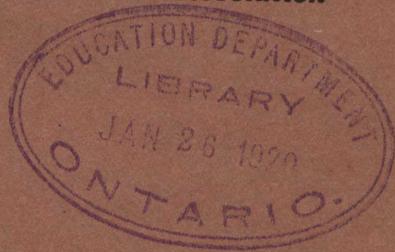


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The Bulletin of the Manitoba Trustees' Association



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There is nothing in love that we do not put in it,
There is nothing can happen unless we begin it,
There is nothing worth winning, but what we can
win it.

—Helen Rowland

Winnipeg, Man.

January, 1920

Vol. XV—No. 1

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Of..... School

Grade.....

For the Month of.....

Teacher		Teacher	
SUBJECT	GRADING	SUBJECT	GRADING
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Literature.....	Handicraft.....
Composition.....	Writing.....
Grammar.....	Music.....
Spelling.....	Hygiene.....
History.....	Time spent.....
Geography.....	Time late.....
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The Western School Journal

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

VOL. XV

WINNIPEG, JANUARY, 1920

No. 1

Editorial

TEACHERS' SALARIES

This Journal has not a word to say on behalf of teachers who are lazy or incompetent, but it certainly has something to urge on behalf of those who after long and careful preparation for their work are giving honest, faithful service. The treatment such teachers have received since the beginning of the war has been nothing short of scandalous. We are speaking now of teachers-in-general and not of the few who have had a measure of fair dealing.

When the war broke out the prices of raw production doubled and more than doubled. The price of manufactured goods increased in like proportion. Wages of workmen in many cases kept pace with the increased cost of living. The salaries of teachers increased from 5 to 10 per cent. It is only during the last year that any considerable increase has been made. The result is that the profession is losing or has lost many of its most capable members. Men are almost eliminated. Those who remain are objects of pity. They cannot dress decently, cannot maintain their social standing, cannot even maintain their self-respect. Of most of them it might be said:

"Chill penury repressed their noble
rage

And froze the genial current of the
soul."

If hardship were common very little would be said, but hardship in this province is not common. Any one who witnessed the Christmas shopping in this city, any one who patronized the fashionable stores or even the smaller

stores knows well that most people have money to spend in abundance. In rural districts conditions are even better. It is only the people who live on salaries who are hard up, and they are being compelled to bear most of the burden of the war. That is no rank overstatement and there is a ready explanation of the fact.

When a manufacturer had to meet the increased cost of raw materials and labor he did not feel very badly. He increased the price of his goods. If a grocer had to pay more to the wholesaler he added on the extra cost plus a few cents to the retail price. It is difficult to say who have been most exorbitant—the producers, the wholesale dealers or the retailers. The man on salary has had no chance to add anything to his income. He has had to take what he was given or get out.

True enough, some employers have given their clerks a bonus. This is a confession that the regular salaries were insufficient or a proof that profits during the year were more than reasonable. The sworn testimony of managers of many concerns—trading companies, loan companies, commission houses, milling companies, retail merchants, shows that profits have not only been unreasonable but scandalous. What is known as business success is nothing but bare-faced robbery. It is no wonder that a bonus has been possible in many cases. Anybody can pay a bonus with other people's money.

But no bonus has come the teachers' way. Nor do they want it. All they

ask for is a fair deal—an increase in salary equal to the increase in the cost of living. It is dishonest for trustees to offer less. They are offering less right along and complaining at that.

The regrettable feature in all this is not the fact that men with families are being driven out of teaching; it is not the fact that the standing of the profession is being continually lowered by the addition to the force of so many novices; it is that the children of the province are being deprived of the privilege of a sound school education, and that the moral tone of the people is being lowered because of the rapid development of the spirit of greed. It is of small account that we should win the war against the great enemy of civilization if we lose out in the war within our own boundaries. For there is in every nation a continual war between two ideals, that which is summed up in the doctrine "Each man for him-

self," and that which is expressed in the phrase "Each for all." Profiteering which in war-times was the unchecked practice of a few has become

in these days the habit of all. This is no utterance of a pessimist, it is a plain statement of fact, and no one will attempt to deny it. It is in no scolding vein that these words are written. It is in sorrow that we see a nation falling from its high estate. We had hoped for better things.

And yet there are some in Israel who have not worshipped the golden calf. It is in these we place our trust. When the educational history of Manitoba is written and an honor roll of worthies is being prepared there are a few names of farmers and business men that will stand at the head, because they have done the right thing for the teachers and the children. Will your name be on the list?

THE GROWING YEARS.

A favorite diversion of young people, and probably one should say their ordinary occupation, is the discussion of the merits and shortcomings of their teachers. It is an unfortunate custom, and one very much to be regretted but that is not going to stop it. The very best way to meet it is for teachers so to act that there will be no adverse criticism. There will be little fault found if only kind things are said.

The usual criticisms have to deal with disposition or temper, knowledge and teaching ability, personal appearance and manner. The examination system, so dominant in high school instruction, leads teachers to emphasize the importance of the class recitation, and to minimize the importance of personal influence. Yet it is the latter which is the prime factor in education.

In a certain school there are two teachers — one a young lady with a

sweet disposition, a charming manner; she is not particularly clever as an instructor, but the students always attend and they make satisfactory progress. Another teacher is hard, caustic, unrelenting, and though her scholarship is respected, she fails to exert a good influence on the classes, for they do everything from compulsion only, and not because they are drawn by the influence of sweet example. It may be only accident that the former teacher is young and the latter elderly. As one of the elderly class, I sometimes feel that young teachers have a distinct advantage over those more advanced in years in that they appear to have more in common with the student body. This is not always so, and not necessarily so in any case for one may be old in years, yet young in heart and spirit. Yet every teacher advancing in years should remember that there is for her or for

him the possibility of becoming with age more mellow or more sour. Students always class instructors as wine or vinegar. It is the greatest privilege of a teacher to grow sweeter as the years go by.

The natural tendency for those of us who are growing old is to rely on the skill we may have in handling classes and in presenting material. We emphasize drill and thoroughness—and believe in hammer and tongs. Indeed we have a feeling that the young teachers overlook the great things in life. We say they fail to recognize the value of hard work and that they do not develop in their students the sense of responsi-

bility. All of this may be true, and yet it may be far from the truth. Good work is never the result of compulsion. One reason why a teacher should keep sweet is because that is the surest way to get response from her pupils. People always work from some motive and the best and highest motive is not fear—as induced by scolding and nagging. The bully, the slave-driver, has no place in education.

Children and adolescents will do anything for teachers that they respect and admire because of their disposition and teaching ability. They will never do anything that really educates for those who are inhuman and unsympathetic.

ADMINISTRATIVE CO-OPERATION IN MAKING OF COURSES OF STUDY IN ELEMENTARY SCHOOLS

Administrative co-operation in the making of courses of study in elementary schools has been approved by a sufficiently large number of superintendents of schools in cities of twenty-five thousand population and over to establish it as an accepted principle of administration of schools in such cities.

In cities below twenty-five thousand, administrative co-operation has not been tested in a sufficiently large number of places to conclude that superintendents of such cities as a whole have set their approval upon it. Nevertheless a large majority of those who have tried it express such judgments as to indicate their approval, although in some cases with minor reservations.

There are still a large number of superintendents, particularly in the smaller cities, who prepare courses of study themselves or with only incidental and unorganized assistance of teachers and principals. Many of these superintendents have not in all probability given extended thought to the advantages that are to be derived from co-operative effort in the making of courses of study. Other superintendents, in both large and small cities, firmly believe that centralized control

of details and strict uniformity in courses of study are essential to efficient schools. These practices are not in accordance with the principles of administration deduced from the science of efficiency nor with the practices approved by the majority of superintendents in their replies to the questionnaire used in this study.

There is no general agreement as to the best form of committee for co-operative effort. So few superintendents have tried more than one form of committee and their experience has been so limited and so recent that their judgments as to the best form of committee do not furnish a reliable index of the best committee organization. The form of committee most frequently found includes but a small number of the supervisory and teaching force working with the superintendent without organized contacts with other teachers. These were chosen by the superintendent primarily because of their abilities for this work; representation of an equal number of teachers from each building or district was of minor consideration.

—From the Report of the Committee on Superintendents' Problems.

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WAR IN A NUTSHELL

(By Permission)

The crime of **Serajevo** was the pretext, but we know now that it was but a pretext, for a war long predetermined and prepared for. The invasion of **Belgium**, the tearing up of "**the scrap of paper**," brought in Great Britain. But it was soon made clear by many proofs that Germany, animated by the Prussian spirit, was aiming at world-supremacy, and that all mankind was concerned in the great struggle of **right** against **might**, between absolute power and free institutions, and that we were fighting for a cause dearer than life itself. The German plan of the war,

and every step was to be strictly "according to plan," was this: To crush France in the first few weeks or months, and then to turn eastwards upon slow and unwieldy Russia. Germany's advantages were many. She had been preparing for war of her great wealth and in every material respect she was vastly superior: In training, in numbers, with her compact millions of population, in munitions, with her coal and iron-works of Westphalia, and later on of Northern and Eastern France (round Lens and Briey,) close to her hand, in

her network of strategic railways, recently carried right up to the Belgian frontier, and a still more overwhelmingly superior system in the E., in unity of command, in the possession of a docile people schooled for two generations to place Deutschland uber Alles,—a people united in the will to conquer, in hatred and contempt for all rivals and poisoned by the ambition of world-dominion. In the 3 years before the war her army, substantially increased, had been equipped with the new Krupp and Skoda guns, the Kiel Canal was just completed, the harvest gathered in, when the long toasted day, "der Tag," arrived, the 1st of August, 1914.—On the other hand the army of France was known to be unready, most of her troops were in the S.; in the N. she trusted for the protection of Belgium to "the scrap of paper"; she had not realised, as the Germans had done, that the old ring-fortresses were useless, even to win a brief delay, against the new great guns, directed by the new aircraft; or that these guns could be used in field warfare. The British fleet was without defensible harbours on the North Sea, and had far too small a margin of superiority. In destroyers and submarines, in shells, torpedoes, mines, search-lights we know now that it was very deficient. Germany was assured that the French were decadent, that England was neither willing nor able to fight. Disloyalty, which by her agents and propaganda she did her best everywhere to stimulate, would break out, she felt sure, not only in Ireland, but in the Dominions and India. She was wrong in her judgment of England and of France, always wrong when things of the spirit were in question. She was not prepared for Belgium's heroism and tenacity, and the earlier ardour and speedy action of Russia; she could not understand that her policy of "frightfulness" would only steel the determination of those to whom she applied it. In the arrogant self-confidence of her planning she always left her opponent out of the account; she had little adaptability to new conditions.—In those early days we had many things for which to thank

God: The priceless resistance of Belgium at Liege, which just allowed time for our two divisions to come into line at Mons; the unaccountable omission of the Germans to seize the coast towns after the Marne, and again after the 2nd battle of Ypres; the chivalrous self-sacrifice of the Russians in E. Prussia, by which a quarter of a million of Germans were called away from the W. front at a very critical time; in the S. too they invaded Galicia, and took Lem- from the Austrians. The British fleet was ready and concentrated, and its opponent lacked enterprise to seize his opportunities.

1914.—In the S., from August 31 to September 6, the enemy was defeated with heavy loss at the Grand Couronne, in front of Nancy. We were at first greatly outnumbered in the N., Liege and Namur fell, Belgium was over-run. **The British retreat from Mons** began August 24, and as the line of the Allies swung back, pivoted on Verdun, our small British Army, "the old contemptibles," on the outside of the line, had most of the marching and fighting to do. They fought at Le Cateau and every day and night over the 170 miles of the retreat. This occupied 10 days, and early in September the operations on **the Marne** began. Military writers affirm that it was on the Marne that the Germans lost the war. Von Kluck in his over-confidence neglected to throw out scouts on his R. flank, and (by Gallieni's initiative) Maunoury's 6th Army fell on this open flank, the British crossed the Morins and attacked "with shattering effect," the whole German line was strained, and 50 miles away **Foch** struck, routing the Prussian Guard and piercing the line. The Germans had to retreat 40 miles to prepared positions on the **Aisne** (crossed by the British on September 13.) The enemy, though excellent in tactics, (as shewn by Von Kluck's skilful retreat,) was weak in strategy. It is still a mystery why he did not march through the undefended gate and occupy the Channel ports. **After the Aisne battle** the British force was transferred with wonderful speed from the Aisne to Ypres, and a race for the coast began on

September 18, the Belgians finally occupying the line of the Yser.

The war, after the Aisne, assumed the form of a **siege**, in which, by a paradox, the besieged outnumbered the besiegers. The deadlock of trench warfare set in from Switzerland to the sea. **Blockade by sea** was seriously modified by the need of conciliating neutrals, and much rubber and cotton got through to the enemy until the U.S.A. joined the Allies. On land many attempts were made in the W. and in the E., by the Allies to break into the besieged fortress, by the enemy to break out. The first great sortie was attempted at the **1st battle of Ypres**, October and November, 1914, when the thin khaki line, with no reserves behind it, held its ground against the densely packed columns and heavy guns of the enemy.

