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# *The* WESTERN SCHOOL JOURNAL

— INCORPORATING —

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

And not where navies churn the foam,  
Nor called to fields of fierce emprise  
In many a country cottage-home  
The Empire-builder lives and dies;  
Or through the roaring streets he goes  
A lean and weary city slave,  
The conqueror of a thousand foes  
Who walks unheeded to his grave.

For all are Empire builders here,  
Whose hearts are true to heaven and home  
And, year by slow revolving year,  
Fulfil the duties as they come.  
So simple seems the task, and yet  
Many for this are crucified;  
Ay, and their brother-men forget  
The simple wounds in palm and side.

But he that to his home is true  
Where'er the tides of power may flow,  
Has built a kingdom great and new  
Which Time nor Fate shall overthrow.  
These are the Empire builders, these  
Annex where none shall say them nay  
Beyond the world's unchartered seas  
Realms that can never pass away.

Extract from "The Empire Builders"  
Alfred Noyes.

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## Convention Number

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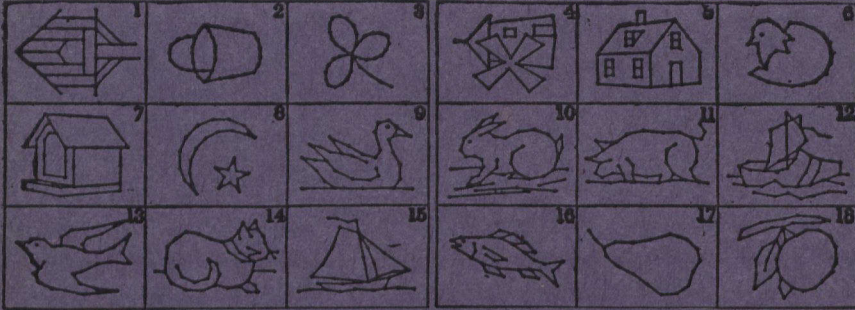
Winnipeg, Man.

May, 1917

Vol. XII—No. 5

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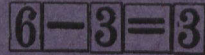


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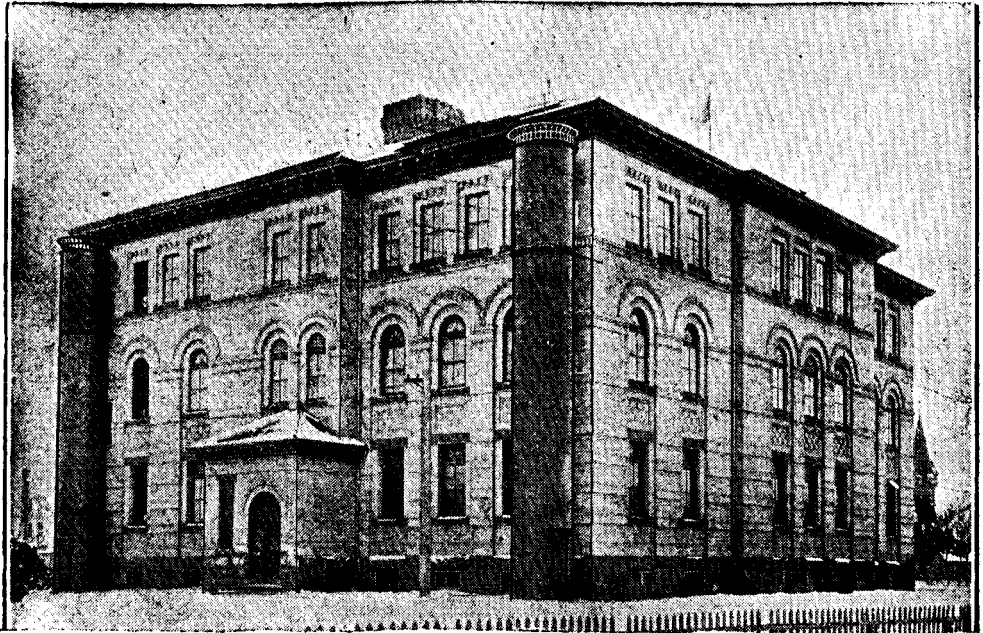
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# The Western School Journal

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

VOL. XII

WINNIPEG, MAY, 1917

No. 5

## Editorial

### The Convention

The Annual Convention, called the twelfth, but in reality the thirty-seventh, was in every way a gratifying success. The executive committee is to be congratulated on its choice of speakers, performers and topics, and the teachers are to be congratulated on their attendance and their earnestness. It says much for the efficiency of the secretary that in less than three weeks after the meeting every teacher in the province is able to read the papers given at the general and sectional meetings.

It is impossible to select for special comment any of the papers or addresses, since all appear in their way to be so excellent.

The Association is to be congratulated upon having secured the co-operation of all classes of teachers. In a calling like this it is necessary for class distinctions to vanish. Each may learn from all and all from each. There is a great common ground, and it is a great thing for all workers to get together and forget their differences in the thought of a common purpose—the development of the individual and the welfare of the nation.

### A Contradiction

In last issue a charge was made against part of the profession by a gentleman who was evidently in a good position to form a judgment. A fitting answer appears in another column. It is written by a lady in a

rural district. Every one will agree that she has made out a good case. It is teachers like this who give the profession an honored name. Will not some one make an equally convincing reply on behalf of city teachers?

### A Challenge

It has been claimed that our teachers do not read pedagogical literature. The leading publishing firm in Canada, the Macmillan Co. of Canada, Limited, is making a test. In another column are found the names of some of the best modern works on education. The question to be determined is how many of these will be asked for by the teachers of Manitoba. Is it too much to expect that every teacher will read at least one good work a year? Should any teacher remain in the work who does not read at least one good pedagogical work a year?

### The Convention Number

On account of the number of papers presented at last convention, and because of the extra cost involved in printing all of these in one issue, it has been decided by the Executive Committee to print the proceedings in two parts. This issue contains a report of the general sessions and of the work done in the Elementary division. Next issue will give the proceedings of the Secondary division. One or two papers have not yet come to hand.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

# Departmental Bulletin

## SUMMER SCHOOL COURSES

### Household Science

The Household Science department of the Manitoba Agricultural College offers a special course of eighteen weeks to enable teachers with Second Class Professional or higher professional standing to qualify as teachers of Household Science in the Elementary schools. This course will be spread over three summer vacations, teachers attending for six weeks each summer.

The course will open on Tuesday, July 3rd, 1917, and will include the following work this summer.—Cooking (including canning, preserving and school lunch work), Housecraft, Demonstrations, and lectures on Foods, Sanitation and Hygiene.

For further particulars apply to Miss Eadie, Household Science Department, Manitoba Agricultural College, Winnipeg.

#### Teachers of Agriculture

The Manitoba Agricultural College offers a three-year course leading to the degree of B. S. A. Teachers holding First Class or Second Class Professional certificates may complete the first year's work in three summer courses of six weeks each, which will qualify them to enter the fourth year of the B.S.A. course. The first year's work is divided into nine groups of subjects, as follows:

1. Cattle  
Horses  
Veterinary Science
2. Sheep  
Swine  
An. Chemistry
3. Dairying  
Dairy Bacteriology  
Poultry

4. Soil Bacteriology  
Soil Physics  
Soil Chemistry  
Soil Cultivation  
Principles and Methods
5. Weeds  
Cereals  
Legumes  
Grasses
6. Vegetables  
Fruits  
Flowers
7. Farm Accounts  
Farm Management  
Rural Economics
8. Forge Shop  
Building Construction  
Farm Homestead
9. Wood Shop  
Building Construction  
Farm Homestead

Three of these groups will be covered each summer. The course this year will open on July 3rd.

A teacher holding a First Class Professional certificate will be qualified to act as Principal of a High school or Collegiate upon receiving his B.S.A. degree in this course; while a teacher holding Second Class Professional standing will be qualified upon completion of the course to act as assistant teacher in a High school or Collegiate. For further particulars apply to the Registrar, Manitoba Agricultural College, Winnipeg.

#### Elementary Science, Nature Study and School Gardening

The usual course in Elementary Science, Nature Study and School Gardening for teachers will be given this summer at the Manitoba Agricultural Col-

lege, beginning July 23rd and ending on August 17th. Students can arrange for board and lodging at the College at a reasonable rate. Teachers intending to take this course should forward their names in good time to the Registrar, Manitoba Agricultural College, Winnipeg, from whom particulars re lodging, etc., may be obtained.

#### Arts and Handicrafts

The usual courses in Arts and Handicrafts, including Raffia work, Wood carving, Bench work, Forging, Sewing, Millinery, Mechanical Drawing, etc., will be held at the Kelvin School, beginning July 3rd and closing on August 3rd. Teachers intending to take one or more of these courses should send in their names to the Department of Education not later than June 20th.

#### Teaching English to Non-English Speaking Pupils

A special course of two weeks will

begin on July 3rd at the Strathcona School, Winnipeg, under the direction of Mr. W. J. Sisler, for those who are teaching and who desire to teach in schools by numbers of non-English speaking children. This course will deal with the method of presenting English to such children. Teachers interested should apply to the Department of Education.

#### Oral French

A course in Oral French for High School teachers will be held at the Kelvin School commencing about July 16th and continuing for three weeks. This will be similar to the course given in 1916. All who are teaching French in High Schools or who are aiming at teaching this language are urged to attend this course in order to learn something about the direct method of presenting this language to children in our High Schools.

---

### A TEACHER WHO IS NOT GUILTY

To the Editor of the Western School Journal:

I wish to submit the following in answer to the charges against the teacher's motive made in the Journal for March.

" . . . they consider only how it will affect their own pockets or their own convenience." Was it to suit her convenience that one teacher walked two and three-quarter miles through winter's cold and summer's heat? Was it so very convenient for another to light fires, and superintend and assist with all the sweeping, cleaning and scrubbing? Would you think it convenient to live eight miles from church and post office, and fifteen miles from

a store of any size? I think not. And, I think no sane person would do all or any of these things for the forty dollars that is the average teacher's wage after her board bill is deducted.

" . . . workmen of all kinds have their meeting in order to learn the latest and best in their line." What body of workmen does not discuss salaries as well as "the latest and best in their line?" And who ever heard of a paper entitled "Teachers' Salaries" being read at a teachers' convention? I never have, but I have heard discussions and papers on the latest and best methods of teaching, not to aid the convenience of the teacher, but to fit each pupil for a better and fuller life.

B. B.

## SCHOOL GARDENING FOR 1917

H. W. Watson

"It is an imperative duty for our population to fill up, by their labor, the wide gaps caused by the war in the ranks of the tillers of the soil; a pressing obligation devolves upon holders of cultivable land to make every inch of soil produce its maximum to meet the enormous deficit in the world's production and to feed the Allies and the countries starved by invasion."—Agricultural War Book, 1916.

In this great work the boys and girls of Manitoba can do much. School gardeners in every province are organizing for some definite purpose this year. It has been suggested that as large a tract as possible of every school ground be utilized by the children in the growing of money-producing vegetables. With this end in view, much of the space that has hitherto been used for flowers may well be diverted to growing plants of food value. The resulting increase in the food supply of the province will benefit the individual boy or girl, the individual home, the province, the nation, the Empire and her Allies, and help to reduce the high price of food-stuffs for all.

No school in Manitoba is complete without a garden, and there are few schools that cannot have one, either in the school ground or in land adjacent, if only the teacher will take the initiative. Even freshly broken prairie soil will produce a good crop of potatoes or other hardy marketable vegetables if cultivated properly. It has been suggested that every school in Manitoba have a school garden devoted largely to vegetables, planted and cared for by the children under the advice and direction of the teacher, and that the proceeds be donated to soldiers' widows and their children. The war may be over before autumn, let us earnestly hope that it will be, but we will have in every municipality many wives and children of dead or disabled heroes who are worthy of our greatest assistance for all time. The reeves and councillors of every municipality will be most willing to co-operate in this good work. Every teacher should interest the children in this patri-

otic production, both at school and in the home, and arrange for the satisfactory disposal of the products. It has been estimated that a plot, thirty to forty feet square, will not cost above two or three dollars for seed, and may produce vegetables valuing twenty-five dollars or more. This is a possibility for the smallest rural school, or for many a healthy farm boy in his father's garden at home.

## Preparation of the Soil

To get the best results, the soil should be brought into a good fine tilth. A spade, a hoe, a garden rake, and a digging fork are the four chief tools needed in gardening. Clay soils should not be dug when they are very wet as they will bake badly; by waiting until they are so dry that the earth will not stick to the fork, they can be worked more easily and without fear of baking. A liberal covering of well-rotted manure will amply repay the additional labor required. The soil should be dug or plowed to a depth of six or seven inches, and the manure fully buried in the bottom. The surface soil should be made level, smooth, and as fine as possible. If the soil to a depth of two or three inches is in good condition, even the smallest vegetable seeds will usually germinate well. Do not raise the soil in the plots except in clay soil during early spring.

## Time of Sowing Seeds

1. In hot-beds or flats inside, to be transplanted, cabbage, cauliflower, celery, tomatoes.

2. Early as the ground is ready—Beets, carrots, lettuce, radish, onions, parsnips, peas, cress, spinnach, parsley, early turnips.

3. After danger of frost is over—Beans, corn squash, cucumbers, tomatoes, potatoes, swede turnips.

The following bulletins will be found very valuable and may be obtained free:

The Home Vegetable Garden, Pamphlet No. 14, Dept. of Horticulture, Ottawa.

The Home Vegetable Garden, Circular No. 4, Extension Service, Agricultural College, Winnipeg.

# SUGGESTION PLAN OF VEGETABLE GARDEN

W. T. MACOUN, Dominion Horticulturist

Row	Kind of Vegetable	Seed for a 30 ft. row	Distance apart of rows	Depth to sow seed	Distance to thin plants
1	Parsnip	1 packet	18" from edge	½ inch	2" apart.
2	Beets	1 ounce	12" from Row 1	½ inch	2" apart, thinned as ready to use.
3	Carrots	1 packet	12" from Row 2	½ inch	1½" apart, thinned as ready to use.
4	Onion seed	¼ ounce	12" from Row 3	½ inch	1" apart, thinned as ready to use.
5	Onion sets	1½ pounds	12" from Row 4	2 inches	Plant 2" apart.
6	Early cabbage and cauliflower	12 plants of each	15" from Row 5	Deeply set	Plants 15" apart.
7	Lettuce	1 packet	12" from Row 6	¼ inch	6" apart.
8	Radish	1 packet	12" from Row 7	½ inch	Thinned as ready.
9	Dwarf early pea	4 ounces	Lettuce and radish followed by squash or cucumbers in low, flat hills.		
10	Second early pea	4 ounces	12" from Row 8	2 inches	1" apart.
11	Late pea	4 ounces	18" from Row 9	2 inches	1" apart.
12	Early beans	2 ounces	18" from Row 10	2 inches	1" apart.
13	Late beans	2 ounces	18" from Row 11	2 inches	2" apart.
14	Late cabbage and cauliflower	2 ounces	12" from Row 12	2 inches	2" apart.
15	Celery	10 plants of each	18" from Row 13	Deeply set	Plants 18" apart.
16	Swede turnips	1 packet	24" from Row 14	{Seed ¼ inch Plants in trench 12"	Plants 5" apart.
17	Tomatoes	1 packet or 15 plants	18" from Row 15	½ inch	5" to 7" apart.
18	Potatoes	30 sets	24" from Row 16	Plants deeply set	Plants 2 feet apart.
19	Early corn	1 packet	24" from Row 17	4 inches	12" apart.
			36" from Row 18	2 inches	Hills 3 feet apart, 5 kernels per hill.
20	Later corn	1 packet	36" from Row 19	2 inches	Hills 3 feet apart, 5 kernels per hill.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION
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# Trustees' Bulletin

## PRESIDENT'S ADDRESS

Ladies and Gentlemen:

We are gathering here in convention for the third time, with the din of war still ringing in our ears. A few years ago, had anyone told us that the present generation would be able, and willing, to uphold the traditions of our ancestors in this desperate struggle for freedom on land and sea, we would have doubted. We would have it pointed out to us that as we had lived at peace with our nearest neighbor for a hundred years, we had lost the military spirit, and could not be induced to fight again. But the usurper arose; might was about to replace right; sacred treaties were torn up and scattered to the four winds; our race that we were in the habit of feeling proud of, and perhaps occasionally boasting of, was treated with contempt and the tyrant coolly asked us what we were going to do about it, so confident was he that he had the power, after half a century of preparation, to do as he pleased and no one could say him "nay." But our mother blew her bugle and her sons, from the four corners of the earth, answered the call and accepted the challenge in such a way as the issuer never dreamed of, and for over two years our boys have maintained—yes, and even excelled—the best traditions of the best British Army that ever took the field. As a people, we have a grimmer determination today than we had the day we grasped the sword, that this thing must be fought to a successful conclusion and that no halfway measure will suffice to put the system of thought that let this demon of war loose again upon the world, forever where it belongs.

Some good things have come to us from the war. We are beginning to

look for some good qualities in our own ways of doing things; there must be some good about them after all, when we can, in two short years of action, upset so completely the plans of our adversaries that took over forty years to prepare. We really had got into the habit of looking to Germany for the acme of perfection in everything. In agriculture she had nearly doubled the output per acre of Great Britain, and almost quadrupled that of Canada, but our critics forgot that Great Britain drew her food supply from all over the world, under free trade, and that Canada had 4 acres to produce from, 4 to Germany's 1. In Germany men were plentiful and acres few; in Canada acres were plentiful and men are few. So we ought to take some credit to ourselves for being able to produce more bread to the men employed than anywhere else in the world. We had almost reached the point where we did not think a doctor was quite qualified to treat us, or indeed, a minister was quite qualified to preach to us until he had taken a course in, or at least, visited Germany. We were told how the pupils in the German schools were taught to do things, and we have lived now to find out that their system produced a very fine and very efficient machine. We trust, by the time this war is over, we will be able to choose between a man who is capable of doing his own thinking, or a machine only capable of being moved and controlled by something outside of itself.

I do not, by any means, think that our present school system is not capable of further improvement. If I did, I certainly would advise that we close this convention now and go back to our homes. The fact that we are here only

proves that we are more determined than ever to do our own improving, in our own way, and according to our own needs. We are not going to have any system of education that comes down to us from above, whether from a military, clerical, professional or political caste. So we have to decide what is worth while and how to get it, what is worth doing and how to do it, what to aim at and how to hit it.

In looking back over the past year a great deal has been accomplished in the way of organization. I could not say just how many local conventions and organization meetings have been attended by the members of the executive, but I feel safe in saying that the whole province is now pretty well covered. The members of your executive have not spared themselves, and they can truly say with the apostle, "We have been in journeyings often, in perils of waters, in perils in the wilderness," and we have often some perils which even the apostle did not have to encounter, that of freezing. But I will here take the opportunity of saying that he had one great peril we did not have, that of "false brethren." I can safely state that no body of men ever worked together, amongst whom a better fellowship and mutual goodwill existed than can be found amongst the members of your executive.

The fund placed at our disposal by the Department of Education has added to our responsibility. In the earlier days of history we had no fund, consequently we had less work, but now we have the fund, and the challenge along with it, to go out and use it. It might be well at some period of the convention to discuss whether the present policy of sending a member of the executive, or some other outside speaker out to all the local conventions ought to be continued. One thing the fund has done for us is to enable us to publish a printed report of our work, and while speaking of added responsibilities, I would here like to call your attention to what this report is doing for us. In the first place it places us

in the position of Burns' countrymen when he warns them, "If there's a hole in a' your coats, I rede you tent it: A chield's amang you takin' notes, and faith he'll prent it." We had better realize now that we have grown into an educational body at whom the world is looking. Before we issued a printed report we were like Mr. Gladstone when out of office. We held a position of much greater freedom and less responsibility. Now our printed report finds its way into a good many States to the south of us, as well as to lands across the sea, so it behooves us to be more careful as to the nature of the resolutions we discuss here and come to conclusions on, in fact, we would do well to consider whether it is necessary for us to pronounce on, or pass a resolution on, every subject that may come up before us for discussion, and we will do well to carefully consider the nature of the resolutions we allow ourselves to spend our time on and keep our discussions up to the highest possible plane.

We have many large questions to settle, and others are watching how we settle them. One of them is the High School problem. I expect the committee on that subject will have something to recommend that will appeal to you. If we are going to have schools we must have teachers, and the primary schools we are going to have in the future will depend on the kind of High Schools we have now; and we can have just the kind we want, but whether that is just the kind we need is altogether a different question. I said a moment ago that the world is now watching us; our own people are watching us; our teaching body is watching us; our Inspectors are with us and our government is watching us; and the Department of Education has for some time been working co-operatively with us. The old spirit of trustee versus teacher, inspector and Department has passed away, let us hope, forever.

Only a short time ago another link has been put into the educational chain whereby our association is now connected with the University Council. The

government made a wise choice when they required a new member of that body to select a man of the stamp of our ex-president, Mr. Brown, and who is at present a member of our executive. I am sure you will all agree with me when I say that no government ever made an appointment that will appeal to the people more strongly than this one and had they searched the Dominion they could not have selected anyone who could fill the position more ably. We feel sure that Mr. Brown, who is a University man himself, will do much to increase and develop the sympathy and co-operation which is growing up between that institution and the other educational agencies of this province. Let us congratulate all four—Mr. Brown, the Government, the University Council, and the people of Manitoba.

Another large question that has been before us is: as to whether our present programme of studies is one that is best adapted to our present condition. We may have a committee to report on that, and I do not feel that I will be anticipating that report when I say that with a great volunteer association like our own, and the teachers' association, as well as the inspectors' association, the programme of studies will no doubt be revised from time to time as occasion requires, in a much better way than by any revolutionary method, suggested by individuals or organizations, who pretend to be able to legislate on every subject under the sun. After all that can be said, I feel that we are forced back to the old idea that teachers are of more importance to us than programmes. Give us a high standard of morality and Christian principles, a deep spirituality, and strong character; men and women who are unconscious living embodiments of the Golden Rule, and we will not need to be afraid of results. Men and women are more to us today than scholars. What we want to keep before us is the fact that we do not need to sacrifice the man in the making of the scholar, or the scholar in the

making of the man, and the common school is the greatest agency we have today for giving us both, and it is worth while guarding it zealously and keeping it out of the hands of the freak and the crank.

We are happy in this province to have partially settled some of the vital questions that our neighbors are still wrestling with—the language question and that of the official trustee and the School Attendance Act. As long as our laws are administered sympathetically we may look for good results.

Our system of consolidation is spreading all the time. This means that the opportunities for our farm boys and girls are increasing all the time for getting a good deal of High School education without leaving the farm. There is no doubt that if a number of our rural municipalities could be induced to take advantage of the law, now on the Statute books, and adopt the municipal unit of administration, the doubling up of the rural schools would advance still faster. We have good proof of this statement in the school statistics of some of the States to the south. Consolidation has made much greater progress in the States where they have abandoned the district unit. It may be that they abandoned it because they were more progressive, but there is no doubt but that under a municipal unit of administration we would be in a better position to get away from the "hit and miss" system of forming districts we are working under at present. Miss Mabel Carney says the whole rural problem is a problem of education: then as an association we might do well to give this question a little more careful consideration in the future and find out for ourselves what has followed its adoption in other places.

Before taking my seat, I wish to thank the members of the association and of the executive for their loyal support and their wise guiding counsel during the year that has just gone.



# Empire Day Exercises

This year Empire Day should be observed in every school in Canada. The reasons are obvious. It is easy to obtain information and to find suitable material, and there can be no excuse for non-observance.

that may be employed to lend interest to the proceedings. It is assumed that in every case parents will be invited to listen to the pupils and where possible to take part in the proceedings. It will, of course, be impossible for any school to cover all the work suggested here. There must be choice of material and exercises to suit conditions.

