

# The Western School Journal



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## Where the West Begins

Out where the smile dwells a little longer,  
Where friendship's grasp is a trifle stronger,  
That's where the west begins.

Out where the sun shines a little brighter,  
Where the snows that fall are a trifle whiter,  
And the bond of home ties are a wee bit tighter,  
That's where the west begins.

Out where the skies are a little bluer,  
Where friendship's ties are a trifle truer,  
Where there's music in every streamlet flowing,  
Where there's more of reaping, less of sowing,  
That's where the west begins.

Out where the world is still in the making,  
Where fewer hearts with despair are breaking,  
Where there's more of singing, less of sighing,  
Where there's more of giving, less of buying,  
Where a man makes friends without half trying,  
That's where the west begins.

Winnipeg  
September, 1916

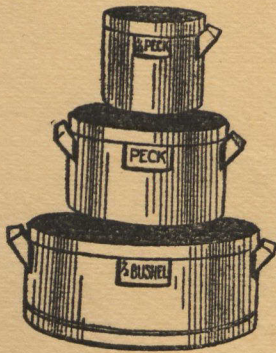
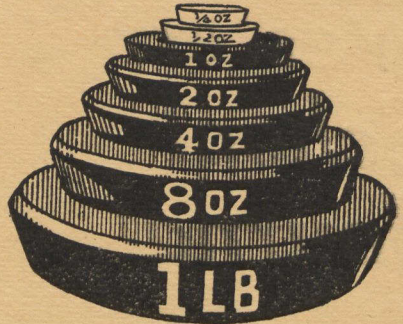
Vol. XI  
No. 7



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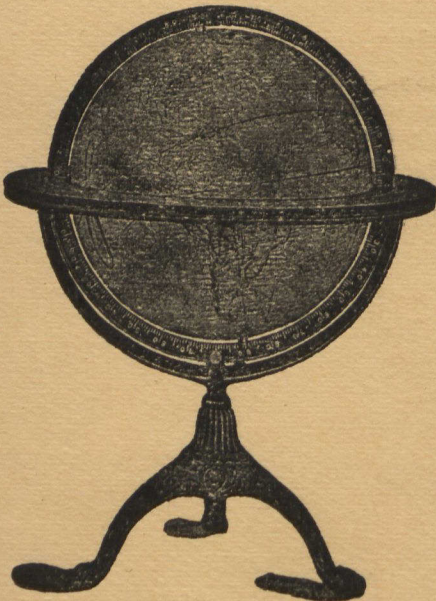
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# The Western School Journal

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VOL. XI

WINNIPEG, SEPTEMBER, 1916

No. 7

## Editorial

### The Teachers' Examinations

During the summer vacation the examinations for entrance to University and for teachers' certificates were held, and it seems necessary to say a few things regarding these, since rightly or wrongly they sensibly affect the character of the work done in the schools. The only points to which reference will here be made are (1) The character of the examination papers and the answers. (2) The examinations as a test of qualification for those entering upon teaching. (3) The examination results as a test of the work done by the schools.

### The Papers and the Answers

The examiners, or to be more definite, a number of them, have been good enough to express their views on the papers and to offer suggestions to students and teachers for future guidance. The report is very valuable, even though there may not be unanimity in the findings and even though in some cases the judgment of the examiners may be doubted. It is unfortunate that the examiners in the practical work—physics, chemistry, oral reading and music—have not made a report.

It is probably a sound criticism which finds fault with sentence structure and general form in the composition of Grade X. and Grade XI. students. It will be quite in order for High School teachers to consider if they are not to some degree responsible for this. Composition cannot be taught successfully by the teachers of English alone. Some

High School teachers have not yet advanced beyond the idea that it is a sign of culture to be negligent in matters of penmanship, punctuation, and all matters of detail. Some of the worst writers—both as to form and structure—are to be found in the ranks of our teachers. They presumably can write well but they take good care to let no one know it. Even those who set examination papers in composition are not always sufficiently careful. Consider such a sentence as this from the Grade X. paper: "Write a letter to a friend about twenty lines in length."

It does not seem a very sound criticism which finds fault with the sentences given for grammatical analysis on the ground that they are too simple. There is no greater absurdity than that of putting long cumbersome sentences before children in the hope that attempts to unravel the tangle will develop power. It is more useful in every way to give much practice with simple sentences such as pupils may use in their own speech and writing. The best thing a pupil could do with such sentences as those given would be to re-write them so as to express the same thoughts in simple form. Grammatical gymnastics has had its day. Unless grammar can be approached in a living way it had better be discontinued as a school study.

It is gratifying to note that students appear to appreciate poetry. Nothing better could be said. Of course, an examination in literature cannot fully test appreciation, but it can reveal much. It is easy to understand how Hamlet is better understood than "In



Memoriam." The latter is hardly a poem for Grade XI pupils. It took a mature mind to write it, and requires a mature mind to appreciate it. On the other hand, every young person can follow a play and appreciate the action and the characters, even though the philosophy may not be thoroughly understood. It is possible that there is wisdom in the suggestion that a change in some of the texts, not only in literature but in the other subjects as well, may be advisable.

There is naturally at this time close criticism of the methods of teaching history. Evidently the text books have emphasized, too much, religious and political matters, and have failed to treat adequately the social and economic life of the people. In other words, the things young people wish to know they have not been permitted to know, and they have been forced to study what is foreign to them. In a province like ours, civics deserves a place, but community civics rather than provincial and national civics should have first attention. The present text is quite incomplete. There are books of higher value.

Much has been said about the arithmetic papers. Probably we have followed Ontario too closely in our worship of this subject. After all, the study is not so necessary as we appear to have made it. All that the average man or woman needs is very little.

Would an outsider, a man of the world, have the same thing to say about the papers and answers as a group of teachers? We fancy not. Whose judgment would be of more worth? This question requires further attention.

From month to month comment will be made on other papers. This much is written merely to call attention to the report on another page.

### Do the Papers Really Test ?

Looking at the examination papers for teachers one is naturally led to inquire if the test for knowledge, power and skill is sufficient. An inquiry from

hundreds of teachers goes to show that the abilities most necessary in the school room are not exactly those tested by examination. And this is true even in schools as we have them. It would be even more true if the schools were such as new conditions are demanding.

Of course, it is not assumed for a moment that the teachers' examinations test on all points. Moral character, professional training, physical soundness are demanded by the Department of Education, and the non-professional examination recognizes this much.

Yet, in its own field the non-professional examination leaves much to be desired. Which is more important for the teacher—to have ability to solve quadratics, or to talk freely and correctly? Which is of more account, good manners and bearing or acquaintance with stocks and shares? Which is more necessary, ability to sing a simple song well or knowledge of the various minor keys? Which will count for most in semi-civilized districts, ability to teach simple housekeeping or ability to analyze compound-complex sentences?

Which is more important, to know the plants, grains, weeds of the district or the rivers of Senegambia? Which more valuable to know, occupations of people or classes of adverbs?

We cannot put new wine into old bottles. We cannot meet the demands of our time with teachers trained in the old way. The only sure method of accomplishing any rational reform in education is to raise up a class of teachers capable of meeting new social conditions. The fundamental problem of education is always that of meeting individual and community needs. Only those capable of recognizing the needs can ever meet them. What is now put on at a summer school should be the bone and body of the teachers' work all through the High School course.

The chief study for a teacher should be, not books, but people and occupations. They should be able to lead their pupils not only in the act of knowing, but in all forms of doing. This is

the meaning of the new movement in education.

Now, far be it for the Journal to recommend a revolution. That is not the way of true reform. It will take twenty years to reach the goal we now have in view, and then there will be just as urgent a demand for another step forward. But can we not keep moving? As a matter of fact we are moving, and the people intend that we shall move. Teachers and educationalists should be the servants of the people.

### Are the Examinations a Test of School Efficiency ?

Of all absurd things in education none is more absurd than this that parents and trustees should measure school success by the results of the mid-summer examinations. All the examinations pretend to test is the knowledge and the power of the students, and the power tested is very limited indeed. A good school considers things of greater moment such as physical and moral condition, attitude to truth, beauty and goodness, habit, taste, character, conduct, ability to do things, power of initiative, power of self-control, knowledge of men and nature, disposition, tolerance, social power, and attitude—all these and a dozen other things that will suggest themselves. How absurd, then, to make success or failure in one little field the measure of worth. Down in Ontario and in the Western States fifty years ago it was common to have tests in spelling. All the schools in a township or a state sent representatives to the annual contest.

The school sending the winner was heralded as the best school in the township or state. As well proclaim the lady to be the best dressed who wears the finest buttons on her shoes.

Schools that place a high value on examination results often fail to attend to weightier matters. This is true in the colleges particularly. One reason why

teaching in the elementary schools is, as a rule, superior to that in colleges and universities is the fact that the teachers are free to work for something more than examination results.

As a matter of fact, it is a very easy thing to get pupils through examinations. Those who have coached students know how simple a matter it is for a cunning instructor to select probable questions and drill on these. A coach in this city, looking over the mathematical papers set for ten years past, was so successful in handling a green student that in three nights instruction he had guessed over two-thirds of the problems. This is but one illustration. Up and down the country there are coaches of this kind at work all the time in the schools. They are not by any means our best teachers. This Journal does not wish teaching to be degraded to the level of coaching, and consequently protests against the action of parents and trustees who take a narrow view.

A gentleman writing from an eastern province, soliciting an appointment in the West, concluded his letter with this sentence, "I have always passed from 85 to 95 per cent. of my pupils." To us that was a doubtful recommendation. Evidently some teachers have not advanced beyond the examination ideal.

Now, of course, it is possible for all the other worthy things mentioned above to go along with success at examinations. It is possible. That is all that need be said. But success at examination is not pedagogically the kingdom of heaven, which if attained will ensure the attainment of all things else.

The Journal congratulates those students who have succeeded at the examinations; it congratulates schools that have had average or more than average success where such schools are in other respects worthy; but it congratulates chiefly those schools which have exalted individual and community character and efficiency even at the expense of lesser things. And all this is written

without any particular schools in mind, for the writer does not know the record of any schools. He has learned, however, that trustees and others have been judging teachers by examination results. Every student of education knows what the danger is in such a course.

## For the Month

### The Goldenrod

Goldenrod, why do you look so bright?  
The sun has given me part of his light.

What makes you grow so straight and tall?  
I'm trying to answer an upward call.

Why do you bloom in summer so late?  
I'm told to be patient—that I must wait.

What makes you beautiful, Goldenrod?  
I'm trying to tell what I know of God.

Goldenrod, what can we learn from you?  
To be cheerful and gentle, modest and true.  
—Selected.

### THE GOLDENROD

Bring as many varieties as possible to the schoolroom. Get entire plants, if possible, as the root leaves often differ from those of the stem. Let each pupil have several plants.

Talk about the goldenrod, and then begin a systematic study of it. Where do we find the goldenrod? What is the character of the soil where the plants grow? Is it confined to certain localities or is it common? Has this anything to do with its selection as a national flower by many? What objections to having it as a national flower? Is the farmer fond of this plant? Why not? How can it be exterminated?

**Root and Stem.**—Roots many—long and brown. Position and structure of the stems—round, hard, straight, stout, hairy. Difference in color of stems—some green; some blue; some gray. Other ways in which the stems differ—some smooth; some rough; and others hairy. Measure the height. This var-

ies from two to six feet; branches near the top.

**Leaves.**—Shape and arrangement—alternate, lance-shaped, toothed and pointed.

**Flowers.**—Shaped like a plume. Resemble the elm tree in outline. Has many small starlike heads. Clusters among branches. Spreads at the top. Number of flowers in a head? Alike or different? How many ray flowers? How many tube flowers? Where are each kind? Call attention to the disk—the place where the flowers grow. Note the delicate fragrance.

How many species can you find? (There are over eighty.) Mention some of the most common: Canada goldenrod, which grows from three to six feet high; the dusty goldenrod, growing in dry fields, has bright yellow flowers; the blue-stemmed goldenrod grows in rich woods and blooms last of all; the seaside goldenrod has large and



numerous leaves and orange yellow flowers; the lance-leaved goldenrod has flat-topped clusters; the sweet goldenrod gives forth fragrance when bruised.

Count the insects that flock to the goldenrod blossoms—first, the black blister beetles, soldier beetles and locust borers, coming to eat the pollen; grasshoppers to eat the leaves; the tree cricket to lay its eggs in the stems; flies—little and big—for the nectar, and bees and wasps. There are few butter-

flies, because the nectar in the flowers is not well placed for them.

The moths come at night. Other creatures come to feed, not on the food provided by the plant—but on the insect visitors. Among these are the crab spiders and ambush bugs, which hide among the flowers and watch for their prey. See if you can find some of them. The crab spiders are gayly colored; have eight legs, and run sideways. Ambush bugs are marked with yellow and brown tints.

### GOLDENROD AND ASTER

Two little girls named Goldenhair and Blue-eyes lived at the foot of a great hill. At the top lived a strange, old woman whom the little girls believed to be a fairy. It was said that this woman could do anything she wished, so the little girls decided to ask her to grant them one wish. They were dear, kind-hearted children, and they wanted to ask her how they could make everyone happy.