1915.— In February, 1915, and the following months the French counter-attacked in **Artois**. In March we captured Neuve Chapelle, and in April and May came the **2nd battle of Ypres**, when the Germans for the first time used "gas," and **Canadians** held the gap: Other German attempts followed in that summer. But both sides had discovered the strength of the modern defence, and the need of munitions on a far greater scale. In the spring of the same year, 1915, we tried to **force the Dardanelles**. The attempt was badly and hesitatingly planned, starved in men and munitions; and yet we know now that it all but succeeded. If it had done so, the whole history of the war would have been different. Russian armies would have been armed and munitioned, there would have been no Revolution, Bulgaria would have remained neutral, or become our ally, Turkey, cut off from the Central Empires, would have collapsed, Serbia would not have been over-run, and Greece would at once have taken heart to join us. Germany enveloped on all sides, would probably have yielded within the year. As it was, after capturing **Galicja** from the Austrians in March, 1915, the poorly armed Russian armies were in May broken at the **Dunajec** by **Mackensen's phalanx** and his

massed artillery; they fell back 200 miles, with appalling losses, to the effect of which the collapse of the empire in 1917 was ultimately due.—In this hour of trouble and danger **Italy** magnanimously joined the Allies (May, 1915). In September, 1915, the French in Champagne and the British at Loos failed to break the German lines. It was at **Loos** that our **New Armies**, Lord Kitchener's creation, first proved their mettle. Among many miracles of the war the very high technical skill of our new artillery was not the least.—In May, 1915, Gens. Botha and Smuts had with remarkably slight losses conquered German SW. Africa.

In November, 1915, the **Serbians** after a year of glorious successes, were overwhelmed by the Bulgarians, who had declared war in September, 1915, and by the Germans at **Kossovo**; the Allies retired on Salonica; and the year ended in gloom.

1916 began with the great attack on **Verdun** and its glorious defence. In May the Austrians bringing up their heavy artillery into the mountains of the **Trentino**, nearly succeeded in breaking through into the Venetian plain. Helped by the Russian victories in the Bukovina and elsewhere, the Italians at the end of June drove back the enemy and in August captured **Gorizia**. In February the Russians had captured Erzeroum, and in June Brusiloff advanced towards Lemberg. In August **Roumania** came into the war, resting for support on the promises of Russia. By the end of the year she had shared the fate of Serbia.—In the spring of this year "the Fokker" gave the enemy a brief superiority in the air.—On April 19 Kut was starved out. From July to November, 1916, the British were engaged in the great **battle of the Somme**, in which **tanks** were first used. We captured **Thiepval** and **Pozieres**, and in November Beaumont Hamel on the Ancre, but failed to break through. Our losses were very great, but the Germans' were greater, and they never recovered from the strain.—Following on the battles of Coronel and the Falkland Isles (December 8, 1914), and the North Sea battle of

January 24, 1915, when Blucher was sunk, on May 31, 1916 was fought the battle of **Jutland**, in which the German fleet narrowly escaped destruction.

1917 was a year of great battles and critical events. Mr. Lloyd George, Minister of Munitions, had just become Premier, and before the year was ended M. Clemenceau was Premier of France. Our armies were now splendidly equipped with ever increasing supplies of munitions. In March we advanced again, Bapaume and Peronne falling to us; the German **salient at Noyon** was abandoned; in April, in the **battle of Arras**, we captured **Vimy Ridge** and **Monchy**; in May, among other strong places, Roeux, Bullecourt and Fresnoy; in June the **Messines Ridge**. Hindenburg in his retreat to his new prepared lines reduced the whole country to a desert, a very formidable obstacle. From July to November we were engaged in the **3rd battle of Ypres**, and in the autumn, in spite of bad weather, the lateness of the season and German "**pill-boxes**," we ploughed our way through the mud and across the **Ridges to Passchendaele**, but at very heavy cost. In that deadly struggle, what Sir D. Haig in his despatch calls the "**wearing-out**" battles, from which the enemy never recovered, heroic deeds were done at Pilkem, St. Julien, Hooge, Langemarek, Hill "70," on the Menin Road, among the slag heaps of Lens, at Westhoek, Gheluvelt, Broodseinde. In mid November the scene shifted to **Cambrai**, where by **new tactics**—an attack without artillery preparation and supported by the use of improved **tanks**—**Gen. Byng** scored a brilliant though temporary success.—Meanwhile from April to November the French were fighting continuously on the **Aisne**, capturing the **Chemin des Dames**, but failing, like ourselves, to break through.—On March 11, Sir Stanley Maude, who had taken Kut in February, entered **Baghdad**.—In July, 1917, came the **Russian catastrophe**, upsetting all calculations. Never before had the Russians been so well equipped: The ball was at their feet. But the nation had gone mad, appalled by its sacrifices, the hecatombs of the Dunajec, and the

nightmare of the retreat through Poland in 1915. Russian soldiers refused to fight any longer—except against their own countrymen! Vast numbers of German troops were thus set free for service in the West. Picked bodies of "**storm troops**" were trained in **new tactics**, first put to the test with startling result on October 24, 1917, at **Caporetto**, when from the ground they had conquered E. of the Isonzo the Italians were driven headlong across the E. Venetian plain to the banks of the Piave.—Our hearts were cheered just before Christmas by Gen. Allenby's campaign, so faultless in planning and execution, and his entry, after the capture of Gaza and Beersheba and Jaffa, into Jerusalem; but the future looked gloomy indeed at the beginning of the New Year (1918). There was one bright spot on the horizon. The **U.S.A.**, under pressure of submarine warfare, and with a fine moral purpose, had at last come into the war (in April, 1917,) but their troops were still far from ready, and the enemy counted on obtaining "**a decision**" before they could arrive. The spirit of Great Britain and of France, and of the grievously thinned and war-worn ranks of our two armies, never shone more brightly than in this darkest of hours. What we needed was more, and still more, **men**; but these were not forthcoming until a still more urgent crisis made it impossible to resist the call.

1918.—It was not until **March 21, 1918**, that the threatened blow fell on us, in the **second battle of the Somme**. Of 190 German Divs. in the W., 99 were concentrated against the British, especially in the 50 miles from Arras to the Oise. Our III. Army held firm at Arras, but further south the V. Army, terribly outnumbered, was swung back for 50 miles, and in the first 6 days of the attack lost 70,000 prisoners and 1,100 guns.

It was Caporetto again on a smaller scale. The enemy's rush was stayed just 10 or 12 miles from Amiens. On March 30 **Marshal Foch** was put in supreme command; within a fortnight another quarter of a million of British soldiers had been sent across the Chan-

nel; by June 20, half a million. Large numbers were brought from Palestine and other fronts. Also by a signal act of magnanimity, American troops were brigaded with the French and British armies.—On April 9 the enemy broke through again in the **Lys** valley, and we stood, as Marshal Haig said, in a memorable proclamation, "with our backs to the wall." We lost in rapid succession Armentieres, Bailleul, Passchendaele, the Messines Ridge, Mt. Kemmel.—On April 23 came the glorious naval episode of Zeebrugge.—On May 27, in the **3rd battle of the Aisne**, or the **Tardenois**, the **Chemin des Dames** was lost, and the passage of the **Aisne** and **Vesle** was forced; on June 9 came the **battle of the Matz**. In the same month the **Austrians** failed in another attack, at Asiago, Montello and the Piave.—Happy it was for us that the enemy in his cleverness was tempted to strike now here and now there, instead of hammering continuously at the front of Amiens. Again his strategy was at fault.—On **July 15** began the **2nd battle of the Marne**, when **Gen. Gouraud** by a new method of defence, by withdrawal, broke in a day the army which attacked him E. of Rheims. The strain was relieved at last, but none who lived through those four months can ever forget it. On **July 18** Foch found the opportunity for which he had so patiently waited. When, in the arrogance of self-confidence, the enemy **exposed his flank** westward of the "**Marne Pocket**," much as he had done in 1914, in the first battle of the Marne, Mangin fell upon him, and "the history of the world was altered in three days." By a most dramatic coincidence, the victory was gained near the spot where almost 15 centuries before Attila and his Huns were routed, on the plain of Champagne and the Marne.

The great and final offensive of the Allies in the West began on Aug. 8 with the 3rd battle of the Somme, or battle of Amiens, when the German salient before that city was wiped out by the British. After this battle and that of the Marne, Paris and Amiens were no longer threatened, and the great rys. from Paris to the N. and E., which for

months we had been unable to use, were set free. Then followed, through Aug., Sept., Oct. and early Nov., without a pause, the British "hammer-blows" in great battles: of Bapaume (Aug. 21), which set free Albert and Péronne; of the Lys salient, of the Scarpe (Aug. 26) at the end of which (Sept. 2) the Canadians broke the Queant "switch line," of Havrincourt and Epéchy, of Cambrai (Sept. 27) and the overrunning of the Hindenburg line, of Montbrehain and Beaufort, and the episode of the 46th Div. T.F. at Bellenglise, of Flanders, where our II. Army co-operated with the Belgians and the French; the turning of the water-defences and of the lines of Lys and Scheldt; and the seizure of length after length of the great ry. running through Mezières, which carried the German lateral communications. In much of this fighting our improved tanks played an important part. The battle of Cambrai, which raged from Sept. 27 to Oct. 9, was called by Mr. Lloyd George "the greatest chapter in all our military history."—Then, in the open fighting, after Cambrai, came the 2nd battle of Le Cateau (Oct. 6), of the Selle River (Oct. 17), and finally the decisive battle of the Sambre (Nov. 1-11) with its captures of Mormal Forest and Landrecies, of Le Quesnoy by the N. Z's, of Maubeuge by the Guards, and of Mons by the Canadians. In our advance eastward along the Sambre we struck at the heart of the enemy's positions, while from the S. the French and Americans pressed him back against the difficult forest-land of the Ardennes. We know now that further S. also, on the Lorraine front, a new offensive, under Gen. Castelnau, had been prepared, to strike across behind the Ardennes at the communications of the armies in Belgium and cut them off from their base. The Germans knew themselves beaten, and sued for an Armistice, which began on Nov. 11.

In the East the Bulgarians, driven from ridge to ridge by the Serbian rush—a success made possible by British and Greek valour at Doiran and Strumnitza—had already surrendered on Sept. 30. On Oct. 8 Allenby com-

pleted his brilliant conquest of Palestine and Syria; and on Nov. 4 the Italians reaped the overwhelming fruits of their victory over Austria. On Nov. 11 the Germans capitulated, outfought, outgeneralled and exhausted.

The Navy.—The victories of our armies have been great; but, as M. Clémenceau told President Wilson in December, "it was the sea-power of Great Britain which had been the essential factor of victory."

"To that power," he said, "neither France nor any other of the Allies can be guilty of ingratitude." Now that the fighting is over, the Germans confess that Jutland was decisive. Capt. Persius, their principal naval critic, writes thus of it: "Had the weather been clear or Scheer's leadership less able, the destruction of the whole German navy would have resulted. As it was, the losses of the German fleet were enormous, and on June 1 it was clear to every thinking man that the Skager Rack battle must be the only one of the war." Such was the "great German victory"! Our success had been more complete than we realized.—The Grand Fleet was seen but little, but its influence was everywhere felt. Never, not even after Trafalgar, have the seas been swept so clear of the ships of our enemies. Still the submarines were long unbeaten, and the fortunes of the Allies hung by a thread when in July, 1917, Sir Eric Geddes became First Lord. By the adoption of convoys for our transports, by the patrol system of our great fleet of destroyers, actively and loyally supported by the U.S.A. Navy under Adm. Sims, by the help of seaplanes, the eyes of the navy, by "depth charges," by "mystery ships," "men-of-war rigged up to look like innocent merchantmen, by "lrush" cruisers, by the "paravanes" which enabled our ships to traverse and disarm a mine-field, and other devices—and by raising the Fleet's tonnage from 2½ to 8 millions this danger was at last overcome. That the Navy has not lost the Nelson touch and spirit was shown in the glorious episode of Zeebrugge on St. George's Day, 1918, nor has any occasion been recorded in which British

fishermen, or the crews of our merchantmen refused to go to sea and brave the perils of submarines and mines.

Vain mightiest fleets of iron framed,
Vain those all-shattering guns,
Unless proud England keep untamed,
The strong heart of her sons."

Of all the final struggle in the West the British armies bore the brunt. In every battle the odds were heavily against them. Our 59 were faced by 99 German Divisions; yet in less than a hundred days we took 187,000 prisoners and 2,850 guns, finally, in the first 10 days of Nov. (to quote Sir Douglas Haig's masterly and historic Despatch of Jan. 8), "breaking the enemy's resistance beyond hope of recovery, and forcing on him a disorderly retreat, so that he was capable neither of accepting nor refusing battle." "The annals of war hold record of no more wonderful recovery." "The strategic plan of the Allies was realised with a completeness rarely seen."—And it was well said that "if Foch was the Architect of Victory, Haig was his Master Builder."—The C. in C. singled out for mention the Australians E. of Amiens and at Mt. S. Quentin, Canadians at the Quécant "switch line," and the N. Midlanders of the 46th Div. on the Scheldt Canal at Bellenglise; and he tells with pride that of four British Divs., of the nine lent to the French, side by side with whom they fought in May and June on the Ardre and at Bligny, the French commander wrote: "They have enabled us to form a barrier against which the hostile waves have beaten and shattered themselves. This will never be forgotten by any of the French who witnessed it." In all this later fighting the staff work of our army seems to have been nearly perfect; all went without a hitch. As for the men, "No praise can be too high," said Marshall Haig, "for the British infantryman, and the untiring irresistible ardour with which during 3 months the same divisions attacked day after day and week after week." By universal testimony the British soldier was unequalled for steadiness and cheerfulness and tenacity.