The following programme will indicate in a rough way some of the devices

(a). **Hail our King.**

s	m	s	-	t	d'	-	r'	m'	-	-	m'	r'	d	t	-	s	l	-	d'	s	-	-		
s	m	s	l	-	t	d'	-	r'	m'	-	m'	r'	-	-	s'	-	-	l	-	-	s	-	-	
s	t	f'	m'	-	r'	d'	-	l	s	-	s	l	-	l	d'	-	d'	t	-	d'	r'	-	-	
s	t	f'	m'	-	r'	d'	-	l	s	-	l	t	-	-	r'	-	-	r'	-	-	s'	-	-	
d'	-	-	d'	-	d'	d'	-	-	-	-	-	r'	-	-	s	-	-	m'	-	-	-	-	-	
f'	-	-	f'	-	f'	m'	-	-	d'	-	-	s'	-	-	-	-	-	-	-	-	-	t	-	-
d'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(b). **The Tigt Little Island.**

s	f	m	f	m	m	f	s	l	t	l	l	t	d'	s	l	s	s	f	m	l	-	-	r	-	s	f
		m	f	m	m	f	s	l	t	l	l	t	d'	s	l	s	s	m	d	r	-	-	d	-	d	
		d'	d'	d'	t	l	s	l	t	l	s	-	d	d	d'	d'	t	l	s	l	-	-	s	-	f	
		m	f	m	m	f	s	l	t	l	l	t	d'	s	l	s	s	f	m	r	-	-	d	-		

**Hail Our King**

Gladly we hail thee now our king,  
 Gladly our homage now we bring,  
 Cheerily now our voices ring  
 In gladsome duty.

Happy thrice happy is the land,  
 Where under wise and true command  
 Freedom and justice still may stand  
 In all their beauty.

Gladly the flag above him flies,  
 Telling to all the earth and skies  
 That our great Empire's fame we prize,  
 With true devotion.

Under that flag all men are free,  
 Under that flag, where'er we be,  
 Brothers of one great race we be,  
 On land or ocean.

**Chorus**

Hail, hail, our king!  
 Hail our king!  
 Hail, hail our king!  
 Hail, hail our king!

### The Tight Little Island

Oh what is the power and strength of our island,  
 Our right little, light little island.  
 'Tis the power that floats, in her ships and her boats,  
 And makes her a great and a high land.  
 Oh what is the power of our island,  
 Our right little, light little island.  
 'Tis the power that floats, in her ships and her boats,  
 And makes her a great and a high land.

Substitute for third line and fourth line:  
 Not the iron nor oak, but the sea-faring folk  
 Who leave for her service the dry land.

Substitute:  
 Her hidden strength lies in the spirit that cries,  
 "I'll work with my whole heart for my land."

c. The following is a list of war songs published since the war began, as furnished by Wray & Co., Winnipeg:

"The Home Bells Are Ringing," Ivor Novello; "Till the Boys Come Home," Ivor Novello; "Laddie in Khaki," Ivor Novello; "Somewhere in France," H. Ivy; "The Lads in Navy Blue," Harry Dacre; "The Union Jack Forever," C. Whitehorne; "I'll Be a Long, Long Way From Home," C. Whitehorne (the above two songs are dedicated to the Returned Soldiers' Association); "We Shall All Do the Goose Step," W. David; "God Bless Our Empire," Bert and Lester Berry; "The Battle of the Somme" (march for piano); "Three Cheers for the Lads of the Navy," C. V. Thompson; "Good Luck to the Boys of

the Allies," M. Manley; "I'll Pray That You'll Come Back," Bert and Lester Berry; "The Call to Arms," J. Horrocks; "One Flag," E. G. Woodrow; "Patriotic Memories" (a medley of 34 favorite melodies for piano); "The Best Old Flag on Earth," C. F. Harrison; "There's a Long, Long Trail," Zo Elliott; "Calling Me Home to You," Francis Dorel; "Never Let the Old Flag Fall," "The War Babies."

d. The following well-known patriotic airs will be suitable to the occasion: 1, "O Canada"; 2, "The Maple Leaf Forever"; 3, "Dominion Hymn"; 4, "Men of Harlech"; 5, "Scots, Wha Hae"; 6, "Rule, Britannia"; 7, "Blue Bells of Scotland"; 8, National Songs of the Allies.

### MEMORY GEMS AND MAXIMS

The following may be committed to memory or the shorter ones written on the blackboard:

1. Who cannot rule himself can never rule a state.

2. The strength of a nation is in the intelligent and well-ordered homes of the people.

3. God of our fathers known of old,  
 Lord of our far-flung battle line,  
 Beneath whose awful hand we hold  
 Dominion over palm and pine—

Lord God of hosts be with us yet,  
 Lest we forget,—lest we forget.

—Kipling.

4.

"O youth," the preacher was crying,  
 "deem not thou  
 Thy life is thine alone;  
 Thou bearest the will of the ages seeing  
 how  
 They built thee bone by bone,  
 And within thy blood the Great Age  
 sleeps sepulchred,  
 Till thou and thine shall roll away  
 the stone."

—Newbolt.

5.  
Not as one muttering in a spell-bound  
sleep  
Shall England speak the word;  
Not idly bid the embattled lightnings  
leap,  
Nor lightly draws the sword!

She sheds no blood to that vain god of  
strife,

Whom, striplings call "renown";  
She knows that only they who rever-  
ence life

Can nobly lay it down.

—Noyes.

6.  
We love those far-off ocean isles  
Where Britain's monarch reigns;  
We'll ne'er forget the good old blood  
That courses through our veins;  
Proud Scotia's fame, old Erin's name,  
And haughty Albion's powers,  
Reflect their matchless lustre on  
This Canada of ours.

Fair Canada,  
Dear Canada,  
This Canada of ours!

7.  
Every flash of her genius our pathway  
enlighten  
Every field she explores we are  
beckoned to tread,  
Each laurel she gathers our future day  
brighten—  
We joy with her living, and mourn for  
her dead,  
Then hail to the day when the Bri-  
tons came over.  
Above and around us their spirits shall  
hover,  
Rejoicing to mark how we honor it  
yet.

8.  
Canada, Canada, lord of the bravest  
Sons of the war-path and sons of the  
sea,  
Land of no slave-lash, to-day thou en-  
slavest  
Millions of hearts with affection for  
thee.  
Bells chime out merrily,  
Trumpets call cheerily,  
Let the sky ring with the shout of the  
free.

9.  
For there is neither East nor West,  
Border nor breed nor birth,  
When two strong men stand face to face  
Tho' they come from the ends of the  
earth.

10. Knowledge will ever govern ig-  
norance, and a people who mean to be  
their own governors must arm them-  
selves with the powers which know-  
ledge gives.

11.  
God gave this year to England;  
And what He gives He takes again;  
He gives us life, He gives us death: our  
victories have wings;  
He gives us love, and in its heart He  
hides the whole world's heart of  
pain:  
We gain by loss: impartially the eternal  
balance swings!  
Ay; in the fire we cherish  
Our thoughts and dreams may perish;  
Yet shall it burn for England's sake  
triumphant as of old!  
What sacrifice could gain for her  
Our own shall still maintain for her,  
And hold the gates of Freedom wide  
that takes no key of gold.

—Alfred Noyes.

12.  
Hasten the Kingdom, England, queen  
and mother;  
Little we know of all Time's works  
and ways;  
Yet this, this, this is sure: we need none  
other  
Knowledge or wisdom, hope or aim  
or praise,  
But to keep this one stormy banner  
flying  
In this our faith that none shall e'er  
disprove,  
Then drive the embattled world before  
thee, crying  
There is one Emperor, whose name is  
Love.

**Geography.**

1. Two pupils will draw from memory in three minutes an outline map of the British Isles.

2. Two will write down—time, three minutes—the names of the British possessions.

3. An imaginary journey taken by members of class. One pupil will use pointer and locate each place on map or globe. (1) The hedge-rows of England, (2) the home of Sir Walter Scott, (3) the Lakes of Killarney, (4) the home of David Lloyd-George, (5) the Lady of the Snows, (6) the Sacred City of the Ganges, (7) under the Southern Cross, etc.

4. A map of world prepared in outline—some time in advance. Mark in red all British possessions. In blue all country taken from Germany during the war, in yellow all possessions of Allies.

5. Have one pupil make a diagram showing our exports and imports (every teacher should try to get a Canadian Year Book, or at least the little volume 5,000 Facts about Canada, 25 cents).

**History.**

1. A story in three chapters: (1) The Great Charter, (2) the Habeas Corpus Act, (3) the Reform Bill.

2. The Story of the War: (1) The Beginning, (2) the Raid in Belgium, (3) the Advance on Paris and the Retreat, (4) the West Front, (5) Russia, (6) the Balkans, (7) Mesopotamia, etc.

3. Three Great Democracies—France, United States, Russia. What they represent and our relation to them.

4. How Government is Carried On—A series of speeches: (1) Manitoba, (2) Canada, (3) The Motherland, (4) United States, (5) France, (6) Russia, (7) Germany.

5. How we choose men for public office.

6. The story of Canadian Federation.

7. The Canada of to-morrow.

**Composition.**

1. To follow any of the topics mentioned.

2. British Heroes — A debate: (1) Wellington or Napoleon, (2) Nelson or Jellicoe, (3) The Army or the Navy.

3. Biography — The greatest Canadian, the greatest British writer, general, scientist, explorer, inventor, etc.

4. Something about Canadian music, literature, art, manufacture.

5. Oral descriptions with picture post card illustrations. A good reflectoscope will be helpful.

**Games.**

1. Tableaux, such as — (1) Canada and her peoples (costumed), (2) Britain and her Allies (costumed), (3) Suffering Belgium, etc.

2. Dances—Folk dances.

3. Drill—Plain and fancy drills.

**Spelling Match.**

1. Names of British possessions, Canadian cities and towns, names of distinguished men, places famous in the war, etc.

**Some Current War Poetry.**

a. The following is contributed by Mrs. Parker, to whom Western Canada owes such a debt for her daily contributions to the columns of the Free Press. Everybody knows "A Reader's Notes." Mrs. Parker has been good enough to select for our pages a few suitable patriotic selections. Teachers from their own knowledge can supply others.

Poetry, says Wordsworth, in his famous Preface to the second edition of "Lyrical Ballads," poetry is the "spontaneous overflow of powerful feelings." He does not mean it as a comprehensive definition of poetry. For, it would apply equally to the eloquence of Billingsgate. The context, however, modifies the statement: "It takes its origin from emotion recollected in tranquility." It was so in Wordsworth's case and in Milton's; whether in the myriad-

mind Shakespeare's we cannot know. How can we know? I name these three, the greatest in English poetry, because they have been the oftenest quoted touching this war. But we sometimes read poetry, passionate lyrical poetry inspired by the war, which is as spontaneous as the lark's morning song. Much, on the other hand, bears unmistakable marks of effort, and not very successful effort at that. Yet there are austere and finished poets, of whom Mrs. Meynell is perhaps the most distinguished example, who have greatly enriched English poetry, though composing with infinite pains. Mrs. Meynell's lovely strains are composed by art, and the flame of their subdued passion is a pure white flame. As you read, you are somehow aware of the loving pains and patience that helped to make her numbers noble and beautiful and true poetry. Here is her tribute to the martyred Edith Cavell, entitled "Two O'Clock in the Morning of October 15, 1915":

To her accustomed eyes  
The midnight-morning brought not  
such a dread  
As thrills the chance-awakened head  
that lies  
In trivial sleep on the habitual bed.

'Twas yet some hours ere light,  
And many, many, many a break of  
day  
Had she outwatched the dying; but  
this night,  
Shortened her vigil was, briefer the  
way.

By dial of the clock  
'Twas day in the dark—'twas day—  
this day!—Who said  
"This day thou shalt be with me"? Ere  
the cock  
Announced that day, she met the im-  
mortal dead.

The most impulsive of spontaneous singers is that Irish poet, Katharine Tynan—a perfect Blake of a woman, a troubadour and a St. Francis, all in one—who has poured out many war lyrics, not by art but because she is

possessed. It would seem that she never doffs her singing robes, that she is ever in the mood. Here are the last two stanzas of "New Heaven," one of her songs about the multitude of golden youths who lie yonder on the battlefields of Europe and Asia:

"Michael's army has many new men,  
Gravest knights that may sit in stall,  
Kings and captains a shining train,  
But the little young knights are dearest of all.

Paradise now is the soldiers' land,  
Their own country its shining sod,  
Comrades all in a merry band;  
And the young knight's slaughter  
pleaseth God.

And here, the closing stanza of another:

All our loves are gathered in,  
Every gay and golden head,  
In new raiment white and clean  
They behold God and are glad.

And this, a carol of the Fleet:

Now tell me, good merchants,  
How this thing can be  
That the white ships are thronging  
The roads of the sea?

O listen, good people,  
And hearing, praise God,  
That the watch-dogs are keeping  
The ships on their road!

Perhaps I am giving too much space to this singing bird of the spirit, but once more:

Betwixt the saddle and the ground  
Was Mercy sought and Mercy found.

Between the bullet and its mark  
Thy face made morning in his dark.

You may say that this is not great poetry, but who applied that adjective to lyric? It is very lovely and of the essence of poetic spiritual imagination.

I cannot help adding another fragment:

"Lest Heaven be thronged with grey-beards hoary,  
God, who made boys for His delight,  
Stoops in a day of grief and glory  
And calls them in, in from the night."

I know very well that the last two lines of Wordsworth's "Happy Warrior" have haunted this Irish poet's rich memory—

"This is the happy warrior, this is he  
Whom every man in arms would wish  
to be."

What letters the new and young warriors have written, and what moving poetry. Rupert Brooke's sonnet comes to our minds at once. Everyone knows it:

"There's some corner of a foreign field  
That is forever England. . . ."

And these lines by Captain Charles Hamilton Sarley, a young scholar of great promise, killed in action. They were written with his face set steadfastly towards Flanders.

"From morn to midnight, all day  
through,  
I laugh and play as others do,  
I sing and chatter, just the same  
As others with a different name.

And all year long upon the stage  
I dance and tumble and do rage  
So vehemently, I scarcely see  
The inner and eternal me.

I have a temple I do not  
Visit, a heart I have forgot,  
A self that I have never met,  
A secret shrine—and yet, and yet

This sanctuary of my soul  
Unwitting I keep white and whole,  
Unlatched and lit, if Thou should'st  
care

To enter or to tarry there.

With parted lips and outstretched  
hands

And listening ears, Thy servant stands;  
Call Thou early, call Thou late,  
To Thy great service dedicate."

The thing that impresses us in all these posthumous poems by the young men, serious or hitherto careless, who have "put on England's glory as a common coat"—the thing that impresses us is the skill, as if they were practised hands; also, the sincerity and bravery of spirit meant to conceal the emotion. Out of several I choose this by Alan Seeger, the young American, killed in France. There is an unbearable pathos in its recurring note of triumph:

"I have a rendezvous with Death  
At some disputed barricade.  
When Spring comes round with rustling shade  
And apple blossoms fill the air.  
I have a rendezvous with Death  
When Spring brings back blue days and fair.

It may be he shall take my hand  
And lead me into his dark land  
And close my eyes and quench my  
breath;

It may be I shall pass him still.  
I have a rendezvous with Death  
On some scarred slope of battered hill,  
When Spring comes round again this  
year

And the first meadow-flowers appear.

God knows 'twere better to be deep  
Pillowed in silk and scented down,  
Where love throbs out in blissful sleep,  
Pulse nigh to pulse, and breath to  
breath,

Where hushed awakenings are dear.  
But I've a rendezvous with Death.  
At midnight in some flaming town,  
When Spring trips north again this  
year,

And I to my pledged word am true.  
I shall not fail that rendezvous."

Three other American poems I should like to quote: Helen Gray Cone's "Chant of Love for England," a reply to the Hymn of Hate; Theodosia Garrison's "The Soul of Jeanne D'Arc," and Alice Corbett's "America to England." In the second, the maid, standing like a straight young soldier, asks the Heavenly Captain's permission to

come back to earth. The closing stanzas have a thrill:

“Grant that I answer this my call, yea,  
though the end may be  
The naked shame, the biting flame, the  
last, long agony;  
I would go singing down that road  
where faggots wait for me.

Mine be the fire about my feet, the  
smoke above my head;  
So might I glow, a torch to show the  
path my heroes tread;  
My Captain! Oh, my Captain! Let me  
go back! she said.”

Alice Cobbett's poem is short and searching:

“Oh, England, in the smoking trenches  
dying  
For all the world,  
We hold our breath and watch your  
bright flag flying,  
While ours is furled;

We who are neutral (yet each lip with  
fervor  
The word abjures);  
Oh, England, never name us the time-  
server!  
Our heart is yours;

We that so glory in your high decision,  
So trust your goal—  
All Europe in our blood, but yours our  
vision,  
Our speech, our soul!”

The poet laureate, Newbold, Noyes, Kipling, Hardy, and every poet of rank have contributed to the anthology of the war. What impassioned poems Henley had written, had he lived to see this day of Armageddon. Masfield's "August, 1914," is a poem of strange and poignant beauty, making vocal the dumb, agonizing heart of the simple-minded countryman who knows there is war but who knows not why, who knows what loss and suffering war brings to his kind for love of England. The poem suits precisely that month and year rather than today when all England is actuated by one resolve. It

begins with a description of the English landscape in the afterglow: the ripe cornfields of a quiet valley reaching out by blue hills to the sky, a great sadness in nature.

“So beautiful it is I never saw  
So great a beauty on these English  
fields

Touched, by the twilight's coming, into  
awe,  
Ripe to the soul and rich with sum-  
mer's yields.

These homes, this valley spread below  
me here,  
The rooks, the tilted stacks, the  
beasts in pen,  
Have been the heartfelt things, past-  
speaking dear

To unknown generations of dead men,  
Who, century after century, held these  
farms,

And, looking out to watch the  
changing sky,  
Heard, as we hear, the rumours and  
alarms  
Of war at hand and danger pressing  
nigh,

And knew, as we know, that the mes-  
sage meant  
The breaking-off of ties, the loss of  
friends,

Death like a miser getting in his rent  
And no new stones laid where the  
trackway ends.”

He leaves the field of unharvested  
grain and goes home to brood by the  
fireside

“With such dumb loving of the Berk-  
shire loam  
As breaks the dumb hearts of the  
English kind,

Then sadly rose and left the well-loved  
downs

And so, by ships to sea, and knew no  
more  
The fields of home, the byres, the mar-  
ket towns,  
Nor the dear outline of the English  
shore,

But knew the misery of the soaking  
trench,  
The freezing in the rigging, the de-  
spair

In the revolting second of the wrench  
When the blind soul is flung upon the  
air,

And died (uncouthly, most) in foreign  
lands

For some idea but dimly understood  
Of an English city, never built by  
hands

Which love of England prompted and  
made good."

There is a piercing sadness to deep  
for tears throughout the whole nineteen  
stanzas. The poet's aching heart is in  
it, too. I am ashamed to confess that  
at the first reading my eyes were hold-  
en and I did not see deeply into it. How  
true is it that in poetry, half is with  
the reader. I have read it many times  
since, and always with that ache in the  
throat that comes when pain or beauty  
moves us strangely. No poem has so  
poignantly revealed to me how the war  
struck at the heart of England.

Sir Owen Seamen's war poetry when  
it is not caustic, has often a stern,  
austere sadness, as if its author, when  
in that mood, was not a man to meddle  
with. Sometimes it is both sad and  
caustic, as in that poem which seath-  
ingly rebukes the Englishman for mak-  
ing overseas soldiers drunk, "for Eng-  
land's sake":

"That's how you helped him yesterday.  
Clear-eyed and earnest, keen and  
hard,  
He held himself the soldier's way—  
And now they've got him under  
guard.

That doesn't hurt you; you're all right;  
Your easy conscience takes no blame;  
But he, poor boy, with morning's  
light,  
He eats his heart out, sick with  
shame."

Sir Owen has contributed to his pa-  
per, "Punch," many a smiting poem,  
but none more piercing than "The Way-

side Calvary" which accompanied Ber-  
nard Partridge's "The Two Ideals."  
Here are three of its stanzas:

"If God, O Kaiser, makes the vision  
plain;

Gives you on some lone Calvary to  
see

The Man of Sorrows who endured the  
pain

And died to set us free—

How will you face beneath its crown of  
thorn

That figure stark against the smoking  
skies,

The arms outstretched, the sacred head  
forlorn,

And those reproachful eyes?

How dare confront the false quest with  
the true?

Or think what gulfs between the  
ideals lie

Of Him who died that men might live—  
and you

Who live that men may die?

I should like to quote from many  
poems by outstanding British poets, but  
I have left too little space for our own  
Canadians. There comes to mind at  
once—Katherine Hale's "I used to  
Wear a Gown of Green"; Isabel Eccle-  
stone Mackay's "Our Day," and R. J.  
C. Stead's threnody on Kitchener,  
which has some fine lines.

" . . . . Let him sleep  
Where sleep the men who made us  
free,  
For England's heart is in the deep,  
And England's glory is the sea.

Leap, waves of England! Boastful be,  
And fling defiance in the blast,

For earth is envious of the sea  
Which shelters England's dead at  
last."

Time would fail me to enumerate the  
Canadian choir—Mrs. Livesay and Bea-  
trice Hickson and Norah Holland,  
whose singing gifts are of a high order:  
The two Scotts have both composed  
striking war poems. With these con-  
cluding lines of Duncan Campbell



Scott's poem addressed to the Canadian mothers whose sons have fallen in battle, I must close:

"Be comforted—nay sob, if sob thou must,  
Cover thy face and dim thy hair with dust.

And we who know they live  
Gather thy dead in triumph,

And lay them, with all that is most living, in light

Transcendent, in the ageless aisles of silence,

With the Immortals that have saved the world."

The following verses have been kindly furnished by Mrs. Livesay, of Winnipeg, who has made a name for herself for her original compositions and her translations:

#### Langemarek.

In memory of Charles Herbert Bligh, a Corporal of the Ninetieth. Killed in action, April 22, 1915.

The height of every anxious little head  
The mother notches on the school-room wall—

So in the wood of La Boutillerie  
The sons of Canada, Youth's veteran dead,

Trumphant lie, knowing She marked their fall.

The savage onset, through the day and dark

They fought unflinching — flung to Death their gage,

And grew to heroes' stature in an hour—

Ah, Mother, trace in red that long, long mark!

That graven line, deep-bitten on times' page.

They only knew — brave hearts! they "played the game,"

Though fumes and flame might choke and blind and scorch—

We see, across the world, an Aureole:  
We know that in one day our

Nation's fame

Lit at Death's altar, flamed a deathless Torch!

—Florence Randal Livesay.

#### Sailor, What of the Debt We Owe to You?

Sailor, what of the debt we owe to you?  
Day or night is the peril more?

Who so dull that he fails to know you,  
Sleepless guard of that island shore?

Safe the corn to the farmyard is taken;  
Grain ships safe upon all the seas;  
Homes in peace and a faith unshaken—  
Sailor, what do we owe for these?

Safe the clerk at the desk; the trader  
Counts unruined his honest gain;  
Safe, tho' yonder the curs't invader  
Pours red death over hill and plain.

Sailor, what of the debt we owe you?  
Now is the hour at last to pay,  
Now in the stricken field to show you  
What is the spirit you guard today.

—Andrew John Stuart,

Lieut. 6th Royal Scots Fusiliers, killed in action in France, Sept., 1915.

#### Readings

1. Canada Maple Land.
2. The Recessional—Kipling.
3. A Song of Canada—Robert Reid.
4. A Hymn of Empire—Frederick George Scott.
5. Loss of the Birkenhead.
6. The Spanish Armada.

#### Speeches or Addresses

1. The ideal farmer.
2. The ideal statesman.
3. The true patriot.
4. How boys and girls can show love for country.
5. The men who help their country most.
6. The wealth of the Empire.
7. The races that make up the Empire.