It was a long walk to the top of the hill and they stopped many times to rest. By and by it grew dark, but still

they walked on, and when they reached the house the old woman was standing at the gate waiting for them. She smiled and spoke kindly to them, so they were not afraid. "Can you tell us how to make everyone happy?" they said.

The old woman opened the gate and in they went. No one ever saw them come out again, but the next day the hillside was covered with beautiful goldenrod and purple asters. How do you think they came to be there?—Adapted.

### RIGHT, BUT WRONG

The late Prof. Thomas R. Lounsbury, of Yale, speaking at Cambridge England, on the proper use of English, is thus quoted by the Philadelphia Bulletin: "But precision can be carried too far. The ultraprecise, even when logically right, are really wrong.

"An ultraprecise professor went into a hardware shop, and said, 'Show me a shears, please.'

"'You mean a pair of shears, don't you?' said the dealer.

"'No,' said the professor, 'I mean what I say. I mean a shears.'

"The dealer took down a box of shears.

"'Look here, professor,' he said, 'aren't there two blades here? And don't two make a pair?'

"'Well, you've got two legs. Does that make you a pair of men?' And the professor smiled at the dealer triumphantly through his spectacles.

"He was logically right," said Professor Lounsbury, "but, really, he was wrong."

### TWELVE THINGS TO REMEMBER

The value of time.  
 The success of perseverance.  
 The pleasure of working.  
 The dignity of simplicity.  
 The worth of character.  
 The power of kindness.

The influence of example.  
 The obligation of duty.  
 The wisdom of economy.  
 The virtue of patience.  
 The improvement of talent.  
 The joy of originating.

# Departmental Bulletin

## BE CAREFUL!

It appears that agents have been going up and down the province canvassing for subscriptions for a series of books on methods, representing that they are Canadian and approved by the Department of Education. Teachers and trustees are asked to be careful, to con-

sult either the Department or Inspectors before purchasing any goods of this kind peddled by agents. Books or charts or supplies so peddled may be all right, but purchasers should have more than an agent's word for it.

## OCCUPATIONS FOR SCHOOL CHILDREN

By W. A. M.

In last issue of the Journal it was pointed out that there is a great difference in the educational value of a series of detached lessons, and the pursuit of an occupation. As David Grayson says, "There is more education in the care of a horse or cow than in attendance at school." These are not the exact words but they set forth his idea.

One of the cares of parents and teachers should be to get occupations for their children. This is the most difficult of all problems in the city, but the easiest of all problems in the country. This is one of the main reasons why the country is to be preferred to the city. It is probably partly because country children have steady occupations that they develop qualities rarely found in children of a crowded city.

The occupations of childhood that give the greatest educational return follow their instinctive leanings. Joseph Lee says these instincts are seven in number—the instincts of maker, nurturer, scientist, hunter, fighter, artist, citizen. This may be an incomplete list, but it is suggestive. It is not difficult to get occupations that provide opportunity for the play of these instincts. Here is a list which may be indefinitely extended:

1. Making.—Articles of use and beauty, in clay, wood, iron, cotton, linen, wool, raffia, rattan, paper, cardboard, birch bark, reeds, cones, seeds.

This leads to use of tools, through the use of which there is education of hand and eye. Two particular forms of making are related to home life of girls—sewing and cooking.

2. Hunting.—This suggests snaring, collecting, finding flowers, trees, shrubs, cocoons, weeds, rocks, and the like. Naturally this leads to exploring, and to much that is connected with Boy Scout work.

3. Fighting.—Here there is a suggestion for organized play in all its useful forms, and to all competitions of a friendly nature.

4. Nurture.—This suggests care of pets and of plants, planting of seeds, care of gardens, dressing and playing with dolls, organization of little mothers' clubs, cooking classes, etc.

5. Scientific investigation. — This suggests clubs for study of botany, insect life, animal life. It also suggests work with machinery of all kinds, with electrical appliances and the like.

6. Art.—Here there is a field which includes drawing, painting, dyeing, moulding, weaving, sewing, decoration of all kinds, as related to making. It also includes acting and all forms of mimiery and musical expression.

7. Citizenship.—Here pupils may seriously be concerned themselves with self-governed organizations, both in and out of school. It may lead to the printing of a paper.

Would it not be possible for every child to have some occupation of his or her own choice? Would there not be an education in following it that can not be derived from lessons assigned by a teacher? Do not the very best lessons grow out of occupations? Is not the school more or less artificial?

Of course, an occupation to have educational value must be pursued thoughtfully. There is very little in hoeing

turnips as a piece of drudgery, but there is everything in raising turnips for pleasure or for profit, and in such case the hoeing becomes a most interesting performance. So it is in every occupation. It is necessary to get into things the element of self-interest. Education is not a mechanical process but a living process. The greatest educator said, "I have come that they might have life."

## FARMERS' BIRD ASSISTANTS

By J. D. A. EVANS

With the commencement of the nesting season we are privileged to observe the wondrous ingenuity of God's little feathered architects, a majority of whom have returned to Manitoba from distant zones, perchance flown high above roar of sea storm in the journey from islands wherein climatic condition permits bird life to spend winter in comfort and ample sustenance.

The writer does not profess to be a practical exponent of Manitoba's ornithological features. Nevertheless, residence of many years in this province has furnished him opportunity to study its bird life and the application of such toward its economic value to agriculture.

Usually by the first week of May, a greater part of the bird migration has arrived in Manitoba. Adequate protection of insect worms or insect destroying birds has become a question of vital importance to the farmer. Within recent date it has been computed that if the family of insect devouring birds became extinct in Manitoba, within a few years the grain fields could not possibly raise a crop. Until even a recent period certain birds highly valuable in the extermination of insect pests were erroneously considered enemies of the farmer, and very destructive to grain and seeds. As example, the robin, one of the first feathered arrivals, was deemed a plunderer of the farm garden fruit bushes. But investigation of the charge has acquitted the robin,

the diet of which consists principally of harmful insects and worms.

A list of the most important insectivorous bird visitors to Manitoba comprises: Robin, Cat-bird, Wren, King-bird, Oriole, Shrike, Jay, Woodpecker, Chickadee. To this number may likewise be added that alleged egg and chicken thief, the crow.

Indeed, the crow is one of the very few birds which consider potato bugs as a leading feature of the menu card. The bluejay rejoices in a repast of cut-grubs and caterpillars. The woodpecker may be justly adjudicated a most potent factor in the destruction of insect life. The principal hunting ground of this bird consists of tree trunks, from which is removed every available grub, the woodpecker's beak drilling deeply into the timber and abstracts pests immune from attacks of other birds. From the day the sparrow arrived in Manitoba, its character has been stained with a charge of grain theft. The case cannot stand; careful scrutiny of the sparrow's habits will reveal the fact that it is a very decided enemy of caterpillars. The shrike, otherwise butcher bird, possesses great capacity for insect diet of every description. Hawks, owls, regarded enemies of the poultry yard, undoubtedly perform much useful work in the annihilation of mice and gophers. A deadly agent against insects is the swallow. The whip-poor-will must also be the recipient of notice; and reference is necessary concerning the night-hawk,

that aviator among the birds, verily a swooper down to earth as its eagle eye perceives some species of grub.

Beyond dispute is the fact that the main diet of bird life consists of grubs and insects of every description. Without assistance of the feathered tribes,

crawling and winged pests of Manitoba's agricultural domain could not possibly be suppressed. Then, as a resultant issue, grain fields and gardens would speedily picture a condition we dare not even think of.

### CHANGES IN STAFF

The following are recent changes in the teaching staffs of the Province:

NAME	LAST POSITION	NEW POSITION
R. M. Stevenson	Prin. of Souris Collegiate	School Inspector
Howrahan	Prin. of Truro Coll., N.S.	Prin. of Neepawa Coll.
Miss Duval	Tutor in Manitoba College	Assistant in Neepawa Coll.
T. A. Peelin	Tutor in Hamiota H.S.	Prin. of Virden Coll.
V. W. Jenkins	Tutor in Russell C. D.	
G. W. Bartlett	Tutor in Gladstone H.S.	Enlisted as Signaller
J. Grove	Assistant in Virden Coll.	Prin. of Gladstone H.S.
G. J. Elliott	Prin. of Ninga Int.	Prin. of Manitou H.S.
G. R. S. Prowse	Prin. of Roland H.S.	
Earl A. Ross	Prin. of Alexander Int.	Prin. of Britannia
J. H. Plewes	Prin. of Binscarth Int.	Prin. of Russell C.D.
E. S. Lord	Prin. of Britannia	Prin. of Melita C.D.
James Tod	Prin. of Crystal City H.S.	Enlisted
Miss Dawson	Assistant in Crystal City H.S.	Prin. of Crystal City H.S.
Margaret G. Dudley	Assistant in Neepawa P.S.	Assistant in Crystal City H.S.
George H. Belton	Prin. of Emerson Int.	Staff of Telegram
H. G. Harris	Prin. of Glenboro Int.	
Miss E. M. Moore	Assistant in Neepawa Coll.	Prin. of Glenboro
Blanche McIntyre	Prin. of La Riviere Int.	
W. J. Jose		Prin. of McGregor
John McNaught	Prin. of Pilot Mound	Enlisted
Charles Cresswell	Prin. of Rapid City	Hamiota
H. J. Everall	Prin. of Roblin Int.	
G. W. Burrell	Prin. of Swan Lake Int.	Prin. of Miami Int.
Martin Murphy	Polish Training School	Prin. of Plumastone Con.
R. F. Reynolds	Alberta	Prin. of Elphinstone Con.
J. Johannessen	Tutor in University	Prin. of St. Andrew's Cons.
H. E. Riter	Prin. of Emerson	Prin. of Rapid City Int.
Alfred Dickson	Inspector	Prin. of La Verandrye
Angus McNevin	Prin. of Miami	Prin. of Alexander
John Boyd	Oak Lake	Brandon
Mr. English	Ireland	Oak Lake
Sidney Clark	Assistant at Souris	Prin. at Souris
G. F. R. Prowse	Roland	Souris
Miss Haight	Assistant at Melita	Assistant at Deloraine
S. C. S. Kennedy	Wawanesa	Assistant at Teulon
Miss Nicholson	Assistant at Stonewall	Alberta
Miss Montgomery	Stonewall P.S.	Stonewall H.S.
S. Haywood	Pipestone	Saskatchewan
F. M. Watts	Assistant at Elkhorn	Prin. at Elkhorn
Clipperton	La Verendrye	Enlisted
Wilkinson	Jno. M. King	Enlisted
Elizabeth Bell	Tache P.S.	Tache H.S.
D. Livingstone-Milne		Assistant at Holland
E. W. Jefferson	St. John's Technical	Enlisted



HISTORY PRIZES

The individual prizes in Canadian history for the last school year have been won as follows:

Teachers' Course

- 1st—James E. Osborne, Strathewen Post Office, 91%.
- 2nd—Vilborg C. Eyolfson, Icelandic River, 89%.

Combined Course

- 1st—Richard W. Cook, Stonewall, 95%.
- 2nd—Alda J. Brown, Minnedosa, 92%.

As the number of contestants in the combined and matriculation course is about equal to the number in the teach-

ers' course, I believe it would be well to divide the class prizes, three to each group. The winning classes are as follows:

Teachers' Course

- Cypress River, 74.8%.
- La Riviere, 71.6%.
- \*St. Anne, 68%.

\*Successful in this competition for past four years.

- Combined and Matriculation Course
- Boissevain, 71.4%.
- Stonewall, 68.9%.
- Dauphin, 66.9%.

Yours truly

R. Fletcher,  
Deputy Minister.

JEHU CORN COMPETITION

The following are the regulations, etc., regarding the Jehu Corn Competition among the schools of Manitoba. This competition is for the Steele, Briggs Seed Company's Silver Cup, which was won last year by the Killarney School.

The competitions will consist of three divisions.

1. Local district or collection of districts at the local school fair conducted by local teachers, trustees, etc.
2. Each Inspectorate—the winning schools at the various local fairs will compete—conducted by the local Inspector.
3. Provincial—the winning schools in the various Inspectorates will compete.

Rules of Competition

1. The competitions shall be between schools chiefly; some prizes may be given for the best individual scores.
2. The exhibit from each school at the Inspectoral and Provincial competitions shall consist of the best six cobs of ripe corn, with the report on "Corn Growing" from each of three boys. Each boy's exhibit shall be certified by the teacher.
3. Local districts or School Fair or-

ganizations will arrange prizes to suit their own local conditions.

4. The local Inspector will arrange to have the various schools, competing send their exhibits to him.

5. The winning schools in each Inspectorate will send their exhibits to the Department of Education, before January 1st, to compete for Provincial honors and a Silver Cup donated by the Steele, Briggs Seed Company, Winnipeg.

6. The cup will go each year to the school scoring the highest number of points, and at the end of the third year will become the permanent property of the school scoring the greatest number of points during that time.

