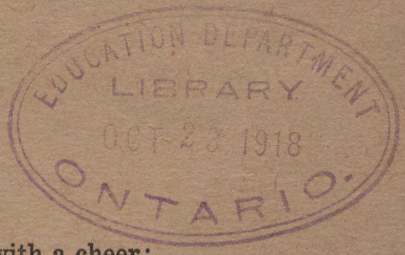


The WESTERN SCHOOL JOURNAL

Library,
Educational, Normal School Building,
Dec. 18
TORONTO, Ont.

— INCORPORATING —

The Bulletin of the Department of Education for Manitoba
The Bulletin of the Manitoba Trustees' Association



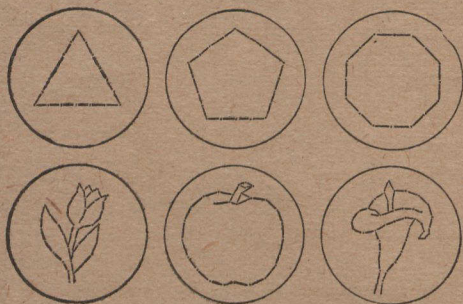
Carry on! Carry on!
Fight the good fight and true,
Believe in your mission, greet life with a cheer;
There's big work to do, and that's why you're here.
Carry on! Carry on!
Let the world be the better for you;
And at last when you die, let this be your cry:
Carry on, my soul! Carry on!

—Robert W. Service.

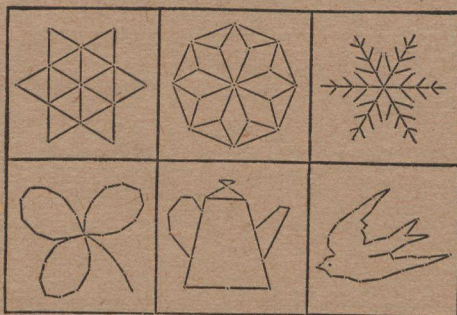
Miss - : Republi...
Carroll...

Moyer's Headquarters for Primary School Aids

SEWING CARDS



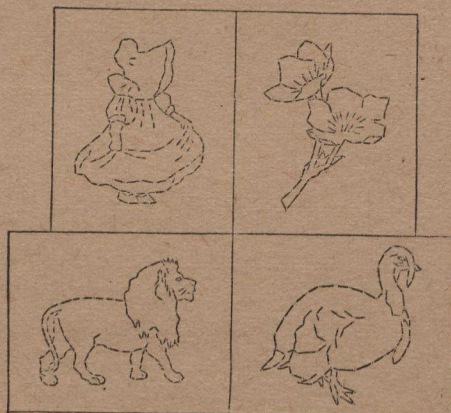
Set A—Circular cards, $3\frac{1}{2}$ inches diameter. Assorted designs. 100 cards in a box.
Price, per box, 75 cents



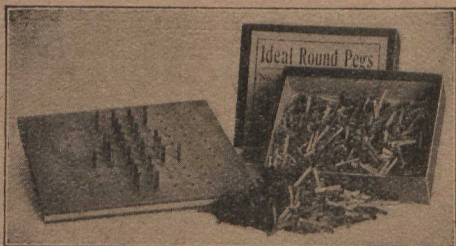
Set B—Cards $3\frac{1}{2}$ inches square. Assorted designs. 100 cards in a box.
Price, per box, 75 cents



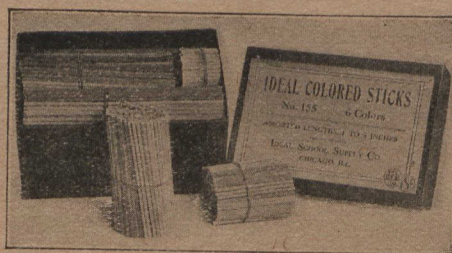
Set C—Cards $4 \times 5\frac{1}{2}$ inches. Assorted designs. 100 cards in a box.
Price, per box, \$1.25



Set D—Cards $5\frac{1}{2} \times 7\frac{1}{2}$ inches. Assorted designs. 100 cards in a box.
Price, per box, \$1.50



- Peg Boards, per doz.\$2.40
- Peg Boards, each25
- 1000 Round Pegs (for peg boards).... .50
- 1000 Large Square Pegs (for counters)40
- 3000 Small Square Pegs40



- | | | |
|---|---------------|--------|
| | Plain Colored | |
| 1000 Sticks 1" long..... | \$0.25 | \$0.35 |
| 1000 Sticks 2" long..... | .30 | .40 |
| 1000 Sticks 3" long..... | .35 | .45 |
| 1000 Sticks 4" long..... | .40 | .50 |
| 1000 Sticks 5" long..... | .45 | .60 |
| 1000 Sticks, Asstd., 1 to 5"..... | .50 | .65 |
| 1500 Sticks, Asstd., 1 to 5" in polished wooden box | | 1.40 |

E. N. MOYER CO., LTD.

Canada's School
Furnishers

110-120 Princess St., WINNIPEG
TORONTO **EDMONTON**

War Time Conservation

TEACHES THE NECESSITY OF



"THE OLD RELIABLE"

Be sure to specify **HYLOPLATE** by name this year above all years. The velvet writing surface is most economical in the use of crayon and is erased completely with a minimum of effort and eraser wear. One-third of a century of service is the record of "Old Reliable" **HYLOPLATE** blackboard and is assurance of its sterling worth.

HYLOPLATE never sweats, never gets greasy. It is sanitary. It has a uniform dead jet **BLACK** elastic velvet writing surface that is not noisy when written upon and that does not chip, crack, or "spider check." Any kind of chalk or crayon may be used.

HYLOPLATE costs little if any more than blackboards with a less enviable record for satisfactory performance. It is economy to buy the "Old Reliable."

HYLOPLATE is carried in stock by reliable school supply houses and is always available for immediate shipment from some nearby warehouse.

There is practically no breakage in transit and the freight is little.

HYLOPLATE is easily installed by anyone who can use a saw and hammer, on any sort of a wall; even on bare studding. Full directions accompany each shipment.

SCHOOL BOARDS

Ask your School Supply House for full information about HYLOPLATE. He carries trade marked samples and will gladly mail you one. The best School Supply Houses of the country carry HYLOPLATE and will gladly quote prices promptly and in detail.

THE MANUFACTURER'S GUARANTEE

Genuine trade-marked **HYLOPLATE** is guaranteed by the manufacturers to give entire satisfaction and for ten years or more of school-room use. The guarantee is liberal and leaves entirely to purchaser the question of whether the blackboard is satisfactory and as represented.

To secure this liberal guarantee and the protection it affords, all you need to do is to make sure that your order has been filled with genuine **HYLOPLATE**. There is only one **HYLOPLATE** blackboard. The name is registered as a trade mark, and is die cut into the back at frequent intervals. None but genuine **HYLOPLATE** may be legally offered as such. The guarantee covers genuine **HYLOPLATE**, but does not protect you on any blackboard accepted as **HYLOPLATE**, or "the same as **HYLOPLATE**," on which the words, "TRADE MARK **HYLOPLATE**" do not appear. Look for the name.

Ask your nearest School Supply House for Samples and Prices of "Old Reliable" Hyloplate Blackboard

Manitoba Medical College

WINNIPEG

AFFILIATED WITH THE UNIVERSITY OF MANITOBA

36th Session Opened October 1st, 1918

Matriculation into Medicine consists of Parts I and II as in Arts and, in addition, the first year in Science with certain modifications, as outlined in the University Calendar.

For Calendar and any further information address

E. S. POPHAM, M.D. **Manitoba Medical College, WINNIPEG**

University of Manitoba

WINNIPEG

**OFFERS COURSES LEADING TO DEGREES IN ARTS, SCIENCE,
MEDICINE, PHARMACY, LAW, CIVIL AND ELECTRICAL
ENGINEERING, ARCHITECTURE, AGRICULTURE
AND HOME ECONOMICS**

The faculty consists of some forty-five professors, lecturers and demonstrators, and with them are associated the staffs of six affiliated colleges.

The range and efficiency of the courses in Arts and the facilities for clinical work in connection with the course in Medicine are surpassed in few institutions on the continent.

*For terms of admission, details of courses, information
as to fees, etc., apply to*

W. J. SPENCE, Registrar

University of Manitoba, Winnipeg

STANDARD Floor Dressing

YOUR interest in the welfare of schools and of school children will prompt you to investigate the merits of Standard Floor Dressing. This product has particular advantages for use on the wood floors of schools and all public buildings.

Standard Floor Dressing holds down the dust on the floor, and kills the disease germs which abound in dust.

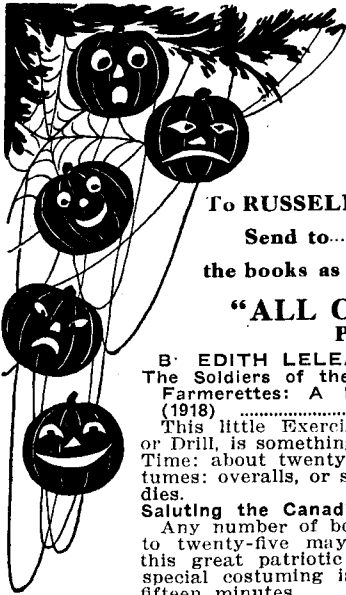
Standard Floor Dressing costs more than common floor oils, but one application prevents dust for from three to four months. It is easily and quickly applied with an ordinary floor sprayer.



Standard Floor Dressing is sold in one and four gallon cans, also in barrels and half barrels. Our nearest office can give you full information and prices.

IMPERIAL OIL LIMITED

Branches Throughout Canada



Entertainments

ORDER SHEET

Here are the newest and brightest books for School Entertainments. Tear out this page, mark list and mail To **RUSSELL-LANG'S**, the Teachers' Headquarters, WINNIPEG.

Send to..... P.O.....

the books as marked below. Find enclosed \$.....

"ALL CANADIAN" ENTERTAINMENT SERIES Patriotic Plays, Drills, Recitations and Exercises

- B. EDITH LELEAN GROVES**
The Soldiers of the Soil and the Farmerettes: A Dramatic Drill (1918)25
This little Exercise, or Playlet, or Drill, is something entirely new. Time: about twenty minutes. Costumes: overalls, or skirts and middies.
Saluting the Canadian Flag..... .15
Any number of boys or girls up to twenty-five may take part in this great patriotic exercise. No special costuming is required. No fifteen minutes.
- A Patriotic Auction (1918)..... .25**
A jolly little Patriotic Drama for eight characters, five girls and three boys. Time: half an hour. Costumes: simple in the extreme.
Canada Calls (1918)25
This is a Patriotic Play dealing with the present moment. Time: anywhere from twenty minutes to an hour, it all depends upon the number of drills given.
A Spring Fantasy (1918)25
Such a dainty little Drama as this is! It is suitable for Spring or Summer entertainments, indoors or out. Children of all sizes may take part and as many as the stage will accommodate. Time: thirty minutes or longer.
Santa Claus and the Magic Carpet; or a Conspiracy Against Santa Claus: A Christmas Comedy25
A Comedy in which from twenty to forty girls and from four to twelve boys can take part. Costumes: Modern, Santa Claus, Sailor Girls, Sailor Boys, Fairies, etc. Time: sixty to ninety minutes.
Britannia25
From twenty to twenty-four girls or boys may take part in this play. Costumes: National. A very pretty tableau is built up with Britannia as the central figure. Time: twenty minutes.
The Wowing of Miss Canada25
This play is arranged for from fifteen to twenty-five girls and four boys. Costumes: National. Time: one hour.
The War on the Western Front25
Twenty-one girls and one boy take part in this play, although it is quite elastic and twice that number may be used if they are available. It may also be given as a series of recitations, then only nine girls and one boy will be required. Time: forty minutes.
The Key of Jack Canuck's Treasure House. .25
About twenty girls and as many boys may take part in this play, more if there be room. Costumes: Miss Canada, Jack Canuck, Wisdom, Fairies, Indians, Scotsmen, Sailors, Aviators, Boys in Khaki and Boy Scouts. Time: sixty to ninety minutes.
The Making of Canada's Flag25
A play for ten girls and from twenty to twenty-four boys. Costumes: National and Patriotic. Time: sixty to ninety minutes.
A Canadian Fairy Tale25
For about sixteen girls and the same number of boys. Costumes: National for the Irish, Scotch, English, Canadian girls and Indians. The fairies and the Green Men may be fantastically dressed. Time: sixty to ninety minutes.
- Grand March With Flags15**
This is a march for twenty-four girls; they may be dressed in military costume or in simple white dresses with red, white and blue sashes. Time: about fifteen minutes.
Canada, Our Homeland15
A distinctly Canadian exercise. Twelve children, either boys or girls, take part. Time: about ten minutes.
Primary Pieces (1918)25
This is a collection of recitations and dialogues suitable for the very tiny ones.
Fancy Flag Drill, Rule Britannia15
Flag Drill for nine girls. Costumes: National for Britannia, plain white dresses with red, white and blue.
Fancy Flag Drill, We'll Fight for the Grand Old Flag15
Sixteen or twenty-four girls take part in this drill. Time: about twenty minutes.
Holly Drill15
Drill for fourteen girls. Costumes: white dresses trimmed with sprays of holly. An ideal Christmas drill. Time: twelve minutes.
How the Fairies Chose Their Queen..... .15
This is a dainty little Fairy Play for the wee ones. For the principal parts eight little girls and one little boy are required, while the chorus part will take from ten to twenty children, both boys and girls. Costumes for fairies and brownies. Time: about twenty minutes.
Patriotic Scarf Drill15
This is a Drill arranged for twenty-seven girls. Divided into three groups, nine in a group; if the stage be not large enough, two groups of nine may give the Drill. Costumes: simple white dresses. Time: fifteen minutes.
- By ELSPETH MORAY**
The Festival of the Wheat, or How a Loaf of Bread Grew (1918)25
A very bright play for ten to twenty boys and girls from six to ten years of age. The costumes may be very simple and represent a blacksmith, farmer, miller, reaper, baker, etc. Time: twenty to thirty minutes.
Months: The Dream of the Months: A New Year's Pageant (1918)25
This is a grand play for from twenty-five to sixty-five boys and girls from six to fourteen years of age. It gives a picture of the months and seasons of the year. Time: one hour.
- By JAMES B. MacDOUGALL**
Miss Canada's Reception25
This "smart little play" as an educationist high in Departmental circles put it. Time: one hour and a quarter.
The Girl Guides, by Marjorie Mountain Jarvis25
A play illustrating the workings and laws of the Girl Guides. Time: one to one and a half hours according to the songs or drills introduced. From 12 to any number of girls may take part; costumes: the usual Girl Guide uniforms, etc. (1918.)
The School Fair, by Allegra Cronk (1918)..... .25
A play illustrating a children's School Fair with boys representing different vegetables and girls as Spirits of the Rain, South Wind, etc. Time: one hour or upwards according to the length of the drills used. Costumes: boys in ordinary clothes with baskets of vegetables bearing large prize tickets; girls in white dresses, 8 boys and 8 girls take part. A very bright and amusing play.

Address all orders RUSSELL-LANG'S The Educational Bookshop
Somerset Bldg., WINNIPEG

The Silk Market of Western Canada

The Fine Showing of Silks and Satins at Robinson's this season is attracting widespread attention, not only in Winnipeg, but in many of the large cities of the west. Everything new—everything worthy—everything dependable can be found in their magnificent New Silk Department. All Ladies advocate 'Robinson's for Silks' because of the large stock carried, and the reasonable price at which they are sold.

ROBINSON & CO

398-408 Main Street, Winnipeg Man.

SCHOOL PICTURES

Our stock is now larger and better than ever. Let us send you an assortment of unframed pictures for inspection, at our expense.

Richardson Bros.

PICTURES, FRAMES
ARTISTS' MATERIALS

326 DONALD ST. : : WINNIPEG

The Western School Journal

Vol. XIII.

No. 8

Contents for October, 1918

EDITORIAL—	Page
A National Conscience	305
Worn Out Text-Books	305
Note	306
DEPARTMENTAL BULLETIN—	
Grade XI Examinations	307
Grade XI History	307
Musical Festival	307
A Correction	307
Valuable Prizes	307
High Roads to History	308
Physical Training Grants	308
Gehu Corn Contest	309
Options Grade XI	309
Canadian History and Civics	309
TRUSTEES' SECTION—	
To the Secretaries of Associations	310
The Township as a Unit	310
School Trustee	313
School Fairs	315
The School and the Community	316
CHILDREN'S PAGE—	
Playing Robinson Crusoe	318
Editor's Chat	318
On Happiness	319
Above the Clouds	319
Our Competitions	320
The Two Dormice	320
Some War Decorations	321
MIDSUMMER EXAMS—	
British History, Grade X	322
General History, Grade XI	322
History, Grade XII	323
Geometry, Grade XI	323
Botany, Grade XI	323
Composition, Grade XI	324
Physics, Grade XI	325
French and German, Grade XI.....	326
Algebra, Grade XI	326
Mathematics, Grade XII	327
Chemistry, Grade XI	328
SPECIAL ARTICLES—	
The Teacher's Commission	330
Outline Drawing	334
Manitoba Syllabus British History.....	336
Teachers as Social Workers	339
Alliance Francaise	340
Overcoming Habits	340
SCHOOL NEWS—	
Winnipeg Notes	341
Provincial Notes	342
Teachers' Convention	342
BOOK NOTES—	
Round Table	342
New Books	342

Editor - - - W. A. McINTYRE
Business Manager - - - R. H. SMITH

Directors—D. M. Duncan, E. Burgess, D. J. Wright, D. McDougall, W. A. McIntyre, A. W. Hooper, C. W. Laidlaw, F. H. Schofield, President.

Terms of Subscription

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

Two Obligations

confront every man responsible for the welfare of others.

The one is to carry Life Insurance according to his means. The second is to arrange that Life Insurance in such a way that it will be of permanent benefit to his family.

