Grade X.

In Grade XI, one play not sufficient for study. Two plays at least and perhaps three might be studied. Greater variety in poetry is desirable.

The question was asked: What constitutes knowledge of a play of Shakespeare?

It was suggested that papers should be set by those actually engaged in High School work.

The value of memory work was emphasized by the chairman.

Mr. Cowperthwaite's opinion was that four or five books should be prescribed for regular study and several supplementary except in Grade XII.

Plea for smaller schools where one teacher is responsible for several subjects was made by Miss Yemen and Mr. Johnstone.

A committee was appointed to report at a later meeting as to what is included in the study of a library selection. The committee consisted of Miss Coldwell, Miss Yemen, Mr. Johnstone, Mr. Cowperthwaite and Dr. Gillen.

## Election of Officers

Moved by Dr. Gillan, seconded by Miss Coldwell, that Mr. Shields of Virden be chairman. Carried.

Moved by Miss Coldwell, seconded by Dr. Gillan, that Miss Thompson of St. John's be appointed secretary. Carried.

Committee instructed to bring in recommendation regarding proper supply of paper or note books for use in High Schools.

There being no further business, meeting adjourned.

## Recommendations

The Sub-Committee on English begs to present the following recommendations with regard to:—

(1) Grammar in Grades IX and X.—More time should be given to Synthesis than to Analysis. Examiners should

give more credit for Construction than for Analysis.

(2) Composition.—Of the two hours, divided into three forty minute periods, one, at least, should be given to oral composition.

(3) Literature.—The following should displace literature now studied:—

In alternate years:—Julius Caesar and *Midsummer-Night's Dream*, *Lay of the Last Minstrel* and *Lady of the Lake*, *Treasure Island* and *Ivanhoe*, *Jungle Book* (Book I) and *Silas Marner*, *The Sketch Book* to be read in both grades.

Composition, Grade XI.—Half the time should be given to training in Oral Expression and Debate; half to Theory and Practice of Composition.

Literature.—For Study: *Hamlet*, *Warren Hastings*, *Poems of Romantic Period* (selections edited by Prof. Susan Cameron); Outside Reading: *Sir Roger de Coverley*, *Quentin Durward*, *The Cricket on the Hearth*.

The committee is of the opinion that a student may be said to know a play of Shakespeare:

(1) If he knows by heart the generally accepted memorable passages of the play.

(2) If he can outline in his own words the story of the play.

(3) If he can prove his understanding of a given passage by reproducing it in his own words.

(4) If he can explain short passages with reference to the context.

(5) If he can quote from the play allusive passages.

(6) If he knows the specific meaning of the unusual words in the play.

(7) If he can, by references to passages or by quotations, show the character of the men and women in the play.

The Sub-Committee recommends very earnestly that the examiners in Literature and Composition set the papers with an eye to the recommendations contained herein, and that they demand of the student only such knowledge as

may be expected from a High School student.

The Sub-Committee further recommends that the examinations in Literature and Composition be selected from questions submitted by a committee of High School teachers.

We recommend that the Department should standardize the note paper used by the students,—especially the theme-paper.

## COMMITTEE ON MODERN LANGUAGE

The Modern Language sub-section of the M.E.A. met on Wednesday, April 7th, with Miss F. B. Polson in the chair, and Miss S. A. McMorine acting as secretary.

### Summary of Discussion

Mr. A. D. Baker, of St. John's College, gave an interesting address, in which he emphasized the following points:—

1st.—That we protest against any shortening of the time limit for Moderns.

2nd.—That an Honor Matriculation Course, similar to that which obtains in Toronto, be substituted in all subjects of the High School course, thus laying a real foundation for university work, and making the college work a real pleasure.

3rd.—That the speaking of the language is not the primary aim in the High School or even in the University, though it is recommended that teachers use the conversational method as much as is possible. The knowledge of the reading and writing of the language is the primary aim. The speaking of the language is a secondary matter for the generality of students.

4th.—That there is absolute necessity for the teaching of pure grammar, and not of aiming at the deduction of rules from reading. Correlation if isolated in a text or reader with grammar is very beneficial.

5th.—That use should be made of a short text-book of prose from which

to deduce grammar rules, in addition to the usual literature texts. For these rules a topical study was suggested; and the anticipative pleasure of the student after a mastery of the grammar points was emphasized. The meeting was then thrown open for discussion.

The question of our aim in teaching French was considered first. Miss Brunsterman made a strong plea for the thorough teaching of elementary English grammar in the grades preceding the High School, that the pupils might the better cope with difficulties in the study of other languages. She emphasized the importance of careful attention to pronunciation at the very outset. In summing up, she thought we should endeavor to get moderately good translation, but that the oral work must be limited on account of the size of our classes.

Miss M. McKinnon reminded us of the problems facing the teachers of rural schools.

Prof. Henzlemann emphasized the value of repetition in teaching language work. Every lesson after the first year should be made a reading lesson. We should teach all the spoken language possible. The solution of the problem may be found in the necessity of question and answer. Professor Heinzlemann strongly opposed Mr. Baker's view regarding the formal teaching of pure grammar after the first year, and favored a review of the principles of grammar through the inductive method of gathering the grammar from reading and conversation, with exercises based on these.

Mr. Kestenbaum considered the aim in teaching a modern language to be threefold:—1st, the discipline which it afforded through the careful working out of the texts; 2nd, the mastery of the sound, and the music of the language of other nations; 3rd, the insight into the ways of thinking, into the idiom, of other nations, and the more complete understanding of their characteristics therefrom.

Miss Polson suggested that in view of

the fact that a very limited proportion of our High School pupils ever enter the University, we should consider the needs of the pupils rather from the point of view of the High School than from that of the University. Our High School pupils are famishing for a wider course of reading in the modern languages. Could not a scheme be devised by which the teaching of grammar proper be restricted to the first two years, and the third year be devoted to literature and composition?

Miss Hoffner urged the importance of translation rather than of formal abstruse rules of grammar for examination purposes. It is the application of the rules in ordinary reading and speaking that is of paramount value to the pupil.

Miss McMorine thought, that as very few of the pupils ever come in contact with foreign people, or go abroad, the first importance be given to correct interpretation through thorough teaching of grammar. The prose works should be taught as literature.

The general feeling of the meeting with regard to the time limit as set by the committee was that a three hour allotment is comparatively satisfactory; but that in consequence, a smaller amount of work in grammar as grammar should be recommended, and in this way more time be afforded for the repetition and application of fundamental principles.

### Recommendations

The following resolutions were then adopted:—

1. Moved by Miss Brunstermann, seconded by Prof. Baker, That more English grammar be taught in the elementary school, in order to facilitate the teaching of other languages in the High School.

2. Moved by Miss Brunstermann, seconded by Miss McKenzie, That careful attention be given to pronunciation, aided if possible by phonetics, in the commencement of work in Moderns.

3. Moved by Mr. Kestenbaum, sec-

unded by Miss McKinnon, That a dictation test, a reading test, and an elementary oral test be given at the High School leaving examination, in addition to the examinations now given.

4. Moved by Miss McKenzie, seconded by Miss Hoffner, That the study of the first year of High School, and that of German in the second year.

5. Moved by Miss Hoffner, seconded by Miss McKenzie, That Miss Brunstermann represent the Modern Language section on the committee respecting the High School Time Table.

4. That Miss McMorine, of Brandon (Moved by Miss McKinnon, seconded by Miss Brunstermann), Miss Polson, of St. John's Technical High School (Moved by Miss Brunstermann, seconded by Miss Hoffner), and Mr. A. Baker, to represent the colleges (Moved by Miss Fox, seconded by Mr. Kestbaum), be a committee to confer with Miss Brunstermann concerning Modern Language requirements.

The officers for the ensuing year were appointed as follows:—

Chairman—Miss S. E. Doupe (Moved by Miss McKenzie, seconded by Miss Brunstermann).

Secretary—Miss McKenzie (Moved by Miss Brunstermann, seconded by Miss McKinnon).

The meeting then adjourned.

#### COMMITTEE ON SCIENCE

The meeting of the Science Sub-Section was held in room 37. There were 31 present. Mr. J. S. Little occupied the chair, and on his nomination Mr. W. Saddle was elected secretary.

Mr. Little read a paper on "Science in our High Schools and Collegiate Institutes." He held that good Science teaching does not depend on the quantity of information given, but on the power gained in arriving at such knowledge; that the habit of accurate investigation must be implanted in the minds of the pupils; that the course should be largely experimental; that note books should be carefully kept with the

pupils' accounts of experiments and with accurate drawings. In criticizing the present Science curriculum, Mr. Little stated that Botany can only be understood after the fundamental principles of Physics and Chemistry have been learned. He objected to the First Year Science course as lacking in definiteness, and also because it interfered with inductive teaching in later years. He urged that Chemistry should be taught in the Arts course. The discussion which followed was taken part in by Professors Buller, Allen and Parker, Miss McManus, and Messrs. Sadler, Huntly, Hodgson, Grove, Garrett, Lord, Hamilton, and Knapp. The following were the chief points raised by the speakers. Mr. Sadler objected to microscope work in Botany, and to the study of Plant Physiology before pupils had taken elementary Physics and Chemistry. Prof. Buller thought Bergen's Botany was not suitable for High School students and urged the adoption of a book written for Manitoba. He strongly approved of teaching from actual plants, and recommended the institution of a museum in every school. Mr. Hodgson was of opinion that not enough systematic Botany was now studied. Mr. Grove thought that the Grade IX course was not definite, and that some Nature Study should be taught in the public schools. Mr. Lord strongly favored a fuller chapter on the bee in the Elementary Science Course, and gave some interesting details about the successful efforts of the pupils at the Britannia school as beekeepers. Mr. Hamilton condemned the Grade IX course, objecting to the introduction of Plant Physiology and to the lack of definiteness in the chapter on Pond Life. In connection with Physics he thought the work should be experimental, but said that because of insufficient laboratory accommodation the teacher's high ideals were often cast aside, and he merely crammed for examinations. Prof. Allen warned the members against the dangers of too long a syllabus in Physics, but regret-

ted any tendency to confine the subject to Mechanics and Heat. Mr. Knapp thought the work in Physics taken in Grade X should be examined at the end of that year. Mr. Hodgson approved of the teaching of Chemistry in the Arts course, but considered that the time allotted to Science was not sufficient to allow of this. Prof. Parker commented upon the inability of university students to make good, accurate drawings. He emphasized the importance of experimental work in Chemistry. He strongly denounced the teaching of qualitative analysis in schools and said that it did more to harm Science teaching than anything else.

The sub-section unanimously approved of the amount of time allotted to Science.

It was decided that the following questions, drawn up by the Chairman and Secretary, should be sent to all Science teachers in the Province, and the replies submitted to the General Committee:

The following resolution was passed:

“We agree to the general allotment of time for Science and to the allotment for each subject.

### COMMITTEE ON MATHEMATICS

In accordance with your instructions, this committee met in room 35 yesterday morning, April 7th. As a result of a somewhat thorough and careful discussion the following report is made:

1. That the Mathematical Section place on record its objection to the curtailment of the time allotted in our High School curriculum to the teaching of Mathematics. This resolution was carried unanimously.

2. That, accepting the time allotment accorded to Mathematics in the committee's report, we recommend that this time be distributed as follows:—

	Grade IX	Grade X	Grade XI
Arithmetic ..	—	1½	2
Algebra .....	2	1	2
Geometry ...	2	1½	—

The following courses are recommended:—

#### Arithmetic

Grade X—1½ hours per week

#### I. Fractions.

1. Vulgar fractions.
  - a. Reduction to lowest terms.
  - b. Addition and subtraction.
  - c. Multiplication and division.
  - d. Simplification of not too complex fractions.
2. Decimal Fractions.
  - a. Change of vulgar fractions to decimals.
  - b. Terminating decimals.
    - (i) Change to vulgar fractions.
    - (ii) Addition and subtraction.
    - (iii) Multiplication.
    - (iv) Division.
  - c. Recurring decimals.
    - (i) Mixed ) Change to vulgar
    - (ii) Pure ) fractions.

#### II. Square root.

- (a) Rational integers and decimals.
- (b) Irrational integers and decimals to a required degree of accuracy.
- (c) Vulgar fractions where numerator and denominator are both rational.
- (d) Vulgar fractions where denominator is irrational.

#### III. Compound quantities.

- (a) English, American, Canadian money tables; Table of time with notes; Tables of length, surface, volume; Table of capacity; a v o i r d u p o i s weight, Troy weight, Angle measurement, miscellaneous units.
- (b) Reduction both ways.
- (c) Addition, subtraction, multiplication, division.
- (d) To find any fraction or decimal of a compound quantity.
- (e) To express one compound quantity as the fraction or decimal of another of the same kind.

IV. General problems principally worked by unitary method involving:

- (a) Whole numbers.
- (b) Fractions (vulgar or decimal).
- (c) Compound quantities, including longitude and its relation to time.

V. Aggregates and averages as in the text.

VI. Percentage.

- (a) Find any per cent. of a number, showing relation between per cent., fractions and decimals, special attention being given to quick work.
- (b) Find what per cent. one number is of another.
- (c) Given any per cent. of a number, to find the number.

VII. Trade Discount.

As in the prescribed text.

VIII. Profit and Loss.

As in the prescribed text.

Grade XI. 2 hours per week.

I. Commission.

As in the Prescribed text.

II. Taxes.

As in the prescribed text.

III. Insurance.

As in the prescribed text.

IV. Duties and Customs.

As in the prescribed text.

V. Simple interest.

- (a) Find interest, given principal, time, rate.
- (b) Find principal, given interest, time, rate.
- (c) Find time, given principal, interest, rate.
- (d) Find rate, given principal, interest, time.
- (e) Find principal, given amount, time, rate.

VI. Bank Discount.

- (a) Find proceeds and discount of notes: (i) not bearing interest; (ii) bearing interest.
- (b) Given proceeds, time, rate, find face.
- (c) Given face, proceeds or discount, time, find rate.

(d) Given face, proceeds or discount, rate, find time.

VII. Compound Interest.

VIII. Sharing and Partnership.

IX. Ratio and Proportion, considered algebraically.

X. The Graph.

XI. Mensuration of Surfaces and Volumes.

(a) Proofs and simple applications of the ordinary rules used in connection with: Rectangles, parallelograms, triangles, irregular, quadrilaterals, trapezoids, right-angled triangles, circles, sectors, similar surfaces.