Prizes

1. For local competition. Teachers, trustees, and local organizations will arrange for these.

2. For Inspectoral competition (each Inspectorate). Prizes will be arranged for as follows:

(a) For highest scores from individual schools—six best cobs, with report from each of three boys.

1st prize; 2nd prize; 3rd prize.

(b) Highest score by any one boy. 1st prize; 2nd prize.

3. For Provincial competition—

(winners from Inspectoral divisions). Prizes donated by the Steele, Briggs Seed Company, Winnipeg.

(a) For highest scores from individual schools—six best cobs, with report from each of three boys.

1st prize—Silver cup (value \$20.00).

2nd prize—\$3.00 value.

3rd prize—\$2.00 value.

(b) Highest score by any one boy:

1st prize—\$3.00 value.

2nd prize—\$2.00 value.

### CANADA'S CALL TO ARMS

Note—The author of the following verses, who is one of our good trustees in Northern Manitoba, has been immensely impressed by the way in which the men of the lonely settlements of the West have rallied to the call for recruits since the outset of the war. In fact, the pro rata contribution of men from the wilds of Western Canada has been proportionately greater, by long odds, than that of our towns and cities.

Beneath my standard floating high,  
Five hundred thousand men I call,  
To fight for truth, perchance to die,  
To fight the common foe of all.

Alike the call of Empire draws  
Canadians 'neath its banner spread,  
But this is man's supremest cause,  
Outside of which all else is dead.

Into the balance has been tossed  
All that the blood of man has bought,  
Then what remains if this be lost?  
Truth, justice, wealth, they matter  
not.

Scarce had the call been half expressed,  
Not more than whispered, just a trace,  
It swept the land from East to West,  
And roused the whole Canadian race.

The Redman damps his tepee fire,  
Takes down his gun and hunting  
blade,  
Glides o'er the trail with ceaseless tire,  
Through forest, stream and everglade.

The miner, camped on yonder peak,  
Lets fall his pick and rocking pan,  
Nor waits with eager eye to seek  
The frenzied color in the can.

The hunter's traps are rusting there,  
In the deep forests of the North;  
No welcome smoke from cabin, bare,  
Sends its curling circles forth.

Unopened lies the trader's pack  
 Of precious trinkets, brimming tight;  
 He barter not in yonder shack,  
 'Twas all abandoned yesterlight.

The plainsman stands, with listening  
 ear,  
 Beside his ripened field of grain,  
 To catch the sound of bugle near,  
 Nor waits he for the harvest gain.

The banker leaves his piles of gold,  
 The workman casts his apron there,  
 And in the place where goods are sold,  
 A woman stands, the cloth to tear.

I hear the tramp of distant feet,  
 The surge and swell of current strong,  
 The bands and music in the street,  
 As men in khaki march along.

From North to South, from shore to  
 shore,  
 In answer to the Nation's call,  
 Five hundred thousand men and more  
 Are here to fight the fight of all.

Go forth, O men, to battle strong,  
 The arm of might lay bare, grasp  
 tight  
 The sword, and with the Victor's song  
 Upon your lips so win the fight.

—William Randolph Ross.

Holland, Manitoba.

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### Editor's Note

Mr. Ross, explaining how he came to write this poem, says that when at Le Pas he saw the Indian hunters, trappers and out-of-door men on their way down to enlistment, and, to use his own words:

"An impression was made upon my mind then, and subsequent events have fully confirmed it, that the movement toward the support of the Empire began in the extreme north and west—the more sparsely settled part—and extended toward the centre, and the more densely settled part, waking us up so to speak.

"The plainsman of the poem is Ford Carter, a young unmarried farmer, midway between Holland and Treherne. He left his crop of standing grain in the stook and never returned to thresh it. He is now in the trenches in France. The other verses are founded upon facts equally true."

# Trustees' Bulletin

## CARDALE ASSOCIATION

A successful meeting of the Miniota, Hamiota and Blanchard Trustees' Association was held in Cardale on July 7th, 1916.

The morning session, at which Mr. Iverach, president, presided, was devoted to business. Many ratepayers also took the opportunity of inspecting the new two-roomed building, which was much admired.

An excellent programme marked the afternoon session, the room being well filled with an appreciative audience of ladies and gentlemen. The programme included: The president's address, Mr. Iverach, Isabella.

Address of Welcome, Mr. R. Ellwood, representing village of Cardale; Mr. R. Henderson, Cardale School Board.

Reply: Mr. G. Rowan, Miniota.

Addresses: Mr. J. H. McConnell, M.P.P., Hamiota; Mrs. Dayton, Virden; Mr. H. W. Cox-Smith, High Bluff.

The president in his address referred to the municipal school boards, recommending this method as advantageous.

Mr. Ellwood, in welcoming the delegates, referred to Cardale as a village where hearty support was given to the two institutions most deserving of support—the church and the school.

Mr. Henderson referred to the importance of the trustees' position, as our great duty is to develop a citizenship and a country second to none.

Mr. Rowan, in his reply, gave a brief history of the association, and welcomed the co-operation of the ladies in solving problems of education. He also referred to the advantages of Consolidated Schools.

Mr. McConnell, in opening, referred to the problems of education as the most important problem, but the spirit of the meeting convinced him that the trustees, by continued effort and co-

operation, will succeed in solving it. He pointed out that success is possible in commonplace matters and is just as creditable if won in a smaller field as it is when won in a larger field. He therefore advised the young to cultivate the habit of contentment and to build their ultimate success upon the faithful doing of the nearest everyday duty.

Mrs. Dayton spoke on women's institutes, which originated in Ontario, but have spread to Belgium, France, the United States and the Canadian West. These institutes had done much to better the position and to broaden the outlook of women. Education also was of legitimate interest to women, and through the women's organization some advances had already been secured in some of the provinces. These advances were medical inspection, teaching of manners and of music. She looked forward to the time hot lunches and rest rooms would be provided in the schools, and the weight of written examinations lightened.

Mr. H. W. Cox-Smith advised all to read carefully the report of the convention of the Manitoba Trustees' Association and also the Trustees' Department of the Western School Journal. He spoke of the importance of School Fairs. These should include exhibits of every branch of school work.

He also recommended Municipal School Boards, Medical Inspection, and a School Nurse for every municipality. He advised thoroughness in every department of the school, and the inculcation of the idea of service as the main aim of education.

A discussion on business followed. Resolutions were passed thanking the ladies of Cardale, Mrs. Dayton, Messrs. McConnell and Cox-Smith, and other speakers, for their excellent addresses.



## PIPESTONE AND ALBERT CONVENTION

The school trustees of the municipalities of Pipestone and Albert held a convention in Reston on Tuesday, June 20th.

The day was very fine, and between thirty and forty trustees attended, spending a pleasant and profitable afternoon.

Inspector Beveridge spoke on school caretaking, heating, ventilation, water supply, and surroundings, pointing out the importance of keeping everything in and around the school in good order and having it well looked after.

He said that a hot lunch could be provided for the children each day, without going to any great expense, and that a lesson on domestic science could be given therewith.

School libraries should contain more books for younger children than were usually found in them.

A general discussion was held on the water supply; common wells are usually unsatisfactory. Sand points, bubbler fountains and closed tanks were recommended.

Mr. Jos. Gibson, of Virden, was present, representing the Provincial Trustees' Association. He said that Consolidation of Schools should be encouraged; districts should be as large as the practical working of them would allow, as three or four teachers do better work in a school than one or two. There would be better schools and equipment, fewer and better teachers, and it would facilitate the teaching of agriculture, manual training and domestic science in the schools; also pupils would attend more regularly and longer than they do in one-roomed schools.

He pointed out the need of medical inspection in all schools; when diseases and physical defects of the pupils are made known, parents, trustees, and teachers can take steps to remedy them. A resolution was passed authorizing the executive to ask the municipal councils of Pipestone and Albert to appoint medical practitioners to visit the schools and report on the health and physical condition of children attending.

Inspector Hunter spoke on the importance of medical inspection of schools. He also said every school should have a basement, which could be used as a store-room, a play-room for stormy days, a work-shop and a kitchen.

He expected soon to see a teacher of domestic science appointed for each inspectorial district, to hold classes in the most important towns and villages, so that the girls from the surrounding districts could attend. Trustees should see that children should be taught what will be useful to them in everyday life; should encourage a community and competitive spirit, Boys' and Girls' Clubs, School Fairs, etc., and endeavor to make the school an attractive social centre for the district. They should strive to secure the co-operation of the parents, and when they get a good teacher keep her as long as they can.

Officers for the year—W. H. Donald, Reston, president; J. F. McLaren, vice-president; D. Muldrew, sec.-treasurer, Virden.

Executive.—Thos. Mutter, Reston; J. W. Crawford, Pipestone; Chas. Wedow, Woodnorth; Jno. Milton, Sinclair; Thos. Turnbull, Cromer.

## MINTO-ODANAH ASSOCIATION

A meeting of the School Trustees' Association of Minto and Odanah was held in Minnedosa on Friday, July 14, 1916, with Mr. Henry Ross in the chair.

Owing to the intense heat and bad roads there were not present as many

as were wished for, but great interest was shown by those who did attend.

Mr. Greenway, Provincial Supervisor of School Attendance Officers, explained the present School Attendance Act, and showed the advisability of appoint-

ing school attendance officers by the trustees' associations.

Mr. Greenway mentioned a number of cases where local associations had requested the municipal councils to appoint school attendance officers under the Act, and in every case where such had been done it was working satisfactorily. After a lengthy discussion it was thought advisable to postpone definite action of the association until our next meeting, when it is hoped that a representative from each of the school districts will be present.

Mrs. R. Dayton, president of the Manitoba Home Economics Societies, in addressing the association, emphasized the contribution to educational teaching made by proper conditions of home life. The aim of home economics was not merely to teach scientific and economic methods of cooking, but everything tending to enhance happiness in the home. Labor saving devices, everything calculated to lighten the physical toil of the mothers or daughters on the farm were commended. The physical breakdown, through overstrain, made many a man's wife unfit as companion or help-mate. Mrs. Dayton thought that if any class of people needed the recreative as well as the business use of the automobile it was the farmer and his wife.

Mrs. Dayton, in speaking on the educational needs of the rural community, stated she was in sympathy with the School Attendance Act, and cited cases which had come under her own notice of large families of grown up boys who could neither read or write. The desirability of having medical inspection of the schools once or twice a year was emphasized, and cases cited where this had been done in a community of average good health, and it was shown on medical testimony that there were children in attendance suffering from tuberculosis, adenoids, diseased tonsils, and defects of sight, hearing, and teeth; one young child had been saved from a life of permanent physical disability by an operation

shown to be necessary by this medical inspection.

Mrs. Dayton earnestly urged that we should conserve our best assets of value in national life, namely, the children, and quoted some legislator from a western state to the effect that it was easier to get state legislation to appropriate a sum of money to fight hog cholera than to guarantee for the public a free supply of anti-toxin to fight the diphtheria germ so menacing to child life.

Mrs. Dayton spoke of the phenomenal increase of Home Economic Societies' members in Ontario and Manitoba, the latter having now over 5,000 members. The speaker commended the idea of women standing for election as school trustees because there were certain moral and cultural aspects of school work which the school teacher (usually a young lady) could discuss better with a woman than a man, combatting the idea that the average woman was pushful in entering spheres of activity outside of the home, but maintained they were quite as efficient as men for these positions and should be sought out by the men occasionally, to serve the community in this capacity.

Mr. Wm. Iverach, president of the Manitoba School Trustees' Association, spoke on the good work done by the provincial association, and regretted that this association had not seen fit to take a definite stand in asking for the appointment of a school attendance officer for the municipalities of Minto and Odanah, but felt sure that definite action would be taken at the next meeting of the association. Mr. Iverach stated that it was not only the foreigners that neglected sending their children to school, but our own people as well needed looking after, mentioning cases in his own district where such was the case.

Mr. M. A. Johnson, vice-president of the local association, spoke for a few minutes on the advisability of regularly disinfecting the school, and stated that this plan had worked to great satisfaction in the town schools of Min-

nedosa, and trusted that the rural schools of this association would adopt this system.

The association intends holding another meeting soon after the thresh-

ing season is over to deal with many matters which are of great importance to the educational advancement of our districts.

J. R. Borthistle, secretary.

#### HAZELRIDGE ASSOCIATION

A general meeting of the Hazelridge School Trustees' Association was held in Hazelridge school on July 19th, 1916.

There were present about twenty trustees representing ten school districts. Mr. W. H. Bewell, of Rosser, representing the Provincial Association, was also present. Mr. Isaac Cook, Reeve of Springfield municipality, and Mr. Robert Fisher, of Oak Bank, were also present and took part in the discussion.

Mr. Bewell explained the advantages of organizing local school trustees' associations.

The question of municipal school boards was opened by Mr. Cook, and after considerable discussion it was moved by Mr. R. Galloway, seconded by Mr. John Horton, that the question be laid over to the next meeting.

The appointment of a school attendance officer was the next thing taken up. Mr. R. Fisher, in speaking in favor of the appointment of a school attend-

ance officer, stated that while they had so many foreign-born neighbors, yet he was sorry to see that there were also some British-born parents who had not given their children any education, and he was glad the government had given us a School Attendance Act, and he hoped we would see it enforced.

