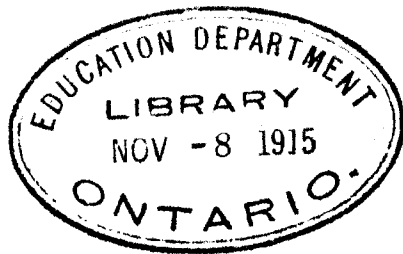


The Western School Journal



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A BRITISH HYMN

Tune: "Melita."
"Eternal Father, Strong to Save."

God of our fathers, at whose call
We now before Thy footstool fall;
Whose grace has made our Empire strong
Through love of right, and hate of wrong;
In this dark hour we plead with Thee
For Britain's cause on land and sea.

Not for the lust of war we fight,
But for the triumph of the right;
The strife we hate is on us thrust,
Our aims are pure, our cause is just;
So strong in faith we plead with Thee
For Britain's cause on land and sea.

Asleep beneath Thine ample dome,
With many a tender dream of home;
Or charging in the dust and glare,
With war-bolts hurtling through the air;
In this dark hour we plead with Thee
For Britain's cause on land and sea.

And soon, O blessed Prince of Peace,
Bring in the days when war shall cease;
And men and brother shall unite
To fill the world with love and light;
But now, O Lord, we plead with Thee
For Britain's cause on land and sea.

—Rev. R. P. Downes, LL.D.

Winnipeg
November, 1915

Vol. X
No. 9

THE CANADIAN BANK OF COMMERCE

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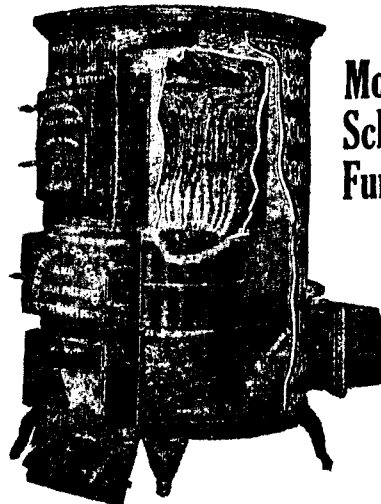
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Kindly mention the Western School Journal when writing to Advertisers.

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Terms of Subscription.

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

DATE OF PUBLICATION—The Journal is issued on or about the fifth day of each month, with exception of months of July and August. Subscribers who fail to receive their paper before the 15th day of the month should notify the publisher, that another copy may be sent.

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

DISCONTINUANCES—We find that a large majority of our subscribers prefer to have the Journal continued at the expiration of their subscription, so that their files may not be broken. Like other school publications, the Journal is continued until notice to stop is received and arrearages are paid.

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The Western School Journal

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

VOL. X

WINNIPEG, NOVEMBER, 1915

No. 9

Editorial

Can You Name the Guilty Ones?

It is much easier and much more pleasant to be kind than to be cross, to be complimentary than to be fault-finding. Yet it is necessary to say something just now, even if it causes some resentment. It is not said, however, in the spirit of fault-finding, but in order that a growing evil may be remedied.

In a class of seventy-seven young people just out of High School an inquiry was made as to how many of them had to "write out mistakes in spelling." Fifty-four reported that it was a common thing at one period or other in school life to be compelled to write out words twenty-five times; eighteen said they were asked to write them out fifty times; six said they were asked to write them out one hundred times.

In another class of seventy-seven, practically all said they had known what it was to write the words twenty-five times, eleven had written them one hundred times; and two had been asked to write them one thousand times.

When asked why, in their opinion, teachers demanded such an exercise the answers given were: (1) Because they wished to keep us busy or punish us for not knowing the work. (2) Because they were cross. Not one in the whole number thought the object was to impress the words on the mind. It is quite likely that this judgment is correct. And, of course, everybody knows that from the view-point of teaching spelling the exercise is perfectly useless.

Let one just consider for a moment all that is to be said against this prac-

tice. It makes for bad spelling and bad writing. It develops ill-will towards the teacher and hatred towards the school. It tends to promote dishonesty. It creates distrust in the home. It wastes valuable time. It is a confession of failure to teach and govern wisely. It makes the teacher mechanical. It dries up the fountains of human sympathy.

A boy in one of our Western towns was given an exercise of this kind recently. If he had done what was asked it would have taken him seven hours, and he would have filled more than two scribbling books.

The Journal is not given to reviling or attacking, but it has the serious intention, in the name of ill-used childhood, of publishing a black list of teachers who resort to this inhuman device. Teaching is not driving and punishing. Anybody can drive and punish. Those who have been in the work for years, and who have mastered all the tricks of the trade, are likely to depend upon their skill in managing classes rather than upon the expenditure of that human sympathy, which always accompanies true teaching. These are the people who are likely in a fit of temper to impose such monstrous tasks. Novices may be more readily excused, because they find in impositions of this kind a way to keep children busy.

Nevertheless, for both old teachers and young, this senseless practice is a crime, and it must end. Readers of the Journal are asked to pass this article along. The chances are that nine out of ten of the teachers who commit this and other faults of the kind never read a journal of any kind.

Two Varieties of Power

To a class of young ladies—ranging from sixteen to twenty-four years—I proposed this problem:

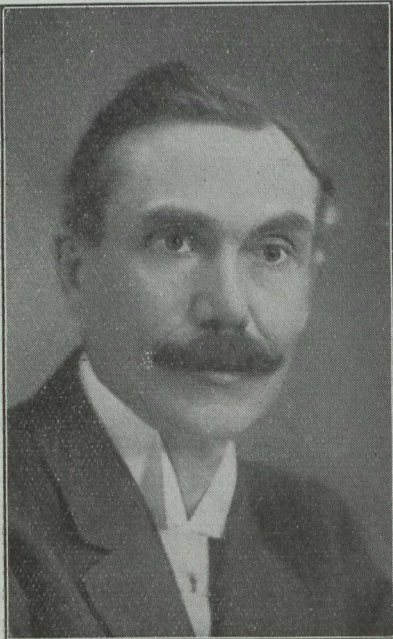
“You have a choice in life. You may either be a thorough lady in all things—in speech, thought and deed—but you are bound to be docile and tractable; or you may be a woman with a mind of your own, yet lacking the arts of gen-

the same ends by the silent power of a sweet disposition, a tuneful voice, a perfect manner, a well-chosen vocabulary, a loving heart. Which would you choose? Hard working children without love, kindness and loyalty in their hearts, or somewhat disorderly children, yet loyal, loving, beautiful within?”

This question is not well put, but it suggests a problem that some one with greater discernment and better powers of expression may put into words. The two classes of teachers suggested will be recognized even from this roughly-expressed description.

Now it is quite possible for a teacher to combine both qualities indicated in her own person, but this is not very likely. Most teachers are of one type or the other. Does it matter which?

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HONORABLE WALTER SCOTT
Minister of Education for Saskatchewan

tility. Suppose there is no alternative. Which would you choose? Refinement or individuality?

This inquiry led to such a surprising answer that it prompted another, which is from the teacher's point of view even more important.

“Suppose you can bring a class to order, get it attentive, willing and eager to learn and to-do, by what is known as force of character—summed up by such a series of words as drill-sergeant, steel-trap, alertness, decision, incisiveness; or suppose you can reach

In a recent article in the *Technical Magazine* a writer puts it this way: The boy or the trade, which? In a manual training room the teacher asked: Is my highest thought the making of a chair or the making of a man? The boy or his production, which?

In a fourth grade the teacher said: Is it a question of good writing, good arithmetic, good reading—or is it a question of the type of character produced through the study? Are the studies means or ends? Is the very **to have** more important than the verb **to be**? Or in the most comprehensive sense—What shall it profit a man if he gain the whole world and lose his own soul?

I saw a teacher. She stood in the hall clapping her hands and shouting Left! Right! Left! Right! until every last pupil had left the building. Yes, it was in a fashion orderly, but it was—shall I be thought profane if I say—damnable? Think of what children ought to be, what every teacher should allow them to be, and then set over against it this cheerless, deadly Tramp! Stamp! Tramp! Stamp!

I was in a room in which there was no smile from morning till night. The

room was dark, the teacher's dress was untidy and without a particle of color, her voice was a rasping monotone—and these little lambs of hers were looking up and expecting to be fed! Last winter a gentleman in a public meeting asked this question: Don't you think our teachers are over-paid? The reply given him was to the point. "Some of our teachers are so valuable that all the gold of Yukon could not pay them. They can be paid only in the coinage of Heaven! - But some teachers are so blighting to child life that they are worth every year to the community a million dollars less than nothing."

It is a type of life—earnest, resourceful, unselfish, sweet and loving—which must be produced through the agency of our schools. It is criminal to think in smaller terms than life itself. As the teacher is, so will be the school.

So the question is: What kind of power will you use in order to get the highest type of life? Coercion or Persuasion—which?

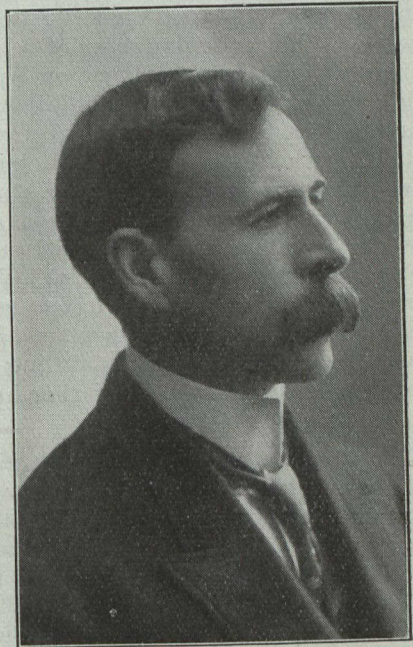
Teachers and Parents

It was the editor's good fortune last week to attend a meeting of the Parents' and Teachers' Association in the Wellington School, Winnipeg. Apart altogether from the exercises, which were not typical of ordinary meetings, but rather intended to launch the movement, something should be said in commendation of an enterprise which has such great possibilities for usefulness. There are many forces, organized and unorganized, concerned in education, and all of these should be working in harmony. Children cannot be expected to thrive if one set of directors is giving orders and another set counter-orders.

Of all the educational forces operating upon children no two may so readily co-operate as the school and the home. They have much to learn from each other. Indeed, if good work is to be done there is much they must learn from each other. For instance, the teacher can learn much about the phy-

sical and mental peculiarities of her pupils—and without this knowledge she must work in the dark. On the other hand, teachers should be able to assist parents in matters of government, in selecting reading and in planning home activities. At conferences much can be done to fit both parents and teachers to interpret the longings and the deeds of children. There is nothing more im-

PROMINENT EDUCATORS



D. P. McCOLL
Supt. of Education for Saskatchewan

portant than this in the rearing of children. More errors are due to rash judgments of older people than to any other cause.

Associations of teachers and parents to be successful must have as their aim the welfare of the children. As soon as people begin to use them for self-advertising their usefulness is at an end. It is to be hoped that there will be many associations of the kind all through the West. Conference and kindly co-operation are sure to accomplish good.

For the Month

A PORTRAIT PAINTER OF THE FRENCH SCHOOL

(By Art Lover)

At this time when the eyes of the world are upon France the story of the artistic work of a French girl of long ago may not be amiss.

We have chosen for our subject Marie Louise Elizabeth Vigee, or, as she is better known, Madame Vigee Le Brun. Elizabeth Vigee, the daughter of a pastel painter, was born in Paris on April 16th, 1755; and when only a child spent hours in her father's studio, drawing sketches with bits of chalk. At eleven years of age she began a serious study of art, and at thirteen painted from nature and was making copies of such masters as Rubens, Rembrant, Van Dyck, and Greuze. Her progress was rapid, and at fifteen she was earning enough money by portrait painting to help support the family, her father having died two years previous.

Elizabeth was a bright, pretty girl, with charming manners and a great ambition to become a famous artist, and soon grew to be a favorite with all whom she met. Her many friends were all anxious to help her along the road to success. Among them was Jean Baptiste Pierre Le Brun, a well known picture dealer, who lent her precious specimens from his valuable collection of old masters so that she might copy them. When about twenty years old she married M. Le Brun.

Madame Le Brun excelled in portrait painting, and is said to have painted six hundred and sixty portraits, among them twenty of herself, all filled with the joy of life that she felt.

Our illustration shows the beautiful panel of Madame Le Brun and her daughter that hangs in the Louvre gallery. We cannot fail to see the happiness that shines in the two faces that are so lovingly pressed together, nor to feel that this mother and daughter are

filled with joy in their companionship. The artist has robed herself in creamy white with a crimson sash and a band of the same colored ribbon about her hair, and has a bronze-green shawl thrown carelessly across her knees. Her little daughter is gowned in soft blue, and both have the same brown hair and eyes. So wonderfully has the artist used her shades of crimson, green and blue, that they are in perfect harmony,



[Cut loaned by Richardson Bros.]

and the picture, which is a little over 4 feet high by 3 feet wide, is one of the most beautiful ever painted by Madame Le Brun.