(b) Simple applications without formal proofs of the ordinary rules used in connection with parallelepipeds, prisms, cylinders, pyramids, cones, frustra, spheres.

(c) Board Measure.

(d) Applications of principles of mensuration to building construction. Considerable latitude should be given the teacher to adapt this part of the course to the needs of his particular class and community. Examinations should not require a technical knowledge of any particular branch of education.

XII. Practical problems as in the text.

In connection with XI. (d) and XII. it is suggested that examiners give optional questions, principally to suit candidates of both sexes, but also to ensure the average candidate's familiarity with the purely technical part of the question.

### Algebra

Grade IX. 2 hours per week.

Chapters I.-XII. Hall & Knight's Elementary Algebra, omitting page 37.

Grade X. 1 hour per week.

Chapters XIII.-XVII., omitting cube root.

Grade XI. 2 hours per week.

Chapters XVIII. to XXVIII., with the following omissions:

Sections 146, 147, 148, chapter XVIII.

Sections 161, 162, 163, chapter XX.

Examples XXII (a)—29-36.

Examples XXIII (c)—15-21.

Examples XXIV.—27-36.

Examples XXVII.—21-39.

### Geometry

A committee has been appointed by the mathematical section to prepare a detailed syllabus of the work to be covered in this subject, and we recommend that the finding of this committee be accepted as final by the Secondary Section.

It was also recommended that the work in arithmetic taught in the public school grades be limited in scope to emphasize particularly the elementary operations of arithmetic, and that very little attention be given to more advanced arithmetic in these grades.

### COMMITTEE ON CLASSICS

The following are the recommendations made in the meeting of teachers of the classical sub-section:—

1. That "Latin Lessons for Beginners" be the sole text in Latin prose composition for all work in this subject up to and including Grade XI. matriculation.

That an allotment of work be made approximately as follows: (a) For first year to the end of page 115; (b) for second year, to the end of page 232; (c) for third year, the entire book.

2. (a) That the selections for translation in authors be changed in alternate years.

(b) That the selections for translation be restricted to Caesar and Virgil.

(c) That the chairman of this classical sub-section appoint a committee to

decide as to selections from Caesar and Virgil to be used for translation.

The chairman of this section has named the following committee to complete arrangements re selections for Latin translation: Prof. Joliffe, University of Manitoba; J. G. Reeve, Kelvin High School; P. C. Dobson, Central Collegiate Institute; S. Johnson, St. John High School.

3. That instead of the translation prescribed for Grade X. under heading (3) of foreign languages, reading selections be made from those given in the prescribed text, "Latin Lessons for Beginners."

### COMMITTEE ON HISTORY

The above committee met, and after moving Mr. Bailey to the chair and Mr. S. Burland as secretary, the members proceeded to discuss the various changes recommended. After considerable discussion the following programmes were agreed upon:—

#### Grade IX.

(a) General survey of the history of Greece, with detailed study of the age of Pericles.

(b) General survey of the history of Rome, with detailed study of: (1) The work of Julius Caesar; (2) the age of Augustus Caesar.

#### Grade X.

Mediaeval and modern history. As regards text-book to be used in Grades IX. and X., Myer's History would suggest the amount of matter required, but that it need not necessarily be the text-book.

#### Grade XI.

(a) Story of the British Empire, with special reference to the constitutional development of Canada.

(b) Civics.

A further motion was carried that a course of, say, 10 lessons each, be given to Grades IX. and X. in social and economic science; that the Department issue a syllabus of the same, and



that one "bonus" question on this work be put on the history examination.

The reasons of the committee in making these recommendations might be summarised as follows:

1. These suggested programmes have the element of "newness." Greater enthusiasm, interest, etc., will be infused into the work, thus benefitting and stimulating both pupil and teacher.

2. The widening of the historical horizon of the pupil and making him feel that the history of his own country is only a small page in the great record of the human race.

3. In recommending the suggested Grade XI. programme, the committee were of the opinion that the problems of constitutional development, both British and Canadian, required a more mature mind than that of the average Grade IX. pupil. Accordingly, Grade XI. seemed a class better fitted to take up these important problems. After having left British and Canadian History since the Entrance class, this study would again be taken up with more freshness and greater interest.

4. That the committee request the Department of Education to write the "Canadian Archives, Ottawa," asking that all High Schools in Manitoba be supplied with copies of the publications issued in connection with the history of Manitoba, and also with Canada.

#### COMMITTEE ON ART

In presenting this report upon the subject of art training in schools, we regret the attitude of the committee towards art as shewn in the proposed new time-table for high schools. We feel that this attitude is due chiefly to a lack of appreciation of its value as a means of education. This is expressed by the infinitesimal amount of time that is allotted to the subject; by the fact that no report of the findings of the committee on the subject under discussion has been submitted to the artists

on the staff; that the subject in Mr. Lang's report was dismissed as highly contentious. It is part and parcel of the attitude of those people who regard art as the efflorescence of civilization rather than the basis of it. From the earliest times human activities have been devoted to this very expression, and when we come to consider the building up of the environment of the individual in his everyday life, we find that there is no point at which art does not touch him, and touch him intimately: his house; the things in his house; his attitude towards his fellows; his business, down to his stationery; his literature, is dominated by some feature or some person trained in art. The refinements of life are undoubtedly conducted on art principles, so that in any system of education it is incumbent upon those who frame the course that they should first realize the importance of its bearing, and then provide adequate time for its study. As presently constituted, the academic course takes little account of this. If education is preparation for life, then those things which make life most live-able and contribute most to the fullness of life should be the first consideration. The teaching of history is largely the teaching of the accomplishment of races—and the highest point reached in the civilization of peoples synchronises with its highest development in art. What is the use of talking of the glory of Greece or the grandeur of Rome, and ignoring the art of the nations? How are you going to impress upon the student the meaning of these terms if the accomplishments in art are not intelligently and sympathetically dealt with by the teacher? What is the use of high-sounding phrases of literature and poetry if the inner meaning of the words is lost, as it is undoubtedly lost when it is dealt with by pupils who fail to see the art itself? We have known masters of English and literature fully cognisant of the rolling phrases of that art who yet have never seen the beauties in nature themselves, as described

is ever likely to bring the results expected from the academic course. This results in a fatal lack of imagination and a lack of understanding of words. It is impossible to expect people to put into words feelings they have never been taught to realize or taught to describe beauties or facts, when their training in observation is sadly deficient. The course makes little or no provision for remedying this state of affairs.

As a basis of technical education there is no doubt in the minds of people trained for this work as to art's value; it is so self-evident that we need not spend any time on this section.

Its use to science, history and literature could be largely extended both in relation to actual expression by means of drawing, by means of correlated lessons on the principles of art involved in the great ages of history, and in the literature dealing with the history of those times. This is first of all to be advanced by official recognition of the educational value of art training. The result of this would be a proper division of time in the time-table and adequate assistance in the correlation of lessons in these subjects to occur simultaneously in the student's mental development. Foreign governments, realizing the tremendous importance of art in the life education of the student, are spending huge sums, not only in providing schools specially fitted for that study, but in the public schools they are providing larger and more adequate means for its development.

The educational system of this province can never hope to be in the forefront of educational progress until it is realized that a sense of proportion between the various mental activities which are brought to bear in the student's training is necessary. For this reason we hope to see more provision for such an important subject in the time-table than is at present considered necessary.

Art is not an "ornamental" feature in life, so much as a vital necessity.

## COMMITTEE ON TECHNICAL EDUCATION

The meeting of the Technical and Manual Training Section was attended by about fifty teachers.

The Chairman, Mr. W. J. Warters, opened the meeting with a short address, formally proclaiming the existence of this new section, which immediately proceeded with a well-discussed programme.

Mr. F. V. Fanshaw gave an able address on "Industrial Art."

Mr. Arthur Beach, in commenting on the address, pointed out some of the dangers to artistic training by the monotony of machine operation, and Mr. Bennett, of Regina, expressed the opinion that at present the appreciation of art by the general public was such that they distinguished its excellence by the attached label.

Miss E. Farrow presented very forcible arguments sustaining the art of wood carving in the elementary schools, illustrating that not only did carving train the eye and the hand, but as a medium of individual expression was particularly a character-building subject.

Mr. L. Thompson, speaking on "Industrial Training in Rural Schools," advocated practical training suitable to the community, suggesting such lines as farm woodwork, forging, leatherwork and tinsmithing, and appealed for a broad policy correlating the work with rural societies, such as "Boys' and Girls' Clubs."

Mr. W. Pringle then gave some very helpful illustrations on "Ways and Means of Managing Handwork in Rural Schools." In his experience the making of equipment for woodwork was possible, and held the interest of the boys. He gave as a maxim that a set of tools was as essential as a library to the teacher of a rural school.

The meeting elected W. J. Warters chairman and R. B. Vaughan secretary for the ensuing year.

# Papers of the Secondary Section

## INDUSTRIAL ART

By A. Valentine Fanshaw

Industrial Art may be defined as that Art brought to the service of labor in the provision of the utilitarian wants of society, and may be placed in a different category to that art designated Fine Art, the product of aesthetic pleasure with a direct appeal to culture rather than of a utilitarian basis.

For a long time the artist, producer of individual pieces, whether they be pictures or etchings, sculpture in high or low relief, has been the cynosure of the public attention, fostered by press notices and exhibition catalogues until many are prepared to aver that none other may justly lay claim to the name, with the result, that the general public has lost sight of the Art tradition in industrial production and many would doubt whether art was at all necessary.

This is plainly shown by the remarks one hears in the presence of any considerable collection of Industrial Art products. Mrs. Ultra-Modern is heard to remark to Mrs. Passe: "Yes, my dear. You know, this is all done by machinery; perfectly wonderful, you know." "It's simply marvellous to what a pitch these machines are got; the stuff goes in at one end and comes out at the other finished," and there the wonder, the romance and glamour of the finest productions of the modern brain is dismissed as an impersonal matter, like the record of a speedometer.

Because the artist is submerged in the process of commercial organisation and rarely comes into the limelight of public notice, the average person fails to realise his important role in the products which go to make life amenable.

Were we to consider for an instant the relative advantage to the community of the Industrial artist and the artist engaged in the production of Fine Art we should of necessity form a conclusion that those flowers of the mind termed Fine Art were essentially the ecstasies of life, that the works of the Industrial artist were the good solid food and backbone of life's conveniences.

Of the two, he has the greater opportunity of service to his race.

Nor is there much difference in the quality of mental pleasure afforded by either, for to the cultured person there is something infinitely satisfying to behold in a well built piece of furniture; a cabinet may become a delight when a Gonthiere or Reseiner has given the touch of an artist to labor, and a metal cup may contain all the dramatic fervour which a brother of the brush could compress into an historical composition.

Although every medium has its special limitations and means of expression, who is bold enough, or shall we say prejudiced, to say that the expression of paint or metal, marble or wood, is at all times better the one than the other?

Certainly no artist, no connoisseur who clearly recognises each in its own metier to be best and that the touch of art made all vibrate with a new quality.

The artist is the power who raises labor to a plane satisfying to the cultured mind who dominates material and accomplishment by qualities of mind which may be termed selective.

No vulgar person or person of vicious temperament ever produced a fine work of art while under those influences; the two are incompatible.

Perhaps it is advisable at this point to state what we understand by Art, and conclude as to how much it permeates into the fabric of industrialism.

Art is the expression of character, personality or ideas dominating materials selected for that expression.

In this we have a wide basis for expression. It may include the latest form of auto-car with the last picture and be no less true, for I hold that after the bare essentials of motive power have been provided all that goes into the making of such a car enters within the field of Art, the selective quality of mind is evident in the lines and proportion of areas and fittings stamped by personality and character in their choice of expression.

This appeal of Art is universal and contrary to the opinion of many of our western friends, who consider Art as a luxury and the efflorescence of civilisation; it is at the very basis of it. The most superficial research would disclose that fact.

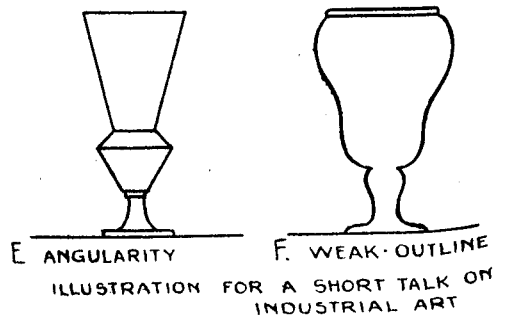
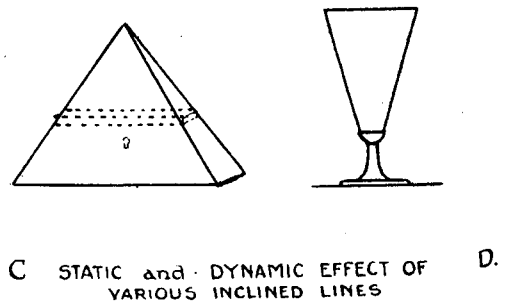
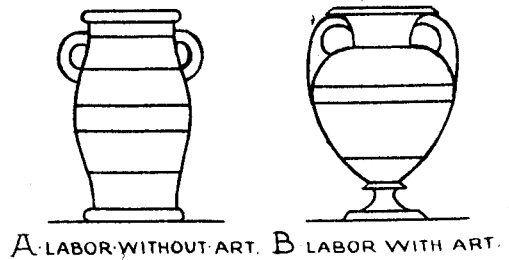
Long before history was written—certainly before literature added her glorious culture—we find Art the means of highest race expression; the primaevial savage has left us evidence of its appeal and uplift in his scratchings upon bone and in the shapes of his utensils and weapons; many of super-excellent form, as astonishing as they are delightful to the modern mind.

I sometimes think, when I see the content and lack of taste displayed by many moderns, that we have in some matters artistic fallen behind our primaevial forbears in this very thing.

Our houses are better, thanks to our architects; yet in how many of the best do you think it possible to find a disuse of good honest pot and to see an array of flowering plants tucked into Swift Canadian Lard pails, or the insistent areas of highly polished golden oak, and to realise that simplicity need not degenerate into ugliness because we choose to label it Colonial or Morriss?

The Industrial artist's great power lies in this quality of selection, the basis of creative design; it is evident in his choice of an idea, its fitness of purpose, the choice of material for its expression and the method by which he will express that idea in that material.