It was moved by Mr. Adam Matheson, seconded by Mr. Geo. Miller, that we recommend that each school district in this association appoint a school attendance officer before the first day of September next, and the secretary of each school district to report the name and address of such appointee to the secretary of this association not later than the fifteenth day of the same month. In case of any school board failing to make such appointment, it shall be the duty of this association to proceed to have such appointment effected according to the provisions of the School Attendance Act. Carried unanimously.

J. A. Fisher, Secretary.

#### OAK LAKE ASSOCIATION

A meeting of the Oak Lake, Woodworth-Sifton Trustees' Association was held in Cameron's Hall, Oak Lake, on Monday, August 7th, 1916.

On account of the recent heavy rains the attendance was not as large as was hoped for. The chairman, Mr. H. A. Wright, in opening the convention, expressed his pleasure at seeing so many ladies at the meeting.

In introducing the speaker of the afternoon, Dr. Fraser, of Winnipeg, the chairman paid tribute to the important work in which Dr. Fraser was engaged.

Dr. Fraser gave a very able address

on "Public Health in Relation to the Public School." In the course of his remarks, Dr. Fraser constantly made reference to "cleanliness in the school," stating very forcibly that if we compel our children to attend school, we must see to it that the children have a clean, healthy and sanitary school to attend. The school must be kept as clean as the cleanest home from which the children come.

Several suggestions which Dr. Fraser made along this line, such as the use of sanitary paper cups and towels, have already been acted upon.

Dr. Fraser made the statement that

more children die from measles and whooping cough, directly and indirectly, than from any other diseases, and held that it was imperative that teachers should have some acquaintance with the early stages of contagious and infectious diseases common to children.

Dr. Fraser closed his address with a few remarks on the three "F's," Fingers, Flies and Food."

In the evening some very good lantern slides were shown bearing upon the subject of Dr. Fraser's address of the afternoon.

#### ST. ANDREW'S ASSOCIATION

A meeting of the St. Andrew's School Trustees' Association was held in the West Selkirk School on Saturday, June 10th, 1916.

There was a good attendance, and great interest shown in the addresses and discussions. Mr. Greenway, Provincial Supervisor under the School Attendance Act, explained fully the different clauses of this Act, and after considerable discussion a resolution was passed asking the Town of Selkirk and

the Municipality of St. Andrew's to appoint school attendance officers.

Mr. Ira Stratton, official trustee, told of his work in the newer portions of the province, stating that the settlers there are mostly all anxious to have their children going to school. In closing, Mr. Stratton urged upon the trustees that as they had accepted the office of a school trustee, that they do their best to fulfil the duties of the office to the best of their ability and for the best interests of the children under their charge.

#### CORNWALLIS-WHITEHEAD-EATON ASSOCIATION

The midsummer meeting of the Cornwallis-Whitehead-Eaton Trustees' Association was held in the Normal School, Brandon, on Tuesday, July 4th. Owing to the fact that the farmers have been unduly busy this summer the attendance was not so great as it might have been, but what was lacking in numbers was made up in enthusiasm. Dr. Fraser, of the Public Health Board, gave a very practical address to the Convention and this aroused considerable discussion. He advocated many improvements in the sanitary conditions of the schools, and outlined the work of the Public Nurses. Inspector Dunlop then followed with a complete statement concerning the equipment that each school should have in order to hope to do any kind of satisfactory work.

This talk also called forth a great deal of discussion. Mr. Iverach, President of the Provincial Association, then dealt with the question of Consolidation of Schools. From the many questions asked the speaker, and from the eager interest shown in the whole question, it was very evident that the matter of better school accommodation is uppermost in the minds of many of the boards of trustees. E. L. Christie, of the city, had very kindly made a display of sanitary appliances for use in the schools. These proved to be of great interest to the trustees, and no doubt many of the schools will benefit as a result of the display. The date of the next annual meeting was left in the hands of the executive.

"A good trustee, like a good teacher, thinks chiefly of the pupils and their welfare, the community and its welfare, rather than of lesser ends. He values a good teacher and a good building because without these the best work can not be done. He values play as well as work, for both are necessary to individual and social development."



## HANDWORK IN SCHOOLS

Until we have municipal school boards, rural school trustees will have more or less difficulty in arranging for manual training. One of the most workable plans is for ten districts to combine in the support of a travelling teacher. He could give half a day to each school. Of course, there is any amount

of manual work that can be done by the ordinary teacher, but the average teacher cannot superintend woodwork and iron work. Nearly all teachers, however, are able to direct paper weaving, knitting, sewing, and work in raffia, rattan, clay, cardboard.

## A BOARDING HOUSE

Every farmer knows that his success depends upon the condition in which he keeps his horses. If he neglects to feed and shelter them in a proper way they cannot do their work. It is the same with people. It pays to look after them in a physical way, and to save them from worry. There is nothing that is more wearing upon a teacher than a poor boarding house. It is the duty of every Board of Trustees to insure the comfort and some degree of privacy for the teacher, otherwise she cannot do the work that is expected of her.

In this connection trustees are urged in advertising for a teacher to state the boarding house possibilities. Proper

accommodation for most young girls is far more important than a good salary.

It is often necessary for some parent to go to considerable inconvenience in order to make room for the teacher in the home, but where parents are properly interested in the progress of their children they will be willing to make the sacrifice. The day may come, before long, when the Province can afford to have a greater number of men teachers, and when they can afford to erect teachers' residences. Teaching will never be what it is until something is done in this direction. Manitoba cannot afford to have the older lands, or even the newer provinces, ahead of her in this respect.

## RURAL SCHOOL EQUIPMENT

By INSPECTOR J. E. S. DUNLOP

In my remarks I am going to use a very broad interpretation of the word "equipment." It will include anything and everything that you trustees can provide to make an efficient school plant. First of all the school site should be well located, large enough for the various activities of school life, well fenced, well treed and with the buildings, woodpile, etc., well arranged for both appearance and convenience. It should be the attractive spot in the neighborhood. Many times when closets were badly in need of attention trustees have carefully looked the other way. Yet this is a serious matter. From this source has sprung many a disease that could have been prevented.

I take it for granted that in this vicinity there are none of the double closets in use, so I need not dwell on the danger of these. The Department of Education provides gratis a blue print of a closet that can be kept in decent shape in all seasons. A good disinfectant will be part of your stock. Where conditions permit, there should be a well, for it is a great hardship for the children to be without fresh drinking water. With eave troughs and a tank, a very good supply of rainwater can be obtained for washing purposes and for the garden. Some of the wooden flag poles are falling recently. If it is safety first with us, I would imagine the iron pole in a base of cement would

be better. Then there should be a mud scraper, five or six feet long, at which several children could stand at a time and save minutes in assembling. Any blacksmith could make this for you, if they are not catalogued.

We have not yet taken seriously enough the matter of providing equipment for games and sports. Provision should be made for some of the various ball games, croquet, etc., and something in the way of a merry-go-round (a plank bolted in the centre on the top of a post), tubs, swings, etc. The smaller children would appreciate a sand box.

The school house will not look well unless it is well painted, and besides it is economy in the end. A good ladder could hang conveniently on the back wall. There should be screens on all doors and windows. Flies are attracted in great numbers to the schools in the fall term especially, and we are commencing to realize what a nuisance and menace the fly is. We owe our children all the protection we can give them from these insidious agents of disease.

Now let us go inside the school. A plant that can heat evenly and adequately, and also ventilate, is the only kind for a school in which our children live so many of the hours of their young lives. The ordinary stove cannot do these things, so stands condemned today for the school room. This, too, has to do with the physical well-being of the children. The common drinking cup is a menace to health. Do not let us wait until our laws compel us to discard it. Provide a sanitary drinking fountain. Then there must be a place for a neat washstand, pails, basin, soap, towels, etc. And here let me advise the use of the sanitary paper towels instead of the common towel which no one likes to wash and which spreads disease occasionally, as I have seen. The lunch pails could be put in a cupboard, or at least away from the easy access of the flies who do get past the screens. The floors, if oiled, will not cause much dust in the sweeping, which

will be a boon to the sweeper and also to all who attend the school. Most schools could accommodate a couch as part of the equipment. Fairly frequently we have accidents and sickness at the schools, and the couch would be so valuable in such cases. It might even be well to go so far as to provide equipment for first aid work, if only a roll of bandages, some absorbent cotton and a bottle of peroxide.

Desks, of course, must be present, but they are not always chosen with the child's welfare in mind. The best desks and seats are the single adjustable type. Then each child can have a seat and a desk that fits him, and that can be raised as he grows taller. There should be a good chair and desk for the teacher, and an extra chair or two for the visitors. Good blackboards, and plenty of them, and dustless chalk should be there. There should be a complete set of maps and two globes, a small cheap hand globe and a larger and better one for other work, a set of weights and a set of measures of different kinds. In many schools, now, where the teacher is interested and willing to work, utensils are provided for serving hot lunches during the winter. The equipment is not expensive, and the organization not difficult, and the benefits are great. Much can be taught during the lunch period, and the children enjoy it. There should be a good library of well-chosen books, some for all ages. It seems to me to be absurd to have a school without a collection of books outside of the essential text books. Then let us put before the children a few pictures—copies of masterpieces, well framed. These will have their unconscious effect, and will make the school so much more attractive.

All through I have been keeping the physical condition of the child uppermost in my thoughts. It is only when a child is physically fit that we can hope for proper mental development. Most of the suggestions I have made have had a direct bearing on the question of

the child's health. Our children are valuable enough to deserve at least this much from us as parents and school trustees. I have tried to suggest what might pass as a minimum equipment

for a rural school. But do not stop with this, do even more. Then, when you have equipped your school as well as you can, you can expect from your teacher nothing short of her very best.

### NEW SUBSCRIBERS

Additional school districts which have subscribed for the Western School Journal: Tremaine, Grand View, Euclid, Milton, Starbuck Consolidated, Brookdale Consolidated, Mountainside, Roaring River, Boyle, Manitou, Isabella, Britannia, Willow Heights, Sturgeon Creek, West Prospect, Glenwood, Stone-

wall, Lorne, East St. Paul, Makinak, Cloverdale, Eddington, Clarksville, Roseisle Consolidated, Mount Hope, Souris, Benoit, Binscarth, Minnedosa Municipal School Trustees' Association, Valley River, South Head, Viola Dale, Binscarth.

## Contributed Articles

### WHAT THE EXAMINERS SAY

Last year there was printed in the Journal a statement of opinions of examiners engaged by the Department of Education to mark the papers of High School students in the various courses of study. That statement proved of such interest and value to the teachers throughout the province that it was decided to follow the same practice this year.

#### Grade XII, English

The examination papers are fairly satisfactory. There is a steady if slow improvement in the quality of the English. Spelling has shown a marked improvement in the last few years. Doubts are expressed regarding the wisdom of fixing a high pass mark in certain English subjects, particularly in the case of grammar. If standards could be agreed upon for the lower High School grades, there would be an immense improvement in the work of the higher grades. There are two encouraging features in Grade XII. poetical literature: (1) The students, generally speaking, know the text; (2) a large percentage appear to have a fair appreciation of poetry.

#### Grade XI, Literature

Certain criticisms of the paper are offered. The first three are representative questions. The selected passages are not representative. The first part of Qu. 5 is over-valued. Half of Qu. 6 is vague and the other half trivial. Question 8 is childishly easy. The paper is too easy. There are no questions on In Memoriam, the Sonnets, Morte D'Arthur. The Examiners are of opinion that more stress should be laid upon the form of the answers. They say, too, that the pass mark of 40% is too low. The typical defects of the answers are careless sentence-structure, poor spelling, indefinite replies indicative of hasty thinking. A majority of the candidates show an appreciation of Hamlet, which is quite remarkable when the difficulty of the play is considered. The Hamlet is better understood than the Wordsworth and Tennyson.

#### Grade XI, Composition

It is suggested that an effort should be made to establish standards. A student should be expected to acquire

a certain facility in the manipulation of sentences and paragraphs. There is too much theorizing about the paragraph and not enough actual acquaintance with it. The candidates can talk about the periodic sentence. They should be able to produce one on occasion. Strong emphasis should be laid on sentence construction. Punctuation, syllabication, sentence structure, paraphrasing should be thoroughly learned in the High School. The fact that a student is in Grade XI. should be a guarantee that a certain definite degree of skill has been attained in the art of composition. Certain errors met with commonly, say in Grade VII. or VIII., are unpardonable in Grade XI. A list of such errors should be made out and teachers could be required to drill their pupils with strict reference to these standards.

Emphasis is laid on the following:

- (1) Candidates who write and then re-write their themes take the high marks.
- (2) Spelling and writing are certainly improving.
- (3) Sentence structure is still the weak point in composition.
- (4) The text book is severely criticized.
- (5) Teachers should make an effort to secure better practice with regard to neatness, punctuation, syllabication.

