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

PEACE

Henceforth to Labor's chivalry
Be knightly honors paid:
For nobler than the sword's shall be
The sickle's accolade.

Build up an altar to the Lord,
O grateful hearts of ours!
And shape it of the greenest sward
That ever drank the showers.

There let the common heart keep time
To such an anthem sung,
As never swelled, on poet's rhyme,
Or thrilled on singer's tongue.

Song of our burden and relief,
Of peace and long annoy;
The passion of our mighty grief
And our exceeding joy!

A song of faith that trusts the end
To match the good begun,
Nor doubts the power of love to blend
The hearts of men as one!

—From Whittier's "The Peace Autumn."

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The Western School Journal

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VOL. XIV

WINNIPEG, MARCH, 1919

No. 3

Editorial

Putting Manitoba on the Map

The Province is on the map territorially at least. For years it was known as the postage stamp, but now in extent it compares favorably with the sister provinces and with the greater states of the Union. As to natural wealth, Manitoba has boundless possibilities. It has water power, fertile soil, forest belts, undeveloped mines, and once upon a time it had great fisheries. It has a bracing climate, it is comparatively free from malaria, it lends itself readily to settlement.

In its history it has had a few experiences that have given it a name among the nations. It has been the scene of a rebellion, it has had a school question to settle and unsettle, it has made a record in frenzied finance. On the other hand, to its credit, it has produced heroes in war, a few giants in finance and trade, and one or two people of outstanding intellectual attainment.

Yet all this is wide of the mark. Manitoba will be truly on the map only when it is known far and wide as the home of an intelligent, industrious and God-fearing people, united and happy. The agency on which we must chiefly depend to attain such a high purpose is the public school.

Nor will it do for the school to aim at anything less than this. There are those who think otherwise. There are even parents who would offer their children on the altar of Mammon, and teachers who would subordinate character and conduct to parrot repetition and passive obedience. The real teacher has before him the thought of a country rich in great souls, all working harmoniously towards noble ends. There are, therefore, no social, political nor religious problems that are not to be worked out in the school-room. It is

not that these problems will be mentioned in the class-room, though they will none the less be met with and partially overcome. For instance, there is the problem of labor and capital. At bottom the differences are owing to injustice, selfishness, and wrong judgment. It may be assumed that there is wrong on both sides. Now whenever the school practises fair dealing, encourages thoughtful, kindly action, and when it emphasizes friendly co-operation in work and play, it is working towards a condition that will make for peace and harmony in the business world. So, too, if vice is rampant, the school can make purity in thought and deed so common, can make living together such a wholesome and holy experience, that society need have no fears and no regrets.

After all, the chief work of a school is not causing pupils to know, but causing them to live rightly—perhaps, more properly, it should be said that its mission is to cause pupils to know and feel and think in order that they may live. Is it true that much of the knowledge imparted is of no value for life—directly or indirectly—and is it true that there is much knowledge that should be given which would be of the highest value for life, but which is not imparted because tradition and custom have put emphasis on the unessentials?

The attacks that are being made on the formalism of education are not without reason, but the remedy for formalism is not the banishment from school of the truly spiritual and the introduction of the grossly practical. The great need of Manitoba now and in the future is a population of men and women known above everything else for their high moral quality. If they have this all other things will be added.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

DISTRIBUTION OF TREES, SHRUBS AND ROOTS

For the annual distribution of nursery stock from Brandon the following material is available this year:

Trees and Shrubs

1,000 Maples, 3 to 8 feet high; 300 Ash, 2 to 3 feet high; 300 Poplars, 2 to 5 feet high; 500 Willows, 2 to 3 feet high; 300 Red Elder, 2 to 3 feet high; 100 Honeysuckle, 2 feet high; 200 Virginia Creepers, 2 years old; 500 Lilac, 3 to 4 feet high; cuttings of Willow or Poplar.

Potatoes

Fifty bushels in the following varieties: American Wonder, Boyce, Northern Rose, Pierce's Early, Wee McGregor, Mortgage Lifter, Honey Eye.

These will be put up in 5-lb. lots and each school may choose at least 20 lbs. If the varieties chosen are exhausted others will be substituted, and more than the 20 lbs. will be sent on request, so far as the supply on hand will permit.

Herbaceous Perennials and Biennials

1. Collection of dwarf perennials and biennials made up of: Iceland Poppies; Pansies, Pinks, Bridal Robes, Sweet Williams, Ribbon Grass or Shasta Daisies.

2. Collection of tall perennials made up of: Dahlias, Columbines, Delphiniums, Sweet Rocket or Golden Glow.

These collections will be varied according to the stock available. As some may kill out during the winter, it is not

always possible to say in advance just what quantities of each variety may be in condition for shipping in the spring. Each collection will contain fifteen or more roots, and each school may choose one or both as desired.

The conditions are the same as in previous years. The material is sent free, but the school districts pay the expenses. To places where there is an express office with an agent in charge the shipments will be sent collect, but where the directions are to ship to a station where there is no agent or by parcel post, enough money to pay express or postage must accompany each order. Nursery stock is now shipped at the regular commercial rates so that the expenses will be somewhat higher than formerly.

All orders should contain the following information, clearly stated:

1. Name of person to whom shipment is to be addressed.
2. Express office, stating whether there is or is not an agent.
3. Line of railway.
4. Post office address of the person to whom the shipment is sent. This is necessary that an advice of the shipment may be mailed.

Orders will be entered and filled in the order received, so that it is necessary to order early to insure a share of the material.

Address all orders to B. J. Hales, Principal, Normal School, Brandon, Manitoba.

JEHU CORN COMPETITION

The results in this competition were more satisfactory than those of 1917. Some very good specimens of well-matured cobs of corn were sent to H. W. Watson to be judged.

Killarney School team won the Steele Briggs Silver Cup with the following

team: James Boyer, Ruth Pringle, and Harold Pringle.

James Boyer won the prize for the best individual exhibit and has been presented with a handsome fountain pen, with the compliments of the Hon. Dr. Thornton.

The results of this competition fully prove that, taking one year with another, corn ripening in the southern half of Manitoba is fairly satisfactory.

REDUCTIONS IN WORK PRESCRIBED FOR GRADE XI

The following has been mutually agreed upon by the Advisory Board and the Board of Studies of the University, and the examinations next mid-Summer will be based on the work as herein set forth. These reductions apply to the examinations of 1919 only.

1. The examination in Geometry this year will be based on Books I, II, III with deductions, together with the propositions of Book IV;

2. The examination in Algebra will be based on chapters 1 to 28 inclusive of the text, together with graphs for

equations of the first and second degree;

3. The examination in Latin Grammar will include the regular text, Latin Lessons for Beginners;

4. The examination in Latin Authors will be based on *Bellum Gallicum* Book II, *Atalanta's Race*, *Perseus* and *Andromeda*;

5. The examination in French Grammar will be based on chapters 1 to 51 inclusive of the text, together with irregular verbs;

6. The examination in French Authors will be based on *Cossette*.

CENSUS OF THE BLIND

The Department desires to secure an accurate census of the blind citizens of the province. We ask each teacher to make careful enquiries in her school district and to forward to Dr. T. N. Milroy, 162 Donald Street, Winnipeg,

the name, age, or approximate age, and address of all blind persons in the community. We take this opportunity to thank the teachers for their kind co-operation in this matter.

USE HYLOPLATE

Few Trustees appreciate the importance of a good supply of Blackboard in the School. Teachers who have had the Pupils use the Blackboard in class work, know the great value it is to Pupils in overcoming timidity and inspiring confidence, not to speak of the incentive to do better work. Blackboard all around the Room is not too much.

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THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

WHITEMOUTH TRUSTEES' ASSOCIATION

The annual meeting of the Whitemouth Trustees' Association was held at Whitemouth on Tuesday, January 28th. There was a fair attendance of trustees, ratepayers and teachers. Addresses were delivered by Mr. H. W. Cox-Smith, secretary of the Manitoba Trustees' Association, and Inspector A. Willows, the latter speaking on Municipal School Boards. The following resolutions were carried unanimously: 1. That this Association expresses itself in favor of Municipal School Boards; and (2) That this Association

is in favor of the appointment of a Municipal Attendance Officer, and that a copy of this resolution be forwarded to the Council of Whitemouth Municipality with the request that such an officer be appointed at their next regular meeting.

The following officers were elected for the ensuing year: President, Mr. J. Larson, Whitemouth, Man.; vice-president, Mr. Ed. Milbrandt, Whitemouth, Man.; secretary-treasurer, Mr. A. H. Cousins, Whitemouth, Man.

BROKENHEAD TRUSTEES' ASSOCIATION

The annual meeting of the Brokenhead Trustees' Association was held in the Municipal Hall, Beausejour, on Wednesday, January 29th, with a very large attendance. Addresses were delivered by Mr. H. W. Cox-Smith, of the Manitoba Trustees' Association; Inspector Willows, on Municipal School Boards; Mr. F. A. Justus, Principal of the Tyndall Public School, on the Programme of Studies; Mr. D. A. Ross, M.P.P., and others. The following resolutions were passed unanimously after a lengthy discussion:

(1) That this Association expresses itself in favor of the principle of Municipal School Boards.

(2) That this Association is in favor of the appointment of a Municipal Attendance Officer, and that a copy of this resolution be forwarded to the Council of the Municipality of Brokenhead with the request that they appoint such an officer at their next regular meeting.

The election of officers resulted as follows: President, Mr. J. H. Hough, Beausejour, Man.; vice-president, Mr. Arthur Wardell, Green Bay S.D., Beausejour, Man.; secretary-treasurer, Mr. A. Willows, Winnipeg, Man.

A. WILLOWS,
Inspector of Schools.

ST. CLEMENTS TRUSTEES' ASSOCIATION

The annual meeting of the St. Clements Trustees' Association was held in the Town Hall, Selkirk, on Thursday, February 6th. In the absence of both the president and vice-president, Inspector A. Willows presided.

Interesting addresses were delivered by Mr. H. W. Cox-Smith, representing the Provincial Trustees' Association, and Inspector Willows, who spoke on Municipal School Boards and Municipal Attendance Officers. An interest-

ing discussion followed these addresses, and the concensus of opinion was strongly in favor of Municipal School Boards and the appointment of an Attendance Officer for the municipality. A resolution was passed in favor of such an appointment, and the secretary was instructed to forward a copy to the Council of the Municipality of St. Clements, with the request that at Attendance Officer for the Municipality be

appointed at their next regular meeting.

The election of officers resulted as follows: President, Mr. Geo. Frost, Kitchener S.D., Selkirk, Man.; vice-president, Mr. H. Fleet, Walkley S.D., Walkleyburg, Man.; secretary-treasurer, Mr. G. G. Gunn, Honor S.D., Lockport, Man.

Yours very truly,
A. WILLOWS,
Inspector of Schools.