This permanent benefit may best be secured under the Monthly Income Policy issued by The Great-West Life. The beneficiary receives a regular income, for twenty years, or for life, as may be arranged—paid monthly, as she has been accustomed to receive her household funds. Thus the hazard of unwise investment or loss of the money left for her support is removed.

Full Details on Request

The Great-West Life Assurance Co.

DEPT. "T"

Head Office: WINNIPEG

The Western School Journal

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

VOL. XIII

WINNIPEG, OCTOBER, 1918

No. 8

Editorial

A National Conscience

It is a great satisfaction to observe that the daily press is taking such an interest in education. Hardly a week passes but some comment, editorial or otherwise, is made upon the work that is being done in the schools. And this is as it ought to be.

At a meeting of the Manufacturers' Association in Toronto some time ago, they were discussing the leading industries, and, after everything had been discussed and settled to the satisfaction of the majority, one gentleman asked, "What about the chief industry of all—the making of good citizens?" There is no doubt at all that this must be the chief industry of the state, and it is well that the people should awake to this fact.

One of the latest suggestions is that there should be a conference of interested people to discuss a course of education that will "unify the national conscience." It is surely an effort well worth while, and, it is no failure of judgment which inspires those who are working for the conference to look to the school as the agent through which this work must be done. The School Journal will watch with great interest the development of this movement.

Those who favor the undertaking hope that through the schools the "principles of practical Christianity will be ingrained into the fibre of individual character." This must not be taken as a reflection on the schools, since that has been their chief work in the past and must surely continue to be their chief work in the years to come. If the people of Canada have not lived up to the ethical standards furnished by the schools, it is scarcely the fault of the schools. They are the only agency working for unity today, since the home, the church, politics and industry all separate people into classes

and cliques and emphasize division. The school alone unites. Unfortunately the ideals and ambitions of the school are not allowed to have their way in life. No sooner does the boy of eighteen leave the class room than he is appealed to by political parties for support. At this impressive age he gives himself whole-heartedly to one party or the other, and accepts unreservedly its standards of right and wrong. The teaching of the schools and even of the home are forgotten. In the same way, business standards, which are none too lofty in many cases, are accepted by the growing boy and growing girl, and ideals of honesty and thoroughness which were emphasized in the home are ignored.

These are but illustrations. Every educator will welcome the suggestion that the ethical be made more prominent in the school than ever before, and will equally welcome the suggestion that an attempt be made to introduce these standards into the home, the church, politics and industries. It is character that endures, and this is the one truth that is worth noting.

Worn Out Texts

In a recent article, in one of the daily papers, appeared this quotation, in which there is food for thought: "Arithmetics pretty well remain 'arithmetics. They cannot, or do not, change their man-rowing-up-stream tactics, nor does the algebra change its X's. The fifth proposition retains its frightfulness even with the modern improvements which have been introduced into Mr. Euclid's contribution to light literature. Nothing apparently will soften the heart of a grammar or confer popularity upon a speller. But give the schools one system of well written histories, geographies and readers and they will give you a great and united Canada."

There is a great deal of truth in the statement that arithmetics are pretty nearly all the same. They are the best scrap-books that we have. Years ago Mr. Walker protested against arithmetical conundrums in schools. Though his protest had some effect, the character of the text books has not altered to any appreciable extent. Because of the great similarity in texts there has grown up the feeling that arithmetic is arithmetic, and that what is good in one part of the world is good in another. This is very unsound doctrine, for, though the combination of numbers is ever the same, the application varies widely with time and place. The study of arithmetic is nearly altogether a matter of the application of the facts of number. That which suits the country, does not suit the town. What might be useful in Manitoba might not be very suitable in British Columbia.

In a recent article in *School and Society*, it was pointed out by a distinguished writer that there are scores of terms used in problems in arithmetic that have actually no meaning whatever to the pupils. It was also shown in the same article that a great deal of the study in the schools was of no actual value in after life. Most men go through life without having to find out the area of a triangle, a semi-circle or a pyramid. Of course it can be said that arithmetic is to be justified on other than practical grounds. This is quite true. None the less does it seem that the best results in the subject can be secured when the problems presented have a direct relation to the experience of the pupils. Because this is true there should be variety in texts rather than uniformity.

The little paragraph quoted above refers in a jocular way to spelling and grammar. What makes grammar so heartless and forbidding is its uselessness. In his remarkable work on "Better Schools," Gregory says that in the most popular texts in grammar no less than 44 errors of speech are dealt with and corrected. An examination of the speech of children in one town shows that all common errors could be classified under less than 13 headings. In scientific grammar the case is even

worse. There are endless useless distinctions made by the grammarians, and these the pupils are forced to remember. They are taught to think that it is wisdom to remember them. A good grammar for the grades could be contained in 30 pages, and all that is necessary for the High Schools could be contained in 100 pages.

So far as spelling is concerned it can be made one of the most interesting of subjects for children. It is not the subject, but the traditional method of teaching it that has interfered with its popularity. Can any one imagine a pupil liking spelling who is asked to write out his mistakes fifty times? Such an imposition, even in these enlightened days, is quite common. The *Journal* has a feeling that imprisonment in a penitentiary is not too severe a punishment for those who impose such penalties upon children.

The best part of the quoted paragraph is that which refers to histories and geographies. Histories usually refer to matters that are beyond the comprehension of children. A really good history for schools has yet to be written. It should refer primarily to the social condition of the people, for this is something that interests all pupils and is fundamental to all true historical study. It is also the foundation for the teaching of civics—the most practical department of the study of history at the present time. As for geography, the whole subject will have to be rewritten after the war. It will never be possible to study this subject in the same way again. The teaching of both history and geography should promote national sentiment and give a clear conception of international duties.

Editorial Note

A writer in the daily press has made a strong plea for freedom in the schools, taking as his text the phrase, "Diversity in Unity." In his discussion of the subject, however, he seems to have got no farther than the first word of his text.

The French Vocabulary that was promised for October will appear in next issue.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

GRADE XI EXAMINATIONS IN DECEMBER

The Department has had correspondence with a few students who were unable to write upon the examinations in June because their services were required in connection with farm work. Teachers are requested to send to the Department full particulars of any Grade XI students in their classes who

could not write in June for the reason herein mentioned. Provision will be made for an examination for these students at the beginning of December, and the examination will be based upon the work prescribed for the examinations in June last.

GRADE XI HISTORY

Botsford's History should be in the hands of the wholesale dealers about the 25th of September. Teachers should take note of this and make arrange-

ments with local dealers to get the needed stock of this book immediately after this date.

MUSICAL FESTIVAL 1919

There is every prospect that Manitoba will at last have an Annual Musical Competition. The Men's Musical Club of Winnipeg have taken the matter up and the preliminary arrangements are fairly well advanced. A public meeting is being held in Winnipeg on September 23rd, a report of which will appear in our next issue. Meanwhile we are able to state that the Festival will be held in May, 1919, in

Winnipeg, and that classes have been allotted to choral societies, church choirs, vocal quartettes, trios, duets and solos, piano, strings, and compositions. There are also several classes for schools, and this interests us most. These classes will include school choruses, action songs and solos for boys and girls. Watch for announcement of particulars in November issue.

A Correction

On page 45 of the Programme of Studies, Grade XI Literature, In Mem-

oriam XXVII.; CXV.; CXIII., should read XXVII.; CXXV.; CXXIII.

Valuable Prizes

E. W. Darbey, Official Taxidermist to Manitoba Government, offers to the schools of Manitoba, three prizes for bird study during the month of November next, as follows:—

Collections of Stuffed Birds.

Collection No. 1, first prize, value \$50.00:—1 Immature Bald Eagle, 1 Great Horn Owl, 1 Cormorant, 1 Bittern, 1 Long Eared Owl, 1 American

Rough Legged Hawk, 1 Buffle Head, Female; 1 Blue Jay, 1 Hairy Woodpecker, 1 Robin.

Collection No. 2, second prize, value \$26.00:—1 Loon, 1 Marsh Hawk, 1 Great Horned Owl, 1 Hooded Merganser, 1 Long Eared Owl, 1 Buffle Head, Female.

Collection No. 3, third prize, value \$12.00:—1 Buffle Head, Female; 1

Flicker, 1 Oven Bird, 1 Snow Bunting, 1 Blue Jay.

These three prizes will be given to the three schools sending to the Department of Education the largest lists of birds actually seen by the pupils in the month of November. These lists to be verified and recorded by the teachers. The date when each bird was

seen and the locality should be given in each record.

This offer is made with the idea of encouraging the study of bird life, and also to see if any others can be added to our list of winter residents, of which we have 53 birds, which have been listed as wintering in Manitoba.

RE HIGH ROADS TO HISTORY

The experimental work in history based on Nelson's "High Roads to History," which was carried on in certain schools in the province last year, is being continued for the present academic year. Students prepared on this experi-

mental course will have a special paper, but that paper in 1919 will include the regular work in Canadian History and Civics as well as the special work in British History.

PHYSICAL TRAINING GRANTS 1917.

J. Boyd Morrison, Inspector—\$7.50, Miss M. Aitchison, Oakburn; \$7.50, Miss J. McFarland, Hamiota; \$7.50, Miss S. Zarena, Zaparoz; \$7.50, Miss M. Pedlow, Lakeville.

A. L. Young, Inspector—\$10.00, Sr. M. A. Laurendeau, St. Anne; \$5.00, Miss E. Rivard, Saltel; \$5.00, Miss E. Riley, Meadowvale; \$5.00, Miss W. Church.

E. D. Parker, Inspector—\$7.00, Miss C. Dohaney, Sturgeon Creek; \$6.00, Miss Eunice A. Mullin, Lilyfield; \$6.00, Miss Ethel P. McArthur, Westfield; \$6.00, Miss Isabel J. Broadfoot, Woodlands.

A. J. Hatcher, Inspector—\$12.00, Souris Public School Staff, ten teachers; \$6.00, Miss D. Guthrie, Glanton; \$4.00, Miss R. Parkinson, South Beresford; \$3.00, Miss M. S. Courtice, Delton.

J. W. Gordon, Inspector (for years 1916-1917)—\$4.50, Miss Amy, Darlingford; \$3.50, Miss Simpson, Eton; \$7.50, Miss Brishbin, Huron; \$7.50, Miss Allen, Kaleida; \$4.50, Miss Horn, Kingsley; \$7.50, Miss Gall, Overdale; \$4.50, Miss Tod, Rollins; Miss Young Snowflake Cons.; \$4.50, Snowflake Primary; \$7.50, Miss Anderson, Snowflake Room; \$4.50, Miss Handford, Valley View; \$4.50, Miss Manning, Willowdale; \$4.50, Mr. Scurlfield, Wood Bay.

W. Van Dusen, Inspector—\$5.00, Miss A. C. Charette, Laronde; \$5.00, Miss N. P. Cramer, Tarno; \$5.00, Miss M. O. Olsen, Gimli; \$5.00, D. M. Hawryluk, Foley; \$5.00, A. Mykytuk, Bjarni.

T. G. Finn, Inspector—\$10.00, Miss K. Borthwick, Alexandria; \$8.00, Miss V. Finkbeiner, Wellington; \$7.00, Miss E. Hammond, Lindal.

R. Goulet, Inspector—\$5.00, Miss E. Briggs, Carleton; \$5.00, Miss E. Couture, Riel; \$5.00, Miss S. S. Kelsey, Union Point; \$5.00, Miss C. Brunelle, St. Pierre; \$5.00, Miss H. Berard, La Rochelle.

E. E. Best, Inspector—\$5.00, Miss R. Richardson, Salisbury School; \$5.00, Mr. J. W.

Doubleday, Centennial School; \$5.00, Mr. F. L. Johnstone, Glenwood School; \$5.00, Mrs. Marguson, John Black School; \$5.00, Miss B. Morden, Teulon School.

G. R. Brunet, Inspector—\$5.00, Miss Grace L. Hamilton, Clydebank; \$5.00, Mrs. A. Shipp, Mulvihill; \$5.00, Miss R. M. Shaw, New Scotland; \$5.00, Miss N. Zotzna, Abbeville; \$5.00, Mr. Leon Karpow, Van Dusen.

J. E. S. Dunlop, Inspector—\$5.00, Miss L. B. Crewson, Sidney; \$5.00, Miss L. V. Moir, Glenboro; \$5.00, Miss M. Cornish, Montrose; \$5.00, Miss J. S. Laurie, Elsmith; \$5.00, Miss E. A. Thompson, Selton.

G. Hunter, Inspector—\$5.00, Miss A. M. Johnston, Deloraine; \$5.00, Miss M. Armstrong, Hartney Inter.; \$5.00, Miss M. J. McKagne, Mountainside; \$5.00, Miss S. E. Baillie, Bernice; \$5.00, Miss N. Archibald, Belfrey.

W. J. Parr, Inspector—\$5.00, Miss E. McGregor, Ninga; \$5.00, Miss Helena Robertson, Cartwright; \$5.00, Miss E. Rogers, Bertha; \$5.00, Miss K. Cossar, Woodlake; \$5.00, Miss C. Allen, Hazeldell.

A. Willows, Inspector—\$7.00, Mr. A. L. Swanton, Happy Thought; \$6.00, Mr. A. Bailey, Tyndal; \$6.00, Miss Eva Bell, Oldenburg; \$6.00, Miss E. W. Ehman, Victoria Beach.

F. H. Belton, Inspector—\$7.00, Mr. James Hume, Makaroff; \$6.00, Miss H. McIntyre, Brightside; \$6.00, Mr. Thos. Emerson, Artemesia; \$6.00, Miss C. Cameron, Ottawa.

H. Watson, Inspector—\$5.00, Miss G. B. Trottier, De Lamennais; \$5.00, Miss G. M. Cooper, Mossey River; \$5.00, Miss Elise Sveinson, Reykavik; \$5.00, Miss M. E. Thompson, Thornton; \$5.00, Mr. G. Basham, Janowski.

E. H. Walker, Inspector—\$10.00, Mr. W. J. Henderson, Dauphin; \$5.00, Miss E. Cadman, Dauphin; \$6.00, Miss B. Bawdon, Markham; \$4.00, Miss G. Lambert, Eldon.

A. B. Fallis, Inspector—\$7.50, Miss V. Babb,

Baswood; \$5.00, Miss V. Cochrane, Neepawa; \$7.50, Miss C. Barnes, Minnedosa; \$5.00, Miss V. Attil, North End Birnie.

H. H. Herriott, Inspector—\$6.00, Miss Henrikson, Plumas; \$4.00, Miss E. G. Brown, Gladstone; \$7.00, Miss M. Reid, Bear Creek; \$5.00, Miss E. Fohner, Valley Stream; \$3.00, Miss H. H. Poole, Lucania.

J. S. Peach, Inspector—\$5.00, Miss A. L. Clements, Avonlea; \$5.00, Mr. E. V. Frayne, Brierly; \$5.00, Mr. Malcovitch, Pine River; \$5.00, Miss J. M. Wood, Alpine; \$5.00, Mr. W. G. Pearce, Bowsman.

W. R. Beveridge, Inspector—\$5.00, Miss M. McNivens, Virden; \$5.00, Miss M. R. Stuart, Lenore; \$5.00, Miss J. Dauphe, Bardal; \$5.00, Miss A. E. Wright, Anworth; \$5.00, Miss Mae McFarlane, Elm Valley.

T. M. Maguire, Inspector (1916-1917)—\$10.00, Miss Boughton, Cochrane; \$6.00, Miss M. Arthur, West Poplar Point; \$6.00, Miss M. Pogue, Belle Plain; \$6.00, Miss K. Griffin, Curtiss; \$6.00, Miss H. Vint; Glengarry; \$6.00, Miss C. Boughton, High Bluff.

M. Hall-Jones, Inspector—\$5.00, Miss E. Empsey, Emerson; \$5.00, Miss M. Peto, Emerson; \$10.00, Sr. Lavoie, La Broquerie.

H. McGorvie, sec.-treas., Halley S.D., for teacher, \$5.00.

W. Brown, sec.-treas., Newton S.D., for teacher, \$5.00.

Winnipeg School Board was awarded \$75.00 for distribution among the schools of the city; Portage la Prairie and Brandon School Boards received \$25.00 each.

GEHU CORN CONTEST

Schools that intend to compete in the Gehu Corn Contest are requested to send their exhibits to H. W. Watson,

Department of Education, express collect, before Nov. 1st, in order that the awards may be made.

OPTIONS IN GRADE XI

The programme of studies provides that women in the Teachers' Course may take any two of the following: History, Algebra, French, Household Science, and Household Arts, in Grade XI. This does not mean the omission

of History in Grades IX and X. All students for examination in Grade IX must write upon the Canadian History and Civics, and all students for the examination in Grade X upon the British History.

RE CANADIAN HISTORY AND CIVICS

Forty per cent. of the marks in this

subject will be assigned to Civics in future.

Bear Lake, Alta., Mar. 26.

Swan River, Mar. 26.

Western School Journal:

Dear Sir:—

I have become so attached to your helpful magazine that I couldn't be without it.

In looking over your list of enlisted Manitoba teachers, in the March Journal, I noticed that the name of Pte. W. D. Flatt was omitted. Prior to enlisting he taught Mountain View School, McCreary.

Enclosed please find \$1.00.

Yours truly,

Mrs. Jos. Wolters.

The root and basis of character is in the heart, in the depths of the sensitive and emotional nature; hence there is no such thing as character-building in teaching which does not address itself to the heart as well as to the head.

In the school, the child should have opportunity for choice at every step of the way. From the teacher he should have opportunity, counsel, direction and encouragement; but from himself must come the initiative which is to produce results.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

TO THE SECRETARIES

To the secretaries of the Local Trustees' Associations:

The time is again drawing near for the annual meetings of the local associations.

Would it not be better to have more of these meetings held before the Christmas holidays and so avoid having them during the coldest and stormiest part of the winter?

We are pleased to state that the Extension Department of the University of Manitoba have again kindly offered to co-operate with us for the coming winter, by supplying speakers where wanted, as far as possible at the local meetings of the local associations.

We are having the resolutions laid over from the last provincial convention printed, and they will be sent out to all the school districts with the convention report, which has been unavoidably delayed, but will be sent out very shortly now.