(All of these can be given by groups of children or by individuals. For instance, four people might describe the ideal farmer, taking such topics as (1) the home maker, (2) the grain grower, (3) the stock raiser, (4) the public servant.)

# Study of Confederation

## THE STORY OF CONFEDERATION

On July 1, 1867, the confederation of four Canadian provinces—Ontario, Quebec, Nova Scotia and New Brunswick—was effected. "Power was given by the British North America Act to the Sovereign to admit Newfoundland and other colonies to the Union upon address from the Parliament of Canada and from the colonies interested. Under this power British Columbia was admitted in 1871 and Prince Edward Island in 1873. Rupert's Land was admitted in 1870. Subsequently Manitoba became a province of the confederation (1870)." In 1905 a portion of the North West Territories was converted into the provinces of Saskatchewan and Alberta. The rest of the northern district is known as Yukon and the North West Territories. It will be interesting to know a little about the five provinces that have entered confederation since 1867.

### Manitoba

Part of the ancient district "Rupert's Land" or Hudson's Bay territory was ceded to Canada in 1869 for \$1,500,000, the Company retaining one-twentieth of the whole area and the land around trading posts. Surveyors came in to measure the land into farms. The Red River Rebellion followed.

"In 1870 the Manitoba Act was passed and the Red River territory became a province of the Dominion of Canada."

### British Columbia

"Had a colonial government since 1859. In 1859 Vancouver Island became a colony with separate government. In 1866 British Columbia and Vancouver Island were united under one government, and as such entered the Federal Union in 1871."

### Prince Edward Island

"At first settled by the French. Annexed to Nova Scotia in 1713. A separ-

ate province in 1769. Entered confederation in 1873."

### Saskatchewan and Alberta

Part of the great district known as the North-West Territory." The local government until 1876 was in the hand of the Lieutenant-Governor of Manitoba and a small council of eleven members. In 1876 a resident Lieutenant-Governor was appointed. He was assisted by a council of five members. This number was increased by an Act passed in 1875, although the Act was not operated till some years later. The territory was represented in Canadian Parliament by two senators and four members of parliament. In 1888 the North-West Council was abolished and in its place there was an assembly of twenty-two elected members. In 1905 the two provinces mentioned were set apart and given the same standing and form of government as the other provinces.

### Area of Dominion

British Columbia .....	356,000	sq. miles
Alberta .....	255,000	"
Saskatchewan .....	252,000	"
Manitoba .....	251,000	"
Ontario .....	407,000	"
Quebec .....	706,000	"
Nova Scotia .....	21,000	"
Prince Edward Island .....	2,000	"
New Brunswick .....	28,000	"
N.W. Territories .....	1,242,000	"
Yukon .....	207,000	"
Canada .....	3,729,000	"

### Growth Since 1867

Here are some figures that indicate growth since 1867. Draw lines to illustrate the following. They represent approximately the figures for 1867 and 1917:—

Population,  $3\frac{1}{2}$  and 8 millions.  
 Railway, 2 and 35 thousands.  
 Trade, 131 and 1447 millions.

Imports, 73 and 564 millions.  
 Exports, 57 and 883 millions.  
 Revenue (govt.), 13 and 171 millions.  
 Agri. Exports, 13 and 250 millions.  
 Wheat Exports, 2 and 157 million (bus).  
 Minerals, 10 and 140 millions.  
 Fish Exports, 3½ and 22.

Forest Products, — and 173 millions.  
 Manf. Expts., 2 and 242 millions.

Another way of illustrating growth since 1867 is by taking note of some of the things Canada did not enjoy fifty years ago. Some of these things are: Telephones, wireless outfits, airships, automobiles, traction engines, gasoline engines, electricity, baseball leagues, departmental stores, motor boats, sulky plows, transcontinental railways, electric street railways, parcel post, consolidated schools, city playgrounds, Y.M.C.A.'s, typewriters, binders, seeders. Can you name other things of importance?

#### The Governors Since 1867.

Viscount Monck,  
 Lord Lisgar,  
 The Earl of Dufferin,  
 The Marquis of Lorne,  
 The Marquis of Lansdowne,  
 Lord Stanley of Preston,  
 The Earl of Aberdeen,  
 The Earl of Minto,  
 The Earl Gray,  
 H.R.H. the Duke of Connaught,  
 The Duke of Devonshire.

#### Premiers Since 1867

Sir John A. Macdonald,  
 Alexander Mackenzie,  
 Sir John A. Macdonald,  
 Sir John Abbott,  
 Sir John Thompson,  
 Mackenzie Bowell,  
 Sir Wilfrid Laurier,  
 Sir Robert Borden.

#### Some Facts for Essay Writing

1. The growth since 1867 as indicated by the following figures:  
 Population, 2½; bank deposits, 35; fire public debt, 20; agricultural exports, mileage, 16; trade, 11; imports, 8; exports, 15; capital in manufactures, 20; insurance, 18; post offices, 4; railway

20; wheat exported, 70; mineral production, 15; fisheries export, 7; manuf. exports, 120.

2. The field crops in Canada are worth \$700,000,000; more than half the people are engaged in agriculture. Yield of potatoes is about 80,000,000 bushels. Wheat in 1916 was 175 millions, but in 1915 it was 375 millions. Imagine a pipe, a foot in diameter pouring wheat into the boats at Fort William, and suppose this pipe was full of wheat supplied by the farms of Western Canada. Imagine the wheat running at the rate of a foot a second. How long would it run till all the wheat was carried away? Make other problems. World's record for wheat is held by a Canadian—52 bushels per acre on a thousand acre farm.

3. Exports of butter \$1,000,000, cheese \$26,000,000. Canada has almost 4,000 cheese factories and creameries. Cows on the average produce one-third more than ten years ago. Live stock (horses, sheep, hogs, cattle) about 13,000,000. Value of eggs in 1915 was \$30,000,000. Value of live stock \$750,000,000.

4. British investments 3 billions, American 1 billion.

5. Canada's income is over \$200,000,000 a year. In the savings banks of Canada there are \$800,000,000, or about \$100 per head.

6. The fish exported valued at over \$22,000,000. Nova Scotia and B.C. lead in the exportation of fish.

7. The forest productions amount to about \$175,000,000 a year. Quebec and B.C. lead. Canada lost \$10,000,000 through forest fires in 1915. Canada's pulp wood is the finest in the world. Worth over \$15,000,000 a year.

8. There are over 50 nationalities in Canada.

9. In Canada there are about 20,000 manufacturing establishments. They represent a capital of \$1,247,000,000, and yearly output of over \$1,100,000,000.

10. Canada is rich in minerals, both metallic and non-metallic. The great-

est nickle producing country in the world. All leading minerals obtained. Coal abundant.

11. Three transcontinental railways. Capitalization of all railways about \$1,900,000,000. Canada has paid transportation \$800,000,000.

12. There are about 80 named religions in Canada.

13. At present all Canada is dry, excepting a portion of Quebec and the Yukon.

## Children's Page

### EDITOR'S CHAT

My dear boys and girls: May and Empire Day, Spring and Victoria Day, Patriotism and the coming of summer! What a wonderful combination of subjects we have here for this month. This is the month of all the year when we think most about our country, and her proud position in the great British Empire, England, Ireland, Scotland, Canada, Australia, India, and the British possessions in Africa! What a family of countries to face the world with, and how proud we should be that we are one of that family! No longer a child to be taught and punished, but a grown up member, able to speak and think and do for ourselves, and able to help the great Mother Country in her need. Like the grown up sons and daughters in the home, we are now able not only

to be helped but to help. Could we ever feel anything but a love for the Empire for which our own brave boys have suffered and died? Could we ever feel anything but love and reverence for the flag which flies over the nations who have gathered together and stood unprepared but brave before an enemy, which like a bullying boy, was driving a small nation before it with threats and cruelty? The brave boys from Canada who have given their lives at Ypres, Festubert, St. Julien, St. Eloi, on the Somme, and in the terrible, wonderful battle of Vimy Ridge, have given us a heritage so proud that they have made Canada forever not a colony, but a nation which is now a bright jewel in the crown that forms "Our Empire."

### OUR COMPETITION

Subject for June—"What it Means to be a Canadian." All papers to be in by May 20th.

Prize story—Laura Secord, Florence Skelton, Elva, Man.

Honorable mention—Veronique Chartrand, Josephine Atkinson, Henre De

Laronde, St. Laurent; Elodie Vachon, Hesselwood School, Oak Lake; Ragnheidur Kjartanson, Sigurdur Kjartanson, Oddgur Gesloson, Reykjavik School; Helen Donaghy, Elgin McPhail, Craigielea School, Belmont; Hilda Connolly, St. Laurent.

## LAURA SECORD

The war of 1812 had called forth one notable hero in Isaac Brock, who fell in the hour of victory on Queenstown Heights. In the following year another name was added to Canada's roll of honor, and this time it was that of a woman—Mrs. Laura Secord.

In the year 1813, and by aid of their naval force on Lake Ontario, the United States troops had seized and plundered York. Colonel Vincent was driven from Fort George by a heavy cannonade from the United States ships, under cover of which their troops were landed.

Colonel Harvey was sent out to reconnoitre, and discovered that a careless guard was being kept by the invaders. He attacked them under cover of the darkness, and at the point of the bayonet routed the bewildered troops, capturing their two generals, with a hundred other prisoners and four guns.

General Boerstler set out from Fort George with five hundred men for invading General Fitzgibbon's army, taking care to scour the country in front, capturing any who might carry word of his movements.

On their way his scouts entered the house of James Secord. He had been wounded in a battle at Queenstown Heights the year before, and was unable to take any further part in the struggle, and so the scouts did not take the trouble to conceal from him the errand on which they were sent.

He was greatly distressed about his not being able to warn Fitzgibbon about his danger. He talked it over with his wife. "I will warn Fitzgibbon," she said; and so the matter was settled. She and her husband were of good United Empire Loyalist stock.

Fitzgibbon was twenty miles away, and how was she to reach him? The

woods were full of Indians and United States spies, to say nothing of the numbers of huge rattlesnakes. Laura Secord was not as active then as she was nearly forty years of age, and was the mother of five children. At last she thought of a plan.

The next morning she went out with a pail and a stool to milk her cow that was in a pasture nearby. The cow did not behave very well that morning. As soon as Laura Secord began milking, the cow walked away. Again and again Laura tried, but the cow always walked away. The enemy's soldiers laughed at her, and even offered to help her, but were not allowed to. At last the cow walked into a bush beyond the enemy's lines. This was what Laura Secord wanted. As soon as she was out of hearing and sight of the enemy's soldiers she threw aside her pail and stool, and started off on her dangerous errand.

She had to go by side paths so as not to fall into the hands of the enemy or their Indian allies. It was a terrible journey, and she had to cross a river by aid of the trunk of a fallen tree.

At last some Indians that were Fitzgibbon's friends found her and carried her to him. She told Fitzgibbon what she came for, and he prepared to meet the enemy.

In the morning, after a battle, Fitzgibbon appeared with a flag of truce, and the enemy was forced to surrender.

In her old age, Laura Secord was visited by the Prince of Wales when he was on his tour through the Dominion.

The name of Laura Secord will never be forgotten by the boys and girls of Canada, and her example may encourage others in time of need to face dangerous duty in the cause of loyalty.

Florence Skelton, Elva, Manitoba. Grade VI., age 11.

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Reform is accomplished when this two-fold result has been attained—skill in doing something and interest in it. The business of the school is formation, but if it would bear in mind this twofold idea there would be less need for reformation later in the child's life."—The Basis of Practical Teaching, Bryan, pages 60-61.

## Twelfth Annual Convention of The Manitoba Educational Association

Kelvin Technical High School, April 9th, 10th, 11th and 12th, 1917

### GENERAL SESSIONS

(Minutes)

The first session opened Tuesday afternoon with the president in the chair. The following programme was followed:

Music—Mr. J. W. Beckett's class, Grade VIII., Mulvey School—  
 "All Thro' the Night" .....Owen  
 "Sweet Day is Softly Dying".....  
 .....Old French Melody  
 "Daffodils" .....Hermes  
 "The Vikings" .....Eaton Fanning  
 Teachers' Piano and String Quartette—  
 Miss K. White, Miss Archibald, Mr. Wilson,  
 Mr. Lacey.

Civic Welcome—Mayor F. H. Davidson.

President's Address—Mr. A. C. Campbell.

Address—Hon. Dr. E. S. Thornton, Minister of Education.

At the close of this programme the teachers were received at Government House by Sir James and Lady Aikins. Over one thousand took advantage of the kind invitation.

The second session was held on Wednesday evening in the First Baptist Church. The following programme was followed:

Music—High School Pupils, Miss Petrie, Conductor.

"The Clang of the Forge"

School:

"Spring Song" (Mendelssohn)

Junior Girls, Kelvin Technical High School  
 Reading—Miss Mabel Jones-Smith.

Address by Mr. W. C. Warburton—"The Round Table Idea."

Address—His Honor, Sir James Aikins, Lieutenant-Governor of Manitoba.

At the close of the programme the gold medals were presented to the three winners at the Spelling Bee held in March.

The third session was held on Thursday afternoon. The following programme was followed:

Business Meeting.

Music—Class from Aberdeen School, Miss M. Campbell, Conductor—Selections from the

"Princess Chrysanthemum," C. K. Proctor.  
 Address—Rev. Hugh Dobson, Secretary of Social Service for Saskatchewan.

Address—"Education and the National Spirit," Dr. W. C. Murray, President of the University of Saskatchewan.

National Anthem.

The business consisted of—

1. The reading of Minutes.
2. The presentation of the Treasurer's report.

3. The presentation of the Committee on Resolutions.

Resolutions touching the following points were adopted:

(a) Recommending all teachers to observe the anniversary of Confederation.

(b) Approving the action of the Department in freeing senior pupils for farm labor.

(c) Appointing a committee to interview the newspapers regarding some of the matter published from week to week.

(d) Thanking Sir James and Lady Aikins, Hon. Dr. Thornton. President Murray and others who had assisted during Convention.

4. The report of Nominating Committee: The officers elected were as follows—

President, Prof. T. W. Clark, Winnipeg; first vice-president, Miss S. L. Macmorine, Brandon; second vice-president, Miss R. Rodgers, Winnipeg; secretary, P. D. Harris, Winnipeg; treasurer, E. J. Motley, Winnipeg; auditor, R. H. Smith, Winnipeg; committee, J. C. Anderson, primary; W. R. Beveridge, Virden; Miss E. Cadman, Dauphin; A. C. Campbell, Winnipeg; William Iverach, Isabella, president of the Manitoba Trustees' Association; H. W. Cox-Smith, High Bluff, secretary of the Manitoba Trustees' Association; Miss M. M. Davidson, Crystal City; G. J. Elliott, Manitou; Miss H. M. Holiday, Winnipeg; A. A. Herriott, Glaustone; A. N. Hooper, Winnipeg; V. W. Jackson, Winnipeg; C. W. Laidlaw, Winnipeg; Dr. W. A. McIntyre,

Winnipeg; Joseph Fink, St. Boniface; F. F. Newton, Winnipeg; J. C. Pincock, Winnipeg; Miss E. Paisley, Brandon; W. J. Parr, Killarney; G. H. Robertson, Shoal Lake; Prof. L. A. H. Warren, Winnipeg; A. White, Brandon; R. M. Stevenson, Winnipeg.

5. Adoption of a motion donating \$500 to patriotic and relief work, the particular objects to be designated by the Executive Committee.

6. Presentation of reports from Judges of Exhibits.

7. Presentation of report on Pension Fund. The committee was asked to continue to work for another year.

At the close of the two addresses by Mr. Dobson and President Murray, the Minister of Education moved a vote of thanks, in which he expressed the value of co-operation between the two provinces.

The chief addresses at the general session here follow. An effort will be made to get Mr. Dobson's address for publication later.

### MAYOR DAVIDSON

(Summary)

His Worship congratulated the president on the great attendance, and extended to the teachers the freedom of the city. He referred to the good work done in the schools of Winnipeg, and took these as a type of schools throughout the province. He advocated more practical instruction as to the duties and responsibilities of citizenship. Towards this end there might be lectures by authorities

and visitation to civic institutions. His Worship then described Winnipeg as a prosperous, young and growing, busy and active, wealthy, beautiful and populous city. Religion, education and industry flourished side by side. He concluded by referring to the war, and his belief in sure and speedy victory for the Allies.

### PRESIDENT'S ADDRESS

Mr. A. C. Campbell

His Worship Mayor Davidson has fittingly and gracefully welcomed you on behalf of the city of Winnipeg. On behalf of the officers of the Manitoba Educational Association, I greet you and welcome you from the East, West, North, South and Centre, to the 12th Annual Convention. It is our hope that this Convention may more than fulfil your expectations. May it bring to you renewed courage, a wider understanding, and a loftier appreciation. May we all learn to value more highly the real compensation in our profession, the satisfaction of being a light-bearer. I ask you, then, to do the things, seek the places, and express the thoughts during this Convention, that will best add to your stock of hope.

About twelve years ago at a small meeting of teachers in this city it was my privilege to move a resolution which resulted in definite steps being taken to organize the M. E. A. I have attended every convention held, save one, that of one year ago. As a possible penalty for my failure to appear on that occasion, I found myself elected to the position of president. I, therefore, take the present as the first opportunity of thanking you for the honor you have done me, for I regard it as a very special honor to be the head of an organization of this nature. When I regard my own limitations I am at once conscious of my inability to measure up to the standard set by the illustrious presidents who have been my predecessors in office. But you chose for my assistance an executive committee whose members have been both willing and able to

aid materially in the preparations incident to the holding of this Convention. This aid, supplemented by the splendid work of your efficient secretary, lightened to a large degree the burden of my responsibility. More than any other organization, ours has for one of its purposes the unification of educational agencies, and the promotion of the whole field from the primary grades to and including the University. All interested in education should feel at home and become factors in an organization of this kind, for, think and talk as we may, we have yet to discover a means of uplift that will take the place of education. A great responsibility therefore rests upon this association, for it is to some extent an agency that may give momentum to movements that make for possible improvement in our system of education. It should give its approval to the soundest educational opinion of this country, but be careful not to act as the clearing house for fads.

Last year's Convention was, I believe, regarded as the most helpful one that had been held. Feeling assured of this, your executive determined to fashion this year's programme in accordance with the same pattern. Some small changes have been made which it is thought will meet with your approval. One of these is the division of time for holding the departmental meetings. The programme in its entirety will allow anyone interested in the elementary division to attend two sectional meetings of this department and one general meeting of the entire division, in addition to three general meetings of the

whole association. A similar arrangement prevails with regard to the secondary division, except that two general sessions have been provided for this division. Provision has also been made for two additional sections, one, a conference of Supervisors and Supervising Principals, the other, a conference of Intermediate and High School Principals. Let me beg that if you desire that you and others shall get the very best and most out of any meeting, a real attempt should be made to be punctual. The meetings will be started on time.

One of the duties which, perhaps more by custom than anything else, have developed upon the president, is the delivery of some form of inaugural address. It is possible that I have given more attention to the work of selecting a topic than I have to the consideration of the one chosen. As you are aware, the year 1917 marks the completion of 50 years since Confederation. What a splendid topic, thought I, that would be! It is also, as it happens, exactly 15 years since I entered upon school work in this province. "Educational Impressions of 15 Years in Manitoba" at once suggested itself. I chose neither of these for the same reason, a feeling that I could not adequately handle either. So interesting and instructive as these topics would undoubtedly prove when presented by one really qualified for the work, I discarded them and chose to speak on the one phase of education of which I am presumed to know a little by reason of my daily connection with it, viz., the education of pupils at the adolescent stage.

I wish to make an urgent plea to all teachers for a fuller study on their part of the problems incident to the development of pupils in the early adolescent period, say from the age of 12 to 15. It is unfortunately true that most teachers really read very little of what is being written on this, or, in fact, any other educational problem. The teacher, in addition to the performance of class-room duty, should be a leader in promoting among the people of the district a greater interest in a knowledge of all educational work. The teacher cannot do this without keeping abreast of the times by arranging that access may be had regularly to some educational journals. In fact I regard it as one of the chief duties of all teachers to endeavor to convince the general public of the necessity for realizing their highest ideals through the schools. Even the casual reader cannot but have observed that the daily press has been giving a comparatively large amount of space and attention to education. It would be interesting to know what percentage of the teachers of Manitoba have any definite knowledge about the writings and work of Herbart, Stanley Hall, Dewey, etc. It seems to be true that educational aims and ideals are in the melting pot, and therefore now, if ever, is the time for clear thinking and definite planning on the part of all concerned with school administration.

The present conflict, almost world-wide now in its scope, has aroused some serious think-

ing among the people interested in education in its relation to civilization. It would appear as if, in spite of all that has been termed progress, in the last analysis, we are still in the early dawn, and that we may expect the next succeeding work of education to be the ushering in of the new day and the work of that new day. This war has been unsettling in many ways. It would appear that at its conclusion there are to be three overshadowing issues that must be faced: (1) justice and good-will among the nations; (2) justice and good-will among the races; (3) justice and good-will between the classes of the industrial world. I would urge you to read and reflect upon what is being said along these lines so that you may be qualified to judge in some measure just in what way the school may be a determining factor in the solution of these and other grave problems.

Notwithstanding the changed situations which circumstances have brought and may continue to bring to pass, it will remain true that the child is a trinity of body, mind and spirit; that these three elements undergo remarkable changes during the early adolescent stage, and that therefore we must of necessity be prepared to know and do what will serve best in the development of the child physically, intellectually and morally. Great demands are certain to be made upon those who have had the privilege of the schooling of the grammar grades and especially of the high school grade. Since for some time to come at least the great majority of our citizens will not have had this privilege, and the leaders in public service necessarily are drawn from the ranks of those who pass through these grades, it is incumbent that the type of education be that which develops the sanest type of leadership, a world-wide vision, the conquest of race prejudices, intelligent and unselfish co-operation on a world-wide scale. In short, a deeply-rooted moral conviction. This means that the schooling of these grades should give us the boy or girl who will ultimately become the thoughtful man or woman, thoughtful in the widest sense, understanding the true meaning of civilization, education and religion. Such a one will obey the laws of life, will be upright, will be considerate of the rights of others, will appreciate real progress. The present world situation shows failure at many of these points.

There is probably no other part of the school systems of various countries that is being more closely examined by the general public today than that section to which I am calling your attention. This is evidence of a feeling of unrest, and yet, in spite of this, the high school has grown in popular approval and support. It is within the memory of many present that a large section, indeed, often a controlling body, of our people, held that only schools of elementary grades should be maintained by the state. At present one holding such a view is a rare exception. Within comparatively recent years the attendance at high schools has increased at a rate more rapid than the increase in population. In Winnipeg nearly 90 per cent. of those who pass the en-



trance requirements enter the high school. Let us hope that this may continue till the secondary school shall be considered an educational institution for all the people—the people's university. Everything should be done to bring a condition of public mind that will regard a high school education as a real means of increasing the individual, and hence the national efficiency so that it thus may be regarded as such a democratic right, that the people will feel it their duty to provide this additional education for their children. This is something which you as teachers may bring to the notice of parents who may be inclined to let their children drop out of school at the beginning of this important stage in their development.

One of the best means of obtaining this end is to develop a type of school that will respond to the need of the people. It should be organized along such lines as to provide educational activities calculated to train and develop individual powers while at the same time imparting the information that is essential to entering on further study. Do not worry over much about the non-essentials for promotions. Take this for a guiding principle and you will seldom go wrong, that no one be denied the right to enter any higher department which involves some new subject of study provided he has accomplished a degree of activity that makes further work advantageous to him. This gives to each pupil his own opportunity and not that of another. Thus the powers, tastes, talents and limitations of each is given recognition. Would not such a condition tend to lead each to the conquest of himself; to make the most of himself. Many factors contribute to the failure of pupils to complete the high school course, but the chief one is a consciousness of inability to complete the course successfully because of failure in some special department. It might not be out of place to suggest that a consideration of this principle of promotion might help to solve the problem of university matriculation requirements and standards.