#### Grade X., English Grammar

Generally speaking the candidates appear to have been well prepared in analysis and parsing. One examiner is of opinion that the passage for analysis was too easy and the work in parsing insufficient and badly chosen. Another says that the correction of errors is unsatisfactory and that the text book work has been neglected. Definition or explanation of terms is defective, although in most cases the candidates can give examples. One examiner says that on the whole the work is much better than that of eight or ten years ago.

#### Grade X., Composition

Emphasis is laid upon the marked difference between the work of candidates in teachers' courses and those in the combined, and the suggestion is made that the former are probably not getting as much instruction as the latter.

Complaint is made that teachers seem to spend much time on paragraph structure and essay structure while the students are as yet apparently unable to construct sentences. Sentence structure and punctuation need attention. One examiner says: "There is no excuse for the low grade of work offered by Grade X. pupils." Another says: "The work is below grade. The average Grade X. pupil writes a very poor letter." Of the prose the statement is made that there is clear evidence that the literary selections are not read, the characters and incidents in *Ivanhoe* being hopelessly confused.

#### Grade X., Composition

An examiner of Grade X. Composition writes as follows:

"I find two distinct types of faulty work. One is that in which the foundation has been good and the principles of composition well-grounded, but where practice in writing has been limited, with the result that the student writes an immature but mechanically correct paper. This fault might be remedied, to a great degree, by frequent class exercises lasting from ten to fifteen minutes, after which a number of the paragraphs should be read aloud and criticized in class. I believe students catch new ideas much more readily in this way than from the criticism written on their individual papers returned after careful examination. I should suggest that such exercises should at first be upon subjects already studied and understood, but gradually upon new matters, which would tax the thought and imagination.

"The second kind of poor work is much more serious. It is the kind which shows ignorance of fundamental principles, and extreme carelessness in applying those known. Very few papers have all the faults noticed, some have one kind and others another; but the general impression is one of slackness and lack of thoroughness.

"My first general criticism is upon the appearance of many of the papers—poor penmanship, careless scoring out of words, crowding of letters at the end

of lines, irregular margins, or entire absence of any—these constitute the main faults here, and give the slovenly effect, which is bound to prejudice the examiner adversely.

“Another fault, which grows perhaps out of this same carelessness, is the promiscuous use of capital letters and punctuation marks. This includes, of course, the omission of necessary and proper marks. Possibly these two points form a part of one of the most serious criticisms I have to make—criticism of the teaching of sentence and paragraph structure in their very elements. How can the pupil ‘compose’ before he has mastered the essentials of a simple sentence? How can he write freely and easily before he understands the meaning of paragraphs and the reasons for divisions in composition? This is a point important enough in itself to demand very careful and special consideration. I am merely mentioning it.

“I shall briefly summarize the points I would further draw attention to. Slang, and colloquialisms of any sort, should be rigorously attacked, and definite and concerted action taken throughout the province against this insidious enemy to pure and expressive English. This can hardly be emphasized too much in either written or oral composition. In written composition one finds division of words regardless of syllables—as, for example, ‘cl’ in one line, ‘ouded’ in the next. This is frequent in its occurrence. One need scarcely speak of the great need of care in spelling. The mistakes are of every sort, due to faulty vision or hearing, carelessness or native inability.

“Students, scored heavily in class work for specific faults, will undoubtedly be more careful about those points; but given a low mark on general principles, without having their attention drawn to particular errors each time, they will fail to appreciate their own weaknesses.

“This is only a brief summary of some of the most outstanding difficulties. In conclusion, I would say that many students of inferior power of expression are passed almost against the

best judgment of their examiners, because their work, while almost worthless, lacks the flagrant mistakes of others. Further, really excellent papers are so rare that a definite feeling of relief comes with the discovery of one, and the examiner is tempted to rate it far above its actual value, because of its superiority to others.”

#### Grade IX., History

“A history paper that practically ignores the prominent makers of Canada is far from being a good one. Egerton Ryerson and Sir. Wm. Dawson are not names that arouse the interest of Grade IX. pupils.

“I question the wisdom of drawing the attention of children to such events as murder trials.

“I doubt if the examiner himself knows how the War of the Austrian Succession affected Canada or the provisions of the treaty that closed it.

“The events of the last one hundred and fifty years should receive more emphasis in the examination than the earlier periods. There were only two questions on the period from 1688 to the present, and only one on the Stuart period. That on the Celtic period was bad, because it was vague and encouraged guessing.

“A question on some phase of the present war would have been a good substitute for the literature question.

“Candidates are not concise in answering questions which require brevity. Two or three pages of foolscap are frequently filled where one should afford ample space. Much useless repetition and unnecessary amplification. Page after page of general statements often foreign to the question.”

The alternative form of question is a good feature. One examiner suggests that “the arrangement of questions under (a), (b), (c) would ensure better answering and make it certain that the latter half of a question would not be neglected.”

“The questions on Civics are not good questions to encourage future voters in a thorough understanding of our system of government.”

Too much emphasis has been laid on unimportant matters in the questions on Civics.

"The questions on Civics were not well answered.

"For the most part the questions are well answered. The students appear to have read the questions carefully and to have gone straight to the point in answering them. However, no candidate seems to have any idea as to what were the social, economic, and political effects of the Wars of the Roses. The story of the reign of Elizabeth was not well told.

"The question on history of literature is bad. It encourages the student to memorize a lot of names, books, and criticisms while as yet he has no real knowledge of the matter."

The literary form of the papers has improved. More attention has been paid to capitals, sentences, and spelling, but there is still much room for improvement in punctuation.

#### Grade IX., Geography

The examiners do not speak with one voice. Some say that the map work is fairly satisfactory, and that it is better this year than last; others think that the subject has been neglected, complain of inaccuracy and vagueness, and add that there is not much reasoning power shown. One examiner uses the expression: "A reckless disregard of accuracy." The map of Manitoba is said to be the best, that of the Mediterranean the worst. Some examiners deplore the fact that there is no geography taught in Grade VIII. One suggests that a syllabus should specify say 50% of the most important cities in the world to be located in map drawing. Another thinks that a living interest is lacking, that there should be more study of peoples. An objection is offered to the effect that map drawing is too strongly emphasized on this paper.

#### Drawing, Grade IX.

The work is inferior to that submitted in previous years. The first question required an elementary knowledge of the principles of perspective; which

knowledge is sadly lacking. Generally no attempt at a proper arrangement of the work on the paper was made. Angular and horizontal perspective are obviously regarded as synonymous terms—that is: in drawing, say, a cube of which two vertical sides are visible one was almost invariably drawn horizontally. The cone and the cylinder—elliptical objects—were very poorly drawn. No exact knowledge of the ellipse was shown. No "construction lines" were drawn, with the result that the objects depicted were crooked and irregular. Good grouping of the objects on the board (which, by the way, few attempted) was as a rule avoided.

In question 2 the conventionalization of natural forms, necessary in design, is not well understood; though the attempts to design a book cover were on the whole better than the work in Question 1. Serious and intelligent study of the elementary principles of design is recommended.

The lettering required in Question 3 gained for the candidates a better average mark than any of the other work. Construction lines were, however, again ignored. Spacing and placing were generally good.

Question 4. Apparently no attempt has been made to study the colour charts in the Graphic Drawing Book, as required by the course of study. Harmony, where it was understood at all, was always confused with "colour scheme."

Considered as a whole the papers are unsatisfactory. The examiners are of the opinion that insufficient time has been devoted to this subject. Much more practice should be had with geometric models and common objects similar to them in shape.

#### Music

The music papers have been very satisfactory on the whole. It is advised that:

(a) A uniform system of spelling the tonic sol fa syllables be followed (that used in the appendix to the Third Music Reader, authorized for Grade X.), and



special attention be given to the syllables for the half steps.

(b) More attention be given to key building in both major and minor modes.

(c) More care be given to the making and placing of symbols—clef, sharp, flat, etc.—as there is great room for improvement in neatness of mark.

(d) Methods of calculating pitch be improved. Pitch is invariable.

(e) Teachers use Cumming's Music Primer (Morello's) in order that the character of the work may be stronger and more uniform.

#### Penmanship

A little time should be devoted to practice each day.

Students should be encouraged to study correct forms and to cultivate these assiduously.

Good work cannot be attained in penmanship without study and practice; but a fine pen point will improve appearances.

Students consciously or unconsciously follow the work of their teachers in this as in other subjects. Teachers should aim to do good writing at all times, with proper regard to good form.

Capital letters need more practice than the small letters.

Taken as a whole the writing this year is better than for some time past. It was very easy to detect the papers where instruction had been given regularly in this subject, and the improvement is worthy of special comment.

### MATHEMATICS

#### Mental Arithmetic, Grade IX.

The purpose of mental arithmetic, to develop rapid and accurate handling of figures, is hardly best attained by setting questions, such as seven and eight, which require rather an intimate knowledge of method, for which method no credit is given. The fault of the first, third and ninth questions is that they are done by special methods of very narrow application. This is particularly true of the ninth, which many pupils, who did almost nothing else, guessed correctly. Some teachers com-

plained that the paper is too long. The papers do not bear this out. The 32% of failures are due to the shortness of the time given for the paper. The year's work is tested in twenty nerve-racking minutes. One pupil who made 13 last year, made 50 this, simply because the presiding examiner prevented him from "going up in the air" as he said he would as he entered the room.

The second, fourth, fifth, sixth and tenth questions are very good examples of what should go on a mental arithmetic test. The following list of failures on fifty papers shows how well the pupils did on these questions. I. 17, II. 22, III. 25, IV. 24, V. 17, VI. 23, VII. 39, VIII. 33, IX. 10, X. 15. On this year's showing, there would be few failures on a paper twice as long and done in forty minutes. Teachers have given the work the prominence required by the curriculum, but failure to give Grade X. supplemental practice has resulted in only 60% of these pupils passing.

#### Arithmetic, Grade X.

The committee considered the paper a very fair test of the work of Grade X., though some candidates stated they found ambiguity in question 10. The question might have been made more definite by inserting the phrase "less the commission," after the word "proceeds." The attention of teachers is directed to the following points:

A large percentage of pupils did not know how to estimate the amount of brokerage in the stock question. A great number, too, did not know that days of grace should not be added in the simple interest question. The universal stumbling block was the element of time in the partnership question. Perhaps the greatest defect was the indirect methods by which results were obtained. Teachers should give more attention to clear, concise statements and direct methods. Many papers had no mechanical work on either side of paper, and since it was highly improbable all the work was done mentally, the only conclusion was that separate paper had been used. Presiding ex-

aminers should see that candidates adhere to the regulations and show all work. It will be to the advantage of candidates.

### Geometry, Grade XI.

The Geometry paper for Grade XI. was fairly satisfactory, 85% of the students being successful. The sub-examiners would recommend that no options be given in propositions and that more deductions should be given. In place of 3 deductions with 15 marks for each, it would be better to have 5 with 9 marks for each.

### Algebra, Grade XI.

Total number of students .....	975
IA (80-100) .....	215
IB (67-80) .....	130
Pass .....	355
Failure .....	275

This summary includes Matriculation, Teachers, Combined, Engineers, and Supplemental results. It indicates that the work in Algebra was very satisfactorily done by the majority of students.

The committee would emphasize the following points:

1. The importance of covering thoroughly all the work prescribed.

2. The teaching of graphs by types (straight line, circle, parabola, etc.), which should be recognized from the formula. A knowledge of the form of the graph would enable the student to detect blunders in calculation.

3. That mechanical accuracy, while very desirable, is always secondary to ability to reason clearly and sensibly.

The following errors occurred most frequently and were considered inexcusable:

1. Cancelling a factor in the numerator of one fraction with a factor in the denominator of another fraction, the two fractions being separated by a plus or minus sign.

2. Incorrect squaring, especially where surds were involved.

3. Incomplete factoring, i.e., plus signs separating expressions in the final result.

4.  $2a^{\circ} = 2a$  and  $(x\frac{1}{2})\frac{1}{3} = x\frac{1}{2} + \frac{1}{3}$ .

5. Dropping the denominator of an

algebraic expression—clearly a lack of understanding of the difference between an expression and an equation.

### Grade XII.

The examiners in Grade XII. Mathematics beg to report as follows:

1. A great many typographical errors occurred in the printed papers, also several errors which may have been due to an oversight of the examiner setting the paper, or to the printer. We recommend therefore that the papers should be more carefully proof-read, and that they should be proof-read by someone qualified to detect errors in the text.

2. In the case of those candidates of Grade XII. taking the English option, if the Department feels that they should have different papers in Algebra and Geometry from the regular Grade XI. candidates, we recommend that such papers should be set by the committee of examiners setting the Algebra and Geometry papers for Grade XI., in order that they may be properly graded in the matter of difficulty.

3. The following table gives the results of the examinations:

### Grade XII.

Geometry	Pass	Failure	Total
(1) Regular .....	23	6	29
(2) English Option	51	8	59
			—
			88

Algebra	Pass	Failure	Total
(1) Regular .....	22	8	30
(2) English Option	53	7	60
			—
			90

Trigonometry ..... 25 5 30

All of which is respectfully submitted.