The Provincial Spelling Contest will again be held at our next provincial convention, and I trust that all necessary arrangements will be made so that a representative from each inspector division will be on hand to compete at that time.

We appreciate very much the splendid assistance that has been so heartily given by our public school inspectors, and which has contributed so much to the success of the annual spelling contest.

We trust that the executive and members of the local associations will give them every assistance possible to make the 1919 spelling contest the most successful yet.

We would like to hear from some of the new consolidated schools that have been opened during the last twelve months.

We would also like to hear about some of the very successful Boys' and Girls' Club Fairs that have been held throughout the province.

If you are planning anything special for your next local convention let us hear about it.

We would like to publish the dates of most of the annual meetings of the local associations in the November issue of *The Western School Journal*, and would therefore like to have the dates as soon as they have been arranged.

H. W. Coxsmith, Secretary,
High Bluff.

THE TOWNSHIP AS A UNIT FOR LOCAL ADMINISTRATION

R. B. Tietrick, Deputy State Superintendent of Public Instruction, Harrisburg, Pa.

The centralizing tendencies of the present time are so strong that a fixt practice to concentrate power in county, state, and federal authority challenges the best thought of every student of political science. In principle, the township is the oldest and the simplest form of government known. In the early days the people formed themselves into bands known as "regulators" for the purpose of securing their protection and rights. In England the dwelling-place of the clan became

the township, and the home of the tribe became the county. Thomas Jefferson said, "Those wards, called townships in New England, are the vital principle of their government and have proved themselves the wisest inventions ever devised by the wit of man for the perfect exercise of self-government and for its preservation."

With the organization of state government following the Declaration of Independence some significant changes in local governments were made,

though the main features of the old systems were adopted in different states. In the southern states the county was made the unit in civil administration, and it was also made the unit of school administration. In the states of the North and largely in those of the West the township is the civil unit of local administration and for that reason has been made the unit for school organization.

We should have two sources of school authority, the central government—the state and county, with adjustable minimum requirements—and the local government—the township. Both of these should cohere in one system. A great problem in educational administration is the proper balance between central authority and local representation.

The foundation of a good system of schools is good administration. The education and training of children is the object. At present there are three types of school organization: (1) the district system, (2) the county-unit system, and (3) the township system.

The district unit is the smallest division of administration, embracing an area two or three miles square, in which a single school is located. Each district has its own board of directors, which selects the teacher, furnishes supplies, fixes the tax rate, determines the length of its school term, and decides what improvements shall be made. As a unit of administration it is expensive, inefficient, and unprogressive. It is condemned by the entire educational force of the country.

The county unit has not held its place in local administration partly because it is too large for a primary assembly and too small for a representative legislature. A central government alone tends to become a mere shell of officialdom. There are no officials who can do more or do less without being sent to prison than a county board of education.

The constitution of Illinois provided that the legislature should enact a law for the organization of townships under which any county having the county unit might act when a majority of its voters should so determine. The two systems being thus brought into im-

mediate contact in the same state with free choice between them left to the people, the township-unit system has almost completely supplanted the county-unit system.

Pennsylvania tried the county-unit plan in 1834 and changed to the township-unit plan in 1836. A sound and healthful beginning was made when the township became the unit of administration. We have state control, so far as minimum length of term, minimum salary of teachers and superintendents, building requirements, and qualifications of teachers and superintendents are concerned. We have the county unit in teachers' institutes and in some grades of teachers' certificates.

The limitations of state control have been presented and the essential features of the county unit defended. It must not be forgotten that both the county and the township are under absolute control of the state legislature, which may regulate the minutest detail of local government.

Township officials are kept accountable to the people, but they have large privileges. They cannot plead that they have failed from lack of power, for they have almost unlimited authority joined with complete responsibility. Public sentiment in favor of improved schools and pride in schools develop a good social consciousness, which is a fundamental element in efficient school administration. Then too a large part of the people of a state live in the country, and interest in local government becomes a vital part of their existence.

The township as the local unit of administration means that all the schools of the township are under the control and management of the school board chosen by the electors of the township. In Pennsylvania most boards consist of five members chosen for a term of six years. It is regarded as a high honor to be chosen school director, and the majority of the members of any school board represent a type of the most public-spirited, thoughtful citizens of the township which they serve. Can school administration be handled better than by your best citizens? A township system of schools can have anything that is found in a good city system of

schools, and in Pennsylvania, Illinois, Massachusetts, and many other states there are some of these townships. Out of sixty-seven counties in Pennsylvania, we have sixteen counties in which there are completely consolidated townships, and thirty-two counties that have partially consolidated townships.

The township school boards levy the tax, locate and build the school-houses, employ the teachers, and fix the wages above the minimum, elect the superintendents, adopt the textbooks, purchase the supplies and apparatus, fix the length of the term (above the required minimum), consolidate schools, establish high schools, adopt courses of study, enforce the compulsory-attendance law, and encourage pupils and teachers by personal interest and support.

While the financial necessities of a township are met in part by state appropriations, the township does not depend upon the state alone for its resources. The school board has authority to levy and assess a maximum school tax. This strikes at the very root of the matter. A sane mother will not maim her own child nor a sane school board cripple the youth of its township. Can you withdraw authority and responsibility and still retain interest? Lack of interest means a low tax rate and inadequate support for the schools. The township unit confers the powers of education control upon the people who are directly affected. Taxation and representation should go hand in hand.

The fine schemes which provide that the other fellow shall pay the tax have never worked. Dr. Claxton, United States Commissioner of Education, in summarizing a survey in some southern states where the county is the unit of administration, says that in many counties the cost of the courthouse and jail is greater than the total cost of all the schoolhouses in the entire county, and the average annual salary of the teacher is less than the cost of feeding a prisoner in jail.

In the county-unit system the centres of population will always control the administration, and while here and there the county may be so united in-

dustrially and socially and covered by a good system of transportation that good results may be obtained, the township as the unit of administration offers many more desirable features.

George H. Martin, for many years secretary of the State Board of Education of Massachusetts, said: "The township is in the judgment of the people of this state the only system under which public schools of a satisfactory character can be maintained."

The Superintendent of Public Instruction of Michigan says: "The township system stands for economy, economy in the time of children, in the administration of the schools, and the expenses connected therewith."

The Superintendent of Public Instruction of West Virginia says: "This state has had a township system of administration of schools for many years. It has proved so satisfactory that there is little disposition to change it."

Among the recognized fundamental merits of the township system as the unit of local administration are the following:

1. It is conducive to greater local interest and initiative in educational matters.
2. It is more just from the standpoint of taxation.
3. It is more favorable to the adaptation of education to local needs.
4. The people are brought close together in a community of interests and take personal interest in the activities of the schools.
5. It is the best medium for the expression of the instinct and desire for local self-government.

The township unit of administration gives rural people a great opportunity to cultivate leadership and to work out the ideals of a republic in the most powerful, most important, and most useful institution within their reach—their public schools.

The profit derived from a good system of schools cannot be assessed by arithmetic or proved by geometry, but we are realizing today more than at any time in the past that the capital of a country consists in the brains and the bodies of the people, especially of the youth of the nation.

What we plant in the schools today we reap in the nation tomorrow. Bismarck said, "What you want to put into the state you must first put into the schools." He matched his words with action and made the schoolrooms the first forts, the teachers the first lieutenants, and the textbooks the ammunition. For forty years the Germans have been teaching that might makes right in every lesson in reading, in every lesson in geography, in every lesson in history, and in every lesson in

mathematics, until they are blind to everything but the god of might.

Germany has impressed this lesson—that children must be saturated with the meaning of ideals. I indulge the hope that through our schools America may lead in world-ideals—ideals of liberty, of justice, and of righteousness. The world must be made safe for democracy, but its peace must be planted upon the tested foundation of political equality.

THE SCHOOL TRUSTEE

By E. K. Marshall, M.A.

There are few offices in the gift of the people so important as that of the school trustee. To a large extent to him is entrusted the training of the boys and girls of our land. True, he has but little to do with the choice and enrichment of courses of study and text-books, and the qualifications and work of the teacher, yet indirectly he can do much towards making more effective what machinery we have and getting the most out of what we might call "the school plant" and the various opportunities afforded by this branch of public service. The education of our children is so vital that in our judgment there is no public office where one has greater opportunity to directly contribute to the welfare of our land than in the school trusteeship.

People, generally, do not value the office of school trustee sufficiently. This may be owing to an impression that the Department of Education does all that is necessary; or, it may be owing to pure carelessness. As a people we have been notoriously careless in public affairs. In any case, in many localities people are not yet convinced that for the trusteeship we must have our most alert, sympathetic and progressive men and women. Too often the annual meeting comes off with only a mere quorum of the ratepayers in attendance. It has always been a matter of surprise that the work has been done so well. It really means that there are a few citizens who year in and year

out loyally support the schools and carry the responsibility for their administration. To them the country owes a debt of gratitude which can never be paid.

The Public School Act sets forth certain qualifications for the trusteeship. There are, however, certain phases of the office which should be emphasized. The school trustee should be one who is interested in public education from a broad, national standpoint, who realizes its value in terms of citizenship and who is seized with this rare opportunity for public service. He should be one who is in sympathy with children, is interested in their life, their games, their studies, and who reckons upon them as the nation's greatest asset. He will not consider his office as one where the main end is to save public money and where the money spent is that which cannot be avoided, but as one where funds are given him for investment in future human welfare. The councillor who spends \$500 on a bridge can point to the structure as a tangible evidence of his investment. The trustee has to look into the future for the returns from his investment and sees it in good citizenship, in men and women of promise, in a worthy people.

Further, the trustee must have sympathy towards the teacher and his task. Like the trustee, the teacher's product is not visible, but shows itself as the years go by and the children grow to be citizens. Where trustees co-operate

heartily and energetically with the teacher the best returns are secured from the school plant.

Another qualification is foresight. He has to measure the future requirements of his district in providing accommodation and equipment. Too often people are short-sighted and buildings unequal to the growing demands are erected, with the result that the district in a few years is not only put to much additional expense, but finds itself not able to seize the opportunities which present themselves. Of course, quite often this is not the fault of the Board, but is occasioned by the ratepayers themselves. This calls for other qualifications, particularly courage and leadership. If convinced that certain things should be done he should stand by his guns. No one should know better than he the needs of the situation. Leadership and the power of inspiring enthusiasm in the people, therefore, are needed. Quite often the trustee is a prophet and frequently the people do not hearken to him. Of course, he may make mistakes, but only those who do nothing make no mistakes. The constructive trustee will sometimes have to take a chance, but his judgment is generally sound.

Not only should his foresight apply to building, etc., but he must anticipate future demands of society. He must look ahead and imagine what will likely be expected of the boys and girls a generation from now. He must ever keep in mind that educational facilities and ideals change with other environment; they are in a continual flux, it is a matter of growth. In this way he should be training the ratepayers to look to the future social and national demands coming from the schools. He is a very vital factor in moulding public opinion and is a link between the department and its minister and the people.

The matter of leadership is an important one and cannot be too strongly emphasized. He should lead the people to see the advantages of the changes he advocates, should point out where the emphasis should be placed, and should

direct economic and social investment, pointing out where sacrifice in the present is needed for future welfare. His courage must be superior to the criticism that will in all probability be launched at him by those who do not share his opinions. But his faith in the welfare of the child and of the state should fortify him and strengthen his decision in such matters.

The entrance of women into this sphere of public service cannot but be of great benefit to public education. With her natural sympathy for the child, her courage, her intuitive grasp of duty, her keen sense of responsibility and her hopefulness should come distinct advances in our schools. In some instances women have hesitated in the matter, but it is to be hoped that before long it will be quite a common thing to have women upon our school boards. The demands that the future will be making upon our schools, when the social and economic reorganization after the war proceeds, will be such that the very best intelligence of the country must be devoted to the schools. The fate of the future Canadian citizenship is to a large extent linked up with our schools, and the very best talent of our people will be needed to guide us through the trying times. In such times we cannot do without the cheer, the faith and the intuition of women.

The rewards for service in the trusteeship are not the tangible rewards of money, fame or political preferment. The reward is the privilege of promoting human welfare, of being instrumental in building the nation of the future. The school trustee deals not with brick and stone, but with human hearts and minds, with character. After long years of such service he is not likely to be publicly thanked. That has not been, heretofore, the world's way of recognizing her greatest benefactors; but another generation shall arise and call them blessed. There is no branch of public service in the gift of the people in this busy world today more worthy of a man's best efforts and consecration than that of the school trustee.

SCHOOL FAIRS

Glenwood School Children Have a Successful Fair

A successful children's fair was held in the Glenwood school, St. Vital, last evening. The fine display of exhibits, which included work of the kindergarten class, needle work of different kinds, socks for the Red Cross, drawings, and various other specimens of school work, reflected great credit on the teachers, and on the interest taken by the pupils themselves. The exhibition of vegetables grown by the children in the school garden, was also highly commended by the large number of people who visited the show. The cup won by the school in the recent garden show was also on exhibition.

Ex-Reeve Wilson, of St. Vital, was present as chairman, and the prizes were presented by the deputy-minister of education, Robert Fletcher. About fifteen medals were awarded, and the other prizes consisted mainly of books. Following are the prize winners:

Awards for perfect attendance, Thelma Wiggins, Irene Jarvis, May Whictor, Mary Schipple, Elma Schipple, Hampton Keeble, Hector McLean, Barbara McLean, Margaret Wiggins.

Awards for general proficiency: Dorothy Snow, Harry Jominy, Margaret Grose, Nellie McDonald, Dora Peebles, Edith Clegg.

Awards for second best attendance: Ernest Smith, George Whictor, Margaret Johnson, Clara Spoula, James Broome, Stanley Wiggins, Gordon McKenzie.

Hold School Fair

The first of the fall fairs under the auspices of the boys' and girls' clubs in the inspectoral division of M. Hall-Jones was held at La Broquerie on Monday. The attendance was not large, but the exhibits were of a most creditable nature. The judging of the agricultural exhibits was done by M. Villeneuve, and of the girls' work by Madame Longville. Rev. Father Giroux judged the school work with M. Hall-Jones.

Successful Fair Held at Beausejour by

Beausejour, Man., Sept. 27.—The Beausejour Boys' and Girls' club fair

was held last Thursday. The schools exhibiting were Beausejour, Cloverleaf, Hazel Glen and St. Ouen's. The exhibits were numerous and their excellence surprised the large attendance of parents and friends.

The judging, which took place in the morning, gave general satisfaction, and in the afternoon sports were held. Much of the success of the fair is due to Inspector Willows and the ladies and gentlemen of Beausejour, who so kindly assisted in judging the children's work.

Ashern Boys' and Girls' Fair

Ashern, Man., Sept. 25.—The first fair held by the Boys' and Girls' club here today proved an unqualified success. The day was perfect and the attendance was over 200. The total of 150 entries showed marked absence of lower grades. In the vegetable class with 67 entries, Edith Jack and Tim Webster led, while in cooking, B. Pickersgill and H. Nissen won first places. Canning was another large class with the McCannless sisters leading. W. Smith won for first pig and C. Johnson for first calf.

Russell Boys' and Girls' Club Break Previous Records

Russell, Man., Sept. 25.—The Russell Boys' and Girls' club fair is larger than ever this year, and the boys and girls held sway here today. All roads led to the largest school, where several hundred exhibits were shown. Colts, calves, pigs, chickens, vegetables of all kinds, buttermaking, cooking, sewing and canning all had large classes, besides the numerous entries of school work shown.

Inspector Bellon and Principal Plewes stated the fair the best yet. The judges, who gave short addresses, pronounced themselves as highly pleased with the quality of exhibits shown. The interest of the parents was evidenced by the large attendance. A very interesting and popular part of the afternoon programme was the presentation of badges to 17 S.O.S. boys by Mr. Wilson, M.F.A. A number of them were not able to be present, as they were still on farms.

THE RELATION OF THE SCHOOL TO THE COMMUNITY

By Fred C. Middleton, Community Secretary

These are great days in which we are living. Great achievements are being recorded and still greater tasks confront us. These achievements are not confined to the battlefield of Europe; these tasks are found at home as well as abroad. One of them is to learn the art of living together in the spirit of the Second Commandment and the Golden Rule; to so apply the principles of human brotherhood and co-operation in our relationships each with the other that our community shall be a better place in which to live. To do this we must get away from the individualism of the past in the altruism of the present, and as citizens of a common country learn to think together, work together and play together.

This is the task that faces every community, and the question might well be asked: What is the relation of the school to this task in particular and to the community life in general?

First, let me define what is meant by "community." In the sense in which it is here used it means any given territory containing a village or town where people do their shopping, get their mail, go to church and send their children to school. This usually includes the people of the trade centre and those living within a radius of from 5 to 10 miles of the town.

Then, perhaps, we ought to define some of the community tasks. These would include community education, community health, community morals, community recreation, community business, community citizenship. How does the school stand in relation to these tasks?

In the matter of education, the school should seek to provide the best accommodation possible in buildings, equipment and teaching staff. This would include, in addition to the regular equipment, provision for teaching domestic science, manual training and agriculture. There is no reason why these subjects should not be taught in all the larger schools, and a resident teacher in agriculture, such as they have in the Roblin Consolidated School, should be secured.

Community health should be safeguarded by having regular examination of the pupils according to the suggestions of the Provincial Board of Health; and the School Board should back up, if not take the initiative, in the introduction of a district nurse, and the establishment of a community hospital. There would be more scholars for our schools if fewer of our babies died; and there is more or less of a direct connection between infant mortality and the presence or absence of a nurse and hospital. Canada holds the unenviable record of losing fourteen per cent. (14%) of her babies under one year of age. When we realize that we only lose two and one-half per cent. (2½%) per year of our Canadian soldiers, the abnormal death rate of our babies is apparent. Recent investigations made by the writer show that where there is a hospital, infant mortality figures are reduced fifty per cent. (50%).