In some quarters there is a demand for readjustment in the present field of secondary education. The idea is to reach down so as to include grades VII. and VIII. of the present elementary system and to extend upwards and include as students those who are one or two years beyond the present high school finishing point; thus doing the work of what might be called the Junior High School and the Junior College. A committee has been appointed by this association to consider this and kindred problems. It is opportune therefore for me to ask the whole body of teachers to give some thought to this proposal. This plan is now being tried in some centres in the United States. Whether it will become a permanent policy where it is now being tried remains to be seen.

The place of the high school in a system of education is in a constant process of evolution, and hence neither the number of years in its course of study nor the nature of its curriculum can be permanent. A prominent

determining factor in either or both of these is the demand of the community. To get an idea of the increasing importance of the high school in the mind of the public, one has but to note the many references made to it by public bodies of one kind and another. These references are frequently in the nature of approval, but sometimes in the form of adverse criticism, yet always couched in terms which show that the institution has a vital place in the life of the people. Much criticism of the high school arises from lack of information or from mis-information. It seems to be overlooked that it is the one school organization that takes care of large groups of young people at the early adolescent stage, a period when mistakes, physical, mental, or moral are more liable to occur and be more serious in their effects than at any other period of life. It is the time when the youth is being shaped for weal or for woe, physically, socially, intellectually and ethically. If one pupil in a class of 40 breaks down along any of these lines during this period, bitter criticism of the length and nature of the course of study is very apt to follow.

This leads me to mention another factor affecting the length and nature of the course of study. On the one hand there is the economic pressure which seems to urge the parents and pupils to reduce the time taken to prepare for the activities of life. On the other hand, from all organizations looking to human betterment, among these being employers of labor in the commercial, industrial, and agricultural world, as well as from university authorities on the professional side, there is an ever increasing demand for more maturity of judgment on the part of those who come to them. How can this be secured without lengthening the period of preparation? It seems to me that in the long run this demand must be met in some such way.

It is quite possible that the pupils who leave school at the end of the first year in the high school do so because they are forced to work harder than has been their custom in the preceding grades. This makes the high school course a drudgery and gives a quietus to many bright hopes, for boys and girls who enter the high school have something of the feeling of students entering college. It is part of their career. Some parents, too, begin to complain that at this stage their children are being pushed too hard, and the high school is charged with overloading its curriculum. If this be a correct statement as to the relation between cause and effect then the remedy to be applied is for the teacher in the grammar grades to enrich the course of study, not necessarily by adding higher branches of study, but by lifting the regular studies above the ruts of formality, by adjusting instruction to varying conditions, in short, by doing anything that may be expected to act as a stimulus to greater conscious effort and thus give the pupil a consciousness of power and at the same time lay a broad foundation upon which superstructure is easily possible. Fibre and sinew in the phy-

sical realm come by wrestling; in the mental and moral spheres this is equally true.

And now I remind myself that probably most of my hearers today are teachers of one-roomed rural schools. I make a special plea with you to think if possible more seriously about what you are doing for those boys and girls in your care from Grade V. upwards. Remember that the leakage from schools begins at this stage. Perhaps you can do something to prevent some of this leakage. Remember, too, that these boys and girls are your school leaders. Have they a proper respect for authority? Are you sowing in these natures the seeds of self-discipline? Are they becoming more courteous? If so, there is little fear but they will as adults respect the rights of others. Those people who are always talking about their own rights but say very little about what they owe to others, have simply been started in the wrong way. In these days of small-sized families, these days of comparative luxury, respect for the rights of others is apt to be less conspicuous than in past generations. Under your watchful eye and wise direction this small group of older pupils can be used by you in dealing with the larger group of younger ones to the decided advantage of all parties. This, too, might tend to instil in these seniors a desire to remain at school longer than might otherwise be the case.

I think, too, that there is need for more thoroughness in the work of teaching the grammar grades. It is unfortunately too true that in perhaps the majority of cases the people take very little interest in their schools. It, therefore, devolves upon you to be perfectly frank with yourself for the purpose of discovering whether there are serious defects in your methods, leading to lack of thoroughness in the education of those who, it may be, will shortly leave school forever. Form the habit of being your own supervisor.

On the other side of our southern boundary a new and destructive educational implement has been devised. It is what is called the "School Survey." It has come into being for the purpose of educating the people about their own schools, to make the schools and the public pay attention to each other. It presents the past, the present, and the possible future. It is a community-stock-taking, or inventory of its assets and liabilities, educationally speaking; what the future of this "School Survey" may be, it is hard to say. I am not advocating its adoption here, but I would commend the idea to your interest. You, as teachers, are the community leaders. You may have an opportunity therefore of doing on a small scale in your district something along these lines to the end that a more healthy and lively interest may be taken by the immediate public in all that pertains to the best solution of the problems that are to hand. In this connection I would advise you to read all you can about community-centre work and see if there is anything that can be done along this line in your district.

True it is that too much cannot be expected of the teacher. There are cases where the home and environment are fighting against the school for 18 out of the 24 hours of the day. It is also true that teachers cannot be expected to train to a high degree of efficiency pupils whose natural endowment of brain power is small. And yet who does not know of children who have been saved by a teacher in spite of the existence of such handicaps. As far as it is able the school in co-operation with such other agencies as can and will help should teach in a thorough manner the rudiments of knowledge, should train the eye and hand, should implant ideas and ideals, and while securing all these results, should engender good habits of thought, speech and action. If this has been accomplished then the aim of education has been fulfilled. The purpose of education has been stated and restated in thousands of ways, and the end is not yet, but in the last analysis they all mean pretty much the same thing.

In conclusion, I would like to make a plea for more tolerance with their fellow-workers on the part of educators in general. The business and professional men find fault with the colleges for turning out an inefficient product. The university and college professors declare that the students matriculate into their departments improperly prepared by the secondary schools. The teachers of these schools in turn say that their work is handicapped because of lack of thoroughness in the work of the senior grades of the elementary school. The teachers of these grades say that the trouble begins in the primary grades, and so from one end to the other the line of criticism is heard. I am inclined to think at times that much of this criticism is the result of each agency regarding the material that comes to it from the preceding one, as if it ought in the nature of the case to be a finished product. It should be borne in mind that the product of the schools is human and differs from the factory product in that it is the resultant of a play of many and ever-changing forces, a resultant whose magnitude and direction is likely to be different in one individual from that in all others. The ultimate finished product in any case is the man or woman in life's activities.

Now that I have finished I am conscious of incoherence of ideas and a lack of sequence in much that I have said. It is impossible for me to touch upon many of the important problems of the school or to indicate their possible or probable solutions. I can only insist that despite all that may be said about the desirability of scholarship and efficiency, character, purpose and power are fundamental and these are produced by the exercise in the school of the three fundamental graces, faith, hope, and love. Let me finish as I began, by expressing the hope that you may put yourself in such a relation to this Convention that in some way or other the flame of the spirit which

is always in evidence at our gatherings may touch you and quicken you to the performance of more heroic service. If you take this away with you, then for you the Convention of 1917

will not have been in vain, for of you it can then be said in truth, "They that instruct the youth unto life shall shine like stars in the firmament."

### HON. R. S. THORNTON

(Summary)

(Unfortunately no stenographic reporter was present, and the report of the Minister's address is very imperfect.)

Hon. R. S. Thornton, Minister of Education, began his address by congratulating the Executive Committee on having framed a programme that was so attractive as to draw together such a number of teachers. He was certain that there were a couple of hundred more than at the corresponding sessions last year. He was not going to attempt the impossible task of outlining the progress of the past year, but would content himself with referring to a few points that deserved more than a passing notice.

First, there are the Boys' and Girls' Clubs. These have, under the direction of the Agricultural College, been doing a very great work, a very useful work, and the chief director, Mr. Newton, with the teachers and inspectors, must be congratulated on their success.

The Department of Education asked for the preparation of literature that would help teachers and pupils in their activities. Bulletins were prepared, giving concise information bearing on the contests. School fairs are now beginning to rival in interest the old-time agricultural fairs. The school is becoming a social centre. Things cannot go badly in education if the people take a deep interest in the work of the schools. There is something inspiring in seeing a thousand people in a rural municipality meeting together at one of these school fairs.

There was something with which teachers were not primarily connected, but in which this year they took keen interest. It was the Spelling Bee. There was a few years ago a tendency to belittle correct spelling, but the recent demands of business men have caused teachers and others to strive against the tendency. Spelling and speech are the tools of expression. It is necessary to emphasize their importance. Particularly is it necessary to develop in pupils power to express themselves grammatically and in well chosen words. The language of the street and the market is not the same as the language of books. There is a danger that pupils will fail to acquire power to use English in its better form. This is particularly true in a community where a fraction of the population speak English only in a crude form at best.

This year is the fiftieth since Confederation.

In 1867 a union of the scattered districts in British North America was effected—in theory. It has taken fifty years to make the Union a reality. Had it not been for this Union we should never have had the privilege we enjoy today of calling ourselves Canadians. There is something fitting in having a trial at this time. In passing through the hot furnace of affliction the various elements composing the nation are welded together, and we are conscious of our nationality as we could not have been otherwise.

What ideals shall we set before our boys and girls? We do well to talk to them of our natural resources and opportunities for development. We can talk of the wealth of the Maritime Provinces in their mines and their fisheries; of the wealth of Ontario in its fruit gardens and its well-tilled farms; of the wealth of the Western Provinces in the agricultural opportunities of the prairies; and of the wealth of the Pacific Province in its minerals, its timber, and its wonderful fisheries. But there is a greater wealth than all of these. The greatest asset is to be found in the boys and girls. Teachers have of all people the greatest privilege. They are miners in the most productive field.

We must not forget two classes of people and what we owe them. These are the pioneers who at much sacrifice laid the foundations of our commercial and community life, and the soldiers who are now at this critical time making even a greater sacrifice. The pioneers founded for us schools and churches and kept alive those traditions which we so fondly cherish. One of the most difficult things in life is to put force and ideas into proper relation to each other. Ideas and ideals rule the world. The president in his speech apologized for using the word efficiency because the term is overworked. The Germans are strong in efficiency of a kind, but efficiency which leaves out of consideration the moral element, which places no value, or low value, on human ideals, is worse than useless. So we pay tribute to our pioneers. Both alike possessed the spirit of service in a common cause. The children of our schools should be worthy of these great sacrifices. Towards that end we must put supreme value not in gold but in growth, not on position but on personal power, not on capital but on character.

## EDUCATION FOR MANITOBA'S NEEDS

By His Honour The Lieutenant-Governor,  
Sir James Aikins.

It was suggested by one of your leaders when I was asked to address you that I might repeat what was said to your city teachers in December last, and so save me from some efforts. That was kindly. The subject is a large one, and with your permission I will add a little to it.

One is instinctively attracted to the little child, beautiful, innocent and yet unspoiled, just commencing to express its personality by attempting to talk and stand erect. Surely one might well say: "of such is the kingdom of Heaven." Naturally thought turns to what may become of this little bundle of potentialities and possibilities. Will it develop well or ill, a useful citizen or a social menace, in harmony with nature's laws and happy accordingly or a dislocate whose life is hell. And so thinking of the risk one might be tempted to say—better the child had never been born, if it were not for the truth expressed: "Train up a child in the way it should go, and when he is old he will not depart from it." Therein is the assurance of a useful life and the teacher's responsibility. The rule refers to normal children and not defects. Nor does it make excuse for heredity or the Haeckel Tyndall doctrine that "the will is never free." In heredity the race is more important than the individual, as you who come into contact with children of foreign birth know. In the Law Magazine, 1875, there is an article by Yeatman in which this appears:

"If Germany can point to any place or land from which they are sprung it is not the banks of the Oxus but from the land of the Assyrians who, like the Germans, were a stiff-necked people, a godless, hard presumptuous race, and the Germans may trace their God Thoth in a Canaanitish divinity."

Some might consider the conduct of the Germans in entering upon and maintaining this war is strong evidence of heredity, but careful consideration will lead to the conclusion that their godlessness, their presumption, their inconceivable cruelty, their contempt for treaties, for the good opinion of the world is a result of a deliberate system of nationwide education. It manufactured "higher criticism," and fostered infidelity to such an extent that Nietzsche, one of its strongest and most popular educationalists, writes:

"You have heard men say, 'Blessed are the peacemakers,' but I say unto you, Blessed are the War-makers for they shall be called if not the children of Jehovah, the children of Odin, who is greater than Jehovah."

Other doctrines were inculcated, such as "Selbst is der mann." "It is our interest therefore it is our right." "It is ridiculous to advise a State which is in competition with other States to start by taking the Catechism in its hand." "Of all political weaknesses that of feebleness is the most abominable and

despicable." Goethe, Germany's poet, had sung to

"Dream ye of peaceful sway?  
Dream on, who dream it may.  
War still is Empire's word  
Peace? By the victor's sword."

The British people did not differ in origin greatly from the Teutons, but the truth and principles taught and adhered to by the British were essentially different. Hence this conflict between German "self interest" and British "is it right," of which the millions of earth and host which no man can number are spectators, and in it because unjust the Prussian Hun

"shall perish. Write that word  
In the blood that he has spilt.  
Perish helpless and abhorred  
Deep in ruin as in guilt."

So much for difference of teachers and of training.

If "the will were never free," training would be ineffectual. Tyndall asserted that—"the robber, the ravisher, the murderer, offended because they cannot help suffering. Let Shakespeare's words answer him:

"This is the excellent foppery of the world that when we are sick in fortune—often the surfeit of our own behaviour—we make guilty of our disasters the sun, the moon and stars, as if we were villains by necessity and all that we are evil in by a divine thrusting on—an admirable evasion of abominable man to lay his goatish nature to the charge of a star. My nativity was under Ursa Major's, so it follows I am rough. Tut, I should be that I am had the maidenliest star in the firmament twinkled on my birth."

There is nothing in the theory of heredity or a "chained will" to prevent you from guiding into happy usefulness the plastic nature of a normal child.

Everywhere you hear that it is duty of the State to conserve for useful purposes its natural resources, and thus increase its wealth. Its forests should be protected from fire, its waters not depleted of fish, its land fertility not exhausted, its mines developed. In these the results are direct and tangible, they mean money to the people. But do those same people realize the irreparable loss to the province that results from the lack of suitable education and training of our children.

Progress denotes aspiration and is a law of living nature. Old things pass away, all things become new. The advance in education which has been rapid in the last half century is being accelerated by the war. Dire necessity has compelled the revealing of much marvelous hidden knowledge and the application of it to human uses. The answer of the painter as to the making of his colors—"Mixed with brains, sir," largely explains the why

of new things. But the door of discovery on the path of investigation is as yet barely opening, and men from all classes are crowding in. These new things will oblige new adaptations in school systems and methods of teaching, and a different classification of subjects. People are not looking backwards for knowledge. Ancient wisdom has been digested, indexed, typed, and is incorporated into general learning of today. And from that scratch the racers are off and the educators are among them.

Manitoba's school system was imported from Ontario, Ontario's was the outgrowth of many controversies in the middle of last century, two leaders in which were Bishop Strachan and Rev. Dr. Ryerson. The story is most interesting, but I can mention only a few good suggestions than made, which, no doubt, had it not been for prejudice and politics, would have been fully developed long ago. A commission appointed by the Legislative Assembly reported in 1836, that new political and commercial conditions made it necessary to educate the masses. That such education should be scientific or modern rather than classic. Laboratories, gardens and workshops should be attached to the schools. All teachers should be trained. In an introduction by the Governor in about 1839, to a later commission, it was said that to begin reform elsewhere than at the base of the pyramid, the common school, was to invert the legitimate order of a common inheritance. That commission reported that each Township should have a model school, which should have two class-rooms, living rooms for the teacher and his wife, also another teacher, and two acres of ground.

In 1846, came Ryerson's report, which expressed the idea that education should be universal, embracing all classes complete for each class yet independent, forming a pyramid with primary instruction as the foundation, thence working upwards, that religious instruction was necessary in all the schools, sectarian not anywhere. Secondary education was restricted for over half a century, because Strachan's ideal sacrificed it to the University and Ryerson's to the common school. Strachan's ideal educational system had a University as its chief corner-stone. His view was that the establishment of a University at the seat of government would complete a regular system of education in Upper Canada from the letters of the alphabet to the most profound investigations of science. That the professions of medicine and law required home trained men to fill them, and that it should be conducted by the clergy, and that the learned professions could make public opinion, and that there should be the college system in the University and tutors. He wrote: "Now, in the United States a system prevails unknown to any other nation. In all other countries morals and religion are made the basis of future instruction, and the first books put into the hands of the children teach them the domestic, the social, and the religious virtues. In these

contentions, Dr. Ryerson's common school system was approved and with modifications was introduced here. One regrets that political contentions prevented much of the best thoughts of two such bright men from being woven into the early Ontario system—should they not again be most carefully considered?

The great American educationalist, Dr. Charles W. Elliot, recently said: "The highest human interests are concerned with religion, government, and the means of supporting and improving a family." You well know that thought is a tool with its own proper function in human life, and that true human life is the realizing of the higher virtues of truth and justice, of love, honour and sincerity in daily duties. Education is a high class tool, the use of which for good or ill depends on the workman who uses it. A great person, and one cannot be really great without good character, will always think well and worthily. That moral law dominates in men whether they always practise it or not is evident from the fact that they condemn one who neglects a plain duty. Dominates also among the modern nations, for they are joined in fighting those powers, Hun and Turk, which have set at naught the laws of humanity. "The worth of any civilization is the worth of the man at the centre of it." When that man lacks moral rectitude, progress is from bad to worse. The true test of a nation is not in the wealth or ostentation or the intellectual attainments or in the masses of its population, or its military pomp, but in the character of the citizen it produces. Intellectual development can not alone produce that character. "If we trod the depths of ocean, if we struck the stars on rising,

If we wrapped the globe intently in one hot electric bath,  
T'were but power within our tether no new spirit power comprising  
And in life we are no greater men nor bolder men in death."

I am profoundly grateful to Dr. Daniel McIntyre and Dr. W. A. McIntyre and other Manitoba educators for persistently maintaining that the development of character should be the chief object of education. The former has said:

"In the first place, education is the development of character, and, therefore, whatever subsidiary aims the schools may have, the main purpose in the mind of the teacher must be the ethical one." And Dr. W. A. McIntyre has said:

"Our social and political conditions call out not so much for men who can make money readily, as for men of high intelligence, fine sensibility, and high moral worth. It is time that in Canada King Midas was dethroned, and the King of Righteousness enthroned. . . . Virtuous children are more to be desired than prize stock, and a happy home than a good bank balance."

Dr. Adler, of New York, says: "The key to moral education of the young, as the preponderant majority on the subject agree, is the moral attitude of those who undertake to

educate the young. Reverence is aroused only toward those who themselves revere. . . . It may be added that the child is to obtain its first initiation into the ideas of State and of Religion chiefly by the reverberation which these ideas awaken in the life of its elders."

Admit that such influence on the child life is not only good but necessary that does not give it direct instruction in the laws of civil government or in the fear of the Lord which is the beginning of wisdom or how to get into touch with the infinite that the spiritual side of its life may be nourished and promoted. I am afraid that the system of ethical instruction in our educational institutions is so vague and devitalized that it will not start into activity those emotions and thoughts in the life of the child which will develop in strength its spiritual and moral character which is so essential to good citizenship.

How is the child to be given effective ideas of State duties and religion beyond the initiation stage of which Dr. Adler speaks. Our institutions and civics, and laws which all Canadians are presumed to know, are interwoven with religion. Allow me to illustrate. Hundreds of oaths are taken daily in courts and before commissioners in the administration of justice. Lyeurgus said to the Athenians: "An oath is the bond that keeps the State together." In a great English case—*Omicund vs. Barker*—which held that the oath must be taken in a form binding on the conscience of the witness, it was said by one of the judges: "No country can subsist a twelve month where an oath is thought not to be binding, for the want of it must necessarily dissolve society." The common form of oath in our courts is: "the evidence you shall give . . . shall be the whole truth and nothing but the truth, so help you God." The "Oaths Act" in England prescribes the form: "I swear by Almighty God," etc. A child of tender years is not allowed to be sworn, with few exceptions, until it is instructed in the solemn nature of an oath. So our jurisprudence recognizes an Almighty God who hears the words spoken, rewards truth and punishes lying; recognizes conscience, that active principle in the soul of man which feels intuitively the validity of divine law. The Dominion and Provinces pass "Lord's Day" Acts to prevent its secularization. The nation in its laws respects an Almighty God and conscience, and the Ten Commandments, and the Lord's Day, and yet even some clergymen hold up hands of warning lest these religious things, thought to be essential in our national life, should be taught to our Canadian boys and girls in the State maintained schools. Further, every Canadian arriving at years of discretion is supposed to know and keep the law. On what is that supposition based? Our Criminal Code has hundreds of sections defining and making crimes, etc. Is the child stepping across the threshold of responsibility acquainted with it? Are you? Whence lies the child's safety or yours against infringing laws which it does not, and you do not know? Only in this, that the

home and the teachers are presumed to implant in the life of the child those living truths about God, one's duty to Him, and duty to one's neighbor, so that an inward conviction of what is true, a right spirit and a good character will keep the well-intentioned citizen at a safe distance from the transgression of those laws—crude laws made by man to protect society against the evil-minded and the wicked doer.

Our education system has been undergoing some transformation which should be speeded up to prepare the people to meet the new conditions created by the war, and those that are sure to follow it, economic, social, and religious. There will be intense industrial competition of impoverished nations, inevitable adjustments between occupations and classes, and a struggling towards those sure foundations of faith and morality on which to build a higher and less sordid national and individual life. That preparation can only be effected by a process of education. If the fact that we are not abreast of the times or are not leaders of our day educationally comes from lack of intention, let us ambitiously resolve and act. If from lack of knowing how, let us take the trail till we find out. If from lack of funds, let us raise them. Think of the millions spent in war to defend our children's lives and heritage from the ruthless enemies. Are we not as able to raise funds enough to protect our boys and girls from avoidable ignorance and the poverty resulting from it and from the lack of proper methods of doing things. The statistics show that not over 90 per cent. of our boys and girls get from the province any education beyond the public school, and, I understand, few of those go further than its 5th or 6th grade. Is the instruction so given that which will best fit them for successful avocations in which to live and maintain in fair comfort a family? Would you not surprise yourself to answer "Yes?" Has it disciplined the will, developed the faculties or trained them to even think aright in those vocations wherein they will spend their days, or given them such a habit of study and interest in their work or in civic life that they will educate themselves in their chosen calling and become safe electors? Our general system is substantially framed on the supposition that preliminary education is the base of a course of instruction that is only complete in University graduation. Accordingly when the 90 per cent. leave the public school their education is merely a broken fragment, of not great use, instead of some serviceable instruction complete in itself.

The war, and an understanding of how Germany prepared for it and maintains it, is convincing evidence that science, the exact knowledge of how to utilize nature and its resources is an essential in modern times of material success and strength. Convinced of this, shall Manitoba hereafter allow the 90 per cent. of boys and girls to go out of the public schools without having something of the science of farming or manufacturing, of mechanics, of

commerce, of home-making, or the like. These children care nothing for metaphysics or classics, but will become interested, in what more nearly concerns them, economic knowledge—scientific if you like, about those things out of which a living is made because it promotes material welfare and does as much more as a result to strengthen moral purposes and honourable dealings and good will. To quote again from President Elliot:

"Many educators are persuaded that the real objects of education—primary, secondary or higher—are: first, cultivation of the powers of observation through the senses; secondly, training in recording correctly the accurate observations made, both on paper and in the retentive memory; and thirdly, training in reasoning justly from the premises thus secured and from cognate facts held in the memory or found in print."