### Grade X., Botany

The students in answering the questions on "the struggle for existence," and variation in plants, often overlooked the fact that it was to be from their own observations and answered in a general way. The last part of the question to "explain and illustrate how these two courses may effect a change in the plant body" was answered in most cases as though they were guess-

ing at what the examiner wanted. The committee were at a loss themselves as to what was required.

In Question 3 some definitions and explanation of terms could not be easily illustrated by diagram or example, e.g., "plant generation."

Question 4 was all right, but the value placed on the first part was too little for the work required. The answer showed that not enough work had been done in actually growing plants from the seeds. Many took the word "seeding" to mean the seed.

In question 5 there was difficulty in showing by a drawing what is meant by geotropism. The last part of the question, "to explain the law of osmosis and how it effects plants," was not answered very clearly. Attempts were made to state the law of osmosis, but in most cases it was but a poor attempt. A very small part of the law was stated, its application to plants was poorly explained.

The 6th question, which should be taken instead of question 5, required the student to classify the leaves of the wild rose, early anemone, lily, and elm, as to variation, margin, outline, and arrangement. The examiners thought that it was hardly fair to a student to ask him to keep in mind such details. It would be better to ask him to describe the leaves of the plants submitted under similar heads.

The last part of the question, "to explain the functions of leaves," required too much time to answer, for the parts assigned. The first part of question 7 was practically a bonus, as any weeds might be given, and the committee, not knowing the worst weeds of the locality, would have to allow the marks. The second part, to give the life-history of each weed given, was not clearly understood.

In regard to the eradication of the three weeds, answers were attempted but many of them were not practicable, e.g., "pull them up, root and all," "keep them ploughed under," etc.

In question 8 the first part asked to give in detail the flower of the grass.

It would have been better to ask for a drawing showing the part of the flower of a grass.

Question 9, asking for drawings showing the structure of the flowers submitted and showing the relation of the parts was a suitable question, and the students should have answered it with a goodly degree of accuracy, but on the whole it was poorly answered.

Question 10, if intended to mean the minute structure of the stem, root and leaf, was hardly a proper question as the students had no means of magnifying the part sufficiently to get the drawings. In most cases it was simply a drawing of the plant.

The first part of question 11 had too many marks assigned for the work required. The last part of the question which asked for the characteristics that guided the student in giving the family, genus and species was taken to mean various things. Some put down the steps in the key leading to the family; while others gave the clear characteristics of the family. Throughout the answer papers, definitions were only partly given, and often not accurately.

The committee would like to commend the attempt that has been made to make the paper more practical, but are of the opinion that not enough stress has been laid on the more important parts on which the student necessarily must spend a great deal of his time.

#### Grade XII., Physics

There were comparatively few failures, about 15 per cent., but the average mark was under 50 per cent. Book work was well done but a slight divergence from the beaten path had disastrous results. Electric magnetic waves were in most cases confused with current electricity. Students in general realized that total interval reflection had something to do with the necessity for using a crown glass prism with an angle of less than 90 degrees, but explanations and diagrams were entirely inadequate. As usual, much carelessness was shown in reading the ques-

tions. Descriptions of the induction coil, dynamos, and telephone were not required, but merely an account of how the current is induced in each. Practical work was as unsatisfactory as ever. Diagrams were careless and inaccurate, and descriptions of experiments verbose and unscientific. The new style of question was on the whole successful, although some students selected too elementary experiments.

#### Grade XII., Chemistry

Questions 1, 6, 8 and 10 were not well answered. Those who attempted the first question generally missed the point. Very few got the problem on neutralization, and the answers to question 10 showed that little attention had been paid to the teaching of organic chemistry. The paper is a fair test of the work prescribed. Questions 3, 4 and 5 were of a particularly good type. It would have been better if there had been less choice in questions 4 and 5. In question 4 the candidates were in doubt as to what was required by a "complete account," some answering for the element alone, others for the element and its compounds. Question 5, on Industrial Chemistry was fairly well answered. This branch of chemistry should be specially emphasized. There is considerable over-lapping in the work of Grades XI. and XII. This could be eliminated by having a syllabus for Grade XII. A change in the text would be welcomed by most teachers of Grade XII work.

#### Grade X., French

The paper is too difficult for students of this grade. Too much of the work is on the last lessons of the book. Some of the questions are vague. The examiners think that questions for Grade X. should not be put in an abstract way that forces immature pupils to worry for a long time before they can decide what is wanted of them. One of the questions in this paper calls for too minute a knowledge of grammatical details. The sentences for translation into French cover a very small part of the work.

#### Grade XI., French Grammar

The examiners think that on the whole the paper was not unfair; but they offer the following detailed remarks. More than one-third of the paper is based on Grade X. work. The prose is marked by too much repetition of the same idea. The examiners suggest that when some one word is the key to a whole long passage, so that everything turns on it, this word (with its gender) should be indicated.

#### Grade XI., Authors

Entirely satisfactory. Passages fully representative. The candidates' answers show that the use of the Past Anterior after conjunctive adverbs of time is not clearly understood.

#### Latin, Grade X.

There were too many words on the paper which Grade X. students have not had. Attention of teachers should be called to: Rules of Concord, Predicate Nominative, Expressions of Time.

#### Grade XI., Latin Grammar, Prose, and Sight

The examiners note a marked improvement in the pupils' knowledge of grammatical forms and inflexions. The examiners recommend that the passages chosen for sight translation should contain only such constructions, phrases, and words as occur frequently in the prescribed author, and that an attempt be made to give the pupils more practice in sight translation. All papers securing such marks as put the candidate in the running for a scholarship should be re-read by a special committee.

#### Grade XI., Latin Authors

More care should be given to a good English rendering of such expressions as—

1. "It was fought," "it must be jumped down."
2. Participial phrases—"their hands having been hampered," etc.
3. The co-ordinating relative—"By which things," etc.

The ideal should be "as literal as possible so far as good English usage permits."

Not enough attention is paid to scansion. The pupils are weak in their knowledge and appreciation of the myths of Greece and Rome, and in the spelling of Latin proper names. The pupils have not been given sufficient work along lines indicated by the literary questions, or else such questions are really too difficult for Matriculation pupils and better fitted for first or second year University pupils.

#### Greek, Part I.

Examiner setting paper has not confined his questions to the vocabulary or forms to be found in the lessons prescribed. This has been the failing of examiners in the past as well. The question in English derivatives from Greek words was very poorly answered. This practical feature of Greek requires greater emphasis.

#### Part II., Xenophon

Parsing on all papers done very incompletely. In many cases the parsing is incorrect where the passage involving words to be parsed is translated quite correctly. Map question handled very poorly by even the best students. The use of geography to supplement Xenophon's history seems imperative. Proper names are a source of trouble to most of the candidates.

Questions on eos, nous, udor, (pl.) hardly come within the scope of text-book assigned. The text-book itself does not equal White's First Greek Book, especially in portion for Part II. Sight translation passage too difficult.

#### Commercial

The paper in Bookkeeping was one on which candidates might be expected to do well as it was quite within the limits of the work that ought to be

required of Commercial students. Errors arose through inaccuracy in calculation, where accuracy is of paramount importance. The principles of debiting and crediting were not impressed sufficiently upon the students, and the closing of accounts should be more carefully emphasized, as the ultimate purpose of all bookkeeping is that the condition of the business may be known through the accounts. It may be suggested to teachers of this work that more attention be devoted to giving practical application to the work of bookkeeping, making it, if possible, definite and real, to the students. In this subject, the standard should be high, and the requirements for examination at least 50 per cent. for pass.

In Commercial work the aim should be to make the arithmetic entirely practical, applicable to the requirements of every day business. In the paper set this year this was well illustrated. Again we would emphasize the necessity for accuracy in calculations. There is no excuse for inaccuracy. Carelessness has no place in the world of business, and in the schools we should endeavor to learn the lessons that will be useful to us when we go out into our business career.

There were no failures in Theory of Shorthand, and the majority of the candidates appeared to have a good grasp of the principles. An examination of the notes of those who failed in Shorthand Dictation and Transcription showed an incomplete knowledge of principles, but the chief cause of failures in speed work is probably insufficient dictation practice. The practice of limiting the period of transcription to one hour is not sound. The candidates should be allowed to finish their transcripts.

In Commercial Law every candidate passed. The paper might well have included a few questions on negotiable instruments. The papers in Business Correspondence and Spelling were very fair papers.



## WINNIPEG WOMEN'S VOLUNTEER RESERVE CAMP

By Q.-M. SERGT. J. E. CARROLL

About the middle of June I was asked if I would undertake to drill the above-mentioned corps. The corps was under direction of its elected colonel, Dr. M. Ellen Douglass, and its activities up to the time mentioned were many and varied. They had supplied funds for beds in the Canadian hospital in Eng-

made great progress in battalion drill, while a section was trained in signalling so that they were as able to receive and send messages in the Morse Code quite as well as any of the regular troops. Great credit is due their instructor, Lieut. L. Walker.

After drilling the corps a short time,



land, comforts for the men at the front, had trained three or four hundred girls in first aid work, supplied hot-water bags and the like for the 203rd Battalion hospital at Camp Hughes, had entertained the wives and children of absent soldiers at a Christmas Tree festival. They had also recruited hundreds of men (actually 170 in one evening); had acted as ushers at many patriotic entertainments, had made \$150 in selling buttons for the returned soldiers' association; had opened a registration bureau for women willing to take men's places, and had trained a class of young ladies to operate motor cars. In addition they had, under the careful instruction of Lt.-Col. Billman,

the Colonel proposed the idea of camp. This was the wish of the whole company.

Having been out at Gimli with the cadets, I suggested that as camping ground, and the suggestion was adopted after an inspection had been made by the officers. The grounds were on the shore of Lake Winnipeg, on a fine, sandy beach, the front row of huts being only 40 feet from the water. No better place could be found for bathing, and there were splendid facilities for shooting, as the targets were placed at the water's edge with flags behind as danger signals.

A committee was appointed to arrange the camp on military lines. Ow-



ing to the complete forethought of Colonel Douglass, there was not a hitch in the proceedings. Damaged tents were borrowed from Camp Hughes and repaired by the company. The services of a returned soldier, Sergt. Honnesett, were secured. No more competent adviser and instructor could have been found.

By Monday, August 1st, most of the company had arrived. The regular tents and the canteens were erected, and Camp Gimli was in full swing.

The orders for daily routine were as follows:

Reveille at 6 a.m.

Physical drill 6.30-7.15 a.m.

Breakfast 8 a.m.

Rifle practice 9 a.m. until 11 a.m.

Battalion parade from 11.30 until 12.30.

Dinner 1 o'clock.

Instruction in knots and lashings, 2 until 3 p.m.

3.30, bathing parade.

5 p.m., supper.

6.30 until 7.30, lecture in the dining marquees.

The remainder of the time was spent in the intervals in beautifying the camp and ornamenting the tents, prizes being given for the best kept tent during the whole camp.

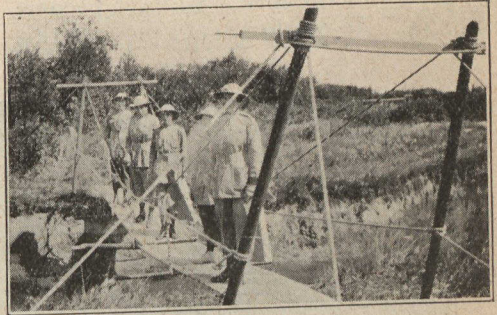
There was continual arrival of members of the Corps daily, the establishment of the camp getting stronger every day until the maximum was reached on the Civic Holiday, when nearly 150 members were present.

Civic Holiday being a beautiful day, was taken advantage of by crowds of visitors. Every member of the Corps assisted in the entertainment.

The battalion was inspected by Col. Gray, D.A.A.G., and Major Thornton, of D.S.A. No. 10, who were surprised and delighted with the excellence of the

drill, and the thoroughness of the arrangements.

It is impossible to refer to all that was undertaken. Each member had her turn at camp cooking, and each was on guard at some time during the course. Under the instruction of Sergt. Honnesett a bridge was thrown across a creek 15 or 20 feet wide. The struc-



ture was so well made that the battalion walked across it. This was a good proof of the thoroughness of the instruction in knot tying and lashing. The signal section worked daily sending messages from distant points to camp. Orders for supplies were given by signal. The few dances given were not the least interesting feature of the outing.

Camp was struck on Saturday, August 12th. The closing was regretted by one and all, a period of thirteen days seeming much too short.

All members pronounced the camp a great success, and the visitors were full of admiration for the way these girls adapted themselves to the existing conditions. The success of the whole thing was due to the splendid spirit and example of the Colonel, Dr. Ellen Douglass, who has the confidence and affection of every member of the Corps, and the untiring efforts of Sergt. Honnesett, who was undoubtedly the mainstay of the whole camp.

Small service is true service while it lasts,  
Of humblest friends, bright creature! scorn not one;  
The daisy, by the shadow that it casts,  
Protects the lingering dewdrop from the sun.—Wordsworth.