The school could help the recreational life of the community by providing, first of all, suitable playground equipment for the children. It is surprising to find how many country schools, even in the larger centres, have little or no provision made for meeting the child-need at play-time. Swings, slides, a merry-go-round, tennis courts, baseball and basketball grounds—all of these could be provided for at very little cost. Then, with a playground thus equipped, the school could become the recreation centre for the adult section of the community as well as the playground for the children.

Little need be said as to the influence of the school on community morals. Through the ethical teaching provided in the school curriculum, through the character of the school staff, and by selecting trustees of high moral character, a moral idealism can be presented to the child and its impact felt on the everyday life of the people at large.

Better methods of doing community business and the turning of community business into community channels might also be one of the tasks which

the school might help in the doing. To get the producer and the consumer together, to help the farmer and the merchant each to get the other's point of view—this surely is worth the effort of the school authorities.

If the school would touch the citizenship life of the community the trustees ought to build so as to provide a meeting place within the school where the citizens of the community might assemble and discuss through a public forum the issues of community, national, and international life. It is a sign of the times that such buildings are being erected, and \$60,000 is not thought too high a price to pay for them. The school publicly owned, publicly supported, and publicly controlled, can thus be used for public purposes.

Very few of the tasks here outlined will be attempted, much less achieved, unless the community spirit has seized hold of both teachers and trustees. Teachers must realize that their obligation to the community does not cease with the work done during school hours; that they are not exactly free from 4 p.m. till 9 a.m. each day; that their time is not their own from Friday to Monday. They are members of the community, and owe a debt of service to the community which cannot altogether be paid during school hours.

Trustees must also realize that the school is not an end in itself, but a means to an end and that end the need of the community. The building up of a sane altruistic citizenship among the adults as well as the children. Not a bigger school, but a better community should be the objective ever before the trustees. Let them provide such a school plant and such a school staff that they will turn out scholars who will be cultured, trained and educated; and let them through that plant and that staff so enrich the community life that the scholars they train will have opportunities and inducements to remain in the community and give back in service something of what they have received in education, training and culture.

When the citizens of our rural communities have learned to think together, work together and play together, when community business flows through community channels, when the spirit of co-operation takes the place of the spirit of competition, when opportunities of social life and human service are made what they ought to be in the old home town—then, but not till then, shall we keep our boys and girls at home; then, but not till then, shall we stop the drift citywards and build up the local community.

GOOD ADVICE

The following instructions are being pasted in the books used in the New York schools: "Never read in bad light. Always hold your head up when you read. Your eyes are worth more than any book to you. Hold your book about fourteen inches from your face. Let the light come from behind or over your left shoulder. Your safety and success depend on your eyes; take care

of them. Rest your eyes by looking away from the book every few moments. Never read with the sun shining directly on the book. Wash your eyes night and morning with pure water. Be sure that the light is clear and good. Never face the light in reading." Teachers should enforce these rules during the school hours at least.

But it is different with the school. Its resources are devoted fully and of set purpose to the sole end of amplifying and directing the child's thought, and fashioning his character. All its appointments, all its mechanics, all its energies, are planned with the child's present needs and capacities and future well-being in view. The school is, then, par excellence, the instrument of education in modern society.

Children's Page

Playing Robinson Crusoe

Pussy can sit by the fire and sing,
 Pussy can climb a tree,
 Or play with a silly old cork and string
 To 'muse herself, not me.
 But I like Binkie, my dog, because
 He knows how to behave;
 So Binkie's the same as the First Friend was
 And I am the Man in the Cave.

Pussy will play Man-Friday till
 It's time to wet her paw
 And make her walk on the window-sill
 (For the footprint Crusoe saw);
 Then she fluffs her tail and mews,
 And scratches and won't attend.
 But Binkie will play whatever I choose
 And he is my true First Friend.

Pussy will rub my knees with her head,
 Pretending she loves me hard;
 But the very minute I go to my bed
 Pussy runs out in the yard,
 And there she stays till the morning-light;
 So I know it is only pretend;
 But Binkie he suores at my feet all night,
 And he is my Firstest Friend.

—Rudyard Kipling.

(In "Just So Stories.")

EDITOR'S CHAT

Dear Boys and Girls:

We are very sorry that the September number of *The Journal* was so late in reaching you that there was no chance for you to try the October competition. It was not the editor's fault, but it is too bad you had to miss your stories this month. And besides—pity the poor editors, they will have so much more to write.

Every year, as the months go by, there are certain days that we like to remind you of, and talk over among ourselves, and the month of October has several such days with their special work and play, and the most important of all these is Thanksgiving Day. Now you all know that this is a day appointed by the Dominion Government

that the people of Canada may be free to give thanks to God for the harvest. You will agree with me that there are two ways of showing thankfulness—by words alone, and by words and deeds. If some kind friend were to make you a present, your first idea would be to say "Thank you," and your second idea would be to use that present so that the friend would know you liked it and wanted it, and then you would try to think of something you might do for that friend to return the kindness you had received. You must, therefore, begin Thanksgiving Day by saying "Thank you" to God in church, in words and music. And the next thank you must be in the work you do. There in the garden are the

vegetables God has given you. Perhaps you can help dig them, or carry them into the cellar; or if they have already been stored away, perhaps you can rake and clean the yard, or help make jam or jelly, or pot the winter plants, or put in the bulbs for next spring. By doing any of these things or a dozen others you may think of, you will be offering a most acceptable thanks to God. And what a great deal we have to be thankful for! Not only for blessings here in our peaceful land where all summer food has been growing that will help to feed a hungry world, but

for the wonder of our armies in Europe, where after four long years victory seems to be in sight. Even though many of us are very, very sad, we must remember that all our soldiers fought and suffered and died for this victory; and now we must thank God for the armies that have fought for it and for the armies that will continue to fight for it until it is won. Oh, this must be a wonderful thanksgiving, filled to overflowing with real thanks. And remember always that Thanksgiving Day means deeds, as well as words.

TWO RECIPES FOR HAPPINESS

I. Take several dozen little brown bulbs. Plant them in good earth. Cover them warmly with earth and straw. Let the snow pile over them. Wait until the spring sun comes out and the warm winds blow again, and then watch the bulb garden!

II. Take one cold frosty night, 31st October, garnish it with a touch of

hoar frost outside, a grate fire inside, a basket of snow apples, a pan of toffee, and a bag of chestnuts. Add a party of boys and girls, a few funny false faces, some music and games. Put in a big cup of laughter, and a bag of jokes, and you will have a happy Hallowe'en party.

ABOVE THE CLOUDS

Have you ever lain flat on your back on the grass and looked up at the blue sky above you filled with great, fleecy, puffy-looking clouds? Have you wondered what it would be like to lie in a cloud, and imagined how it would feel under you, like a big soft feather bed? Have you pictured ships and islands and fairy castles away up there where the birds had a playground all their own, undisturbed by the noise and hurry and rush of the earth? I am sure if you are a really truly boy or girl you must have done this often, but perhaps you have never thought that one day you might be above those clouds looking down at the earth thousands of feet below. And yet right now there are many men who only a few years ago were little boys lying on the grass, who are now every day going up into those clouds higher even than the bird. Every day now, in training camps in England, America and France, and over all the battlefields great man-made birds are

entering cloudland, and there meeting enemy planes, and away up in God's blue sky they shower death at each other and at the earth below. They use the cushiony soft clouds to hide behind, and the thunder clouds are their screens. There they meet strange winds that blow so cold and strong that our airmen must wear the thickest clothes to keep from freezing. They pass through storms that are on their way to earth, and, looking down, they see below them the earth marked off in tiny fields, in trees, mountains and narrow rivers. They dive and turn and rush and drop, and work and fight and play where once only the great birds and the mountain peaks disturbed the loneliness. What a long way it is from the green pasture fields of Canada to the clouds that float over France; but some of you little boys may be there before long, and I am sure you will look at the sky with more interest than ever when you think of that.

We are very proud in Canada of our airmen. You have all heard, I am sure, of Major Bishop, V.C., D.S.O. (with a bar), Croix de Guerre (Legion of Honor with a palm leaf), M.C., a young Canadian who has one of the greatest flying records in the world, and who has brought down more German machines than anyone else in Canada. Then there is Flight-Lieut. Allan McLeod, V.C., a Stonewall boy;

Capt. McCall, of Calgary, D.S.O., M.C., with bar and D.F.C., and so many other birdmen who have done great things for the Allies that we could fill pages telling of them and their brave deeds. We cannot tell much about them in this little book, but we want you to learn about them, to find out what they have done to win all their honors, and to try and be as brave and fine as these men who fly above the clouds.

OUR COMPETITIONS

November story to be in by October 15th: "How I Am Getting Ready for Christmas."

December story to be in by November 15th: "The Story of a Hero Airman."

THE TWO DORMICE

Part I.

There was once a pair of dormice who agreed to make their home in the cleft of a large beech-tree that grew on the edge of the wood. But before taking up house in this quiet retreat, which they had chosen with great care, because there were plenty of nut-trees close by, they made it very cosy for themselves.

They brought dry moss from a bank near the spot where the big beech-tree stood, and dead leaves from a hollow in the deep wide wood. They got a tuft of wool which the wind blew to them, over a hedge from the field, where there was sometimes a flock of sheep. They found some feathers that had fallen from the breast of the brown owl, who gave the dormice a terrible fright every time they heard her long lonely cry,—“To-whit, to-whoo! To-whit, to-whoo-o-o!”

From these various materials, nibbled into shape with their sharp teeth, and held in place by the stems of a weed which, when withered, is as fine and strong as the cotton that is wound on reels, these two dormice made as snug a little house as one could wish to see. It was as warm as you please, and so water-tight that not a drop of rain could make its way in, no matter how it pelted and drove outside.

But there was still something else to

be done: there was the curtain to put up before the door, so that the tiny house should not stand open to unwelcome visitors. A good many such were to be seen, now and again, hanging watchfully about.

There was the brown owl who, every evening when the shadows were growing longer and longer, went whirring by, on the look-out for a dainty bite for her late breakfast. There were the sly weasels who seemed to poke their sharp noses here, there, and everywhere; and now and then a stray fox would slink past, on his way to, or from, the nearest farmyard. Any of these would not be slow to wake the plump dormice in a hurry, and eat them up without taking time to ask, “May we?” No wonder the little pair thought it wise to hide their door!

So, they looked about and found some very tough grass, which they cleverly wove into a screen to hang in front of the hole. When it was finished, and fixed to their liking, they thought that not even the sharpest eyes in all the wood could see that there was such a thing as a nest there. Poor little dormice!

Have you ever seen a dormouse? Well, it is very like a common mouse, and a little bit like a tiny squirrel. It has soft fur of a reddish-brown color, large bright black eyes, and a long

bushy tail. But its body is plumper than that of the common mouse. Perhaps that is because the dormouse sleeps a great deal, and takes time to grow fat, while the other is always on the run. Now it is under the boards or up among the rafters; then in the pantry or the press; and sometimes pattering over the floor in search of the crumbs the children have dropped, or scampering into a hole in the shutter, in haste to get out of the way of its chief enemy, the cat!

The wood where these little dormice had made their home was a very pretty place. The bank hard by was covered with soft green moss, which in spring was starred with primroses, and sweet with violets. In summer, when the time of primroses and violets was over, there were lovely ferns among the moss, whose fronds were so small and delicate that they might have served as fans for the fairy ladies when they came to dance in the moonlight beneath the leafy branches.

The big trees made a cool and pleasant shade through the long bright days when the sun was high and hot; and in winter——! But in winter the dormice did not notice what the trees looked like, for they were nearly always asleep. They slept straight on, indeed, except when roused by hunger, from the time when the cold weather first set in, until the sun shone through their grass curtain, and spoke to them in the way the sun often does speak to sleepy boys and girls, and big people too!—"Get up, lazy bones! Do you not know that I have been about for hours? Surely you have had plenty of sleep to last you till bedtime!"

These two dormice were as happy as the day was long. And no wonder, for they had nothing to trouble them. You would have loved to see them, they were so merry and gay, going hither

(To be continued.)

and thither among the branches of the big beech-tree, which made a perfectly splendid play-ground. They had all sorts of games, and played a great deal. Yet they were never idle; and part of each day, while summer and autumn lasted, they worked very hard indeed. They had to gather and store enough of food, you see, to last them through the winter.

They found another hole in the big tree, and took it for their store-room, and filled it with several sorts of nice food. Should you care to know what these little mice called nice food? Well, there were nuts of various kinds which dormice cut into easily with their sharp front teeth, — hazel-nuts from the thicket beyond the mossy bank, acorns from the great oak in the heart of the wood; and, of course, beech-nuts from their own particular tree.

Then, in a corner, they piled some wheat which they had brought with great trouble from a stack a good way off; and in another corner, a little heap of peas out of the garden belonging to the farmhouse, on the far side of the field where the sheep grazed.

A good thing about this store-room was that it was near at hand. So in winter, when they should wake up, ready for something to eat, and to find, perhaps, that the ground was covered with snow, or that the rain was pouring, these dainty little things would not need to wet so much as one of their tiny paws. They would only have to creep from their nest to their pantry, make a good meal, then run back, curl themselves up, and go to sleep again!

But sad to tell, the happy times of these little dormice did not last very long; and what I am going to tell you came to pass just when they had newly awakened up from their first winter sleep in their own snug house, and were looking forward to a pleasant summer.

SOME WAR DECORATIONS

The question is often asked these days "What is the meaning of M.C. or D.C.M.?" And to help you answer these questions we will give you a list

of a few of the best known decorations awarded for bravery in this war.

V.C.—**Victoria Cross**—"For Valor." Usually given for some deed of special

daring which has resulted in saving the lives of others. Given to officers, non-commissioned officers and privates.

D.S.O.—Distinguished Service Order—Given to officers in command of companies for rallying their men when they were in special danger and behaving themselves in such a way that they turn victory from seeming defeat. Also given to commanders of battalions for the work done by their officers and men.

M.C.—Military Cross—Given to officers who tried to rescue comrades; went out under fire to warn outposts

of danger; went to repair roads, telephones, and so on when there was special danger. Given for individual bravery.

D. C. M. — Distinguished Conduct Medal—Same as the D.S.O. only for non-commissioned officers and privates.

M.M.—Military Medal—Same as Military Cross, but for non-commissioned officers and privates.

D.F.C.—Distinguished Flying Cross—Corresponds to Military Cross in the militia, and, like it, is given for deeds of individual bravery.

The Midsummer Exams

BRITISH HISTORY—GRADE X

The Questions

The paper was a very good one. (a) The questions were well and carefully expressed. (b) They dealt with matters of first-class importance, and were of approximately equal difficulty. (c) They were well adapted to the standard of historical knowledge that can reasonably be expected of a Grade X student. (d) Question 3 was particularly valuable. The answers to this question show how easy it is to fail to be clear and exact on essentials. (e) It is suggested that the third section of the paper should begin from the French Révolution, to ensure adequate attention to the present and the immediate past.

The Answers

The candidates have on the whole done far better work this year, the number of failures is smaller, and, more promising still, the number of candidates earning high marks has increased by leaps and bounds. Many of the papers show a really intelligent grasp

of the subject, and give evidence of much clear thinking. There is a marked increase in the definiteness of the answers, and greater attention has obviously been paid to essentials.

The faults most commonly found in the weak papers are: (a) Lack of definite knowledge. (b) Failure to tabulate causes. (c) Discursiveness and stressing of irrelevant details. (d) Failure to supply proof of statements and conclusions. (e) Failure to discriminate between "Petition of Right" and "Bill of Rights"; "Civil War" and "Wars of Roses," etc. (f) Lack of recapitulation of essentials.

The papers from the Combined and Matriculation courses were considerably better than those from the Teachers' course.

The Committee of Examiners unanimously approved the present syllabus, and asked Prof. Harvey and Mr. Reeve to make such changes as their experience should dictate, and to secure its publication in *The Western School Journal*.

GENERAL HISTORY—GRADE XI

The papers are about up to the average. The enormous amount of ground to be covered in this subject is respons-

ible for most of the faults in the papers. Vagueness, unnecessary attention to minor details, insufficient attention to

essentials, lack of historical perspective were the most frequent faults.

It was unanimously decided that, in view of the success that had attended the introduction of a syllabus for Grade X, Prof. Martin, Prof. Harvey and Mr. Reeve should form a committee

to draw up a syllabus for Grade XI, General History, to submit it for criticism to Messrs. King, Anderson, Hill and Prowse as representatives of the different types of school affected, and to arrange for its publication at their discretion.

HISTORY—GRADE XII

The papers on the whole were good. Owing to an oversight on the part of the examiner, it was possible for a

student to get a pass on the first three questions, all of which were based on Chapter I of Green.

GEOMETRY—GRADE XI

The Committee of Examiners on Geometry think that it would be wise for teachers to emphasize the following points:—

(a) References—not necessarily by number—should be given.

(b) Figures should be placed on the same page as the proof.

(c) It is unnecessary to write the general enunciation.

(d) Each new statement should be placed on a separate line.

(e) Capital letters should be used.

(f) More accuracy in the construction of figures should be aimed at.

BOTANY—GRADE XI

The committee decided that the most helpful statement they could make on the theoretical botany examination for the year 1917-18 would be to publish one of the best papers submitted to them, plus answers on the remaining two questions taken from another paper. These answers are not necessarily perfect, but are so nearly so that they were allowed full marks. They appear below.

I. Three ways by which plants adapt themselves to

(a) changing temperature are: (1) By allowing their leaves to fall. (2) By dying down to the ground. (3) By withdrawing the sap to the roots.

(b) Light conditions are: (1) By expanding the leaf surface. (2) By growing towards the light. (3) By hanging their leaves so that they may catch the light.

II. (a) **Germination** is the growth of the embryo or minute plant contained in the seed.

(b) **Embryo** is the tiny plant con-

tained in the seed. It consists of cotyledons (one or two seed leaves), caulicle, and plumule or bud.

(c) **Cotyledon** is the leaf of the embryo. Sometimes it is never brought above the ground.

(d) **Endosperm** is the food stored outside embryo.

(e) **Epicotyle** is the first interseede above the cotyledons.