LANGFORD-ROSEDALE-NEEPAWA MUNICIPAL TRUSTEES' ASSOCIATION

The annual meeting of our Association was successfully held in the Court House, Neepawa, February 6th, beginning at one-thirty. The officers for the ensuing year are as follows: President, Mr. R. J. Drysdale; vice-president, Mr. F. A. Sirrett; secretary-treasurer, Mr. W. E. Barron; executive, Mr. J. Wemyss, Mr. F. Drayson and Mr. J. Clark, while Mr. Frank Hockin was elected delegate to the Provincial convention.

The meeting showed a high-class intelligence in their discussion of resolutions which followed Mr. Seater's ad-

dress. The questions of medical inspection of schools and district nursing, Municipal School Board, consolidation and Thrift Stamps, etc., being thoroughly thrashed out. The chairman of the commission, "re the survey of Langford Municipality in view of consolidation," gave his report much to the satisfaction of all concerned. Every person present was impressed with the advisability of making a lead in reconstruction work and that along educational lines.

W. E. BARRON.

MUNICIPAL SCHOOL BOARDS IN BRITISH COLUMBIA

By A. B. Fallis

The district school system of administration originated in the eastern states. It was purely a community enterprise, each group of families organizing and supporting its own school as best it could. The district organization usually preceded school legislation, which later sanctioned it as the only practical organization for these pioneer settlements. Later the system was adopted by the Province of Ontario, and as a matter of course by the western provinces. In recent years the question has been raised as to whether this system, which probably was the only one suitable for meeting the needs of the early settlers, is the

one best adopted for meeting the conditions as they exist today. At trustees' convention and educational meetings generally the question has received considerable attention, and the great majority of those who have made a study of the matter are of the opinion that the district is too small a unit for administration and that a larger unit, the township, county, or municipality, is required for effective organization. In the eastern states the township unit of organization has to a large extent supplanted the district unit, while the county system has been adopted in a majority of the southern and western states. In Manitoba the larger unit

would necessarily be the municipality.

As the question is likely to be a live one with us, and as our Department of Education has made provision by statute for the establishment of municipal school boards, it is well that we should know what has been accomplished by one of our own provinces, British Columbia, along this line.

The Municipal School Board system was adopted by British Columbia in 1906, when extensive revisions and modifications were made to the school law of the province first adopted in 1872. Previous to 1906 the total cost of operating the schools, a few of the larger cities excepted, including the payment of teachers' salaries, was met by monthly grants from the Department of Education. In 1906, however, a portion of the expense of operating the rural schools and also the smaller city schools was thrown on the rate-payers directly, and the experiment was tried of constituting each municipality, rural or urban, a school district. The change was brought about and carried into effect purely by legislative action; none of the municipalities concerned were even given the opportunity of voting upon the question. The School Board in rural municipalities consists of five members and assumes full responsibility for all the schools within its area, possesses the power of taxation for school purposes, and continues to receive the provincial grant based upon the number of teachers employed in its schools.

As to the results of the experiment, the Superintendent of Education says: "From its inception the act worked remarkably well; in fact I believe it has been the most forward step that this department has taken during the past twenty years. There was absolutely no friction in the transition period which could be attributed to the creation of Municipal School Boards. There was, of course, some slight friction owing to the fact that, after the passing of the act, a portion of the cost of operating the schools had to be met by the municipalities. I am convinced that not a single municipality in the province would return to the old district school system. Under the present system we

secure a better class of trustees, and, what is very important, the small school can now look for support to the municipality as a whole, and not to a handful of settlers."

This is very conclusive evidence that the Municipal School Boards are satisfactory in British Columbia.

Mr. Arthur Austey, B.A., Inspector of Schools, at Vernon, B.C., has made a careful study of this question, and he is very decided in his opinion as regards the advantages derived from the municipal system. He says: "Possessing such wide powers and untrammelled by vexatious bureaucratic interference, these larger units of educational administration occupy a unique position of advantage; the central education department at Victoria practically leaves them a free hand to work out their own destinies, and as a result they have been enabled to follow divergent lines of development and even to experiment to an extent that would have been impossible under a less enlightened and sympathetic central authority. As instancing the variety and scope of the different methods that have characterized their administration, the following facts will be found interesting: Some rural municipalities are trying the plan of ordinary consolidation, while one has organized a system of partial consolidation, the older children being conveyed to a central school and the primary grades attending ward schools, all being under the supervision of the principal of the central school. Another municipality has arranged for supervision of its schools by an experienced male principal who exercises control through regular teachers' meetings and visits to the schools. Another has organized a system of supervision of its schools by a municipal inspector. Another carries on the work through a well equipped central school of ten rooms with small ward schools for the primary grades. Many have introduced manual training, domestic science and rural science courses, the children from the outlying rural districts being conveyed weekly to the manual training and domestic science centres. Others are continuing the isolated rural school system unchanged, the only difference

being that there is unity of control over all schools under the same board."

While conditions in Manitoba are radically different from those of British Columbia, there can be no reasonable doubt that the adoption of the municipal system in Manitoba would work out equally as successful here as in British Columbia. In the first case, the larger board with its greater responsibilities is more likely to attract men and women who are better informed and who have a broader outlook on education. Exercising control, as they do, over a wide area, and with opportunities for studying and comparing the achievements of a number of schools and teachers, their wider experience tends towards a broader outlook; the salaries, promotions and transfer of teachers all receive more attention. Owing to the larger area of assessment funds will be more readily available for improvements in equipment and for bringing all the schools up to a higher, uniform standard of efficiency. The tax rate over the municipality will be uniform, thus removing one great injustice under which the small district stands.

I will not transgress further on your space by enumerating the many advantages which would follow the adoption of the Municipal School Board system, but I will deal briefly with one or two criticisms which might be put forward.

The first of these is that the municipal trustee cannot, in the nature of things, exercise the same close personal

supervision over the affairs of the schools as do the local trustee boards. I am not sure that this argument is well founded. Very few trustees visit the school while it is in operation. I have known teachers to have had charge of a school for some considerable time before they became acquainted with all the members of the trustees board. If the trustees elected in each ward were given the oversight of the schools in their respective wards there is no reason why they should not be able to keep in close touch with conditions in those schools. Admitting a weakness, however, there is a remedy. The school board would require a secretary. There is no reason why this office should not be filled by a competent teacher who could act as superintendent for the municipality. He would visit the schools regularly and make his report at each monthly meeting of the board.

It is sometimes said that the Municipal Trustee Board is anti-democratic, that it makes for centralization rather than de-centralization of control. Is this true? Is there not a limit beyond which de-centralization becomes inefficient? I believe there is. If we had one hundred and forty or fifty Municipal School Boards instead of the seventeen or eighteen hundred local boards, they would exercise a much greater force in the shaping of our educational policies.

In concluding I will just express the hope that before long the Municipal School Board system of organization will be very largely adopted in Manitoba.

WHAT THE SCHOOL BOARD MUST DO AND WHAT IT MIGHT DO

By W. J. Parr, Inspector of Schools, Killarney

In the multitude of books written these past few years on educational themes, almost every aspect of the subject is more than exhausted except that of the administrative work of the trustee board. The explanation, of course, is simple. School law defines very clearly what the legal duties of a trustee board are, and it is taken for granted that these duties will be performed; but the regrettable fact is that

in many cases what must be done very frequently is not done, or else done in a very indifferent manner. It is not necessary to say much about the trustees' legal duties, but rather refer to two or three matters which they seem morally under obligation to consider, especially in reference to rural and village schools. We are informed on every hand that war has imposed upon us a new obligation towards the youth of

the land, which, briefly stated, is that we must give them a better training in our schools than formerly in order that they may better serve their community and province. It is evident that much of the responsibility rests with the trustee board.

First, in an industrial country like ours, and where agriculture is the fundamental industry, much practical help could be given to the school along this line. The country boy should know that the chief sources of wealth are soil, plant, and animal, and many people who live nearest to them get least from them. The trustees could well provide grounds large enough and supply equipment enough so that boys and girls might be taught the simple principles of conservation, fertilization, tillage, drainage, adaptation, etc. They might supply simple equipment for testing seed grains, for testing soil and milk, and for preparing a school lunch. These things are important, but not expensive. An illustration of what has been done is as follows: In a certain school of one of the corn-growing states, the teacher and pupils undertook to treat soil that yielded not more than twenty-five bushels of corn per acre, and after proper fertilizing and cultivating and seed selection had been done, this same soil was made to yield over two hundred bushels of corn to the acre. While these boys were receiving their education, they were at the same time adding to the wealth of the state. Manitoba boys and girls are surely not less capable.

Not only could trustees spend a little money in supplying agricultural equipment, but they could wisely spend a similar amount in helping along other industries. Therefore the rural school should be a combination of shop and school, with a good deal of emphasis on shop. If over 90% of our boys will become industrial workers, why should not the school add something to their equipment for life's work? If the money which has been spent in country schools for grammatical, mathematical, anatomical, and other valueless charts, had been spent for kits of tools and work benches, the country boy's lot

might be envied by his more fortunate city cousin. The rural school has not been an activity, and has largely been a pumping station with the machinery always in working order. A good slogan for every country and village school might be, "Learning to do, doing to earn, earning to live, living to serve." We believe that every school board could find a corner somewhere, or else afford to make one that could be always used as a work shop, where boys and girls, too, would spend many an hour which would otherwise be wasted. While it is not my intention to say anything in this article on consolidation of schools, yet it must be apparent to all that the industrial work referred to above can be carried on most successfully where rural schools are consolidated.

Another matter calling for the serious consideration of school boards is that of supervision of the work of the teacher and school generally. It is not to be expected that, under present conditions, an inspector, having over one hundred schools to visit twice a year and many other duties to perform, can act as supervisor. If, on the other hand, an inspector had a municipality with twenty-five schools he would at once become a supervisor, and, by means of less travelling, could visit each school every month, and in cases where teachers showed signs of inefficiency, could visit them two or three times each month, and in many ways give them invaluable assistance.

This plan gives the schools what we may call close supervision. By this we do not mean that type of supervision where this personage can sit in an office and dictate his policy to his teachers. That method destroys the personality of the teacher and the spirit of the school. He is the man who knows every teacher and every pupil personally, and knows what is going on in each school every day, because of his frequent visits.

Of the many forms of assistance that a supervisor could render I would briefly refer to two or three. First, he can be a real help to the teacher when she has difficulties with the pupils. It

is a great relief to a teacher to know that she has a superior officer who will be in her school, perhaps the very day that she needs his advice and help, and she will meet her trouble with greater fortitude. That bad boy is brought under control much easier when he knows that there is a power behind his teacher.

Then, again, the actual help she may receive in her teaching. Trouble arises some day with that dull boy. "Tom is not getting along well at all. I have tried every method with him and he is just where I put him at the beginning of the term." The teacher fails in hitting upon anything that will reach his case. The supervisor, being a man of experience, could undoubtedly diagnose his case and prescribe wisely for him.

It would be the duty of a supervisor to become acquainted with the parents. He could then act as a mediator between them and the teacher. He would be in a position to explain misunderstandings and settle trouble between them. He could frequently head off troubles that might prove to be serious without the teacher's ever knowing about it. Her time, her energy and her nerves are thus saved for the real work of teaching.