In April last, when things looked blackest for the Allied cause, and the Germans appeared to be on the point of breaking through at Amiens, Sir Owen Seaman wrote in *Punch*:

Thither our eyes are turned, our hearts
are straining,

Where those we love, whose courage
laughs at fear,

Amid the storm of steel around them
raining

Go to their death for all we hold
most dear.

O England, staunch of nerve and strong
of sinew,

Best when you face the odds and
stand at bay,

Now show a watching world what stuff
is in you,

And make your soldiers proud of you
to-day.

It is only just to say that the people at home, in those trying days, showed a spirit not unworthy of the men at the front.

START TEACHERS' COURSE FOR RETURNED SOLDIERS

For the purpose of helping returned soldiers who are out of employment and also of relieving the lack of teachers for the schools of Manitoba, the Department of Education has arranged for a special teachers' course of training to cover a period of 15 weeks. The classes will be held in the St. Boniface Normal School under the direction of the principal and faculty of the

Winnipeg Normal School. Students will be admitted who have a grade 10 standing, or the old third-class non-professional certificate. The government will extend loans to those who require them, in order to enable them to take the course. Advances of \$50 per month up to \$200 will be allowed, and repayment can be made on easy terms.

PHYSICS—GRADE X.

Students in the Teachers' Course in Grade X. may take the first five chapters of the text in Physics this year and complete the work of Grade XI. for the examination in 1921. The University has arranged for students in the Matriculation Course to follow the same pro-

cedure, so that all students now in Grade X. may complete their high school course on the old programme.

All students now in Grade IX. must cover the Physics specified for that grade and complete the subject in Grade X. for the examinations in 1921.

GRADE II.—SPELLER

The Advisory Board has authorized Spelling and Dictation by McIntyre and Hooper, published by the MacMillan Company of Canada, Limited, for

Grade II. of the elementary schools. The retail price of the book is twelve cents. It is expected that this text will be on the market early in 1920.

An adequate supply of Nettleton's "Specimens of the Short Story" is now obtainable. The publishers, Henry

Holt & Co., New York, state that the delay has been caused by abnormal labor conditions in the printing trade.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

WHAT PEOPLE CAN DO

It is wonderful what people can do when they are in earnest. A little village near Winnipeg is offering for a principal \$2000 and a free house—a much better salary than any school inspector receives.

Another district erected a building worth \$60,000 and the mode of its erection was something after this fashion. One public spirited gentleman with a belief in the value of education urged the citizens of the district to undertake the expenditure. They laughed him to scorn, saying that no district could bear

such expense. He said nothing for the time but at next meeting pointed out that in one year the district had spent \$60,000 in automobiles, \$40,000 on farm machinery and \$40,000 on buildings. He said that any district as wealthy as this could issue debentures for the erection of a \$60,000 school. And they did it. The school is the social centre of the district.

Go to it, men and women! Your greatest asset is the children! Give them a chance! Capital in the bank is not equal to a capital of brains.

TEACHERS' SALARIES AND MUNICIPAL SCHOOL BOARDS

In looking into the rate for the special school levy of individual school districts in several of our municipalities in this province it is found that the rate varies very considerably; in one municipality it varies from nothing, in the case of one school district, to 68 mills; in another from 13 mills to 136 mills, and still another from 10 mills to 126 mills. It will be found on investigation that this condition maintains very generally in all our municipalities.

In the first case cited above, if these schools were under the administration of a municipal school board, which would mean one unit of taxation for school purposes over the whole municipality, the rate necessary to levy the same amount as being asked for under the present levy would be 10.7 mills for the whole municipality, which will fairly demonstrate the inequality of taxation for school purposes under the present system.

The general levy for school purposes in this municipality is 3.3 mills.

The average cost per pupil in the only two-roomed school is \$46.88.

The average cost per pupil for 13 other schools in the municipality, with enrolments ranging from 9 to 43 pupils, is \$45.58, just \$1.30 per pupil less than the two-roomed school, in which grades IX, X and XI are taught.

Out of 375 pupils attending those schools, 125 attended less than 50 days, 100 attended between 50 and 100 days, and there were not 25 of all those pupils who attended the full number of teaching days for that school year.

One school in the heart of the municipality is only open a part of the year, and the children lose during the balance of the year much of what they have learned during the short term in school.

We have in the province about 425 schools with permit teachers in charge,

some of these unqualified teachers receiving a higher salary than fully qualified teachers in the same kind of school.

The City of Winnipeg has the first choice of our teachers, Brandon and Portage la Prairie come next, then the larger towns and villages. **THE REMAINDER**, including practically all the permit teachers, are in our rural schools.

This means that nearly one-third of the rural schools in the province have a permit teacher in charge.

There will be over 200 who have been attending the third class normal schools in different parts of the province who will receive their third class professional certificates at the end of this year and the school trustees of Manitoba who are needing teachers of that grade should see that not one of these teachers leaves Manitoba to teach in other provinces.

We need fully qualified teachers, and teachers of longer experience who will stay permanently in the profession.

We need comfortable teachers residences, which will assist in increasing the efficiency and permanency of our teachers.

We need fewer trustee boards, whose members are selected from the best men and women in the community, who will take a live interest in all matters relating to the school, the children who are attending the school and those who should be attending but are not.

We need a re-adjustment in the manner of levying the necessary funds to meet the expenditure for school purposes so that the expense will be distributed more equitably and over a larger area.

Under the present system we are expending large sums of money for which nothing like what can and should be obtained under better administration, and a more equitable distribution of the cost of education.

Might I be permitted to suggest the following:—

That a minimum salary of \$1000 per annum be paid to a teacher holding a second class professional certificate with one year's experience in teaching.

That a raise of at least \$50 per annum for the next three years be given when continuing teaching in the same school, if continuing in the same school after that, the salary should be raised \$100 a year until a maximum of \$1500 per annum is reached.

That the minimum salary of a teacher holding only a permit, or a lower certificate than above mentioned, be \$850.

That a permit be only granted for the time necessary to obtain a qualified teacher, and not for any definite stated time, and that in any case no teacher be allowed to teach in our public schools more than two years under a permit, but should then attend a full session of a Normal School before being again allowed to take charge of another school-room.

In order that the individual school district may obtain temporary financial relief as soon as possible, I would suggest that the general municipal levy for school purposes be raised from \$20 per calendar month per teacher, to \$60 per calendar month per teacher; that the provincial grant be doubled, to the public schools, but that the grants for the intermediate and high schools remain as amended this year, and that the Dominion Government be asked to contribute a proportionate amount to the intermediate and high schools as is being given by them to agricultural and technical education.

That as soon as possible the municipal school board system of school administration be made compulsory, and in the meantime a strong campaign be commenced to have as many of such school boards established as possible.

This would mean a great advance in our educational system, and would automatically bring about the following results:—

1. Teachers fully qualified, living in comfortable and permanent homes, actively engaged amongst the leading citizens in the community, and fully recognized as such.

2. School Trustees chosen from amongst the very best citizens in the community, willing and proud to be

in charge of the administration in connection with the management, maintenance and equipment of our schools from a truly educational standpoint, in the interest of the child, the community and the State.

3. It would mean for our BOYS AND GIRLS the best possible education in the reach of all. Larger schools fully equipped for the work they are intended to do. Larger groups of scholars, with every opportunity for development of character, mind and body, with fair and wholesome compe-

tion in all the inside and outside activities of the school and playground.

4. Every boy and girl would then have an equal opportunity of becoming properly equipped to fill with satisfaction and honor the position he or she may be called upon to occupy when attaining manhood or womanhood, whether in the home, in business, social or public life.

Respectfully submitted,

H. W. COX-SMITH,

High Bluff, Oct. 27, 1919.

PERILOUS TO UNDERPAY TEACHERS

The chief danger point in American life today lies in underpaid and dissatisfied instructors in our colleges and schools. It is a perilous situation when the men and women who are forming the characters of our children, who are to guide the ship of state, are unhappy and discontented people.

The teachers are waging a silent battle continually upon which depends the next definition of what civilization is. We find in our schools little groups

of dissatisfied people who are open to soviet argument, mainly because they see no hope for escape from conditions intolerable by reason of wages lower than laborers are paid.

In many cases these are men who have come back from the service in jobs in schools and who find they can not maintain their dignity and respect in what should be the most honored and dignified of professions.

—General Leonard Wood.

PAY LESS THAN THAT OF UNSKILLED LABORERS

Teachers are paid much less than a great many of the unskilled laborers whose preparation is very much shorter and whose expenses for "professional upkeep" are very much less. Existing salaries paid to teachers can be said to almost place a penalty upon adequate preparation, since there is no opportunity for an adequate return upon the investment of time and money necessary to the securing of that preparation.

A teacher's work is most effectively done when she is in good health, free from worry, able to participate in the community activities, and when she has

the social respect of the community. These things make her a leader, a moulder of citizens, a creator of ideals, and yet practically all these elements of success are denied a majority of teachers by the insufficient salaries paid.

New York City, which pays relatively high salaries when compared with other cities, in reality pays its teachers no better than the workers in many of the unskilled occupations.

The study of the salaries of the 2,015 draft registrants shows that there is in other lines of work an increase in salary in direct relation to an increase

in age, and also in relation to the increase in the amount of schooling received.

The additional salary received per year of increased age is much less than the additional salary received per added year of schooling.

Occupations which demand additional preparation, with the exception of teaching, received higher median salaries than those where education beyond the elementary schools is not essential.

Special Articles

THE PROGRAMME OF STUDIES

Geography

Home Geography.—Nothing is more interesting than natural environment. One of the most interesting features in the environment is the "lay of the land." Here are hills and valleys, ravines and wooded slopes, stony plains and grassy meadows. To take the children out for a walk is easy. It is delightful. The question is what to do with them. Here is what took place with one teacher.

1. Let us see how these slopes run. When rain falls where will it collect? Where will the brooks run? Where will falls occur? Are there any things that may be found to show you are right? On which slope does snow lie longest? Which slope has the finest grass? Why?

2. How far up does this valley run? How far down may it be traced? When does it reach the river valley? Where does the river valley lead? Draw a map when you go back to school. Is there ever a river or creek in our valley? Of what use is it? What keeps water in the river all summer if all the brooks dry up?

3. Look at that wooded slope. What trees do you find? How do you know the trees? Why do the trees grow on that slope and not on the other? What flowers grow under the trees and what flowers on the other slope? Can you tell why? Bring back a bouquet of flowers.

4. Examine the walls of the ravine. Why are they worn away on one side more than on the other? How do you suppose the ravine was formed? If there was an old lake above the ravine where do you suppose it was?

5. Look at the stones. What shape are they? What do you think made them so round? Look at the rocks on the edge of the ravine. What made them so smooth? What caused this one to break in pieces? Of what use are the rocks and stones?

6. Why are there no rocks in the grassy meadow? Suppose we dig a hole in the meadow do we reach rocks? Why is the grass so tall in the meadow?

The teacher who did this work says that her oral and written composition never lacked in interest. **Try it out!**

Physical or Commercial First.—The old way of taking up geography was to begin with the structure of a continent—its highlands and river systems and to proceed from this to discuss soil, climate, productions, etc. It was found that children did not always take kindly to this treatment for there was in it nothing of the human element. Therefore it was proposed to begin by studying such a problem as the trade of the continent. Here the first thing considered were the ships and the railroads, with their cargoes and freight. Then came a study of industries, cities, and from that the class went on to a

study of climate, soil and other features. Those who have tried both plans pronounce in favor of the latter as more likely to promote interest and provoke thought. More than that it is more practical than the other.

The Irreducible Minimum.—In every grade a pupil should learn something for keeps. This is particularly true in geography. In studying the world as a whole in Grade IV., pupils should know (1) The names of the continents and oceans. (2) The location of the warm and cold belts. (3) The names of the great mountain ranges of the world, and of at least ten great rivers. (4) The name and location of their own capital city and of Ottawa, Vancouver, Montreal and London.

When they reach Grade V. they should know the names and location of (1) Alaska, Canada, U.S.A., Mexico, Central America. (2) Hudson's Bay, James' Bay, Gulf of St. Lawrence, Gulf of Mexico, Gulf of California, Gulf of Georgia. (3) Capes Farewell, Race Cod, May, Flattery. (4) Straits of Belle Isle, Juan de Fuca. (5) Rivers St. Lawrence, Ottawa, Mackenzie, Athabasca, Saskatchewan, Peace, Red, Winnipeg, Fraser, Columbia, Missouri, Mississippi. (6) Cities of Montreal, Quebec, Ottawa, St. John, Halifax, Toronto, Port Arthur, Winnipeg, Regina, Calgary, Edmonton, Vancouver, New York, Chicago, Cincinnati, New Orleans, St. Louis, San Francisco, Denver, Mexico. (7) Islands—Prince Edward, Anticosti, Long, Vancouver. (8) Lakes—The Great Canadian Lakes.

NATURE STUDY—WINTER WORK

(Grades Second, Third and Fourth)

Study frost and its effects. If care is not given to vegetation, the icy winter will destroy much of it. Teach in connection with this how nature takes care of the animals by giving them warmer coats. Mention the disappearance of butterflies and moths. Where do they live during the winter? Do they migrate as the birds? If food were abundant could they stand the rigors of winter weather? In this way the pupils may see that such insects as these must have a different way of passing the winter. A study of the silkworm would be interesting and some silkworms could be raised. From actual observation during the year, the pupils should learn the various stages in the insect's life.

Grains: Grains which have been harvested in the fall will form the basis for most interesting work as they are taken up and discussed in regard to their food value to man. Also, some seeds might be put to soak occasionally and the pupils required to write or tell

what they see. The value of the proper care of all seeds during the winter, should also be taught.