III. A **legume** is the fruit or pod of a plant of the Leguminosal family. Example—Sweet pea.

A **follicle** is a pod opening along its inner edge. Example—Larkspur.

A **berry** in botany is a fleshy pericarp containing a number of seeds. Example—Orange.

A **samara** is an indehiscent key fruit provided with a wing or wings. Example—Maple.

A **silique** is a long, narrow pod containing the seeds in a plant of the mustard family. Example.—Wild mustard.

IV. A. **Root hair** is an elongated epidermal cell filled with protoplasm,

borne on fine rootlets. Their **function** is to take in food from the soil, in solution, by means of capillary action and osmosis.

Root-cap is a number of stronger cells at the end of the growing point of the root. Its function is to protect the rootlet when it is growing into new soil in search of food. The root caps are being continually replaced by new ones.

B. Flooding land injures or sometimes kills the plants growing there because: (1) Plants need air, and the water drives it away, thus suffocating the plant. (2) Plants take in food in a certain degree of solution, and, if there is too much water for the amount of food, the solution will not be strong enough.

C. Part of the branch system of trees is cut away in transplanting, therefore: (1) When the plant is moved, many of the rootlets and root hairs are broken off and the same amount of food cannot be taken in. If part of the branch system is cut away, so much food and moisture will not be needed for a time.

V. A. Exogenous Stems. (1) Bundles arranged in a ring. (2) Separable bark. (3) Have a pith. (4) Increase greatly in size on account of cambium layer.

Endogenous Stems. (1) Bundles irregularly arranged. (2) Non-separable rind. (3) No pith. (4) No cambium, therefore do not grow very thick.

B. (a) The function of the thick outer bark is: (1) To protect from mechanical injury. (2) To prevent evaporation of sap.

(b) When the growth of the stem is very rapid, the bark sometimes splits, causing deep grooves in the bark, which run lengthwise.

C. A tree should be pruned close to the trunk or main stem, because a cal-

lus then forms and partly or entirely covers the wound. If a tree is poorly pruned the callus is not formed and decay soon eats into the heart of the tree.

VI. A. (1) **Respiration** means plant breathing, manifest by oxygen taken in and carbon dioxide given off by the leaves.

(2) **Transpiration** is the process whereby any surplus water in the plant is allowed to go out through the stomates in the leaves. If there is not too much water the stomates close, thus stopping the giving off of water.

(3) **Assimilation** is the building up of protoplasm from the elaborated sap. Protoplasm is the living matter in the cells.

B. Respiration and transpiration are two of the functions of leaves. Another is photosynthesis, or the process whereby the carbon dioxide in the air is appropriated for plant use. Another, digestion is a change in the form of the plant food so that it may be transported or used in assimilation. Starch is changed into sugar by a process of digestion.

VII. Three methods by which plants climb are:

(1) Some plants let their long, weak stems rest on other plants, and the growth of the other plants help them to reach the light. Scramblers—Example, Golium or Bedstraw.

(2) Other plants climb by means of small roots which go into cracks or crevices in walls or other objects. Root climbers—Example, English Ivy.

(3) Some plants have thread-like coiling parts or tendrils, which attach themselves to some objects, and thus help the plant to climb. Tendril climbers—Example, Virginia Creeper.

These tendrils may be some other part of the plant modified, as a leaflet, stipule, etc.

GRADE XI COMPOSITION

We believe that the paper was carelessly prepared and is a poor test.

The sentences for correction were poorly selected; two, at least, cannot be intelligently corrected without a knowledge of the context. The sub-

jects for essays are drawn exclusively from one book, and this lack of variety encourages hackneyed work.

There is nothing on description, exposition, argument, or methods of paragraph development.

A candidate would do quite as well without any knowledge of the text book on an examination like this.

There certainly should have been options for the paragraph.

To expect girls to write a good paragraph on the subject of a controversy

between boys on the subject of their dogs seems to be little short of absurd.

The distribution of marks is open to criticism. The candidates had very little scope for constructive and imaginative work.

PHYSICS—GRADE XI

Criticism of Examination Paper.

In the opinion of the sub-examiners, the paper, taken as a whole, was a very fair test. A slight readjustment of marks was necessary, because: (1) Kinetic energy is not discussed in the text. (2) Relative humidity is omitted. The new method of practical examination adopted this year, although an improvement on the former method, is by no means satisfactory. It was possible for some students, by memorizing experiments described in the text, to obtain a high mark, while many who may have done good practical work throughout the year, failed to take a good standing. The chief criticism of the paper is regarding the division of marks, which was as follows:—

Mechanics, etc., 14; heat, 11; electricity, 25; sound, 18; light, 12. Undue prominence was given to sound, and no questions were set on the very important work on pressure and water power.

Criticism of Answers.

1. (a) Satisfactory. (b) Amount of work was confused with rate of doing work.

2. (a) Definitions badly done. (b) Few were able to explain **why** evaporation causes cooling.

3. (a) Satisfactory. (b) Badly answered. Many had memorized a formula for connection of cells, and applied it to lamps.

4. (a) Satisfactory. (b) Levy's law was usually given correctly, although too many omitted all mention of magnetic field. Few good illustrations were given.

5. (a) Satisfactory. Resonance sometimes confused with consonance. (b) Harmony did not seem to be understood. The explanation of heats, in terms of interference, was not well done.

6. Satisfactory. A number of students seemed ignorant of the simple rule that frequency varies immensely as the length of the string.

7. (a) Badly answered. Although the stereopticon is not described in the text, a question is given in one of the exercises. The geometrical construction for the position and size of the image of an object by means of a convex lens is an essential part of the work.

7. (b) Badly answered. The chief errors were: (1) Flower was viewed through red glass instead of in red light. (2) Reflection, absorption and transmission of light were frequently confused.

8. The great majority of students neglected to allow for the important fact that ordinary wood floats, and that, to immerse it in water, a sinker is necessary.

9. Many merely attempted to reproduce the description of a similar experiment in the text. Occasionally specific gravity was found instead of specific heat.

10. Satisfactory, on the whole. Some measured distances to the rod, instead of to the screen, and a few omitted to square the distances. The diagrams were, in most cases, crude, careless and inaccurate.

Recommendations.

1. Marks should be allocated somewhat as follows: Motion machines, pressure, water power, 24; heat, 12; electricity, 24; sound, 12; light, 12 practical, 20.

2. The theoretical paper should be divided into two sections: A. Mechanics and heat. B. Electricity, light and sound; and optional questions should be given in each section.

3. One practical question should be set in each of the above five divisions of

the work, and the student asked to do any two.

4. The following paragraphs should be omitted: Relative humidity, color photography, color printing, theory of color vision, colors of soap bubbles.

5. In the case of numerical questions, involving calculations, candidates should be requested to state the laws upon which the calculations are based.

6. The following should be prepared and published in *The Western School Journal*:—

(a) A list of constants which the students are expected to memorize.

(b) A list of the minimum amount of apparatus required, the Department to insist that this amount, at least, should be supplied.

(c) A simple laboratory manual, describing methods of procedure without stating results or conclusions.

7. The only satisfactory method of practical examination is **through inspection** of the work done in the schools throughout the year, and the committee would respectfully submit to the Department the request that a science inspector be appointed at an early date.

FRENCH AND GERMAN—GRADE XI

Considering the prevailing conditions, the French and German papers are, as a whole, as good, if not better, than in previous years.

The French authors paper shows clearly that there was too much reading to be covered, as most pupils did some two of the texts well and the third badly.

There was a large percentage of failures in French grammar due in a measure to the difficult English construction of the sentences, some of the phrases used being unfamiliar to the students.

All papers show a deplorable lack of knowledge of verb forms, especially of the past definite, and the students seem to be handicapped by lack of knowledge of the tense forms of English grammar. The value of accents is also not understood.

In view of the fact that the French

course in our High Schools has been changed and that still greater changes are being contemplated, the committee would urge that the attention of the examiners be drawn to these changes, and that the grammar papers be in future set so as to coincide rather more with the work as it will be taken up in the new course.

It would also urge that the thought in the sentences, which are to be translated into French, be expressed, so as to be rendered by the very simplest French constructions and be thus a test of the student's ability to express himself correctly though simply in French, instead of being as it now is, a test of his having studied carefully different grammatical forms.

Until our French work begins at an earlier age, such work must be left for the University or for those specializing as translators.

REPORT OF COMMITTEE ON ALGEBRA—GRADE XI

We are of the opinion that the Algebra paper of 1918 is of reasonable length and difficulty. We have once more to express our regret that a printer's error should have crept in—to the confusion of nervous students. If we have any criticism to offer of the paper itself, it is that a little too much elementary work was set, though we believe in the general principle that, since the Department gives only one test in Algebra, the paper should con-

tain questions on the work of all the three High School years.

An analysis of the students' standing in the various courses is given below. On the whole their work is very fair, but their carelessness with regard to signs in such exercises as $2x \times 1$ is almost incredible.

It appears that greater attention has been paid this year to surds and graphs, and we are of the opinion that the mathematical teachers have been wise

in giving particular attention to this section of the course.

mercial law, 63; geography, 68, two failing; penmanship, 64; history, 66;

	Percentages				
	IA	IB	II	III	Failures
Teachers	4.2	10.5	36.4	25.6	23.3
Combined	6.0	10.6	36.7	24.1	22.6
Arts, etc.	7.6	9.6	30.8	22.6	29.4
Engineers	14.7	11.8	35.3	—	38.2*
Supps.	—	—	14.4	42.8	42.8

*On presumption that 50% is required for engineers; 40% in all other cases.

The examination for the commercial diploma comprises the following subjects: Arithmetic, bookkeeping, commercial law, business correspondence, history, geography, shorthand theory, spelling, shorthand dictation and transcription, and penmanship. The examination papers indicated an appreciation of the standard that the students might be expected to reach, and constituted, on the whole, a very fair test.

There were twenty-six candidates, and the subject averages were as follows: Shorthand theory, 73; business correspondence, 68, one failing; shorthand dictation, 69, one failing; com-

arithmetic, 53, seven failing; bookkeeping, 55; spelling, 89, one failing.

There was an improvement over previous years in the bookkeeping standard. The business correspondence papers showed a good grasp of principles, but too little attention to details. Shorthand, law and history results were satisfactory, but the geography papers were disappointing, lack of reasoning and of knowledge of locations being apparent. The papers in penmanship did not reach the standard desirable in business classes. Poor sentence structure was common to many of the papers.

MATHEMATICS—GRADE XII

All three papers were generally satisfactory. The examples given, without being too difficult, tested pretty thoroughly the candidate's knowledge of the principles of the subjects and his ability to apply these principles to the solution of typical problems. It might be suggested that the graph problems in Algebra be of a more difficult character, involving principles beyond grade XI course.

Papers of this character should encourage those who hold grade XI standing to pursue the regular course for grade XII standing.

Results showed 18½% failures in Algebra; 21.4% failures in Geometry; 21.4% failures in Trigonometry.

In view of the increasing demand for boys and girls trained in the commercial course of the high schools, Mr. H. J. Russell, Commercial Master, St. John's Technical High School, has for some time past been extending the nature of the course considerably in so

far as the programme of studies will permit. The shortage of trained office men has resulted in a greatly increased responsibility being placed upon the shoulders of the young business graduates, and it has been found necessary to shape the instruction in accordance with the needs of the hour. The new work includes special lessons in proof-reading, salesmanship, banking and financial methods, advertising and practical filing.

Through a series of articles, Mr. Russell is also making known to the business community the nature of the commercial work in the high schools and the opportunities afforded business men of securing efficient office juniors. In "Better Business," published by the Canadian Credit Men's Trust Association, Mr. Russell regularly conducts a review page under the heading, "Books for the Business Man," and in recent months he has contributed thereto the following articles: "Better Business

Letters," "Graphic Methods in Advertising," "Industrial Education," "How Business is Brought to the Classroom," "Legal Maxims and Better Business,"

"Making Use of Government Publications," "Commercial Education in Relation to Better Business."

CHEMISTRY—GRADE XI

1. Several questions were not clearly or definitely worded, i.e., Nos. 1(a), 2, 5, 7, and (b) and (c) of the practical test. In 1(a), for example, candidates seemed puzzled to know whether "tell how" meant "give a diagram, write equations, explain all chemical action, describe phenomena, etc.," or simply "tell in a sentence" without any of the above details. Similarly with No. 2, candidates were again perplexed to know whether "name" meant "answer in a word without any description of apparatus, etc.," or meant that explanations were required.

2. The wording of some questions seemed to encourage guessing. In many cases the examiners believe that candidates who guessed passed on the paper, while even better students, because they would not guess, failed. No. 2, for example, could be answered by words "water, oxygen or hydrogen," and in some of the parts the name of almost any compound would do, i.e. (c) and (e).

3. Twenty-five per cent. of the theoretical portion of the paper was on problems, which, in the opinion of the examiners, is far too great a percentage.

4. Parts of questions 3 and 7 and all of question 8 are not on the work prescribed for Grade XI. These portions constituted about 17% of the theoretical questions.

5. The practical portion of the paper was answered in a theoretical manner, and in most cases showed more clearly the students' knowledge of the theory far better than the answers to the theory questions.

6. The paper, as a whole, could be fully answered without showing to any great extent any real knowledge of the fundamentals of the chemistry. According to the wording of the questions, the following is an answer paper for which full marks ought to be given.

This illustrates clearly the last point.

1. (a) Carbon monoxide is generated by heating oxalic acid with sulphuric acid; purified by passing it through a solution of potassium hydroxide.

(b) **Physical and chemical properties.** Colorless, odorless, about the same weight as air, insoluble, burns with a blue flame to form carbon dioxide, does not support combustion, poisonous.

(c) When the air enters the base of the fire-pot the oxygen unites with the carbon of the coal to form carbon dioxide. As the carbon dioxide passes up through the heated coal it is reduced to carbon monoxide.

2. (a) Hydrogen or oxygen; (b) oxygen; (c) hydrogen; (d) water; (e) water from the action of sodium hydroxide on hydrochloric acid; evaporate to get common salt.

3. "Lead"—Carbon, C. Limestone—Calcium Carbonate CaCO_3 . (Others not in text.)

4. (a) Nitrous Oxide N_2O . Nitric Oxide NO . Nitrogen Trioxide N_2O_3 . Nitrogen Peroxide NO_2 . Nitrogen Pentoxide N_2O_5 .

Sulphur Dioxide SO_2 . Sulphur Trioxide SO_3 . Calcium Oxide CaO . Magnesium Oxide MgO .

4. (b) **Acid forming**— N_2O , SO_2 , N_2O_3 , SO_3 , NO_2 , N_2O_5 .

Base forming— MgO , CaO .

Neutral— NO .

(c) An oxide which unites chemically with water to form an acid.

(d) A group of atoms having no separate existence and entering into chemical actions as one atom, i.e. SO_4 , OH , NH_1 .

$$5. \text{Carbon—}42.85\%, \frac{42.85}{12} = 3.57; 1.$$

$$\text{Oxygen—}57.15\% \frac{57.15}{16} = 3.57; 1.$$

Formula CO .

$$\text{Carbon—27.27\%, } \frac{27.27}{12} = 2.26; 1.$$

$$\text{Oxygen—72.73\%, } \frac{72.73}{16} = 4.54; 1.$$

Formula CO_2 .

In the above two oxides of carbon the number of atoms of carbon are equal, but the number of atoms of oxygen are 1; 2 therefore multiple.

gas. One contains hydrogen, another oxygen, another carbon monoxide, another chlorine, and another sulphur dioxide. Describe fully the tests you would apply to distinguish each gas."

2. That the portion of the paper consisting of problems not exceed 10%.

3. That considerable care be taken that the entire paper be strictly on the work prescribed.

4. If no practical test be given that no distinction be made between the

6. (b) At 2895°a and 748m press. vol.=7.5l.

$$\text{At } 273^\circ\text{a and 760 m press. vol. } 7.5 \times \frac{273}{289.5} \times \frac{748}{760} = 6.9\text{l.}$$

(a) 22.4l of ammonia at N. T. & P. weighs 17 gms.

$$6.9 \\ 22.4 \\ \text{6.9l of ammonia at N. T. \& P. weighs } 17 \times \frac{6.9}{22.4} = 5.2 \text{ gms.}$$

(c) NO.

7. (b) Burn a jet of hydrogen in chlorine; or (c) pounding the two together; or (e) burn a jet of hydrogen in air, or pass electric spark through a mixture in a endiometer. [(a) and (d) not in the text.]

8. (Not in the text.)

The examiners would offer the following suggestions:

1. That the questions be very clearly and definitely worded, i.e. No. 1 (a) might be started thus: "Describe the preparation and collection of carbon monoxide, giving a diagram of the apparatus and explaining the chemical actions involved." Also (b) of the practical test thus: "You are given five bottles each containing a different

theoretical and practical parts of the paper, but that the theoretical questions be so worded as to reveal a candidate's knowledge of practical work. For example, 1 (a) as worded above reveals a candidate's knowledge of practical work just as well as (d) of the practical test.

5. That some questions be so worded as to bring out the candidate's power of reasoning. For example, a question on preparation of quicklime, and the hardening of mortar, or on bleaching as accomplished by chlorine as contrasted with sulphur dioxide.

6. To the teachers the examiners would emphasize the importance of making carefully constructed diagrams.

In the industries, specialization is the rule, but during this introductory period, it would seem undesirable for pupils to specialize much in their work: rather, from the theoretical standpoint; this introductory preparation should be broad, and as far as possible, lead to fundamental forms of skill and comprehension of large principles.

All attempts to make the subjects of liberal education yield vocational efficiency are destined to fail, because, to a large extent, such efforts will result in depriving them of their true significance as factors in a liberal education.

Special Articles

THE TEACHER'S COMMISSION

(This address is republished by request. It was delivered just twenty years ago before the Winnipeg Teachers' Association. It is given without any alterations and readers are asked to overlook crudeness of expression.)

"How dull it is to pause, to make an end,
To rust unburnished, not to shine in use,
As tho' to breathe were life. Life piled on life
Were all too little, and of one, to me
Little remains; but every hour is saved
From that eternal silence; something more,
A bringer of new things; and vile it were
For some three suns, to store and hoard my-
self,

And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought."