Among the many other services he could perform, I would only mention one. At present there is need for a better community spirit, and it might be part of a supervisor's duty to hold in various parts of the municipality community meetings where not only school problems could be discussed, but other matters of vital interest to the people.

Can we afford to have such an officer, and who will pay his salary? This is the question we naturally ask first. It is certain that the trustee boards will have to pay a share of it, and quite

likely the government would pay the remainder. If a municipality with twenty-five schools were to pay one thousand dollars on salary, and each district had an average of sixteen sections, this would mean for supervision forty dollars for each school district. Two dollars and a half from each section of land, or sixty-two and a half cents of a special tax on each quarter section. The burden would be extremely light.

What has already been said suggests my last point, viz., school taxes. This, of course, with school boards, is a most vital question. It has been the writer's opinion for a long time that the debt a person should pay the most cheerfully is his school tax. The man who has a good teacher for his children and a well-equipped school for them to attend, receives more value for the ten or twenty dollars of school tax than for any similar sum of money spent for any other purpose.

Some ratepayers are rather boastful of the fact that their special school tax has dwindled down to five dollars on a quarter section, but it seems to me that any man who makes that statement should go to some secluded spot to utter it.

Taxation marks the boundary between civilization and savagery. An educational campaign is needed on the necessity and value of taxation for school purposes. Our teachers should be well informed on the subject, and could well make it a good lesson on Canadian Civics. If this were done the next generation of taxpayers would willingly pay their share of all legitimate educational demands.

In this brief paper I have simply aimed to suggest a few matters to trustee boards which might be worth their consideration.

"There are dangers of dwelling too long on concrete material. More and more the individual who is to be educated must acquire the capacity of passing from object to symbol; from the habitual adjustment to the interpretation of the environment in terms of meaning."

Special Articles

SUGGESTIONS FOR ENGLISH

The following is from Cooley's "Language in the Grades" (Houghton).

First.—Make a list of the errors of speech common among your pupils and in the school neighborhood. Keep this list in mind throughout the year. Add to it as an epidemic error appears.

It is significant that in a collection of several hundred such lists made by teachers of all sorts and conditions of children in various localities and under widely varying circumstances, the universality of certain groups of errors is strikingly shown. With the elimination of a few localisms, any one of the lists would be a good working basis for all, to be supplemented in each school by the few localisms of its neighborhood.

All note among common errors in the use of tense, person, and number forms of verbs,—the forms of see, go, come, become, do, write, run, lie, lay, sit, set, sing, ring, bring, buy, begin, know, grow, throw, blow, fall, fly, take, speak, break, teach, think, catch, fight, rise, raise, freeze, eat, bite, drink, drive, ride, and be.

All note common use of the incorrect for the correct personal pronoun forms:—

- (1) in the predicate in such expressions as "It is I";
- (2) after certain prepositions in such expressions as "Between you and me (him, her)";
- (3) after "than" in such sentences as "He is older than I."

And nearly all lists record the frequent incorrect use of this, that, these, those, them; each, every, few, fewer, little, less; many, much, most, almost; some, somewhat, real, rather, very; better, best, worse, worst; good, well, bad, badly; without, unless; between, among; in, into; at, to; no, none; either, or; neither, nor; like, as; who, whom; may, can; will and shall.

Second.—Plan a systematic series of daily oral exercises, each to have the

particular purpose of overcoming a particular fault noted on your list. Plan it thoughtfully and follow it persistently.

Third.—Inspire the pupils with a desire to speak correctly, and lead them to feel that these exercises will help them to do so, just as daily practice helps them to play good baseball or football.

When quite young, the writer learned this lesson experimentally. Her teacher was a man, now known, respected, and loved throughout the educational world. In his grammar class, she easily carried the 100% banner in parsing, analysis, and recitation of rules. As fast as "the waters come down at Lodore" she could pour out the words of the rule for the use of the predicate-nominative, and the nominative forms of the personal pronouns. But alas! the same tongue was ready to say in the same breath, "It was me that said that rule." "It was me (him, her)" had already made the "short circuit" and beaten the path.

The wise teacher said to her, "Will you for one week say 'It is I,' many, many times every day? Will you keep repeating it as many times as you can say it in a minute and make as many of these minute opportunities as you can every day for a week?"

"I will," she said, "but I don't think I shall ever say it to or before anybody. 'It is I' sounds to me like 'putting on airs.'"

"Never mind that now; just do as I ask," was the reply.

The consequences were: (1) "It is I" no longer sounded affected; (2) "It is me" became intolerable to the ear, and impossible to the tongue. She was cured. And since that time she has used this formula and cured herself of many a tendency to use a doubtful or an incorrect form.

To convince pupils that we ourselves use the remedy we prescribe often in-

spires them to greater zeal, faith, and effort.

Fourth.—Make the exercise short (three to five minutes) and lively.

Fifth.—Make it the main purpose of this daily exercise to have every pupil individually use as many times as possible the correct form chosen for the day's practice.

Sixth.—After their repeated use, in sensible sentences, call attention to the forms used and the manner of using. Simple rules may be made by the pupils.

For example, after repeated use of two verb-forms like saw, seen,—went, gone,—or came, come,—the pupils may be led to note the differences in the use of these forms. The teacher may ask, which is used with has or have? Which, without? The children may frame a very simple direction: as, "Of the two words saw and seen, use seen, and not saw, with has or have." Older pupils that have acquired a grammar vocabulary will perhaps make this rule: "Use seen with has, have, or had to form a

verb-phrase. Use saw without a helping verb to denote past time."

But it must be kept in mind, as has been said, that while this formulated statement may help to more definite purpose, to more self-directive effort, it is the repeated hearing and using that establishes the habit.

Seventh.—Vary the exercises as much as possible within the limit of the general plan. Have the pupils frequently read aloud sentences containing the desired correct forms. These sentences may be read sometimes from books, sometimes from the board. Chronic cases may be asked to read rapidly the same five or six sentences for several days; perhaps more than once a day. Under right school conditions, it takes but a part of a minute. Sometimes one pupil may read the selected sentences, and another listen and repeat from memory. The resourceful teacher will have many devices for "keeping up steam" to keep the machinery moving. Pupils often suggest excellent exercises for variety.

PHONETICS

Most criticism of phonics is due to ignorance in regard to the structure of the English language and a misconception of what is meant by phonetics. To many teachers, family phonograms and devices associated with them—including diacritical markings—constitute the science of phonetics. This error has been perpetuated and spread by the so-called authorities on reading; such as Huey, Klapper and McMurray. These men are well informed on educational psychology and pedagogy, but they are not informed in regard to phonetics. They discuss family phonograms and other devices seriously just as they find them in the so-called method readers.

Very little has been published in English on the phonetic structure of our own language. About the only authorities are Sweet, Rippman, and Bell, and "The Guide to Pronunciation" in Webster's Dictionary. Family

phonograms and similar devices are not recognized by these authorities.

To teach English phonics in the primary grades requires, in the way of scholarship, a knowledge of: (a) the sounds of the letter, (b) about seven phonetic principles, (c) the correct way to blend the sounds of the letters into words.

A—The Sounds of the Letters—

1. The sounds of the consonants:
b, c, d, f, g, h, j, k, l, m, n, p, r, q,
s, t, v, w, x.
2. The sounds of the vowels:
a, i, o, u, e, w, y.
3. The sounds of the diphthongs:
oi, oy, ou, ow.
4. The sounds of the vowel digraphs:
ai, ay, ie, oa, oe, ow, ue, ew, ee, ea.
5. The sounds of the consonant digraphs:
sh, ch, tch, ck, th, wh, nk, ng.

B—Seven Phonetic Principles—

1. Vowels are short except when modified by position:

sat, rip, cot, cut, set, scratch, notch, fun, with.

2. Final **e** lengthens the preceding vowel:

cubs, plate, tube, shade, hose, size, glade, robe, mete.

3. In vowel digraphs the first vowel has its own long sound and the second vowel is silent:

heap, rail, slay, roar, tie, hue, sleep, plea, hoe, own.

4. Vowels followed by **r** have sounds modified, making the "murmur" diphthongs:

stir, mar, clerk, churn, jerk, cur, dirt, her, sir, corn.

5. There are four diphthongs, made by the union of two vowels in each case:

oi (oil), oy (boy), ou (out), ow (cow).

6. **C** is soft before **e, i,** and **y**; otherwise it is hard. **G** is generally soft before **e, i,** and; otherwise it is hard:

ice, city, fleecy, can, cut, cot, gem, gin, gypsy, got, gun, gang.

7. In open accented syllables the vowel is usually long:

no, notation, nation, diner, fry, so, caliph, me.

It is to be noted that the accepted rules for the syllabic division of words apply to the written or printed word and are made primarily for the writer, the printer, and the typist. These rules are in part arbitrary and in part based upon etymology and pronunciation. However, syllables in the spoken word are frequently different from syllables in the written word, e.g., **hunt er**, pronounced **hun ter**, and **din er**, pronounced **di ner**. The **spoken syllable**, in distinction from the syllabic division in writing, is the important factor in phonetics. These two kinds of syllables are being recognized by lexicographers in the case of an increasing number of words.

C—The Blend—

The stress is on the first part of a word; an initial consonant, or a consonant between two vowels, is usually

sounded with the vowel following, and so there is no difficulty in sounding a consonant if it is joined with the vowel following. For these and other reasons, in blending the phonetic elements to build words, blend the sounds in the order in which they occur:

ba d, dra g, plu m, ri d (not b ad, dr ag, pl um, r id), etc.

Diacritical markings are unnecessary until the fourth or fifth grade, when they should be introduced in connection with the study of the dictionary. In the earlier grades, before the dictionary is introduced, they are not needed, because in every word that is phonetic there is something that enables one to recognize the sounds of the letters—e.g.:

can is phonetic because the consonants have their usual sounds and the vowel is short.

cane is phonetic because the final **e** shows that **a** is long.

car is phonetic because the **r** shows that **a** has the Italian sound.

call is phonetic because the final **ll** shows that **a** has the sound of **au** in **haul** or **aw** in **crawl**.

was is phonetic because after **w**, **a** usually has the sound of short **o**.

rage is phonetic because final **e** shows that **a** is long and **g** soft.

(If we were to write "rage" we should have to use the macron to show that **a** is long, the dot to show that **g** is soft, and we should then have to cross out the **e**, which itself tells us the sounds of both **a** and **g**).

The spelling of phonetic words offers little or no difficulty to one familiar with these few phonetic facts. In unphonetic words, where letters do not have their usual sounds and where there is nothing to show what the real sounds are, the problem is quite different. Such words must be taught as sight words, and in spelling the pupil must visualize these words, and write them, and spell them orally, giving the letters in the order in which they occur. **Dun** and **done** illustrate the difference between a phonetic and an unphonetic word and the difference in the spelling problem.