Our Foods: Interesting work for the winter months is the study of our foods and whence they come. This work correlates splendidly with geography and grammar. Bread, its history, of what made, where made, grains coming from what States, how prepared for market. It is interesting to talk concerning the grains and marketing of grains from foreign countries.

Meal: The corn belts of our country, how corn is raised, commercial value of meal.

Rice: How raised, where raised. Secure rice stem if possible. If not, procure some good pictures on rice culture.

Meats: A study of the great ranches of the west by stories told by teacher and then written by the pupil. Have someone visit your school and talk to your children about the great packing houses, if you have not been there yourself.

Fish: Where obtained, how marketed, what varieties. The story of a fisherman's life will furnish material for composition work.

Oysters: Oysters are such common and delicious food, but do many children understand what they are and whence they come? Tell pupils about them.

Nuts: These are eaten by every person; and several lessons on this important part of our food are very necessary. Any one having made a visit to our tropical countries can present much interesting material concerning tropical fruits, oranges, lemons and bananas.

During the late winter months the sugar-making industry will be of interest. Visit a sugar-making camp and enjoy its pleasures.

Clothing: Our clothing will present many profitable lessons if carefully planned. A spinning wheel brought into school and its workings explained by some elderly person in the community will be profitable. This much-forgotten art, which was such a factor in the early home life of our nation, will be interesting to all.

Wool certainly should be included in our studies, for it is said that we wear more woollen clothing than almost any other people on earth. There should be more sheep raised, for we have not nearly enough sheep to supply our needs and we must import wool from other countries in large quantities.

It is possible that few children under your care realize what a need there is for the producing of many times the amount of all farm products now put on our markets. It is really an important thing at the present time, when foodstuffs are so scarce and so high in price, to instil in boys and girls as our future citizens a vital interest in agricultural, food-producing occupations.

Leather: Its history, preparation from hides and its use by the American people, will interest your class. In connection with this subject, gloves may be studied.

Many other features of this great subject will present themselves and it will represent a period in your daily programme which will be vitalizing to your school work, and a period, which, if properly used, will make for future benefits to our country.

CONDENSED DRAWING OUTLINE FOR USE IN UNGRADED SCHOOLS

Grades I, II, III, IV.

Exercises on the making of simple borders with brush or pencil strokes and with pencil and ruler. See detailed programme; also diagrams. Drawing of simple objects with shading to represent texture of surface: e.g. smoothness of envelope, roughness of fur, etc.

Grades V, VI.

Lettering.—Practise of simple line letters and exercise in application of same to the printing of mottoes, names, etc.

Grades VII, VIII, IX.

Book cover design, making use of lettering and line border decoration, also design units made in October.

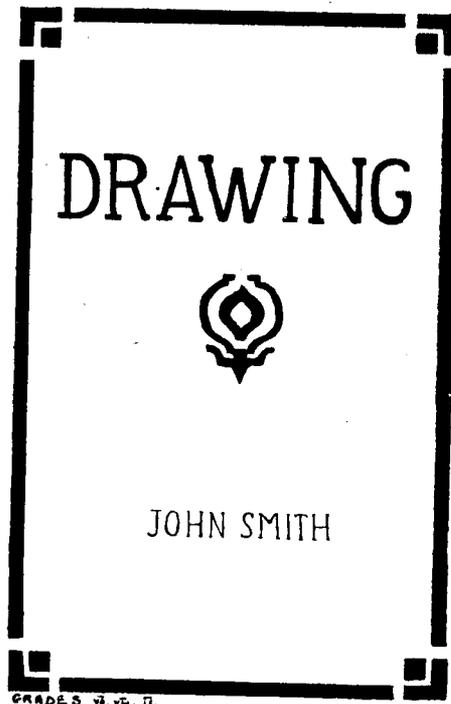
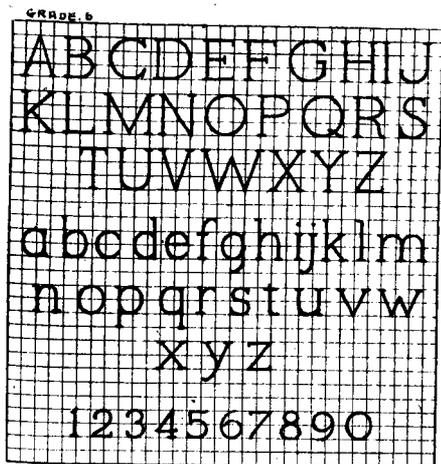
DRAWING OUTLINE BY THE CITY SUPERVISORS

Grades VII, VIII, IX.

Use 9"x12" manilla paper except where otherwise specified. A booklet of Drawings to be made during the year. Have fully completed color chart in school room as given in September Journal.

Problem. Book cover.—Make a book cover design for outside of collection of drawings. Use a unit developed in November work. Color according to one of the color schemes previously made. Practise the word "Drawing." Whole alphabet should be placed on

blackboard. Practise also pupils own name on smaller scale. Unit and lettering to be suitably arranged upon cover and completed in color. Repeat whole exercise using in another color scheme.



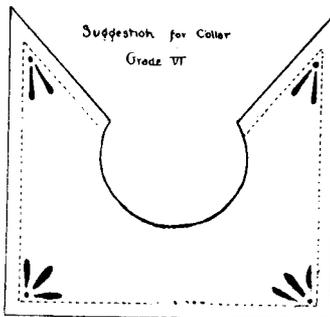
DRAWING OUTLINE

Teachers should have large, 12 color chart in schoolroom as suggested in September and November "Journals." Use 6"x9" paper unless otherwise directed.

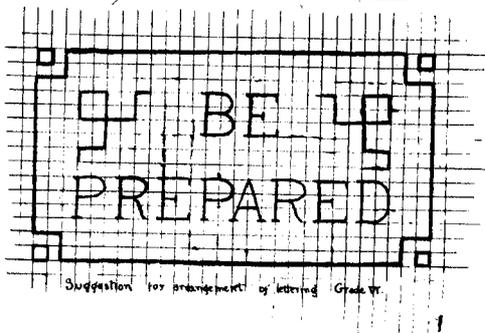
Grade VI.

Drawing Outline

Problem. **Collar.**—From 6"x9" manilla paper cut the shape of a collar (round or square.) Plan a simple decoration similar to those units already practised which may be applied in embroidery or darning stitch. Tint the collar and color the pattern in a hue of color and its complementary.

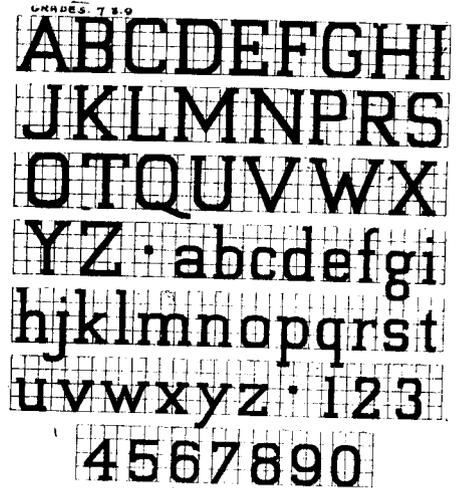


Practice. **Lettering.** — Alphabet, copied from diagram in Journal should be printed upon the blackboard in an enlarged size. Note the addition of serifs. Upon white cross section paper



practise printing the letters of the alphabet.

Problem. (See illustration of arrangement, etc.) Upon 6"x9" manilla paper plan an announcement or sign of not more than 2 or 3 words viz: "Be prepared," "Football Match," "Empire Day." Count the number of squares required for letters chosen and rule the paper into cross sections. Enclose the printing within a simple ruled border placed at an even distance all round from lettering. Border should not overbalance lettering. The whole may be worked in color or pencil.



DRAWING OUTLINE BY THE DRAWING SUPERVISORS

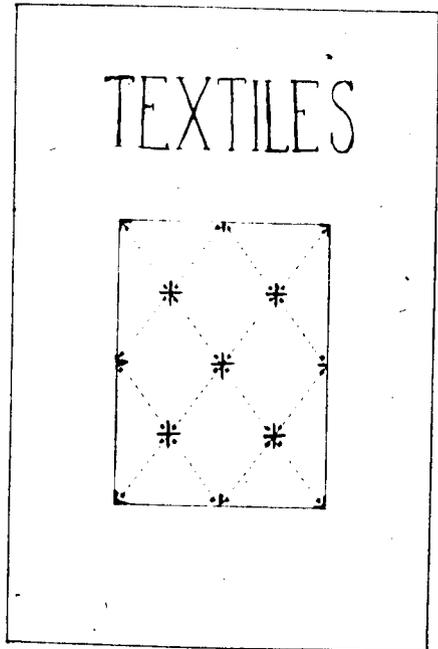
Grade V.

Use 6"x9" manilla paper except where otherwise specified. Teachers should have in schoolroom large six color chart made in September.

Practice Lettering.—Practise the alphabet in simple line letters. Letters should be printed upon blackboard. See diagram in November Journal. Upon white cross section paper practise in pencil the letters of the alphabet commencing with those composed of horizontal and vertical lines only. **Rulers should not be used.** Continue with letters containing oblique lines, horizontal and oblique, vertical and oblique and lastly, letters containing curves. Draw straight portions of letter first, then connect with curves. Suggested exercise, the making up of names using only straight line letters. Practise line lettering with brush and color over light pencil lines, using reverse side of white cross section paper.

Problem. **Applied lettering.**—Use cream or grey cross section paper cut to suit length of name. (Nine inch paper will take words 8 letters in length.) Let pupil work out his own name in color. Letters should first be lightly pencilled. Finish with simple

line border. Do not fill in squares as decoration will over balance lettering. Border should not touch the lettering



Suggestion for arrangement of Book cover design.
Grade V.

but should be an equal distance from it all around.

Problem. **Textile Pattern for Book cover.**—Within a space 3"x4" placed

(Continued on Page 19)

vertically two inches from the bottom of 6"x9" manilla paper placed vertically on desk, design a surface pattern to represent a textile. Use simple lines, dots, circles, etc., upon a geometric foundation, (diagonal lines, or horizontal and verticals at equal intervals.)

Practise printing the word **TEXTILES** upon manilla paper according to the following plan. Allow $\frac{3}{8}$ " for

the width of each letter with $\frac{1}{8}$ " between, except in the case of the letter "I" which requires only $\frac{1}{8}$ ". Height of letters 1". Place the word "Textiles" one inch from top of paper in the space above the design. Finish in color, using a tint of color for background of textiles and shade of the same color for pattern and lettering. Whole of paper may be tinted if desired.

DRAWING OUTLINE BY THE DRAWING SUPERVISORS

Grade IV.

Use $4\frac{1}{2}$ "x6" or 6"x9" paper as specified. Teachers should have in school room large 6 color chart made in September. Each child should have a ruler.

1. (a) Dictate the ruling of a simple geometric border, lengthwise upon a 3"x9" strip of manilla paper, using horizontal, vertical and oblique lines. (b) Dictate the shading of portions of the design in pencil. (c) Repeat the ruling of the above or similar border and tint.

2. (a) Finish the tinted border in color, using shades of the color already used. (b) Draw an object with a smooth surface, e.g. school-bag, hand-bag, foot-ball, felt-hat, boot, shoe, mo-

cassin. Shade to suggest smoothness of surface. (Use objects large and numerous enough to enable every child to see plainly. No child should be more than 4 or 5 feet from the object.) (c) Rule an original design for a border.

3. (a) Shade border with pencil to form pattern. (b) Repeat the design and tint. (c) Finish with shades of the tint used.

4. (a) Draw an object with a rough surface, e.g. fur coat, bath towel, fur cap, mitt, etc. Shade to show texture. (b) Draw an object with a medium surface, e.g. cap, woollen scarf, toque, cloth coat, etc. Shade to show texture. (c) Draw an object with a smooth surface. Shade.

DRAWING OUTLINE

Grade III.

Teachers should have in schoolroom large 6 color chart made in September. Use $4\frac{1}{2}$ "x6" paper unless otherwise directed. Each child should have a ruler. Children should sign name, school and grade in lower left hand corner on front of paper with date at right.

1. (a) On $\frac{1}{3}$ of a sheet of grey cross section paper 6"x3", dictate the ruling of a simple geometric border, using

vertical and horizontal lines only. (b) Shade portions with closely pencilled lines to bring out the pattern. (c) Rule a simple geometric border (original) upon grey cross section paper. Tint with any color.

2. (a) Color the pattern made in last lesson with a tone of the color already used in tinting. (b) Draw any article with a rough surface; muff, sole, mitt, etc. Shade to show texture. (c) Review texture lesson.

3. (a) Draw an object to illustrate a smooth surface: school bag, hand bag, mocassin, handkerchief, etc. (b) Review smooth texture lesson. (c) Dictate the ruling of a simple geometric border, using horizontal, vertical and

oblique lines. Use 6"x3" grey cross section paper.

4. (a) Shade the above in pencil to show pattern. (b) Rule an original border design and tint. (c) Color the pattern.

GRADES III-IV.



DRAWING OUTLINE

Grade II.

Teachers should have in classroom large 6 color chart made in September: Use 4½"x6" paper unless otherwise directed. Children should sign name, school and grade at back of each paper. Aim of work to secure proportion, good placing and cleanliness.

1. (a) Give children suggestions on blackboard for a simple border using lines, squares or dots. Border to be worked on ⅓ of a sheet of grey cross section paper 6"x3". (b) Draw any object with a rough surface: fur cap, muff, stole, mitt, etc., aiming to show texture by means of soft pencil strokes. (c) Review.