For those who feel within their hearts an echo to these words, I have a thought today; to those content to sit in slothful ease, I cannot speak. The living soul is he who strives and hopes and yearns for greater things; but he is dead who is the slave to thoughtless custom and routine. My message is for those who live. A sermon you may call it if you will; to me it will be but a meditation.

I have this day received a commission, that which none could be more delicate, none more important, none more sacred. I have been entrusted with the duty of moulding the lives and shaping the destinies of forty of God's little ones. Surely this is a wonderful trust; surely in accepting it, I may feel that I have been honored above my worth, exalted beyond my station. Honored? Yes, but more than honored. I am possessed of a holy fear. Exalted? Yes, but more than exalted. I am humbled when I consider mine own insufficiency. What if I should misdirect these lives? What if I should establish in these young minds wrong ideals? What if I should fail to develop those habits and tastes, and those powers of being that are necessary to noble existence? What if I destroy rather than edify? What if I crush out rather than foster those feelings and aspirations that should be the property of every living soul?

Yet, with all my imperfections and with all my fears, I have taken upon me

the burden of ministering to the needs of these little ones—little ones who have also their imperfections and their fears, and as I lend myself to my labor, I can hear the words of that brave man hero, the Sage of Chelsea; who though he sometimes spake harshly, yet always spake with sincerity and with power of conviction: "Blessed is he who has found his work, let him ask no other blessedness. He has a work, a life purpose; he has found it and will follow it. How, as a free-flowing channel, dug and torn by noble force through the sour mud-swamp of one's existence, like an ever-deepening river there, it runs and flows, draining off the sour, festering water, gradually, from the root of the remotest grass blade; making instead of pestilential swamp, a green, fruitful meadow with its clear-flowing stream."

A work then, I have, a noble work, but yet a perilous. From no School Board have I received my call; from no Department have I received my authority. I have heard a voice—it is the voice of my country and my God. I have perceived a need—it is the need of anxious parents, and the need of their helpless children. Oh! for power and wisdom to do my duty now; Oh! for clearness of vision and for willing heart; Oh! for tenderness and patience and deep humility.

Would you hear my country's call? "I bring you here those who are my hope. I bring you the children of the wealthy and the children of the poor. I bring you those who differ in race and in language, in customs and in tendencies. I bring you the physically strong and the physically weak, the mentally sound and those to whom nature has not given a full measure of strength. I bring you my boys and my girls, who are to be the fathers and the mothers in this great land. Will you

accept them all? Out of this heterogeneous combination can you bring unity? Can you reconcile wealth and poverty so that the feeling of a common brotherhood will prevail? Can you teach British, French, German, Scandinavian, Icelander and Pole, that in this free land all are equally worthy if unreservedly they accept the honor and perform the duties of true Canadian citizenship? Can you rise above distinction in creed, so as to forget that we have Jew and Gentile, Catholic and Protestant? Can you in recognizing to yourselves distinctions of every kind, so order your work that these will be not a source of separation and contention, but the very elements of strength in a nation in which the idea of brotherhood prevails?"

Yes! my country—land of prairie and of mountain—my free land, my great land; Yes! I can accept all you have brought me and all will find a place in my heart. I can take your poor and teach them to sing and feel

"The rank is but the guinea stamp
The man's the gold for a' that."

I can teach them too to say

"My mind to me a kingdom is
Such perfect joy therein I find
As far exceeds all earthly bliss.
That God or nature has assigned,
Tho' much I want that most would have
Yet still my mind forbids to crave.

Some have too much, yet still they crave,
I little have, yet seek no more—
They are but poor, though much they have
And I am rich with little store.
They poor, I rich; they beg, I give;
They lack, I lend; they pine, I live."

And I can take the children of your rich and feed them on such food as this:

"Then none was for the party,
Then all were for the state,
Then the great man helped the poor man,
And the poor man loved the great,
Then lands were fairly portioned,
Then spoils were fairly sold
And Romans were like brothers
In the brave days of old."

And calling to mind the words of Him who for our sakes became poor, I can by word and act instil into their hearts that grandest of all truths: "It is more blessed to give than to receive."

I can take, too, your physically and mentally unsound and in patience and tenderness endeavor to build them up into strong and self-conscious manhood; I can take your morally deformed and "by slow degrees subdue them to the useful and the good." And buoyed up by the hope of a united people in a united land I shall welcome all nationalities, all tongues, for I know that each will contribute its quota towards the upbuilding of our national life. Aiming at my country's highest permanent good I shall endeavor to develop in each child those qualities of mind and heart which are essential to strong manhood, true womanhood, knowing that without these our patriotism may be but an empty feeling, a mere laudation of our past achievements. We shall delight indeed to recall the sound of arms and the waving of banners, but we shall still more delight to refresh our minds with the memories of those great and good men, those self-denying and devoted women, whose name shines as stars on the pages of history. Yes! as a teacher, I can do something for my country, and with no mean boast I hope to say "I have done my State some service, and they know it."

But not alone from my country do I receive my call to service. "In all true work, were it but true hand-labor, there is something of divineness. The Highest God, as I understand it, does audibly so command me, still audibly if I have ears to hear. He, even He, with His unspoken voice, awfuller than any Sinai thunders or syllabled speech of whirlwinds; for the Silence of deep eternities, or worlds from beyond the morning stars, does it not speak to me? The unborn Ages; the old Graves, with their long-mouldering dust, the very tears that wetted it now all dry—do not these speak to me, what ear hath not heard? The deep Death-kingdoms, the Stars in their never-resting courses, all Space and all Time proclaim it in continual silent admonition—"I too, if ever man should, shall work while it is today, for the night cometh wherein no man can work."

And what a work is mine! In God's name to infuse young lives with noble

and holy purpose, in His name to develop all reverence and humility. Let me then get now and again and ever, away from the idea of doing a fair day's work for a fair day's wages, away from the worship of books and marks and endless vortices of examinations, and rise to the grandeur of my commission. The beginning and end and centre of my efforts is the welfare of the little child. And all true welfare looks towards the eternities—the eternities of faith and hope and love. And these are the only eternities. "For whether there be prophecies they shall fail; and whether there be tongues they shall cease; and whether there be knowledge it shall vanish away. . . . But now abideth faith, hope, charity, these three."

But there are other voices yet to join in the call to service. With brawny arm and coal-blackened face the father comes leading the treasures of his home. "All day and every day, and all the days, I toil and labor that happiness and comfort may be the lot of these my children. My hammer rings upon the anvil; the bright steel twists and turns, and fiery showers fill the air; the wheezing bellows puff and blow; and the furnace leaps in living flames; yet my arm tires not and my ardor does not cease. What to me is labor, what is toil, what the sweat-drops and the numbing pain? The hardships I have known must not be known to these, or they must suffer in a milder form; their lives must take a wider range, their joys be of a higher kind. Lead them out into a nobler manhood. Widen their knowledge, elevate their tastes; lead them to purer springs and ward them from the pitfalls that beset the path of youth. Self-reverence, self-knowledge, self-control, these would I have them learn, so that when they reach the man's estate, they may go forth to meet the world as equals of the highest—not as slaves who cannot think, and choose and act."

The mother too, with earnest pleading face brings forth her jewels. "At midnight's hour my tears have moistened the warm cheeks of these my helpless little ones; my evening prayer has borne them to the throne of God, that

He might guide and bless them all the way. My days are spent in planning for their happiness and peace, my nights in thinking of their faults and their misdeeds. Help me then to lead them to the truth. When they go wrong be patient and be kind, they are but human, and being human they are born to err. In the name of Him, who blessed them when they came to meet His loving gaze, lead thou their footsteps into proper ways. No knowledge and not power do I wish, but simply this, that they may know a purer and truer life."

What they can I say to these appeals? In my heart I know what should be said. I may not make them scholars, let me make them men; I may not make them learned, let me make them pure. All that is beautiful and true and good; all that is merciful and mild and lovely; all that is refining and ennobling and instructive I shall place before their minds. To quicken the intellect; to broaden the sympathy; to develop the will; to cultivate good manners, to stimulate right tastes; to encourage noble and unselfish action; to enrich thought and to perfect the power of expression—these must be my aims. And with such aims, woe is me, if I sink to the level of a tyrant hired drudge, who measures his tasks by hours, and who knows not but to drive and force, and hurry through the dull routine of hearing lessons and imposing tasks. Once again, let me say it: "Above books and creeds, above methods and devices, above programmes of study and final examinations, above selfishness of parents and ambition of teachers, above business necessities and above dollars and cents, stands the one object of consideration in the school, the little child. His good is the only good; for him the school with all that pertains to it, most properly exists."

But this is not all. My country, my God, and the parents have spoken. In articulate speech have they made their wishes known. Now I feel the touch of a hand, and eyes that speak what no tongue could utter, are lifted in trust and hope to mine, and if I could express in words the meaning of their gaze, I know that never more would this my calling seem unworthy, never

more would teaching be an occupation soulless or an endless drudge. "I am ignorant; cause me to know. I have bad habits; rectify them. I am weak; give me power. I am rugged; make me mild. I am crude; give me finish. I am of the earth, earthy; give me a taste for higher things. I move in a narrow world; broaden my conceptions. Lead me out into the world of nature so that I may sympathize with all its beauty and perceive in it the hand of God; lead me out into the world of man; so that I may make mine own, the thoughts of the good and great of all time. Do not strive to mould me into shape as a potter moulds his clay, but through self-activity cause me to reach out and on, towards a fuller, freer life. Let me not settle down to inaction, or a life of indolent ease, but teach me so that this will be my thought:

'Man am I grown, a man's work must I do.
Follow the deer? Follow the Christ, the king.
Live pure, speak true, right wrong, follow the
king,
Else, wherefore born?'"

Yes, my child. Tenderly shall I undertake this task. To lead you upward will be my constant task and my only thought. Right ideals — constantly widening ideals, shall I place before you, ideals of thought and speech and action, so that you and I together may feel that we have understood what the poet meant when he said:

"Build thee more stately mansions, O my
soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last
Shut thee from heaven with a dome more vast
Till thou at length art free,
Leaving thine outgrown shell by life's unrest-
ing sea.

Oh! brother teacher say you this is all too fine—that teaching is at best but soulless work? In vain then spake the master-teacher when he said:

"I determined that there should not be a moment in the day when my children should not be aware from my face and my lips that my heart was theirs, that their happiness was my happiness, and their pleasures my pleasures.

We wept and smiled together. They forgot the world and their neighbor-

hood; they only knew that they were with me, and I with them. We shared our food and drink. I had about me neither family, friends nor servants; nothing but them. I was with them in sickness and health and when they slept. I was the last to go to bed and the first to get up. In the bedroom I prayed with them, and at their own request taught them till they fell asleep."

In vain too were those noble words penned by him who gave us for our consolation and inspiration the "Day-dreams."

"And O brother schoolmaster, remember evermore the exceeding dignity of your calling. It is not the holiest of all callings, but it runs near and parallel to the holiest. We have usually to deal with fresh and unpolluted natures. We are dressers in a moral and mental vineyard. We are under-shepherds of the Lord's little ones; and our business is to lead them into green pastures, and by the sides of refreshing streams. Let us into our linguistic lessons introduce cunningly and imperceptibly all kinds of amusing stories; stories of the real kings of earth that have reigned crownless and unaccepted, leaving the vain show of power to gilded toy-kings, and make-believe statesmen; of the angels that have walked the earth in the guise of holy men and holier women; of the seraph singers whose music will be echoing forever; of the cherubim of power, that with the mighty wind of conviction and enthusiasm have winnowed the air of pestilence and superstition."

Yes, friend, throw a higher poetry than this into your linguistic work; the poetry of pure and holy motive. Then in the coming days, when you are fast asleep under the green grass, they will not speak lightly of you over their fruit and wine, mimicking your accent and retailing dull, insipid boy-pleasuries. Enlightened with the experience of fatherhood, they will see with a clear remembrance your firmness in dealing with their moral faults, your patience in dealing with their intellectual weakness; and calling to mind the old school-room they will think, "Ah! it was good for us to be there. For unknown to us were made therein three

tabernacles; one for us, and one for our schoolmaster, and one for Him that is the Friend of all children and the Master of all schoolmasters.

Ah! believe me brother mine, where two or three children are met together, unless He who is the Spirit of gentleness be in the midst of them, then our Latin is but sounding brass and our Greek a tinkling cymbal."

Now, my brother in the work, do you not admit in your heart that these men are right? Is not life itself the greatest thing in life, and is not our one supreme duty to the child to cause him to truly live? "I am come that they might have life, and that they might have it more abundantly." Then why not live up to our conception? Are we slaves to custom and routine that we need work towards a less worthy end? I am indeed sorry for him who has a limited view of his work, but I am impatient with him who admits the greater aim, but who by his actions gives the lie to his utterances. Let us out of the low-vaulted past. Let us rise on stepping-stones of our dead selves to higher things. We all have our failings. Yet let us forget all these and think only of what yet remains to be done. I began by quoting from

Ulysses, will you let me close by quoting from the same poem? The thought its not wholly suitable, but ye who yearn will find the inspiration you require.

"My mariners,
Souls that have toiled and wrought and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—You and I are
old;
Old age hath yet his honor and his toil;
Death closes all; but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with gods.
The light begins to twinkle from the rocks,
The long day wanes, the slow moon climbs,
the deep
Moans round with many voices. Come, my
friends,
Tis not too late to seek a newer world.
Push off, and setting well in order, smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die,
It may be that the gulfs will wash us down;
It may be we will touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old
days
Moved earth and heaven: that which we are,
we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in
will
To strive, to seek, to find, and not to yield."
Winnipeg, Jan., 1898.

DRAWING OUTLINE

Grades VII and VIII

Use 9"x12" manilla paper except where otherwise directed. A booklet of drawings to be made during the year. See that name, school and grade appear upon lower left-hand corner of each sheet.

Problem: Plant forms and parts for use in design.

Aim: To show growth of plant and enlarged drawings of plants which show symmetry or are in any way suggestive of design.

It would be well for each class to limit itself to the use of specimens of one kind of plant only. Suggested list: Sweet pea, sow-thistle, shepherd's purse, French weed, snow-berry, rose-nip, maple-seeds, ash-seeds, basswood-seeds, nannie-berry, bittersweet oak, etc.

Make careful pencil drawings of plant form selected. Upon the same sheet show drawings (enlarged), of any parts, flowers, buds, leaves, berries, seed-pods, etc., which would lend themselves to the making of design units.

Grade VI

Use 6"x9" paper except where otherwise specified. See that each sheet bears pupil's name, school and grade at lower left-hand corner.

Practice: Practise brush drawings of single leaves in turned and fore-shortened positions. (Ink may be used with a brush.)

Problem: Complete a sheet of brush drawings showing at least four single leaves in various positions. Do not make flat views of leaves.

Grade V

Use 6"x9" manilla paper except

where otherwise specified. See that each sheet bears pupil's name, school and grade at lower left-hand corner.

Practice: Practise drawing single leaves in turned and foreshortened positions in pencil outline only. Note proportion of stem to leaf, its length and thickness, and end of stem where it joins branch. Do not make flat representations.

Problem: Complete a sheet of at least four leaves in pencil outline, in various positions.

Problem: Make drawings of leaf sprays (with or without berries), in pencil or color. At least on leaf must show foreshortening.

Grade IV

Use 6"x9" or 4½"x6" manilla paper as specified. All work should bear pupil's name, school and grade in lower left-hand corner.

Oct. 1.—(a) Prepare by ruling three oblongs 3"x1" well placed upon 4½"x6" paper. (b) In the above paint any standard in the centre oblong, a tint above and a shade below. (c) Review.

2.—(a) Make brush drawings of grasses, flowers, grains or other seed vessels. (b) Render same in pencil. See Graphic Drawing Book No. 3, pages 3, 7 and 9. (c) Review.

3.—(a) Review lesson on making color darker. (b) Make brush drawings of single autumn leaves, working from the tip and leaving the mid-rib. (c) Review.

4.—(a) Draw a single leaf in pencil showing color masses by shading, pencil strokes taking directions of veins. (b) Review. (c) Make brush drawing of spray of two or three leaves, or bunch of seed vessels.

Thanksgiving Day: Practice painting a Thanksgiving or Hallowe'en symbol, pumpkin, corn-cob, lantern, etc. Make an envelope from 6"x9" paper. Decorate envelope and 4½"x3" invitation paper with symbol.

Grade III

Use 4½"x6" manilla paper unless otherwise directed. All work should bear pupil's name, school and grade in lower left-hand corner. Each child should have a ruler.

1.—(a) Observation lesson on the different tones of green, and comparison of green objects, leaves, etc., with the green of the color chart. (b) Practice lesson on producing various tints of green. (c) Practice lesson to show the effect of a small quantity of red added to standard green.

2.—(a) Make a brush drawing of any simple leaf. (b) Practice lesson to show the effect of the addition of a little blue to orange; and a little violet to yellow. (c) Review.

3.—(a) Review any brush work exercises already given. (b) Review the brush drawing of a green or autumn leaf. (c) Review the brush drawing of any seed vessels, grasses, etc.

4.—**Thanksgiving or Hallowe-en invitation:** Practise painting a Hallowe'en symbol. Make an envelope from 6"x9" manilla paper. Decorate the envelope and a 3"x4½" manilla paper for an invitation card.

Grade II

Use 4½"x6" manilla paper except where otherwise directed. All work should bear pupil's name, school and grade upon **back** of paper.

1.—(a) Give an exercise (in ink or color), on short vertical brush strokes. (b) Make brush drawing of any simple leaf or flower. (c) Brush drawing of any grass, grain or seed vessel.

2.—(a) Make a green wash. (b) From the above cut or tear out leaf shapes. (c) Make brush drawing of any simple green leaf, lilac, willow, poplar, etc.

3.—(a) Review the names of the six standard colors. Name colors in chart order forwards and backwards, also in rainbow order. (b) Lesson on producing brown. (Mix the three primaries, red and yellow predominating.) Make a brown wash. (c) Make brush drawing of an autumn leaf. Paint the lightest color first, then drop in the darker shades.