Teaching "family phonograms" is like teaching sight words. It is not phonetics at all. The use of the family phonograms and the blending of initial consonants with these family phonograms have brought discredit upon the subject of phonetics. It tends to produce stuttering and stammering. It trains the child to look at the ends of words, then to back up, and then to go ahead—all of which is a hindrance in spelling. The sounds of the letters should be blended in the order in which they occur. This prevents stammering by putting the vowel with the initial consonant, and it helps in spelling by

training the children to look first at the beginning of the word—where the stress belongs (**bi d**, not **b id**).

A knowledge of the sounds included in Groups 1 to 5, with a few phonetic principles, enables pupils to recognize more than eighty per cent. of the words used in the first three grades. This knowledge is helpful in four ways:

1. It gives power in word recognition.
2. It leads to accurate pronunciation and clear enunciation.
3. It helps with spelling.
4. It leads to content reading.

DRAWING OUTLINE

Grades VII and VIII

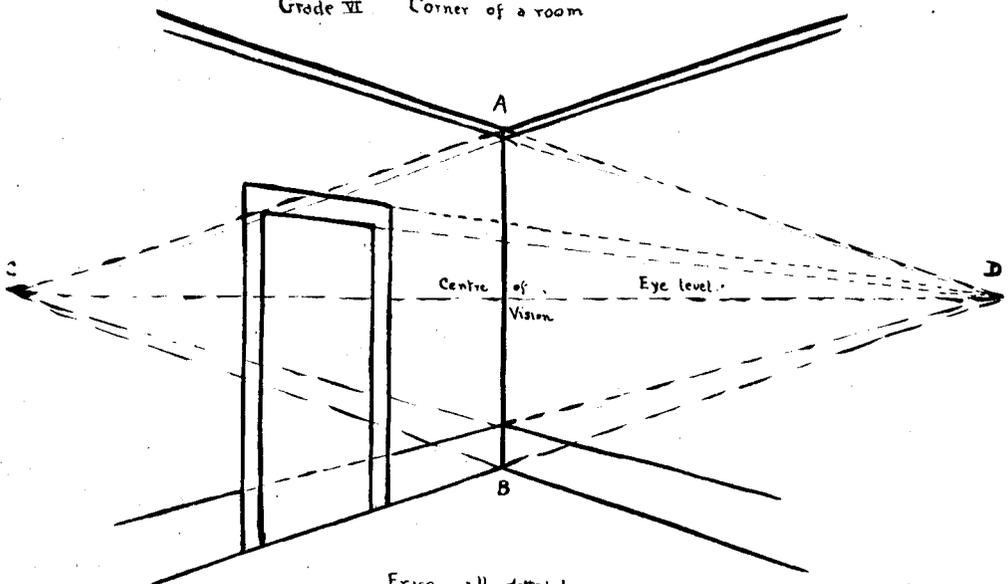
N.B.—Use 9"x12" manilla paper. All work to be freehand. Keep work of each problem for booklet.

1. **Practice Work**—(a) Lesson on the square prism lying horizontally below eye seen at an angle. (Let both sides

box with lid partly opened, box seen at unequal angles. (Several boxes will be required in a room.) (b) Review the above aiming for artistic rendering.

3. **Practice Work**—(a) From memory construct any of the following in outline: Chair, desk, lounge, bedstead,

Grade VII Corner of a room



Erase all dotted lines.

be turned at equal angles for the first lesson. (a) Review the above with sides turned at unequal angles. Convert the drawing into the drawing of an object.

2. **Problem: Chalk Box**—(a) From observation make a drawing of a chalk

bureau, table, stool, bench, etc. (Be sure to represent the object in angular perspective angles unequal.) (b) Review the above lesson.

4. **Problem: Object from Memory**—(a) Review by correcting and finishing.

(b) Complete (in outline only. Do not attempt shading on any memory work.)

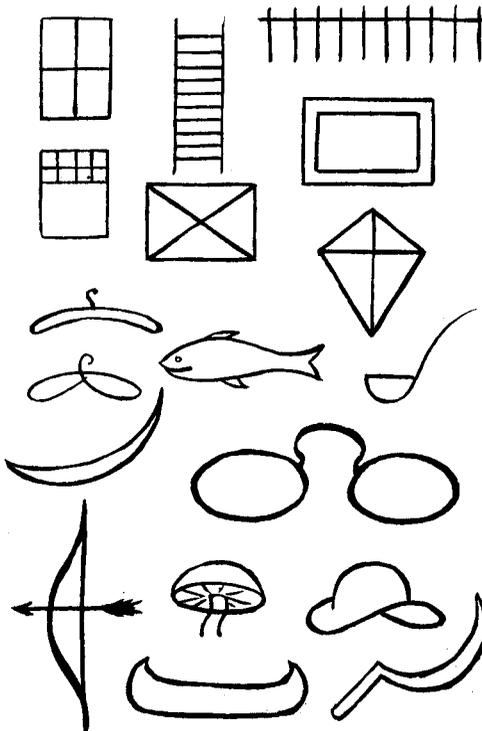
Grade VI

Use 6"x9" manilla paper. All drawings to be freehand.

1. (a) **Corner of a room** (see diagram). Do not use a ruler.

Practice—In the exact centre of 6"x9" paper placed horizontally on desk, draw, freehand, a vertical line about 3" long. Mark the upper end A, the lower B. Draw a light line the entire length of the paper at right angles to this, through its centre. Call left end C, right end D. Join C to A, and extend CA towards the right. Join D to A and extend towards the left. Erase the lines CA and DA, leaving the

Suggested exercises in free arm movement



extensions to represent the corner of a ceiling. Represent the corner of the floor by drawing from C to B, and from D to B, and extending both lines. Add skirting board and picture molding, and, if desired, a door or window in one wall. (b) Review.

2. **Problem**—(a) **Shaded corner of room.** Construct a corner of a room as

previously directed, and shade in pencil values to show differences of color. (b) Review.

3. **Practice** — (a) **Preparation for study of the square prism.** Study a foreshortened square of paper or cardboard lying horizontally and viewed so that the farthest corner appears directly above the nearest. Practise drawing the appearance of a square seen thus, varying the distance from the spectator. (b) Draw the square prism with three faces visible (vertical faces appearing equal), below eye level.

4. **Practice** — (a) Make a memory drawing of the square prism. Convert into an object. Suggested list: wooden pump, small table, music cabinet, phonograph, coffee-mill, gate post, newel post, safe, square stool, square ink-stand. (b) Review.

Grade V

Use 6"x9" manilla, except where otherwise specified. Freehand work throughout. Rulers **must not** be used.

1. **Practice** — (a) Foreshortened circle. Practise ellipses of equal lengths and varying widths. (b) **Hemisphere.** Note proportion and appearance. Make outline drawings of hemisphere on eye level, above, below, tipped and inverted positions. Use construction lines.

2. **Problem** — (a) Make an outline drawing of a hemisphere in any position. Convert into an object. (b) From observation draw a plain teacup seen below eye level.

3. **Problem** — (a) Paint half an orange or half an apple from observation. Light pencil outline may be made. (b) Criticize results and review.

4. **Practice**—(a) **Cylinder** in a vertical position below eye level. Note proportions. Make an outline drawing, using construction lines.

Problem — (b) From observation draw any of the following: Tumbler, sealer, jar, pail, bushel basket, etc.

Grade IV

Use 4½"x6" manilla paper except where otherwise directed. Rulers **must not** be used.

1. (a) Practise drawing horizontal ellipses of different widths. (b) Lesson on foreshortened circle. Use a circle of cardboard or paper for demonstration. Draw attention to circles which may be in the room. (c) Lesson on the hemisphere. Note proportion (radii are equal). Make a drawing using construction lines.

2. (a) Paint half an orange or apple. A light pencil outline may be used. (b) Review. (c) Review.

3. (a) Review smooth texture lesson, e.g. school bag, purse, moccasin, cup, half an apple, etc. (b) Review. (c) Review.

4. (a) Lesson on the cylinder (vertical). Constructive memory drawing in outline of a cylindrical object, e.g. jar, bottle, sealer, vase, spool, roll of film, etc. Use a centre guide line. (b) Draw from observation any object having sloping sides, e.g. flower pot, pail, thimble, tub, etc. (c) Color the above.

Grade III

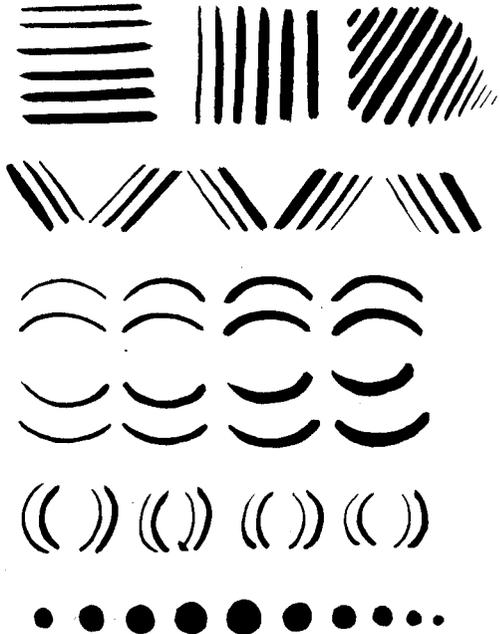
Use 4½"x6" paper except where otherwise directed. **Aim of work**, careful observation of form and proportion. Good rendering in outline, neat and clean work.

1. (a) **Dictated lesson.** See list of dictated exercises in current Journal. (b) Teach shapes, square, circle oblong, semi-circle, triangle. (c) Construct a square, oblong and triangle to dictation. Find centre of each.

2. (a) Teach tints by adding water to a standard. (b) Dictate the drawing of two oblongs, 3"x2" on 4½"x6" paper. (c) Paint two tints of a standard in these.

3. (a) Oral lesson on the sphere. Memory drawings of spherical objects. (b) Brush work exercise. See current number of Journal. (c) Make a brush drawing of an apple or orange.

4. (a) **Freehand objects from observation.** Draw a pen-nib, twice as large as the model, in a vertical position. Use centre guide line. Each pupil must be



Suggested exercises for grades III-IV

supplied with a nib. (b) Review the above lesson. (c) From observation draw in pencil a knot on a piece of rope, coarse string or raffia. Each pupil must be supplied with material.

KEEP A SCHOOL RECORD

Why not get from Mr. Gorham of Bird's Hill, a carefully prepared portfolio in which can be recorded the history of your school and progress of pupils in the school?

It tells the story of the school from year to year.

It will link the past, present and future.

The portfolio is approved by the Department of Education for Manitoba.

Copies supplied by W. Gorham, Bird's Hill. Size 11 by 18 inches. Price \$6.00 each.

Children's Page

March

The stormy March is come at last,
 With wind, and cloud, and changing skies;
 I hear the rushing of the blast
 That through the snowy valley flies.

Ah, passing few are they who speak,
 Wild, stormy month! in praise of thee;
 Yet, 'though thy winds are loud and bleak,
 Thou art a welcome month to me.

For thou, to Northern land, again
 The glad and glorious sun dost bring,
 And thou hast joined the gentle train,
 And wear'st the gentle name of Spring.