Space will not permit us to describe that other equally lovely portrait of Madame and her daughter that also hangs in the Louvre, nor the many portraits of Queen Marie Antoinette and other noted people that she painted during her long busy life.

She died at Paris on March 30th, 1842, at eighty-seven years of age, and England, Italy, Russia, Spain, and her own beloved France, are the proud possessors of the beautiful pictures executed by this famous portrait painter.

HELPS FOR THE MONTH

By FRANCIS KIRKLAND

GRADE I.

1. What O'Clock Are You?

It was John's turn to think of a new game to play, for the old games were worn out; so John stopped his sister Emily on the stairs, and asked, "What o'clock am I?"

Emily looked at her brother. His lips were drawn together for whistling, but no sound came. His left arm was bent, as if he were carrying a burden.

Emily clapped her hands. "You are nine o'clock, schooltime," she said.

"Right!" cried John. "Now you try it."

Emily thought for a moment; then she went to the door and looked up and down the street. She came back and shook her head. After a moment she ran to the door again. When she closed the door she pretended to hold something in her hand.

"Oh," said John, "you were looking for the postman. You are eleven o'clock."

"That is right," Emily answered. "Let's go and tell Marion."

Marion laughed. "Now you both guess what time I am."

She lay down on the floor and put one arm under her head; then she started up and rubbed her eyes. Afterwards she lay down again.

"Seven o'clock!" cried Emily. "Marion never likes to get up."

And so it went, until every hour of the day had been acted in many ways.—*Youth's Companion*.

2. Write out the names of all the objects in the room—if you can—clock, desk, pen, book, chalk, etc.

GRADE II.

1. Nannie and the Spider.

Nannie was playing hospital, and her big doll and all her little dolls were in beds made of newspapers. Some of them were very sick, Nannie said. Some had the mumps, and poor "Lady Clare" had broken her ribs in two.

In a corner near the window lived a spider. He had a fly caught fast in his web. Poor little fly! How Nannie pitied it. She wanted to help it, but there was that dreadful spider. He was watching for another fly. Nannie couldn't bear to look at him.

"He's so ugly and he's got so many legs! No, I don't dare do it," said Nannie.

She rocked her doll to sleep and looked again. Yes, there was the fly still trying to get away. How tired he looked.

"If I were a little fly and didn't want to be eaten by an old spider, I suppose I'd be glad if a little girl would come and take me right out of the web. And if she were a fraid-cat, I guess I would just despise her."

Nannie got up and walked slowly to the web.

"I might shut my eyes and do it," she said, "only then I might hit the spider. I'm not going to be a fraid-cat. I'll do it just as if I dared."

The next minute Nannie had set the fly free. She almost forgot the spider as she watched the happy little fly.

"Pooh!" said Nannie, "who's afraid of a spider?"—Adapted from the *Youth's Companion*.

2. Write out pairs of numbers that make 12 or 14 or 18, e.g., $12 = 9$ and 3 ; 7 and 5 ; 10 and 2 , etc.

3. How many kinds of seed have you found this fall? How is each kind distributed? Take for example: Dandelion seed by the wind; burrs carried by animals, etc.

GRADE III.

The Lark and the Caterpillar
For Three Children
Butterfly, Caterpillar, Lark

Butterfly—Mrs. Caterpillar, will you be a nurse for my poor children? See these little eggs. I don't know how long it will be before they come to life, and I feel—oh, so very sick. If I should

die, who will take care of my baby caterpillars when I am gone? Will you, kind, green Mrs. Caterpillar?

Caterpillar—I will do my best, Mrs. Butterfly. I am so sorry you are sick. But you must tell me what I am to do for your children. I have never seen any baby butterflies.

Butterfly—Oh, thank you, kind Mrs. Caterpillar. I know you will be good to my babies. But you must mind what you give them to eat. They cannot live on your rough food; you must give them early dew and honey from the flowers. Dear! dear! I cannot think what made me come and lay my eggs on a cabbage leaf. A cabbage leaf! What a place for young butterflies to be born! Oh! how dizzy I am! Oh! oh! (speaking very faintly and slowly). Mrs. Caterpillar—you will remember—about the food.

Caterpillar—Oh, dear, dear, she has fainted! No, she is dead. Poor thing. And here are the little eggs. Let me see—eight, nine, ten. Well, I must do my best for them. I must see that no harm comes to them. But how shall I feed them? (Walks round and round and wrings her hands and speaks in very anxious tones.) I know (cheers up). Two heads are better than one. I will ask the Lark. And he knows about everything. Here he comes (Enter Lark). O, Mr. Lark. I am so glad to see you. I know you will help me.

Lark—How do you do, Mrs. Caterpillar? You look pale. What is the matter?

Caterpillar—My head aches with thinking (puts her hand to her head). Do you see these?

Lark—Those little eggs?

Caterpillar—Yes, they are butterflies' eggs, and soon little butterflies will come out of them.

Lark—Where is their mother?

Caterpillar—Oh, poor thing, she is dead. And I promised to take care of her babies. And I don't know how to feed them. You see so much of the world; you must know what baby butterflies eat. Do tell me.

Lark—Indeed, I don't know, Mrs. Caterpillar. Can't you give them what you eat yourself?

Caterpillar—Oh no, that would never do. Just see how different I am from a butterfly. Some one must know. Won't you ask, the next time you go up on high?

Lark—Indeed, I will, and perhaps I can find out for you. I'll go at once. (Lark goes out. Caterpillar looks after him.)

Caterpillar—There he goes. Now let me look (looks at the eggs to see if they are not out yet. But they are quite safe (walks about). O! I hear the Lark coming.

Lark (calling out from a distance)—News, news, glorious news, Mrs. Caterpillar (he comes in). You will never guess. You are to feed them with cabbage leaves.

Caterpillar (angrily)—Never! I will never feed them with cabbage leaves. It was their dying mother's last wish that I should do no such thing.

Lark—Their mother knew nothing about it. Why, what do you think those little eggs will turn out to be?

Caterpillar—Turn out to be? Why, butterflies, to be sure.

Lark—Caterpillars.

Caterpillar (surprised and indignant)—What!

Lark (laughing)—Yes, caterpillars. And I'll tell you something else—one day you will be a butterfly yourself.

Caterpillar (very loudly)—What nonsense! I did not think you would be so silly, Mr. Lark. But let me look at my eggs. (Looks and starts violently.) O! O! Mr. Lark, do look here.

Lark (looking)—The eggs are all broken.

Caterpillar—But where are the butterflies?

Lark (laughing)—Look again, Mrs. Caterpillar.

Caterpillar—Why, here are (counting) seven—eight—nine—ten little caterpillars (very slowly). And they are eating the cabbage leaf! And they came — out — of — the — butterfly's—

eggs!—Adapted from Parables from Nature, by Mrs. Gatty.

2. Spell the kitchen, i.e., the name of everything in the kitchen.

3. Name all the birds that you see this month.

GRADE IV.

During the Hunter's Moon

(Note—This article was written for a country farther south. What changes should we make to suit our country?)

Look for berries. Berries in November? Best berry month in all the year—not strawberries, nor gooseberries, nor blackberries—but checkerberries, ilexberries, black alder berries, greenbrier, Virginia creeper, sumac, hobblebush, Jack-in-the-pulpit berries, chokeberry, partridge-berry, barberry, cranberry—white, red, black, brown, blue, purple, orange!

Bring home a big flaming branch of the black alder and set the living-room ablaze with its cheer; then a single stiff stem of close clustered candle-berries—bayberry—and put it in a Japanese jar all by itself.

Look for the first of the winter birds—junco, tree-sparrow, nuthatch, brown-creeper; and listen to the loud but suggestive voices of the crows and jays filling the quiet woods with their sweet clangor.

How many kinds of weed, flower, tree and vine seeds can you find that will serve the winter birds for feed?

Look out for that covey of quail and those partridges you saw in your summer walks. Begin to feed them now, taking small grain and seeds. Hang up, or nail up, a chunk of suet near the house for the chickadees' Thanksgiving.

Look out for the old last summer's birds' nests. Take them down after seeing where and how they are made and of what materials. The birds will never want them again.

Watch the squirrels, mice, muskrats, to discover how they are preparing for winter. Discover if you can what the toads and snakes have done.

Question: What have most of the birds already done to outwit Jack Frost?

Keep your weather eye open for the first snowfall, the most beautiful thing that will happen until the first skunk cabbage opens in March. Oh, that first snowfall! I hope this year that I shall be out in the woods when it comes, as I was a year ago!

If that snow is an inch deep and damp, go tracking—hunting the wild tracks. It is more fun that hunting tigers and not so dangerous. Look out for tracks—not railroad tracks of course—but bird and animal tracks in this first snowfall.

Stop! look! listen! as well as go to school, all through this month of the Hunter's Moon, for it is full of wonders; in the grass beneath your feet; in the stars above your heads; and most of all in the hearts within your jackets.

GRADE V.

1. The Snowflakes.

It was a little snowflake,

With tiny winglets furled,
Its warm cloud mother held it,

Above the sleeping world;
All night the wild wind blustered,
And blew o'er land and sea;
That little snowflake cuddled close,
As safe as safe could be.

Then in the cold gray morning,

The great cloud mother said,

“Now every little snowflake
Must proudly lift its head,
And thro' the air go sailing,
To find a place to light,
For I must weave a coverlet,
To clothe the world in white.”

The little snowflake fluttered,

And gave a wee, wee sigh,

But fifty million other flakes

Came softly floating by;

The wise cloud mothers sent them

To keep plant babies warm,

Through many a winter sunset,

Through many a night of storm.

—Margaret Sangster.

2. Let each pupil make up two problems in arithmetic, relating to the growth and shipment of grain and other farm products.

3. Draw from memory a map of Europe, marking in the countries. Give the name of two important men in each country.

GRADE VI.

1. Which do you Say?

Twenty common words of mispronunciation.

Do you say:

1. Geography or jography?
2. Zo-ology or zoo-ology?
3. Brethren or brethern?
4. Aretic or artie?
5. February or Febuary?
6. Surprise or supprise?
7. Umbrella or umberella?
9. Squirrel or squirl?
9. Poem or pome?
10. Mischievous or mischeevious?
11. Hundred or hunderd?
12. Morals or morls?
13. St. Lawrence or St. Laurnz?
14. Current or curnt?
15. Aeroplane or aireoplane?
16. Catch or ketch?
17. Height or hitth?
18. Italian or I-talian?
19. Spirit or speert?
20. Bouquet or boquet?

2. The "Lead" Pencil is not Lead.

The lead pencil, the most common of all writing implements, is a product of the seventeenth century, says the Stationer, Printer and Fancy Trades "Register" (London). It is but natural to suppose that it contains the ingredients indicated by its name "lead," but this is not so, for in the mineralogical sense of the term there is not a particle of lead in its composition. The origin of the misnomer is this: The "lead pencil" originated with the discovery of the graphite mines at Borrowdale, England, in 1554. At that time there were already other minerals known, galen-

ite in particular, possessing the same black lustrous color and the peculiarity of streak that also distinguishes the new substance, graphite. Graphite so strongly resembling galena (bleiglanz) was given the name of blie (lead), and to distinguish it from the lead already found, it was called Wasserblei (Molybdena).

The early mode of lead pencil manufacture was simple. Graphite, as yielded from the mines, was treated much like wood. It was sawn into thin sheets, and these sheets again cut into smaller strips until they were reduced to pieces small enough to serve as pencils. These pencil strips were provided with a wood covering as a protection.

3. See number 3 of fifth grade.

GRADE VII.

1. Fifty Words Often Misspelled.

Test your new pupils with these.

grammar	exercise
business	forehead
potato	jewels
potatoes	lettuce
brethren	lightning
arctic	necessary
several	occur
geography	pursue
separate	rhyme
February	seize
judgment	writing
iron	truly
surprise	formerly
except	whose
niece	apron
until	spoonful
occasion	autumn
scissors	bicycle
believe	column
biscuit	colonel
spinach	describe
regiment	foreigner
rhubarb	salmon
Britain	yacht
college	destroy

2. Tell the story of the war on the west front.

3. See number 2 of Grade V.

GRADE VIII.

2. How They Raise the Money.

"How did you obtain the money for the Patriotic Fund?" Certain Victorian school children were asked this question. Some of their replies are diverting; for example:

1. Catching leeches and selling them to the hospital.

2. Washing a barrister's bull-dog (3 boys, 3s. 6d.).

3. Bringing in wood for the kitchen fire.

4. Keeping my dress clean for the week.

5. Cleaning father's boots.

6. Feeding the chickens regularly.

7. Milking a neighbor's cow, morning and night. (Of course, at the neighbor's instigation.)

8. Chopping morning's wood. Previously done by mother.

9. Laying the table for breakfast and tea.

10. Collecting eggs.

11. Going for the mail and coming straight home.

12. Birthday present, to do what I liked with.

13. Gathering up crusts in the school ground.

14. Helping to truck sheep.

15. Gathering and selling empty bottles.

16. Cleaning the stable.

17. Catching a tricky horse.

18. Selling rabbit skins.

19. Running errands for a neighbor.

20. Feeding the lambs.

Write a composition telling how a boy or girl in Manitoba might contribute to the fund.