4.—(a) **Thanksgiving or Hallowe'en:** Make rainbow colored washes on 6"x9" paper for lanterns, or plain washes from which to cut Hallowe'en or Thanksgiving symbols. (b) Cut and construct lanterns or Hallowe'en cards. (c) Review.

THE MANITOBA SYLLABUS OF BRITISH HISTORY

By D. C. Harvey and G. J. Reeve

The history section of the M. E. A. Convention at its meeting of Easter, 1918, passed unanimously a resolution which warmly commended the action of the advisory board in introducing a syllabus in British history, and sought to have the syllabus made a permanent feature in this subject.

A precisely similar course was taken by the committee of sub-examiners in history at a meeting held at the Normal School early in July.

A desire for a re-issue of the syllabus was very generally expressed; thanks to the courtesy of The Western School Journal, we can now submit a thoroughly revised and improved edition of the syllabus to the teachers of the province.

SYLLABUS

The lessons are grouped under the following main headings:

I. The Foundations of England (up to 1066).

II. England in the Middle Ages (1066-1485).

A. Experiment (1066-1272).

B. Consolidation (1272-1485).

III. The New Monarchy (1485-1603).

IV. Struggle for Sovereignty between the King and Parliament (1603-1783).

V. The Expansion of England in the 17th and 18th Centuries.

VI. Modern Britain (from the Industrial Revolution to the present day).

I.—The Foundations of England
(—1066)

1. Roman Britain: Extent, character and effects of Roman occupation of Britain.
2. The Saxon Conquest: (a) Character and extent of Saxon conquest. (b) Free village community of the Saxons.
- 3, 4. The Church Before the Norman Conquest: (a) The Conversions: Patrick, Columba, Augustine. (b) Roman vs. Celtic Christianity and the Whitby Settlement. (c) Organization under Theodore of Tarsus, and its effects. (d) Bede and Dunstan. (e) Church on eve of conquest.

5. The Coming of the Danes: (a) Their raids and settlements. (b) Influence upon England. (c) Rise of Wessex and work of Alfred.

6. Anglo-Saxon Government: (a) Monarchy; moots; judicial procedure; taxation. (b) Weakness of this Government.

7, 8. The Struggle for the Possession of England: (a) The Danish Conquest: causes, effects, temporary nature. (b) The Coming of the Normans: 1. In the Reign of Edward the Confessor. 2. In the Hastings campaign.

II.—England in the Middle Ages
(1066-1485)

A. Experiment: Norman Ideas vs. Saxon Ideas (1066-1272)

9, 10. Feudalism: (a) A system of land tenure: king, tenants-in-chief, knights, villeins. (b) A system of government: military, judicial, financial. (c) Chivalry and the Crusades.

11, 12, 13. Feudalism vs. the Central Power: (a) 1. William's claim to be direct heir of Edward the Confessor.

2. The Salisbury Oath. (b) Baronial struggles for independence, particularly under Stephen. (c) The reforms of Henry II. 1. Restoration of order. 2. Sheriffs; assize of arms; extension of royal justice; uses of jury. (d) Baronial attempts to control the Central Power: The Charter.

1. Events leading to the Charter. 2. Main terms of the Charter. 3. Results of the Charter: King under Law. (e) Adoption of Representative Principle (De Montfort).

14, 15. Church and State: (a) Separation of Courts and Norman Revival (William I). (b) Struggle about Investitures (Henry I). (c) Dispute over Courts (Henry II). (d) Quarrel with Pope over Election (John). (e) Monks, Friars, Universities.

16, 17. Relations of England with Continent—premature imperialism: 1. Normandy. (a) Effects of its possession upon king, barons, trade. (b) Circumstances of its loss. (c) Effects of its loss. 2. The Angevin Empire: Its origin, extent (map), its gradual loss.

B. Consolidation—Triumph of Saxon Ideas

- 18, 19, 20. Beginning of National Unity: (a) Legislative and Judicial Reforms of Edward I cf. Feudal Justice and Saxon Justice. (b) Attempt to incorporate Wales and Scotland—Revival of insular policy of Alfred's successors. (c) Beginnings of Parliament. 1. Model Parliament: 'What concerns all should be approved by all' (cf. Folkmoot). 2. Separation of Lords and Commons. 3. Increased strength of Commons: A under Edward III; B. under the Lancastrians; Y. breakdown under Henry VI.
21. The Church—Its Nationalism: (a) Struggle with the Pope. 1. Re taxation (Henry III, Edward 1). 2. Re Provisors and Praemunire (Edward III). (b) Wyclif—the forerunner of the Reformation and of a national church.
22. Cementing the National Unity.—The Hundred Years' War: (a) Causes and outline of the first phase (Edward III). (b) Causes, outline and results of the second phase (Henry V).
- 23, 24, 25. The Break Up of the Feudal System: (a) The Peasants' Revolt. 1. Manorial system; villein tenure and status. 2. Causes and results of the revolt. (b) In the Hundred Years' War. 1. Employment of professional soldiers. 2. Depreciation of relative value of knight as a warrior (cf. Crecy). 3. Development of trade and rise of trading classes (the war was primarily a trade war). (c) Wars of the Roses. Causes; social, political and economic effects.

III.—The New Monarchy—The Popular Despotism of the Tudors

26. Foundations of the New Monarchy: (a) Condition of England at accession of Henry VII—law and order, royal revenue, trade, towns, roads. (b) The domestic policy of Henry VII.
- 27, 28. The Renaissance: (a) Outstanding features of this movement: demand for self-expression and independent thought. (b) Effects of the movement on England. 1. Introduction of printing. 2. Discoveries and

explorations; expansion of trade under the Tudors. 3. Literature: More, Shakespeare, Spenser, etc.

- 29, 30. The Reformation: (a) Effect of Renaissance in sphere of religion. (b) Work of Reformation Parliament (Henry VIII). (c) The Prayer Books and Articles (Edward VI). (d) The Religious Settlement of Elizabeth and the Beginnings of Puritanism.
31. The Foreign Policy of the Tudors: (a) Dynastic Alliances (Henry VII). (b) Balance of Power (Wolsey). (c) Nationalism (Elizabeth).
32. The Tudor Despotism: (a) Tudor Parliaments—their composition; the degree of their subserviency; the use made of them by the Tudors. (b) Government by Councils—examples; why the Tudors favored this system. (c) Paternal Legislation, Poor Law, etc.

IV.—Struggle for Sovereignty Between King and Parliament

- 33-37. Causes of the Great Rebellion: (a) Changed conditions; character of the Stuart Kings; Divine Right Theory. (b) Religious problems of James I and Charles I. (c) Financial problems of James I and Charles I. (d) Blunders in Foreign Policy. (e) Petition of Right and Grand Remonstrance.
38. The Great Rebellion: (a) Division of parties. (b) Reasons for failure of Charles I. (c) Effects of his execution.
39. Oliver Cromwell: (a) As a man: his appearance; his family life; his Puritanism. (b) As a general: his military career. (c) As a statesman: his dealings with Parliament; his religious policy; his foreign policy.
40. The Restoration: (a) The Restoration Settlement. 1. The Declaration of Breda and Cavalier Parliament. 2. The Clarendon Code and the Puritans.
41. (b) Beginnings of Modern Parliamentary Government. 1. Supremacy of Parliament (Religious Persecution). 2. Beginnings of Party System (Exclusive Bill). 3. Beginnings of Cabinet (Cabal).

- 42, 43. The Revolution: (a) Foreign Policy of Charles II and James II. (b) Religious Policy of James II. (c) His attempt at Absolute Rule: Standing army, suspending and dispensing power.
44. The Revolution Settlement: Limited Monarchy: Bill of Rights; Toleration Act; Mutiny Act; Triennial Act; Act of Settlement.
- 45, 46. Parliamentary England: Cabinet Government and Party System: (a) Walpole and the Whigs. (b) George III and Personal Rule. (c) Younger Pitt and the new Tories.
- V.—The Expansion of England in the 17th and 18th Centuries**
47. England and Ireland until the Union.
48. Union of England and Scotland.
49. British in India to close of 18th Century.
50. British in North America until 1763.
51. American War of Independence.

VII.—Modern Britain

52. The Industrial Revolution: (a) Achievements in power, transportation and invention. (b) Results: 1. On production and distribution of wealth. 2. On distribution of population. 3. On labour conditions; child labour. 4. Beginnings of state interference in industry.
53. The Agrarian Revolution: (a) New Enclosure Movement, Drainage, etc. (b) Rotation of crops. (c) Selective breeding.
54. The French Revolution: (a) England's attitude towards the Revolution. (b) Colonial and Naval Expansion in the Napoleonic wars. (c) Effects of the Revolution on the Reform Movement in England (immediate and ultimate).
55. Religious Revival and Humanitarian Movements. Wesley, Howard, Wilberforce, Romilly, Raikes.
- 56, 57, 58. Political Reform: (a) Reform Bills; Chartism; Parliament Act of 1911. (b) The Government of England as it is today: 1. Its composition. 2. The distribution of powers. (c) Ireland since the Union: 1. Catholic Emancipation. 2. The struggle for Home Rule.
- 59, 60. Economic Reform: (a) Factory Acts; Employers' Liability; Poor Law. (b) Corn Laws and Free Trade. (c) Education.
- 61, 62, 63, 64, 65. Some Outstanding Figures of the 19th Century: The importance of: Queen Victoria; Peel, Cobden, Bright, Palmerston, Disraeli, Gladstone; O'Connell, Parnell, Redmond; Wellington, Roberts, Kitchener; Tennyson, Browning, Thackeray, Dickens; Spencer, Darwin, Carlyle, Ruskin.
- 66, 67, 68, 69, 70. The New Empire: (a) Canadian Confederation and Expansion to the Pacific. (b) Australasia. (c) South Africa. (d) The Far East: India, China, etc. (e) Egypt and the African Protectorates.
- 71, 72. Foreign Policy: (a) The Near Eastern question. (b) The Triple Entente.

Reference Books

A list of Reference Books will be published in the next issue of The Journal.

Changes in the Syllabus

The only radical change is to be found in the treatment of the period 1066-1485. It is hoped that the new arrangement will give coherence to this rather bewildering period and shed some light on the dark places. Briefly stated the argument is this: The first part of the period—roughly up to 1272—is marked by a struggle between Saxon and Norman ideas. By the year 1272, the period of experiment is over; the doubts and difficulties have been provisionally solved; and there sets in a period of consolidation largely on Saxon lines.

In the first period the crown dreams of continental acquisitions; in the second it aims at realizing that Empire of the British Isles which dazzled the successors of Alfred.

The Baronage, at first, like their French cousins strove for individual independence; later they settle down to the policy of the Saxon Witan, and seek to gain collective control of the central power.

The Norman religious revival led to a close connection between the English Church and Rome; but the later period

saw the Church influenced by the national ideal.

The masses, after being in the first period divided between their ancestral love for their lost liberty and their gratitude for the orderly despotism of

their Norman rulers, were in the second period reconciled to the new state of affairs by the Crown's steady support of the principle of representative government.

TEACHERS AS SOCIAL WORKERS

I read with interest the article in your April issue, under the heading of "The Teachers and the Community" by "The Scribe." Whoever the person or writer is, male or female, he or she shows a very good knowledge of the situation and the difficulties to combat in the teaching profession.

There are one or two points I would like to touch on also, and I consider I am able to speak with a fair amount of certainty considering I have had the opportunity of teaching about ten or twelve different nationalities during the four years I have taught in the province of Saskatchewan.

Now, first as regards a person being the "community life centre" I think it should be left to the discretion of the teacher whether he or she should be the social entertainer of the district as some expect. Now I do not mean that a teacher should be a recluse, but in many districts the ratepayers expect a teacher to almost perform the duties of a minister, or district church visitor; besides his or her daily routine of work. Now our rural districts sadly need spiritual and social attention, but it can't be attended to wholly and solely by the teacher. Why don't the Social Service Councils and other organizations get busy and train men specially fitted to be "Community Leaders?" These leaders could then work in co-operation with the teacher and perhaps accomplish something.

Teaching is a nerve-taxing work, and at the end of the day the teacher does not always care to flit around visiting people's homes or doing social work. At the same time I do not approve of a teacher spending a good part of his or her time at the skating rink or dance hall. Happiness usually comes through

service to our fellow men. First and foremost a teacher needs to study his little flock at school and after that perhaps give a little attention to the social side of the parents' lives.

Then it is all very well for some of our professors and leaders in normal schools to counsel teachers to the effect that they are going out to be the leaders of the social and community life. I believe if some inspectors and others endured the boarding conditions and were the butt of the ratepayers' criticisms, and at the mercy of their whims and fancies, I say I believe they too would endeavor to put "the wheels of the machinery working" so to speak, in order that men specially trained for social work can be placed in our rural districts.

I now come to my last point, that of "Teachers' Organizations."

Every other profession is organized in the country outside of ours. I do not know if the teachers in Manitoba have a union or alliance, but in 1916 an attempt to form an alliance was started at the Annual Convention, Regina, Sask. The alliance also had a meeting at Saskatoon this year. The organization has not made much advance though; chiefly owing to the reasons:—1, Lack of interest of teachers; 2, Predominance of lady teachers; 3, The mobility of the members of the profession.

As regards reason 3 I firmly believe that teachers will enjoy more security and permanence of position when the system of trusteeship is abolished; municipal boards established, and perhaps the appointing of teachers by the Department of Education of the province.

If any teachers in Manitoba wish to

ascertain any facts relative to the Alliance in Saskatchewan, please communicate with Mr. Brownlee, Abernethy, Saskatchewan.

It would be a grand thing if each province in the west could form an alliance, and all become associated in a way when greater issues are at stake. In conclusion I hope that the Department of Education does not regard this movement of the teachers as evidence

of a Bolsheviki or I.W.W. character. This is far from the thoughts of all the conscientious followers of the teaching profession. It is the wish of the members of the Alliance to work hand in hand with the Department and its ministers.

Thanking you for space afforded in the Journal, and wishing the paper success.—Prairie School Marm.

ALLIANCE FRANCAISE

An evening course for students wishing to begin the study of the French language will be held at the University this winter under the auspices of the Alliance Francaise. This course will be conversational from the first, and will, it is hoped, be supplemented by more advanced work next year, leading to a special certificate from the

Alliance. As the lessons are designed to meet a popular demand for instruction in French, the fee for the course (October to April), will be five dollars. The lessons will be based on E. W. Olmsted's Elementary French Grammar.

For further details, intending students should ring up Main 1462.

OVERCOMING ESTABLISHED HABITS

Marian Clarke

It was Miss Jones' first school. She had come straight from Normal. The children would be model children, bright and anxious to learn—hungry for knowledge. Oh no! They were real children, untrained, not over anxious to be cooped up in school. One after another they trooped into the school room; some five minutes late, others ten. The little boys bolted for their seats at the sight of the strange teacher, waiting till they were seated to take off their caps and stuff them in their desks. No bright good mornings greeted her, all hurried past as if their one ambition was to be fortified behind their desks. Then Jimmy reported in a stage whisper that Andy was drawing an "awful ugly picture" of teacher. Andy reported that Jimmy was going to put a mouse in her desk. At recess time the children, for the most part, remained huddled in their desks; just a few of the bigger, stronger pupils went out to play. From the shouts and bruised boys that came in at 11.15 the children were inclined to be pugilistic. Plainly the new teacher must instruct them in more than the "three Rs."

The next morning the new teacher was at the school half an hour early. Flowers decorated her desk, pictures hung on the wall, the Union Jack was draped above the blackboard. The schoolroom was bright and inviting; everything looked so clean that more than one little boy wished his hands were not quite so grubby. The children mumured shy "good mornings" to her bright greeting. Shy little Jimmy took off his hat at the door and darted past her with a low "mornin' ma'm." Promptly at nine she had the class rise and sing the National Anthem. The first morning it was a solo by the teacher, and from that it progressed to a duet, and later went as far as a quartette. Teacher did not understand slang, so expressions like "beat it" and "chase yourself" vanished from the playground as "teacher" played with them at recess time. Gradually, after the new teacher had told them how to work and play together amicably, John stopped telling tales on Jimmy. Everyone went out at recess now, for little brother did not have to stand around shivering in the cold because he

was too small to play the same games as the larger boys. Teacher taught them how to play new games suitable to their age and strength.

So ten months later we visit the same school. Boys and girls are filing into the school; they look so shiny and clean; their books are neatly covered,

their shoes polished. Everyone is on time. One would not dare to risk the displeasure of his class by being late. So we leave them; at attention, eyes front, head erect, arms pressed closely to their sides, singing the National Anthem as whole-heartedly as their soldier-brothers could wish.

School News

Winnipeg Notes

The following clauses from the reports of the School Management Committee explain themselves:

That appointments be made as follows:—

Miss V. Wilson to the elementary Household Science Department at second year salary, to date from 1st September, 1918.

Mr. Herbert McIntosh to the High School staff, to date from 1st October, 1918, at first year schedule salary.

Mr. J. E. Dixon, Mr. J. A. Small, Mr. W. Rammage, Mr. E. Martin and Mr. W. Harper to the Manual Training staff on Agreement Form "A," appointment to date from the time when they were respectively assigned to classes, all at schedule salary.

That the committee be authorized to make the necessary arrangements for the opening of the evening school classes.

That leave of absence, without salary, be granted to Miss A. C. Fraser, Miss I. Robertson and Miss M. Hollinger for one year; to Miss Helen Watson till 1st January, 1919, and to Miss J. L. Ireland till 1st November, 1918.

That resignations be accepted as follows:—Miss O. H. Snelgrove, Mrs. K. Morris, Miss E. E. Richardson, Miss E. Umphrey, Miss B. C. O'Brien, Miss F. B. Polson and Mrs. A. L. Brunsternam taking effect 1st September, 1918; Dr. C. F. Gillen and Miss H. Perrin, taking effect 1st October, 1918; Miss F. Axford, taking effect 8th October, 1918, and Mrs. A. L. Brunsternam from 31st December, 1918.