2. (a) Practise making original border design on 6"x3" grey cross section paper, shading in the pattern with pencil. (b) Repeat the above exercise with brush and color. (c) Review.

3. (a) Review texture lesson. (b) Paint a Japanese lantern. First paint the shape with water then drop in the colors. (c) Review.

4. (a) Free arm movement on brush-work exercise. (b) Toque. Fold 4½"x6" lengthwise. From this cut or tear the shape of a toque with tassel or ball at top. Decorate with border. Color and fringe ball or tassel. (c) Review.

GRADES I-II



[Repetition of Strokes, Alternation of forms, Enclosing Bands, are the basis of border designs]

A PRIMARY SCHOOL LESSON IN CIVICS.

By Edmond Bloiguernon

(This lesson in civics for little primary children is translated from the Manuel General De L'Instruction Primaire. A closer association with French ideas and methods of instruction is one of the results to be hoped for after the

war and we are fortunate to be able to make this small beginning.)

Come, children, let us gather here under this beautiful walnut tree on the edge of the field. Does it not seem to invite us? I suspect, Jean Francois,

your great-grandfather, who planted it, had a strong love of nature and of his native village. Does not one discover something very wonderful about this old tree? I can imagine Jean's grandfather pausing at the end of the furrow to gaze at the wide prospect and the houses of his neighbors. He planted the walnut tree in this beautiful spot partly, perhaps, in the hope that others, coming here in after years to view the village, would love it as he did.

Now shall we describe for Jean the boundaries of our township in memory of his grandfather? The village lies in the valley, on the left bank of the river which flows from south to north. On the same side, about 2300 meters to the right, is the way to Houssiere. Two hundred meters farther still is the hamlet of Eschamps. On the other side, but farther from the bank and half way up the hill, is the hamlet of Paroy, the great farm, and the dwellings of Launay. Behind, the land slopes up to the top of the hill. A line drawn thence west from Launay to Eschamps would form our southern limit. On the north another line nearly parallel, would pass through the stream below the mill. Behind us, to the west, it would include the woods up there, which autumn is beginning to touch with color.

These are the large lines of our township, within which lie our fields and meadows, our vineyards and our dwellings. Now, children, can you locate your own houses? Can you distinguish the thin blue smoke that curls up on your right? Can you see your mother preparing the evening meal, the fire bright and welcoming, like a kind thought watching there? It was very long ago that the village, with its lanes, the farms and the hamlets were settled in the very spot where the smoke of the peaceful fires now rises into the sky. For a long, long time people have labored in these fields, cared for the vineyards and driven the cows to pasture. It was Jean's grandfather who planted this beautiful walnut tree and for generations before him people had lived here. The old cemetery holds the graves of their ancestors. Their spirit

lingers in these homes. It watches over the fields where your parents perform the same labors that you will continue in your turn.

Can you tell me, now, what constitutes a village? It is a certain place where are grouped a number of families for the purpose of building their homes, ordering their lives and caring for their dead.

But is the village only a chance group of people or is it something more? Is there not a name that we use as a synonym for village? Yes, a commune. The two words, however, are not exactly synonymous. "Village" refers to the number of homes grouped in a certain place. "Commune" refers to a voluntary association of people and of families, assembled in these homes, to live and work together in a real and lasting union. Can you point out anything in our commune which is a concrete evidence of this voluntary agreement? Yes, the mayor's house, which we also call the town house. There is also the public school where the children of all these families receive together the same instruction. There is the church (or the chapel) where those of us who wish go to pray together, and finally there is the cemetery where the community makes a resting place for all its people.

Now, to whom do these community institutions belong? Do they belong to your father, Jean, or to yours, Raymond? Are they, then, nobody's property? Yes, they belong to us all, to the community. This association is recognized as a unit and acts like an individual. The commune is the proprietor. It owns these buildings, takes care of them and repairs them.

Can you tell me some other property owned by the commune? The public washing place, where the housewives meet, a beautiful basin of running water open to everybody, the fountain for drinking water, the roads which traverse the country side, the woods from which each builder has his share, the fire engines—who owns all these but the commune? Perhaps you know that this commune holds title

deeds like a landlord. It can receive gifts and legacies. If anyone does it injustice it can appeal to the law court. It has, in short, all the rights of a private person. It represents the interests of the whole association, it stands for the people.

Now look over there and tell me if you do not see another steeple in the blue gap between the hills? Another on the right and still another, though only the very top, over the long ridge of the fields? These belong to other townships, other groups of families, other centers of community life, other villages, other communes. The roads on which are Paroy and Launay, which run from our village to Houssiere and Eschamps, go on to neighboring towns. What name do we give to these roads that unite various communes? We call them parish roads of main communication. To understand the expression you must give it its full meaning. The highway is the great bond of union between people; and the civilization of a country can be measured by the development and the maintenance of its network of roads. In the other direction the spires and villages are almost infinite in number. This broad road—bordered with trees which traverses the commune, crosses the river over a fine bridge and gathers in the parish roads as a river its tributaries—what shall we call that? It is the national highway. Why does it bear such a fine name and what do

we mean by it? The communes this highway connects are not isolated communities. These associations of families have now a community of interest among themselves, they have extended their fraternal co-operation to the very boundaries of the country. Now all these communes, associated together, constitute the nation. Ours is only one of 36,000 elements that comprise the French nation. All these places in which for generations the towns and villages have established themselves and the communes made secure their corporate life, are united by the configuration of the land, the roads over its surface and the free airs of heaven to form what we call our country. We are a living part of that country.

Each commune of the nation, every village and every town of this our country, is equally dear to all the members of the great national commune, to all Frenchmen. In this war for more than four years have we not seen the French of the south and the west wounded and slain in order to save the towns and villages of the east and the west, while the French of the north and the east have sacrificed themselves to keep from invasion the lands of the west and the south? And all have done their duty together for the sake of the nation, of our country indivisible.

On the front of the town house of each French commune floats the tricolor. Salute it, children, as the sacred symbol of the perfect unity and fraternity of our native land.

TONE

By T. Hodgkinson

Tone, for the most part depends on moral influence. It is the reflection of the character of the teacher, especially, in the graded schools, of the principal, as shown in the bearing of the staff and the pupils. It varies, in shade and degree as much as human nature itself.

Tone plays round the hidden springs of life, but its quality cannot escape manifestation by clear outward signs.

There is no mistaking, and no counterfeiting good tone, and no amount of discipline, rigid or otherwise, can make up for its absence.

Good tone is recognised in the willingness of the obedience and attention, in the absence of recalcitrant effort, in the eagerness to employ all the powers to their utmost, in the trustworthy de-

votion to work, whether the teacher be absent or present, and in the respect which enters into every element of intercourse between teacher and scholar.

Tone can only be improved by the elevation or strengthening of the character of the teacher, or by the extension of its influence.

THE MAN, THE BOY AND THE HORSE

A Fable from Real Life by A. McLeod

I had occasion recently, to drive out into the country to have some papers executed by an old pioneer who was very ill. My instructions were to go as soon as I could get the papers prepared and a man was bespoken to drive me. I set to work—soon the phone brought a message of urgency. I went personally to the driver's house to assure myself that he would be in readiness. He was out for the time being, hauling a barrel of water on a small sleigh with one horse, a spirited driver. I met him leading the horse, his small boy walking behind him. I explained the situation and urged readiness. The boy appeared to take it all in. When they started again, the lad said, "Dad, Dick has his leg over the tug." The father replied almost sharply, "Well, why haven't you put it right?" The boy looked up at the horse, then at his father, there was just a moment of consideration, then he put his foot on the tug, in front of the horse's hoof, he put his hand on the horse's leg to give him notice, then put his hands around the horse's leg and said, "Lift, Dick! Lift!" Dick lifted, the boy instantly pulled the tug towards him with his foot, and when the hoof went down again the tug was in place. But the horse had lifted his leg with that quick artificial jerk which characterizes such a directed movement and had sent the boy back on his hunkers, but the boy was quick enough to put his hand behind him and save himself from going on his back. His other hand went up as he said, "All right, Dad." The boy had achieved.

That was real education: Obedience, courage, action, co-ordination of brain and foot and hand—in short, there was

physical, intellectual, and moral education. It did not take more than fifteen seconds and he was only six years old.

In that moment of hesitation, my heart had sensed the largeness of the task and hoped he would accomplish and he did. As I drove forth and back to the home of the sturdy old pioneer, who was fast going out, I couldn't keep the thought out of my mind, that there was a lad being brought up to replace him.

I asked the father, later, why he had set the boy at such a large task, and he said, "I want you lad to be a man some day." And I was answered.

There are two booklets, which I like to carry on the train with me, for pick-up reading—the one, "Jesus—Teacher", by Frank Webster Smith, is a commentary on the other, "The Words of Jesus". They are the two best educational books extant, and they can be read at a sitting. They tell about the Greatest Teacher, who taught through the concrete and who among other things taught his pupils how to borrow a colt, and how a man may use his own beast in the way of neighborliness. There is no record that Jesus of Nazareth ever preached a sermon—the record is that he was a teacher for three years, and the best teacher that ever lived. I believe Him to be the saviour of humanity and that through the school teacher. His method of teaching, through the concrete, is the only real method, a method that is acceptable to Jews and Turks and Buddhists and to some Christians. It is a method, that to-day, is revolutionizing those parts of the world, that have adopted it. "Indirect illumination is the best."

I heard much oratory, and great eloquence at the National Educational Conference, on the theory of character teaching but I would respectfully submit, that there was more of the practical philosophy of character education in

the incident of The Man, the Boy and the Horse than in all the eloquence and oratory of the Conference. The Conference was about education—the incident was education, character education.—Morden, Nov. 26, 1919.

SCHOOL-ROOM METHODS A PLEA FOR THE BAD BOY

By an Old Teacher

"Tender handed stroke a nettle
And it stings you for your pains;
Grasp it like a man of mettle
And it soft as silk remains.
'Tis the same with common natures,
Use 'em kindly, they rebel;
But be rough as nutmeg graters
And the rogues obey you well."

There is much talk now-a-days about that "relict of barbarity," the rattan, the barbarous custom of "corporal punishment," etc., etc. We suppose we ourselves are barbarians to say it, but see how brave one may be under a nom-de-plume!—while it all sounds as beautiful as a symphony, yet there are souls on whom even a symphony palls.

Now we admit that all this talk about the "immortal soul of the little child," "the spark of the divine in every heart," "the tender plant," "the growing vine," is all right enough and true enough. May Heaven help us to keep alive to the truth of it all and to dear sisters teachers, we know, or ought to know, that high thinking and high living without the savor of sturdy common sense, degenerates into mere sickly sentimentality. We all know how often it is brought against our sex that in all sorts of work, charitable work, religious work, school work, yes, and in home work even, our sentimentality gets the better of our common sense—if indeed it is drawn as mildly as that for us. One hates to admit it, but isn't it too true? Isn't it as often the "fond, weak mother," who, rather than deny her dear boy, sends him as often to the gates of perdition as does the "stern, unfeeling father?"

But to return to these buds of promise in our school-rooms. My own thirty-five come up before my eyes as I write. There are a half dozen who never think or look except in the line of exact order; these may well be called tender plants, bless them.

Then I see a half dozen more, not quite so tender perhaps, restless, wriggling, well-meaning children, warm-hearted and needing only a look or a word. Another group, I see; not bad children, but still needing a firm hand, and now and then a sharp word even. And last, but by no means least, Jack Fairbanks and John Quincey Adams Buckley. These last are not blue bloods. They are not foreigners—no, they belong neither to a foreign nor domestic class—they are what in the South is called "poor white trash." Trash they are indeed. My heart aches whenever I think of them. Cursed from the beginning with that which is a thousand times worse than poverty—low, ignorant parentage, nurtured in ignorance and meanness—not vice—their own worst enemies—what is to become of them? What will they come to? What chance is there for them? When I look at them, thinking what their future bids fair to be, my heart sinks; and, as Samantha says, "I can only lay hold on the promises."

Now these two boys are bright, active boys, slouchy, dirty, cynical as their class is apt to be.

When I entered the school some time ago, my experienced eyes selected these two defiant looking boys in less than five minutes, as the ones who were like-

ly to be the dissenting angels in my little heaven. I was not pleasantly disappointed as one occasionally is, for they proved quite all I expected. At the noon recess of my first day, as I sat at my desk, I heard the voice of boys under my window. As children were not allowed in the yard until a certain hour, I went to the window to tell them to "move on." As is said in the proverb, "Listeners never hear any good of themselves." There stood Jack and John surrounded by three or four congenial souls.

"She's a daisy," cynically drawled Jack.

"Now, dear, yes dear!" mockingly added John.

"What's that she was getting off about character?" asked another.

"I dunno," said Jack, "they all says that stuff."

"An' she ain't got no muscle," and here the disgusted group moved away.

It's a great deal of help to know just how one stands in her pupils' estimation sometimes. There was no doubt of where I stood with these pupils just then.

Well, the weeks rolled on. Corporal punishment was allowed in the building; but we were made to believe that it would be much to our discredit to use it and that we should have very little co-operation from the principal if we resorted to it. Therefore the Johns and Jacks virtually ruled the building. Virtually ruled, I say, because while there was not a boy in the building who was not under control, as we say, still in order to keep that control, the teacher's nervous strength was exhausted needlessly, time and privileges were taken from the good children, and these boys, themselves, were being elevated morally and mentally not one whit.