# Art Lover's Page

## AN EPIC OF THE FIELDS

By ART LOVER

During the last few months we have often read how the women of Europe are doing the work in the fields, taking the places of the men who have become soldiers. No picture could portray this

Millet had a hard struggle to get his education in art, but patient and constant effort brought about the desired result. After some years he finally settled at Barbizon, a little village on the



THE GLEANERS

phase of life better than Millet's Gleaners, and so we will take it for our subject this month.

Jean Francois Millet was born in the little hamlet of Gruchy, not far from Cherbourg, on October 4, 1814, and lived and worked upon the farm of his parents until nearly eighteen years of age. He began his first art work by sketching the sheep and geese upon the farm. When about eighteen, Millet made a wonderful sketch of the bent figure of an old man, which so impressed his father that he took his son to Cherbourg to learn the art of painting.

edge of the forest of Fontainebleau, about thirty miles from Paris. During the twenty-seven years that he spent there Millet painted almost every variety of peasant life; and he painted the bent, toil-worn figures, not as a gentleman artist come to the country in search of picturesque subjects for his brush, but as a man who lived among these people and knew them and loved them.

Millet passed away on the twentieth of January, 1875, a man of sixty-one years of age, whose work was not recognized as great until nearly the end of his life, but whose pictures bring

fabulous prices today, and whose name will always stand at the head of the Barbizon School of Art.

Millet painted *The Gleaners* in 1856, and it has been said that he never surpassed this work in point of grandeur and completeness.

The country about Barbizon is very quiet and peaceful; the sun shines warmly, throwing splendid golden lights over the rich, brown earth at the sunset hour; and the spreading shade trees cast a grateful shadow along the roadside. The peasants move slowly, dress in subdued colors, and appear in perfect harmony with nature.

Looking at our illustration we see one of these brown fields under an August sun that has flooded the atmosphere with a golden light. The harvesters have gathered the crop, which appears in gleaming yellow stacks in the background of the picture, and three bent figures of women clad in the soft blues, greys and browns of homespun, are carefully picking up the last stray bits of wheat. We can hardly realize the need for such thrift on our vast prairies where nature is so lavish and the golden wheat is so abundant, but anyone who has been in Italy, France, or Belgium during the harvest season has seen many living pictures such as this beautiful one painted by Millet. Not a head of wheat or a bit of straw is passed by, but all is slowly and carefully gleaned until the field lies brown and bare under the hot August sun. The cruel war has made this necessity all the more stern, and the women of the war-stricken countries are the patient gleaners.

Millet saw not only dignity in such humble work, but also a great beauty, and has given to the world many splendid pictures of the peasants of France before which the beholder stands long, feeling the poetry and beauty of the paintings.

“From toil he wins his spirits light,  
From busy day the peaceful night;  
Rich, from the very want of wealth,  
In heaven’s best treasures, peace and  
health.”

In our study of the world’s great paintings, let us try to see behind the mere form and color, to the spirit that the artist meant us to find. Charles Caffin says, “As we discover more and more of the diverse ways in which artists have put a portion of themselves, of their own lives, into their pictures, our appreciation becomes indefinitely enlarged, our sympathies continually broadened, our enjoyment perpetually increased. Thus may we enter into the life of the artist and reinforce our own lives.”

Millet put much of himself into his paintings, much of the beauty of nature, much of the worth of patient toil, and produced pictures that will live and teach all lovers of art and nature and humanity. We all know his *Man with the Hoe*, *The Angelus*, *The Sower*, *The Shepherdess*, *Woman Spinning*, and many other fine paintings, but none of them are more beautiful than *The Gleaners* which hangs in the Louvre of Paris. Most of this splendid work was done in a very humble little cottage, standing on a quiet street in Barbizon and almost hidden by the trees. The neighborhood became a centre for the Barbizon School of Art, and we journey there today to see the little home, and the peaceful brown fields, with the peasants in blue blouses still cultivating them; and we try to catch something of the poetic feeling that filled the hearts and minds of Rousseau, Diaz, Dupre, Corot, Daubigny and Millet, as they worked, and builded—not castles in the air, but beautiful pictures of landscape and peasants that are classed among the world’s best paintings.

A teacher never lets a single life of those put into his hands be spoiled or wasted, or flung aside, through neglect or scorn.

A teacher is the helper and friend of the weak.—Thring.



# The Children's Page

## The Birds' Lullaby

Sing to us, cedars; the twilight is creeping  
 With shadowy garments the wilderness through;  
 All day we have carolled, and now would be sleeping,  
 So echo the anthems we warbled to you;  
     While we swing, swing,  
     And your branches sing,  
 And we drowse to your dreamy whispering.

Sing to us, cedars; the night wind is sighing,  
 Is wooing, is pleading, to hear your reply;  
 And here in your arms we are restfully lying,  
 And longing to dream to your soft lullaby;  
     While we swing, swing,  
     And your branches sing,  
 And we drowse to your dreamy whispering.

Sing to us, cedars; your voice is so lowly,  
 Your breathing so fragrant, your branches so  
 strong;  
 Our little nest cradles are swaying so slowly,  
 While zephyrs are breathing their slumberous song.  
     And we swing, swing,  
     While your branches sing,  
 And we drowse to your dreamy whispering.

—E. Pauline Johnson.

## EDITOR'S CHAT

My Dear Boys and Girls:

Many happy returns of the day to the Children's Page, for this is a birthday, the third one of the page. You see we are quite young yet, but even so we feel we are quite important in the world, and we hope you think so, too. To begin with, we have a lot of friends, boys and girls, all over Manitoba, Saskatchewan and Alberta. We know this by the nice letters we get, and we consider this is the biggest thing we have to our credit, for what would be the good of living if we had no friends, in fact, we really believe that if the page hadn't made friends with the boys and girls the editor, who manages the whole Journal, would have ended the life of our page long ago, so you see how very important it is for you to be our friend

—to write us often and show us your interest. Then we hope we have been able to help you. We know your compositions have been improved by writing for the Story Competition and reading the prize winning essays. Then, too, your memories must be stored with some of the beautiful poems that have appeared on the page every month. The editor has tried hard to always get you something very good and well worth remembering. Then we hope that our little talks about birds, bird-houses and Audubon Societies have helped to make friends for our little brother of the fields; that we have helped you know better your own beautiful prairies and, perhaps, too, some of the wonderful lands across the seas; that we have helped you with some of your Red

Cross work, and last but not least, we hope that you are all happier, busier, more interesting people because of the Children's Page.

And now what have you been doing during these warm July and August days? And haven't they been warm? With a sulky June that pouted and rained and blew cold all the time, what chance had the flowers and trees? But then along came July with such waves and blasts of heat and such storms that everything just grew and grew. And did you ever see such strawberries or saskatoons? Where the editor spent part of her holidays in a little cottage perched like a bird's nest among the trees, above a lovely, little lake, there were literally forests of saskatoon bushes. The big, fat, purple berries hung along our path as we went to the boathouse; they clustered around the gate; they grew thick along the roads, so that no matter how spruce and clean we were to start with, before we got to the boat or the gate, or the next cottage, there were sure to be blue stains on our fingers, a suspicious blueness around our lips, and maybe even a

squashy berry on our perfectly clean middy. And such juicy, luscious pies as these berries made. And how hungry we always were for them, too. Such busy boys and girls as we saw picking pans and baskets full of fruit for winter jams and jellies and other joys. And how busy the mosquitoes were this year. Few of us escaped without scars from the battle, but even the vicious horse flies couldn't prevent us having a splash in the lake those hot days, try as they would.

In our mind's eye we can see you all trudging off to school again, hands and faces brown and ruddy from the sun, eyes bright with health, feet only too eager to dance and run, and minds full of excitement and speculation. What will the new teacher be like? Will she be cross or kind, pretty or ugly? Will our work be hard? And endless other questions are flying through those nimble brains. Well, boys and girls, here's good luck to you in the new school year. May you love your work, and your teacher, and be as happy as the day is long!

---

### THE YEAR THAT HAS GONE

And now since our last issue we have commemorated another anniversary of The Great War, the terrible plague that since August, 1914, has devastated the whole world. How earnestly we hoped a year ago that before this September dawned peace would have come to the world. But alas it seems as far away now as it ever has. But in spite of this fact a brighter day has come, for the Allies, so long on the defensive, have taken the offensive against our foes, who are even now being driven back slowly but surely from the lands they have been despoiling for these last two years. Ever since Britain's first little army landed in France the cry has been all the time for arms and ammunition, and early in the year 1915 things looked black in England when the workers in the great factories where

these things are made went on strike, and for weeks there were meetings, and more meetings, and talks of settlement, and then the first thing we knew the trouble had broken out again, but finally matters were settled, hundreds of boys and women were put to work in the factories in addition to the men, and then came arms and ammunition and machine guns, and heavy field pieces, and everything the army could want, and that wise man, Lord Kitchener, had all these things taken over to France, and the mountain of guns and shot and shell grew, until one day, when the war ministers decided all was ready, the terrible British guns boomed forth, sending tons of lead and steel into the enemy's trenches, the machine guns rattled from every nook and corner, and the great offensive had begun.

Patiently all these long months the brave soldiers of the Allies have lived and eaten and slept in these muddy trenches. Many have fallen victims to the German guns. Many others have been taken into a captivity worse than death. Many have suffered, and many have died. Many the brave deed done, which has been rewarded. Many the braver deed unnoticed and unknown. Canada mourns brave men, and has welcomed home many who are disabled, but in spite of all this, 1915-1916 has been a good year for the Allies. Verdun, that mighty fortress on the road to Calais, so bravely defended by the French, has withstood attacks which were too terrible for words to describe. and still stands, with thousands upon thousands of German dead buried outside its walls. In spite of attack and counter attack, the Canadians have held the line at Ypres; and in Africa, Egypt and India every foot of land has been wrested from the German nation. In the meantime the Russian army has returned over the frozen plains across which they were driven back, equipped now with all the arms and ammunition they need (part of which is supplied them by their one-time enemy, Japan), and they are rolling down on the Germans from the north and east like a mighty ocean wave, driving all before it. And all the time out on the sea, England's great fleet has been keeping

watch. Like evil night birds, the German fleet came out in the murky darkness of a fog and engaged the advance guard of our navy, only to be driven back with terrible loss. Our own losses were very heavy, many splendid lives being lost on the great ships that went down under fire, but once more the sea is clear. And even the submarines, which like great sharks attacked their victims from below, have been driven to the shelter of their own harbors, from which they come forth to sink some peaceful merchant ship or busy fishing boat. But British ships pass freely on the ocean lanes, and the Allied troops have been transported to every corner of the globe in absolute safety.

Our Italian Allies, like clever busy ants, are swarming over the mountains, driving back the Austrians, who are just as industriously climbing on their side. And at home our women are working to relieve the suffering of the wounded, to give comfort to the soldiers, to help the dependent women and children. Our rich men are giving their money, and even the children are doing their part, and though days of gloom come to us, as when we heard the sad news of the tragic death of our great War Lord Kitchener; still we may all enter upon this, the third year of the Great War, with a feeling of hope that the peace of the world is much nearer than it was last September.

### PRIZE COMPETITION

Here is a composition for you all that will make you think back into the holidays. There's a prize of \$1.00 for the best, most neatly written story of "A

Summer Picnic." Please have all stories in before the 20th of September, addressed to Editor Children's Page, Western School Journal, Winnipeg.

### A Wise Scholar

Teacher: "And when the Philistines saw how small David was, they laughed. Can anyone tell me why they laughed?"

Willie: "Guess they laughed 'cause they didn't know much about fightin'. It's always safe ter put yer dough on

de little feller. Dey got a spring in dem dat does de trick. First, dey dances all around de big sport and planks him one and makes a quick get-away, den he——"

Teacher: "That will do, Willie. We will continue the study of the lesson."



## Selected Articles

### GEOGRAPHY OF WAR

#### The West Front

One of Germany's first acts of the war was to send an ultimatum to Belgium on the 2nd of August, 1914, demanding a free passage for her troops. As this was refused, war was declared against Belgium on the 4th of August. The object of Germany was to repeat the coup of the war of 1870 by a quick rush to Paris, and, as Belgium offered the easiest route and provided the line of least resistance, her guaranteed neutrality was ruthlessly violated—the Germans not allowing a "scrap of paper" to stand in the way of their ambitions.

The brave Belgians strenuously resisted, and, though city after city fell into the hands of the savage invaders, heavy toll was taken by the defenders. In consequence of this, the foe was delayed long enough for the French and British to organize their resistance. On the 8th of August, the British Expeditionary Force landed in France, and, with the French, assisted the Belgians.

In the meantime, fresh German armies poured into Belgium. On the 15th of August, Liege (lee-ayzh') fell, and Brussels, which was not defended, was occupied by the Germans on the 20th—the grey uniforms of the ruthless invaders being in keeping with the "gray" weather on that day and with the minds of the watching populace of the city.