That the resignations of the following members of the teaching staff be

accepted, to take effect from June 30th, 1918: Mrs. M. Duff, Miss M. Joseph, Miss S. C. Cruickshanks, Mrs. E. G. Beggs, Miss M. B. Chapman, Miss H. M. Ewing, Miss K. White.

That the resignation of Miss D. E. Mitchell, of the Domestic Science Department, be accepted, to take effect from June 30th, 1918.

That Miss E. H. Allan and Miss G. McD. Hamilton be appointed to the elementary school staff, under Agreement Form "A," on schedule salary, appointment to date in the case of the former from Sept. 1st, 1918, and in the case of the latter from Dec. 1st, 1918.

That resignations from the staff of the following teachers be accepted, to take effect 30th June, 1918:—Miss J. N. Coutts, Mrs. E. M. Green, Mrs. J. M. Kerr, Mrs. L. Gilroy, Mr. W. D. Bayley, Miss E. M. Hackett and Mrs. Sara Maxwell.

That Miss Flora McColl be appointed to the High School teaching staff at schedule salary, under Agreement Form "A," appointment to date from 1st September, 1918.

That the following teachers, at present serving on the occasional list, be appointed to the elementary school staff under Agreement Form "A," appointment to date from time of assignment:—Misses A. McAuley, L. Crawford, K. Weldon, E. Doner, E. McKivor, A. E. Weldon, E. Grieve, B. Larson, I. G. McLeod, E. Cruickshanks, D. Brennan, E. Barton, A. E. Attridge, L. Attridge and F. Forrester.

That the resignations of Miss M. J. Anderson and Miss V. L. H. Bousfield, of the teaching staff, be accepted, to take effect in each case from date of withdrawal.

That Miss Irene Best be appointed to the Domestic Science Department of the elementary schools under Agreement Form "A," appointment to date from 1st September 1918.

That Miss Margaret B. Allan and Miss N. J. Robinson be appointed temporarily to the nursing staff of the Medical Inspection Department, appointment to date from 1st September, 1918.

That the Supply Committee be authorized to purchase the equipment necessary for the establishment of two new manual training centres at an estimated cost of \$650.00 each.

That Anna E. Clarke, Luella B. Doig, Edith W. G. Mott, Helen Marie White, Mary O. Goodwin, Mary G. Burrow, Una E. Burrow, Florence Neithercut, R. M. Neithercut, Olivia A. Thomas, Jean E. McCrea, Marion C. Kerr, Audrey Mary Frith, Frances C. Lander, Jessie K. Haxley, Mary C. Johnstone, M. Ethel Johnson, Verna L. Baird, Lola I. Simpson, Caroline H. Overton, Agnes Davidson, Charlotte Smith, Gladys M. Stevenson, Marie P. Hamilton and Ruth Rundle be appointed to positions on the elementary teaching staff under Agreement Form "A," appointment to date from 1st September, 1918.

The attendance at the Plumas Consolidated School for the months of May and June was 97% of the enrollment. How does this compare with the average attendance elsewhere?

The Journal joins all Manitoba in welcoming home Flight-Lieut. Allan McLeod, V.C., of Stonewall. The work done by this young Canadian will be an inspiration to every young boy in the Dominion. It will be remembered that a couple of months ago The Journal reproduced a picture of Lieut. McLeod, which had been presented to the Stonewall School by the staff and pupils.

The Annual Convention of the South Central Teachers' Association will be held in Miami on Oct. 9, 10 and 11. Dr. Thornton, Minister of Education; Prof. Reynolds, of the Agricultural College; Mr. Middleton, of the Social Service

Council; Mr. Finn, Inspector of Schools, and other speakers of interest will be present to assist in making this convention the best yet.

Teachers' Convention, Inspector Van Dusen's Division, Gimli, Friday, Oct. 11, 1918. All teachers concerned please take notice.

Book Notes

There is no magazine today that prints for British subjects, articles that are more interesting or more informative than those in *The Round Table*. It is a moral tonic to read the articles in the last issue. Particularly interesting is that on co-operation among the Allies, and that on America's will to victory. Teachers will get in the pages of *The Round Table* the very clearest information regarding present conditions in the Empire, and, possessed of such information, can interest their classes in subjects that deserve high recognition in the schools.

SCHOOL TEACHERS

BECOME SUCCESSFUL
SELLING

Monarch Life

POLICIES

Let Us Tell YOU About It

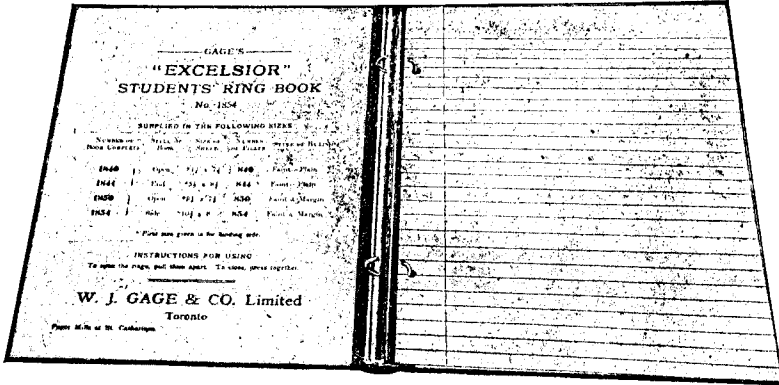
Enquire
J. W. W. STEWART
Managing Director

The **Monarch Life Assurance**
Company

HEAD OFFICE : WINNIPEG

A Boon to Teachers

GAGE'S "EXCELSIOR" LOOSE LEAF STUDENTS' NOTE BOOKS



CONVENIENT—ECONOMICAL—SYSTEMATIC

A high-grade Loose Leaf Note Book. The metal parts are nickel-plated, and the ring mechanism is the same as used on expensive Price Books. Each book contains a Filler of 50 leaves, ruled both sides.

ADVANTAGES

1. Having in use one book instead of a number of Note Books.
2. Having on file, classified and indexed, all notes on one subject.
3. Being able to revise, expand or discard parts without re-writing the whole.
4. Providing an easily held Note Book in convenient form for lecture room.
5. Enabling teachers to inspect work on detached leaves without retaining books.
6. Permitting teachers to see that notes are properly kept and arranged, not possible with ordinary loose sheets.
7. Saving waste of partly used books.

EXTRA BLACK CLOTH BINDING

- No. 1840. Open end, 50 leaves, ruled both sides, faint, size $4\frac{1}{2}$ x 8.
- No. 1844. Open end, 50 leaves, ruled both sides, faint, size 6 x 9.
- No. 1850. Open side, 50 leaves, ruled both sides, faint and margin, size 10 x $8\frac{1}{4}$.
- No. 1854. Open sides, 50 leaves, ruled both sides, faint and margin, size $10\frac{1}{2}$ x $8\frac{1}{4}$.

Extra Fillers Always Procurable.

Supplied through the Trade at reasonable prices

W. J. GAGE & CO. Limited

181 Bannatyne Avenue, East

WINNIPEG, MAN.

THE CANADIAN TEACHER

A Practical School-room Journal
 Yearly Subscription, 16 Issues, 1256 Pages, \$1.25

Send for free sample copy

TIME SAVING BOOKS

- The Great War 15 cents, postpaid
 New Edition. Every event brought down to July, 1918.
- A Year In Arithmetic 5 cents per term, postpaid
 A course in Arithmetic for Fourth Book Classes, Grades VII and VIII, published in two parts, one for each term.
- A Year In Grammar 5 cents per term, postpaid
 A course in Grammar for Fourth Book Classes, Grades VII and VIII, published in two parts, one for each term.
- A Year In Literature 5 cents per term, postpaid
 A course in Literature for Fourth Book Classes, Grades VII and VIII, published in two parts, one for each term.
- A Year In Agriculture 15 cents, postpaid
 Especially planned for the teachers of Agriculture in Public Schools.
- A Year In Geography 10 cents, postpaid
 A series of 19 lessons covering in question form the six continents, nine provinces of Canada, United States, Canada, British Isles, and British Empire.
- Outline Maps 5 cents for 20, postpaid
 A series of 20 outline maps covering the course outlined above.
- Entertainment—Now is the time to prepare for your School Entertainment. Send for our free Entertainment Catalogue.
- Free Offer—A copy of our latest Comedy Success, **Uncle Joe's Will**, sent free with your first order if you mention **The Western School Journal** when ordering.

THE EDUCATIONAL PUBLISHING CO. - 36 SHUTER STREET TORONTO

The Canadian Bank of Commerce

HEAD OFFICE, TORONTO

ESTABLISHED 1867

Paid-up Capital \$15,000,000

Reserve Fund \$13,500,000

SIR EDMUND WALKER, C.V.O., LL.D., President
 SIR JOHN AIRD, General Manager H. V. F. JONES, Asst. Gen. Manager
 V. C. BROWN, Supt. of Central Western Branches

SAVINGS DEPARTMENT

Interest Paid on Deposits of One Dollar and Upwards

Branches in Winnipeg:

MAIN OFFICE: 391 MAIN STREET { C. W. Rowley, Manager
 { C. Gordon, Assistant Manager

ALEXANDER AVE., Corner Main St.
 BLAKE ST., Corner Logan Ave.
 ELMWOOD, 325 Nairn Ave.
 KELVIN ST., Corner Poplar St.

FORT ROUGE, Corner River Ave. and
 Osborne Street
 NORTH WINNIPEG, Cr. Main & Dufferin
 PORTAGE AVE., Corner Carlton

“EATON-MADE”

— ITS MEANING

Every person who purchases from the T. EATON CO. through the retail departments or the big EATON Catalogue, quickly learns to look for the “EATON-MADE” label on their merchandise.

It is soon apparent that the words “EATON-MADE” are the guarantee of the T. EATON CO., that the goods bearing this mark are the best that can be sold for the price.

Goods bearing this mark are worthy of your confidence. We have worked long and hard that they may continue worthy of your reliance in every respect. We offer to the public under this trade mark products from the EATON factories correctly made and reasonably priced.

The large EATON factories in different parts of Canada already supply much of the merchandise sold in the EATON stores and catalogue. They are being added to and increased in number as fast as can be under present conditions. The primary and most important aim of each EATON factory is to produce the best possible goods. This means eternal vigilance and attention to every detail. From the purchase of the raw material, be it furs from Northern Canada or cotton from the South Sea Islands; to the finished product, every article is under the direct supervision of experts who have spent years perfecting their knowledge of materials and manufacturing methods. The result more than justifies the pains and care taken to attain it. Every “EATON-MADE” article is a testimonial to the care that was spent upon it.

“EATON-MADE” goods are usually lower in price than you would expect them to be. That is because we are able to save part of the manufacturing cost and to pass it on to you.

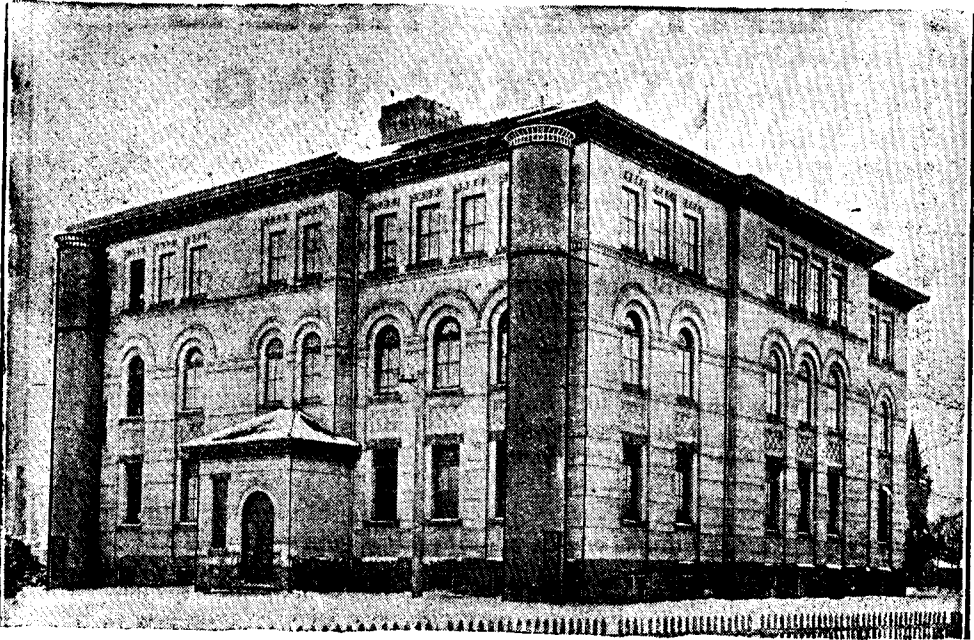
Above all, “EATON-MADE” means absolutely Canadian-made. Your money spent for “EATON-MADE” articles goes to the feeding and keeping of Canadian men and women.

When you buy “EATON-MADE” goods you get 100 cents value for every dollar and are supporting home industries, furnishing employment for hundreds of Canadians.

Look for the words in the Catalogue and in the Store.

THE T. EATON CO. LIMITED
WINNIPEG - CANADA

WHAT VALUE DO YOU PUT ON HUMAN LIFE?



NORQUAY PUBLIC SCHOOL

One of Winnipeg's 30 Schools equipped with Kirker Bender Spiral Fire Escapes.
Spiral Fire Escapes cost more than Step Fire Escapes, but there has never been a life lost in a building equipped with **KIRKER BENDER SPIRAL FIRE ESCAPES**

Used on
Schools, Hospitals, Hotels,
Churches, Theatres,
Etc., Etc.

No Stamping
No Stumbling, No Falling.
Everybody Slides

**KIRKER
BENDER
SPIRAL
FIRE
ESCAPES**

We manufacture
Iron and Steel Work for
Buildings, Smoke Stacks,
Boilers, Joist Hangers,
Coal Shutes, Elevator
Machinery, Etc.

Agents for
Sovereign Radiators
Sovereign Boilers
for Steam and
Hot Water

The Vulcan Iron Works, Limited

WINNIPEG, MANITOBA

Kindly mention the Western School Journal when writing to Advertisers

THE HOUSTON CORRESPONDENCE SCHOOL

(JAMES HOUSTON, B.A., Principal)

MATRICULATION, TEACHERS' CERTIFICATES, BOOKKEEPING, SHORTHAND, ETC. WHOLE or PART COURSES.

Solutions of problems in ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, PHYSICS, ETC.

Let us prepare you for that supplemental examination required by the University or the Department of Education.

Write us, stating subjects in which you are interested, giving full particulars as to your present educational standing.

398 VICTOR STREET, WINNIPEG

Telephone Sherbrooke 440

Established 1906

R. LAWSON & CO.

Insurance and Financial Agents

101 Farmer Building

WINNIPEG

C. H. Enderton & Co.

Real Estate Investments
Mortgage Loans
Fire Insurance

228 Portage Ave. Winnipeg

Phones: Main 4138-4139.

ALLAN, KILLAM & McKAY LIMITED

INSURANCE
BONDS
RENTAL AGENTS
MORTGAGE LOANS

WINNIPEG - MAN.

364 MAIN STREET

PHONE MAIN 7600

DAY, MARTIN & PETTIGREW INSURANCE AGENCY

Insurance, Loans and
Investments

300 Sterling Bank Bldg.

WINNIPEG

Ryan Agency, Limited

FIRE - ACCIDENT - LIABILITY

INSURANCE

Fidelity Bonds

603-606 Confederation Life Bldg. Phone M. 6138

WINNIPEG, MAN.

BRYDGES & WAUGH, LTD.

BANK OF OTTAWA CHAMBERS
363 MAIN ST. : WINNIPEG

FIRE, LIFE, ACCIDENT
PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS

RENTAL AGENTS

REAL ESTATE

PHONES: MAIN 5004-5005

Change of Address

Advise us promptly of any change in your mailing address. In notifying us of your new address, we would appreciate being advised of the name of the teacher succeeding you.

WESTERN SCHOOL JOURNAL CO.

We desire to announce the publication of

TELL ME ANOTHER STORY

By Carolyn Sherwin Bailey

(An answer to the universal plea of childhood)

PRICE \$1.50

OTHER BOOKS BY THE SAME AUTHOR

which we carry in stock

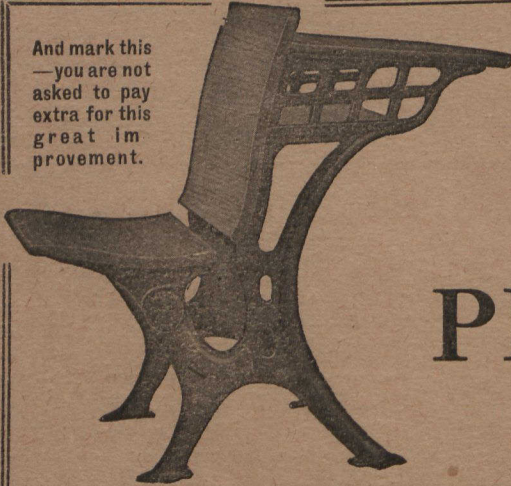
For the Children's Hour	\$1.50
Firelight Stories	1.00
Stories and Rhymes for a Child	1.25
For the Story-Teller	1.50
Stories Children Need	1.50

The GEO. M. HENDRY CO., Limited

Educational Equipment - 215 Victoria Street, Toronto, Ont.

Sole Canadian Agents for MILTON BRADLEY CO., SPRINGFIELD, MASS.

And mark this
— you are not
asked to pay
extra for this
great im-
provement.



NOTE THE NEW Sanitary Standard

— of the —

PRESTON DESK

This is the most important innovation of recent years in connection with school desks and does away with the fancy dust-catching and unsanitary standards of the old style. It places the Preston Desk on an equality with any sanitary school desk made, with the added advantage of considerably lower price. Write us, stating your requirements and we will gladly furnish a quotation.

The Canadian Office and School Furniture Co., Ltd. - Preston, Ont.

Western School Supply Company, Regina, Sask., Representatives for Alberta and Saskatchewan.