I have stated that his metier is greater opportunities of service to his race; he must anticipate the wants, the de-



sires and comforts of his fellows; be something of a humorist, ready to admit and allow for their little idiosyncracies; he is at all times dominated by the human standard, it is present with him from the size of the step by

which he enters a building to the last conveniences of life's administrative service.

Nor will the mere provision of essentials satisfy any but the most boorish, and here is the beginning of his special activities, which mark the boundary of labor and the presence of Art.

We have here two vases by which to establish a scale of values. (See illustration).

The one (A) the product of a laborer in clay; the other (B) of the Greek Art.

In (A) you have essential service, the provision of a vessel capable of holding liquid.

There is also evidence of that universal appeal, though dimly felt and expressed, for do you notice our laborer had a tentative feeling for decorative treatment when he placed lines on the body of the vessel?

There is Art to that extent, low in quality no doubt. It lacks selective genius; look at his puny stuck-on handles; they bear little relation to the whole; were it not for these the vessel would look just as well turned upside down. There is a lack of dominant measures.

These faults are corrected in our second illustration. We find dominant intention in the width of the vessel placed at a point of interest above the half height. The handles are built gracefully and with strength into the general outline. There is evidence of mind in the relative proportions of decorative bands. There is no doubt as to which is the right way up of that vessel.

From this comparison, it is evident that certain factors enter into industrial productions which differentiate the products of labor and Art, and these are based on the appeal of certain combinations of lines, forms and space divisions as more satisfying than others; that in addition to the provi-

sion of essentials, qualities are to be reckoned with as a provision for culture.

When these are given we have Industrial Art, the personal impress being so great in some works that we have no hesitation in saying with confidence, that wall decoration is by Crane, this dress is from Worth or Point, this glass is of Tiffany, and so on. We do not need a label or trade mark; it is as full of character as the handwriting of a friend.

Having discovered so much, it is the province of the artist to seize upon those factors which contribute to interest and provide for them in logical sequence.

The first is that an embodied idea should be reasonable and fit, both as to idea and the form of its expression.

A chair should assure you of reasonable support; a vessel by its shape should imply the service to be rendered; a building, in addition to assurance of stability, give indication of its special use before decorative qualities are considered. This is the provision for Utility, the great service. Though never a touch of decoration be added to this, we have ample opportunity for the good qualities of Art.

These find expression by means of a few simple details. A straight line placed horizontally gives the mental feeling of rest; additional lines placed parallel to this emphasise this. Placed vertically, we have an impression of dignity, ascension and growth. Take two such lines and incline them at an angle, and we produce quite different emotions.

If we incline them from the base inwards we gain an impression of immobility; this is evident in the pyramids of Egypt. (See illustration C.)

Again, if inclined outward from the base, we gain a feeling of ascension (See illustrations D).

That quality at E may be termed static, while that of F dynamic.

It will be seen that the choice of the main lines of direction will lead to important results, whatever the subsequent development of minor details.

That lines such as first considered (E) would be more admirable for objects of reasonably permanent situation, such as furniture, monuments, fountains, caskets, etc.; whereas the dynamic quality in the latter case (F), the controlling lines giving appearance of ascension, would be of service in the forms of flower vase, cup or drinking glass, where an appearance of being easily removed is an advantage.

The straight line is of immense service when used properly. Used to excess, it becomes monotonous and mechanical in its rigidity, especially when divorced from the saving grace of proportionate spacing.

It has architectonic value when used in conjunction with curves or to brace up excessive curvature in surface areas, and rightly used gives values out of all proportion to effort required to produce it.

A curved line is beautiful in proportion as it is subtle. The simplest curve is that produced in the circle. There is no subtle gradation in this; every portion of such line is equally interesting, and consequently equally monotonous. The interest passes from the line to the space enclosed.

A simple meandering line drawn by the hand is generally of far more value.

It is because of the increased subtlety of an elliptic curve that we gain more mental pleasure in its contemplation, and this reaches its highest form in the ovoid curves of the human figure.

The excessive use of either gives poor results, as example E, F.

Relative proportion of parts and space division is also of great importance.

In these it is found that unequal division of areas contribute more pleasure than equal parts. It is as if the whole nature of the mind was to repel equality; for you will notice we have been occasioned to choose, right along, dominant considerations in idea, choice of line for expression and division of space. Reduced to formula, division of space areas may be pleasing in ratio removed from equality.

There are exceptions to all these, but in every successful case it will be found that definite intention is visible.

Exact repetition of space division is found in many architectural details, certain wall spacings, etc., the pleasure usually greater where very abstract forms are used.

A square or circle must be exactly equal and perfect geometrical figures to give their maximum of pleasure.

The utmost mastery is demanded of the Industrial Artist in his use of materials.

There is character in material which he should ever try to preserve. The rich ductile gold, the plastic mobility of cast metal, the rigor of granite, the sauvity of marble, the rugged oak and the docility of lime and kindred woods all have demand and profit by sympathetic treatment yielding their own charm to the multitude by which our people could surround itself given the eyes to see and the heart to desire.

Many are accustomed to believe the true enemy of Industrial Art is the machine; that the plethora of objects disgorged by it has debauched public taste.

I do not believe this to be true. The machine is not the enemy of Art. The real enemy is the crass ignorance of the directors of machinery, who have forgotten the Art in the desire to reap the quick rewards of rapid production.

This is proved over and over again in those plants where an Art Director is the arbiter of the fate of productions.

A stamp die has no choice whether it produce a well or ill-considered shape. It produces either cheerfully, at a rate per hour as determined by its master, a textile weaving or printing machine, as all other machinery, is no greater or less than the brain of its director.

No artist would attempt to produce by machinery things beyond its power or expect qualities it could not produce. It would be against his first principles, fitness of purpose.

No, the machine is not the enemy. Rightly treated, it is a good friend, making possible pleasure and utility for thousands who would be ill provided if dependent upon hand labor.

Briefly as I am compelled to treat this bearing of Art to industry, I believe I have advanced sufficient indication that this question of design and selective direction is at the basis of the whole fabric of industrial production; that it is the source of most of our personal pleasure and convenience in life.

It is beyond question not Art for Art's sake, but Art for Life's sake.

This being so, how are we to reap its rich lessons for the benefit of our present generation? As an educational asset it is hard to over-estimate its value. The training in logical reasoning, cause and effect; the provision of essential requirements before gratification of sense; the necessity of dominant idea and treatment; the habit of careful, thoughtful observation; the necessity for fitness of purpose; the futility of striving for effect outside the nature of your material; all these lessons are present in every step of the training for Art work.

I do not care so much whether we discover one single artist, there is no denying the value of such training for life's sake. The value of the citizen

nurtured to fruition upon such principles is indisputable.

And now to answer your question. A beginning has been made in grade schools. You have your grade books, 1914-15; intelligently followed, they offer aid, but it is essential that sympathetic direction be obtained. The objects of daily use and the great Book of Nature are infinitely more valuable when the young mind is adequately directed.

More time is necessary under Time Table. The subject is of such far-reaching effect in the life of the student that official encouragement and recognition should be heartily given.

The new generation of teachers should be prepared to take advantage of such a course; if not in the direction of specialization, then as culture.

False standards of results by pretty drawings should be relegated. It is necessary to keep the brain master of the hand. I have known clever draughtsmen without a trace of art.

Whenever possible, collection of objects, especially of local interest, either of merit or demerit, should be attached to all schools for educational purposes.

Courses, particularly in collegiate establishments, should be correlated to the extent that academic and technical subjects be provided with ample time and direction for the elucidation of Art principles relating to technology, history and literature. This, where possible, simultaneously with the course of study in these subjects.

Lastly, allow me to emphasize the fact that Art, far from being a decorative addition to civilization, is virtually concerned in its accomplishment. Without it labor is purile in production and life shorn of its finer accomplishment. No system of education which neglects it can hope to hold place in the van of educational progress.

## HOW THE AGRICULTURAL COURSE MAY BE IMPROVED IN THE HIGH SCHOOLS

By S. J. Sigfusson. (Summary).

The lack of equipment is the greatest drawback to efficiency in the agricultural course in the High School.

The object of the course is to give an elementary training in agriculture, such as is now being given at the M. A. C.

Many students will take the course who would not think of going to the college. They receive practically the same education as they would get in the college only under home conditions. To put it in brief, the Agricultural College and the Agricultural High School have identically the same purpose. It is useful to compare the two courses. The College has a complete equipment and a splendid staff of instructors. Students come from all parts of the province, but only a few come from each district. On the other hand a great many from each district can attend the High School classes. We expect to see in the future, fifty per cent. of Canada's population on the farms. Only a small percentage is now on farms, and it is expedient that schools should be organized to give everybody the necessary training. The Agricultural College can reach only a few, but the Agricultural High School can reach a great number. More than that, of those who go to the Agricultural High School many will wish to continue the course at the College. The Agricultural High School is the best advertisement the College has.

Though laboring under financial disadvantages we believe the agricultural course in the High Schools is doing all, or more than was anticipated. We can give individual attention to the students. Theory can immediately be followed by practice. Training can be suited to home conditions. Pupils being under parental control they are kept away from the dissipations and revelries of the city and therefore in closer touch with their work. Of course they receive less training in literature, and they do not have the same social advantages, and above all they are cramped as to laboratory facilities. The Manual Training is quite equal to that done at the College.

Many of our students having completed the two years course would like to go in for the higher education. What credit would they receive for their work at the A. College? At present there is an uncertainty. When the courses were arranged in the High School it was understood that those taking the A & B courses would get two years credit at the M. A. C. Recently we have been given to understand by the Department of Education that only one year's credit will be given. The re-

sult has been very disappointing to the students, many of whom regret that they ever took the course. Some of them have given up the idea of pursuing their education further, and only a limited few will ever reach the college halls. It will be very difficult to get students for next year. If they could be assured that the work done would be credited in the Agricultural College there would be no difficulty. Unless such an arrangement can be made we will find ourselves without students, and the course will have to be closed. We have asked on what grounds this distinction is made. We have already proved that the course is worth as much as two years at the college. A student wishing to take agricultural training would be glad to take most of it under home conditions, but he will not do so if it means the loss of a year of his time.

Again we ask why should our students not receive credit for their work as was originally intended? They have no lack of brains. They can accomplish as much at the High School in ten months as they can accomplish at the M. A. C. in five. It must not be taken for granted that we have a lot of logger-heads taking the High School course. Most of our boys, though still in their teens have a mature mind, and have as much ability as the average college student.

Every High School in Manitoba should have an agricultural department, and this will undoubtedly be the case in due time. All High Schools with well organized courses should act as feeders to the M. A. C. We believe the time will come when the High School will do all the junior work.

At the college the third year is divided into two distinct courses—the Degree and the Diploma. Any student obtaining an average of 65 per cent. or over is eligible for the Degree course, the remainder must take the Diploma. The Diploma course is by no means inferior; in fact many take it who are eligible for the Degree. It is a continuation of the farmers course, and great emphasis is laid on power and farm machinery. Now all we ask is that the High School students be admitted to the Diploma course. If their education is in any way inferior to that of the college students, surely they get a chance to make up for the deficiency in this way. We do not ask this so much because we think our students are inferior, but because we think that the Diploma course is a splendid course and it should be made compulsory for everybody to take it who wishes to pursue higher education. The very fact that the third year is now divided into two distinct courses leads us to think that it is only a stepping stone and finally the course will be lengthened into six years. Such should be the case if our graduates are to be on an equal footing with the university men in their



English standing. There is no short road to success; and we must work hard and faithfully to accomplish our end.

Now truly the agricultural course at the High Schools may be improved, the same as any other course in its infancy. We believe the agricultural instructor has enough to do without teaching any work in the High School. He is expected to be an authority on questions relating to the farm, and even a walking encyclopedia in his community. This is of course utterly impossible but he should try his best to keep in touch with the farmers or in other words he should take the place of a district representative. When the five months' course is over it should be his business to visit the different farmers and communicate with them. It is therefore to the best interests of the community that he should not be burdened with further work. But if he devotes his time wholly to the interests of his agricultural class, and has a fair line of equipment, we believe the course can be greatly improved and its benefits will be felt through the whole of Manitoba.

## MANUAL TRAINING IN RURAL INTERMEDIATE SCHOOLS.

Levant Thompson (Summary)

There is today a demand that education be made practical; that courses of study should have a direct bearing on everyday problems. This demand is being met in the larger cities and towns by elaborate vocational and pre-vocational courses. In rural communities this demand is slowly being made, and the methods and means of meeting it present one of the most pressing educational questions of today. One step has already been made towards this by introducing agriculture in all public schools. But the problem of supplying properly trained teachers has as yet not been satisfactorily solved. The introduction of more practical hand training into the schools will find the teacher supply question the greatest obstacle to its full development.

In this paper I wish first to outline briefly a course which, I think, will meet the manual training needs of rural communities and present a method of presenting it; second, to present a system of training teachers which will make it possible to carry out this course; and third, to give what I now consider to be the best system of school organization to secure the best results in all lines of educational effort.

The reason for introducing manual training into the already crowded programme of the rural school is twofold: educational and practical. It is educational, first, because it affords the child a new method of self-expression; second, because it crystallizes many of his vague impressions; and third, because it makes him think. It is practical because

the habits and forms of work are, or at least should be, the same as will be met in the industrial world.

The school curriculum should be fashioned with the purpose of making more efficient citizens; and a manual training course as a part of the curriculum should reflect the industrial activities of the community. To decide what items should be included it is only necessary to analyze the work of the community into its larger divisions. In the rural community these would be woodwork, ironwork, leather-work and tinsmithing. Practical agriculture could also be classified as a hand training subject; but as it is a subject important enough to be treated by itself, one can omit it here.

Woodwork should be divided into two parts: elementary where the purpose should be to teach the use of the tools; and advanced where the purpose should be to teach the elements of practical carpentry as used on the farm, and the care and sharpening of tools and the use of cement in building. The models should be practical, and should fit in with the other activities of boy or girl; chicken coops, feed boxes and troughs, etc.; kites sleighs and other toys.

Ironwork should include drawing, bending, twisting, welding and tempering, and should not aim much at ornamental work, but to enable the boy to do odd repairing around the farm.

Leather-work should take up the care and repair of harness and shoes, and also lacing of belts and splicing and tying of ropes.