The hordes of the enemy, by sheer weight of numbers, pressed on towards Paris, and at Mons (mongz), on the 24th, the British army made a gallant entry into the Great War. The French and British fell back fighting heavily until the Germans were within 25 miles of Paris. The enemy's right wing suffered a severe check near Paris owing to the brilliant strategy of the French, and the Allies' retreat came to an end. Right along a front of 160 miles, the foe was held up. The Allies assumed the

offensive, and fought the great battle of the Marne, where the Germans suffered a severe defeat, and were driven back right to the Aisne (ayn). By the middle of October, the German rush in France had been definitely stemmed.

Meanwhile Antwerp had fallen, and Lille (leel) and Ostend (os-tend') were occupied by the enemy—the battle front now extending to the sea. Both sides "dug" in and resorted to trench warfare along a great line extending from Nieuport in the north to Belfort (the "t" silent) in the south. This immense battle front consists of countless series of trenches, arranged in three great lines. There is an outer first line close up to the enemy's position; a second line about half a mile behind it, and a third, the main position, about a mile away to the rear. The trenches are dug into the earth to a depth of 30 or 40 feet, the whole being linked up by an elaborate system of communications.

This great battle front is now held by the different armies in something like this order. The Belgians, assisted by French artillery, hold about 20 miles from Nieuport along the river Yser (ee-zayr). From near the Yser to Frise (freez), on the Somme (som), the British occupy about ninety miles of most important positions. The French have the task of defending the country from Frise through Soissons (swah<sup>4</sup>-son (g)) and the Argonne (ar-gon') to the important Verdun (vayr'-duh) salient and right on to Belfort. In this great theatre of the war, the forces of the Allies include, besides the British and French, representatives of all the Dominions of the Empire, the Anzaes and Russians being the latest arrivals on the scene.

A study of a map will reveal why so much fighting takes place at certain points. For instance, the salient held by the British at Ypres (ee-pr') aims at

the heart of the German communications in the north-west, and, conversely, is on the road to Calais (kal'-ay). The importance of the Verdun fighting can also be demonstrated. If the Crown

Prince's army could break through, the French line in these regions would have to fall back, and one of the strongest bulwarks on the road to Paris would be removed.

## School News

### Dominion City Education Centre

The ceremony of laying the cornerstone of the new consolidated school at Dominion City was one of deep import to the village and the surrounding country. Few localities in the province seem more united and enterprising in the matter of education than is Dominion City and the surrounding region. The people are mostly of the fine, old pioneer stock which came into the prairie land in the days of ox-team pilgrimages. The first settlers who survive are now aged men and women and their descendants carry on the old traditions of progress and advancement.

### Seven Acres of Grounds

The new school will be a commodious six-roomed structure and will amply accommodate the children of the village and the adjacent territory. It is of solid brick construction and stands in the middle of a delightfully treed plot of over seven acres. It is the intention to provide the children with ample ground for all sorts of healthful games and also to have them raise gardens each year. The big school ground is a feature of the new educational ideals and is a great help in giving the children the practical work in teaching the science of agriculture. The new school is closely adjacent to the village and will be very convenient for all concerned.

The attendance at the cornerstone ceremony was very large and everybody seemed full of enthusiasm and

flushed with healthy local pride. The leading men of the village and of the municipality of Franklin were present. There seemed to be no jarring note but everybody, both old and young, seemed to be happy because the district marked another important epoch in its development.

### Claim Record

The statement was made that in its long career the Dominion City school had turned out more qualified teachers for work on the newer prairie land to the west than any other school district in the province.

The crowd on the platform was a notable one. The chairman for the carrying out of the programme was J. D. Baskerville, the member of the legislature for the constituency of Emerson. Mr. Baskerville is a farmer by profession, and resides near Dominion City.

The speakers were Hon. Dr. R. S. Thornton, minister of education; Robert Fletcher, deputy minister; M. Hall-Jones, school inspector, and Reeve John McCartney, of Franklin municipality. The addresses were all of a high order, that of the minister being especially marked by earnestness and eloquence.

The school board for the new consolidated district is composed of the following members: A. S. Calder, chairman; J. C. Ginn, F. E. Graham, V. Scholte and A. S. Little, secretary-treasurer.

The teaching staff is as follows: W. G. E. Pullyblank, principal; Misses E. A. Riley, A. M. Hagborg and Dorothy Turner.

**Patriotic Fund**

The following contributions have been received by the North Central Teachers' Patriotic Society since Dec. 31st, 1915:

F. E. Palmiter, Neepawa .....	\$7.00
M. G. Dudley, Neepawa .....	3.00
V. Cochrane, Neepawa .....	6.00
H. K. Bearisto, Osprey (enlisted)...	6.00
Mrs. M. E. Ranson, Oberon .....	3.00
Amy V. Connell, Neepawa .....	6.00
Miss B. Proven, Neepawa .....	5.00
Margaret Gee, Riding Mountain .....	2.00
Annie C. Dashney, Oakleigh .....	2.00
J. C. Billinski, Elk Ranch .....	5.00
J. F. Terleeki, Huns Valley .....	13.00
Florence A. Maddock, Tabormose .....	1.00
Nell M. Everall, Dumfries .....	5.00
Elva N. Walker, Berton .....	3.00
Jeannette Stout, Arden .....	3.00
J. H. Snyder, Newdale .....	5.00
Amy Allan, Springhill .....	10.00
Ellen C. Laidler, Gordon .....	5.00
Reta Matheson, Mountain View.....	8.00
Lyle Robertson, Acton .....	6.00
Miss Dufton, Neepawa .....	10.00
Mrs. H. Elliott, Minnedosa .....	5.00
Miss O. M. Hall, Minnedosa .....	6.00
Miss H. Taylor, Minnedosa .....	5.00
Mr. A. J. Bell, Minnedosa .....	6.00
Mr. J. A. Crossley, Minnedosa .....	15.00
Miss H. Wellwood, Minnedosa .....	6.00
Miss M. A. Garland, Minnedosa .....	5.00
Miss F. Garton, Minnedosa .....	2.00
Mr. A. H. Hoole, Clanwilliam .....	6.00
Miss E. M. Anderson, Clanwilliam .....	5.00
Miss Una Slade, Franklin .....	7.00
Miss M. H. Radcliffe, Rapid City.....	3.00
Miss Florence Fairbairne, Minne- dosa .....	12.00
Mr. Hugh Blaine, Rapid City .....	6.00
Miss Mabel Cooper, Moore Park.....	3.00
<b>Total received .....</b>	<b>\$206.00</b>
<b>Forward to Patriotic Fund in Winni- peg:</b>	
February 25th .....	\$74.00
April 22nd .....	60.00
August 12th .....	72.00
<b>Total .....</b>	<b>\$206.00</b>

O. M. Hall,  
Secretary-Treas.

**Winnipeg**

The following resolutions were adopted at last meeting of the School Board:

That the resignations of Misses F. Blake, I. H. Cranley, E. Cuthbert, M. E. Emmond, S. J. McLean, B. C. McKivor, E. L. O'Neill, R. C. Sokolofski, C. L. Sutherland, and Messrs. G. G. Price and A. G. Hooper, of the teaching staff be accepted, to take effect on the dates specified in their several letters of withdrawal.

That leave of absence without salary be granted to Miss J. C. Ewing until 31st December, 1916, and to Miss MacIntyre until the close of the school term in June, 1917.

That leave of absence without salary for one year from date be granted to Mr. W. D. Bayley, Miss S. Ross, M. Carson, and Miss A. Barbour.

That the resignations of Mrs. J. C. Brown, R. Lamb, E. McHeffey, L. Griffin and Odne McKenzie of the teaching staff be accepted.

That teachers who have been serving on the occasional staff be placed under agreement as follows: (a) Form A., Mrs. M. M. Elliott, Mrs. J. A. Wilson. (b) Mrs. L. M. Graham, S. A. Dow, E. E. Muir, H. M. Sweet, M. Peacock, M. Duff, M. K. Anderson, N. K. Williams, W. A. Wilson. (c) M. Jones, A. E. Grover, K. Govenlock, C. Smith, M. S. Doig, L. M. Colthammer, M. Elden, A. Potter, E. A. Robinson, J. Kirk, W. Reinhardt.

That Miss Katherine Dowler be appointed as teacher in the elementary department of Household Science.

The amount contributed and paid into the Manitoba Patriotic Fund from August, 1914, to June, 1916, by the members of the School Service of Winnipeg Public School Board was \$60,271.37.

R. E. W. Jefferson, science master St. John's Technical High School, having enlisted for military service, has been granted leave of absence during the duration of the war.

Lt.-Col. J. B. Mitchell, Commissioner of School Buildings and Supplies, Win-

nipeg Public School Board, has been granted leave of absence, in order to permit him to take his battalion, the 100th, overseas.

W. D. Bailey, of the Kelvin Technical High Staff, has been granted leave of absence for one year. He has left for England, where he will represent the temperance organizations of B.C. in connection with voting on temperance

legislation of the B.C. soldiers located in England and in France.

#### Death Notice

On June 10th, 1916, Eleanor Maud, wife of D. S. Mitchell, Principal of Lord Wolseley School, East Kildonan.

In memory of Lieut. Reginald Palmer, of the Winnipeg Teaching Staff, killed in action, June 22, 1916.

## Book Reviews

### The Country Life Reader

O. J. Stevenson (Geo. J. McLeod,  
Toronto)

This is a book intended to interest farm pupils from 11 to 14 years in the things about them. On the whole it is well written and should prove of interest to pupils. Probably the most interesting story is that of the turnip-hoeing contest, taken from Ralph Connor's Corporal Cameron. The lessons containing farm information are particularly valuable. The book convinces one that the recommendation of this journal with regard to school readers needs to be emphasized still more. Ordinary literary readers for the grades should be continued, but they should be supplemented by historical, geographical, industrial, social and scientific readers. The sooner we get to this the better. Mr. Stevenson's book is a good beginning.

### Under Three Flags—With the Red Cross in France, Serbia and Belgium

By St. Clair Livingston and Ingibjorg Steen Hansen; published by MacMillan Co. of Canada

This little book, one of the many charming volumes which give such personal and touching incidents in the progress of the Great War, is the work of a Canadian nurse, a girl educated in Winnipeg, and who for some years

made her home in Western Canada; a girl whose father was one of the pioneer engineers who surveyed the then unknown lands of this last Great West; a girl whose brother is fighting in the trenches with the Canadian Army, and who herself has been through some of the most thrilling moments in the great European struggle—Miss St. Clair Livingston. Miss Steen Hansen has been through most of these adventures with Miss Livingston, and has translated their joint book into Norwegian. These two girls graduated from the John Hopkins' Hospital of Baltimore some eight or nine years ago, and were living together and nursing in Paris when war broke out. Glimpses of their lives from that momentous day until the present may be found in this book. They were in the doomed town of Charleroi when the Germans entered there, and after days of work and suspense in that unhappy place they finally made their escape. After most exciting adventures and in weariness and poverty they reached Ostend, and finally Folkstone, from which place they immediately left for Paris and their work.

They entered Serbia before it had been possible to even alleviate the horrible suffering from the epidemics that raged there unchecked, and so impressed were they with the need and the heroic patience of these brave allies, that under commission from the Serbian Relief they travelled to New York,

where they appealed with wonderful success to the generosity of the American people, and returned, not only with food, drugs, and money, but with promises of further supplies, and they left behind them in America a sympathy for the brave Serbians which has shown itself in the most practical ways ever since. So impressed was King Peter with the work of these two girls that he decorated them with medals, which are held by only four other women in the world. But of their many other adventures, their hairbreadth escapes, the horrors which became part of their daily work, the fun which brightened even the black clouds of war, you must read in this most fascinating little book.

### The Round Table

The last number of this magazine is if anything even more interesting than those which preceded it. Of particular interest are the articles on The Essential Auditum of Peace; Industrial Policy

after the War; The Parting of the Ways; The Canadian Army. For up-to-date discussion of Imperial questions there is no magazine in the same class as The Round Table.

### The King's Highway Series

An excellent series of Moral Readers, by Sneath, Hodges, Tweedy (McMillan Co.) The story is the foundation of instruction. One can imagine that the stories given in the eight volumes of this series will have a powerful influence upon the minds of the children.

### The Teachers' Manual in Phonetics—

Jean A. Weir, published by McLelland, Goodchild & Stewart of Toronto. This is a little pamphlet which sets forth the order and presentation of phonetics. A full word list is also furnished. This book will be of great help to primary teachers.

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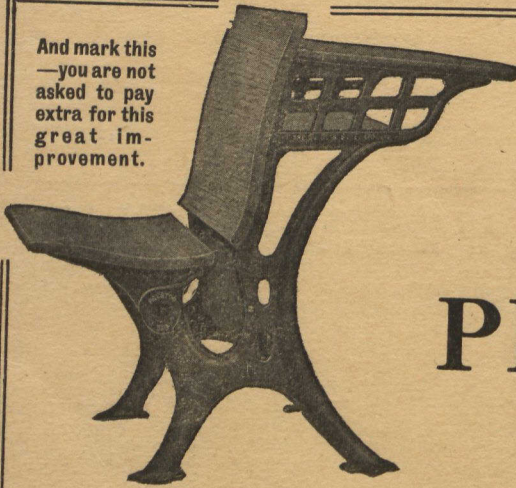
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