I have only time this evening to name two types of elementary education, one the conventional which arranges the curriculum for formal discipline or training of the mind. The other which arranges the course on the "basis of the content," which while training the mind has as an objective the preparation of the child for the experiences and useful activities of life. The latter appeals to me.

Reading, writing and arithmetic are still the elementary essentials with which to acquire further learning, and must be uniformly prescribed. No one at this day will deny that those common callings to which I have referred are not intellectual, requiring observation, memory, skill and judgment, and that a study of them by those interested will lead to a cultivated mind. If that be so, why should not a boy's or girl's certificate of standing in those general and special subjects taken at the common school be sufficient for entrance into the secondary or high school. I am not an educationist, and therefore am unable to see why similar instruction in such subjects should not under certain limitations be more generally given in those secondary schools. Those schools, it seems to me, as they are maintained by public funds, should shape their courses for the benefit of the student whose education goes no higher than the high school, and should not simply train for University entrance. I cannot commend too highly schools of the Kelvin class. The people as a whole whose funds may be given to support the University, and who therefore have a right to that extent to regulate it ("Who pays the piper calls the tune"), will have the road to the highest serviceable education as open as it can be made to all competent youths. Moreover, in order to secure good attendance, the University must accommodate itself, for admission purposes at least, to the education given in the secondary and technical high schools, and so keep in touch with the body of the people. The determining factor for the teaching in public institutions must be the direct advantage to the people as a whole. In a recent article the Rt. Hon. Mr. Fisher, British Minister of Education, points out that the old educational tradi-

tions have been abandoned in England, that he has known of a boy who offered the habits of eagles as the subject of his matriculation, that students come to the Universities of Great Britain to fit themselves for the hard-struggle that lies before them, that by persuading reluctant but ambitious communities that it would be a fine thing to have a local University far sighted statesman-like business men have substantially originated a half-dozen Universities, open to students of slender purses, and developing branches of science serviceable to local industries, and so the Sheffield University makes a speciality of metallurgy; Leeds of textiles; Liverpool of engineering; and Birmingham of the manufacturing special to that place. (It is pleasing to know that our Governor-General is Chancellor of Leeds.) Mr. Fisher also points out that these are developing the national intellect, have quadrupled the mass of scientific research in Britain, and so by being practical and aids to industry, those Universities have obtained the respect of the cities in which they are located, and the confidence of the people who did not believe in them before. In concluding, he adds words which I appreciate:

"We shall not exchange our scheme of academic liberty for the State University of the Prussian system. We shall still believe in private enterprise, private endowment, local initiative. The aim of the nation will never be the attainment of mere mechanical force as an end in itself. Perhaps when the cycle of reform is complete our enemy will declare that we are still a race of foolish gentlemen—a little less foolish than before, but still, by some silly eccentricity of nature, gentlemen in thought and act."

Those statements of the British Minister of Education show how different the British University of today is from the Oxford of fifty years ago, or the classic one suggested for Toronto by Bishop Strachan, intended to produce a polished literose, a scholarly social gentleman or a classically read member of the learned profession. They stand today for the advancement of learning in general and the endowment of research for helping men to enter the unseen and unknown and there seizing wisdom bring it down as Prometheus did the fire for the use of the people in daily work. Great Britain has conscripted the brains of the University men to meet the machinations of the central powers in this war and, like our soldiers and sailors, for useful work they take no second place to the self-styled Kultured German. One purpose, and an important one, of our University, should be to train teachers to instruct the 90 per cent. of our boys and girls the scientific use of common things in daily tasks.

Teachers, when I think of what you have done in vicarious work to make ready the young potential forces of Canada for profitable service in our country, I take off my hat to you. I cannot instruct you, but I can respect you, and in the name of Manitoba

greet you and "bid you forward breast and back as either should be."

Manitoba has been blessed with many good teachers who have devoted or are giving their lives to educational work. I am not now speaking of the transients who obtain certificates and teach as a means to some other end or occupation, their hearts are rarely in their performance, and the fact that so many leave it does not attract others to that profession. It seems we cannot get along without them—the harvest is great, the labourers few. When will the people and the people's government have their eyes opened to see the true teachers in their proper light and give them just support and compensation. Loyalty and devotion to duty cannot be estimated in money value, but if the time spent in acquiring professional efficiency and in your work, if skill and experience and the splendid, aye the eternal result of teaching thoroughly done are to be considered, you should bear the bay as the leading profession and be compensated accordingly, but philanthropists never are. I use that word advisedly, for if you did not love the child and the making for it a brighter future, your work would be drudgery, from which the child you assayed to teach would try to relieve you by being absent. Teaching is an art and a very exacting one. A bad teacher is an offence to the State, wasting the time and opportunity of young lives, and too often sowing noxious weeds, sometimes small, sometimes unseen, with the wheat. Permit me again to use the words of Fisher, the present British Minister of Education, they express with added emphasis and lucidity my thought:

"Properly speaking, the teaching profession is an apostolate. In India, where the office of teacher is held in profound and genuine admiration, it is customary to regard the guru as a saint, dispensing the supreme blessings of knowledge and wisdom out of a love which partakes of the divine. To view the teacher as a salesman of merchandise, or the supply of teachers as controlled by the laws of economic supply and demand, would be an offence to this Oriental and profoundly religious view of the greatest calling in the world. Nor does any English educational reformer desire to materialize the teaching profession. We know that it can never be nobly paid. We know that the genuine teacher pays little regard either to wealth or to health. The last thing which is desired is to hold out a prospect of luxurious living to a calling which, like the navy, demands a continuous spirit of ardour and self-sacrifice. But it is, notwithstanding, reasonable that a certain measure of comfort and security should be provided to a body of hard-working servants of the State, that they should be able to look forward without apprehension to the chances

of sickness and the certainty of old age, that they should have the wherewithal to stock a humble library, to take a modest holiday, and to rear a family in a decent home, so that, relieved of their present grinding anxieties, they may preserve into the autumn of life something of that precious freshness and elasticity, that lightness and gayety of heart, that eager and versatile appetite for the joys and wonders of experience which, more than by accumulations of knowledge, furnish the equipment of the inspiring teacher."

Canada provides pensions for its civil servants, Manitoba guards by compensation the interest of workmen who meet misfortune in the course of their employment; many large corporations have a system of retiring allowance for their faithful employees. It seems to be unreasonable that the State should not directly or by the agency of its municipalities or school boards, provide for insurance against disability during the efficient teaching term of life and a retiring allowance thereafter. Some sane steps have been taken in that direction by "the Board of Trustees of Winnipeg Public Day School Teachers Retiring Fund." This example might well be extended and followed. It has been suggested in connection with principal schools in well settled rural districts that with them small residential farms for teachers should be set apart which would become social centres and illustration places, and on which, during the summer months, the teacher and his family might work. Is that not worth considering? You who are practising in the teaching profession know your needs, know what will make you more comfortable in your work, and therefore more effective. You should unite in pressing and expressing your reasonable views and in creating a strong and sound public opinion in favor of a better maintenance and a brighter future, for those who make school and University teaching their life work. The people of Manitoba have reason to be grateful for the progress that has been made in the work of education during the last decade, and proud of the spirit and enlightened energy of the workers, teachers, superintendents, inspectors, members of boards, and heads and officials of the Department of Education. The last report of the minister, Hon. Dr. Thornton, to me, and the frequent articles in the papers which show how districts are vying with others in providing practical training and better facilities are most encouraging. Such forces ceaselessly at work cannot fail to create a strong type of Canadian, in soul spiritual and idealistic, in mind alert and thoughtful, in body strong and in habit industrious. With such a citizenship Canada will endure while other nations less fortunate in their inhabitants will pass away.



## EDUCATION AND THE NATIONAL SPIRIT

By President Murray, of University of  
Saskatchewan

Whenever a people becomes intensely conscious of national problems, its thoughts turn to education. National needs quicken the interest in education; and education may, in turn, intensify national consciousness.

When Germany was under the heel of Napoleon, when Denmark was bereft of her provinces, the people turned to education as the great instrument for national deliverance. The subject races of Europe are passionately devoted to education as the means of preserving the mother tongue, of keeping alive racial traditions and of opening up the avenues to power to their children.

As an illustration of this one may turn to the struggles between Greek, Bulgar, Serb and Turk for Macedonia. The schoolmaster and the priest were the chief agents for nationalization. We have often been shocked by the reports of atrocities perpetrated upon the teacher and the priest. We did not realize that the conflict of nationalities for the control of a piece of territory was frequently a struggle to vindicate a nation's claim based on the nationality of the inhabitants of that territory. If strategem, force or any other means could change the character of the inhabitants, the title to the territory would be changed. The badges of nationality were held to be language and religion. Change either or both and you change the title to the territory. The schoolmaster and the priest become the great factors in determining the nationality of a people.

Since the Great Nations of Europe, under the leadership of Britain, have adopted the principle of Nationality as fundamental in dealing with the claims of any people to recognition as a self-governing state, the subject races of Europe have clung to their language and their religion, to their schools and their churches, with a passionate devotion bordering on frenzy. Their very liberties rise and fall with their mother tongue and their religion.

I do not propose to speak of religion, but merely to remark that these eastern peoples do not regard religion as do the members of the Reformed Communities of the western world. With them religion is a national matter. Patriotism and religion are similarly regarded by the individual. Loyalty to king and to Church demands devotion—it may be at the cost of life—but it does not necessarily call for a particular kind of personal life. On the other hand, membership in a Reformed Church is based upon personal conversion. Man's relation to God is personal, not through a national church.

The school becomes the great agency for perpetuating the language and the traditions of a people, for quickening and developing the national consciousness. I hold that this is its fundamental work. It is not primarily an agency for increasing a nation's wealth,

or its military power. These things may follow from the work of the schools. The primary business of the school is to develop the national life, through the development of the individuals. This quickening of national intelligence, the development of the spirit of national unity and co-operation make possible great growth in national industry and trade no less than in national power.

Look for a moment at Canada's interest in education. The establishment of systems of Free Public Schools in the provinces followed closely upon the heels of the first great national achievements—the Union of the Canadas and the Confederation of the Provinces.

The period of national expansion with its growing sense of nationhood, intensified by the immigration of many races, witnessed a new revival in education. The problem of racial assimilation quickened our interest in the schools as agencies for teaching patriotism and for the adoption of a common language. At the same time the growing industrial expansion and the new development of agriculture called forth a new interest in technical and agricultural education.

Today the war has intensified our interest in education as a factor in nationalization. Its revelation of Germany's achievements in trade and military power has led to a new and insistent demand for better educational facilities.

I believe that we are, today, in danger not of neglecting education, but of emphasizing the wrong things. We may think too exclusively of education as a means of increasing national wealth and national power, and too little of it as a means of developing a national spirit—in other words, of Prussianizing our system of education rather than of Anglicizing it.

We may become too deeply fascinated with the achievements of the German Machine and forget what has been accomplished by the French national spirit and the British national character. The German Machine measures education by its material results; the British system, or absence of system, has developed a national spirit, a national character that gives promise to win out even in the face of terrific odds.

The conflict is between a system of scientific efficiency and the spirit of individual liberty and initiative; between a system which aims at mechanical results and a spirit which seeks expression in its own way. I do not wish you to infer that Germany does not cultivate a national spirit. She does sedulously foster a spirit of subordination of the individual—of man to a machine. Nor do I wish you to believe that Britain ignores or dares ignore system. Her system has respect for, gives free scope to, individual liberty and individual initiative. In her case

man is greater than his machine; in the other, man is crushed by its creation.

War has revealed to us with great clearness the difference between a national ideal that makes humanity the thing of supreme value, and an ideal that tramples upon humanity in order to achieve great material results.

Let us for a moment look at some of the things the war is credited with having made evident, things that every plan of educational reform will be required to make provision for.

The war has emphasized the value of "preparedness." Therefore many claim that a wise nation will encourage the development and the application of Science to the art of attack and defence. Our scientific laboratories should become adjuncts to the War Department. Germany came within an ell of winning the war because she had for decades devoted her best talent to the accumulation of supplies and the elaboration of the machinery of war. There is not a little truth in this. But if this means that the nations of the earth are to bend all their energies to the perfection of the means of killing their neighbors and being killed, it would surely be better to renounce life and accept suicide as the reasonable aim of our existence. Surely we, as a nation, should make the "Never Again" of Lloyd George our national aim rather than the perfection of the art of killing our neighbor.

Another war argument for education is based upon the success of Germany's peaceful penetration. German science backed by German industry had obtained a monopoly of not a few industries of such importance that they made many other industries dependent upon Germany. There were the dye industries, the chemical industries, the glass industry, and the drug industries. A nation that prides itself upon its independence must spare no sacrifice that science requires in order to recover economic independence.

This is true and in a large sense vital to national independence. It was not, however, Britain's lack of science that gave Germany control of the dye industries, but Britain's lack of intelligent appreciation and lack of vision. The education we need should do more than develop a class of skilful artisans, it should develop general intelligence—national outlook.

Two other war arguments for educational reform are based upon the waste of the war.

Four-fifths of the talent and the genius of Europe is being consumed by the war. Conscription calls for the poet no less than the navy. The artist is no more bullet proof than the gipsy. And youth is the time when genius flowers.

The destruction, the colossal destruction of the talents of the nations, just as they were beginning to manifest themselves in the youths of Europe, will doom the world to inactivity, nay to intellectual stupor for at least a generation. While no system of educational reform can restore a Rupert Brooke or a Raymond Asquith, it can bring within

the reach of talent wherever found the possibilities of the best in education. The terrific hail of war should make us more mindful of the forthcoming crop.

Then again the enormous waste of material resources, the destruction of so much capital and the reckless impoverishment of nature's gifts make inevitable the careful husbanding of what is left, and the discovery of ways and means whereby the minimum of human effort may extract from nature the maximum of supplies to meet human needs. If education can assist in the invention of labor-saving devices, in the discovery of new methods of production, in the elimination of waste it will be needed in the next progress as never before.

Preparedness, industrial independence, the waste of men and materials all call loudly for reform in education. But there are other calls for more education. I may mention but one.

The enormous debts that will be left on the nations of Europe call for new methods of national finance. Today the war taxes absorb from one-quarter to one-third of the individual's income. Should the struggle continue for another two years, larger inroads must be made into the individual no less than into the national income.

What is the way out? A tax upon profits? The absorption of all profits, of all returns over a fixed percentage? Henceforth no more millionaires, no idle rich. The State may nationalize many of the means of production, the methods of distribution, the agencies for transportation. Great strides have already been taken in this direction, and, marvellous to relate, without complaint, without protest from those who suffer most. What is the explanation of this? The wonderful spirit of the nation suffers willingly, nay more, rejoices in the opportunity for sacrifice.

In the new era much may be done if the spirit of the nation is ready for it. The cultivation, the development of that spirit, may justly be regarded as the great task of a new system of national education. Such an astonishing thing has been done elsewhere.

What kind of national education can develop the spirit required to solve the crushing problems left by the war?

Will it be a comprehensive and thorough-going scheme of technical education—a training in efficiency, a training in the application of science to industry?

I believe that this kind of education will be needed, greatly needed, but it cannot be fundamental. I believe that the cultivation of the desired national spirit must come through the Humanities. I do not mean by the "Humanities" those studies usually styled the Humanities—the Languages and Literatures, Ancient and Modern, Philosophy and History—but all subjects, the Sciences, the Mathematics no less than Languages, History and the Philosophies, which are cultivated in the humane—the human way, i.e., as instruments for the development of the human spirit and not as mere tools to pry

open the secrets of nature.

In support of my view I will give you a reason and an illustration taken from Denmark—in my opinion a conclusive illustration.

The conception I am pleading for is that of a liberal education—a liberal education that will prove utilitarian in the highest sense because it is liberal, and not utilitarian in the sense that its immediate end and aim is more bread and butter for the individual and for the nation.

The old conception of a liberal education was that it was a training suited to freemen, the liberi; as contrasted with the servi or slaves. A slave was a tool, whose value lay in his use. To train the slave was to perfect the tool. When the usefulness of the tool passed, the slave was cast aside as of no further value unless sentiment intervened. A slave had no more intrinsic worth than a horse, an old coat or a once serviceable knife.

A freeman because he was free was a being of intrinsic worth. Things derived their value from their relation, their service to him. He could use them, but he was not made to be used by them. His manhood was sacred. It was the one thing of inestimable worth.

An education proper to a freeman did not convert him into a tool, a slave, but it developed his manhood, his divine qualities to the full. It developed him not for the sake of material things. It did not seek to make of him a tool for the extraction of wealth, a weapon to overcome others, a slave to minister to the pleasures of others—but it sought to make a man of him—to develop the divine within him.

He is endowed with talents of various kinds in varying degrees. Each of these may be cultivated so that he may attain unto perfect manhood.

Compare this conception of a freeman's education, of an education that reverses the personality of the child, with conceptions old and new which seek to convert the manhood of the child to baser uses. There is the education that seeks to make of him a clever tool for the running of a machine—you may call him a skilful artificer. There is the education that converts him into a deadly instrument for the destruction or suppression of his fellows. There is the education that dooms him to the making of money as an end in itself. There are fairer forms of the education of slaves, but they all agree in ignoring the man whom they train and in prizing the things which he produces.

The trained factory hand may be looked upon as a rather more complex bit of machinery; the clerk as a fairly economic adding machine; the farmer as a cheaper kind of horse power; the housewife as a combination steam cooker, dish washer and ironing machine, and so on.

Much of the preachments about technical training overlook the human in the child, and emphasize the machine. The great industrial organizers dream of the mass attack and the attainment of material objectives, and think lightly of the human spirits whoses loves and

hates, whose joys and sorrows transcend in value of the minted gold, the bursting warehouse.

We hear much of the training of the factory hand, of the munition worker, of the farmer, of the homemaker, and too little of the man or woman who may elect this or that calling. Do you wish to condemn your boy to perpetual slavery, then train him from his cradle to do with the skill and dispatch of a machine the particular movements required for success in his appointed calling. I care not whether that calling be teaching, carpentering, farming, cooking, digging or preaching; the result will be the same; you will have sold his birthright for a mess of potage, his soul for a sixpence.

I plead perhaps at unnecessary length and with unusual heat for a different attitude towards education—for a human way of looking at it, for less thought of making farmers, or artisans, or money makers, and more of making men. I plead for giving every child, be he the son of a prince or the son of a pauper, equal opportunities to develop through the best educational machinery in the land those intellectual, moral, artistic and practical capacities with which he comes endowed into this world.

I do not ask that the miner's son be drawn from the mine, the doctor's son be drawn from the surgery, the merchant's son from the desk or the farmer's son from the farm, but I ask that each be given the chance to make the most out of himself, to develop the manhood in him to its highest perfection. Then let his well trained talents find a fitting opportunity for service to the enriching of humanity and the glory of God.

May I add that this conception of human worth and human training will demand equal privilege and equal opportunity for women and men.

You may ask, how would you attempt to give this education? I would answer in the first place, let the child be studied with even greater care than the physician bestows upon his patient. This study of individual capacities and individual needs should be made with the sole object of developing that child's talents to the highest pitch. Second, I would make the awakening of his intelligence, the quickening of his interests the immediate object of my work. Teach him to think, and you will awaken the divine in him.

Let me read an extract from a very able article written by the brilliant editor of the London Nation, upon a recent debate in the House of Commons on the reforming of English education:

"Mr. Macdonald struck the right note, the note which any Socialist whose creed had really formed his mind would instinctively strike, when he protested against the idea of treating our schools as mere adjuncts to our workshops. The national school ought, before all else, to aim at giving to the child born to poverty and condemned to uninteresting toil his key to the riches of civilization and nature, some power to think and read and

enjoy, some ability to grow to his stature as a human being. A reactionary might be content to train children as employees; a progressive should think of them as citizens and as human beings who are ends in themselves. Even if we are thinking only of the narrow question of industrial and commercial efficiency, our first concern ought still to be with the general education, the thinking power, of every class of the nation.

The distinction between a humane and a utilitarian education depends, however, rather on the aim than on the curriculum. Natural science is a humane discipline, if it aims at training the reasoning mind; it is something less if it aims only at equalling a competitor who has distanced us in aniline dyes. The classics may be as utilitarian as chemistry. The democratic reformer will demand that humanities shall be the basis of all our education, but he will realize that they may be conveyed in the nature lesson no less than in Greek."

Now, strangest thing of all, is the effect of this quickening of the national intelligence, the development of the national spirit, the fostering of the national sentiments.

You know that within recent years an economic revolution has been wrought in Ireland. A system of land purchase has made it possible, but the spirit of co-operation has brought it about. The remarkable development in Irish agriculture, largely through co-operation, owes its impulse to the quickening effects of the Young Irish movement — a movement that was mainly intellectual. It revived the Irish Folk Tales, fostered the use of the Irish speech, recalled the Irish traditions, quickened the expression of Irish feeling in Irish plays, encouraged the revival of the old Irish industries, such as lacemaking, until the nation felt the pulse of new life, lived in the hopes of the new era. This remarkable intellectual movement had most startling economic results. It is true that through a most unfortunate conjunction of affairs it no doubt supplied the idealism and the fervour to the Sinn Fein tragedy.

Permit me to direct your attention to a still more startling illustration of the regeneration of a nation through an intellectual revival.

Denmark is a small country. You may put nearly a score of Denmarks into Alberta or the enlarged Manitoba. Its population is about 3,000,000. Its soil is very light. Peat bogs, marsh lands, heather barrens, sand dunes abounded two generations ago. Its climate is raw and cold. Three months of fog in a year, and in Copenhagen, a favored spot, only fifty days of sunshine annually. "In less than two generations a poorly ordered agricultural system changed to the best in the European continent." In thirty years (1881-1912) its net export of the three farm staples increased tenfold—from 12 to 125 millions of dollars worth. The movement back to the land quadrupled since 1900, but prior

to 1880 the movement had been as marked towards the city.

In each rural community there has developed an attractive rural life. Good roads, free rural mail delivery, telephones, and in many regions farm homes and farm schools lighted with electricity generated by wind power make living more comfortable. The community life is enriched by the rural artisans—the blacksmith, the wheelwright, the cobbler, the weaver and short time laborer, and is enlivened by the singing unions, gymnastic classes, extension courses, local festivals and market days.

What has brought about the economic and social revival of the country? No one thing has played a greater part in the agricultural prosperity than the spirit of co-operation. While scientific farming enriched the soil, co-operative stores, co-operative dairies, co-operative bacon factories, co-operative egg and poultry circles and rural credits have marketed its products.

What has been the secret of co-operation? It is claimed that "the schools and especially the folk high schools teach a mutual trust and confidence which have made possible the remarkable development in co-operative enterprise." Again, "The success of all such societies is traceable . . . to the intelligence and integrity of their management." "The folk high schools have disseminated among all the country folk a broad general culture which has enabled them to rise out of self and local trivialities to see the world in large perspective."

"According to the testimony of prominent Danish leaders, the great agricultural victories of modern times were won through the work of these so-called schools for grown-up people"—the folk schools. "The greatest factor in our national agricultural life is the high schools."

"That the folk high schools are to be credited with organizing and systematizing Danish agriculture seems almost incredible at first."

Sir Horace Plunkett says, "A friend of mine who was studying the Danish system of state aid to agriculture, found this (that the extraordinary national progress was due to the folk high schools) to be the opinion of the Danes of all classes, and was astounded at the achievements of the association of farmers, not only in the manufacture of butter, but in a far more difficult undertaking, the manufacture of bacon in large factories equipped with the most modern machinery and appliances which science had devised for the product of the finished article. He at once concluded that this success in a highly technical industry by bodies of farmers indicated a very perfect system of technical education. But he soon found another cause. As one of the leading educators and agriculturists of the country put it to him, 'It's not technical instruction, it's the humanities.'"

The Folk High School then is the secret of Denmark's prosperity.