Tinsmithing should enable the boy to do odd repair jobs around the house and barn requiring the use of solder.

A course for girls should include elementary woodwork, sewing and cooking. The elementary woodwork could be taken with the boys. The sewing should include the cutting and fitting of garments, as well as fancy work. Cooking should deal with the making of rations and the comparative food values.

The introduction of this course would have two results: One, and the most important, it would keep the country boy and girl in school longer and send them out better prepared for their life's work; second, it would result in a broader school organization along the lines of consolidation and in a system of training teachers to carry on the work.

To provide an adequate supply of properly trained teachers will require time, and it would be impracticable to require one teacher to take up all the subjects; but I think that every teacher granted a third or second class certificate. The remaining subjects of advanced woodwork, ironwork, leather-work and tinsmithing and cooking could be given by special instructors, who would go from centre to centre, taking up the subjects as required. To train teachers already in the profession would require summer courses and an influence exerted, probably through the bank, to induce them to attend. And to protect the districts no certificate or diploma should be given unless

the course had been satisfactorily completed.

With the introduction of manual training in any form into a school the need of more permanent teachers becomes more pressing than it is now. And even now the need is serious enough to cause educators all over the country to consider the matter seriously and advance means for remedying it.

One of the means, and I think the most important, is the organization of all schools on a municipality or township system. This would secure better men for the board, remove the teacher from petty neighborhood interference, and make the introduction of changes in the school programme easier and more effective. And so the educational efficiency of the country's school plant will be greatly increased; and the value of each life be increased and a more prosperous citizenship and nation will be the inevitable result.

## WAYS AND MEANS OF MANAGING HAND-WORK IN INTERMEDIATE SCHOOLS

By W. Pringle (Summary)

### A.—Why Hand-work Should be Taught.

I will quote from Dr. John W. Cook, Pres. of Northern Illinois State Normal School. Dr. Cook is a man of more than state-wide reputation, and clings most tenaciously to book learning, yet he stated his views most concisely, in a recent letter to me as follows:

1 "One of the main arguments for vocational training is the abstract character of most of our school work. It does not appeal to the child, who is busy with the world about him. Its concrete character interests him and furnishes that occupation for his hands and his eyes and his intelligence as well, in which he lives to engage.

2. "It furnishes intellectual employment in that it illustrates very significantly the universal processes of creation and production. An end is very explicitly set up and the pupil occupies his intelligence to meet that end.

3. "It is assumed that this kind of experience will reach over into his other work and impress upon him the idea of ends and that he will, in consequence, pursue his literary work with a different motive and purpose than he otherwise would.

4. "This kind of work also introduces one to the various callings.

"It does not follow of necessity that one should have the particular kind of manual occupation in the school that he is going to follow up in his later life. I think, however, if he is going to be a farmer preference should be shown for agriculture.

"There is no danger of beginning work of this kind too early, if the pupil has clearly defined to himself just what he wants to become; indeed, that is a great advantage, for

the longer one is engaged intelligently in preparation the better he will be prepared and the more time there will be to deal with its cultural aspects.

5. "As you know there is a very strong tide moving toward vocational training. It is thought to be foolish for a boy in the country to devote himself to book learning exclusively when all about him are such fine opportunities for interpreting his life as an adult. Furthermore, these opportunities are highly educative, and a close union of school and life means great profit for both of them. We want these boys and girls to have the habit of study in the things that are to engage them when they are occupied with the duties of life.

6. "Dr. Bryan gave a suggestive plan for liberal culture recently by characterizing habit as a 'trap.'

"Men learn one thing and when the need for it changes they find themselves unable to do so unless they have the larger view. It is the tragedy of life when what is necessary to maintain life (habit) becomes the cause of failure."

### B—How to Introduce Hand-work Economically.

In discussing this phase of the subject I shall deal with it along the lines of my own experience.

I have made it a rule to start the pupils where they should start when they open up a shop for themselves. First, the raw material for work benches is obtained and the benches made by the boys themselves. Benches six feet long and three feet wide will do. One of these with two vices attached is large enough for two pupils to work at, at a time. Its approximate cost is about \$3.50. The tools needed to begin with are a cross cut saw, a rip saw, a try square, chisel, coping saw, smoothing plane, a brace and set of bits, a screw driver. As the work progresses more can be added.

I maintain that a teacher should own a set of these tools just as he owns a set of books for his desk. One bench and set of tools in a rural one-roomed school will be sufficient, while in a village school, with a good basement or a room especially set apart for this work, six or more benches can be used.

To the beginner who is introducing this work in any community, I would say start on a small scale and work up to the needs of the classes, as the work progresses. Study the needs of the community and make useful things, which can be sold to pay for material. Window props, scouring safes, broom holders, sleeve boards, all of which will sell readily at from five cents to twenty-five, serve to illustrate this point, and are good models for beginners. The pupils will nearly always buy the models or sell them.

After the work has developed to a certain stage I allow the boys to make things needed at home and it is surprising the number of things wanted that a boy can make.

Other lines of work are taken up such as forge work, electrical work, tinsmithing and mechanical drawing.

The first thing in woodwork is to teach the pupils how to read the mechanical drawings and make the objects from them. In this way the pupils can proceed with the work with but little assistance from the teacher and is thus prepared to carry on the work for himself. Wherever the work has been introduced in this way the people of the district seem to be well satisfied and the pupils continue to be very much interested in the work.

## WOOD-CARVING IN GRADED SCHOOLS

By E. Farrow

(A Summary)

It is an easy thing for a skilled craftsman with cultivated taste to do good wood-carving, but to carve well when one is only just learning how to use the tools is a very different matter. The boy learning wood-carv-

ing is destroying in order to create. The definite task before him requires care, concentrated effort, and the will to achieve. No other form of handwork so brings out these qualities. They are the foundation of character and the basis of all success.

There is no chance for slipshod work here. The results of wrong-doing show so plainly, since every slip of the tool is registered before the eye. If a boy's work in this craft is to be worth looking at, his hand must serve his mind; he must think and work simultaneously.

Handwork is not an end in itself, but the means to an end—the expression of ordered thought. It seems to me that this is the educational value of wood-carving in our public schools. To keep ever before the boys as they go through our Manual Training rooms the idea of thinking of and executing a thing simultaneously. Wood-carving is something most boys are deeply interested in. To teach them how to work intelligently, to teach them to desire perfection, is our ideal; but let us remember as we look at their work in the early stages of development, that unskilled fingers are trying to execute, that mind in the making is trying to express itself.

## A WORD TO OUR TEACHERS

The Western School Journal has now been issued for about twelve years. At first it had to feel its way carefully, but year by year it adapted itself more and more to the needs of the teaching body of the province. Never before was it so practical as it is today. Teachers, Inspectors, and even Superintendents of Education have written time and again to compliment the Journal upon its make-up, and its contents. Yet there are some teachers who do not take the Journal. It may be that they have nothing to learn; but even so, they should take it for the sake of the profession, or they should send the Journal on to some one who has something to learn. The best in education was never found in any one school, nor among any one people. It is the aim of the Journal to find out what is best both here and abroad, and

to present it in a helpful form to the teachers.

More than this, the Journal has a column for the children. This has proved to be of much interest. Why not take the Journal and get your own pupils interested in the competitions which appear from month to month?

This last year there have been special articles on drawing by one of the best authorities on the continent, Miss Bonnie E. Snow. Next year we can provide something equally good in another line. The Journal can say to all its teachers: "If there is anything you want, ask for it!"

Will you make a point of canvassing your next door neighbor? The Journal can continue, and continue to enlarge, just if the teachers support it.

By the way, why not become a contributor?

## IN THE BOOK WORLD

It seems a natural thing in Manitoba when thinking of books to associate with them the name of Russell-Lang's Bookshop, Winnipeg. This bookshop has for thirty-five years been distributing good literature throughout the Canadian West. When we wrote to them suggesting that they make a special announcement in this issue, they immediately responded, and their advertisement appears on another page. Russell-Lang's idea of selecting Library Books, not by titles but by seeing the books themselves is a good one.

# Elementary Section

## MINUTES OF GENERAL MEETING

The meeting was held on Thursday, April 8, at 9.30. President D. S. Woods occupied the chair. The election of officers took place as follows:—President, Bro. Joseph, St. Boniface; Secretary, Miss E. Stephenson, Winnipeg.

The president reported a good attendance at all conferences of the Elementary section and called upon the various chairmen to report.

Reports were then presented by D. J. Wright for the Rural section, Miss McLean for the Elementary section, Bro. Joseph for the Intermediate section, Inspector Walker for the Senior section. (These reports are printed elsewhere).

Addresses were then delivered by H. W. Watson, W. A. McIntyre, Rev. J. S. Woodsworth. A summary is given in the following pages.

## PAPERS OF GENERAL MEETING

### THE RELATION OF THE SCHOOL GARDEN TO THE SCHOOLROOM

By H. W. Watson (a Summary)

Some teachers in the past have regarded School Gardening as an additional subject on the programme to be taken up during the spring months, something merely to be played at, something to provide a little healthy, outdoor diversion during the weeks when work indoors is rather uninviting, even distasteful. I fear some teachers even at present entertain this shallow opinion of such an important subject.

What should be the relation of the school garden to the schoolroom. A slightly emphasized interpretation of this relation might be obtained by stating the topic thus:—The Relation of the Schoolroom to the School Garden. Yet this interpretation of relating most of the work in the elementary schoolroom directly to the activities of the school-farm and indirectly to the operations on the farms of the district should be uppermost in the minds of the real, live, rural teacher.

This correlation is most fully carried into effect, of course, in our Agricultural Colleges and Agricultural schools where only topics relating to farm interests engage the time of the classroom.

Many consolidated schools realize the importance of directing and emphasizing the work of the schoolroom along agricultural lines, and are procuring extra land for experimental purposes.

Some Consolidated School Boards are purchasing from 10 to 25 acres of additional land which the schools will use as a small experimental farm. They will own one of the van teams, which will do the heavy work on the farm during school hours. Small, yet modern, farm buildings will be erected for the keep-

ing of a dairy cow, some pigs, poultry, etc.

Feed for the stock, vegetables, flowers, shrubs, etc., will be grown on the farm and in all operations the children will take as prominent a part as they are capable of.

Why this radical change in rural education?

President Eggleston of Richmond Polytechnic Institute, has stated: "The day is already at hand when the rural school must control the food supply of the nation."

Most educators realize that this responsibility actually rests upon the rural school. In fact, our nation would now be saving millions of dollars annually, had the schools of the last generation realized and assumed this responsibility.

The permanency of any nation depends upon the extent of prosperous, happy contented homes within its borders and the efficiency of the elementary school will be measured by its success in turning out efficient home and community builders.

The rising generation should be impressed with the prime importance of permanent home building and that every quarter section of land should possess one.

How can the rural school promote this condition? It can interest the girls and boys, in farm life and rural advantages, so that they will prefer to make homes there. It can also introduce sufficient experimental agriculture subject programmes to induce the boys to become scientific farmers, not haphazard soil miners.

The school ground with its fences, walks, trees, shrubs, flowers, portion for play, gardens, etc., is an essential feature of the educational plant, and the training gained there may prove a greater fitness for home building and citizenship than much of that obtained within the walls of the schoolroom.

What schoolroom subjects can be related to the school garden, and how?

**Arithmetic.** Many problems may be given regarding area of plots, division into plots, yields, amount of seed, etc.

**Bookkeeping.** All the principles of keeping farm accounts may be taught practically; records may be kept with various plots, various crops; total cost of labor, seed, etc.; value of the produce and net profit.

**Geometry.** A good exercise will be afforded in drawing to a scale the entire garden, the various plots, walks, etc., the drawing of borders and flower beds of various shapes.

**Reading.** Abundant material for supplementary reading may be found in the various farm bulletins, agricultural magazines, etc.

**Composition.** The school garden will furnish an endless variety of the best of subjects for oral and written composition. No subject can be better than those that are familiar and of every day interest to the children.

**Geography.** The school ground will furnish the unit from which to begin, its buildings, walks, gardens, their directions and relations to each other. From the study of the school ground you will proceed to the quarter section, the school district, townsite, etc. Maps of each may be drawn in turn.

**Civics.** The school garden may be a miniature municipality with its quarter sections, sections, townships, wards, etc. It may have its municipality officers, road inspector, weed inspector, etc. The officers may make the laws and provide the machinery for enforcing them. The principles of municipal government may be fully taught using the school garden as the unit.

**Drawing.** Abundant natural material may be had for this subject at all seasons of the year.

**Nature Study.** The best opportunity is afforded for the study of plants, insects, birds, animals; their haunts, habits, food, etc., and their economic value to man.

In short, the school ground with its possible activities will furnish much concrete material to give definiteness and purpose to the dry book subjects taken up within the schoolroom.

## IMPORTANCE OF THE WORK OF THE PRIMARY GRADES.

W. A. McIntyre (A Summary)

The school is not the only educator. The forces operating through the social milieu are greater than those operating in the classrooms, so that it is better for the parent to assist in securing right social and economic conditions than in securing even good schools. On the whole the education of the home is more far-reaching than that of the school. Still the school, though reaching all in a systematic way, and through bringing together all classes and conditions of children, is performing a great work both for the individuals and the nation.

The primary school, representing the first

four grades, is important for at least three reasons. It reaches the great body of children. It reaches them while their bodies and minds are in the formative stage. It concerns itself with laying foundations.

No less than 70 per cent. of all the pupils in the elementary and high schools are in the first four grades. Probably 40 per cent. never get beyond the fourth grade. As it is better to raise the intelligence of the masses one degree than to raise the intelligence of the favored few one hundred degrees, the importance of the elementary work is clearly evident. The three problems that ought to be raised here are: (1) Would it be wise to arrange for kindergartens, so as to give children another year at the beginning? (2) Would it be possible to ally the programme or social conditions so as to encourage children to remain at school a little longer? (3) Would it be possible by re-arranging hours of work or by simplifying it to get more into the four years? A modified affirmative can be given to practically all of these questions.

The importance of the years of plasticity can not be highly regarded. It is then that adjustments are effected, it is then that affection is fostered. "Just as the twig is bent the tree's inclined." The most significant biological fact for mankind is that human infancy is so prolonged.

The foundations that are laid in the primary grades may be roughly stated under these divisions:

1. **Physical Fitness.** The training given in school and on the playground, through exercises, play, hygienic supervision, should make for health, strength, grace and vigor. This means better buildings, important caretaking, medical inspection in country places, more attention to play ground activities and more scientific physical instruction.