And, in thy reign of blast and storm,
 Smiles many a long, bright, sunny day,
 When the changed winds are soft and warm
 And heaven puts on the blue of May.

Then sing aloud the gushing rills,
 And the full springs, from frost set free,
 That, brightly leaping down the hills,
 Are just set out to meet the sea.

The year's departing beauty hides
 Of wintry storms the sullen threat;
 But in thy sternest frown abides
 A look of kindly promise yet.

Thou bring'st the hope of those calm skies,
 And that soft time of sunny showers,
 When the wide bloom, on earth that lies,
 Seems of a brighter world than ours.

—William Cullen Bryant.

EDITOR'S CHAT

My Dear Boys and Girls:

You have often heard people say, "I haven't any idea what to say," "I haven't an idea about so and so," and if you were near the editor of the Children's Page, sometimes you would hear, "I haven't an idea what to write about." But this month we have an idea—we are going to write on "ideas" and perhaps to some of them we will add the letter "i" and make them "ideals."

This is clean-up month, the month when the March wind melts the snow and dries up the puddles, and discovers all kinds of old rubbish hidden under the drifts—rubbish which must be cleared up and burned before the ground is prepared and the seed sown for the new plants. And, thinking about all this, the editor began to think of all the ideas that have been hidden during these four years of war—ideas that now the drifts of war have cleared

away look like the rubbish they are. There are the ideas that the Germans held of the "divine right of kings," "might is right," "to the victors belong the spoils," "Germany the centre of manufacturing, art, and literature," "Germany the master of the world." There are ideas, too, that many people were beginning to have, that truth and honor and fine character didn't matter; and there was the most dreadful idea of all, that life—the lives of men and women and little children—didn't matter as long as Germany gained what she wanted. And now that the heat and terrible winds of war have disclosed all these old and soiled and torn ideas, the people of the world are going to do their best to destroy them and to prepare the world for the seeds of the new ideas which the Peace Congress will sow, so that in the Victory Spring there may be new ideas to replace the old dead ones, just as the seeds will soon send up little plants to take the place of those plants that are dead. And what are some of the new ideals that the world is waiting to see grow as people watch the sprouting seeds in spring? There is the ideal of the League of Nations—England, France, the United States and Italy—to protect and supervise the small nations, and to keep peace in the world. Then there is the ideal of democracy, which you will all have heard discussed. It's a very big idea for you to understand, but it means government by the people, as opposed to the divine right of kings. It is a very strange thing, however, that Great Britain, with a king, is the most democratic country in the world. Ask

your teacher about this. Then there is the ideal of freedom of the seas; and last, but not least, the ideal of a permanent peace. There are many other ideas and ideals which are being considered to take the place of the old discarded ones. Let us all hope that the blustering winds of March may blow away forever these miserable old ideas which have brought the world to such unhappiness and trouble as have never been dreamed of before, and that in the months to come the little tender new ideas may grow strong and big and make the world a better place to live in.

Talking about ideals, St. Patrick, the good old saint whose birthday we keep on the 17th of March, had a good many ideals which he worked very hard to make real. He had an ideal idea that he would christianize Ireland and help the people to become more civilized and able to help themselves. To accomplish this idea he gave up his home, his freedom, and eventually his life. A great many people know very little about this side of St. Patrick. They associate him rather vaguely with snakes, Irish pigs, shamrock, and such things, but you will find it worth while to study his ideal and the work he did in the world.

Perhaps in this little talk we have confused you using the two words "idea" and "ideal," but we hope we have helped you to understand that ideals are the highest ideas for which men work and pray and die, and that the finest ideas of the men at the Peace Conference will be the seeds from which new ideals of right and justice will grow in our world.

OUR COMPETITION

April Story:—Lloyd George. (To be in before March 10th.)

May Story:—My 1919 Garden. (To be in before April 10th.)

There seem to be a good many explanations to make about last month's competition. In the first place, the prize was won by Annie Hargreaves, of Shoal Lake, but through a printer's error her story was not published, but

will appear this month. Then after The Journal had been out several days along came a most excellent story on "What Germany Lost in the War," by Marjorie Greenway, Crystal City. The editor is not praising this story too highly in saying it is one of the best we have ever received. But you may judge for yourselves, for it is to be printed this month, too. With regard to the

competition for March, we may say that while many of the stories received were good, they were in some cases not strictly "Fairy Stories," and on the other hand there were fairy stories which were retold from well-known books. The idea in the case of an imaginary story is always to have it

original—your own imagination, your own ideas, your own way of telling the story.

The prize this month was won by Jean M. Story, Stonewall.

Honorable mention: Elva Carson, Mabel Murray, Isabel R. Story, Lewis D. Wright, Stonewall.

PRIZE STORY

A Fairy Story of the Wind

Many, many years ago, before even your grandmother can remember, and you know she can remember a great deal, pretty little fairies and sprites lived in the forest that covered the land. On moonlight nights and shady days these little people danced pretty dances, to the music of bird-songs by day, and cricket-bands by night.

The leaves on the trees were jealous of these pretty little folk, and they wished and wished that they could dance. One day the trees had a meeting to try to decide what could be done to satisfy the leaves. One wise old oak suggested that a messenger be sent to the great giant, who lived on the top of a high mountain, and who had always been kind to the trees. This suggestion met with the other trees' approval, and they decided that the strongest bird, the eagle, should be the messenger. They sent the gay blue-jay to find the eagle, which Mr. Jay did very quickly. The eagle was willing to be the trees' messenger, and set off.

He found the giant not feeling very good-tempered, because several cross

animals had come complaining to him that morning. The eagle told the giant that the trees wished his advice about how to satisfy the leaves. The giant grew angry, a thing he had never done before. He stood up and blew his breath out in great gusts to blow the eagle off the mountain. He succeeded in doing this, and the eagle flew back to the trees sorrowfully, but when he got there he found the trees rejoicing and the leaves dancing merrily. Then he understood what had happened. The breath of the giant had stirred the leaves and made them dance. The trees thanked the eagle for being their messenger, and the leaves were happy, for how they could dance with the fairies of the forest.

And now, children, you will know, when you feel the breezes blowing softly, that the giant is just a little angry; but when you hear the windows rattle and the branches groan you will know that the giant is very angry indeed.

Jean M. Story, aged 14 years,
Grade 8, Stonewall School.

WHAT GERMANY HAS LOST IN THE WAR

The Peace Congress, which was formally opened in Versailles, France, on January 18th, 1919, with Premier Clemenceau as chairman, will fully determine just "What Germany Has Lost in the Recent War." But in the meantime we are very sure that her losses are enormous.

Long before the signing of the armistice, which concluded the fighting on November 11th, 1918, everyone knew that Germany had forfeited what little national honor she had. The loss of national honor is the greatest loss that can come to any nation. When we think of all the dastardly deeds committed by

the Germans we wonder how such a nation could ever exist. Germany has "come out" of the great war defeated, humiliated, disgraced, and mistrusted. The colossal German Empire has fallen down like a pack of cards.

Another great factor to be considered in the losses of Germany is the loss of human life. This is an irreparable loss, for nothing can take the place of human blood. Germany's wounded number four million, and of these one million are dead. Many of Germany's soldiers have been practically thrown away in the terrible battles of the war. For instance, at Verdun, when the Crown Prince made his fatal mistake, thousands of men were sacrificed. Besides loss of life on the battlefield, many thousands died of starvation. In the winter of 1917, Germany substituted turnips for potatoes, and milk was only given to children under two years of age.

The memory of the vast sum of two hundred millions sterling, which France had to pay Germany after 1870, had never faded from the mind of the covetous Hun. So for many years she has been figuring up a great financial scheme. This was the great indemnity that England would pay when Germany won. Now Germany's children's children will be paying off the great indemnity of billions of dollars which will be levied upon her. Germany has surely lost her wealth.

Germany's colonies in all parts of the world are gone. She had the richest of land in Africa, and owned many isles of the sea. All these, however, have passed into the hands of the Allies, and will never again fly the German flag.

One of the greatest sights in the world would be to see the ninety Ger-

man battleships being towed up the "Firth of Forth" without a shot being fired. This event of November 21st, 1918, is known as "The Bloodless Trafalgar." Another humiliation for Germany was the surrender of eighty-seven U. boats. The fall of the magnificent Germany navy which had boasted "the day" is one of the greatest tragedies of history. With the loss of the German navy is gone all hope of Germany ever being "Mistress of the Sea," and Canada will never become one of "her nice little colonies," as expressed by the Crown Prince.

Germany's foreign trade is ruined. The stamp "Made in Germany," which was so common previous to 1914, will never be an attractive trade mark in the world again. Previous to the war her manufactured goods were sold over every counter. Her huge trade, in the wonderful history of days passed, now remains a mere speck to the memory of her people.

Last of all, Germany has lost her name as a cultured people. When again will the great musicians come from Germany? When again will the fine colleges produce such means of completing an education? Never, so long as Germany remains by her name. The name that our generation shrink away from in disgust. She will be too poor to continue her works of art. And then, if she should regain the means to do so, she will have lost all chances.

Germany will always remain disgraced and mistrusted. She has proven herself to be one of the most cruel, unpitying people that ever appeared on the face of this earth, and as such she will be treated by the civilized nations of the world.

Marjorie Greenway, age 11,
Grade 8, Crystal City.

WHAT HAS GERMANY LOST IN THE WAR?

Germany has lost a great many valuable things in the war. Her greatest loss is her reputation.

Before the war Germany was a very prosperous country and she had a good name, but now, since all the treacher-

ous things she has done, she will find it very hard to make friends with other countries.

Before the war we never heard of Germans murdering women and children, but now, since the world has

seen and heard of the awful things done by Germany, who would want to be friendly with Germany?

Germany had a good reputation, but now she has lost it; but she has a reputation now, a reputation that no country can be proud of.

Germany had good trading privileges with the Allies before the war which helped her to become prosperous and rich, but now who will want to buy anything with "Made-in-Germany" marked on it?

Germany has lost all her colonies in Africa and land in Europe also in the war. Before the war Germany was supposed to have the best army of soldiers in the world, but it has been proven that the German army is not invincible.

Germany has lost hundreds of men on both land and sea, also many ships, submarines and aeroplanes and ammunition in the war, and now the Allies have taken most of the ships, submarines and aeroplanes that were not destroyed in the war.

One of Germany's last losses was their Emperor, who fled to Holland. When he fled the German people were left without a government, as the Kaiser was pretty well the government himself.

I think that what Germany has lost is as great a loss as any country can have because she has lost the respect of other nations.

Annie Emma Hargreaves, age 16,
Shoal Lake, Man.

Inspectors' Section

THE BOYS' AND GIRLS' FAIR

By D. S. Woods, Inspector of Schools, Miami

We can hope for the best results from this phase of educational work by constantly viewing it from the standpoint of the boys and girls. The organization, size of the fair, prize lists, financing, etc., are but instruments which should have one end in view: the enlistment of the hearty co-operation of the boys and girls through an appeal to the spirit that makes work become play; the cultivation of a spirit of thrift and fair dealing that places honor before the desire to win; the development of ideas and desires that will produce interested, efficient, and happy rural citizens.