There are about 80 of these high schools. They owe their origin to a bishop who was more interested in History, Philosophy and Literature than in anything else. The first school came into existence when the national existence was threatened by Germany's capture of the provinces of Sleswig and Holstein. These schools are intended for young people over eighteen years of age, who have left the elementary schools at fourteen and have devoted three or more years to practical home or farm tasks.

What is taught in these schools? The historical setting of the schools make the fatherland—its nature, its history, its needs, its occupations and its shortcomings the chief concern of the schools. First in the list of subjects taught comes the mother tongue and all that belongs to it—literature, song, music and the like.

"Then the inspirational lecture courses—in history, history in the broadest sense of the word, general history, history of civilization, history of racial culture and literature, with philosophy and sociology. Athletics, practical surveying, geography, physics, chemistry, biology, sanitation, nature study, household economics receive their share."

This is the aim of the Folk High School described,—"to found an institution where peasant and burgher can attain useful and desirable arts, not so much with immediate application to the particular calling in life as with reference to his place as a native son of the land and a citizen of the state. We call it a high school because it is not to be an ordinary school for growing children, but an institution of learning in part for young people above the confirmation age, in part for full grown men, and we call it a folk high school because members of every station in life may gain admittance to it, although it is primarily adapted to the needs of the peasantry, and to the peasantry the school chiefly looks for its students."

These schools, then, are not technical. Denmark has its special agricultural schools. These schools are not elementary. They are schools for young men and women just entering upon manhood and womanhood. They are schools of inspiration. They both enlarge the student's knowledge of his country, its traditions, its needs and its hopes, and they kindle a passionate devotion to and pride in the life of each community, as well as of the nation: they foster a national spirit.

Can this be done in Canada? Not by transplanting a Danish Folk High School to Canada, but by developing along the same lines agencies peculiarly Canadian, for ex-

ample, by awakening in our young men and women a deeper interest in the nature, resources, history and hopes of our country. Within recent years there has been published and projected comprehensive and illuminating studies of Canadian life and history. These should be brought before our young men and women, not in the dry and deadly form of elementary text books, but in the living form of addresses, courses shining with illumination and with passion. Our young people should receive an impulse and a training in sentiment, through song, literature and art. Through sport and athletics their bodies should be turned to the joy of life and their social instincts be given fullest opportunity. Their love and knowledge of nature should be kindled through science and the practical arts.

The activities of our rural organizations, the Farmers' Association, the Grain Growers are kindling a keener intellectual and social life among the older folk. Nature Study and School Gardening with Boys' Clubs and Girls, School Sports and Community Picnics are stirring up the children. The excellent Extension Work of the University is doing much—more than many realize—in fostering the best in rural life. Much has been done, but we need to do much more.

It may be that this national spirit cannot be developed to the full until the young men and women are brought for a time into residential schools similar to the Danish Folk School.

These are but suggestions. One thing seems clear, Denmark has solved the rural problem by unexpected means. We now know how it can be done. It remains for us who long for the same results to adapt their methods to our needs and conditions.

We have made great progress in Canada within a generation. We have revived the rural school through Nature Study and School Gardens. We have quickened the interest and pride of our people in agriculture and rural life. But we have still to round out the interests and the life of our people.

Men are more than mere artisans, or farmers, or workers, or lotus eaters. They love and hate; they marry and are given in marriage; they sorrow and are glad; they hope and fear; they express themselves in song and verse; are awed and thrilled by mountain and stream; they fight and heap gifts upon their fellows—in a word, they are humans. Let us strive in our educational work to touch, to cherish, to reverence this larger humanity.

#### A SUGGESTION

A correspondent writes us criticizing the programme of the Convention. He says there should be fewer sectional meetings and general meetings of a richer type. The present tendency is to develop class distinctions and to cause teachers to emphasize the importance of

method. The great purpose should be to present ideals and develop enthusiasm. The imported speaker, whether he understands our conditions or not, if he is big enough, should be the chief attraction. What do you say?

# Elementary Division

## MINUTES

This division met in general session and in sections.

1. In the section for Grades I., II. and III. about five hundred teachers were in attendance. The three demonstrations were very satisfactory, viz.: Music, Miss Horne; reading, Miss McIntosh; number, Supt. McIntyre.

2. In the section Grades IV., V. and VI. there was a large attendance. The following were the chief items: Music, demonstration by Miss Bernister; geography, Miss Wilson; reading, speaking and dramatization, Miss Armstrong. Miss Wilson's paper is published in this issue.

3. In the section Grades VI., VII. and VIII. the chief items were: Spelling, Supt. A. White; literature, Miss Sultis. These two papers are published.

4. In the section for Rural School teachers there was a large attendance. Some of the papers read are printed herewith. Others will be published as they come in.

5. The following report of the section for teachers of non-English pupils has been handed in:

Dr. R. S. Thornton, Minister of Education, gave a short address outlining the work done in the schools attended by non-English speaking children.

Mr. W. J. Sisler, Winnipeg, gave a class demonstration, illustrating his method of teaching English to non-English speaking pupils. The members of the class were children, six years of age, who speak a foreign language at home. The children read with good expression, and their expression and pronunciation were free from any foreign accent.

These children had been attending school since August, 1916. Only one of them had

any knowledge of the language before coming to school. They had learned to read and to converse in short sentences fluently and with ease. An interesting discussion followed Mr. Sisler's demonstration, the majority of the teachers present expressing their appreciation of and their agreement with the methods he illustrated.

After the discussion Mr. Sisler had the children read a new lesson, one they had never seen before. After a short preliminary drill on the unfamiliar words they read the lesson quite fluently.

Miss Frances L. Ormond, Portage la Prairie, read a very interesting paper entitled "Reflex Influence of the School on the Non-English Home."

The following motion was passed unanimously:

Moved by Miss Ormond, seconded by Inspector Willows, that in order to foster a deeper sympathy between the teachers of non-English speaking children, and the parents of these children, this Association deems it advisable to provide a series of lectures on the History and Ideals of these Nationalities, in connection with the summer classes to be conducted for the benefit of the teachers of these schools.

6. At the general session of the Elementary Division there was a large attendance. The chief items were: Music, boys of Mr. Whyte's school; District Nurse, Miss Kennedy; Boys and Girls' Clubs, S. T. Newton; Film Display. Two of these papers will appear in subsequent issues.

The officers of the division for next year are: Chairman, Mr. J. W. Beckett; Secretary, Miss Florence Budd.

## TEACHING OF SPELLING

Grades VI., VII. and VIII.

By Supt. Alfred White, Brandon

In considering any subject on our program of studies it is sometimes very necessary and usually most profitable to consider once again in the light of present experience, just what we are striving to accomplish in the teaching of that subject.

Custom, tradition and natural conservatism continually hamper us in our work. To secure experience without sacrificing open-mindedness means a struggle through which every good teacher must pass.

Spelling is one of the older subjects with a known tradition going back into the early part of the last century. Hence it is accepted as a fixture and the methods used in teach-

ing it are just about as rigid. The more need then of considering it on its merits and viewing methods of teaching in the light of modern investigation.

First I would like to state some conclusions in regard to the subject of spelling that, so far as I can judge, appear to be fairly well established.

1. Spontaneous written expression is the only sound and final standard in judging ability to spell.

2. In this connection it is worthy of note that it has been demonstrated that skill in neither oral spelling, spelling of word lists,

or even spelling from dictated sentences fully meet this standard.

If these conclusions are accepted as sound then the common methods of teaching spelling are not the most profitable even in the hands of the best teachers.

That such methods are in common use is no fault of our teachers, but is due principally to the requirements laid down by the authorities. The fact of our having spelling books, the fact of our departmental examinations in spelling all suggest and almost require that we emphasize word lists and spelling from dictation.

While we may safely admit that there is real value in teaching spelling from word lists when well taught, it does not appear to be the best, the most economical plan, and we really cannot afford to spend time and energy unwisely when our time-table is so crowded.

If we would adopt the plan that seems to commend itself to many of the best teachers, we would simply make spelling a part of our general study of English, and not treat it as a subject requiring a separate period. A good teacher will aim to develop the habit, through close supervision of written work in every subject, of accurate spelling at all times. This necessarily involves the development of the dictionary habit; nor does it preclude the compiling of individual lists of difficult words. This would be most natural and reasonable, and would also call for occasional study and tests of these words. Such a method of teaching spelling is perfectly safe in the hands of a good teacher. When an authority on this subject speaks of the most potent controlling factor in the schoolroom in teaching spelling as "The personal equation," that is, the personality of the teacher, you will realize at once the significance of the opinion.

However, it may not be expedient in the many schools of our province, where there is limited supervision, to abandon the spelling book. Yet its use may be modified and supplemented by the use of words drawn from other sources, particularly from the pupils own vocabulary. The present requirements of the program of studies are such that a spelling book will inevitably be in use in practically all the schools of our province, so it will be more profitable for us to consider how to do the best work possible under conditions as they are, and likely to be.

With this in mind and without prejudice to the opinions already expressed, I am going to suggest some ways in which it seems to me that improvement is possible in the teaching of spelling.

Before making suggestions, I would like to examine the accepted methods in vogue in most of our schools.

1. The time given to spelling will average probably from 20 to 30 minutes daily.
2. Commonly a lesson will consist of a section of words from 20 to 24 in number.
3. The spelling period consists principally of a written test of the words assigned the day before, followed by a new assignment, and possibly some class preparation.
4. Class preparation consists in reading

over the words for pronunciation and meanings when necessary.

5. Spelling is commonly assigned for home preparation. Dictionary meanings are often required in this connection.

6. Preparation by pupils is of two kinds:

(a) Writing the list of words from 5 to 15 times, according to custom.

(b) Mechanical oral repetition of the letters forming each word until it seems known.

My principal contention in connection with these methods is that they are wasteful. With our crowded program it would seem to me the part of wisdom to teach spelling (the least educational of all subjects) with as little expenditure of time and effort as possible.

In support of this view I would like to offer a few definite suggestions looking to greater economy of time and at the same time greater efficiency in work.

1. The time assigned for spelling should not exceed 75 minutes per week.

2. From 6 to 12 words, according to difficulty, are sufficient for a lesson.

3. These words should be taught, that is, (a) presented on the board; (b) their pronunciation made familiar; (c) their meaning made clear by using in a context; (d) irregular elements noted; (e) reproduced orally and in written form by weaker spellers; (f) and finally written once.

(The whole purpose of this procedure is to bring every sense available to bear upon a thoughtful study of the word, its form, its sound and its muscular reproduction. If concentration of effort can be secured, the words will be correctly visualized and errors prevented, this latter a most vital factor.)

4. If pupils desire to study spellings at home train them to economical methods. They should acquire the habit of thoughtful examination of words to be studied, dividing them into their parts, either syllables or phonograms, observing unusual elements. To test their knowledge they should endeavor to write them two or three at a time from memory.

5. In asking pupils to use the dictionary for meanings it is important to note that dictionary meanings are usually valueless unless they can be applied by correctly using the word in context.

In making these suggestions I would like to remind you that I do not think it advisable that we should lay undue emphasis upon the formal spelling lesson. It is much more vital that the attitude of the pupil toward spelling be sound, and that he be so impressed with the value of accurate spelling that consciousness of its importance will be present in every written exercise, till the habit be firmly established.

Fortunately the habit of accuracy tends to increase steadily with the increasing age and mental maturity of children quite apart from particular instruction in spelling.

Our part is to aid this natural process and put no stumbling blocks in the way by permitting the development of a habit of carelessness and indifference.

## LITERATURE OF GRADE VIII.

By Miss E. Laura Suttis

My theme today is the teaching of literature. What is literature? Literature is the clothing in words of thoughts, ideas, and visions, of one mind, so that they may be reproduced in another; the reimagining of these visions, the revivifying of characters and scenes, so that we may understand the thoughts, feelings and emotions of the author.

The central pivot, therefore, upon which the teaching of literature must move, is the harmonizing of our minds and spirits with the mind and spirit of the author.

Permit me to give an illustration which will clearly demonstrate this point, i.e., John on the isle of Patmos. John had a wonderful vision, which we would not dare to interpret, but which he endeavors to clothe in words and language, that it may be conveyed to all who will study the book of Revelation. That is, only those who can so harmonize their minds with that of John, in seeing the great visions, will understand them. If we do not have his mind, his view point, when he pictures those beautiful cities, our minds may be wandering in the slums of the 20th century.

This clearly shows us that the interpretation of literature is the revivifying of the author's thoughts, ideas or visions.

The real elocutionist can re-image before minds the scenes, characters and thoughts of the author, which have long laid dormant beneath blanket of words. This is because the elocutionist has harmonized her mind with the mind of the author, has seen his vision and interpreted it to us.

Then we must put as the main pivot upon which the teaching of literature must turn, the harmonizing of the mind of the student with the mind of the author. How can this be done?

The Lady of the Lake presents a series of stirring pictures. It is a narrative of events, the recital of which stirs your blood and sets your pulses throbbing. The intense interest of the narrative, and vividness of description appeal particularly to the child in Grades VII. and VIII. They are at that period of development in which the imagination is most keen, and love of movement and action a predominant characteristic.

So we present the opening scene, with the red-coated hunters, the blood horses, and the baying hounds. Follow them up the mountains and down across flooded streams, through deep ravines and by yawning precipices, Fitz James ever in the foreground. Follow him through scene after scene of this entrancing story until the final scene brings us to the state chamber of Scotland's king, and the happy and dramatic reconciliation. You will recognize the following pictures as being of particular interest:

1. The hunting scene.
2. Ellen on the strand.
3. Ellen's home.
4. The coming of Rhoderich.
5. The coming of Malcolm Graeme.

6. The quarrel between Mal. and Rhod.
7. The ceremony of preparing the cross.
8. The gathering of the clans.
9. Fitz James' second visit to the Highlands.
10. Fitz James lost.
11. The meeting between Fitz James and Rhod.
12. The quarrel.
13. Sports day at Stirling.
14. Ellen's arrival at Stirling.
15. Ellen prefers her request to the king.

The success of this series of lessons depends largely upon the impression conveyed in the first lesson. We must not lose sight of the fact that literature is an aesthetic subject, one of the fine arts; whose mission is to present the beautiful. Therefore the setting for the lesson should be as much in harmony with the spirit of beauty as we can make it. Neat blackboards, orderly desks, and a general attitude of attention and pleasant expectancy are at least possible.

The first reading of a poem should always be given by the teacher, for in no other way can we emphasize the points we wish visualized. In this reading I covered the poem in about three weeks, having each picture given above reproduced either in oral or written composition.

To avoid monotony I have members of the class read portions suitable for dialogue, and always have the songs read in concert. We also bring illustrations of Scottish scenery to class, and if possible have someone dress in Highland costume. But in this reading, I do not retard the progress, by any detailed study. My object is to gain the appreciation for the story of every member of the class. Our real object in teaching literature to Grade VIII. is "not so much to implant the knowledge of a book but to inculcate such a love of the book that the student will turn from it eagerly to others of the same class.

That is, to inculcate a love of good literature.

But the mental pictures gained from this reading, be they ever so vivid, will soon fade unless this reading is supplemented by a more detailed study. The pictures must be so fixed on the retentive mind of childhood that they will recur to the developed mind of the man or woman, revealing new depths of beauty and meaning.

This second reading, necessarily much slower than the first, is taken mostly by the pupils. They have now a mental picture which they are to reproduce in the poet's words and to make clear to the listening class. So we have the first essential of a good reading lesson.

The pictures emphasized are the same as in the first reading, but now we make a topical analysis of the scene, study the minor parts of the story, and memorize beautiful bits of description. To aid us in this study we collected pictures of Highland scenery and costumes, and someone brought to school a bit



of heather. A few of the pupils had read some of the Waverley novels, and we talked of Highland costumes as gathered from this source. Some scenes we dramatized, and some we acted in pantomime as one read.

Through the Pass.

King's council chamber.

Besides the narrative and descriptive pictures, we discussed the characters of Douglas, Rhoderich, Graeme, Fitz James and Ellen. Each wrote a sketch of his or her favorite character, trying to express the reasons for choosing that particular character. Rhoderick's tragic career brought many sympathizers and produced the best essays.

We next made a topical analysis of the whole poem, and discussed these outlines in class, taking them down point by point upon the blackboard. We then had the story orally according to two or three of these outlines, the pupils taking the topics in turns. The topics to correspond to paragraphs in written work.

I then allowed each pupil to choose his or her favorite part of the story to write up. The effort necessary to show why such a point is chosen brings out the best of a pupil's ability in composition.

This ended our study of *The Lady of the Lake*, and a series of very pleasant lessons.

I should like to compare very briefly with these lessons the lessons on "The Cricket on the Hearth." Here the interest is not so much in events as centred in the characters. Our aim, then, is to present these characters successively, letting each make its due impression. In meeting a number of strangers at once, your impressions become somewhat hazy and blurred. Just so if the characters in literature crowd upon you, the pictures are blurred and unimpressive. So present *Dob* first. Get well acquainted with her before *John* comes home. Bring "*Lilly*" in at the right moment and enjoy a good laugh at her expense. Then you are ready to meet the *Old Gentleman*, and so on. Discuss each thoroughly before you present the new-comer.

The picnic at *Caleb Plummers* makes a good story, both for oral and written composition, but we must always remember that it is only a setting for the characters. We must love *Dot* better for her care of *Blind Bertha*, her tact in dealing with *Miss Fielding*, her assumed matronly dignity and importance. We feel that we know good old *John* better than ever when he returns that evening. Indeed, all through the picnic we do just what we often do at a real picnic, become better acquainted with everyone.

In our second reading we studied carefully words and structure, and chose scenes to dramatize. This year we chose scenes as follows:

1. John comes home. *The Old Gent.*, etc.
2. *Tackelton* shows *John* arranging disguise.
3. Wedding party. *Tackelton's* arrival.
4. Wedding denied. *T.* reformed.

I found difficulty in getting satisfactory synopsis of books, and found this plan to work well:

1. Each to tell the story to someone so as to interest them.
2. The next lesson I told the class, and we compared results.
3. Worked out topical outlines.
4. Class tell story according to the best of these outlines, each taking one topic.
5. Write synopsis.

These are a few of the methods I have employed in endeavoring to teach these two books. I have kept in view my aim to make the half-hour spent in literature a pleasant period, to be looked forward to from day to day.

One thought I wish to leave with you as teachers today. Literature, above all other school studies, has a mission to perform. To the accomplishment of this work, the literature books of Grade VIII. are tools in our hands, and we must remember that not the tool but the workman is responsible for the result attained.

## SOME POINTS ON TEACHING THE ENGLISH LANGUAGE TO BEGINNERS.

(By W. J. Sisler)

The child speaking English as its mother tongue comes to school with a vocabulary of at least several hundred words. The words required in teaching reading during the first year are practically all understood and can be readily used in conversation. The child speaking a different language at home usually does not know any English words or if any very few, and in some cases these are incorrectly used.

This being the case, it is evident that before reading is attempted or as it proceeds the children must be given power to understand and use words in conversation in advance of their reading or the work in

phonics. If this is not done children are only learning a lot of meaningless sounds. Reading means getting the thought from the printed page. Simply saying the sounds indicated by the letters is not reading. I have visited many schools where pupils have learned to say the words in their books up to the fourth reader, but were utterly unable to carry on the simplest conversation in English. Some of those children may be able to pick up English conversation at a later date, and then make practical use of what they have learned. But this is putting the cart before the horse and the great majority will never make practical use of reading learned in this way.

It is not my purpose to give any formal address, but wish simply to indicate a few points that I consider to be important in teaching children a new language. First, the natural order for learning a language — to first use the spoken word. The pupil gets an impression through one of the senses—sight, hearing, touch, etc., and then learns to interpret these through imitating sounds that must be taught by those who already know them.

In choosing a vocabulary for beginners it should consist of names of familiar objects and those which are most likely to be frequently used. For example, in the school-room—1, Desk, chair, window, door, book, pen, pencil; 2, parts of the body as hand, foot, head, eye, ear, nose, mouth, etc.; 3, articles of clothing, as hat, cap, coat, dress, shoe, etc.; 4, actions which the child does every day, as walk, run, play, go, come, eat, drink, etc. It is self-evident that we should begin with that which is most familiar. When the object or action is presented to the pupil the word corresponding to it should be given very distinctly and not confused with other words.

If the teacher begins by showing a pencil and saying, "What is this?" and if the child does not know saying, "This is a pencil," too many words are being used, and the child becomes confused and does not select what is needed from the four or five words used. Only the single essential word should be used as book, pencil, pen, etc. I would follow this plan until thirty or forty words indicating common objects and actions are learned.

As the vocabulary is being built up the teacher should keep a list of the words used and review them frequently. Objects should be ready so that no time is lost in looking for them when needed. Pictures may be used for purposes of quick review and for illustrating objects and actions that are not seen directly by the pupils.

The important point is to avoid talking too much. The teacher should keep within the vocabulary that is being taught and make conditions such that the pupil will talk as much as possible.

After the pupil has learned say twenty or thirty words, simple combinations as "my book," "your book," "his pencil," "her pencil," should be introduced.

Next have the pupils count say to five, and introduce the plurals of words already learned.

The vocabulary can be built up a step at a time, being always careful to review frequently and to watch closely to see that words are always used correctly. It is most important that first impressions be correct. It is very difficult to break off bad habits of speaking once they have been acquired. Such expressions as "I ain't got no pencil," "I didn't see nobody," "I didn't was at school," are common and the particular mistakes made by pupils should be written in a note book

and suitable exercises used for correcting them.

It is important that the children have a desire to speak correctly then they will be on the alert for their own mistakes. It is frequently said that we have not the same difficulty in the city schools that one has in the country because our children have an opportunity to pick up English on the streets. I should be glad if they did not have the opportunity to pick up anything in this way, as they get so much that is incorrect. I remember some years ago meeting a small boy down town who had just started to sell papers. I spoke to him and asked him if he was sure that he knew the way home. "Sure Mike," he said, "I know where I is." He had heard the expression "Sure Mike" used so often that he thought it was the correct way to give an affirmative answer.

Do not give incorrect sentences to be corrected but create the condition or ask the question which will require the desired answer. For example, ask the question, "Have you a pencil?" which will require the answer, "I have a pencil," or "I have not a pencil."

In all exercises the child should act as much as possible and speak about actual things or conditions.

For the purpose of review a list of certain words that are likely to be misused and yet are frequently required should be kept and the children allowed to show that they can use them correctly. For example—Have, has, is, are, was, were, my, mine, this, these, go, gone. Give the word and require the pupils to use it in a sentence. In order to give all an opportunity to vocalize the words have them repeat it in unison after one pupil has given it correctly. Care should be taken that the pupils do not get one sentence that that they use on all occasions. A girl who learned to use the word "have" in such a sentence as "I have a blue dress" may continue to use the same sentence day after day, though she may have a red or a white dress on. Care should be taken to see that pupils use the sentences and think at the same time, talking as they think and using sentences that they actually require in everyday conversation.

Another aid to giving pupils the power of speaking English will be found in the language required on the playground. If pupils use English only at their lessons and break off to the use of another language as soon as they go out to play they will not gain a working knowledge of the language. Drill in the class room is necessary, but what is learned in the class room must be put to practical use outside.

In closing, we may summarize the important points as follows:

1. Clear presentation with objects and actions so that the pupil thinks at the same time that he is learning to speak.

most likely to be required in actual everyday conversation.

4. Stimulation in the pupils of a desire to make practical use outside the school of what they have learned.

2. Distinct articulation on the part of the teacher followed by practice by the pupil so as to get the organs of speech and the ear accustomed to the new sounds.

3. Systematic and frequent review of words

## THE REFLEX INFLUENCE OF THE SCHOOL ON THE NON-ENGLISH HOME

By Miss F. L. Ormond, Portage la Prairie

The school in a non-English community represents Canada, as it is the one institution teaching Canadian customs and language. Old and young alike are interested in it and all that pertains to it. This attitude of mind should make rich soil in which to plant an ideal school system.