2. **Knowledge.** The knowledge of men and things is necessarily very limited and unorganized but it should be correct as far as it goes. It may be supplemented and systemized later on but should not have to be completely unlearned.

3. **Power.** The pupil should have his senses and his thought power trained by use so that he will be able to gather thought at first hand, and he should be trained to read and listen so that he may be able to gather thought from others. We have made much of teaching children to read. We have not done as well as our forefathers in training them to listen, and we have not outside of kindergarten done very much to train the senses to quickness and accuracy. It is also necessary that there should be training in power of expression—oral and written, and of these two, the former is the more important. Which of the two is receiving greater attention in the primary grades? With rooms containing 50 and 60 pupils how much can be done to develop power of free speech?

4. **Attitude and Ideals.** The attitude of pupils to nature and to man is more important than their actual knowledge. The man who would change sympathetic nature study

into elementary agriculture in the primary grades lacks both ordinary sense and reverence for childhood. What children can get in school at this stage is not practical technical knowledge and skill but right attitude, and this is in the end the better preparation for actual life service. The same idea may be carried into other fields. The elementary school cannot directly prepare for the vocations, but it can indirectly prepare by developing the qualities of body and mind that are essential to success. Nor is preparation for the vocations everything. There is something more important in the world than material prosperity.

5. Habit. Childhood is the period of habit formation. Right habits of speech, thought and action should be carefully fostered. Unless clear enunciation, proper pronunciation, address are fixed in childhood they will likely never be attained; the child who is trained to be accurate and sincere in his thinking will retain his habit; and in the great field of action he has an abundant capital who learns in youth these six—obedience, economy, industry, truthfulness, silence, order.

6. Taste. Children may be taught to appreciate the beauty in sound, form and arrangement. Our schools may rightly make much of music, art and dancing, and in every school activity emphasis can be placed on artistic production. Particularly in the field of literature should an attempt be made to develop literary taste. Nor must it be forgotten that for most children taste is developed through doing simple work artistically, rather than through set lessons in art.

7. Disposition. Surely when we judge people in later years first of all by their dispositions, rightly so since their dispositions measure their usefulness and human worth, it is well that in the primary grades kindness and all the other graces of the spirit should be emphasized.

By this hurried statement it will be clear that the best thing the elementary school can do for children is not merely to furnish the minds but to mould them, through the furnishing. It may be said of all subjects as was said of manual training: "It must not be judged by the material product but by what is left in the pupil of attitude, habit, and integrity."

If the work of the elementary school is so important it is worth while supporting it. In Canada we have come far short of doing justice to the little children. Let any one figure out what it costs any of our provinces to give a young person a year at a university or an agricultural college, and let him compare it with the amount spent on the education of the little child. The comparison is illuminating, and indicates that after all we are not low-grade teacher, the poorly paid teacher, is placed in the primary grades. The best teaching should be for those who have but a few

years to attend school. Look again at the living in a democracy, but that the poor are paying to educate the fairly well-to-do. Note also how in many of our cities and towns the costly equipment in the higher schools and contrast with the barren primary classrooms, and the wonder grows that people do not clamor for better things.

Just a word touching upon conditions of success. The first thing of course is to get competent teachers. They must have outlook. They will see the school in its relation to the individual and to society. They will ever have in mind the words, life and service for it is to fit the lives of individuals for service in the community, that the school exists. Then they must carry on the work in a right spirit. In the school will be manifest every day full human sympathy and friendly cooperation. The school will not be merely a preparation for life but participation in life.

And what as to the teacher's reward. I can promise you no more than that awarded Him who went about doing good. But let no one be discouraged. Beyond the loneliness and sorrow and blood-sweat and crucifixion there was a resurrection. Our lives can never be so lonely as His for we have not to tread the wine press alone. Life for the modern primary teacher may be a great joy, for it is passed in the presence of pure and happy childhood and surrounded by the good wishes of fellow workers and thankful parents. And at the end of it all we too shall have a resurrection, for each good thought and kindly deed, will live again in the hearts of little ones who have been led by us into the fields of truth and beauty and righteousness.

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#### THE TEACHER AS COMMUNITY LEADER.

By Rev. J. S. Woodsworth

(A Summary).

In this valuable contribution to the programme, the speaker pointed out how the peculiar circumstances of rapidly developing western communities called for such leadership as much as for captains of industry and leaders in the commercial world. Denominational, sectional and other obstacles prevented other professional men from exercising that leadership adequately, while the position of the teacher made him the natural leader in community life. It was a position of utmost responsibility and highest honor; yet one which he could not avoid without being recreant to his trust. The future of the nation was in his hand, and by his attitude was determined the whole course of western civilization. The substance of Mr. Woodsworth's address appeared a short time ago in the W. S. Journal and we hope to have another contribution in the near future.

## RURAL CONFERENCE

## MINUTES

Mr. D. J. Wright, chairman, reported that the meeting was very successful in every way, excepting that there was not sufficient time for discussion. He referred particularly to Inspector Maguire's paper on "School Libraries," emphasizing the necessity of using these to help parents as well as pupils. The other papers were: "The Rural Time Table," by E. Stewart, and "Handwork in Rural Schools," by Messrs. Emsall and Newton. These appear later.

## THE TIME TABLE OF A RURAL SCHOOL

Roy J. Stewart, Neepawa

The first necessity of the rural school teacher in the arrangement of the program of studies is that he cultivate the faculty of setting aside certain accepted maxims and laws of nature. He must for example, set entirely aside the age-honored principle of "one thing at a time." The rural school teacher who cannot do several things at once is not likely to attain outstanding success. Again, a well known law demands that two objects shall not occupy the same space at the same time. If in making up his programme the rural school teacher adheres to this grandfatherly idea he need not expect to keep up with the aeroplane pace of modern life. Till the millennium arrives when consolidation will relegate the old-time rural school to the museum of antiquities, the teacher of such schools must ignore any old fogy precepts that might restrain his action and by having several irons in the fire and several enterprises booming together, see to it that he gets into the day and the week the classes and exercises and reviews that belong thereto.

Probably every teacher should be the creator of his own programme of studies. His individuality and the particular composition and conditions of the school should not be restricted by any cast-iron time-table imposed upon him by any of the higher powers. If he has the spirit and the ideal and the gumption of the true teacher he will work out his own time-table salvation. Time can not be gained on one subject by taking it off another and to avoid this he must give to each subject an allotted amount of time. One of the dangers in a rural school where so many grades have to be taught so many subjects is that the teacher may sacrifice thoroughness for the sake of covering so much ground. This never pays. To illustrate: If you have ten minutes for a reading lesson, it is better to read a few sentences well than to have a couple of pages read indifferently.

In the construction of our time-table careful provision must be made for systematic reviews. The thing which is taught today must not be allowed to be forgotten before it is again refreshed in the child's mind. Many teachers in the rural schools do not think composition an important subject and consequently they do not give it a very important thought in the constructing of their time-table with the result that in many cases only two short lessons a week are given in this subject. To my mind it requires more independent thought on the child's part to write a good letter than it does for him to do a problem in arithmetic. In arithmetic there are certain set rules he must follow, but in the composition of a letter he must express his thoughts as best he can in his own way.

In the lower grades more lessons and shorter periods should be the rule. Two or three short reading lessons, for example, will be much more valuable than one long one. The same rule applies to their drill in number work, etc.

The teacher who is constantly complaining about having so many grades in the rural school, having so many subjects to teach and not having time to teach some of the subjects is generally the teacher who is either a slave of a poorly constructed time-table or else does not possess one at all. A teacher must have a time-table and the good teacher will always have time to teach all the subjects on the curriculum to all the grades in the rural school. Recess and noon-hour are the periods for recreation and this time should not be occupied by the teacher in correcting their work and preparing them for the work thereafter, on the other hand he should see, that during this period, there is organized play and teach them "to play while they play and work while they work."

The lower grades should always be kept at work, as the work in school is the cultivation of judgment. It is not advisable to have too many grades in the rural school but unite the classes and combine the grades so that the greatest amount of time may be given to each grade.

Two important elements in the construction, the plan, and the carrying out of a rural school time-table are regularity and punctuality. Both of these arise from the same cause, that is the lack of the ability of the parent or teacher to hold the child at school. The attendance of the rural schools in this province is just what the teacher makes it, and a good attendance at school is a mark of efficiency for the teacher.

In the construction of a time-table certain guiding principles may be indicated.

1. Having necessarily to divide his attention the teacher will expect and require and train his pupils especially in the senior classes to do things, to discover things to study by themselves and to occupy themselves profitably while he is engaged with others. He

will see to it as far as he can that, while he is engaged with others, the children are not merely doing tasks but investigating and discovering.

2. The more strenuous work, that is, that which demands most of effort, should be placed early in the day or the half-day period when the minds are fresh and alert, the more mechanical and less exhausting should occupy the latter hours.

3. The principle of variety will be observed not merely by the change of work to play but by varying the occupation from period to period. Generally speaking, no class, even seniors, will be kept more than half of the half-day period at a single form of work, and the work of the juniors will be still more frequently changed.

4. Special care must be exercised by the teacher to secure that the basal subjects, reading, writing, spelling and arithmetic, are not sacrificed when some things must be sacrificed in the working out of the programme. The drills and the furbelows may go; but the child whose power to read and write and to do number work is sacrificed is the loser in the end.

5. In spite of the mad crush of subjects the true teacher will find place for the thing many neglect, namely, drill—not only the military, but drill in the fundamentals, drill in adding and subtracting, multiplying and dividing, drill in the tables and drill in spelling. Scores of seniors cannot add decently because they have never been thoroughly drilled on this work.

6. The rural school teacher must fight strenuously against ever descending to the level of giving children work to do, "simply to keep them out of mischief." The educational ideal must not be sacrificed. The teacher's place is not the filling of time, but setting the children on the path of knowledge.

7. The teacher must not allow himself to become the slave of his time-table. A wholesome jolt now and then may improve both it and him. Variety is the spice of life. Vary it not for mere caprice but for stimulation and discovery of a better and more advantageous form.

## HANDWORK IN RURAL SCHOOLS.

Emsall

Since school districts in Manitoba differ in many respects, some being in old settled districts where they have every convenience and others in outlying and new settlements, I have thought it advisable to give a short description of our own district, comparison can then be made and a plan of working arrived at suitable for any particular case.

Norris School is seven miles northwest of Teulon and some forty-three miles north of Winnipeg. A few years ago the whole district was covered with a dense forest, this has been cleared away and a thick growth of

scrub is taking its place. Sloughs intersect each other in all directions. Trails which are almost impassable in wet weather are the chief means of communication. The average distance of the children from school is fully two miles. The land being difficult of cultivation the men are often from home earning money leaving the women and children in charge of the place. Under these conditions the attendance at school is irregular. At present we have none over the Fifth Grade, few stay after they are thirteen or fourteen years of age. The settlers are purely Scandinavian. In every respect the school is a pioneer one with all the disadvantages incident to such.

Drawing is so intimately connected with handwork, we consider it as a branch of the same subject and pay equal attention to it. To handwork proper we devote two hours every Friday afternoon, also from about the beginning of November until Easter all the time we can get during the mid-day recess. At this season of the year the children cannot go out to play, all bring their lunch with them, as soon as this is disposed of they have a lot of time to spare, and being full of energy they soon make themselves known. So I suggested they might do their handwork if they thought proper and that I would help them. The proposition was hailed with delight, it was a change from the ordinary school routine, and now under the guise of play and having their own sweet will there is no more busy or more happy a part of the day. There is no hardship in this, it is simply utilizing waste energy. The usual dinner hour excitement has been done away with, the children have really been rested and are better fitted both mentally and physically, for their afternoon work than ever before. Of course we cannot compel them to work during the mid-day recess but so far no objection has been made, the parents are perfectly satisfied.

The girls' work consists of plain sewing, easy embroidery, knitting, crocheting, patching, darning, simple raffia and cardboard work. As the attendance at school is so limited we devote most attention to needlework, only taking up the raffia and that kind of work as opportunity offers.

The teacher makes all purchases. We do not lay in a heavy stock but we let it be of good quality. About half a dozen yards of calico and three or four of dotted muslin with other articles in proportion will be sufficient to commence with. For embroidery we find D. M. C. lustered and mercerized cottons of various shades of color to be most satisfactory. We use silks as Beldings or Glossilla very sparingly, they are not only expensive but children find them somewhat difficult to manage. If parents desire some article such as a pillow for a lounge made in this way they supply their own material.

When we first commenced handwork I persuaded the parents to take an interest in their children's work, especially the needlework. So far as the pupils were concerned the plan



worked admirably, but in other respects it is not to be recommended. When I came to the Norris School some eighteen months ago, I took quite the opposite course and now parents have absolutely nothing to do with the handwork. All work is begun in the school and nothing whatever is allowed to be taken away until it is perfectly finished. Until the beginning of this winter I taught all handwork myself, but the pupils now began to require more advance work. Not feeling quite competent to take the girls in their needlework I prevailed upon a young lady in the district who has a taste for that kind of work to take full charge of our needlework for the winter. There is another plan which our male teachers of the ungraded schools might try. In many districts there is what is called a ladies' aid association in connection with the church. I have thought that some such provision might be made for the day school, say half a dozen ladies agree to supervise the needlework and take it in turn to attend school a couple of hours each week. I think it could be done.

The boys do light woodwork. No heavy tools such as planes, hand saws, heavy hammers, axes and so on are required, hence there is no necessity for special benches, the school desks suffice for everything; with ordinary care they will receive no more damage than in regular school work.

For material we gather up all the spare store box wood we can find and prevail upon some one in the district to plane it smooth. We also use cigar box wood when we can procure it. For the higher class of work we use bass wood, white maple and satin-walnut.

Our tools are of the simplest and lightest description such as the youngest boys in school can easily handle. Coping saws, fretsaws, two or three small chisels, a fine drill, a six-inch try-square, a small tack hammer, an eight-inch file, a packet of half-inch finishing nails and an abundance of fine and course sandpaper. Get the simple tools first, adding the others as necessary. Fretsaw frames are the most expensive, 75c each. The only renewals needed are sandpaper, nails and saw blades and these are very cheap indeed. Everything can be obtained at the Ashdown's Hardware store on Main Street. They are also agents for Hobbies' Fretsaw goods.