But to return to my Jack and John. There was no rule of school or of decency they did not maliciously break, and defiantly take their punishment. They smoked cigarettes in the yard, and were forbidden to enter the yard until the last bell. They played truant and were threatened with the reform school; but as they had been threatened

with it for years they were not at all alarmed at that; they knocked down small boys in the yard and had their recesses taken from them. They dawdled in late day after day and then made up their time after school. They defied each and all of the minor school-room rules—and were "checked" for it. Their report cards said "deportment poor;" but their parents could neither read nor write, and they wouldn't have cared if they had known what the words meant. Of course they didn't study, and consequently, didn't learn; but there was a school board law in that town that children should "not be detained after school for lessons;" so these tender plants were protected.

At last there came a time when all the recesses, and all the noons and all the nights were used up on these boys for weeks ahead in punishments. We were all powerless. Just then Jack, in a fit of facetiousness, conceived the idea of plugging a snow-ball at our worthy principal's silk hat; he did it and dashed around the corner. But all too late. The ever watchful teacher-eye of our principal fell upon him in recognition.

"That boy," said he, "should stay after school for a whole week!"

"That is no use," said I, gleefully, I fear, "for he has to stay all this week, you remember, for kicking Thomas while filing; next week he is to stay five nights for swearing; then there are four nights for——"

"Keep him in at recess, then!"

"But you remember he wasn't to have any recess this term, because he doesn't mind the motionless bell."

"Send him to my room, then, to stand on the floor."

"But when will he learn his lessons if he does that?"

"That boy shall be expelled!"

"Very well; it would be good for the school, no doubt; but Mr. —, before you expel him I wish you would allow me to give him one good sound rattaning in the presence of his colleagues, accompanied with appropriate remarks. I believe that boy might be saved yet."

"Anything! anything!" assented Mr. —, ruefully wiping his injured hat.

The result was the boy was rattaned soundly that very day in presence of several others who were likely to realize that a similar punishment might not unjustly be theirs in the near future. The result was as I had predicted. I shall go down to my grave feeling that I did for that boy a true missionary deed. Coward-like—and these boys are usually cowards to their very marrow—he howled and begged for mercy in a manner that struck terror to the hearts of his boon companions. For weeks I had no trouble with Jack. We had met in an equal contest—one which he could appreciate, and I had conquered. He respected me for it, and we had from that time on a clear understanding with each other, a real masonic interest in each other, as it were.

Now there is a certain sentiment of justness in a boy, even a coarse, low-lived one like Jack. His creed is, "If I do wrong, I shall get licked." He expects it, and looks with scorn upon a teacher who does not give him what, according to his standard, he feels that he deserves. And in the struggle for the survival of the fittest with such a boy a teacher has got to meet him on his own ground. It is no use to plead and preach, weep and pray over such a

character until first you have educated him to your standard. Having mastered him, then lead him along into higher walks; then teach him the divine difference between man and animal; then talk to him of honor and self-respect.

There are other things than the sentimental idea of the barbarity of physical pain to be thought of in a case like this: The soul of the boy in your charge must be saved at any cost; and it is not only your privilege but your business to save him. You have no more right to dilly-dally with such a one than has the surgeon the right to let your body die rather than give you pain. Then, too, the good children have rights which you are bound to respect; they have a right to your time, your strength, your patience; they have a right to the pleasures and privileges of social intercourse in the school life; and when you exhaust the best of yourself over the bad boy, narrow down and restrict the liberties of the whole school for him, you are doing a real lasting harm to the school for the sake of an imaginary, short-lived good to the one bad boy. And he, instead of being really benefitted, is really harmed, in that he is taught to look upon you and your office with scorn, simply because you will not meet him fairly and squarely on his own ground, and render unto him those things which his own sense of justness demands.—Popular Educator.

The Way to Wisetown

What is the way to Wisetown,
Where little folks must go?
Up Spelling Hill, through Reading
Street,
And round by Writing Row;
Keep on through Number Avenue,
(Not turning back, you know,)
And you will get to Wisetown,
Where little folks should go.
—Virginia Baker.

OUR COMPETITION

February story—"What Do I Do in My Lunch Hour?"

March story—"What do You Know about Edison?"

Special mention is given to Isabel R. Story, Helen Montgomery, Stonewall, Agnes McCarthy and Andre Archambault, Ste. Rose du Lac.

This month's competition appears to have been very popular with two of our schools, Ste. Rose du Lac, and Stonewall, but apparently our other competitors were too busy with Christmas presents to write to us. The prize this month is won by Duffy Stephen, Stonewall, Man.

Honorable mention is given to Teddy Fitzmaurice, Karoline Neff, Yvonne Archambault, Rex Tennant, Annie Liptow, Paddy Fitzmaurice, Frieda Neff, Tommy Fitzmaurice, Ste Rose du Lac. Flora MacDonald, Gordon Mason, Jessie McNeill, Dorothy Chambers, Stonewall. Verda A. Tompkins, Nesbitt, Man.

THREE CORAL STORIES

The Story of Coral

Thousands of miles over the Pacific Ocean there are groups of small, ring-shaped islands, and for many years men have not known how they were made. Now we know that these islands were made out of the hard parts of the bodies of millions of tiny creatures belonging to the animal world. Coral is made from the skeletons of these animals all joined together. Coral islands have grown from the bottom of the sea to the surface as the result of the life and death of these tiny creatures. They live only in water, so that when coral comes to the surface the island stops growing. Sometimes a few cocoanut trees are found growing there, the seeds

When the coral island is still a few feet below the surface and cannot be seen they become a danger to ships because the ships are sometimes sailing along when all of a sudden they strike a hidden reef, and the ship has a large hole knocked in it.

Coral is in many different shapes and colors. Some of the shapes are, the fan coral which is just like a fan; there is also tree coral which looks like little branches of trees, and the brain coral which seems to curl round like the human brain and have a line across the

middle. There is pink coral, blue coral, and white coral, and many ornaments are made from it.—Duffy Stephen.

Stonewall, Man.

Story of Coral

Alma lived in a small town in Ontario. One day when she came home from school she had a very pleasant surprise for on the verandah she saw her Uncle Bert. That night after supper Uncle Bert drew a small parcel from his pocket and said: "Would you like to know what is in this, Alma?" "Yes, yes" she cried, for Uncle Bert, who was a sailor, always brought her something. She opened it and found in it a very pretty string of pink coral beads. Uncle Bert asked her if she would like to know the story of it.

"On the north-eastern coast of Australia there is a great barrier-reef or a coral reef. It is very dangerous for ships to pass through this reef. There are a few openings but I know even our pilot, who is a very good and experienced one, had trouble to guide the ship through one of the openings. How do you think this reef is built up, Alma?"

"I don't know."

Children's Page

Verse From A NORSE LULLABY

The sky is dark and the hills are white
 As the Storm-King speeds from the north tonight;
 And this is the song the Storm-King sings,
 As over the world his cloak he flings:
 "Sleep, little one, sleep;"
 He rustles his wings and gruffly sings:
 "Sleep, little one, sleep."

Eugene Field

THE MONTH

January snowy, February flowy, March blowy;
 April showery, May flowery, June bowery;
 July mopy, August croppy, September poppy;
 October breezy, November wheezy, December freezy.

Richard B. Sheridan

EDITOR'S CHAT

Dear Boys and Girls:—

Once again we have come to the end of a road—the long, long trail that we have followed through the year 1919, and we have come to the fresh little path that begins the journey through 1920. The 1919 road is behind us. There are some dark woods on that road, some snowbanks, some mud holes and some thorny places, but there were lovely places too, places where birds sang, and flowers bloomed and fish leaped in the water and boys and girls danced along in happiness and joy. Some of those dark places you made for yourselves. You frowned and stamped your foot and that was a dark wood; you cried tears of anger—and that was a mud puddle. You said something cross or cruel to another boy or girl and that was a thorn that tore you as well as the other. You did something untrue and it made a snowbank of trouble for other people to climb through—but—you smiled and

the birds sang; you ran on willing feet to help other people, and the flowers bloomed; you did your work well and all around you people smiled and were happy. Do you like the bright, sunny places or the dark ones best? How will the 1920 road look when you have travelled over it? Can you not resolve that there will be far more bright than dark places? It rests with you boys and girls. What will you do on the long, long trail of 1920?

The Children's Page wishes you all, big and little, the very Happiest of New Years, and may we all become better friends as the happy months go by!

The great event of 1919 has passed with the passing Christmas and now there will be next Christmas to get ready for. 365 days away, and yet when it comes it will come suddenly just as it always has a way of doing. Why don't you get ahead of Christmas this year by beginning to get ready for it now?

"Tiny insects called coral polyps build hard, limy coral such as this," and he drew a piece of unfinished coral from his pocket. This was a lot different from Alma's beads. "These little insects build close together. When these animals die the coral remains. Then others build up against it again. Finally they come up to the level of the water. Each polyp looks like a full-blossomed flower. They are of all colors, red, yellow, pink, brown, white, and many other colors. Sailors go out and bring the coral to land. I went out in one small boat with another man to get some. It was then I got this piece and I have kept it to show you.

"The coral is then sent to factories where it is cut and polished and made into beads and many other things. From the factories they go to big stores where it is sold. It was in one of these stores that I bought this necklace for you."

Verda A. Tompkins,
Bertha S.D.,
Nesbitt, Man.

The Story of Coral

Coral is found in the deep sea. It appears to be like flowers over its surface and takes the form of trees and shrubs. The Red Coral that is found

in the Mediterranean Sea is used to make beads and other pretty things. Children are fond of coral because it is so pretty. It is also found on the coast of Sicily and Southern Italy. The ordinary whitest coral is not so compact in nature as the red. Coral is a very expensive thing as it is so difficult to get it. It is formed from the skeletons of little insects called polyps. These polyps are of a great variety. They lay their eggs. They have the power to multiply themselves very rapidly, so much so that there are thousands of them in a very small piece of coral. These eggs stick to the rocks and there the animal lives and dies still adhering to it. The lime of the water hardens it until nothing is left but the skeleton; this is what you see in a piece of coral. If one should happen to cross the Pacific Ocean he would come across big reefs of coral. They are very dangerous at times as ships have been wrecked on them. Coral is very expensive as it requires a lot of labor and courage to undertake to find it. Men have to dive some 300 feet under water and very often they never come up again.

Agnes MacCarthy,
Grade V., Age 9,
St. Patrick School,
Ste. Rose du Lac, Man.

CORAL

What is coral?—Coral is a slow-built growth formed by a lowly animal which is related to a sea-anemone, such as children pick out of many a pool on our seashores. This growth may really be said to be the skeleton of the animal. The coral animal is a soft, jelly-like being, of which the principal part is a mouth encircled by tentacles. Its color is olive-brown, and when it extends its tentacles it looks like a beautiful sea-flower. With its tentacles it catches its food, which it floats on a stream of water through its internal structure. The sea-water which is continually pass-

ing through it contains lime, and this substance the little animal draws out, or secretes. At first it makes a little platform of lime on the stone or substance on which it is resting, and on this it gradually builds up a little case or castle of lime, wherein it lives contented the rest of its life. If it is a branch coral, soon a little bud will appear at its side, which is the beginning of a new little coral animal which will make a fresh cup or castle of lime for itself. And so generation will follow generation, and a coral branch or reef will at length be made. This pro-

cess goes on silently among thousands and thousands of coral animals, until the shores of many parts of the globe are fringed with their tiny skeletons, which are left after the animals have died. It is from these little skeletons that our coral beads and ornaments are made.

Where are there island reefs made entirely of coral?—In the South Pacific Ocean. Here for hundreds of years millions of these little animals have built so industriously and so continuously that whole reefs, hundreds of miles long, and entire islands have been made by them.

A coral island shows a broken ring, which is the top edge of a saucer-shaped mass of coral below the sea. Within the island the water is very calm. Palm-

trees grow upon the island from seeds that have come from the mainland.

Where do our chief supplies of coral for jewellery come from?—From the Mediterranean and the Red Sea, and the Adriatic Sea. Very beautiful coral jewellery is made at Naples.

How do men get the coral?—By diving or dredging, principally in the latter way. The drag is made up of two pieces of wood in the shape of a cross, to the ends of which a net is attached. the drag is let down from a boat and sunk by means of a heavy stone. As the boat is slowly rowed over the coral-beds, the pieces get broken off, and are caught in the net, which is then raised into the boat again.

From "The Parents' Book"

SUGGESTED BOOKS FOR JANUARY

"The Post of Honour", Wilson.
 "A Wonder Book for Boys and Girls", Hawthorne.
 "With Kitchener in the Soudan", Henty.

"The Virginian", Owen Wister.
 "When Knighthood Was in Flower", Charles Major.
 "The Little White Bird", J. M. Barrie.

HOW DID THE WORD "NEWS" ORIGINATE?

The word "News" which was created to describe what newspapers are supposed to print, came from the four letters which have for ages been used as abbreviations of the directions of the compass. In this N stands for North, E for East, S for South and W for West, and in illustrating the points of the compass the following diagram has long been used:

N
W E
S

The earlier newspapers always printed this sign on the front pages of their papers in every issue. This was done to indicate that the paper printed all the happenings from four quarters of the globe.

Later on some enterprising newspaper man who may have forgotten the original significance of the letters in the diagram, arranged the letters N. E. W. S. in a straight line at the head of the paper and that is how what we read in the papers came to be known as news.

News from the Field

OAK POINT CONVENTION

The teachers of the Oak Point Branch Inspectoral Districts met in Convention at St. Laurent on the 13th and 14th of November.