2. Draw a map showing the routes by which grain is shipped to the Mother Country.

3. Tell the story of Western Canada's wealth in grain.

UNIFORMITY IN EXERCISE BOOKS

By G.R.F.P.

As a footnote to "R. M. S's" paper on the purchase of school supplies may I also suggest a discussion of the enclosed regulation. There is no particular method of doing these various things which in reality has any intrinsic superiority over all others, but for the sake at least of the pupil, cannot we all submit to some agreed standard, so that the habits formed in one room, and under one teacher, have not to be discarded and new ones acquired in the next room, or under the new teacher. This is a waste of energy on the part of teacher and scholar which should be eliminated.

We use the legal margin (see regulation 4) so that when exercise books and loose sheets are bound up or stapled, the reading matter is not obscured.

Regulations for Exercise Books, Roland School

1. A separate exercise book must be used for each subject.

2. Exercise books must be $9\frac{1}{4}$ inches by $7\frac{1}{4}$ inches, ruled and suitable for ink.

3. All work above grade 2 must be done in ink.

4. A light pencil margin of one inch on the right of the left hand page of the opening and on the left of the right hand page.

5. Exception—Spelling books must be ruled vertically in 3 or 4 columns.

6. All exercise books must be numbered consecutively from end to end.

7. No pages must be torn from regular class exercise books.

8. A blank line must be left between each sum, etc.; no ruling is necessary.

9. Finished exercise books must be handed to the teacher to be bound, to be used for reference until the end of the school year.

10. Name of pupil must be placed on the extreme top right-hand corner of test papers and underlined.

11. The end of each day's work must be marked by a line (broken in the middle) drawn across the page; in the broken part the date of the next day's work must be written.

By order of the Board,
Roland School No. 002, September, 1915.

Special Articles

LANGUAGE IN THE MIDDLE GRADES

By MILTON B. WARNER

How much and in what way is English taught in our ordinary grammar schools?

The first study that comes to mind, in connection with this subject, is English Grammar, the object of which is the acquirement of a knowledge of the English language. While studying this branch, pupils commit to memory different grammatical forms, are drilled in parsing and correcting ungrammatical expressions, and in analyzing sentences. This method makes pupils the possessors of principles and rules of correct English, but gives no actual practice in the use of language, and we can never gain the skilful use of any language by simply studying its grammar.

Children get, through composition writing, to be sure, some practice in using our language; but how much? By comparing the time spent upon this with that devoted to other studies, is it not found that hardly enough practice is given to make skilful workers; and is it not proved that this work is not the result of thought, expressed in such language as will be used by the children when their school life is ended? Do not our pupils now write upon abstract subjects, employing many words which do not embody ideas?

Still another means of practice comes through the reading lesson; but the results in even this have been found unsatisfactory, compared with what they should be. In a majority of cases, reading is the mere repeating of words, instead of an expression of thought and feeling. In a class of thirty-five (ages being from eleven to fourteen), I found but five or six who were able to use intelligently such words as were constantly occurring in their lessons. Out of a class of twenty-seven (ages rang-

ing from thirteen to fifteen) that was reading United States history, only five comprehended the meaning of tyranny, and tyrant and king were to them synonymous; but eleven in the same class understood the sentence, "Troops were quartered in the town"; twenty had no adequate notion of the meaning of opponent. These are but a few of the illustrations that might be easily multiplied. These pupils, surely, were forming the harmful habit of using language meaninglessly.

It seems to me, therefore, that our great object should be to obtain, if possible, some means by which the children in our schools may gain a thorough command of our native language, and thus be better fitted to meet the demands of life. In this spirit I would make a few suggestions, the result of observation, reading, and a somewhat limited study of the subject.

First: One aim of all recitations should be to make of them language lessons. In Germany, where education is reduced to a science, language culture is so constantly kept in the teachers' mind that pupils daily gain skill in expression. To make this sort of culture possible, all lessons could be conducted in such a manner that an opportunity for free expression may be given. As an illustration, suppose a history lesson is to be worked out upon the settlement of Plymouth. Assign the subject, and direct the pupils, a day previous, to collect, from various authorities, information upon the settlers' nationality, character, and religion; why they left their home; nature of their persecutions, their wanderings, and all incidents relative to the final landing at Plymouth. Reference books having been searched, and many ideas gathered; the pupils enter the class prepared

to express themselves upon the subject in their own language, thus gaining much skill in the use of English.

Second: Besides recitation-language work there should be studies adapted to the especial development of English, and the most important of such studies is reading. The object of reading is, first, to lead to an understanding and appreciation of the best writers in English, and to form the basis of future literature study. It is well to remember always that selections containing words unfamiliar to children must be thoroughly examined and explained in the class, before an attempt is made to read; for oftentimes a child, seemingly stupid, is only confused because the reading-matter placed before him contains new, long words, and expressions to him unintelligible. The second object of reading is to train pupils to read in pure tones, and with clear-cut articulation, that others may be able to interpret the full meaning of each sentence.

An occasional pleasant substitute for the reading-lesson is story-telling, or conversation upon some subject that would be likely to interest children. Still another capital practice is the reproduction, by the children, of stories which their teacher has previously told or read to them.

Third: Another sort of language

work for each day is composition writing, which may include short descriptions of familiar objects, and abstracts of geography, history, or other lessons. I have found it a profitable and interesting exercise for the pupils to write descriptions of some simple experiment, illustrating a natural law. Much practice upon the written forms of business letters, bills, notes, receipts, etc., ought to be introduced in connection with the composition writing, as well as much drill upon the proper use of capitals and marks of punctuation.

Fourth: There should be a constant repetition and explanation of difficult and idiomatic expressions, and of the grammatical use of language, together with the use of principal figures of speech.

While endeavoring to outline the kind of language-work that, it seems to me, is advisable to adopt in grammar schools, I have not omitted mentioning the actual study of grammar because I underestimate it, for such is not the case, knowing as I do that no one can make a pretence to scholarship without a knowledge of it; but it does not belong in the grammar school curriculum any more than do algebra and geometry since the object of grammar schools is to develop thinking men and women, not scholars.

EXPERIENCES IN GEOGRAPHY

By H. J. RUSSELL

At the outset, let me confess that my knowledge of geography is but limited. When I joined the high school staff, I was under the impression that I should be allowed to specialize in the subjects of my preference, and geography did not enter into my calculations. I find myself "teaching" it, however, but must disclaim responsibility and lay the onus upon the school timetable, which, at least, has always the merit of providing surprises.

From the standpoint of teaching, I

made the acquaintance of geography in 1912, and a little retrospection assures me that my students must have endured a somewhat dismal time. I thought according to what I thought were orthodox and approved methods, and as all the finals were navigated successfully, I suppose I may conclude that the results were not altogether disastrous. I wonder, though, whether those students will ever study geography again? One thing I learned: that when speaking of Western Canada, which I had travelled

extensively and knew well, I secured a reasonable amount of attention; but when dealing with the East, which I had not travelled, and of which I knew nothing, the students were hard put to it to appear politely interested.

In 1913-1914 I was "taken off" geography, so to speak, but in 1914-1915 the exigencies of the time-table again demanded that I demonstrate my experience in "the science or branch of knowledge which treats of the world and its inhabitants." Two classes required my attention—the Junior Commercial (Grade IX.) and the Primary Technical. The syllabus of the latter provides for geography in the primary year only, and demands a study of the following: Canada, Great Britain, the British Empire, the Argentine Republic, United States, France, Germany, Russia, China and Japan, and, in addition, a detailed study is required of a few selected industries. As far as I was able to ascertain, the students had not studied geography in Grade VIII., and consequently we were a little dismayed at the magnitude of the programme. However, we tackled the matter energetically, and in two forty-minute periods a week succeeded in swallowing if not digesting the greater portion of the fare. The commercial syllabus required general geography the first year, the same text-book being used, and as I felt that the technical outline was general enough, I taught much the same work in both classes. I cannot say that my knowledge had much increased. I had made, in the interval, a couple of western trips, gaining a few anecdotes and experiences, but of the rest of the world, with the exception of the British Isles, I was, aside from book knowledge, in more or less blissful ignorance. However, I believe I learned what not to teach, and as during the year a series of five examination tests showed an increase in the averages of both classes from forty to sixty per cent., I presume I need not reproach myself unduly.

At the beginning of the current term

I experienced what was probably a feeling of some relief on noting the absence of geography from my time-table; but the respite was but brief, for a change of staff brought about a change in time-tables, giving me geography with three classes. The same text-book was to be used in each class, but a review of the situation pointed to the apparent necessity of dealing with the subject from three different viewpoints: the one with a bias towards the technical; the second with a bias to the commercial; and the third with a bias to a standpoint that I have not yet been able to ascertain, but I know it must be different from the other two.

One of the classes was the Junior Commercial of 1914, now become the Senior, and in view of the comprehensive programme we had followed previously, I was hard put to it to pursue a course that would not involve wearisome repetition; but assistance came from an unexpected source. I had received during the holidays from the Commission of Conservation, Ottawa, a copy of *The Presidential Address Before the Royal Society of Canada, 1914*, by Frank D. Adams, Ph.D., D.Sc., entitled "The National Domain in Canada and Its Proper Conservation."

Upon a belated perusal, it proved so interesting that I determined to use it as a basis for a review of the Dominion by the class last mentioned, and upon request the Secretary of the Commission furnished me with a sufficient number of copies, expressing at the same time his pleasure in co-operating. It deals with the resources of the Dominion under the following headings: General statement concerning the physical features and natural resources of Canada., Agriculture, Forest Products, Water-powers, Mines and Minerals, Fisheries and the Fur Trade. It also contains two excellent maps of the Dominion, much superior to the ordinary text-book map, and numerous photographs and diagrams. New interest was at once evident throughout the class and from this book I was able to formulate such questions as:

a. Why is Canada referred to as being in the constructive period of development?

b. What relation does conservation of resources bear to a higher cost of production?

c. Are resources better conserved by hoarding or developing them?

d. What is the greatest problem in conservation that confronts us at present?

e. What general area of the Dominion is now most heavily forested?

f. Why should the farmer be interested in conservation? The business man? The railway company?

Having once found that geography might be taught by means other than the text-book, we soon collected additional sources of information and at the present time two of the classes are making active use of the following: The Canadian Almanac, Heaton's Annual Handbook of Canada, The Canada Year Book, publications of the Dominion and Provincial Governments, Boards of Trade and Railway Companies. We also secured from the Dominion Government, homestead maps, bank maps, agricultural maps and general resource maps.

In another class, with a view to comparison, a different method is adopted. Thinking over the popularity of the card index system in business, it occurred to me that it might be possible to make to school work some adaptation of the card plan and, as a result, I have had typed some sixty card problems in geography. These are numbered consecutively and each is supposed to require about thirty minutes in solution. Students may move about the room, studying wall maps, charts, etc., or to secure

the books referred to, but cannot help one another, as each is too busily engaged in solving his own problem. The questions are not taken from their own text-book, but do not differ greatly from the text questions. The fact, however, of being handed a card with a definite typewritten problem, seems to act as a special stimulus, and some of the results have been quite gratifying. Instead of reading their text-book, the students are learning to "use" it. The same set of cards answers for many lessons, a slight rearrangement only being necessary to ensure each student receiving a new problem. The questions were somewhat hastily constructed and are subject to revision. Two sample cards are appended:

Card 11.

What are the climatic conditions required for the cultivation of cotton? What countries export raw cotton? From what sources are the best qualities obtained?

Card 26.

Prepare diagrams showing:

- (a) The arrangement of the township and range lines in the West.
- (b) Plan of a Township.
- (c) Plan of a Section.

State exactly what is meant by N.W. $\frac{1}{4}$ -16—20—27-W.2.

In the third class I am, for various reasons, adhering more or less closely to the text-book and here the response, while fairly satisfactory, is obviously less enthusiastic.

Of course, my methods may be quite wrong. For such a stricture, my initial confession paves the way. But, speaking for myself, geography is not now without interest.

EDUCATION A LA HORNE

"Oh what is Education?" and "How to Educate,"
 These questions I have studied, and will now elucidate
 Horne's various definitions, of which I count just five.
 And when you've read them carefully be thankful you're alive.

BIOLOGICAL

Each aspect that's o'logical you study in detail,
 The first is biological mammal without a tail.
 Mammalians find there cerebrum increasing much in weight,
 This means that we can educate the human vertebrate.
 Now as we all are organisms, and conscious ones at that,
 Our bilogic aspect will define itself quite pat.

I.

"A superior adjustment of a conscious human being
 To what some call environment or racial achieving."

PHYSIOLOGICAL

But now we know the body does influence the mind,
 And Physiologic teaching the meaning this doth find.
 Athletics and gymnastics will make your Body sound,
 And thus of Education the second Phase is found.