I would strongly advise those teachers who intend taking up this work to carry with them as part of their professional equipment tools and a little wood sufficient for a rural school, work could then begin immediately upon arrival at a new engagement. The cost would be very little, while the articles are so small and portable their bulks would scarcely be appreciable.

In commencing handwork we do not spend much time in mere practising. Children like to make things so we indulge them in this respect. For instance, give a young girl a foot square or so of calico to hem, she may not take much interest in it, but tell her it is for a handkerchief and she will be delighted. Praise her work as much as possible,

cut off that hem and fold down another, telling her she shall have the handkerchief for her very own if she makes as much progress next time and she will put her whole soul into the work. The same method holds good with the boys. In some such way as this we cheerfully get all the practice we may think necessary.

When once this interest has been aroused we try to maintain it by variety of work, a constant watchfulness for and appreciation of good work, encouraging them to let the next be even better. Then again we let it be known that whatever article is well made shall ultimately become their own property, that whatever article is badly made will be destroyed. Also that should the work be exhibited and prizes won, the money thus obtained will be fully and fairly distributed. This may seem rather mercenary, but it teaches the children that only good work pays and that whatever is worth doing at all is worth doing well.

This constant effort to do good work will gradually become a habit, the eye and hand will have become so trained that they cannot do bad or careless work. The mental attitude is henceforth on the side of good work for its own sake.

Again, in our handwork, we try to cultivate a spirit of self-reliance, a spirit of confidence. I rarely, if ever, do any handwork in school. I show the children the nature of their work, how to draw or trace the plan, how to hold tools and so on, but should one of them become really puzzled, I request a more advanced pupil to help him out of the difficulty. He is pleased to do this, he considers it an honor to his own ability and is proud the teacher can place confidence in him.

The other day the door of our schoolhouse failed to lock. I asked one of the boys to see what was the matter. He soon brought his report. "Can you set it right?" "Yes, certainly, sir." "Very good, you may do so." Now this boy had never done work of that kind before, but he had learned to be self-reliant, to have confidence in himself.

Many of our agricultural societies offer prizes for school work. The benefits resulting from the striving for these prizes cannot be over-estimated.

When a farmer strives for prizes a marked improvement is soon seen in his stock, crops and farm generally. In like manner when the same stimulus is applied to school work not only is a decided advance made in the various branches of study but the tone, the very atmosphere of the school, as it were, is uplifted.

Recognizing the good results arising from this competition we have ever used its principle as a means for our advancement, our success may be encouragement for others to try to do likewise.

As already stated, we have been at this work four years. During this time we have exhibited at the Easter Conventions in Winnipeg, the Canadian Industrial Exhibition,

the Dominion Fair, and various Teachers' Conventions. Although general school work was shown, drawing and handwork always formed a strong feature. We have been successful in winning five silver medals, three bronze medals and a very large number of first and second prizes, the exact list of which I cannot at present give. Our best year, 1913, stands out prominently. It was the last year I had charge of the Westerham School. This school and Norris School are adjoining districts but in the same Scandinavian settlement. We exhibited at the Dominion Fair, which happened to be at Brandon. We succeeded in winning one silver medal, one bronze medal and \$42.00 in prize money. In addition we were successful in winning the Christie Special Library, the Blue Ribbon prize given for the best exhibit from rural schools. This award, coming from the Dominion Fair, had the effect for that year, of giving the Westerham School the first place among the rural schools of all Canada.

Teachers will naturally ask who is to provide the money necessary for this manual work. In those districts where the trustees are anxious to introduce the subject they, of course, will be glad to provide the funds. In many districts, however, and especially in outlying new settlements the trustees will be adverse to spending more money than is absolutely necessary. In our own district at Norris the people were indifferent, skeptical, could not see any benefit to be derived from it, and so on. It was a case of either financing the scheme myself or letting the whole thing fall through and going on in the old, old monotonous round so peculiar to rural schools. Rather than prejudice or imperil the chance of its introduction I determined, for a time at least, to devote the bonus given by the Department to the purchase of material and take the risk. The average cost for material for the last eighteen months works out at the rate of \$15.00 per year, so I have not trespassed on my ordinary salary.

The results have been most gratifying. Skepticism has given place to enthusiasm and the trustees are very willing to pay their share of the expenses.

I have spoken of a bonus. This is a grant of \$25.00 given on the recommendation of the inspector to those teachers of rural schools who hold the diploma for handwork and who teach the subject as a regular course in their school.

To obtain the diploma the teacher must take a course of training at the Kelvin Technical High School. The term commences at the beginning of July and terminates about the middle of August. The hours are from 9 a.m. to 12 at noon. The entrance fee is \$3.00. This sum pays all expenses for the use of tools, material, etc.

Having had the experience of two courses, I can speak in the very highest terms of the training given.

All rural school teachers should try and obtain this diploma. It not only entitles them

to a bonus of \$25.00, their own private property, but it really gives them a higher standing in their profession. Even though not required to make use of their knowledge, other things being equal, teachers holding the diploma have a much better chance of preferment than those who do not do so.

## PRACTICAL WORK FOR RURAL SCHOOLS.

By S. T. Newton (A Summary)

So much has been written and so much more has been said on teaching Manual Training in the rural schools, and so impractical has much of it proved that one hesitates to offer further advice along this line, knowing the amount of work which the teacher is expected to accomplish in an ungraded rural school.

However, there is one line of work which has not been over emphasized and that is participation in the actual work of the farm and home. For the boys, raising pure bred chickens and calves, growing potatoes and fodder corn, and making chicken coops, exhibition crates, milking stands and bird houses. For the girls, bread and cake baking, knitting and sewing, canning and preserving.

For over a quarter of a century it has been an accepted principle that education to be effective must include the practical as well as the theoretic. For the ungraded rural school with its numerous classes and wide variation in ages, this ideal has been difficult to attain until very recently when some bright individual conceived the idea of again utilizing the homely farm pursuits, of dignifying them and putting them on a higher plane through the medium of boys' and girls' clubs, by linking up the home and the school in carrying out various projects and contests on the home farm and garden under the direction and encouragement of the teacher and with the assistance of various other agencies such as the Agricultural College, the Agricultural and Home Economics Societies, Grain Growers' Associations, Boards of Trade, Municipal Councils, and above all, the parents themselves.

By making membership in these clubs voluntary, encouraging a high standard of excellence, and insisting that the actual business connected with the club is conducted by the boys and girls themselves, the plan has appealed alike to parents, teachers, and to the children thereby increasing production and quality, promoting purposeful thinking, and lessening school discipline.

By interesting the boys and girls in use-able home enterprises and giving them a working interest in the farm, one of the main elements in good citizenship has been attained, viz., the feeling of ownership and its attendant responsibility, and the satisfaction of knowing that he has reached the stage when someone has confidence in his ability and is willing to trust him with something certain.

ing to the farm, even animals and chickens and grains. That this means managing ability not only in producing the articles, but in marketing them as well, for the result of his work is to be his own to spend or invest as he sees fit.

A prominent feature is the Fall Boys' and Girls' Club Fair where these young agriculturists exhibit the product of their skill and care, and are enabled to compare their skill with that of contestants from a score of other schools in the municipality, and better still, to meet and get acquainted with the pupils from these sections.

The Boys' and Girls' Clubs have received the hearty support of practically every interest in the province. The Departments of Agriculture and Education, fully realizing its splendid possibilities, are giving every possible assistance. A large number of competitions have been provided, but the Agricultural College is giving special attention to the following, namely: Farm mechanics, fodder corn growing, pig raising, potato growing, poultry

raising, bread baking, sewing, and canning and preserving.

Careful plans and instructions have been prepared for the use of the pupil, and the Department of Agriculture as a further encouragement is supplying a dozen eggs from a breed to lay strain of hens to one member of each family, 10 pounds of Irish Cobbler Potatoes, sufficient seed for the fodder corn experiment, and sufficient material for the canning and preserving contest, and sending judges to all the fairs, for it is readily seen that expert judges are as desirable here as at the agricultural societies, and if a boy or girl fails to win under these conditions, they will be the first to concede the merits of the winner.

Already the response has exceeded expectations, and nearly 4000 boys and girls have enrolled in the various contests in Manitoba, while it is estimated that fully two million contestants in Canada and the United States will be engaged in this new phase of practical education during the present summer.

## PRIMARY CONFERENCE

### MINUTES.

The Primary Conference of the Manitoba Teachers' Association met Wednesday morning, April 7th. The meeting was well attended, there being upwards of two hundred persons present during the morning.

A very interesting programme was enjoyed by an appreciative and enthusiastic audience.

Miss Krause's paper on "Seat Work" was well received, and gave rise to considerable discussion on a matter of first interest to the primary teacher.

In the absence of Miss McLeod, her paper on "Supplementary Reading and Readers" was read by Dr. W. A. McIntyre, who also contributed a few remarks, giving his own views and most helpful suggestions on the subject.

The demonstration of writing in Grade II. and its explanation by Miss Stevenson received the closest attention, and called forth both questions and comments.

Miss Stevenson speaks with authority which is amply justified by her success in teaching this subject.

Among those taking part in the discussions were Miss R. Rodgers and Messrs. White and Whidenhammer.

On a motion by Miss Mildred Kelly, seconded by Miss Gladys McIntyre, a vote of thanks was extended to the speakers of the morning, and the meeting adjourned.

M. L. Maclean, Chairman.

## BUSY WORK

Annie Krause, Gretna

The first few years at school are in my opinion the most difficult in a child's school life. Before he comes to school he is used to perfect freedom of action, and sitting still at his desk is harder for him than most of us comprehend. It is easy enough to keep his attention when in the class but when the teacher is busy with other classes, what are the little tots to do? They will soon find out if you do not give them something that will keep their little minds and hands at work.

We will see many different kinds of busy work among the school exhibits, so I will not give a detailed list of the different kinds of busy work but will try to explain the ends which may be obtained through it, and by what means they are most readily attained. We should have a clear conception of these ends and means in order to be successful.

Just as the artist takes the clay and by perseverance, tact and skill he moulds it into a beautiful statue, so it is with us. We have the raw material placed in our hands and by our judicious busy work along the proper lines we lay permanently the foundation of the child's school work for years to come. But on the other hand if such a foundation is laid by improper methods it will have its

basis upon quicksand and will be a source of evil and detriment to the child.

Busy work should be related as much as possible to the work outlined for the primary grades in the programme of studies. For example, most children when they start school at the age of six are able to do little more than count in the line of number work. Then give them objects to group (colored pegs are the most suitable) and let the child group them into 1's, 2's, 3's, etc. This will prepare him to some extent for his first lessons in the study of numbers. To prepare him for writing, write a letter or word on his desk with wet chalk and when it is dry let him outline it with split peas or any other flat seeds. Or mix split peas with melon seeds and let him put down one melon seed and three peas, etc. This will give him an idea of the form of the letter or word and make him count at the same time. After a child has learned several words, make a list of them on the blackboard and give the child tickets with which he can make the words on his desk. This will make him acquainted with the fact that words are made up of different parts and will aid him in the study of phonics. Later the child may make words with printed tickets and this will be of great help to him when he changes from script to printed reading. After telling a story, "The Three Bears," for instance, give the child a piece of plasticene or paper and scissors and let him make or cut out of the paper different things that you told him about in the story. This will enable him to express himself, clothe his ideas in concrete form, give body to spirit and form to thought.

As "Habit is three-fourths of life," we should also through busy work try to cultivate right habit in our pupils. By repetition of work this may be obtained. Care should be taken however that by repeating the work it does not become automatic and mere mechanical labor. Such is the case many times, and more time is wasted foolishly along this line than in any other part of the school work. Here is where the teacher can use her ingenuity, to avoid the above mentioned error, and by changing the work in every conceivable manner it will bring forth repetition and at the same time reasoning.

Clear reasoning, accuracy and industry should be aimed at from the very start as they are the three principles of success.

Good discipline is also obtained through busy work. A child from the time he is able to sit up wants to be active. This ceaseless activity becomes greater as the child grows older. And when he comes to school, as long as you give him something to do, you will have no trouble with him. An Educational Beatitude, by M. V. O'Shea, seems to be very noteworthy here:

"Blessed are they who hunger and thirst after the knowledge of how to direct instead of suppress the spontaneous activities of childhood, seeking to transmute what is evil into good, for they shall make happy and competent and well-behaved children."

Now to secure the above mentioned ends the success of the teacher will rest chiefly upon herself. She must be adapted for her work and have a love for children, a knowledge of their tastes, habits and capabilities. Of a loveless teacher Stephens says: "It was ever a contest between teacher and pupils. She had no love in her heart and no love rose up to meet her. So her days were filled with strife—the bad that was in her calling forth all the bad that was in her school—all of it concentrated against herself. We can no more think of a good school without love than we can think of a home without love."

Another way to success is by reading current educational papers. It is of great importance that the teacher should keep in touch with current educational thought and progress. She must know what other teachers are doing. She should be able to select wisely the work that applies to her own school and adapt it to the needs of her pupils.

Never fail to inspect the children's work carefully and to give a word of encouragement to those who have tried to do their work well. All untidiness should be discouraged.

The time for one line of seat work should also be considered. Generally from ten to fifteen minutes is long enough but this will depend entirely upon what kind of work your pupils are doing. The teacher will have to use her own judgment in this. But care should be taken not to waste time or make it tiresome to the pupils.

Children's work should be displayed in your schoolrooms as much as possible. It will not only be an incentive for them to do their work well but will help to make your rooms attractive.

## SUPPLEMENTARY READING IN THE FIRST GRADES.

By Miss K. MacLeod

The outline here presented does not pretend to set forth a method of teaching primary reading. It merely aims to make a few suggestions with regard to supplementary reading for the first grade.

There are books which may be read to children and books which may be read by children. With the latter alone we are today concerned. Books may be read by children in class or out of class, they may be read aloud or read silently. We shall have this in mind during our discussion.

Success in teaching reading is impossible unless the teacher is systematic and thorough in her teaching and unless the pupils have abundant practice in actual reading.

### Systematic Instruction.

Systematic instruction can not be overlooked. In the presentation of words for memorizing in the very earliest stages, and in the presentation of phonics, beginning shortly

after the pupils come to school, the teacher must have clear and correct methods. As a rule phonic instruction is not planned with sufficient care, nor carried on long enough. To teach merely the values of the vowels and consonants is only to play with the game.