Mr. Roland de Denus on behalf of the staff of the St. Laurent school welcomed the assembled delegates, Inspector G. W. Bartlett then opened the proceedings in a brief address stating the plan and purpose of the Convention. Mr. Peadon, Principal of Clarkleigh Consolidated School was elected President and Miss A. Maddin of Erickdale Secretary of the Convention.

Mr. H. B. Brooks, of Ashern, gave a very interesting address on "Measuring the Achievements of Children" pointing out that an accurate system of measurements would not only enable the teacher to correctly estimate the value of her own work but would also enable her to know with certainty the standing and progress of her pupils at any time during the term. A lengthy and animated discussion followed in which different views as to the desirability of applying such a system of measurements were set forth.

The Principal of Simonet School conducted a class in Arithmetic in which the value of constant drill in the simple and fundamental processes was demonstrated. The pupils displayed great accuracy and confidence in their operations and by "casting out the nines" obtained a personal and independent assurance of the correctness of the result. A special feature of this exercise was the exhibition of a strong will power shown by the pupils in that each paid strict attention to his own work although all worked at the blackboard.

A profitable discussion of methods in teaching Arithmetic and Number Work followed this lesson.

Inspector G. W. Bartlett addressed the Convention setting forth the announcements of the Department of

Education particularly in connection with the reading course for teachers who have not yet obtained full professional standing.

Mr. R. M. Muckle, representative of the Boys' and Girls' Clubs laid before the teachers the aims and value of the Boys' and Girls' Club movement leading a discussion as to ways and means of stimulating and improving the work among the children in this direction.

The Reeve of St. Laurent opened the evening session with an address of welcome expressing the hope that the Convention might be of real benefit to all concerned, after which the staff and pupils of the St. Laurent School entertained the visiting teachers by presenting a most enjoyable programme of musical and dramatic numbers. An illustrated lecture by Mr. Muckle on Club Fairs and Bee Culture completed the evening's entertainment.

On the morning of the 14th the school exhibits were viewed by the teachers present at the Convention and all were greatly impressed by the high quality of the work displayed. The Art and Domestic Science exhibits from Simonet and St. Laurent Schools were especially praiseworthy.

Inspector J. Tod gave a short address on "The Views of an Inspector". He ably set forth and discussed many of the problems confronting the rural school teacher.

Mr. Jones, of Byng, S.D., gave an interesting exhibition of the method of introducing a class of beginners to the study of Geography. His presentation was most successful as an example of concreteness and deductive teaching.

The Primary teacher of St. Laurent School conducted a class in Language Work illustrating how English may be taught to children who come from homes where little or no English is spoken.

The discussion following this lesson brought the Convention to a close.

The following are the officers for the year 1920:—

Hon. President—Dr. R. S. Thornton.
President—Mr. H. B. Brooks, Ashern.

Vice-President—Miss M. L. Stoddart, Moosehorn.

Sec.-Treas.—Miss F. Samson, Lundar.
Executive Committee:—

Miss A. Maddin, Eriksdale,
Miss A. Anderson, Moosehorn,
Mr. E. Calder, Mulvihill.

SCHOOL CONTESTS, SASK.

I beg to enclose information on the School Contests and to give the results:

Nov. 21—At Griffin (R.E.A. of R.M. 66).

Memory Gem—gold brooch, Helena Van Dusen.

Speaking—gold brooch, Aileen Connor; silver brooch, Dorothy Swinehurst.

Spelling—gold fob, Elvin Douglas; silver, Henry Gohn.

Nov. 25 at Stoughton, (R.E.A. of R. M., 65).

Memory Gem—gold brooch, Lillian Knight; silver brooch, Emma Bailey; bronze, Lola Boothe.

Speaking — gold brooch, Flossie Slack; silver brooch, Alma Campbell; bronze brooch, Dora Hiron; bronze fob, Avery McDowell.

Spelling—gold brooch, Mary Mott; silver brooch, Agnes Pringle; bronze fob, Bert Bowes; bronze fob, Claude Cheeseman.

Nov. 26 at Fillmore, (R.E.A. of R. M. 96).

Memory Gem—gold brooch, Thelma Ferguson; silver brooch, Roberta Turnbull; bronze brooch, Georgia Sundwall.

Speaking—gold fob, Gordon Fowler; silver fob, Wilbur Grigg; bronze brooch, Hazel Wilson.

Spelling—gold fob, Golding Wiggins; silver brooch, Mabel Brown; silver brooch, Gladys Hair.

Nov. 28 at Weyburn, (R.E.A. of R.M. 67).

Memory Gem, 9 competitors—gold brooch, Viola Ross; silver brooch, Mary Martin; bronze fob, Junior Stowley.

Speaking, 8 competitors — gold brooch, Edith Acton; silver fob, Bruce McDougall; bronze brooch, Lila McAdam.

Spelling, 4 competitors—gold brooch, Eva Dalghiesh; silver fob, Stephen Stratton; bronze fob, Leroy Lawson; bronze brooch, Arline Smith.

Dec. 5 at Arcola, (R.E.A. of R.M. 64).

Memory Gem—gold brooch, Margaret Sanders, grade two; gold brooch, Eticha Sanders, grade one.

Speaking — gold brooch, Margaret Watt, 10 years, "Saskatchewan"; gold fob, Eddie Hayes, 9 years, "The Prince of Wales."

Spelling—gold fob, Jas. E. McGraw; silver brooch, Violet Wright.

Respectfully,

S. KENNEDY.

P.S.—School Music is to be added to the competitive work of the Rural Education Associations in 1920.

Three Little Children

I know three little children,
Who all are so polite
That everybody thinks them
A sweet and charming sight;
The first one is "Excuse me,"
The second one is "Please,"
The third one is "I Thank You,—"
Dear little folks are these.

—Virginia Baker.

Selected Articles

MOTIVATED LANGUAGE LESSONS

One of the difficulties in teaching composition is to get pupils to put heart into the work. The following article, published in the Elementary School of Chicago (a journal every teacher should have), shows how one teacher accomplished her purpose. The article is worthy of serious study.

The language lessons on description outlined in the following paper were used with a class of grammar-grade pupils of average ability. The aim was to present this difficult form of composition in such a manner that the children would develop greater freedom and individuality of expression in their oral and written English. The basis of all good written work is laid in good oral work.

One day while members of the class were narrating their experiences to one another (in a socialized oral-composition period) one girl suggested that John's composition would be more interesting if he used description. She indicated the place. This brought forth a general discussion in which all the pupils agreed with her. The majority of the class felt the need of a new form of composition (description). This was aptly expressed by one pupil, who said, "Our experiences would be more interesting to relate if we knew how to describe."

If the teacher can so direct the experiences of his pupils that the problem arises in their own consciousness of need, then it is felt to be theirs and the situation is most favorable for thinking. In other words, the composition work becomes definitely motivated.

Lesson I

Method of Procedure

Teacher:

1. a) Are there any interesting places in this vicinity worthy of description?
- b) Can you recall any scenes which appealed to you during your vacation

in the country? at the seashore? (Composition work, if it is to be vital, must be made individual.)

The class seemed interested in nearby lakes, springs, ponds, waterfalls, etc.

Note.—The teacher must now make a careful selection of an appropriate model. "If models are used intelligently in presenting new forms of composition there will be no curbing of individuality of expression on the part of the children."

The following model was selected for this particular group of children:

"The sun gradually wheeled his broad disk down into the west. The wide bosom of the Tappan Zee lay motionless and glassy, excepting here and there a gentle undulation waved and prolonged the blue shadow of the distant mountain. A few amber clouds floated in the sky without a breath to move them. The horizon was of a fine golden tint, changing gradually into a pure apple green, and from that into the deep blue of mid-heaven. A slanting ray lingered on the woody crests and precipices that overhung some parts of the river, giving greater depth to the dark gray and purple of their rocky sides. A sloop was loitering in the distance, dropping slowly down with the tide, her sail hanging uselessly against the mast; and as the reflection of the sky gleamed along the still water, it seemed as if the vessel was suspended in the air."—From *The Legend of Sleepy Hollow*, Washington Irving.

2. Provide each child with a copy of a model, wisely selected to meet the needs of your particular class.

3. Begin the lesson by reading the model to the class.

Note.—The teacher's reading will enlist the interest and attention of the whole class in the beginning of the lesson.

4. Then have the children read it silently.

5. Ask them to tell you what they see. When they have a fairly good idea of the whole picture, begin the detail study.

6. Have them select the unusually effective expressions and unfamiliar words. These must be made known and stressed.

7. Ask them how they would express a similar thought. Make them feel the need of a careful choice of words.

8. Have them close their eyes. Read the selection to them again. Ask for the picture.

9. What is the main impression made on your minds when you read the paragraph?

Note.—Wait until the majority of the class feels the atmosphere of quietude in the picture.

In every motivated lesson a suggestion for further study comes from the children. Let them make their own assignment.

10. Suggestion for a home-study assignment: Select the details in this picture which emphasize the impression of peace and quietude.

Lesson II

The aim now is to work out the technique of description with the class, viz., in effective description we should find: (a) the general impression; (b) the definite point of view; (c) a selection of details which will produce that impression; (d) a careful location of those details; (e) a wealth of expressive words.

Method of Procedure

Teacher:

1. What picture do you see when you read the model?

2. What impression does Washington Irving wish to produce?

3. Where was he standing?

4. How does he produce that impression of peace?

5. Name the various details he selected. Teacher makes a list on the blackboard.

sun, clouds, reflection of sky on water, sea, horizon, slanting ray, etc.

6. Of what did his task consist after he had selected those details? (To locate them effectively.)

7. Let us examine another descriptive paragraph to see if we can find these points.

8. What are the points? (Teacher makes a list on blackboard as child gives them.)

- | | | |
|----------|---|-----------------------------------|
| 9. Drill | } | (a) Impression |
| | | (b) Point of view |
| | | (c) Selection of details |
| | | (d) Effective location of details |
| | | (e) Choice words |

10. A number of paragraphs were examined by the class, in the light of these standards.

11. What have we learned thus far about the new form of composition we are considering?

Note.—Let children make their own assignment.

12. Suggestion for home-study assignment: Select an interesting description from your home reading and examine it for those points which we have thus far considered in description.

Lesson III

The aim in this lesson is as follows: By means of a simple woodland scene familiar to the class, work out with them the application of whatever technique has been acquired thus far.

Method of Procedure

Teacher:

1. "Let us think of a simple woodland scene near the school." After one is selected, ask what must be thought of first.

2. What impression shall we produce?

3. What must we think of next?

4. What is to be our point of view?

5. What is the next step?

6. What details shall we select if we wish to produce an impression of joy? (Make a list of the details given by the class.)

A path through the woods.

Trees on each side of the path.

Birds; flowers.

Brook; moss-covered rocks; ferns.

Sky.

7. What is the next step? (To locate these in reference to each other.)

Note.—Use drawing here as a means of expression—a motivated drawing lesson.

8. Ask for a rough sketch of the scene. One pupil to work at the blackboard, others at seats. They will represent a path shaded by overarching trees. They will sketch birds on some of the branches. A little to the left they will represent a brook, bordered by moss-covered rocks. On the banks, they will picture the ferns. Patches of the blue sky will be drawn overhead.

9. How many are able to give that picture in words?

Note.—Underscore the locating words when you have written this paragraph on the blackboard:

“Before me stretches a path through the woods, shaded by overarching trees. Flying from branch to branch are the gay little birds. A little to the left runs a small brook, on whose banks grow thick ferns and wild flowers. Overhead is the clear sky.”

10. What would make our picture more interesting?

11. What color do we find in the scene?

12. What would make our picture even more interesting to the reader or to the listener?

13. What sounds do we hear?

14. Can you think of anything else that would lend interest to the scene? To what other sense could we appeal?

15. What flowers grow there? What words expressing odor could we use?

Note.—Put on blackboard the words of color, sound, and fragrance when given by class: green foliage, fragrant violets, blue sky, babbling brook, chirping birds, etc.

16. How many are now able to give me the picture in words? (Let as many as possible recite.)

Note.—Let pupils make the assignment.

17. Suggestions for a home assignment: Write the description of a simple woodland scene, introducing color, music, and fragrance.

Note.—Do not sacrifice the truth for an effect. The children will feel the

need of revisiting the spot, which seemed very familiar to them, until called upon to describe it.

Lesson IV

The aim here is to have the children feel the need of a store of expressive words.

Method of Procedure

Teacher:

1. Have a few of the woodland scenes read to the class. Let pupils offer criticisms.

2. Return to the first model. Pick out the aptly chosen words; the words rich in meaning; the words that helped Irving produce the impression of quietude.

Wheeled, gradually, lay, motionless, gentle, blue, amber, floated, golden, gradually, slanting, blue, lingered, uselessly, gleamed.

3. Why did Irving use “wheeled,” “gradually,” etc.?

4. Have them suggest words which they would use. Note the contrast.

Note.—Make the class feel that hackneyed words would mar good writing.

5. Now re-read the paragraph. How does the picture compare with the one you had in Lesson I?

The children experienced pure delight in the final reading of the model.

6. Suggestion for a home assignment: Select from your literature or your outside reading, passages containing happily chosen words. Be able to tell how they helped the writer produce the beautiful picture.

Lesson V

(Arranged for a class which has a working knowledge of grammar.)

In this lesson the aim is to have the class feel the need of a wise selection of words—especially verbs (for action), adjectives (for color), and adverbs (for effect).