II.

"A superior adjustment of a well developed being
 To what we call environment or racial achieving."

SOCIOLOGICAL

Well, what is this environment of which we hear apace?
 In sociologic language 'tis achievement of the race.
 Environment is spiritual, its elements are three,
 By knowing, willing, feeling, we react to what we see.
 Science and art, volition, teach both to think and do,
 And thus of Education the third aspect is true.

III.

"A superior adjustment of a conscious human being
 To the knowing, feeling, willing phase of racial achieving."

PSYCHOLOGICAL

"Men's Sana" follows on from this the case of mental growth,
 Pyschology to claim this case we know is nothing loath,
 What are the factors of this growth? We find that they are three:
 To imitate, take interest, make an effort to be free.
 And thus of Education the fourth phase is defined,
 In terms of right development of the conscious human mind:

IV.

"A superior adjustment of the conscious mental being
 To the knowing, feeling, willing phase of racial achieving."

PHILOSOPHICAL

What does Education mean? The meaning it implies,
 Philosophy unfolds to view before our wondering eyes.
 Man's origin, his nature, his destiny reveal
 An infinite capacity towards the Great Ideal.
 And this of Education, the final phase we reach,
 God in Good and Truth and Beauty is the Ideal we teach.
 "A superior adjustment of the conscious living soul
 By knowing, willing, feeling towards GOD, its final goal."

—M. Nicholson, April, 1914.

CITIZENSHIP

The only way that good citizenship can be effectually taught is by laying as a foundation a thorough comprehension of the fact that every individual is a part of one great whole, and that if things go wrong with the whole each part must suffer. The tendency heretofore of all teaching, both secular and religious, has been toward the individualizing of results. The boy has studied that he might be learned. The sinner has been harangued upon the expediency of saving his soul. With both of these might also have been taught that the highest life of the individual was a part of his duty to his brother-man. The example of the Divine Teacher was always in this direction. Brave, gentle, helpful, He fulfilled His duties as a citizen from the standpoint of individual perfection. If it is said that these are purely moral teachings, it may be replied that that can hardly be urged as an objection; and there is the advantage in this kind of teaching that it can be begun at once,

without waiting for the collecting, revising, and accepting of text-books. Let there be among teachers a recognition of the fact that democracy cannot even yet be said to be beyond the limits of experiment, and that it must fail to succeed upon the basis of individual purity, aggregate integrity, and cumulative co-operation. It is often said that "our good men stay away from the polls." These men should have been so trained that the thought of keeping just for themselves their integrity and conscientiousness should never have occurred to them. They should have involuntarily felt that the best that was in them belonged to their Country and their fellow-men. To begin now to work toward this end is the privilege of every teacher; and when, by and by, an enlightened public sentiment shall demand or permit the teaching of Citizenship as an essential of popular education, the ground will have been prepared to yield a full harvest.

LOST

Who's seen my day?
'Tis gone away,
Nor left a trace
In any place.
If I could only find
Its footfall in some mind,—
Some spirit-waters stirred
By wand of deed or word,—
I should not stand at shadowy eve,
And for my days so grieve and grieve.
—Emma Burt.

SOWING AND REAPING

We shape ourselves the joy or fear
Of which the coming life is made,
And fill our future's atmosphere
With sunshine or with shade.
The tissue of the life to be
We weave with colors all our own,
And in the field of destiny
We reap as we have sown.
—Whittier.

EXPRESSION IN READING

By G. F. R. PROWSE, Roland

Every Anglo-Saxon thinks he has a right to have his own opinions on religion, politics and economics; every teacher ought to have some definite ideas on the subject of oral reading.

No incidental discussion of this subject at our Miami Convention prompts me to express mine, some time on my mind, as a Terra Novian pedagogue once said, "according to conscience,

erudition and intellect." In the clash of opinions some one may gain a new idea.

The vast bulk of printed matter today is meant for silent reading—all news and most books. Our news is becoming more and more sensible, from a literary point of view, clear, free from rhetoric, and capable of rapid silent reading. The residue—a very small one relatively—suitable for oral reading or meant to be read, consists mainly of poetry, a very little deftly turned comedy and prose-poetry and lectures, sermons, etc. Matter for public reading is thus seen to consist of two groups—one informational, the other an appeal to our feelings. The character of the reading will vary fundamentally according to whether it is in one of these classes or the other. Every teacher should have a clear idea on this subject before assigning any piece of class work.

What for want of a better word one may call the conscious eloquence of the professional elocutionist, some preachers and the tragic actor is the most difficult, elusive and often the most fatuous of all the arts. It is paralleled by the writer who is first and foremost a stylist. Almost all the elocutionists and tragedy actors I have heard have left me cold or repelled, while the comedian has seldom failed to carry me with him. In comedy and farce we willingly surrender our critical faculty as to a fairy story, while in tragedy, I think, the critic in us is abnormally stimulated—our very being hangs on the issue in the struggle of man with inevitable fate. This reaches me best in the silence of the study. There is perhaps a lesson to be drawn from this for school use, and it is one which is I think fairly well understood: choose pieces for recitation which are amusing, or if serious which call for the employment of emotions well within the pupil's own experience and environment. The relation between the actor and the character he assumes for the moment is a very debatable, intricate subject which is too technical to be discussed here,

though of course it has a bearing upon our subject. Does the pupil become better for reciting about a good action? Does he learn to hate injustice when he assumes the part of a villain? I shall come back to this.

The laws of informational reading—lectures, descriptive and expository school matter—are practically fixed and readily understood. The aim is simply and solely to convey the meaning to the audience with the greatest effect and least effort. There must be constant drill on articulation and the proper pauses and emphasis. The subject admits of scientific treatment, conforms to well known laws. Generally speaking, if there is any personality displayed it should be that of the writer, not of the reader, but of course there is no hard and fast line between informational and emotional literature.

When we come to emotional reading, it seems to me many of the rules and regulations which govern informational reading go by the board; we are dealing with an art, not a science. To make my meaning clear at the start, I will give a concrete illustration. I have heard well-known passages of Scripture read with an infinite variety of emphasis, each giving a new joy and a new meaning or an added meaning. This is why, I suppose, audiences were willing to pay Patti \$5,000 for a couple of songs, and gratefully accept "Home, Sweet Home" as an encore. The great singer could strike some new chord of feeling never before brought out in those familiar words. An English friend of mine, who has written on this subject, used to amuse us by carrying the emphasis from one word to another in the well known Shakespearean lines: "My Lord, two moons were seen last night"—MY Lord, My LORD, etc. Beneath the humor of this passage a lesson can be discerned, provided we are careful to avoid such pitfalls as the great classic: "And he said, 'Saddle ME, the ass'; and they saddled HIM." Scripture and the greater writings are full of deep meanings beyond the compass of any one

person or any one recitation to bring out, and teachers should be careful to choose only the best peices and encourage pupils to vary their delivery of them. They would rid us of much of the singsong reading. I attended the church of the clergyman who was acknowledged to be the best reader in England, for over a year; but to me his reading seemed too mechanically perfect, like an automatic piano. We all know thé different effect produced upon us by some technically perfect musician, who plays without any soul, and the sweet player who fills us with delight, even though time and tune may falter for a moment. There is encouragement for us in this; excellent work can be and is done in our schools, work which undoubtedly enriches the character of pupils; they are inspired to be better and to do nobler deeds. Done judiciously, there is no work which will repay the teacher so well as careful training in the art of reading.

The difficulties must not, however, be overlooked. It must be recognized that English is probably the hardest language in the world to secure good results from; if it were not for our Bible, the wealth of our literature and its personal individualistic character and the hallowed association of words like home, country, it would be an impossible language emotionally. The decay of inflection has increased the flexibility and capacity for nuances of meaning; but it has decreased the sonority of the language. When you hear Homer, or even a classical Lutheran prayer, or Chaucer, well read, you recognize our emotional loss in allowing inflection to decay. The nearest approach to these, for us today, is to hear a chapter of Isaiah read with the remaining inflections, mainly the part participles, judiciously emphasized. I think our language also suffers from a subordination of the soft vowels, but here I am on more disputable ground. I heard all the languages of Europe spoken around me for over a year, and Italian seemed by far the more persuasive. Lis-

ten to an Italian and an English song on a gramophone, and you will notice a timbre in the first almost unattainable in English. Reducing these points to practice, a judicious use of the remaining inflections of English should be made and, perhaps it would be safest to say, the flow of the metre and the rhyme should not be deliberately avoided, either in prose or poetry, as some would do today for the rhyme certainly. The great poet-readers did not slur the rhyme of their pieces.

To come a little closer to school conditions. I have always remembered a remark of Dr. McIntyre's about a celebrated elocutionist who refused to give Kipling's "Recessional" because he had not had time to assimilate it; he required three years to enter into the feeling of a piece. Let quantity and drill be its rule for informational reading, but let quality rather than quantity, freedom and spontaneity be the motto in education reading; a piece or two for each pupil, chosen to suit his environment, emotional development and voice capacity, for we have not all the sonorous voice of a Gladstone or the charm of a Jenny Lind. I think the advice given by Miss Holton at Brandon a wise one: give each pupil a piece or two as their "very" own, not to be used by others, and leave him free under general instructions to develop it himself to a great extent. She promised a book on the subject. I have not explicitly emphasized the emotional expression to be brought out in each piece; it should be all a pupil knows, feels and judges; it can never be twice be twice the same in outward expression if it is to conform to reality. I think I have made it clear that, if it is too strong to say the rules of informational and emotional reading differ, it is true to say that the additional calls of emotional reading are so inconsistent, that some of the requirements of informational reading fall into the background. There is one best way for a descriptive piece, all others are more or less faulty; there

is really no prescriptive best way for such pieces as "A man's a man," and "All the world's a stage."

A curious little example of Miss Holton's advice about assigning a particular piece to each pupil exclusively occurs to me. The street cry of newspaper boys in London, Paris, New York

and Winnipeg all have a haunting similarity; this can hardly be due to direct imitation; it must be the spontaneous, more or less personal expression of the same emotion. Given proper general instruction, a child will find suitable expression for the simpler feelings of joy, pain, surprise.

REPAIRS TO SCHOOL HOUSES

By W. VAN DUSEN, Stonewall

One of the first and important duties on inspectoral rounds is to look after school property and the premises in general. This includes and implies the repairs or improvements of buildings. The housing and bodily comfort of the boys and girls is vital to the operation of the school.

It goes without saying that the trustees are responsible for this kind of work, but the teacher can and should do much to assist them from time to time. She always knows the real needs and what is absolutely necessary without waiting, may be, three months before the inspector comes round.

A broken desk, a pane of glass out, a lock off the door, a squeaky door, hat pegs missing, a faulty furnace, a dirty floor, loose desks, no dry wood in the shed in case of bad weather, disorderly and insanitary closets, no shelves in the teacher's office, and many other similar matters, are common occurrences.

In every district, mechanics can be found who can do all kinds of carpenter work cheaply and quickly. This would save time and expense, saying nothing of uncharitable thoughts, owing to lack of repairs.

During a recent inspection in a certain district, I found it necessary to call a special meeting of the trustees to consider neglected and important repairs to their school. Incidentally I discovered that they met as a board but seldom, perhaps once or twice in the year. Evidently the secretary-treasurer was willing or else trying to do the duties of all.

This is entirely wrong. Trustees should meet at least once a month, having a regular date and place, in order to do their work in a business-like and legal manner. Having a fixed date would save the secretary sending out notices, or may be travelling miles—a serious matter at certain periods of the year, at least.

I found moreover that the cause of this neglect was carelessness more than expense involved, and that a shifting of responsibility from one trustee to another also accounted for much misunderstanding and loss of time. When trustees take their declaration of office, surely the keeping of the school in repair becomes a binding duty.

In all these problems, it is the children we are working for, and we should all be open to friendly criticism.

RETARDATION

Mr. Benezet in discussing the conditions found in his schools, gives four good reasons for retardation, namely: Late entrance; sickness and irregular attendance; changing from one school to another; lack of sufficient study at home. In regard to the third cause, Mr. Benezet would have all students

finish in the school in which they started, whether it be public, parochial or private. To the last cause he attributes most of the failures of pupils in the higher grades and the high school. Too much time is spent at places of amusement when the student should be at home working at his books.

THE SIX AND SIX PLAN

By R. THANE COOK

The Six and Six plan is a division of the educational system at present generally consisting of eight years of elementary and four years of secondary work into six years of elementary and six years of secondary work.