The spirit in which the work is conducted takes precedence over management. Work of this nature which is in, yet out of the school, should be directed in the spirit of play, business play; the spirit that leads the child to play at doing things; the play-work spirit in which he gives expression to his interests and desires; the spirit which, as he develops, buds forth into the desire to

win, to own, to accomplish, and to lead. That spirit should be our guide in all boys' and girls' work, both in and out of school. The club affords an excellent opportunity for its use and cultivation. The spirit of the game manifested in the desire of the boy to repeat the history of the race, hunting, fishing, camping, etc., can, through the club, be developed into the desire to repeat and improve the efforts of the men and women of his own day.

Canadian educationalists and parents have not fully grasped the significance of this fact. They have not truly learned to guide the work power gained through play in the spirit of play. Contrast the buoyant spirit of the U. S. citizen in such matters. In Manitoba we have been endeavoring to develop among our boys and girls a greater interest in rural life and its activities. Much speaking and writing has been done. A text-book has been placed in the elementary course, and provision made in some secondary schools for

agricultural training. Normal teachers receive a six weeks' course at the Agricultural College. Some progress has been made. Are we satisfied with the results? Decidedly not. Though such efforts may produce results in spots, they contribute little to the new interest we are so anxious to develop. The success in places is largely due to the personality and spirit of the local leader. What is wrong? The atmosphere that envelopes and holds the boys and girls is wanting. The extension service has recognized the importance of this from the beginning. If we leaders on the field recognize and apply it the spirit of drudgery that turns so many boys and girls from rural life will give place to a new interest, the desire to improve the old home, to uplift and brighten the rural community. The Boys' and Girls' Club is the educational road to elementary agricultural training and to a new rural interest. Can we lead on with the buoyant spirit of the boys and girls, recognizing their capacity for achievement and co-operating with the soul that yearns to do things?

Efficient management is important; the part borne by the boys and girls is very important. The unit of organization for the whole club varies from the grouping of branches around some trading centre to the whole municipality. That matters little so long as it is the most convenient arrangement for management and getting to the fair. The rural branch centres in the rural school and is generally limited to the district. That is a natural condition and one that will remain. The teacher may move on, but the meeting place of the boys and girls is permanent.

The rural teacher is looked upon by the district as the natural head in the work; in fact, we would not have 50% of the rural branches in existence today were it not for them. From a distance the Extension Service, the inspector, etc., look to the teacher as the one person conveniently situated to keep in touch with the boys and girls, render effective assistance, and supply necessary information. The rural teacher is the key to the rural branch.

She is the one who must see that the proper spirit prevails, that interest is maintained, instruction given where necessary, arrangements made for contests, materials, the fair, etc. Who is better situated to do this work? Is the busy farmer and his wife? Some may be, the majority are not. Besides what was said above there are other very good reasons why the rural teacher should assume this responsibility. 1. She has a heavy programme, but the introduction of sewing, handwork, gardening, etc., create a live atmosphere which more than compensates for the time taken. Such activities increase the efficiency of the school along other lines. It is common knowledge that the best rural schools are those which are active in such work. Besides, the club affords an inexpensive method for the introduction of such work into the school life. 2. It brings the home activities into the school and the teacher into the home life of the rural community. Where are the boys and girls who do not love to have the teacher play their games and sing their songs? Are they not equally interested when she takes a hand in their sewing, potato growing, chicken raising, canning, and visits the home to praise their work. The feeling of gratitude is the same and just as responsive in the one case as the other. Boys and girls stand by such a teacher. She is interested in their doings and develops an inspiration and rural vision which leads them on. This is the very thing we want in our rural districts. 3. The training of the hand to do things, and the eye and ear to observe plant and animal life, and the close relation of both to the pupil's success and happiness, is the very best kind of instruction, and should be correlated with other school exercises in a practical way. No programme is rich without it.

I do not mean to suggest that the teacher should endeavor to do everything. The more co-operation between teacher, trustees, parents and pupils, the better will the work succeed. That will follow wise leadership and reasonably efficient direction. The enthusiasm of the boys and girls in their new school

business activities will sweep the other senior forces into line, and the work will go on from teacher to successor with little hitch.

There is a weakness here in the training of our teachers that deserves mention. Some fail to realize the importance of entering into it in a warm-hearted manner. Some forget the discouraging effect that neglect of attention to details has on the boys and girls. Some, being without experience, hesitate to take an aggressive attitude and permit golden opportunities to slip by. Others fail to furnish themselves with the host of useful information in the Bulletin. Still others fail to keep in touch with the central committee. This is mainly to be found among young teachers who have not previously been in touch with the work. Many are on the job all the time and have rendered faithful and effective service. Fortunately a large number of secondary students remain in the contests, take an important part in the fair, and, as time goes on, will become rural teachers. The next two years will see a great increase of trained rural leaders. In the meantime the Normal School should make some effort to prepare the teacher to undertake this work in an efficient manner, and should certainly set a high standard for the conduct of the work.

The organization must not lose sight of the boys and girls. I once heard of an organizer who said, "This club is mine." The club belongs to the boys and girls. Let us keep that idea to the fore. The team spirit that prevails on the playground can be utilized to a great extent. A captain, instead of a branch secretary, would appeal. Meet them on familiar ground. In the Central Club senior boys and girls can manage departments. Get the idea of boosting departments. I find that the management of the fair can to a considerable extent be left in their hands. They are ready to accept responsibility

if we are prepared to trust them. Shift the responsibility to them as they can bear it. The desire to win, to own, to accomplish, and to lead should be appealed to in every fair manner.

The organization and management of the central clubs is for the most part satisfactory. A monthly news letter, a monthly meeting at times, and an occasional call from the central organizer are effective.

Trustees' Associations have risen to the occasion, boosted the work and placed their influence and resources behind the movement.

For a number of years the inspectors have rendered effective assistance, getting people together, stirring up enthusiasm, encouraging and assisting the workers, and keeping in touch with the whole. I find it helpful to send a news letter in January to teachers and all interested as a call to re-organize, and again in March a report form of the organization and contestants. This spurs on the lates and gives me a bird's eye view of the whole situation.

Some criticism has been directed at times at the supplies, etc., sent out by the Extension Service. Let us remember that the detail work in supplying so many, making arrangements for fairs is a tremendous undertaking, particularly when they had at the same time to educate the working force on the field. Let us not forget that they understand the yearnings and inclinations of the boys and girls, they made their appeal in the spirit that won, they presented a programme sufficiently broad to accommodate all, and that programmes should not be narrowed down. They have started something that is winning.

The hearty co-operation of the Minister of Education has placed the forces of his department behind the movement. With the united efforts of all the outcome should not be in doubt.

"The difference between the person who continues to make progress all through his life and the one whose real life is ended in his early manhood, is that the former always possesses an open mind and the attitude of finding in his environment further possibilities of adjustment."

EDUCATIONAL RECORDS IN OCHRE RIVER MUNICIPALITY

By R. M. Stevenson, Inspector of Schools, Dauphin

With a view to finding out some facts about the progress of children in rural schools under my supervision, I have during the last term looked up in the half-yearly reports the records of all the children passing through the schools of Ochre River Municipality from July, 1910, to July, 1918. I have attempted to find the number of days spent by each pupil in each grade, the grade which these pupils reach before leaving school, and their destination after leaving. The closing of several schools from sickness has made it impossible for me to make these records complete. I am, therefore, giving a summary of the facts in regard to schools where I have obtained complete information. There are typical rural schools in English communities.

Let me first give a few individual records which seem to suggest some problems. In the first line I give the grading of the pupil, in the second the number of years spent in the grade, in the third the number of days.

Pupil Number 1.—

Grade	II	III	IV	V	VI	VII
Years	1	1	2½	1	1½	1
Days	98	130	369	185	245	154

This pupil is said by the teacher to be of normal ability. He has made normal progress in most of the course. Why does he spend 369 days in IV?

Pupil Number 2.—

Grade	III	IV	V	VI	VII	VIII
Years	1	1½	1	1	1	1
Days	54	208	172	150	101	70

This pupil is a bright pupil and makes good progress except in IV.

Grade	II—22	pupils spent	110	days.	Average yearly attendance	121	days
Grade	III—19	“	138	“	“	131	“
Grade	IV—21	“	185	“	“	134	“
Grade	V—13	“	174	“	“	142	“
Grade	VI—10	“	123	“	“	130	“
Grade	VII—6	“	155	“	“	132	“

In all schools the time spent in grade I was high, but the average yearly attendance was low so that the retardation there might be accounted for by irregular attendance. In many cases

Why does he spend 208 days in this grade?

In another school I find the following:

Pupil Number 3.—

Grade	I	II	III	IV
Years	1½	1	1	2
Days	210	150	164	387

This pupil is still in Grade IV. Five other pupils in the same class have practically the same record.

In another school the following is the record of a class:

Pupil Number 4.—

Grade	IV	V	VI	VII
Years	3	1	½	½
Days	412	137	74	68

Six pupils have practically the same record.

These records are typical of a large number of others which show a greater length of time spent in grade IV than in any other grade in the course.

In four of the schools I undertook to find out the average time spent by all the pupils in each grade. I found the results in all four schools almost uniform. To save space I will give only one of these. In this school I found that 16 pupils had passed through grade I into grade II. I have not counted any pupils who left the school before completing the work of the grade. They spent an average of 170 days in the grade. They attended an average of 100 days per year. The following table shows the results in other grades:

children in grade I are sent to school for 25 to 50 days each term and so have to spend two or three years in this grade. In all schools less time is spent in II than in any other grade. In IV

the longest time is spent. Why? It cannot be irregular attendance or the frequent changes of teachers for this would affect all grades alike. The responsibility seems to be either with the programme of studies or with the teachers. Is the programme for this grade too heavy, or do the teachers teach the work of grade IV less efficiently than that of lower and higher grades?

In examining the records of the pupils leaving school during this period I found that 78 went to farms, 5 have become teachers, 1 has entered the Agricultural College, 1 the University, 8 are in offices, 7 are attending high schools, 1 is a nurse, 2 left in grade I, 3 in grade II, 3 in grade III, 16 in IV, 13 in V, 20 in VI, 19 in VII, and 25 in VIII or over.

MANUAL TRAINING AND DOMESTIC SCIENCE IN A COUNTRY TOWN

By W. R. Beveridge, Inspector of Schools, Virden

For a long time manual training and domestic science have been recognized as valuable factors in education, but so far their adoption by school districts in Manitoba, outside of the cities, has been very slow. Training in these branches which are concerned with everyday matters of life, food, clothing, and shelter, is of direct practical value in preparing young people to live rightly. But educators claim that right training in these does more than impart a measure of useful information, that it aims to train hand and eye, and to enrich the experience, to provide means of self-expression, and to create a sympathy with manual occupations. Undoubtedly muscular activity and intellectual development react on each other, and habits of concentration and accuracy are developed through the pursuit of these studies. In them, too, is frequently found the motives of interest often so difficult to find.