That the school is the great point of contact with Canada we realize in our community, which we have assumed is a typical non-English one. It is known throughout our town as "the North Ward," being that portion north of the railroad tracks, and having about nine hundred of a population. In this number we find Ruthenians, Austrians, Poles, Germans and Russian Jews, but classed generally under the name "Ruthenians." The men are the day laborers and their wives the charwomen of the town.

The public buildings are the churches—Greek catholic, Greek independent, and the Polish church; three stores, "the Reading Hall," the old one-roomed school building, used as a Presbyterian Mission, and the school.

Our school is a four-roomed brick building with 165 children enrolled this year, the different nationalities being represented as follows: 69 Ruthenians, 42 Austrians, 18 Poles, 10 Germans, 8 Russian Jews, and 18 English-speaking. We teach the first three grades, and our "graduates" are then passed on to the down town schools, where about 65 are enrolled in the public schools and 5 in the Collegiate, and where the work of assimilation is greatly aided by the thoroughly Canadian surroundings.

"The Reading Hall" is our rival as its purpose is educational as well as social, but is not conducted in our language nor does it teach our customs. "Speak no English" is the rule strictly enforced within its four walls. Evening classes in Ruthenian are taught there, though not well attended by our school children. Oh, that our school could have been so far-sighted and so equipped, that it might have been the first in the field, and had the social gatherings within its Canadian atmosphere!

This community is the background of our work and though not a perfect one, it is one which makes the shining surface of the school stand out in relief. The ideal school, however, when it is established will spread its rays so uniformly that each part will be melted into one glowing whole.

But the school of today, in its own unadorned way, is busy at its work, moulding

ideal Canadians out of the material sent by the non-English home. And what is an ideal Canadian? He is an honorable, intelligent, clean, healthy, courteous, law-abiding, God-fearing citizen. Many will say that the last named quality should come first, but does it not seem that if he is honorable, all things will be added unto him?

The two last named qualities we shall have to leave pretty much to the Church and the State. Direct religious teaching is not on our curriculum, and as the non-English are faithful in their church attendance, we may assume that religious instruction is received. Also the law, in the form of the policeman, is held in awe, and needs little attention from us.

Well it is, that we are relieved of some things as we shall be busy enough with the balance of the attributes of this ideal product of ours. First comes honor. How to make a child honorable, whose parents seem to understand little, and care less, for this distinguishing mark of our nation, would puzzle Solomon, were he in Canada today, and how much more a mere teacher! Knowledge of our language is essential, when this point is to be discussed, and when lacking an interpreter must be used. Material for lessons in honor is ever at hand, and the most should be made of it, no matter how often the timetable is disarranged by such haphazard insertions; for we not only teach the actual number of children in the class, but as many more before the sun sets. Such incidents are the ones retold at home, and the parents' comments repeated next day. As a rule the parent emphasizes the point made by the teacher, even if the place of "fire and brimstone" has to be called upon to uphold her; as in the case of the father, who reported personally to the teacher: "I tell Mary, she go to hell, and she lie no more."

Intelligence, another element in our desired specimen, includes book knowledge, and a capacity to apply that knowledge to every day life. The non-English child has no illusion as to why he is at school. He is there to learn our language and its attendant branches, so that he may pass out as quickly as possible to earn "his bread and butter." Note that he wants the "butter," too. His father has been able to provide more or less "bread" but little or no "butter," because he does not know our language. But the non-English child of today means to succeed and go farther than his parents have gone; and with

necessity as the spur he is, as a rule, a most ambitious and determined student.

The people at home are eager to learn, too, and in many homes family night-classes are held, formally or informally, and the children like to relate amusing incidents which arise in teaching "mother and sometimes father." One woman we know, and a busy one, too, for she has eight children, read the first two readers through last year, and has since been promoted to Book III. by her enthusiastic home teachers. Her ambition is to be able to read the hymns in the little Mission Sunday School.

Songs help all the students, both the "in" and the "out" ones, as young and old alike dearly love music, and by singing are learning English pleasantly and unconsciously. From reports brought in, the home folks are particularly fond of our patriotic Canadian songs. They seem to be loyal to Canada, and wish their children to be Canadians, even in homes where they care but little for our Motherland. Good old-fashioned singing classes will surely be one of the innovations of the future school.

A circulating library will have to come, too, as the "out" students, as well as the day ones, like to have something to read at home. Stories of Canadian life and simple histories would be good, but fairy-tales are a doubtful quantity, as the average new-English student accepts all we put before him, literally, until he has become skilled in the use and meaning of our words.

That the children accept even our symbols on their face value was brought forcibly to my notice recently. We had observed the boys carrying sticks about nine inches long—each boy had two—which were carefully stored during school hours, to be used as playing "soldier." As the game seemed to mean marching harmlessly around the playground with a stick in each hand, we helped them preserve their weapons, though wondering why two were needed. Soon rumors, through the agency of the girls, that the boys were using bad language when playing this game, reached us, but were denied by the boys. Recruits joined the ranks every day, and though fighting took place against an imaginary foe, the teachers never saw any of the real engagements. All went well until the newest recruit, a six year old, who had lost one stick, reported, broken-heartedly, to me, "that he had lost one of his horns and could be a soldier no longer." "But why do you need horns when you are a soldier?" he was asked. "'Cause we little devils, and need horns to chase Germans." As further questioning failed to explain this puzzling statement, two Grade III. boys, who were officers in the regiment, were interviewed. After considerable interrogation the truth was brought to light that the sticks were used as horns, when charging Germans, for they belonged to that regiment "with that horned man on the badges"—the 190th, of course—the "Little Black evils." Needless to say, that when my explanation had been comprehended, that

particular soldier game was given up, for what was the fun of being the 190th any more than any other regiment when horns were not a necessary part of the equipment.

Cleanliness in person and speech is another quality we shall expect to find in our model citizen. Surface cleanliness is apparent in a more or less degree, as few children appear habitually with dirty faces and hands, or a soiled top layer of clothing. But training in going deeper has to be given, and that means "homework" to supplement the school lessons. The home, therefore, becomes the work-room of this study, with the mother as the pupil-teacher; surely a practical illustration of the school at work in the home. Vulgar and profane speeches have to be discouraged and often severely dealt with. It is surprising how quickly the school conscience and the community conscience, too, can be made sensitive on this point. Once sensitiveness is aroused the evil is under control.

Health comes next. That we grow not only by what we eat and drink, but by the air we breathe as well, has to be emphasized at every turn. Too many non-English homes are sealed up for the winter, every window being covered with a tight storm-sash and one door only left for use. Every nook and corner of such houses will be filled with impure air inside a few days, and the long winter months but add to its impurity. Yet we expect children to sleep, eat, and play in such an atmosphere, to come to school and be normal, but they are not. They learn, but they are abnormally restless. Long hours in bad air make anyone so.

Too many lessons on the bad effects of impure air cannot be given, and like those on "morals," should come first. Everything else can safely be cast to the four winds if even a tiny impression can be made along these lines. Unexpected opportunities for making a point often occur.

Once when a baby class in reading was on the floor, just such an opportunity came. The new word was "house." Many houses were described, and then up spoke Annie, looking straight at her teacher, "I saw your house on Saturday," and then, after a slight pause, she added, in a shocked tone, "and the window upstairs was wide open"; a most heinous crime in her eyes, as the snow was piled high on the ground. Of course, this led to an explanation as to why that window was open, and was understood by one little girl at least. She told the incident to her mother with the result that she now has her window up at night, too. She loves to refer to her open window, for by the common consent of the class, she has become a personage, for does she not do as the teacher does? This attitude proves that the home-makers of the future will admit fresh air in plenty.

Surprisingly healthy, too, are they for children who breathe bad air all night, and start the day with a cup of coffee, and in many cases drink it three times a day. By talks during the winter lunch-hour, when cocoa is served, we are trying a campaign against so

much coffee drinking. One of the victims of this habit is an undersized boy of eight, who brought his own coffee in his own pail to re-heat for lunch. One day when asked to carry a very full ink-well he refused, and when asked why, he explained that his hand was too shaky. Sure enough when tested it was found to shake like that of an old man. Quickly was this fact used by the teacher to support her assertions that coffee was not good for growing boys. Home he went that night with the teacher's theory, and back he came the next day without his coffee pail, but with money for the cocoa fund instead, and with the announcement "that his mother had decided he was to drink milk and cocoa now and coffee only when he is old." Others have since followed his example.

Courtesy is the last but far from the least of the qualities which we must develop. It is an essential characteristic of an ideal human specimen, and should he fail in this, our product will fall far short of his acknowledged requirements. Politeness to all and consideration for all, must be patiently exacted from the first appearance at school. His home life is rather a rough and tumble one, where though affection abounds, each one seems to think of himself first. Respect and courtesy to women must be taught, as the average non-Englishman falls far short here. Hence references to the home, as an example of courtesy to women, cannot always be safely made. A certain boy was an eye-opener on this score. He had been hitting and bothering the girls on the way to school, and as he did not seem sufficiently impressed by her talk, his teacher said, "Jack, you must not hit the girls; no nice boy does; your father never hits your mother." Quick as a flash came back Jack's reply, "Oh, yes, he do!" Such a state of home affairs as Jack described, is not the rule, but the police court records show that it happens sometimes and we want to train our boys so that their own attitude of mind will be the real protection of home harmony.

That the present school, though working only during the legal teaching hours, is doing a wonderful work, is widely acknowledged, but the ideal school when it comes will far out-shine it. The school of the future will be the leading spirit in the community, and so equipped that it can meet every phase of life. It will have light, airy rooms to be used as class-rooms for day and night classes; a day nursery and dispensary for the District

Nurse; a kindergarten; a library free to all; a department of household science, open to mothers as well as girls; a mothers' club room; a big girls' club room; a manual training department; a basement fitted for hot lunches; a gymnasium and shower baths; an assembly hall, for the singing class, the concerts and the social gatherings.

Every member of the community from the youngest to the oldest, will be brought in by such a school. The day nursery, under the direction of the District Nurse, will take charge of the babies when the mothers are away at work. She will be as important as the teacher, if not more so. Her offices will supplant that of today's "poppy-tea"—a tea made from the seed of the poppy, grown so abundantly by the Ruthenian, and given to the babies to soothe them when the mothers are absent. The kindergarten will prepare the toddlers for real school until the proper age arrives. The big boys' and big girls' club room will be social centres and places where the principles of the Boy Scout and Camp Fire Girl can be instilled. The mothers' club room will be a place for simple lessons in home-nursing and on the use of fresh air to prevent disease, especially the dread tuberculosis. The night classes, for the father, the big brother, and even the mother, will teach our language and so add to business efficiency. The manual training department by its lessons will develop latent creative faculty in man and boy. The gymnasium, with its shower baths, will make the limbs supple and the body clean. The assembly hall will act as the final note to weld the whole system together into one live social centre, demonstrating that the home and school walk hand in hand.

But behind this grand and all embracing school of the future, the motive power will be the same as it is today—the teacher. Today she is the one person involved in the formation of future Canadians, and so she will be in the future. Here is a great privilege and a great responsibility; a privilege to be so placed that she can serve her country in with a vital way; and a responsibility as her every act as a national as well as personal significance. She is Canada personified, and as such must have a love for her work as broad as our prairies; a sympathy for its problems as deep as our waters; and a courage to "carry on" as high as our mountains. With these as her assets and a Divine spark in her heart she cannot fail.

## GEOGRAPHY IN GRADES IV., V. AND VI.

(By Miss Ruth Wilson)

In considering the subject of Geography, let us ask ourselves these questions: — Why teach it at all? What purposes are we hoping to serve in having it on our programme? Our main object is to have certain facts known, because these facts have a value of their own.

The study of Geography, so far as the public school is concerned, is to be covered in the work of Grades IV., V. and VI. Grade VII.'s work is a review of the previous grades, and Grade VIII., having no final examination on this subject, also has review only. The programme of studies reads:—

Grade IV.: Home Geography; day and night; seasons and zones; continents and oceans from the globe and the map of the world; peoples, with their occupations; North America and Manitoba. Map drawing from memory.

Grade V.: North and South America and Europe, Canada and Newfoundland. Manitoba in detail. Map drawing from memory.

Grade VI.: Australia, Asia, Africa, particular study of the British Empire. The United Kingdom in detail. Map drawing from memory.

Grade VII. and VIII.: Review work of Grades IV., V. and VI.

This, at first glance, does not seem a very fair proportioning of the work to be covered. But when one considers that a large percentage of pupils, particularly rural pupils, never get any farther than Grade VI., the method in the apparent madness is clear. At the end of that time the pupil has a working knowledge of Geography, and when he reads of the "Granaries of Europe," or the "Sheep Lands of Australia," he will have an idea what districts are included.

Geography is not a "dry" study, but the teacher has to be interested before she can make the class interested. Children like Geography, unless the teacher makes it purely a memory exercise. In "Hard Times" Dickens thus describes his old schoolmaster: "He knew all about the water sheds of all the world (whatever they are), and all the histories of all the peoples, and all the names of all the rivers and mountains, and all the productions, manners and customs of all the countries and all their boundaries and bearings on the two and thirty points of the compass." And the novelist adds, "Ah, rather over-done, Mr. Choakumchild. If he had only learned a little less, how infinitely better he might have been taught much more."

Travel has the greatest broadening influence. Most children cannot travel, but we have an excellent substitute for them in map study, pictures and books. Here is where Stoddard's Lectures on Travel, or Carpenter's Geographies, are of inestimable value. They are descriptive of a trip taken to all places of interest on each continent in turn, and since we cannot provide the real things these "second-hand" trips are invaluable. Stoddard's Lectures are perhaps beyond the purse of the average school board, but there are two other sets—Carpenter's Geographies, already mentioned, and "The World and its People." These are in sets—six to a set, or one for each continent, and they cost no more than ordinary books. Either set, or both, should be in every school library. The teacher will find them helpful as books of reference in preparing Geography lessons. A lesson on the products of North America can be helped greatly by a reading from Carpenter on "A Visit to a Sugar Plantation," or "Fishing on the Newfoundland Banks." These books should be used only to supplement the text. In it alone there is ample

material for a broad study of the continents. From it the pupil will learn about life in the frozen North, where the reindeer serves not only as a beast of burden, but as a source of the milk and meat supply. He will learn about life in the desert or on the grassy plains of the Argentine, or in the jungles of the Amazon Valley. He will learn where the silk and cottons and woollens we wear come from and how the tea, sugar, coffee, cocoa, rice and raisins came to be on our tables.

The natural method of presenting geography is to commence with the child's physical environment and pass on to the study of the earth as a whole, supplemented by a study of the secondary schools. The programme of studies calls for Geography to be put on in Grade IV. Much preliminary work can be and is done in the junior grades in connection with Nature Study. I have reference here to weather conditions, direction, and observance of the sun, moon and stars. The January number of "The School" contains an excellent article on "Geographical Nature Study," by Edith Phillips. Here is an extract:—

"Clouds that wander through the sky,  
Sometimes low and sometimes high,  
In the darkness of the night,  
In the sunshine warm and bright,  
Oft I wonder much how you  
Have any useful work to do."

In connection with the Fall weather observations, the children had endeavored to find answers to these and similar questions.

This work must be thoroughly reviewed before passing on to the next step, that of map reading—not the actual maps just yet, but a map as a plan, teaching that the top of the map represents North, etc. The simplest possible plan or map must be taken first—perhaps a map of the top of the teacher's desk, passing on to a map of the school room, the school grounds and finally the district. Here is where land and water forms are introduced, and any such in the district recorded on the map. As an exercise on map reading, any map may be taken and the children asked—"Find a mountain range, a river or a bay."

When the pupil has covered this work he is ready for the globe study. This includes the size, shape and motions of the earth, the zones and the seasons. These cannot be taught properly without the constant use of the globe. There will be many queer conceptions formed if the teacher is not careful and explicit. Many bits of unconscious humor will be found in answers here, as elsewhere. One day, in reviewing a lesson on the zones in a Grade IV. class, I asked a boy to name the zones. It was just before the Macdonald Act was passed, and doubtless he had heard a great deal of temperance talk among his elders. He got up and said, "North Cold Cap, South Cold Cap, Hot Belt, North Temperance Belt." Then seeing the smile I could not suppress, he sat down in confusion. "Not yet, but soon" I told him.

After the first part of the globe study come the continents and oceans. This re-

quires the use of the globe and time for thorough drill to fix in the pupil's mind the name, size, shape and position of each and how each is separated from or connected with the other. Drill questions such as these should be given. The more ways the teacher can get at the same thought the better:

1. What direction from North America is Europe, Africa, Australia?
2. What ocean separates North America from Europe, etc.?
3. What continents lie in the Western Hemisphere?
4. Through which continents does the equator pass?
5. Which oceans border on North America?
6. Which continents border on the Indian Ocean?

And dozens of others of the same type. In written work all answers should be in full sentences. It takes time, but pays in the end. Written work is necessary to test the child's knowledge of the subject.

Now we come to a separate study of each continent in order. In taking up the continents for the first time, I have always found the following plan the most satisfactory:—

Take North America for example, teach:

1. Shape, position and relative size, in which hemisphere, and what direction from each other continent.
2. Boundaries, that is the Pacific, Arctic and Atlantic.
3. Coast Waters, which includes seas, gulfs, bays, and straits.
4. Peninsulas and islands. The coast features must be emphasized. Otherwise it is impossible to get good outline maps.
5. Surface, which includes highlands and plains.
6. Drainage, which includes rivers and lakes—for instance, the Great Lakes, drained by the St. Lawrence, the Manitoba Lakes, drained by the Nelson, and the Northern Lakes, drained by the Mackenzie.
7. Political divisions and capitals.
8. Products, in a general way, that is grain and cattle from the prairie provinces and northern states, cotton and sugar from the southern states, fish from Newfoundland, etc. Here is where accounts from Carpenter's Geography come in handy.

Much map work is demanded here. There is no better test of a child's mental picture of North America than to send him to the board and ask him to draw a map. Then you can correct his picture by telling him "Oh, but you left off Nova Scotia," or "The Peninsula of Florida is straight east of Lower California," or "How can the St. Lawrence drain the Great Lakes if it is not connected with them?" Or again, ask the pupils in the seats to tell what is wrong with the west coast of the map just drawn, and they will probably tell you that Vancouver Island has been left off, or the Gulf of California is too wide. This kind of work is excellent practice, for all profit by corrections. One type of review question which will be found to be quite searching is "What and where are Fundy, Fraser, Yucatan, Montreal, Bering,

Cuba, etc.?" Each continent is to be covered in this manner, so at the end of Grade IV. the pupil has a general knowledge and a mental picture of each continent.

The work of Grades V. and VI. is an extension of the studies mentioned in the Grade IV. work. Facts about surface, drainage and products have to be enlarged upon. The history of the peoples of the continent should be given. Grade V. lays special stress on our own land, while Grade VI. emphasizes the British Empire. Grade V. should be able to draw a memory map of Manitoba and mark on the Manitoba Lakes and the Nelson River. They should be able to name four or five products of each province and tell where they are found. Grade VI. should be able to compare the plants, climate and animals of India with those of Australia. They should know how South Africa came into possession of the British. They should know why Manchester is a great manufacturing centre, what Glasgow and Belfast are noted for. Here is an article from the "Popular Educator," a live American Journal for teachers. It applies to a senior grade, but perhaps it contains a few hints which could be of use in the middle grades:

"A new and most satisfactory method of teaching Geography and of creating interest in that subject has been tried out in Troy, Alabama. The members of the classes were divided into groups, and each group given one section of the United States to study. They were to learn all they could by study, correspondence and other means, and later were to gather in a form of an exhibit all the data, products, notes and varied representations which they had secured. The class took some weeks to study and prepare for the exhibit. They wrote to other schools and to personal friends for maps, products and other information, and they collected curios and pictures already in their possession, lending or exchanging.

The students who were assigned the New England States had secured samples of marble, two grades of granite, some sardines, and blocks of maple sugar. They made a miniature sugar camp, showing how that industry is carried on.

Those who had the Middle Atlantic States obtained oyster shells from Chesapeake Bay. For Pennsylvania, they worked out a model of an oil well and one of blast furnace. These were made with the help of sand tables and cardboard construction.

The other states were equally well represented by their respective groups. The Philippine Islands were represented in a display which showed the making of hemp rope. From Porto Rico there were cigars, cocoa, rice, coffee, sugar, and a cocoanut. Someone had secured a bit of gold ore and a pressed flower from Juneau, Alaska.

The exhibit was open for some time and was visited by many. This, however, was not its main purpose, for its greatest success was in teaching those who prepared it that the study of geography may be vitalized.

Here are a list of resolutions from the Western School Journal for the geography teacher:

1. I am going to put this resolution into practice in my school.
- To try to remember that geography is inherently interesting to children and that they will like it if it is well taught.
2. To prepare my own lessons so that I can teach interestingly and confidently.
3. To use the illustrations which my own town and region supply, as a means of understanding the geography of more distant places.
4. To have my pupils clip geography items from the papers and magazines, and tell why the items are important.
5. To attempt to teach a smaller number of facts than I did last year, to select those facts more thoughtfully, and to impress them more lastingly.
6. To make a constant use of the wall map.
7. To make a study of the map and of the map questions in the book, a liberal portion of the week's work.

8. To have my pupils make freehand sketch maps, as a means of impressing mental pictures.

9. To try to impress a limited number of significant facts about each country, so that my pupils shall appreciate what each country really represents in the family of nations—come to feel that each country has its own individuality, stands for certain ideals, and contributes certain things to the world's progress.

10. To cultivate in my pupils the habit of using the atlas, the encyclopedia and other standard reference books.

Geography properly taught is one of the best means of teaching patriotism, especially at the present time. The most immature mind cannot but understand a little of the spirit which actuated Ireland and India when they forgot their own troubles to rush to the help of the motherland. The action of Canada, New Zealand and Australia, and of every part of our great British Empire cannot help but foster and strengthen that love of country which lies dormant in the child.

### THE EFFECT OF THE GENERAL CONDUCT OF THE PUPILS OF THE TEACHER'S PRESENCE ON THE PLAYGROUND.

(By W. G. Pearce)

Before passing to consider the subject proper let us glance very briefly at the state of things which prevail where the organized play movement is entirely unknown. These conditions are well set forth in the following paragraph, which I quote entire, as any change in its wording will only weaken its force. "An inspector of public schools, returning from a visit to a remote area, says he found a school in which the children appeared to be totally ignorant of games. They lacked the alertness, freedom, and freshness which characterize normal childhood. They had the appearance of old men and old women. They had no initiative, no independence, and apparently no courage. When he attempted to teach them the simplest of pursuit games he found the older pupils unable to make the necessary adjustments. It is a pedagogical crime to allow a child to grow up without opportunities of play. Yet in some rural schools, because of the small numbers and the varying ages of the pupils, it is difficult to find games which are suitable."

When the conditions are such where playground activities are unknown, let us see what they are in those more fortunate districts where the teacher recognizes more fully her opportunity for character building in the everyday life of the playground. Let us discuss the subject under the following three divisions: (1) The effect on the playground conduct, (2) Effect on the class room conduct, and (3) effect on the pupil's conduct while he is entirely away from school discipline.

We all know that there will be a certain amount of play even if the teacher is not

present. The great difficulty with it is that it is not always up to the high standard of properly supervised play. There is but little moral danger where the pupils mingle in the larger groups, but there are chances for the development of mischief when the school drifts around the grounds in twos and threes. With supervision the play assumes a more elevated plane, and the moral values are far more positive.

Again, pupils are more earnest in their play when the teacher is with them. The interest is greater when there is the added stimulus of being able to secure the teacher's coveted commendation. This is very useful in keeping up the interest of some of the older ones if they should be, as occasionally happens, get the idea that they have grown to an age where it is derogatory to their dignity to go on playing as they did when younger. Then, too, the teacher's acts as a sure check on many of the larger and rougher boys who are almost sure to disturb the smaller ones if there are no proper rules and regulations. These are led to see and realize that the games must be conducted to suit the majority, and so he incidentally learns an important lesson which he will later find is useful to his success in far more weighty matters.