Germany, France and England have secondary courses covering six, seven, eight and nine years. Japan has quite recently organized her school system in accordance with the Six and Six plan. In all of these countries the elementary course does not extend over six years. The system of education in America has not been outlined and constructed upon sound pedagogical or psychological principles. The central government has given it little or no attention. Each local district, city and state has gone about its affairs blindly in its own way. Our educational system, if we can call it such, is young. The first high school had its origin in 1821, and the requirements for admission into its courses were ability to pass examinations in reading, writing and grammar. The eight grades have developed largely by accident. As academies and high schools sprang up in increasing numbers, in order to prepare for college and university, new requirements were added. To meet these requirements a year or two or three were added to the elementary course. In this period of our educational history the chief aim of education was to prepare for the professions. To this end the regular classical courses with great emphasis on English, foreign languages and mathematics were offered. The school year was often not more than five months in length, teachers were poorly prepared, and equipment was scanty. In this day and age a pupil ought to progress at least twice as rapidly even with an enriched curriculum.

At about the age of twelve years the child reaches the adolescent period. Conscious reasoning power develops. New aspirations and hopes spring into

existence. Individuality asserts itself and restlessness at being tied all day long to one teacher's apron string is often quite evident. At this time the child should be given a larger field of activity and a more extended horizon. It is the psychological period for him to enter the high school.

Much that is now taught in the eight grades is tiresome repetition or sheer waste. The average child starting to school at six with a fair foundation in knowledge and attending school for eight years, nine months or more in each year, under the instruction of a good teacher, does not know at the end of that time, at the age of 14, as much as he should. A well organized six-year course ought to equip a child so as to enable him to take up secondary work. Any high school principal is willing to accept a child into the high school courses who can write legibly, add, multiply, subtract and divide; and read a paragraph of ordinary English with understanding. We would be pleased if all our high school pupils could do those simple things. They ought to learn that much in six years.

Andrew S. Draper, on November 26, 1909, said: "We believe that the elementary school courses are too much prolonged, that unnecessary branches are included, and that there are often more grades of text books than are desirable in one branch; therefore, we shall soon recommend six grades instead of eight in the confidence that it will be more, rather than less, efficient."

As early as 1893 the Committee of Ten advocated the extension of some secondary subjects down into the elementary school and departmental work in the upper grades. In 1905 the National Education Association appointed a Committee on a Six-year Course of Study for High Schools. In 1909 twenty-two cities in twelve states had adopted the Six and Six Plan. Recent figures are not available, but it is safe to say

that the schools operating on the Six and Six Plan or some phase of it now number several hundred in practically every state in the Union. As a result a better day is coming for both child and teacher.

Under the Six and Six Plan each seventh and eighth grade child has six or seven different teachers. Each teacher is a specialist in his line and can teach it well. The child thus has the opportunity of coming into personal contact with several personalities each day instead of one. Some of these teachers should be men and some women. Better lessons are prepared for the child feels a responsibility for each lesson to each teacher. He cannot so easily offer the excuse that in preparing one lesson he neglected another.

The plan offers better opportunities in manual training, home economics, science and the languages for better laboratory facilities can be offered and better instruction furnished.

With a close articulation between the sixth and seventh grades practically all

of the sixth graders would enter the high school, and once in the unified six-year course few would drop out. There would be no gap between the eighth and ninth grades. The six years would be one unified whole. Pupils can be promoted by subject rather than by grade, and thus the dull are not held back while the exceptional pupils may proceed as rapidly as their talents will permit. The course may be made flexible, and individual tastes, aptitudes and aspirations cultivated and satisfied.

The social side cannot be overstated. The upper grade pupils become a part of the high school and enter into all its activities, athletics, debates, school paper, plays and parties.

The Six and Six Plan cannot be adopted in its completeness in any school in one year or two. It must be a growth. Its success will depend on many local factors, but many of its good features can be adopted and put into practice by any school superintendent.

Indian Summer

September's days have passed, and her successor
 Sees still some fields ateam with fruitful sheaves;
 The trees are golden, red, or russet brown,
 And forest pathways soft with fallen leaves.
 The clouds of smoke from dawn till dark ascend,
 As the last fruits of harvest safe are stored.
 Chill frosty morns, cold winds, a little snow
 Sure signs of Winter's coming now afford.
 But nay! Chill Winter's hasty eager claim
 Not yet shall seize and hold in icy bands;
 The sun disputes his haughty wish to reign;
 Summer returns, and on the threshold stands
 Bidding farewell, with slow regretful tears
 While Winter waits without. Then gracefully
 She leaves us; and so herself endears
 To all our hearts throughout the passing years.

—Frank S. Cockbill.

Children's Page

Bird Poem

Extract from "Autumn Among the Birds"
By Edith M. Thomas

Snipe

Peet-weet! Peet-weet-
I've such cold feet,
And nothing to eat!
The creek is so high
That I can't keep dry
Except when I fly!
Peet-weet!

Bobolink

Link-a-link! Link-a-link!
My diet has made me weak;
The fields of rice must be so nice.

(To the Snipe)

I'll go with you, I think—
Link-a-link!

Red-Shouldered Blackbird

Bobaree! Bobaree!
A frost you'll see—
You'll see to your sorrow,
If you wait till tomorrow—
Bobaree.

A House-Wren

Sh! Sh! Sh!
Everyone loves the Wren!
Wait, and just once again
I'll go, and, as still as a mouse,
Peep into the little house
They built for my use alone,
With a door and a porch like their own!
Sh!

A Robin

Quip! quip! Cheer up! Cheer up!
But I think we ought first to sup;
With such a long journey ahead,
Pilgrims should be well fed—
Quip! quip!

Chorus of Birds

Peet-weet, Bob-a-link, Bobaree!
Sh! Sh! Quip! quip! Be Quick!

EDITOR'S CHAT

Dear Boys and Girls,—We are only going to have a short chat together this chill November day. We have given you such a long poem this month and we have several things to say later about the Audubon Societies so we will not talk very long this time. Of course, there is only one great subject to talk about from now until January, and we don't think you will need three guesses to find that it is Christmas. There is so much to get ready that it is best to begin now, and besides it takes a long time for parcels and letters to reach France, and so many of our remembrances will be going there, and to the Dardanelles and Egypt this year that we must pack our boxes soon and get them away. And be sure when you are sending the parcel to your Daddy or your brother, or any other of our brave young soldiers, to tuck a little note away in some odd corner. And no matter what you are sending, **make a strong parcel**. This is most important because the long journey and many changes will tear any ordinary parcel to pieces. Use the strongest brown paper, several layers of it for soft things, and lots of string, and write the full address on at least two of the wrappings, so if one is torn off the other will give directions. If you are sending a cake or candy put them in tin boxes covered with heavy paper and well tied with cord. Fill up every nook and cranny with gum or nuts or candy, and then put shavings or sawdust on top to keep things from

moving and breaking. And after following all these directions send off your parcel as soon as you can so that no poor homesick soldier may be without his Christmas present. Wont some of you write and tell us about packing these boxes for our soldier boys?

Before we close our little chat we would like to tell you of a most neatly written and interesting composition which came from Edith Hill, of the East Ward School, Portage la Prairie. Later on in the year we hope to publish this little story of a brave Canadian girl. Edith has just passed out of Grade III., and her work does her credit and would be an example in neatness to many older and more advanced pupils.

Our prize story this month is written by Vernon Grose, Grade V., Kinloss School, Reston, Man.

Honorable Mention: Francis Pierce, Alvin Pierce, Adeline Armstrong, Kinloss School, Reston; Katie Melvin, Robert Wicks, Wilks School, Pierson, Man.; Hazel Elliott, Willie Fraser, Franklin Basso, Lily Basso, Makaroff Consolidated School; Edna McIntosh, Anna McIntosh, Jennet Brown, Eunice Grantham, Beatrice Grantham, Silver Stream School; Marguerite Buchanan, Gourlay School, Justice.

Next month we will give a prize for the best story of "My Idea of Christmas in the Trenches," or a story on "What I Did to Give the Soldiers a Happy Christmas." Tell what you think the men will do on this great festival.

PRIZE STORY

The Prairie Chicken

The prairie chicken is one of our Manitoba birds. It remains with us all year, seeming perfectly contented if it has plenty to eat and drink. It is of a brownish grey color, so much like the grass that it is hard to distinguish the difference.

The prairie chicken when making her nest hollows a little hole in the ground

in some brush. She lines it with feathers and grass.

When she lays her eggs and a dog or cat happens along to rob the nest she flies along the ground so the dog or cat will run after her and won't be able to find the nest. The bird sits on the eggs for three weeks. After they are hatched the chickens are yellow with black streaks down the back. When

they are a few days old their mother takes them away from the nest to find some worms for themselves.

In the Fall, when the little ones are grown up, they fly away to a wheat field and eat wheat.

When the prairie chicken season opens they hide in the sloughs in the long grass where they cannot be easily seen. This year they are very scarce because there was no water for them to

drink; also there were so many shot last fall.

In the winter they eat seeds that they get around the straw stack. Every morning in the winter you can see them sitting in bunches on the snow. They have feathers on their legs to keep them warm. Some of them dig a tunnel under the snow, and sometimes the top will freeze over and they stay there till spring. Sometimes a wolf will dig them out and kill them.

OUR AUDUBON SOCIETIES

We have had a number of good stories of "How we Formed Our Audubon Society" from the Balmoral School. Unfortunately these were too late to enter the competition, but we will tell you what the Balmoral boys and girls have been doing. Some of them entered a Bird House Competition held at their fair, and there were various kinds and plans of bird houses. All the scholars combined in building bird baths with some bricks that were around the school. These baths they lined with tin, and many birds came to drink there. This is a splendid idea for schools for next spring. Old tins, baking dishes, etc., banked with earth and perhaps

with flowers planted around them would be ornamental as well as useful. We would give Honorable Mention to Muriel Andrew, Gertie Watts, Edwin Rutherford, Constance Simpson, Marion Maciver, Alfhild Moen, Ainsley Holloway, Gordon Holloway, Adelaide Cotter, Norma Stonhous, Agnes Rodway.

Audubon Clubs

Chater School.
Pierson School.
Balmoral School.
Silver Stream School.
Grade VI. Model School, Winnipeg.
Grade V. Model School, Winnipeg.

ATTRACTING THE WINTER BIRDS

In making plans for attracting winter birds, one needs to consider four things: the kinds of food to be used; method of exposing it; means of shelter from the severity of the weather; and the protection of the birds from their enemies. A study of the habits of birds which we expect to attract will give the clue to the successful solution of the problems involved in these considerations. As regards their food, our winter birds may be grouped in two classes, insect-eating birds, such as the chickadees, woodpeckers, nutthatches; and seed-eating birds such as the sparrows and juncos. In general, animal food will attract the first class and vegetable

food the second, but insect-eating birds often eat vegetable food, and seed-eating birds often eat animal food.

Of course, in times of great hunger birds will often eat food which at other times would be unattractive to them, but the following are some of the preferences shown by the birds as reported by different observers:

The chickadee prefers sunflower seeds, and raw pork rinds.

The white-breasted nutthatch eats everything from cracked corn to suet, but seemed particularly fond of walnut meats.

Suet in good sized lumps, and broken dog-biscuit broken into large and small

pieces is found acceptable to nearly all birds.

The woodpeckers eat nothing but suet, while the juncos eat nothing but crumbs and seeds. The birds have a decided preference for doughnut crumbs. Chickadees and nutthatches like nuts and squash seeds best. They take nuts, shells and all, when broken, and the squash seeds are broken in two.

Jays are attracted by chestnuts and whole corn.

Sparrows are fond of picking over hayseed and chaff.

Suet has been found to be the best animal food, being especially adapted for use in very cold weather as it does not freeze readily. Sunflower seeds are perhaps the next best when the snow is deep on the ground. Coal ashes should be put out to supply the birds with grit. If this food is placed out early in the year it may induce some birds to remain who would otherwise leave. All food should be given regularly, particularly during cold or stormy weather.

A number of observers have found that by keeping out food constantly, birds which have fed during the winter months have remained to nest, either in bird-houses or in nearby trees. One observer reports that chickadees will

feed on suet all spring and that the male feeds the female with it while she is on the nest.

Under the heading "Method of Putting out Food," the following suggestions are made: (1) Pieces of suet may be nailed and tied to the tree trunk. (2) A small patch of ground may be swept clear of snow and a tent of two shingles may be erected, and grain and crumbs scattered underneath this shelter. (3) A board with a ledge on it and a few holes bored through may be attached to the tree trunk and food placed on that. (4) An open box with a strip across the lower side of the opening may be placed on a tree with its back to stormy winds. Food may be kept in this shelter-box. (5) A cocoanut shell filled with fresh pork and nut meats tied to a tree.

Now girls and boys, here is your chance to make the birds love you and to keep them in your neighborhood. Try some of these suggestions, and if you can persuade your school trustees to add to your library the little book from which they were taken, we are sure you will enjoy it and find it a great help in your societies. The book is called "Methods of Attracting Birds," by Gilbert H. Trofton, published by Houghton Mifflin Coy. Price \$1.25.

SEE IF YOU CAN CORRECT THESE

Do you boys and girls know that some of your best letters and stories have ungrammatical expressions? I am going to give you some of your own sentences and you talk them over with your teachers and see if you can't find out what is wrong and be very careful next time you are writing, with these tricky little words:

"There is a lot of birds around."