But it is not my purpose to attempt a defence of these studies. If I were qualified to do so such would be unnecessary, so firmly are they established in the educational systems of this and other countries. I am convinced, however, that they may be made to fulfill all that their champions claim for them. It must ever be kept in mind that mechanical skill is the means, not the end. As with other studies, their educative value depends largely on the purpose which directs them and the vision and skill with which they are presented.

But if the potential benefits of these studies are so great why are they not more generally provided for in our schools? So far, outside of our cities, little has been done in establishing them. Are conditions in the towns and rural districts such as to make them unnecessary or undesirable? I can understand that boys and girls living on the farms have opportunities of acquiring manual skill and the mental training which accompanies it, and for them this training may not be so necessary, though under skilled instruction they would no doubt receive much greater benefits. But it seems to me that the class most in need of this training is to be found in our towns. This class includes boys and girls many of whom have little to occupy their time outside of school hours, and who sometimes acquire habits of idleness or worse. As Professor Cubberly says, "A boy or girl in our modern life has so little home life, has so much unprofitable leisure, acquires so much through eyes and ears, and learns so little by actually doing that the problem of providing a proper environment and of utilizing this excess leisure time in profitable training has become one of the most serious as well as the most difficult problems before us." Do manual training and domestic science help to solve this problem? I believe that they do. Certainly in these the student learns by doing. This is one reason why these subjects are so much enjoyed by them. And they do enjoy

them, for in the manual training and domestic science class hours of intermission and closing are forgotten in the intense interest and enjoyment of the work. This is one thing that commends these studies to me; for when children generally and persistently dislike a subject of study that subject is either out of place or is not presented in the right manner. Then these subjects are such that they permit of practical application in the home and serve to correlate the work of the school and home. Where these courses have been established home workshops soon follow, and boys and girls are anxious to apply in the home knowledge gained in the classroom in the creation of something of beauty and utility. These studies no longer belong to the class of fads and fancies, but serve a valuable purpose in educating the young to useful and happy lives. It is to be regretted that so few of our young people enjoy the benefit of these. In my own division only one school is equipped for and giving courses in manual training and domestic science. A brief account of what is being done here may be of some interest.

In this case the difficulties in the way were such, I imagine, as might be met in a score of Manitoba towns. There was no suitable accommodation, no demand for these courses from any considerable body of ratepayers, no member of the school board or teaching staff had had experience in administering them, and taxes were high. These and other difficulties were met and overcome. Accommodation was provided and equipment for twenty-four students in each installed. It took time and money for the details were carefully thought out and the equipment installed was of the best quality. In the successful working of these courses equipment plays an important part, a well appointed and properly equipped workroom being an inspiration in itself. No doubt something can be accomplished with inferior equipment, but no teacher or pupil can do his best with such.

The plan as first considered was to employ specialists in manual training and domestic science to devote their

whole time to a group of schools. When this plan was found impracticable only one course was open, to employ teachers to do this work who were qualified as well to teach some of the regular grade work. To economize the time of the teachers and students it was found advisable to employ for this work teachers from the Collegiate staff who were teaching subjects rather than grades. This arrangement has worked very satisfactorily so far, and I believe has advantages over the "itinerant teacher" plan, particularly in the large schools. In the former case teachers are in closer touch with the pupils and are able to acquire a fuller knowledge of their powers and needs than those who visit one or two days a week and who come into contact with them only through the one subject. We might expect such teachers to have a better perspective of the relative values of the subjects of study and to co-operate more fully with the other teachers. Their training should fit them to render valuable services to the communities in which they reside, a responsibility not so easily assumed and discharged by the itinerant teacher. Something, too, is to be said for a policy which enables teachers in the secondary schools to become acquainted with children while in the elementary schools.

As one of the purposes in establishing these courses was to make the schools more attractive to the older boys and girls, too many of whom were dropping out in the higher grades of the public school, they were begun in grade six and are continued in the case of manual training to the end of grade ten, and in domestic science to the end of grade eleven. This provides for four and five year courses respectively, grade seven being absorbed in grades six and eight. The time-table is arranged to permit the boys and girls to work simultaneously, the grade teacher in the case of the public school grades being free to assist with the domestic science.

In manual training each class receives one half-day lesson a week, instruction and practical work combined. The course at present is almost wholly in wood-working, and involves the care and use of tools and the interpretation

of plans. In the first year emphasis is placed on the construction of small models of the finer type. The reason for this is obvious. The cost of material is little. In these the necessity for accuracy and care in measurement is forcibly impressed upon the students. An error hardly noticeable in the construction of a large coarse model becomes a glaring defect in the small one of finer type. This training in accuracy is one of the valuable results of the work. While no attempt is made to emphasize the vocational side of this work, the course includes the construction of the larger models of utility in the home and on the farm.

In domestic science each class, with the exception of grade eleven, receives one-half day lesson a week. Grade eleven receives two one and a half hour lessons, those following the teachers' course electing the option in household arts and household science. Space will not permit the details of the course

which provides for five years' training in such practical work as household management, cleaning, laundry, cooking, physiology and hygiene, nursing, sewing, etc. For those beginning this work above grade six the course was modified to suit the needs of the students and the time at their disposal. In the case referred to above these courses have been very popular with the students, and, as far as one can judge, are serving the purposes for which they were established. They have helped also to interest parents in the schools and to create pride in its achievements.

I have introduced manual training and domestic science together, as from an educational standpoint they have much in common. Both are needed to balance and round out our present course of studies, and both deserve the consideration of school boards in our towns, where their introduction would increase the efficiency of the schools in training young people for citizenship.

ACADEMIC AND PROFESSIONAL TRAINING OF TEACHERS

By Alfred White, Inspector of Schools, Brandon

Today education is to the fore. It is taking its rightful place in the national programme. Our business and professional men acknowledge its vital importance. England has led the way in reform; France and America are moving, and we in Canada cannot afford to lag behind.

England has gone to the heart of the problem by wonderfully improving the professional standing of all teachers, acting on the accepted principle that the teacher herself is the outstanding factor in better teaching.

We cannot do better than follow that example and concentrate on the work of raising the standard of our teaching force.

The two essential factors involved in the making of a teacher are "natural ability" and training, and with the second we are particularly concerned.

Training includes the academic preparation as carried on in the High Schools, and the professional prepara-

tion as carried on in the Normal Schools.

The question that is at all times a fitting one for consideration is whether the training that is being provided is the best possible. Too often this is considered solely from the theoretic standpoint. One of the best tests is the product. Is our present system of training producing satisfactory teachers, that is, the best possible under the conditions?

The men best capable of judging the product are the men in the field. They alone are in a position to form a fair opinion as to the merits of the present system of training. They should also be able to offer valuable constructive suggestions as to how defects are to be eliminated.

With this thought prominent, a questionnaire was sent to all our inspectors and a few supervisors, with a view to securing specific information on the training of our teachers. Twenty-three

replies were received and the results have been tabulated.

We will consider first the series of five questions on the academic training of teachers. They are as follows:

1. Mention any subjects of the Elementary course in which teachers are so deficient in knowledge as to seriously handicap their teaching of them. Give particulars.

2. Are there any teachers, while possessed of considerable knowledge, seemed to be possessed of the wrong kind of knowledge for teaching purposes? Give particulars.

3. Mention any subjects in which teachers may be said to have reasonably adequate knowledge. Give particulars.

4. In their own penmanship, blackboard work, etc., do you find teachers exhibit skill, orderliness and neatness? What proportion?

5. Mention any other phases (good or bad) of the academic training of teachers that have impressed you as worthy of comment.

It is not easy to get positive data of much value, and yet there are some conclusions that may be reached from a close examination of the answers received.

Let us consider the first three questions together as they have to deal with the knowledge possessed by teachers. From an examination of answers to questions one and three, which are complimentary to one another, it would appear that there is considerable agreement in regard to some subjects and differences of opinion in regard to others. This is clear from the following summary:

Mentioned as subjects in which teachers as a rule—

	1. Are deficient	2. Possess adequate knowledge
Grammar	9 times	0 times
Composition	6 “	0 “
Drawing	6 “	0 “
Music	6 “	0 “
Reading and Literature ..	0 “	10 “
Arithmetic	0 “	9 “
Spelling	0 “	7 “
History	11 “	5 “
Geography	8 “	7 “

From this it will be seen that there is some degree of agreement in regard to the first seven subjects on the list in that the four that are mentioned in answer to question one are not mentioned by any in answer to question three.

On the other hand, there are three subjects mentioned in answer to question three that are not included by anyone in answer to question one. The related subjects of history and geography, however, provide for a generous difference of opinion, and it is more marked in the case of geography.

Conclusion: Teachers are more often deficient in Grammar, Composition, Drawing, Music. On the other hand, they usually have an adequate knowledge of Reading, Literature, Arithmetic and Spelling.

Inconclusive: In History and Geography there is marked diversity of opinion especially in the case of the latter subject.

Answers to question two did not reveal anything of note. There was no unanimity of opinion, though there were some notable individual judgments. The most positive are two that bear some relation to questions one and three. These two mention history as a subject in which teachers possess the wrong kind of knowledge.

Answers to question four reveal very great diversity of opinion. In view of this we can hardly say that any positive conclusion can be reached. Percentages vary from 20% satisfactory to 90% good. The average of all works out at 64%, good to excellent. Perhaps it may be safe to say that inspectors and supervisors are on the whole satisfied with the skill, orderliness and neatness of teachers in their penmanship and blackboard work.

The last question in this series gave scope for constructive suggestions. Replies were mostly critical without being constructive. The more suggestive replies I would like to mention. They are as follows:

“Teachers should be required to make say 90% to 95% on the Entrance Examination.”

“Teachers need training to use the voice effectively.”

Need for "Thoroughness in the fundamentals of subjects" is emphasized by two or three.

Series II.—Professional:

1. Do you find teachers capable of working out a good time-table on a sound basis? What proportion?

2. Which of all the subjects are best taught—which the worst? Give any particulars of interest.

3. In cases where discipline is weak is there any prevailing cause?

4. Judging by the time given to them, which subjects are commonly considered by teachers the more important?

5. Do you find evidence of any subjects being entirely neglected? Why?

6. Have you noticed any outstanding professional weakness that is common to any number of teachers?

7. Have you noticed any outstandingly good quality common to any considerable number of teachers?

8. Have you any constructive suggestions to offer our Normal Schools that may help them in preparing teachers for their work?

The question re time-table reveals very great difference of opinion. Some say not more than 10% can make a good time-table on a sound basis. Others put the proportion at 90%. The average comes to 49%. No hint is given as to where they fall down and nothing constructive is suggested. Yet the wise and economical use of the 1,650 minutes per week is a problem of the first importance. Would the above suggest, too, that inspectors differ fundamentally as to what constitutes a time-table on a sound basis?

As to the subjects on the programme that are the best taught it would appear that Literature and Reading easily takes first place for 12 out of 20 mentioned it in the list of the best. Spelling had seven votes, Arithmetic five.