Practice in Reading.

No matter how thorough the instruction in the mechanics of reading, pupils will not make satisfactory progress unless they have ample practice in the actual reading of books. Drill on detached lists of words is not enough. For children who relish ideas, a diet of words is distinctly unpalatable. Motive is lacking unless children are attracted by the content of the reading matter. When a pupil feels that he can find stories in books, he begins to take pleasure and to make progress in reading.

Supplementary Work on Blackboard.

In the early stages of reading, before the children are able to make independent use of books, the teacher must provide supplementary reading matter, since no text-book in itself is enough. One of the easiest and best things to do is to follow the vocabulary of some chosen text, to add to it somewhat, and to write original lessons on the board. Usually the pictures in the text, taken singly or collectively, suggest themes that may easily be developed. As soon as pupils have a working knowledge of phonics, they may use primers, of which there are many that are worthy of commendation.

First Use of Reading Books

The first use of these primers—outside of class—will be made when the books are handed out to the children to look at. They may for a time put most of their time on the pictures, looking at only an occasional word. By degrees they will begin to read the lessons, and the teacher will see how true it is that "Children learn to read by reading."

Choice of Readers

In making a choice of readers for supplementary purposes, the following suggestions seem to be wise:

1. Have many primers rather than a few high-priced ones.
  2. Choose primers with large type.
  3. Choose primers with good illustrations.
  4. Select books with possible stories.
- Many of the best primers and first readers are American. Sometimes they have objectionable pages—that is, objectionable to us as Canadians. These pages should be removed before the books are placed in the hands of the pupils.

Adaptability

The teacher will always select the book that is best adapted to her needs. One reason why the Victorian Supplementary Reader is so satisfactory is because it is so suitable to conditions in Manitoba; a reason for the popularity of the Bass' Primer is because it is

suitable to the intelligence and the interests of children everywhere.

Variety

It is necessary to have variety in reading matter. If there is more than one class in a room, there should be different readers for each class. When children sit at their seats and hear three or four classes reading the same lessons, it is no wonder if they have little enthusiasm when it comes their turn to recite. There is nothing left for them to do.

Work of First Year

Nine or ten books are not too many to expect six-year-old children to read in class during the first year, if their attendance is fairly regular. As an example, already this year a little class of the most immature and irregular (some not six on beginning, and all absent for at least a month) have read the following books in class: Brooks' Primer, Bass' Primer, Cyr Primer, Stepping Stones to Literature, Playtime Primer, Manitoba Reader. They will likely read three other books before the close of the term—probably Art Literature, Book I, Wheeler I, and Victorian Supplementary. At seats they will read much additional matter. In the case of a class more mature, more books and more difficult books have been read. Among suitable books not already mentioned are Cyr's Graded Art Reader, Bunny Cotton-Tail, Alexandra I.

Order for a Year

It is sometimes asked how much can be done in a year, and how much each term of the year. The following is a suggestion.

September to Christmas—

- (a) Sentence and word study on blackboard.
- (b) Games introducing all kinds of action words, names of colors, etc.
- (c) Reading lessons from blackboard.
- (d) After first month, regular phonic study.
- (e) After first month, regular reading from book in class.
- (f) After second month, reading from books for seat work daily.
- (g) After third month, very little word study except in phonic lessons.
- (h) After third month, not so many games necessary, but (c), (d), (e), (f) carried on daily.

New Year's to Easter—

- (a) Blackboard reading lessons daily.
- (b) Phonic study daily and spelling of words.
- (c) Reading from books in class.
- (d) Reading from books in seats.
- (e) Word and sentence building at seats.

Easter to Summer Vacation—

- (a) Occasional blackboard reading lessons.
- (b) Phonic study daily.
- (c) More emphasis placed on spelling.
- (d) Reading from books in class.
- (e) Reading from books in seats.
- (f) Writing words and sentences.

This work applies only to English-speaking children, and is not suggested for foreigners.

## List of Books

The following is rather a good list of primers and first readers for a library. These are the books which are to be used for seat work: Wide Awake Primer, Beebe's Picture Primer, Child Life Primer, Aldine Primer, Metcalfe-Call Primer, Riverside Primer, Art and Life Primer, Bender Primer, Beacon Primer, Outdoor Primer, Alexandra Primer, Brownie Primer (Baula), Reading-Literature Primer,

Jingle Primer, Folk Lore Primer (Grover), Sprague Primer, New Sloan Primer.

First Readers—Cyr, Graded Literature, Riverside, Metcalfe-Call, Aldine, Progressive Road to Reading, Books I. and II.; Wide Awake; Reading-Literature, Free & Treadwell; Cherry Tree Children, Blaisdell; Bunny Cotton-Tail Junior, Smith; Folk Lore Readers, Book I., Grover; Sunbonnet Babies, Grover; Circus Reader, Jones; Seventeen Little Bears, Smith; Overall Boys.

## INTERMEDIATE CONFERENCE

## MINUTES

Attendance.—This section was called to order shortly after 9.30 a.m., with an attendance of about 125. It is safe to say that this number increased till it passed the 200 mark, as every available space was occupied. As an index of the popularity of this section, it suffices to say that large numbers of ladies and men were standing practically during the entire morning.

## SUMMARY

Programme.—The programme opened with a paper on map drawing and map building. Owing to the unavoidable absence of Mr. Palmeter, of Neepawa, who had been requested to prepare this paper, Bro. Frank, S.M., of Provencher School, St. Boniface, kindly accepted to replace him. He handled the subject in a very masterly way, giving some very practical suggestions on the manner of making the study of geography both interesting and concrete. After showing how the general contour of a country should be committed to memory by reducing it to a figure bounded by straight lines, he entered into detail regarding the manner in which a map should be finished in order to give it a pleasing and even artistic appearance. The manner of making relief maps was next outlined. The materials suggested for this purpose are plasticene, papier mache, clay and putty, the last named being especially suitable for maps that are to be kept permanently, plasticene being preferred for ordinary school purposes owing to its plasticity and the facility with which the same material may be used over and over again. Donovan Norman, a pupil of Mr. Palmeter, was present to illustrate the manner of making a relief map with papier mache. The brave little lad gave a brief explanation of the manner of preparing the material, and then proceeded to give an actual demonstration by making the map of North America.

After a brief discussion, Miss A. Johnstone, of Dauphin, read a most instructive paper on "The Oral and Written Story and its Re-

lation to Other Subjects on the Curriculum." The importance of the oral and written story in language work was very ably demonstrated, the habit of reading stories was discouraged as the personality of the person relating the story adds greatly to the effect. It was suggested that every teacher should become proficient in the art of telling stories. Inspector Weidenhammer in his usual humoristic vein gave a practical illustration of how a story should be effectively told. One of the teachers present gave an illustration of the effects of facial contortions in the telling of a story. This was so realistically done that the audience jumped from their seats when the climax came.

How to apply the course of drawing as outlined in our course of studies was the subject of the next paper. Bro. Henry Grenon, of Provencher School, St. Boniface, read this paper. The essentially practical and helpful character of this part of the programme was most evident from the fact that there was scarcely a person in the large audience who did not have pencil in hand and take notes and figures as the lecture proceeded. It was a real drawing lesson, given by a live teacher, who not only has the technical knowledge but who above all knows how to impart his subject to his class. The paper was divided into three parts: perspective, lettering and object drawing, and coloring.

Discussion.—The discussions following the various papers were very interesting, the lack of time being the only reason why they had to be curtailed.

Remarks.—It was suggested that if it was the intention to continue the division of the programme into sections a larger room should be secured for the intermediate section as the accommodation was entirely inadequate for those desiring to get admission.

Suggestions.—A suggestion which was heartily endorsed by all present was made by Bro. Charles, S.M. of St. Mary's School, Winnipeg, to the effect that an exact time be set for the beginning of each paper so that those desiring to hear different papers in different sections might know how to guide themselves in making their selection of subjects. It would also obviate the difficulty and annoyance of entering a room whilst a paper is in progress and thus inconveniencing the speakers.

## SENIOR CONFERENCE

## MINUTES

Attendance.—There were one hundred and twenty-six present during the session.

Programme.—Rapid and Mental Arithmetic, Mr. W. J. Henderson, Dauphin; History—Time Relation and Importance of Dates Inspector A. A. Herriott, Gladstone; Our Aim and Method of presentation of "The Lady of the Lake," Miss Card, Dauphin.

Discussion.—A large number of those present took part in the discussion, which proved both lively and interesting. More time could have been profitably spent.

There was not sufficient time for the discussion of Miss Card's paper on English.

I think that two papers and their discussion would prove sufficient for one session. Two hours is long enough to hold a meeting of such a nature.

E. H. Walker.

## HISTORY

## A. A. Herriott (A Summary)

In the light of present events the subject of History has assumed a new and tremendous significance to which I feel hardly able to do justice. We are almost eye witnesses to history in the making, and the place of history in our schools has become more important. Teachers have been urged to use this ready made history to revivify the whole subject, and where this has been done the result has been fruitful of better work.

History is the record of man's action and as such it is part and parcel of our school work in every grade. It is formally introduced in Grade V and carried on into the high schools.

Men act as individuals, as society, and as nations, and in so far as records of these actions are preserved we have History. With us, the British races, History is essentially the record of the process whereby the freedom of man has been attained. In British or Canadian History everything may be grouped about this record. Hang nine events about the milestones that mark this procession toward the freedom of man.

Educators agree that a study of history should have the following results:—

1. The child learns that man is and acts as part of a social whole.
2. The child learns that the nation is made

up of individuals and acquires a proper sense of proportion between monarch and people.

3. The child sees the growth of those institutions, the home, the school, the state, the church, and appreciates them.

4. The child learns the essential facts of human achievement.

5. The mind is trained to judge the present and future by the past.

6. The youth is fitted for the duties of citizenship in a self-governing country, and

7. History is and should be a great moral teacher.

Teachers are urged to see that only one of these seven results has to do with the information acquired and urged to keep this in its proper proportion. Your History work may be securing several of the other results though it be unsuccessful in this one.

"Time Relation and Importance of Dates" might be made to include all history, and I have chosen to take this wider view. If every date recorded in our text books of History could be so impressed upon the memories of our pupils that it would have its proper denotation and its proper connotation, we would have more history than we require in the grades represented here. If only highly important dates were chosen as milestones; and characters, events, reforms and wars linked about them; this method could be well used, but the abuse of a method trying to make dates the strong points in your history would be too dangerous to recommend. Events are infinitely more important than the date, and a great deal of history may be known without any great accuracy as to the date.

The same cannot be said of time relation. In History as in all story there is a time order, a sequence of cause and result without which the result is spoiled. There is no better way of outlining a lesson in History than (1) Cause; (2) Events; (3) Results. Get it across to your class in this way and the lesson will be alright. To illustrate my position on time relation against dates, the sequence of events leading up to the present war is significant. The date is of no importance, but the fact that the violation of Belgium's neutrality immediately preceded the entrance of Great Britain is vital. Our whole justification hinges here. Time relation must be kept clear and dates may well be kept in the background as useful but not essentially important.

In closing I would repeat that history has other important values besides the imparting of information, and these may well be kept in mind. In the History courses in the grades here represented it is well to keep in mind that the record of the process whereby man has attained freedom is a good guide in selecting points to emphasize. Keep the time relation clear and come properly prepared to teach each lesson.

## RAPID AND MENTAL ARITHMETIC IN SENIOR GRADES

By W. J. Henderson (Summary)

To-day we are concerned with Arithmetic and that division of the subject known as Mental Arithmetic. If we look in our programme of studies we see at the end of the course prescribed for the different grades this important note, "Mental Arithmetic to be emphasized." There is also an examination in this subject at the end of Grade 8 work. As Grade 8 work is intended to be a review of work of previous grades it is in these lower grades that the foundation must be laid.

There are two important reasons for teaching this subject, (a) Its utilitarian value, (b) Its value as discipline.

Arithmetic holds the same relation to the public school pupil as the higher branches of mathematics do to the Collegiate and University student. As regards the utilitarian value we might say that the number of arithmetical processes most people are called on to perform is very small. This includes fundamental rules, simple fractions, decimals, interest, percentages, weights and measures.

But we must remember that arithmetical facts are like food, it is not the quantity but the assimilation that counts. It is not altogether a matter of how much arithmetic a boy learns but what sort of arithmetician he becomes. With this thought in mind therefore we turn to mental arithmetic, and we claim that if arithmetical facts and processes are presented in a proper manner the utilitarian value merges into and is lost sight of in the higher, the power of reasoning.

Speaking of the subject of mental arithmetic McLellan says, "So far as arithmetic is concerned the principal work of the teacher in the public school is to practise the children in Mental Arithmetic." And again, "As compared with the effectiveness of written arithmetic alone mental arithmetic properly taught will give twice the power in a given time."

Now what should we aim at in our teaching of mental arithmetic?—skill in the processes used, rapidity, accuracy, power to understand what is not known but may have to be studied in the future, power to seize on the meaning of a question. The last mentioned aims show the relation of mental to written arithmetic. The pupil by a series of mental questions is led to see how a long complex problem may be resolved into a number of separate problems, each of which is of a simple nature. Here I think is the key to all successful teaching of written arithmetic. Or to put the matter another way, if mental arithmetic is well taught, a vast number of the difficulties in the written work disappear as if by magic. Given a boy trained to rapidity of thought, accuracy and power to reason, and picture what will happen in actual business later in life, when he is called on to face a new situation.

What methods are to be used to attain rapidity, accuracy, power to reason? There

is no royal road, and the ends desired are reached only by patient, regular, and systematic effort. There should be constant practice and drill on addition, subtraction, multiplication and division, using small numbers. For senior classes twenty minutes every day will do much more than spasmodic effort, say thirty minutes one day, then no exercises for two or three days. "Have pupils learn to think by thinking—by using the faculties given to them for that purpose,—have them make use of their mental talent, so to speak, and not keep it lying dormant or perhaps buried. At first give questions requiring one effort of thought, pass on to those requiring two efforts of thought, and so on."

Mental Arithmetic of real value to the pupil does not consist of exercises entirely along the line of one particular rule, but in rapid and irregular problems in several. Before working exercises in written arithmetic in any special rule give mental questions until pupils become familiar with the nature of the operations involved. Make oral questions exactly same as the written only shorter and with simpler numbers such as can be readily held in the mind all at once. Used in this way mental arithmetic has a very decided value in that it concentrates the attention on the problem.