"I seen a whip-poor-will too."

"We was going to make a bird bath."

"We all done something for the birds."

"There are fifteen that has joined."

"There was pieces of brick laying around."

"It is only fair to say that the boy who breaks is the same boy, ill-taught and ill-trained as the boy who makes; and that the boy who breaks most is the boy who, if his energies were properly directed, would make most."—Discussions in Education, Walker.

Selected

The Spirit of the Prairie

By J. W. Foley

Night, and the stars in the heavens; night and the sod for a bed;
 Nothing but bunch-grass beneath you; nothing but sky overhead;
 Maybe a spark from your camp-fire, just a faint flicker of light;
 Maybe a pony's shrill whinner—nothing but that and the night;
 Nothing but stars and the Prairie, rolling and rolling and dark,
 Silent and hushed as the ocean; but in the distances—Hark!
 Wolves howling mournfully, dirging in a long flesh-creeping wail,
 How close you come to your Maker when you pitch camp on the Trail!

Far as a day's journey takes you from the last ranch-house or shack,
 Only a faint trail to follow on with your Trail horse and pack;
 Never a silence as solemn anywhere else in the world
 As of the Prairie at evening with its gray twilight unfurled.
 So it grows deeper and deeper, never a quiver or breath,
 Big as the wash of the ocean, still as the stillness of death,
 Save where the wolves cry in darkness with a long flesh-creeping wail,
 How close you come to your Maker when you pitch camp on the Trail!

Ranch-house nor creature nor rider, fifty miles forward or back,
 Nothing but stars and the Prairie, night and a buffalo track.
 Just a faint trickling of water flowing along down the creek,
 Stars seem to sing in their twinkling, stillness so heavy and thick;
 Hours flitting by like black shadows—brushing you when they go by,
 Hours that you lie there and wonder what of the stars in the sky,
 Try to solve all of the problems—Life, Love, and Sorrow—and fail,
 But you come closer up to them when you pitch camp on the Trail.

Darkness and stillness—aleness! All of the world for your own,
 Watching the night and the Prairie out on the Trail all alone,
 Thinking of things that are distant from the rough life of the range,
 Hushing your own voice to silence, with its weird echoes and strange;
 Frightened? Well, no, not exactly; awe-struck, perhaps, when you lie
 Looking out into the darkness, watching the hours go by;
 Hearing the wolves in the distance sounding a flesh-creeping wail,
 Thinking how close is your Maker when you pitch camp on the Trail.

A TALK ON INSECTS

William Lewis Nida

Insect Enemies

Almost every plant has an insect enemy that feeds upon it; and the farmer who wishes to protect his crops, orchards and gardens must know how to fight these plant enemies. Insects form about nine-tenths of all the animal life upon the earth. Hundreds of mil-

lions of dollars' worth of farmers' produce is lost each year because of insects.

Insect Friends

Certain insects, however, are useful to mankind. Some gather honey and carry pollen from flower to flower, while others spin silk, and still others

clean away dead animals. These friends of man are: bees, wasps, dragon flies, tiger beetles, silkworms, and many others.

Parts of Insects

Insects when full-grown have the body divided into three parts: the head, the middle part, or thorax, and the abdomen or back part. On the head are the eyes, the feelers, called antennae, and the mouth. The chest or thorax bears the wings, of which there are usually two pairs, and six legs.

Biting Insects

There are among insects two kinds of mouths. Such insects as grasshoppers and beetles bite the food. Others, such as mosquitoes, bedbugs, bees and butterflies, suck their food. Insects with biting mouths have two pairs of jaws with which they chew their food; and they often eat bark, leaves, fruit and flowers. All these biting insects may be killed by spraying poison on the plants on which they feed.

Sucking Insects

Insects with sucking mouths usually live upon the sap of plants or the blood of animals. Some few of them, such as bees and butterflies, feed largely upon the nectar or sweets of flowers. Since they get their food from the inside of the objects on which they feed, we can not poison them, but must find some other method of fighting them.

Contact Insecticides

Substances have been discovered which will kill insects when covering or touching their bodies. These are called contact insecticides. Insects do not breathe through their noses or mouths, but they have little holes, or pores placed along both sides of their bodies, and through these the air passes in and out. When anything clogs these breathing pores they die. It has been found that certain oils and powders will destroy insects by smothering them. Oils may be mixed with other materials so as to prevent damage to the plants on which the insects live. Kerosene emul-

sion is such an insect destroyer. Poisons may be put on the plants before insects appear as a protection, but contact insecticides must be applied to the insects themselves.

Moulting of Insects

Insects have no bones or inside skeleton, but the skin becomes very hard and horn-like and is usually considered the skeleton of the insect. As it becomes hard it will not stretch; and when the insect has grown so large as to entirely fill this hard coat, a new or soft coat forms underneath; and the old one is shed or cast off. The casting off of and old coat, or shell, is called moulting. The skin is moulted several times during the life of the insect, and each time it becomes larger. The chief changes in the insect's life usually come in the last two moults.

Stages of Development

Wasps, bees, butterflies, moths, beetles, flies, and mosquitoes have very remarkable changes in the last moults. Such insects are said to have four stages of life: (1) the egg stage, (2) the larva or grub stage, (3) the pupa stage, (4) the adult stage.

Larva Stage

Eggs hatch into the larva stage, which is the time of growth and when most of the eating is done. The larva of a butterfly is a caterpillar, that of a fly is a maggot, and the larva of a mosquito is a wiggler. Some insects eat all the time during this growing stage, never going to sleep. They stop only long enough to cast their coats. The kinds that live on flesh have, in some instances, been known to eat two hundred times their own weight in a single day.

Pupa Stage

The larva then goes into a resting or sleeping state, enclosing itself in a case of some kind. This is called the pupa stage. Silkworms spin for their pupa stage a silken covering called a cocoon. While in this state the insects go through many wonderful changes.

Wings and legs are grown and after a short time the full grown or adult insect comes forth a fly, a mosquito, or a beetle.

Freezing the Insect

The blood of insects is transparent like water and is pushed along through the body by the beating of a large vein or artery which lies along the back, instead of by the beating of a heart. Insects are cold-blooded and can freeze without being killed. During the winter insects hibernate; that is, a great many varieties live through the winter hidden away among old grass or under

stones, logs, bark, and in the ground. Even the eggs of insects may be frozen solid and remain uninjured.

Insect Life Short

Insects generally die soon after laying their eggs, though some kinds live longer, raising several broods. A great many die before their eggs hatch. Insects are found in all countries at all times of the year. They are found in our homes, gardens, and fields; in the air, water, and the earth: both within and upon the bodies of animals.

From "Elementary Agriculture"—Flanagan Co., Chicago.

THE WORKSHOP IN SCHOOL

It is a good day for us when educators discuss the value of the workshop on character and culture. No one thing can do more to counteract the vicious tendency of adventurous labor agitators, whose motive is selfish, revolutionary, or cranky. Thus far the teachers have been eminently wise in their deliberations and utterances. Now and then a conservative prejudices the workingmen by his logical inertia, and an occasional schemer bids for local popularity with the labor element by visionary ideas of the panacea for all labor ills by the introduction of industrial education into the public school system. These are exceptions so rare as to be of little account. The American educators are above the tyranny of conservatism and the trickery of bidding for temporary popularity. If the workshop can benefit the school, the pupil, and the nation, then the teachers will welcome it heartily.

If, however, the school workshop is merely to make better mechanics—if it is merely to help students earn more money when they leave school, then the teaching fraternity will not welcome it, though they may not oppose it. We have taken an interest in all the experiments and discussions that the question has developed, and the more closely we watch the development of the idea, the more definitely we see it linked to the

school life, the more are we impressed with the fact that it is less the "what" than the "how"—less a question of whether we shall have the workshop-annex than how we shall annex it. Its coming is inevitable. It is already upon the threshold of the school-room, and it will come in. All the teachers of the land, all the educational officials, may devote their time and talent to the attempt to shut the door in its face, and they will have their labor for their pains, and pain for their labor. The workshop is here to stay so long as there is discord between labor and capital. It is a wasted energy, as well as bad policy, to antagonize it. Bright, witty, keen things may be said against it as an educational attache, but that signifies little. The laborer "feels his oats"; he has political power, is combining forces, and proposes to be recognized in all quarters. In some way the school system will acknowledge his importance, and this is the way specified to recognize the majesty of the shop. We can use the workshop, or abuse it. We can amuse ourselves with it, or infuse ourselves into it. It may become what the average agricultural college is—a mere sop for political effect—or it may be a power for good. Let us, as educators, devote ourselves to discovering how to make something of it, how to profit by it, how to ennoble

the school, the pupil, and the land through it.

Our first work is negative, is to fortify the school against harm from its coming. The "crank" will ride upon the crest of the wave, and we want to gather him early as debris tossed upon the beach, utilizing him for kindling other fires. We must not depend for success, however, upon our skill in preventing harm; we must secure positive advantage.

First, we must make the workshop an intellectual acquisition. The primal mission of the school is intellectual. It must quicken mental activity, develop mental force, direct mental energy, unify mental processes.

The school-room has no use for any annex that does not in some way contribute to this mental advantage. The work-shop has come, and it is for us to define and establish its intellectual mission. That it has such a mission it is too late in the world's history for us to deny.

Secondly, its moral possibilities are to be discerned and utilized. There can be no question but that industrial education can be highly serviceable in bal-

ancing moral forces, in ballasting erratic tendencies, in controlling fractious impulses. He who shall make a close study of the utility of the school work-shop in the development of moral forces will do much for the present peace and permanent prosperity of the school system. Thirdly, its patriotic or political advantages are to be emphasized. Through the work-shop, in which the child of luxury and poverty work side by side in their school years, labor and capital may be harmonized; and when the atmosphere is tainted with the miasmatic tendencies of distrust, disloyalty, and destruction, we can afford to experiment, wherever there is promise of patriotic tonic for the political system.

Lastly, its financial advantage to the school and the scholar is not to be despised. As an economic measure in the matter of appliances and apparatus it promises much, since the great lack of opportunity for experimenting may be overcome by utilizing the developed mechanical skill and ingenuity of the pupils. Neither are we to despise the public advantage of individual habits of industry and facility in mechanical activity.

FOOLISHNESS OF TEACHING

By J. M. GREENWOOD

"One thumb and one thumb, are how many thumbs?" This is a weighty problem in primary arithmetic. The mental effort required by the abstract nature of the proposition for the six-year-old to grasp, the relationship existing between one thumb and another one thumb, involves, at the outset, otherness, plurality, and thumbship totality. This is more than a common question; it is decidedly uncommon, as a little reflection must convince any one.

First, there is the idea of a thumb. A thumb may be of any conceivable kind. Thumb is the genus; some species are comical and chubby in shape; others blunt, winding, and hypothetical; not a few slender, snaky, and sinister;

while many are good, solid, honest thumbs. From one thumb first comes the percept, and from an extended tour in the thumb region the general concept is obtained. But this is somewhat in advance of the real issue, which involves two thumbs only. Suppose the child knows an ordinary thumb, or even a common scrub thumb, when he sees it. This acquisition is so much positive knowledge—working capital, so to speak, in thumb stock. It is the initial point in thumb-problems. The mind must invariably revert to this centre, and then strikes out, as the spokes from a hub, in search of new percepts.

But we must trace the process more minutely. One thumb! What a word

—“one thumb!” The pupil looks at one of his thumbs. He beholds it as a thumb—simple, naked, and perhaps clean. Yet it is a thumb—flesh and blood. He puts it into his mouth, and is not mistaken. Next he glances around. Another thumb is not hard to find. It is seized upon, and, mentally speaking, it is placed in juxtaposition with thumb number one. Reduction is the third step in this tremendous process. A slight displacement of nerve-cells, a tremulous, vibratory motion, a recognition of the aforesaid motion, and the combustion of a very small quantity of brain-fuel, and the reduction and the transformation are complete—the two thumbs become double and single—the abstract form of which is one-thumb + one-thumb = two thumbs, whence *Quod Erat Demonstrandum*; or the proposition is completely established that somebody is otherwise. This is a great forward movement in incipient thought. It is a grand discovery in the direction of helping the child to find himself even from the ends of his thumbs to the tips of his toes.

So far the work has been synthetic; now it is analytic. The two-thumbs must be torn asunder, and each examined separately, and all likenesses and differences carefully observed. This technically is called “clinging the nail.” Sometimes this problem assumes a more logical interpretation. Not long since, I heard a square-bodied, square-headed, red-haired youngster deliver himself of the following bit of eloquence upon the “thumbs,” which was proposed to him in this form: If you have one thumb on your right hand and one thumb on your left hand, how many thumbs have you on both hands?

Speech: “Since I have one thumb on my right hand, and one thumb on my left hand, I have as many thumbs on my right hand and on my left hand as the sum of the thumbs on both hands, which is two thumbs. Therefore, I have as many thumbs on my right hand and on my left hand as the sum of the thumbs on both hands, or two thumbs.”