So it is seen how invaluable correct companionship between teacher and pupil is if one of the most important departments of the work is to be successfully taken advantage of.

The teacher's presence tends to more careful language training. There is a tendency among the average scholars to cease their careful attention to the rules of grammar as soon as the school doors have closed behind



them. This is only natural since so many of them find it almost impossible to keep up an interest in a subject which nearly all regard as very dry indeed. The good accomplished in this respect is often almost entirely undone by the reaction which comes with the intermission. But if the teacher is present, and if the right spirit exists between them, they will follow her advice and example on the grounds as well as when they are in the class room. So a valuable result is a very important incidental contribution to the instruction given in this subject.

In the smaller schools it is impossible to manage the games without having boys and girls mix in the same game. A difficulty found right here is that the boys are very likely to spoil the fun for the girls until their inherent sense of chivalry is aroused and rightly directed by the wise teacher. No trouble at all is found in keeping the peace when the whole are properly directed. There is something wrong if the boys do not show a very strong desire to gain and keep perfect self-control. This very necessary quality is another important result of play ground work.

But perhaps one of the greatest uses of the play is that it gives such splendid training in sterling honesty and good sportsmanship. Frequently a boy will himself decide a disputed point, and will decide it, too, in favor of his opponent rather than reap any undue advantage. It is a very difficult thing for a boy or a girl to be unsuccessful in any trial of work or of play and then to be able to cheerfully congratulate his luckier opponent. This is a very important lesson and makes one quality of the real gentleman.

Now for the advantages in the class work. Here we may more readily see the advantages upon the most cursory observation. A closer and more friendly feeling exists between the teacher and those who are taught. Consequently the pupil puts forth more effort and this naturally leads to better work in all classes and in all subjects. Regularity of

attendance improves. Many pupils who otherwise have no great liking for school attend regularly for the fun they know they will have.

There is a most beneficial effect noticeable in a gratifying improvement in the trouble most of us have "Lates." An idea in this connection is to start games every morning a few minutes before it is time to begin the regular school work of the day. Many of the most chronic cases may be influenced to make greater exertions in keeping a perfect record of attendance. Then, but not least, under this heading, comes the decided advantages reaped in the matter of discipline. Again and yet again has it been demonstrated under my own observation that there is far less difficulty in keeping order when the activities of the pupils are properly directed and their energies guided into the right channels. Perhaps some of us had a good chance this past spring to test this in seeing the improvement in this regard these last few weeks when the finer weather allowed more general play ground work.

Does participation in properly conducted games have any beneficial effects upon the pupil when he is outside the direct sphere of its discipline? If so, what are they? In the first place it provides them with an interesting subject of conversation. Again, when properly interested they spend their spare time in practising their games both for the fun and that they may excel at school. This keeps them out of mischief and is an undoubted advantage in that way if in no other. Many teachers seeing the good that may be done in this respect willingly given an opening hour once or twice a week. Where practicable this is a good plan. I have seen many instances which have led me to come to the conclusion that better behaviour on social and other occasions is shown by those who have been properly trained in school sports.

These are some of the general good results coming from play. Surely such an important subject deserves our very best efforts.

## THE TEACHER ON THE PLAYGROUND

By H. Lambert Williams, Winnipegosis

Should the teacher participate in the games? Is his function to lead in the games or to discover leaders, or both?

With regard to the former question I think that the majority of people engaged in the welfare of our rising generation are agreed that the teacher should participate in the games played by the scholars. One of the most important aspects of education is the recreative aspect. The individual must play.

As one cannot elaborate very much in a paper of five minutes' duration I will confine myself to a few suggestions only. To my mind there are four reasons why the teacher should participate in the games of the chil-

dren. These reasons are as follows:—

1. To cultivate the friendship of the pupils. In order to do good work, the teacher must necessarily gain the confidence of his pupils and cultivate their friendship. Can he choose any better method to accomplish this end than by joining in the games of his scholars? The experienced teacher realizes that we win our children through play as through no other channel. Everyone loves to see children at play, as they look so happy, and happy is the teacher who loves to play with the boys and girls of his community. In order to keep the child out of mischief we must keep him busy and happy and whilst at play there

is not the slightest doubt but that both these conditions prevail.

2. To aid in the formation of character. One of the chief aims of education is to develop physical and mental strength, inspire high morality and teach the children under our supervision how to find the highest enjoyment in every-day life. To attain these ideals nothing is of greater importance than supervised play. The playing field brings out much more clearly than anything else the true character of the young lives under our care. The teacher who does not know the playing activities of the child under his care cannot know that same child when at work upon his lessons. If children cannot play hard they cannot work hard; they lack the initiative, the alertness and the pride in achievement necessary to good students.

Every move, every word, every action tend toward the formation of character and personality. The playground is a veritable hot bed of character forming influences. Though these influences may not bear fruit immediately, it is certain that at some future period they will prove to be an influence either for good or for evil. As teachers we must remember that these young lives entrusted to our charge are as clay in the hands of the potter and we must as far as possible endeavor to mould them so that they will be a valuable asset to the nation of which they form a part. Therefore it is imperative that the teacher be on the playing field to see that no word is spoken or no act committed which might in any manner tend to form other than pure, noble characters.

3. To relieve the mental strain. In his book, "Play and Recreation for the Open Country," Dr. Curtis says, "The teacher needs play as much as the children. The nervous teacher makes the nervous class room and the cure for the nervous strain under which the teacher works is plenty of exercise in the open air."

Work develops muscles used in performing certain actions. Play not only affords relaxation to working muscles, but develops those unused in our daily work. A few minutes of absolute relaxation, when the position may be changed, makes self-control vastly easier. Especially is this true in the higher grades, where nervous tension is usually very high. After a strenuous and tiring session in the schoolroom what is more invigorating in the summer than an hour on the baseball diamond or football field? In winter what is more pleasant or acts as a better tonic to the wearied mind than spending an hour on skates with the children?

4. To act as a restrictive agent. If children are allowed to play alone and without supervision quite frequently we see mob rule developing as a result. The play is not always fair or free. There is always some attempt amongst the children to direct and organize. We notice that a small minority

monopolize the games and usually direct to suit their own selfish ends. "Might not right becomes the law" injustice and mob rule prevails. Language is apt to be coarse, manners and morals are likely to be corrupted. As a natural result the discipline of the school suffers. In order to prevent all this and to abolish such a state of affairs, if it already exists, the teacher must appear on the playground.

As far as the second question is concerned, there is some doubt as to whether the teacher should lead or discover and train leaders. To my mind he should combine both. Here again I must confine myself to a few suggestions only. It is a certainty that there will be a leader. The teacher should lead in so far that he is the referee. The game must be well controlled or it will be a failure from a moral as well as a physical standpoint. Who but the teacher can assume this responsibility and what feature tend toward efficiency? Briefly enumerated they are:—

1. Know the game. It is useless to expect results unless you know the rules. Above all things do not attempt to bluff. Also know the player. Whilst a kind word is necessary for the untrained, awkward players, a good heart to heart talk may suit the troublesome fellow.

2. Above all be impartial. Endeavor not to let your sympathies carry you to either side.

3. Sit on the groucher. It is very disagreeable to have one or more players disputing decisions and always nagging the other fellow.

4. (a) Make decisions in a clear, firm manner. It carries weight and has a tendency to prevent questioning the decisions.

(b) Stay by the decision, if at all within reason. If you do change it do so after investigating the case. It would never do to change it on the same knowledge with which it was given.

5. Make the children play the game. A lazy, indifferent game should never be allowed. Either have a good game or no game at all.

To sum up, we might safely say that the teacher must be the master of the situation or somebody else will.

With regard to the discovery and training of leaders, the teacher must develop the proper kind of leaders. This is absolutely essential for successful team work. There are natural born leaders. If their leadership is of the proper kind then by all means choose them; if not, and their control is considerable, talk the situation over with them and cultivate new ideals. You will find they will come more than halfway rather than lose their coveted place in the team.

Train these players to referee, make use of them at every possible place, support their decisions and they become mainstays in the organization.

## CARE OF THE SCHOOL LIBRARY

(By Miss Mabel McMartin)

A good library well organized, we must all admit, is absolutely essential to every well equipped school. We must admit, however, in many cases, although the library is in existence, but very little use is made of it by the scholars. In some cases this is due perhaps to the fact that the librarian is careless or negligent; in other cases it may be due to the fact that the librarian works without a system, that is to say, the books may be unsuitable or perhaps the arrangements of the same is most unsatisfactory. We may find books on history or science grouped together, so that no state of law or order prevails. There is practically no arrangement whatever. In such a case how can we expect the children to take an active interest in the library and the books it contains. Is it possible to remedy this state of affairs? Obviously it lies with the librarian. If the librarian discharges his duties faithfully and systematically then the interest of the children can be aroused and sustained. What then should the librarian do? It is as much a part of the librarian's duty to see that the books are used as to see that they are not lost.

Books locked up in a case which is opened only at the convenience of some person busy with other duties is not going to prove much of a benefit to the students at large.

Now in our four room village school we have planned, although as yet only partly realized, the following scheme:—In the school building we have a room about 10 by 12 feet originally intended for a board room. This room the trustees have kindly granted to be used as a library. In the manual training room the boys are taught to make sectional book cases. These book cases we intend placing around the four walls of the room. They are also making a library table, and to accommodate the smaller children we are having a low table made.

In the arrangement of the books we place all the works of fiction on one side of the room, history on another side, geography and

travel on another, whilst along the fourth side we place science and reference works. On the bottom shelves we place picture books and simple story books for the primary scholars, and in addition to our low table and chairs, we use washable cushions made by the sewing class. These cushions we place on the floor for the tiny scholars to sit on.

A good encyclopedia is essential to every library; this work is not to be taken from the room but is to be consulted right in the reading room. A good dictionary, too, will be within easy reach of all the scholars, preferably on the table.

The book cases should be open at all times, and shall be divided off by galvanized iron partitions into sections large enough to hold one book. Each book is given a space, and numbered, and the space is numbered with corresponding numbers. In the book is placed a piece of cardboard about 4 inches by 8 inches, on the top of which is written the name of the book. As a pupil borrows a book he writes his name and date on this card, and the card he leaves in the space until he returns the book, when he crosses out his name and replaces book and card.

As a reading room, especially to the senior room, the library shall be open two days a week, and to each of the other rooms one day in the week. On the table will be placed copies of a couple of the leading newspapers, and also copies of one or more good magazines. Every day the librarian will put the library in order, and once a week check over the books and notify the pupils who have had books out for over a week. Occasionally one of the teachers will examine the work of the librarian. It is wise to select the librarian from among the senior pupils, and to change the librarian at intervals. We should choose some scholar who is a lover of books, as he might be able to advise intending borrowers.

This plan, I think, will stimulate and sustain an interest in the library.

## PROMOTING REGULAR ATTENDANCE AT SCHOOL.

(By Fred A. Justus)

In view of the comparatively recent legislation concerning the matter in hand and the elaborate means of enforcing such legislation, a paper on the above topic might seem superfluous. However, the secretary of this association informed me that the question is still a live one. Let us first try to ascertain the causes of irregular attendance at school and then suggest and consider ways and means of removing these causes.

Experience shows that these causes can very aptly be divided into three classes:

1. Causes on the part of the parents ;

2. Causes on the part of the children;

3. Causes on the part of the teacher.

Under the first head might be mentioned—  
(a) Carelessness. Some parents take the education of their children very lightly. The true importance of the matter has never dawned upon them. They send their children to school because it is custom or because the law demands it, and are ever ready to keep them at home or to give them permission to remain at home. They are not interested in school matters because they know nothing about them.

(b) The parents say that the children are needed for work. This is a time-honored excuse. While it sometimes may be necessary for children to remain away from school for this reason, I have found in by far the greater number of cases which have come under my observation that this standard excuse was merely an excuse for carelessness.

(c) Then there can be a variety of other causes. The teacher may not be popular. There may be factions in the district that use the school as a battle-ground to fight out personal matters. All these things have an effect on school attendance.

2. Let us mention some of the causes on the part of the children—(a) A great many children do not like to go to school. Some dislike school just on general principles, some have real reasons for their dislike. They are not interested in school work. They have no natural ability to study some of the subjects taught and school is a place of torture to them, and they seek every means—fair or foul—to stay away. (Personally, I don't blame them much either.)

(b) Inability to keep up in school work is a very fruitful cause of irregular attendance. Children, and grown-ups too, for that matter, abhor the idea of being left behind in the march of progress. Rather than suffer this disgrace they go far afield in search of excuses to stay at home frequently.

3. (a) To be real honest I suppose we have to say that the teacher is sometimes the cause of irregular attendance. Here homework, that bane of juvenile existence, must be mentioned. Too much or too difficult homework has caused a great deal of real, imaginary and feigned illness the morning after and consequent absence from school.

(b) I make bold to say that the teacher is responsible for the irregular attendance at school to the extent that he or she does not ascertain and remove the causes of it.

To remove the causes of irregular attendance and thereby promote regular attendance is by no means the least of the teacher's manifold duties. Let us now consider how this may be done.

We must first of all gain the parents' interest in school matters in general and in the education of their own children in particular. All parents consider their children to be just as good as anybody else's, and way down in their heart they believe that they are just a little better. Now, if we can convince parents that through their carelessness and negligence in regard to the regular attendance at school of their children, somebody else's children are getting a very decided advantage over them, we have gained a great deal. I have found public examinations, mother's days, displays of school work, etc., most excellent means of impressing this on parents. Here we must combine the wisdom of the serpent with the guilelessness of the dove. At functions of this kind I see, that by dint of urgent invitations the father or mother or both parents of any pupil who has

been too frequently absent are present. I next make it a point to ask such pupil a question or several if necessary, the answer of which I am sure it does not know because it was absent so much. If the child answers that it was not present and consequently does not know, so much the better. My purpose is achieved. To further impress the fact on the mind of the parents I say that I am sorry or make some similar remark. If it does not answer at all I (accidentally, of course) happen to remember it's having been absent and mention the fact. One of these "sugar coated pills" is generally enough.

Frequent talks with the parents concerning their children and school matters also helps a great deal. We must show the parents that we are interested in their children if we wish them to place their children into our care. And lest we forget, parents are much more interested in hearing something good about their children than they are in hearing tales of woe.

But not only must we gain the parents' interest, we must also gain the children's interest. (Now I am forced to admit that under present conditions this is sometimes very difficult to do. But there are certain things that can be done.)

There must first be a bond of sympathy established between the teacher and the pupil. Love is one of the fundamental laws of life. It is the strongest moral force in existence. It is successful where laws and force and sarcasm and scoldings fail.

We must make school a pleasant place for the boys and girls. This does not mean only a schoolroom of pleasant and inviting appearance, equipped with every modern sanitary, hygienic and teaching appliance, but it means and what is more important to take every child's "shortness" into consideration. Is it not cruel and useless to force children to study subjects which they will never learn because they have no natural ability and which they were never intended to study? Let us take these things into consideration and make the steep and difficult path which we force the fit and unfit to tread alike as pleasant as possible.

If we wish to gain children's interest in school and thus promote regular attendance we must pay more and better attention to the teaching of those subjects which are interesting to children because they are practical. School gardening and agriculture, manual training, domestic science, organized play and kindred subjects will ultimately drive out of the curriculum a great part of the arithmetic as we must teach it, with its thousands of nonsensical problems, spelling with its legions of lengthy words (found only, so far as the child is concerned, in the spelling book and dictionary), and other subjects with which we load down the immature minds of our scholars, much to their detriment.

We can promote regular attendance by making all our teaching good teaching. For

the sake of the weaker members of our classes we must make sure that not only the bright or average pupils, but also the weaker ones have grasped the lesson taught. Then again every lesson must contain something new. A child which has been absent but half a day must feel and be made to feel that it has missed something, that its class mates, who

have been regular in attendance, know more than it does. In other words, we must do something and do it well.

In closing, let me remark that my experience has convinced me that the last point mentioned is without doubt the most important one in promoting regular attendance at school.

### CARETAKING OF RURAL SCHOOLS.

By O. A. Jonasson, Framnes, Man.

This subject has been considered by many as of minor importance, but when carefully studied it is readily found that such is not the case. To educate the rising generation to love order and cleanliness must surely be important.

The rural school teacher, with the aid of her pupils, is very often the caretaker of her own school. This task is not very difficult, however, for once the pupils are interested they do much of the work.

We all enjoy beauty and therefore wish to make our school house and yard attractive and inspiring. First the schoolyard must be enclosed by a fence which must be kept in good condition. A tumbled-down fence shows neglect and gives the school an undignified appearance. Next, the yard must be kept clean, all rubbish, such as weeds, stumps, scattered sticks and stones, removed and the wood piled up neatly. To beautify the school ground there should be a vegetable garden, flower beds and trees; these are not only a decoration, but also a means of education.

Coming to the school building our first effort must be to make it pleasant and wholesome. Attractive pictures on the walls and flowers in the windows (that is during the summer months) help to make the room pleasant. The room must be kept perfectly clean, free from dust and foul air. Door scrapers and door mats are a great help in preventing mud from being carried into the room. Another great help would be a sidewalk about four feet wide, running from the front gate to the door. The floor should be swept every day after four o'clock. Before the sweeping

is commenced the floor should be littered with damp sawdust or something which will prevent the dust from rising. Dusting should be done daily, the best time is in the mornings before school commences. It is necessary that the floors and desks be scrubbed at least every two weeks.

When possible, some one living near by should be engaged to light the fire; when not, the bigger schoolboys may take turns at doing this and also keep on the fire during the day. It is quite necessary that every rural school not fitted with a furnace in the basement be provided with a modern school heater, which is fixed with a water pan for keeping moisture in the air. These heaters are constructed in such a way that they can facilitate ventilation. Each school should be provided with a thermometer, which during school hours should never read below 63° or above 70° fht. To keep the room free from flies window screens and screen doors should be provided. This would be a great improvement for any rural school. Another great improvement would be a closed cupboard for the children's lunches. The room looks untidy with the lunch pails and baskets on the floor, and to have them thus exposed to dust and flies is very dangerous. Another necessary thing not found in every rural school is a sanitary water tank.

Only a few of the things considered as the most important in connection with caretaking have been mentioned, and therefore many things of minor importance must be added thereto if this subject were to be dealt with comprehensively.

"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."—Education as Adjustment, O'Shea, page 59.

## MUNICIPAL SCHOOL BOARD ADVOCATED AT STONEWALL

At a largely attended meeting at Stonewall on Friday, March 30th last, Mr. S. R. Henderson of East Kildonan, spoke on the great advantage this system of school government would be to a municipality like Rockwood. He stated that it would mean a united effort of the whole municipality to improve the educational system in the municipality, instead of each school district working out its own problems unconcerned as to what is going on in the other districts around it, as at present; it would mean uniformity of taxation, economy of administration and better teachers for the average school; a wide choice of competent trustees who would take a live interest in school matters. Mr. Henderson told how well the system was working in the urban municipalities of East and West Kildonan.

Mr. W. C. McKinnel, special investigator for the Department of Public Works; Miss J. Stafford, of Tecumseh

school; Miss M. Best, teacher of Gunton Consolidated school; H. D. Cummings, Principal of Teulon Consolidated school, and Miss C. E. Wood, of Teulon school, all spoke very strongly of the advantages of the Municipal School Board.

The meeting showed their sympathy and support of the movement by appointing a strong committee to visit all the schools in the Municipality of Rockwood, to obtain the views of the people and report later.

This is the first live movement for municipal school boards started in any rural municipality in the province, and we hope that Rockwood Municipality will have their Municipal School Board in good working order by January 1, 1918.

We would be glad to hear from any other municipality in the province who is seriously considering taking steps to form a municipal school board.

## OFFICERS OF DIVISIONS FOR 1917.

Elementary Division — President, J. W. Beckett; secretary, Miss F. Budd.

Secondary Division—President, J. R. Hamilton; secretary, W. Sadler.

Classics — Chairman, Prof. R. O. Jolliffe; secretary, T. C. Jerrom.

Science—Chairman, W. Sadler; secretary, E. F. Willoughby.

History—Chairman, G. J. Reeve; secretary, S. Burland.

Home Economics—Chairman, Miss M. H. Haliday; secretary, Miss A. Cuthbert.

Supervisors and Supervising Principals—

Chairman, A. E. Hearn; secretary, Miss Ptolemy.

English — Chairman Miss E. S. Colwell; secretary, Miss J. Yemen.

Mathematics—Chairman, T. A. Neelin; secretary, W. F. Loucks.

Industrial Education — Chairman, H. J. Russell; secretary, W. F. Baskerville.

Intermediate and High School Principals—Chairman, G. J. Elliott; secretary, J. G. Johannsson.

Modern Languages—Chairman, Prof. W. F. Osborne; secretary, Miss S. Mackenzie.

## EXCHANGE OF COURTESIES.

From the president of the Manitoba Teachers' association to the presidents of the Associations of Saskatchewan and Alberta:

"The Manitoba Teachers in Convention assembled send greeting. Better schools and better citizens; higher ideals and nobler service."—A. C. Campbell.

Reply from Saskatchewan—

"Saskatchewan Educational Association in Convention assembled send greetings. Victory and educational reconstruction after the war."—Miss Christian McGregor.

Reply from Alberta—

"Reciprocal greetings from fourteen hundred teachers in Convention."—E. W. Coffin, President.

## EXHIBITION OF WORK.

**The Prize Winners.**

For Ungraded Schools—1st Badger, 2nd St. Adolphe, 3rd Picnic Ridge.

For Graded Schools—1st Gonor, 2nd Gunton, 3rd St. Pierre.

The committee was especially pleased with the number and quality of the exhibits from schools not in competition. A letter of thanks should be sent to each of these schools. Money prizes go to the Ungraded schools and diplomas to the three Graded schools.

The following recommendations are made by the judges:—

1. That exhibits must be up to a certain standard before a prize is awarded.

2. That the regulation re exhibits must be kept in order to have exhibits considered for a prize or a diploma, and that cards accompany all exhibits stating size of school. (Gonor school was excellent in this regard.)

3. That St. James, St. Norbert, Roblin, Gimli, Dauphin, which were out of competition, be specially thanked for their splendid exhibits, and that the secretary of the association be asked to write them letters of appreciation.

## CLASSES OF INSTRUCTION.

Basketry—There was an attendance of 13 at these classes, and the interest displayed was very keen.

Paper Folding — There were present 38, many of them taking the complete course of lessons.

Color Work and Drawing—Fifty-two names

appeared on the register, and most of these attended all the sessions.

The growing interest in these classes of instruction make it clear that further provision must be made this year, either by duplicating classes or increasing the staff of instructors.

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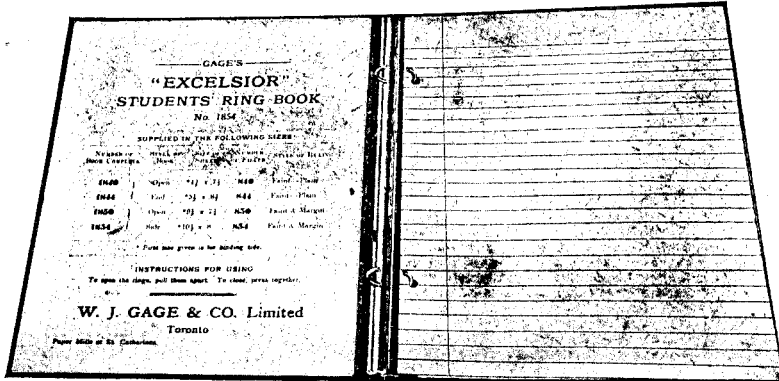
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These cheques, which are issued by all branches of the **Canadian Bank of Commerce**, who have an office at 2 Lom-

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

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

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