Here are some methods and devices that I would suggest for the teaching of Mental Arithmetic.

As I mentioned before, give practice on the simple rules. Then for any special rule prepare the way for the written work by leading up to it by simple oral problems. Generally have pupils take pencil and paper, sit erect in seat, while the question is dictated. Sometimes jot down the figures of question on board, in this way assisting the pupil to hold the facts in mind by the use of his eyes. Then wait a few moments, call for answers, which have been put down by pupils. If answer is correct count it so, if not count wrong. Allow no pupil to count an answer correct unless it is down on paper. Give a number of questions, occupying about twenty minutes time. Then pass around and note number correct or have pupils report. Have some pupil who got a correct answer to a question give the solution. Talk over solution, explaining difficulties.

Or, sometimes dictate questions as before. Pupils do not have pencil or paper. The one who gets an answer first gives it aloud. Take several answers, in order that others will keep trying after first answer is given. Then write on board name of pupil first obtaining correct answer. Keep on in this way until a certain number, say ten or fifteen names are on board. Each pupil strives to get his or her name in this list for the day.

Or, divide class into two sections. Have a list of questions ready on board for class. Keep list hidden until time to commence. Allow reasonable time for pupils to put down answers only, on slips of paper. Change slips and correct and figure out percentage correct for each section.



Again, it is necessary to have frequent written examinations in Mental Arithmetic. This may be conducted much the same way as the last exercise, simply distribute slips of paper to entire class. Uncover list of questions, set a time limit and at end of that time collect slips, and either correct in class or mark later, treating it similarly to any other examination.

As to difficulty of questions use as a guide previous examination papers. About the time our Department of Education decided to give special attention to the subject of mental arithmetic, a list of questions was sent out. This list was to be the standard of difficulty of Entrance mental work. Then follow course prescribed for different grades in written arithmetic by our programme of studies, and give plenty of similar work, using, as I have said before, simpler numbers.

As to a text-book, some authorities say follow the sequence of some book, otherwise the course is apt to be disconnected and without logical method. As far as my own practice is concerned, I have not used any text to any great extent, although there are two books which I find very suitable to my work. One is by McLellan & Ames, based on "Psychology of Number" by Dewey. The other is by Scott.

Many times, however, a good text would prove a great benefit, in this way, that it would provide questions and problems for classes, all ready made as it were, and without special effort on the part of the teacher.

In conclusion, this subject deserves attention, as it promotes concentration of mind on a question and develops reasoning power along with rapidity and accuracy. These are of infinite value all through life, for what benefits the individual tends to benefit the whole community.

#### AIM AND PRESENTATION OF THE LADY OF THE LAKE

By Miss N. A. Card (A Summary)

The aim of teaching literature in general is two-fold—First, as a mental agent, and second, as a developer of character and in-

centidentally teach or review history, geography and nature study. All literature is a mental agent if children can reproduce what they read—by telling the story, giving character sketches, synopsis of a stanza or the meaning of a line or coupler. This will develop clear-sightedness and the power to draw conclusions from events. In the second place the development of character can be produced from the different characters in the selection of literature studied. How does this apply to "The Lady of the Lake"?

First, this poem has probably been put on for grades VII and VIII on account of its thrilling episodes that hold the attention of the class who are just developing a taste for good literature and to give the pupil a permanent appetite for reading. How much better it would be for the children of our towns if they would be satisfied at times, at any rate, with a good book rather than looking for pleasure elsewhere where the influence is not so good. It would give them a power to discriminate the good from the bad and a conscious preference for the good, and if in the teaching of literature the student does not acquire an engineering mind then there is something wrong in the method of presentation.

In the development of character there is considerable scope in this poem, and after all what does the boy or girl go to school for but to fit him to take his place in the world and make it better by his presence? Mental growth does not necessarily do this so that a teacher has a farther-reaching influence than he often anticipates. There are many qualities that can be brought out in the characters depicted in "The Lady of the Lake," but space will not permit of details, so we shall just mention the manliness, bravery and calmness of the Douglas: how he accepted the inevitable with good grace. The satisfaction Ellein took out of the little things of life and the bright, good humor that she carried with her presence. The cruelty of Roderick, yet he never lacks hospitality, even to a foe, and so we might continue. The process of teaching is slow, yet if we have gained a little our labors have not been in vain.

#### CLASSES OF INSTRUCTION

Sewing.—This room was in charge of Miss Halliday who was ably assisted by a committee. There was a continual stream of visitors, all of whom were well repaid for the time spent. Those in charge were kept busy answering questions. There were samples of work done by the public school children, and the young people of the High School.

It included plain sewing, fancy sewing, millinery, cloth-testing, soap-testing, laundry work, and in fact everything that was directly or indirectly related to housekeeping or sewing. One of the most interesting features was the work of a class of little girls from the Children's Home who were demonstrating work in plain sewing. The Journal

hopes to be able to shortly print one or two articles dealing with this work in detail.

**Basketry.**—Great interest was manifested by the teachers who were taking a short course in this work. Woven mats, baskets, and bags in raffia and rattan were included in the course. Miss McKenzie, of Winnipeg, was the instructor, and her capable direction was thoroughly appreciated.

**Paper Work.**—Miss Reid, of Brandon, conducted the lessons in paper cutting and paper folding. Quite a number of teachers attended and expressed themselves as having received great benefit. Simple forms of folding and cutting were followed by more advanced work in construction and design.

**Drawing.**—The Drawing classes this year under Miss Hewitt have been very

successful. One of the features in that held on Wednesday morning was a class in texture work from Grade 3 in which the children expressed with their pencils the various tones and effects used in this work. Twenty-one teachers attended this class. That in the afternoon was based upon perspective and had an attendance of 15. On Thursday morning the Principles of Design were shown, by use of a reflectroscope applied to various drawings of flowers, making the lecture very helpful and attractive. Twenty-six attended this class, making a total of 62 for the session. This is a record attendance.

Miss Hewitt will be glad to help any teachers with their Art work by sending specimens of the required subjects. Such correspondence may be addressed to the School Board offices, William Avenue.

## SCHOOL EXHIBIT

The report of the committee on prizes for the School Exhibits was as follows:—

### Prizes for Graded Schools

1. Sturgeon Creek.
2. St. Laurent.
3. Swan Lake.

Britannia recommended for a special diploma. This was a very excellent exhibit but was outside the regulations governing the contest.

### Prizes for Ungraded Schools

1. John Black.
2. Headingly.
3. Norris.

The exhibit on the whole was of a higher type than that of last year. There were, however, fewer entries. Some of the contestants had not paid close attention to the regulations governing this year's exhibition. Your committee beg leave to suggest that possibly a class of contestants in graded schools having more than four teachers might be arranged for, also that perhaps in the ungraded schools something might be done to encourage entries from smaller rural schools. These schools under present conditions have no chance at all against the larger schools situated near the cities.

D. J. Wright, Convener.

## In Memoriam

### MAJOR JOSEPH McLAREN

The first Manitoba teacher to give his life for King and Country  
Fell at Langemarck, April 24th, 1915

## FINDING TIME BETWEEN DATES

According to most textbooks the time between two dates is found by the following method:

Let it be required to find the time from August 16, 1906, to February 12, 1910.

Yr.	Mo.	Day.
1910	— 2	— 12
1906	— 8	— 16
<hr/>		
3	— 5	— 26

This is called compound subtraction.

The following method of finding the time between two dates, however, is now generally considered as the proper one:

Let it be required to find the time from August 16, 1906, to February 12, 1910.

1. From August 16, 1906, to August 16, 1909=3 years.

2. From August 16, 1909, to January 16, 1910=5 mo.

3. From January 16, 1910, to February 12, 1910=27 days.

These three steps are so simple that pupils readily learn them and a more accurate result is obtained than by compound subtraction. However, the results will not vary more than two days in any problem. In problems where the days are counted across the end of a month of 31 days, as in the problem above, the result is more accurate by one day; and in problems where the days are counted across the end of February (in any year except leap year), the result is more accurate by two days. In all other problems the results obtained by the above method and by compound subtraction are the same.—Illinois Instructor.

## THE EDUCATOR MUST KNOW THE CHILD

By E. E. Hand

Dr. Payne tells us, in his "Lectures on Teaching," that we should know the mind of the child, and in our reading circle work we have been saying it over and over with a masterly repetition that would do credit to the author himself; and realizing its full meaning about as much as the schoolboy who glibly recites: "The sun is 93,000,000 miles distant, and 866,000 miles in diameter."

What a microcosm that,—the mind of the child,—and what a world of experience and endeavor in the labor of knowing it! We realize this more and more as the years pass by and our narrow ellipses of experience enlarge. We have not half begun to know our own minds yet. We cannot certainly tell how they will think and lead us to act, under given conditions, until the circumstances are woven into our lives.

I have had my attention called to many "germ elements" of child life, in a course of illustrations and explanations of common things that I have

been conducting for a number of years. For example, I enter a room containing 40 second reader boys and girls. Bright faces and eyes full of happy anticipation greet me as I come. I have a match, a glass jar, and two pieces of candle, one on a wire for lowering into the jar. I talk to them a few moments about the match; find out how many remember the first time they ever saw one lit; what it is good for; what it is made of; what it will do when I rub it across a rough piece of stick; accidentally rub the wrong end, find out why it doesn't light, etc.

Teachers, if you think there is nothing for you to learn during such an exercise, try it, and you will agree with me that there is. You will find out that the match is made out of almost everything from powder to asafetida, and some of the bright little girls remember about blowing out a match when they were only eighteen months old.

Then, to see the inclination to get

little bits of mystery and illusion mixed up in their explanations of simple phenomena! For them and with them, I wonder what makes the candle burn in the air as it does; and then we wonder what makes it go out when in the jar, and there is always some fantastical explanation given.

We have heard, ever since our school days, that a child never learns to doubt until he has been deceived; but either our seven-year-olds have been grossly imposed upon, or our pretty maxim is not true. Without touching the wick, light the gas as it escapes from the newly extinguished candle flame; ask why it lights and hear those little doubters explain: "The fire fell off the match," "It lit the smoke," "It ran down the wire," etc. Truly, teachers, a terra incognita lies before us, but our Columbus has crossed over to its Indian shores, and we have only to push through the tropical jungles, and subdue the little savage intellects, feelings and wills, and civilization and enlightenment will follow in our wake.

### BOOK REVIEW

The Journal is pleased this month to be able to recommend to its readers "Nelson's History of the War," a series of reasonably-priced books by Mr. John Buchanan, a writer of great skill and address.

This is no hurried computation, but a carefully considered, well-informed and finely-written group of histories, forming a work that is at once reliable, philosophic, vivid, and more or less critical.

The first number recounts the events of the conflict ending with the fall of Namur; the second deals with the stirring days from the Battle of Mons to the German retreat to the Aisne; and the third, which will be issued by April 21st, will describe the Battle of the Aisne and the principal movements down to the fall of Antwerp. The continuation of the history will be looked forward to by many with interest, for it is a story of the war told in a readable narrative. Good reading for the present time, and an authoritative record for the future. Every teacher should endeavor to possess the complete series, which may be obtained of Thomas Nelson & Sons, Tyrrell Building, 95-97 King Street East, Toronto.

### How to Carry Money

The first consideration of intending travellers should be towards arranging to carry their funds safely and in such a manner that they will be readily negotiable. With the development of banking facilities it has come to be generally recognized that Travellers' Cheques afford complete safety, while at the same time travellers who carry them will find that they can obtain funds by this medium in all countries which they may visit. These cheques will be found most useful and convenient, as the exact amount of foreign money which will be paid in each country is plainly stated on the face of the cheques, thus preventing loss in exchange and obviating the necessity of providing oneself beforehand with the currency of the country visited. In a few foreign countries a trifling deduction is made for stamp duties. By referring to the cheques the traveller can also ascertain the currency in use in the country through which he is passing.

These cheques, which are issued by all branches of the **Canadian Bank of Commerce**, who have an office at 2 Lombard Street, London, E.C., are enclosed in a neat leather pocket case, occupying no more space than a small purse, and are accompanied by a booklet in which is inscribed for identification the signature of the purchaser, authenticated by an officer of the bank. The book also contains a list of the banks and various institutions where arrangements have been made for their encashment, and to insure safety it should be carried in a different pocket to that containing the cheques.

To the average traveller is recommended the purchase of \$20 and \$50 cheques, with a small number at \$10, to provide a sufficient currency for the requirements of a day or two in any of the smaller foreign countries. The charge for these is 50 cents per \$100, which in view of the facilities accorded is a most reasonable one.

The cheques are in such general use that they are cashed without hesitation at practically all large hotels, as well as on board ship, etc., and those who carry them have invariably expressed their satisfaction through their use.

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## Science Apparatus and the European War

As all Science Teachers are aware, Germany has for years been the largest manufacturer of Science Apparatus, particularly Glassware and Chemicals. The War in Europe has thus entirely cut off the chief source of supply for such materials, causing a temporary shortage.

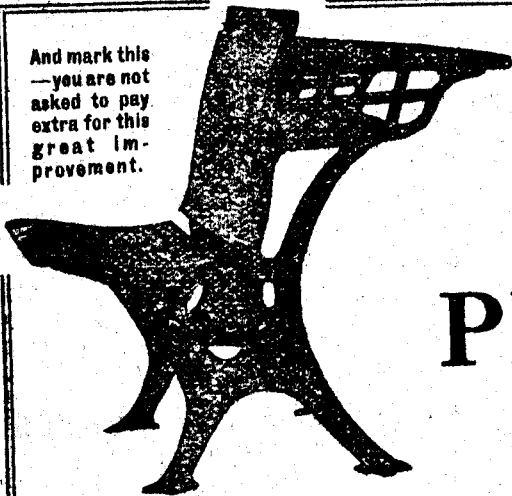
While it will be some time before everything can be satisfactorily replaced—in fact, some articles may never be—you will be pleased to know that we are manufacturing a considerable number of lines right in Toronto, and have located firms in other countries who can supply Apparatus of a quality suitable for use in Canadian Educational Institutions.

We are, therefore, in a position to take care of your requirements, and shall be glad to receive your orders or to furnish quotations. You are assured of prompt and careful attention to your orders, and the utmost consideration in regard to prices.

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