The argument was conclusive, and the orator stuck up his thumbs as evidence of his real knowledge of the subject “on hands.”

THE HEALTH SUPERVISOR

The task of the supervisor of health of pupils may be divided into several parts. These parts are as follows:

1. To see that the child is properly clothed.

2. To see that the child is physically clean.

3. To see that his eyes and ears are all right and are properly cared for.

4. To see that his teeth are sound and are kept clean.

5. To see that he is shielded as far as possible from contagion.

6. To see that, in case of contagion, the patient gets the best possible care and exposes as little as possible other children to the danger of contracting the same disease.

7. To see that all conditions about the school are as they should be as to

light, heat, recess periods, playgrounds, drinking water, drainage of the school premises, the presence in the neighborhood of offensive conditions, etc.

8. To see that teachers and janitors are free from disease.

9. To see that the State or other agencies provide clothes, food, means of cleanliness, medical attention, etc., when the parents are unable to furnish the same.

10. To see that patrons and taxpayers understand what is going on and see the necessity of it.

11. To see that public funds are provided wherewith to do all the things enumerated above.

12. To keep thoroughly posted on all the newest and best things in health matters.

MINIMUM EQUIPMENT OF ONE-ROOM RURAL SCHOOLS

What the minimum equipment of a one-room country school should be, without impairing the efficiency of the school, has been for many years the subject of study on the part of school authorities. One of the most carefully worked out lists prepared by a school superintendent is that of Mr. James J. Bevan, of Mauch Chunk, Pa. Mr. Bevan's list is as follows:

The School Grounds—One-half acre or more for playgrounds and school gardens, surrounded by a good fence. Trees and shrubbery. Good well or cistern. Two out-houses—widely separated, properly placed, entrances screened and covered with vines. Convenient fuel house. Cement walks.

The Schoolhouse—Floor space of fifteen square feet for each pupil. Air space of two hundred cubic feet for each pupil. Lighted from one side or from one side and the rear; light area of twenty per centum of the floor space. Adjustable windows and good shades.

Good floor. Heated by a basement or room ventilating furnace. Ample blackboard space, adjusted to small pupils. Desks of three sizes. All buildings and fences painted and kept in good condition.

Furnishings and supplies—A teacher's desk. Three or more chairs. A library table. A school library of at least eighty books. Two approved dictionaries. An approved school encyclopedia. Blackboard supplies. Supplies for penmanship, composition, drawing and examinations. A few good pictures. A full set of approved wall maps. An approved globe. A thermometer. A set of measures and scales. A geographical cabinet (furnished free to schools). An outfit for experiments in teaching agriculture. Sanitary drinking fountain, mirror, wash basin, drain pail, paper towels, sweeping preparation. A good clock. A good flag. Monthly report cards. The official Daily Study and Recitation Programme in suitable frame.

SCHOOL COLLECTIONS

By I. A. DEWOLFE (In the Educational Review)

In all the larger American cities, a school museum sends its delivery wagon with collections to any school in the city desiring illustrative material. If, for example, a teacher desires to give a lesson on the woodpecker, she applies the previous day for stuffed woodpeckers and samples of their food. Thus, a museum under those conditions has a right to exist. It is not a place for musty curios, but an educative collection of material in constant use.

Cannot every country and town school have its own collection. In the November number of the Review, the subject of School Collections was opened. May we not discuss it further?

For example, a lesson on our clothing suggests a rather extensive collection of raw material, finished products and by-products. At this season, wool would

probably be the first suggested. If wool were not thread-like in its structure, thus permitting its being spun into yarn and woven into cloth, it would not have been useful for clothing. After a little discussion, therefore, the children will draw the conclusion that anything composed of or containing threads or fibres may be useful for clothing; and that some quality makes them useful for many other things.

Let us, then, classify our material woven, spun, or braided from fibres.

Wool, already mentioned, is an animal fibre. Do we know any other? Silk will suggest itself to some one. Here, then, we need collections showing various grades of wool and the various steps in its manufacture. Pictures will help to animate the geography of wool-producing countries, the transpor-

tation of the raw material, and the various factory processes; but the lesson has the breath of life breathed into it when the teacher can show real wool from sheep not only of our own country, but from those of some far-off European or Asiatic land.

Silk in its finished form is attractive, but how much more it means if we have cocoons of the silk "worm," mounted specimens of the full-grown moth, mounted twigs bearing the mulberry leaves, and pictures of the countries where the silk worm is grown. It is possible to get these if we really try.

Better than nothing would be a study of the silken cocoons of our own *Cecropia* Moth and *Polyphemus* Moth.

Following up the subject of Clothing, cotton and linen claim attention. These are made from plant fibres. Some boy who likes to ask "smart" questions will want to know if cloth can be made from mineral fibre. Answer him by showing him a piece of sheet asbestos such as his mother possibly uses in the kitchen.

But can we not get a very interesting collection showing flax and its products or cotton and its products? Try growing some flax next summer. Press and mount some of the plants when in flower. Let others mature their seed if they will. Get some old lady to show you and tell you how in her young days the flax was manufactured into cloth. From the flax you grow, get as many stages of the process as you can. Find out and collect material made from flax seed. Can you not use a story about two neighboring flax plants, or, even, two about two parts of the same plant, which, after many wanderings, met when the housewife brightened her furniture by using an old linen rag to rub on a little linseed oil? In story form the common origin of the rag and the oil sets the child's mind to thinking how closely, after all, so many of our common objects are related; and how far we have carried them from their natural condition. Then it is that human industry becomes a living reality. Words in a text-book

are lifeless, and often meaningless; but the real material collection is living evidence of intelligent effort.

Cotton and its products will give another somewhat extensive collection.

But while we are talking about vegetable fibres, there are others beside those used for making clothing. A collection of coarser fibres, therefore, such as Manila hemp, Mexican, Russian, Italian and other kinds of hemp should belong to our school collection. With these should be samples of rope, twine, burlap, matting, brushes and other things made from these fibres. Pictures of the plants producing the fibres can be obtained. Children will be interested to learn that stems of some plants, leaves of others, fruits of others and seeds of others all contribute to their comfort.

Instead of mechanically reciting from the geography text-book the products of foreign countries, without any reference to their use, would it not be wiser to teach the geography of our clothing and our furniture by beginning with the article as we know it; and then, by means of our school collections, work back to the raw products and to the countries producing them?

Teachers of neighboring districts could combine when collecting material. One could beg from sea captains; another from friends in other countries; another through correspondence with unknown friends who would gladly exchange for some product of our own maritime provinces. Merchants would often help. If a dozen teachers each gathered material illustrating one industry; and then divided all their material equally, each of a dozen schools would have a dozen industries represented.

I have found operators of our provincial industries very courteous in their willingness to supply anything they can.

Question

A teacher asks, "Can cocoons be found in the winter? If so, where?"

Yes, cocoons can now be found.

Though one may not find them the first time one searches, it is not wise to give up. Look on branches of alder, birch or apple for cocoons of the *cecropia*

moth. It is our largest moth. For other cocoons, look in crevices of bark, on old fences, on rafters of sheds; in fact, in almost any sheltered place.

THE STORY OF FROGLAND

By EMILY HUNLEY

It was a blue April day when the warm sun shone after rain and lit up the green world by the pond side with millions of diamond points. The long grass made shadows in streaks and splashes among the mossy stones and willow roots, and the clouds of buzzing gnats which the sunshine had called forth made tiny flickering shadow spots over all.

No one saw the plump old frog sitting among the moss like a bit of the world itself, for he wore a coat just like the grass where the sun touches it, and trimmed with dark patches of shadowy brown. For every frog has the fairies' gift, and by only looking at his palace walls may change his coat to match them. He will wear brown when he dwells in the shadowed ditch, and patches of transparent gold where the sunbeams flicker through the trees; and that is why you almost always jump with surprise when he leaps up close to your feet as you walk.

Our frog was very pleased with himself and all the world that day. Had he not come safely through his long winter sleep beneath the mud of the pond, and was not every breeze his servant today, bringing by the dancing flies and gnats to find a swift passage down his dark throat? You would have thought, to see him sitting there, that he saw nothing (though his great eyes never closed), heard nothing, and had no care in life. Yet, really, life was one long adventure for him, for his plump, soft body is just the meal the hungry wild-fowl loves, and many a time only the strength of his long hind legs as he plunged into the pond saved him from sudden death as the swift beak snapped behind him. He must

know the rustle when the swan comes home at evening time to its nest among the reeds; and he must know the difference between the breeze that brings the gnats and the rush of the wild ducks' wings overhead. Yet his care is all for himself, and should he make a meal for the ducklings there is only one frog the fewer in the world, and no helpless family left behind to starve.

All day long, in and out the hedges, the parent robins and thrushes are flying, seeking food for their hungry children. But the frog parents have no cares. They build no nests and rear no family, yet their children are more than all the woodland folk can boast, and Mother Nature finds a place for them all.

It was in the very early springtime when our frog and his wife left the pond and went to enjoy life among the grass and by the ditches. Something rose slowly from the mud at the bottom of the pond, like bubbles blown by the water babies. But the bubbles did not burst; instead, they floated together in frothy masses, and in each bubble was a tiny speck which was a frog baby! For cradle, there was the rippling water; for nurse, the great sun, which sent his beams and warmed each speck to life. And then the adventures began. Many a darting fish snapped at those tempting dainties, but only to find them slip from its grasp; many a wild-fowl shook its head, as it tried to seize the slippery globes; but only the wide-billed duck got a single meal from them. And just as the first blue egg cracked in the thrush's nest, and the proud father sang out the news to all the woodland, the first frog babies burst from the world of jelly

and wriggled into the world of water below. There was no burst of song for them, and no eager parents waited to feed the helpless mouths; our frog among the grass was struggling to hold a wriggling slug for his evening meal, and Mrs. Frog was sitting quietly underneath a great spider's web, hoping for a share of the booty which came that way. But down in the pond her helpless babies hung with their mouths to the water weeds, waiting to get used to the strange new water world. And many a stickle-back shot out from his nest to seize a mouthful of the wriggling specks and many a darting grub found the new-comers strangely to his taste. But some survived. You would not have known them for frogs, for they had neither legs to leap nor tongues to dart, but only round black heads and waving tails, and that is why they were called "tadpoles." It is good to be a tadpole in a pond where the water-weeds grow—that is, if you are sharp enough to escape the jaws of the giant fishes and to keep far out of reach of the swift-footed grubs which climb the soft weeds where you love to feed. There is plenty of play down there among the water folk, and every floating speck is a dinner for some open mouth. So the tadpoles lived and grew, and one grew biggest of them all. Then

a strange thing happened to him. His waving tail grew shorter and queer lumps began to grow. Had his mother seen him then she would have rejoiced as the mother robin does when her first fledgling flutters his baby wings. For the tadpole's legs were growing! But he did not rejoice at all, for the old life had lost its charm, and he had not yet seen the new. One day he saw his friend the grub crawl up the stem of a great water plant and disappear. Perhaps it was that that made him long to see the world beyond the pond, and at last, somehow, he was there! Did he run or did he leap? He could not tell you; but his big eyes saw the green world and the blue sky: saw, too, many tiny frog brothers all puffing out their cheeks as they swallowed the strange new air, and he was very glad to be alive. Then a cloud of gnats flew by, and before he knew why, our frog had shot out his tongue and tasted his first delicious meal in the new world. Do you ask how many gnats he took for that meal? If you want to know, you must sit very quietly by the pond at evening time, when the baby frogs are singing the song the wild ducks love to hear, and you must not blink once, as you watch, or you may miss a fly! The next time you see a frog, do not call him ugly; but try to find out something more about his wonderful life.

THE EFFICIENCY OF A SCHOOL SYSTEM

By SUPT. MAXWELL, of New York

I have learned that, however laden with abuses an old plan of school work or an old method of teaching may be, it contains beneath the surface something that is worth while. I have also learned that it is never safe to reject a new theory, however disguised by absurdities it may be, without seeking for the grain of truth it may contain.

In this case the kernel of good that may be discerned beneath all the trappings is the return, under a new name, of the old-time examination. Thirty years ago, under the leadership of

Emerson E. White, when he was superintendent of schools in Cincinnati, most of the superintendents of the country cast out stated examinations from the elementary schools. Mr. White preached a veritable crusade against stated examinations as the fetters of the teacher that destroyed spontaneity and prevented initiative. He forgot that, with all their faults, even as they then were, examinations constituted standards as well as tests. And what are the new-fangled scales and tests but old examinations under a new

name? Their sponsors claim that they are more scientific than the old examinations. It may be so. I trust it is. Of one thing, however, I feel certain: If their effect should be to convert teachers into bookkeepers, to compel them to expend on statistics the energy they should expend on teaching, these tests will go the way of the old examination and be cast into outer darkness. If, however, they should settle down to improved forms of examination and restore to use that thoroughness of teaching and that accuracy of scholarship which, to no small extent, vanished with the old examinations, they will prove a blessing to each rising generation. Enthusiasm, correlation and caprice can never take the place of thoroughness.