Note.—Here is an opportunity for a motivated grammar lesson on verbs, adverbs, and adjectives. The grammar is made vital by a practical application in the composition period.

Teacher:

1. Return to the first model. Pick out the aptly chosen verbs in this selec-

tion. (Teacher writes them on the blackboard.)

Wheeled, lay, floated, lingered, gleamed, was loitering.

2. Tell me why Irving used "wheeled," "lay," etc.

3. Select the words which give color to the paragraph. (Teacher writes them on the blackboard.)

Blue, amber, golden, etc.

4. What part of speech is each?

5. What is an important function of adjectives in descriptive work? (Caution: Avoid too many adjectives.)

6. Pick out the words that help bring about a feeling of peace and quietude. Gradually, motionless, slowly, etc.

7. If this scene were one of life and activity, what adverbs would you use?

8. What is an important function of adverbs in descriptive composition?

9. Now re-read the paragraph. How does the picture compare with the one you had when we began this work?

The children experienced pure delight in the final reading of the model.

10. Suggestion for a home assignment: Select from your literature or your outside reading passages containing happily chosen words. Be able to tell how they helped the writer produce the beautiful picture.

Note.—Since words give life and color to any description, we must strive to develop in the child the ability to find the right word to express the exact meaning. Just as a skilled painter chooses with care his delicate colors, so also the writer must choose the fitting words.

The class from now on will be interested in finding the happily chosen words in their literature selections and in their home reading. Encourage this all you can. Too often they "skim" over the very beautiful descriptions because they never felt the need of a store of expressive words. In all this work you are laying a sound basis for enriching the live vocabulary of the children. In other words, your work in this line is definitely motivated.

Lesson VI

The aim is to emphasize the need of an enriched vocabulary and to create the desire to satisfy that need.

Method of Procedure

Teacher:

1. Begin the lesson by calling for the assigned work. While one child reads his selected paragraph to the class have the pupils fill in some such form as the following:

Sound words	Words of Color	Words of Odor

2. A definite word-study exercise like the following could be written on the blackboard:

Flow gently, sweet Afton.

The cataract leaps to the ground.

The brook rushes to the sea.

a) Pick out words expressing motion.

b) What kind of motion is expressed by each particular word?

c) Write original sentences. In each use a word of motion in connection with each of the following subjects: ocean, brook, river, clouds.

Special reference for teacher: Graded Composition Lessons. Part III, pages 26, 78, 84, 203. By Marcella McKeon.

The following should be read to the class: Tennyson, "The Brook"; Lanier, "Song of the Chattahoochee"; van Dyke, "Little Rivers" (selection); R. Southey, "The Cataract of Lodore"; Rev. A. J. Ryan, "Song of the River."

Lesson VII

By this time the pupils have a feeling of confidence in their own ability and a spirit of enthusiasm, both of which are very conducive to free self-expression on their part.

Method of Procedure

Teacher:

1. Today we shall begin our original compositions. Select your subjects and plan your compositions according to the principles we have learned thus far in this new work.

Note.—Some of the selected subjects were: "The Lake at Hallowe'en Park";

“Klinefelter’s Pond”; “The Noroton River”; “The Lake at Laddins’ Rock Farm.”

The fruit of the foregoing work began to show itself in the spontaneous response and initiative of the class. Some suggested describing the lake in winter, for they wished to produce an impression of desolation. Others wished to paint a summer picture, for the music, color, and fragrance of that season appealed to them, while a third group preferred autumn with its rich coloring. One boy attempted a poem and “thus became our first poet.”

The following plan and composition were prepared by one of the pupils:

The Lake at Hallowe’en

Impression. — Desolation. Winter scene.

Point of view.—Standing on the rustic bridge which spans the lake.

Details.—Ice-bound lake, wind, trees, lone snow-bird, steamer on the sound, sky.

Words used to bring about a scene of desolation: groan, creak, piping, shrieking, groping, booming.

The composition.—Before me lies the ice-bound lake at Hallowe’en. Held in winter’s icy grip it no longer sparkles and dances as it did in summer. The biting wind sweeps up the lake causing the trees along its margin to groan and creak in dismay. A lone snow-bird who has braved the rigors of winter vainly tries to raise his piping voice above the shrieking of the wind. Now and then the weary voice of a steamer answered by the booming voice of a nearby light comes faintly to my ears. The steel gray of the sky, foretelling an approaching storm, makes the already cheerless scene one of desolation.

Lesson VIII

Finish the work which was begun in the preceding lesson. During these periods of written composition, it is very necessary that the teacher move about among the children in a very sympathetic spirit giving individual help and encouragement. The pupils, on the other hand, must feel perfectly free to consult books of synonyms, dictionaries, or question each other or the teacher. The movable furniture now

used in most of the modern school buildings allow for the necessary freedom in such a vital subject as oral and written composition.

Lesson IX

(Correction of composition by the teacher and by the pupils.)

Many teachers feel that correcting compositions is a great burden, and in many cases is time ill spent, since the same errors often reappear in the child’s written work. Dr. Franklin T. Baker’s suggestions on this point are very valuable: Shall the teacher correct themes? Surely. But he must know how. He must not be fussy nor pitch his standards too high. He must not forget that it is the ideas, rather than the form, that are the main thing. He must not forget to put the responsibility for the form on the pupil as fast as possible and make them proofread their themes.

The aim in this lesson is to develop the habit of self-criticism on the part of all the children. In order to realize this aim, however, the compositions must be short.

Method of Procedure

a) Criticism by teacher.—During the period of written composition the teacher is of great service to her class, for as she walks about among them she has a splendid opportunity, not only to help those who need encouragement and individual attention, but also to correct errors without curbing free expression. The child, of course, must know the cause of his error; otherwise he will never become self-critical—a habit which the teacher of composition should endeavor to help her pupils to acquire.

Select those children who are below the standard of the grade in this work and in the conference period, make known to them their weaknesses, and aid them to acquire skill in this most useful art.

Note.—When the teacher has read the set of papers (not necessarily corrected, nor marked them) she notes the typical errors or general weaknesses of her class. She makes this work the basis of her next instruction.

References for teachers: Standards in English, J. J. Mahoney; Lawrence Course of Study in English, Sheridan; New Jersey Course of Study in English, Kendall.

b) Criticism by pupils (another period).—In the first place, make children understand that correcting or criticizing means helping, not marking.

When the class has finished writing (and before or after the teacher has read the compositions), the children exchange papers for intelligent and constructive criticism. The socialized oral-composition period helps the pupils to acquire a habit of intelligent criticism and appreciation of the work of their fellow-pupils. They now apply these standards of judgment to the written work of their classmates. The pupils who have linguistic ability criticize the work of those who are below grade, while the latter read with inspiration and delight the papers of the former.

The papers are then returned to their owners, who proceed to follow the suggestions and correct the errors indicated by their critics. Often they confer with one another. Such a method of criticism effectively improves the written expression of children. It is infinitely superior to the weary drudgery of "red ink" correction made by the teacher and blindly followed by the pupils.

The following are a few of the best compositions from this group of children:

The Lake at Hallowe'en Park

From the summit of the sunny hillside, on which I stand, I can see the lake at Hallowe'en, whose blue waters sparkle as they shimmer in the sunlight. Here and there I see tiny islands on which grow stately elms. The lake is bordered by thick low bushes. Farther on, to the right, are the tender trees that have been nipped by the frost into brilliant dyes of orange, purple and scarlet. Some of the little birds who have not yet departed for the warm regions of the South are fluttering from one limb to another. Overhead a few fleecy clouds float through the clear blue serene sky. What a de-

light it is to gaze at this scene in the beautiful autumn!

A Winter Scene

All is calm and silent,
The old elms are unclad.
Hushed, are the songs of the birds,
Gone, are the flowers we had!

The water is dark and cold
Where once it danced with delight!
And the quaint rustic bridge looks
gloomy and old,
As if dreading the bleak winter night.

The banks are now bare and brown,
Faded and gone are their fragrant things.
The ice-covered ponds we pass in our walk,
Reveal Jack Frost's work with the springs.

There remain the same gray rocks.
But, where is the velvet moss?
The sky is o'ercast and weary,
And the beauties of summer are lost.
Then let us be happy when summer is here,
And enjoy what the Great God has made.
Complain not my children, this time of the year,
And you will be sure of His aid!
The Lake at Laddins' Rock Farm

Before me sparkles a beautiful lake.
The golden rays of the sun, streaming through the swaying boughs of the willows and beeches, nestle peacefully on its bosom. The shining white pebbles, lying in its bottom, furnish seats for the tiny dwellers there. The shy goldfish, darting swiftly through the water, seem to fear the stately bullfrogs that leap from rock to rock. Here the birds find friends and homes. The chirping robins, the twittering sparrows amongst the others, make this spot human with their merry notes of gossip.

As I sit in one of the garden seats and gaze on this scene of beauty and listen to the united chorus of my wood friends, it almost induces me to join in their melodies. How could anyone sit here and be unhappy! The gentle summer breezes whisper that flowers are

blooming near by. As with a happy and contented heart, I pluck their up-turned faces, I am reminded of the "Great Seven Days' Work," wrought by the Almighty from whom comes the beauty of all things!

The Lagoon at Seaside Park

Before me, covered with sparkling snow and ice is the lagoon at Seaside Park. The moon gleams down upon the joyful skaters whose shouts ring out through the crisp air. Some distance to my left, I catch the faint outline of a hill, broken here and there by sturdy trees. To my right is a snug cottage from whose windows a ruddy light gleams. The sight makes me think of my own cozy kitchen with its blazing fire. Far in the distance I see long lines of dim street lights. The clanging of a bell tells me that a boat is pulling up to the dock.

The Lake at Hallowe'en Park

Standing on the rustic bridge which spans the lake, I see directly in front of me, the rippling water in which little

goldfishes are swimming to their hearts' content. Bordering the lake are low bushes where twittering birds are perched. Now and then the screech of a distant sea gull can be heard as he darts quickly at his prey. Here and there along the banks are moss-covered rocks which seem to have been put there to serve as resting places for the burly bullfrogs. A few small islands with their slender but stately elms dot the lake. To my right is a grassy knoll with a few benches, where visitors may rest and enjoy the refreshing breezes from the Sound.

The Lake at Hallowe'en

I am standing on the bridge which is at one end of the lake. I see the frozen water of the lake. Here the jolly folks are skating to and fro. Often a beginner tumbles down. In the middle of this lake are two islands and on each grow elm trees. Around the edge of the lake are bushes. In the distance, as far as the eye can reach, can be seen the sandy hills of Long Island.

Dressmaking

My mother buys a piece of cloth

To make a frock for me,
She cuts it up in little bits,
Though why I cannot see.

She cuts it all in little bits,

And then, with might and main,
She sews and sews and sews and sews,
And sews it up again.

—Abbie Farwell Brown.

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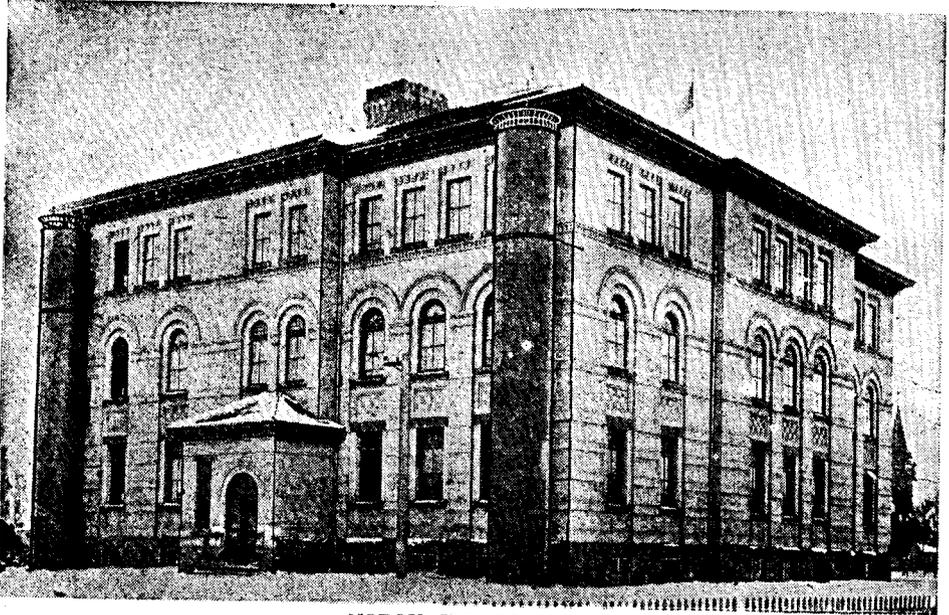
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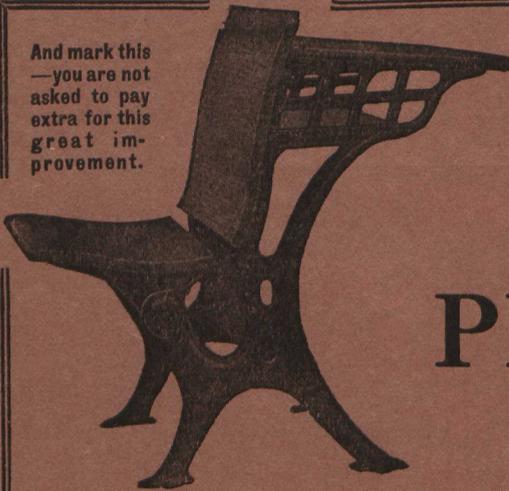
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