If there were two standards, a higher and a lower, set up for the eighth or whatever may be the last year of the elementary course, two similar standards at the close of the high school course, and two similar standards at the close of the college course, and if

the work to reach these standards were carefully tested by comprehensive examinations covering the important points of the preparatory courses, the scholarship of all our institutions of learning and the knowledge and mental training of their students would, I venture to hope, be materially improved.

There is one test of the efficiency of a school which surpasses even a properly conducted examination. That is the kind of men and women the school's pupils turn out to be. Wherever you find worthy and successful men and women speaking kindly of the old school and the old teachers; when they tell with what sweetness and light their mistakes were corrected; with what a firm hand their moral weaknesses were held in check; when they look back on the school premises, however poor they may have been, as hallowed ground; when you find them attributing their success to their school training, you may rest assured the school they attended was an efficient school.

This is the supreme test.

THE LAW OF ASSOCIATION

"One great art in teaching is the art of finding links and connections between isolated facts, and of making the child see that what seems quite new is an extension of what is already in his mind. Few people would long remember the name and date of a single Chinese king picked by chance from a list extending back thousands of years. Facts of English history are not much easier to remember than this for children who are not gifted with strong mechanical memories. Hence the value of presenting names, dates, and events in connection with external memorials, such as monuments, buildings, battlefields, or with poems and current events and the like. Story, object and poem illustrate and strengthen each other. It ought not to be hard to teach English history in the town of York, where there is a continuous series of objects illustrating the course of affairs from prehistoric times to the present date. Our object in teaching should be to present facts in organic relation to each other instead of getting them learnt by heart as a list of disconnected names."—Apperception, Rooper.

What They Say About Us

The children were very interested in last month's prize composition, so they decided they would try to write one themselves this month. I am enclosing four compositions written by Grade V.

pupils, with their names and ages written on the back of the foolscap. We are all eagerly looking forward to seeing next month's Journal.

—Aileen McFarlane.

School News

North Eastern Association

The annual convention of the North-Eastern Teachers' Association was held in Tache School, Norwood, on October 8 and 9.

The large attendance, and keen interest displayed throughout, were very gratifying to Inspector Young and those who took an active part in preparing the programme.

Unfortunately, owing to lack of space, the convention was robbed of its customary social evening gathering. The assembly hall has temporarily been converted into classrooms, but this left ample room for the ordinary meetings.

Mr. Baxter, the president, opened proceedings with a few well-chosen remarks on Thursday at 11 a.m., the previous hour having been devoted to registration.

The minutes of the last meeting were read by the secretary, and unanimously adopted. A nomination and resolution committee was then formed, consisting of Mr. Young, Mr. Shannon, Mr. Baxter, Mr. MacKay, Miss Erwin, Mr. Ruttan and Mr. Johnston.

Inspector Best then gave a very interesting address on "School Fairs."

Mr. Best traced the origin of general exhibitions, and explained how the school was a by-product of the former. He gave an account of how some of his own school fairs had been built up, and we all know how very successful Mr. Best's division has been in this respect. He clearly showed that this new work, if gone into wisely, would really prove a benefit to the regular school curriculum. In closing, the speaker extended a very cordial invitation to Mr. Young's teachers to send in exhibits to the Kildonan Fair.

In the discussion which followed, Mr. Headlam gave an interesting account of his exhibition at Hazelridge, this being the first fair held in Mr. Young's division.

In the absence of Mr. Baxter, the chair was taken in the afternoon by Mr. Ruttan, principal of Tache School.

Mr. Kay, the manual instructor of Tache, addressed the meeting on "Manual Training." Mr. Kay spoke very strongly on the high educational value of this work. In the course of his remarks, it was quite apparent that this gentleman has a splendid practical knowledge of his subject.

The latter part of the afternoon was devoted to "The Teaching of Composition in Public Schools." Miss Morrison dealt very fully with this branch of study. She emphasized strongly the oral side of composition, showing its value in the after-life of the child.

Before the meeting adjourned, Mr. Goulet addressed the teachers in his usual characteristic style. Mr. Goulet is always present at these conventions, and his address is always listened to with very great pleasure.

On Friday morning Dr. W. A. McIntyre spoke to the teachers, pointing out to them the importance of their calling. He told his listeners that in their hands largely lay the making of the nation. He also delivered a message from the executive of the Manitoba Teachers' Association to this effect: "That next April, at the convention, more exhibits, as varied and representative as possible, were wanted from the rural schools." He referred the teachers to Mr. Harris for particulars as to mounting, etc.

Of course, before the Doctor resumed his chair, his remarks ran in a lighter vein, and he had his audience convulsed with laughter over one of his stories, told in his own inimitable style.

A paper on "The Value of Music in Schools" was given by Mr. Johnston, of Glenwood School. Mr. Johnston showed the need of more actual singing in our schools. He explained how no great knowledge of music was neces-

sary to take up this subject successfully. That music should not be taught in a careless manner was one of Mr. Johnston's strongest points. Although a recreative exercise, thoroughness, accuracy, precision, attention to details are just as needful here as in any other subject. The speaker also gave his hearers an idea of just what songs are suitable for school singing.

A lively discussion followed the reading of the paper.

"The First Year in School" was the subject of Miss Fitzgerald's address.

Miss Fitzgerald showed that the child's attitude all through his school life would be determined at this stage. His habits, good or bad, were now in the course of formation. The keynote through all should be interest, and work and play must be co-related to that end. Then the speaker dealt briefly with each subject taken up in this grade. In conclusion some very interesting samples of primary busy-work were exhibited.

This paper was really most fascinating, and it only seems a pity that such a comparatively small number of teachers should benefit by it.

In the remarks following this address, the teaching of foreign children was fully discussed.

Before the close of the conference many of the visiting teachers took advantage of the opportunity to inspect the classrooms of Tache School. They all expressed their admiration for the attractiveness of these rooms. One lady was heard to remark that she did not know there was a "second model-school" in St. Boniface.

The last session of the convention was presided over by Inspector Young. In the course of his remarks he pointed out the need of acquainting the Department with changes of address, etc.

The greater part of the afternoon was devoted to the open discussion of various questions, pertaining to school work, discipline, etc.

The business of the year was then concluded. The report of the Nomination Committee was unanimously adopted.

The following officers were appointed for the ensuing year:

Hon. President Inspector Young
 President Mr. F. L. Johnston
 1st Vice-Pres. Miss Edna Huntley
 2nd Vice-Pres. Mr. A. M. Headlam
 Sec.-Treas. Miss A. C. Morrison
 Committee Miss M. E. Finch, Mr. Shannon, Miss I. McDougall

Mr. Ruttan extended a cordial invitation to the Association to meet next year in Tache School.

Mr. Barton then moved a vote of thanks to the speakers, and all those who had taken an active part in the convention.

The meeting was brought to a close by the singing of

"God Save the King."

South Central Association

The convention held at Miami, by the members of "The South Central Teachers' Association of Manitoba," October 7th and 8th, was a decided success, both as to numbers and instruction. Seventy-one teachers were present, and the exhibits brought in by them were specially good.

At 2.30 Thursday afternoon, the president opened the session by calling upon Mr. Mark Westaway, of the Miami School Board, who, in a few well chosen words, welcomed the visiting teachers, to which Mr. J. B. Stewart, of Baldur, fittingly replied.

After the president's address, Miss E. L. Cusack, of Miami, gave a helpful paper on "Writing in the Primary Grades," in which she clearly showed the necessity of bringing out the individuality of the child.

This was followed by a paper entitled "Grammar in the Grades," by Miss I. A. Hill, of Fairfax, the close relationship between grammar and composition being her central idea.

At this point, Miss Myrtle McNevin, of Altamont, in a very practical manner presented the reading lesson, "Prairie Greyhounds," with one of her own

To Miss Laura Suttis, of Minto, fell

the task of speaking upon "The Social Opportunities of the Rural School Teacher." Her central thought was the advisability of every teacher becoming a social leader in the best sense of the word.

The visiting teachers then left the school to visit the Agricultural grounds, where the "Boys' and Girls' Club Fair" was being held, and at six o'clock they assembled in the I.O.O.F. Hall, where a sumptuous banquet had been prepared by the ladies of the town and district.

During the evening, Rev. S. East and Rev. J. Davey, both of Miami, discussed appropriately the "Relation of the Home to the School."

Miss V. L. Gordon, of Swan Lake, dealt in a helpful and sympathetic manner with the "Relation of the War to the School," and Mr. C. Newcombe, in an able and instructive way, threw fresh light upon recent educational progress.

At intervals during the evening the assembly listened to several well rendered selections by the Miami Orchestra.

The Friday session was opened by Mr. G. F. R. Prowse, of Roland, with a short but exceedingly interesting and helpful paper on "Making Geography Interesting through Map Building."

Mr. G. W. Burrell then, in a comprehensive and masterly way, dealt with the subject of "School Gardening," leaving little to be said.

Miss R. J. Porter, of Roseisle, gave an excellent paper entitled, "Music in the Grades," and demonstrated the result of her work with a class of twelve, that sang sweetly and correctly in two, three and four-part music.

The organization for 1916 is as follows: Hon. pres., Mr. A. McNevin, Miami; pres., Mr. G. W. Burrell, Swan Lake; vice-pres., Mr. N. McIntyre, Elgin; sec.-treas., Miss Sinkee, Swan Lake; executive, Miss I. A. Hall, Fairfax; Inspector Wood, Miami; Inspector Pun, Killarney; Inspector Hartley, Carman.

The convention for 1916 will be held in Swan Lake.

An Experiment in School Hours

Battle Creek, Michigan.—The school board has made a change in school hours for the grades by which the morning sessions open at 8.30 and the afternoon sessions begin at 1.15. For the primary department the noon hour is two hours and ten minutes; for those in the second and third grades a period of two hours is provided; and for those of the three higher grades one hour and a fraction is provided. Sessions for the different grades close from 3.00 o'clock up to 3.30. The schedule of periods is as follows:

Grade—	Morning		Afternoon	
	Open	End	Noon Open	End Hour
Bgn's ...	8:30	11:00	2 h's. 10m	1:15 3:05
1st	8:30	11:05	2 h's. 10m	1:15 3:05
2nd	8:30	11:10	2 h's 5m	1:15 3:10
3rd	8:30	11:15	2 h's.	1:15 3:15
4th	8:30	11:20	1 hr. 55m	1:15 3:20
5th	8:30	11:25	1 hr. 50m	1:15 3:25
6th	8:30	11:30	1 hr. 45m	1:15 3:30

Northwestern Teachers' Association

The meeting of this association was held at Binscarth, October 21st and 22nd. Among the valuable papers read were the following: 1st, President Hensley spoke on "The Value of Private Study." 2nd, Inspector Morrison on "The Teaching of Canadian History." 3rd, Mr. Newton, of the Agricultural College extension staff, on "Boys' Clubs." 4th, Mr. Haines on "Games." 5th, Inspector Belton on "Junior Literature."

On Thursday evening there was a public meeting and banquet.

The officers elected for next year are: President, Mr. Victor Hugo, of Rossburn; vice-president, Mr. G. Robertson, of Shoal Lake; secretary, Mr. J. H. Plews, of Binscarth; with the following as an executive committee: Messrs. Jenkins and Muldrew, Mrs. Brewster, Misses Waddell, Arnold and Stewart.

School Notes

The attendance at the Winnipeg Public Schools is about 30,000. The number of departments about 570. This is quite a change from 40 years ago, when there were about five departments and 250 pupils.

There are over 4,000 pupils enrolled in the evening classes.

A series of lectures on agriculture is being given in the Strathcona School. The topics treated are Field Husbandry, Animal Husbandry, Dairying, Poultry,

and Farm Mechanics. The lecturers are from the Agricultural College. The fee for the course is \$2.00, to be refunded to those who attend three-quarters of the lectures. The object is to assist those who look forward to life on the farm.

The resignation of Miss D. Wilde has been accepted. Miss M. Crabtree and Miss J. Halladay have been appointed to the elementary staff; and Miss Florence Irwin to the Household Science staff. Miss Emma Holiday, on account of illness, has retired.

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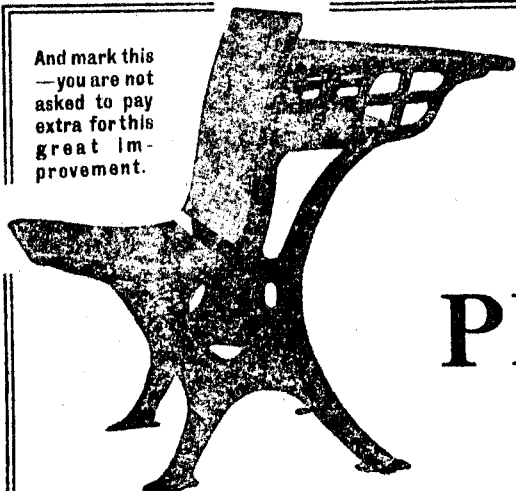
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