Of those worst taught History gets first place with 8 out of 20, while Literature and Reading, Arithmetic and Geography each get five votes. Thus we note considerable difference of opinion regarding both Literature and Reading and Arithmetic, and the great-

est agreement over History, with Geography taking second place.

There is substantial agreement regarding the causes of weak discipline. These are stated in different ways, but without any fundamental difference in principle. Summing up it is clear that the consensus of opinion is that the personality of the teacher is the big factor. From the replies one gathers that the qualities that every teacher needs to cultivate are alertness, decision, sympathy and faith, self assertion and self confidence.

When one comes to the subjects considered by teachers as the most important judging by the time placed on them, there is noticeable unanimity. Out of 21 replies every one mentions Arithmetic, 14 mention Reading and 11 Spelling. So noticeable is this that I would suspect that these get an undue share of the time available at the expense of some other equally important subjects.

When we come to this very point of neglect we find opinion greatly varied. Nine are satisfied that there is no serious neglect of any subject. Of the 12 who believe there is some neglect, 6 mention Physiology and Hygiene, 5 Music and 4 Drawing. There is, however, not sufficient unanimity to make the opinions of much value.

It is hardly to be expected that replies to question 6 would reveal any general agreement. The very nature of the question would make that unlikely. Yet there is a good deal of suggestiveness in the individual replies. I will indicate a few:

"Lack initiative, originality"; "Lack knowledge of child life"; "Lack ability to draw out pupil for his own development"; "Failure to use children with consideration and ordinary politeness"; "Satisfied with less than the best"; "Teaching by quantity, disregarding the end to be attained"; "View subject matter rather than child"; "Unbusinesslike".

There is much greater agreement in regard to the outstandingly good quality common to any considerable number of teachers, and I think we may well feel deeply gratified at the fact when we see what they agree on. I

will indicate specifically some of the replies: "Love for children"; "Sympathetic interest in children"; "Sympathy, patience"; "Honest, faithful, sympathetic"; "Hard working, conscientious"; "Ability to develop a good school spirit"; "Courtesy, cheerfulness". These are typical. The spirit of our teachers is evidently sound, and that counts for a very great deal. With this splendid spirit we need trained ability to teach and we have the ideal. If our schools are not succeeding it would almost appear from these replies that the defects were in the training.

Constructive suggestions are not easy to make at any time, and to be asked to offer suggestions on the difficult work of training teachers is almost embarrassing. However, as these varied opinions are from men actually in the field, they are deserving of serious consideration.

Two desire more "emphasis on good English"; two would like "training to secure well modulated voice"; two want "special training in boys' and girls' club work". Other suggestions are: "More attention to what to teach"; "More emphasis on essential subjects"; "That the broader view, preparation for citizenship, be emphasized". The American plan of combining academic and professional training is preferred by another.

The results from this questionnaire, such as they are, are submitted for your consideration. I do not think that any broad general conclusions may be deduced from the replies, but in a smaller and more limited way they offer suggestions that may be of considerable value to those who will give them the consideration they merit.

LOCAL SCHOOLS

By E. E. Best, Inspector of Schools, Winnipeg

We live in a time of unrest and uncertainty. The spirit of change is everywhere. It flourishes vigorously in the realms of education. It affects every circle from the kindergarten to the university. It challenges the very existence of the country school system.

To denounce the rural school as an inefficient and obsolete contrivance is the popular thing. Even the ills from which it suffers are paraded as evidences of its inefficiency. We are assured that the one-teacher school is out of date; behind the times; and incapable of keeping step with the onward march of modern progress.

Results, visible, concrete results,— "something for our money" is the demand. Give us schools such as in cities and towns, graded schools, township units, supervision, vans and more vans. "The Little Red School" must go, or at least be henceforth written in small print.

As Southey would say, "How little do they see what is, who frame their hasty judgments on what seems."

The eager yearning for better facil-

ities, better schools, a broader, deeper, more thorough education in the elementary schools is a laudable spirit and an encouraging sign of an awakening public interest.

However much we may differ in our views of the ways and means proposed, we must all agree as to the end in view, the desirability of a vast improvement in rural school conditions. In undertaking this important task too much should not be left to chance, nor should we seek change merely for the sake of change.

It is not good business to discard a principle which in spite of known defects has rendered good service, for airy projects whose charms may vanish at the touch. Nor is it wise in a gush of new-born zeal for novelty and change to over-emphasize the defects of a system to the exclusion of its merits. The little country school, with all its sins—and they are numerous—has accomplished a magnificent work. Its contributions to the cause of education, to the growth of the country, and to the life of the people have been prodigious.

As a community centre its doors have been open for service of church and Sunday school regardless of sect or denomination; for election purposes, spelling contests, debating societies, lectures, Christmas entertainments, concerts, and other social gatherings. It has been the rallying point of every local community in all its needs. What would the people have done without it? What would they do now or hereafter without it as a place of assembly? It has been the legislative chamber, the court-house where justice was administered and punishment oftentimes inflicted. The belated pedestrian often sought the hospitality of its friendly roof and on a royal bench let slip the midnight hours in gentle slumber as many a boy had done before.

As a country home builder it has played an important part in attracting settlers to the neighborhood and reconciling them to their environment afterward. One of the first questions asked by the intending settler is one of school privileges, and the fact of the school is the explanation of many a rural home. What the anchor has been to the ship, the local school has been to the home. One of the chief ambitions of the parent and the mainstays of the home is the elementary education of the children as near as possible to the family residence.

Proximity of school and home is an article of faith to these people. If you doubt it just attend a few meetings called to select a school site or move a school house.

It is true that the child may be educated by the parent without the aid of the teacher, or by the teacher in spite of the parent, but it needs no argument to establish the fact that the best educational results are produced through the joint efforts, the co-operation of parent and teacher. When between home and school authority there is a common aim, understanding and confidence, the problems of the school are greatly simplified. The teacher who can study the home life of the pupil at first hand, as a local teacher only can, has a great advantage over one who has not that privilege.

How many errors have been committed, how much trouble and injustice wrought through the want of knowing the habits and circumstances of the pupils' homes? This pedagogical axiom applies from the beginning to the end of the school career, but nowhere with such great force and pertinency as in the elementary stages of the process; and nowhere is the opportunity for consultation and united assistance as favorable as in the local districts.

In that comprehensive work, "The Education of the New Canadian," the author, Dr. J. T. M. Anderson, has this to say: "We shall never solve the rural problem in our foreign settlements properly until the home and the school become more closely united and work together for united improvement."

There, too, in the little school the personal influence of the teacher is most active. College graduates tell us how much they owe to association with great teachers and noble characters. Several times I have heard the students of some of our own schools declare that to know their principal and associate with him was in itself a good education. And if the influence of character reacts so strongly in the case of adult students, how much more effective must it be with those of a more impressionable age in isolated districts. There the life of the teacher is close to that of her pupils, and her standards become the criteria of life to them. Her manner, dress, speech, tastes, and habits are to them the **head lines** in the pages of their career. Young people, too, who have outgrown the school have received their inspiration and ideals; homes have been comforted in sickness and distress, and community life enriched through the sympathy and devotion of the local teacher.

The gratitude of the nation is due to those old time teachers who made their home "remote from towns" and, "more bent to raise the wretched than to rise," spent their lives in districts, lonely and obscure.

Difficulties and hardships there are no doubt in the rural districts, but the worst are not without their equivalent rewards. The great law of compensa-

tion works here as elsewhere. The old methods of transportation, like the path of the transgressor, were sometimes hard, but they were accompanied by a healthy vigor necessary to offset the ills of the school room, while the touch of nature, the birds, the trees, and the wayside flowers were not without a value.

John Wesley, in his rules for health, recommended a walk of three miles daily. Evidently John was not much of a pedestrian. A run of two or three miles to school should not inconvenience any healthy child of school age, and the exercise, in addition to effects on health, strength, and appetite, should be a valuable antidote against the evils of many hours crouching over books in the school room.

There is a vast difference between these bright-eyed, rosy-cheeked, vigorous children one meets going or coming from their school three or four miles from their home, and those who need a car to carry them a block or two. One might sometimes wonder how many generations will pass before humanity becomes as legless as a tadpole.

The inability of a teacher to give constant attention to each pupil in the several grades is not altogether a loss. Left to himself the learner must put forth his own efforts, master his own difficulties, and by so doing he grows in strength, confidence and initiative qualities that make for efficiency in life, however little they may count in examinations.

As an agent for mitigating the differences and prejudices of race, caste or creed the local school holds a foremost place. In it the scions of rich and poor, high and low, Jew and Gentile answer the call of the same bell, sit on the same downy seats, suffer the same backaches, and get their **sulphur and treacle** from the same spoon, and incidentally learn respect for necessary authority.

On the playground the "voice of the people" is heard. The boy becomes a part of a self-directing self-governing body. He is introduced to the principle of promotion by merit. There are no commissions in this army, no political appointments. Every man in this minia-

ture commonwealth must "find a way or make one," the only passport to success is work and ability. The skip must win his position in a points competition, fairly. Every man in the game must win his own spurs. He is the chief and popular citizen who can jump farthest, run fastest, play the best game, and is the best all round sportsman. Nobody here questions his creed or lineage, or asks whether he is a bourgeoisie or a proletariat; skill, courage, confidence, strength, endurance, and square deal are the tests, the only highways to glory on the playground. It is the one spot, sacred to merit and popular government. Later he holds public office and assists in the administration of the affairs of the district subject to the will of his fellow ratepayers. In this preparatory course 6,000 trustees in Manitoba are receiving experience yearly in public responsibility through the medium of the small school district organization.

In the assimilation of strangers coming from other lands the rural system could hardly be superseded. In some schools the children of parents from many countries participate in the same games and exercises and communicate their thoughts, sometimes their feelings, in one language.

Again quoting from "The Education of the New Canadian":

"It is surely manifest that the greatest agency in racial assimilation is the common or public school. This is the great melting pot wherein lies the satisfactory solution of this great national question."

Even in the "Three R's" and other prescribed studies the one-room school has no mean record. It might surprise those who have an affinity for city ways to learn that in Departmental Exams. the city schools are often satisfied with a place in the ranks of the procession led by the schools of the rural divisions. The average age of those who pass the yearly provincial examinations for grade VIII in the country is approximately 14 years, practically the same record as in the cities, while children of 12, 11, and 10 years from rural one-room schools have

been known to secure a creditable standing.

It is worthy of note, too, that many, probably a majority of the people of Canada have received their elementary education and perhaps all their schooling under the roof of the home school. And I have yet to learn that the Canadian, whether as citizen, soldier, or otherwise, has been found in any respect inferior to the best the world has produced. "Physically, mentally, and morally," says the Winnipeg Tribune, "we have been matched against the nations of the world during the past four years. Where do we stand? Have we anything to be ashamed of?" Echo answers—"Have we?"

President Wilson says: "The world must be made safe for democracy." Edward Everett, a former president of Harvard, said: "Education is a better safeguard of liberty than a standing army."

Superintendent Hartwell, of Buffalo, in a recent address, is quoted as follows:

"The country never could have raised 2,000,000 men, never could have landed them in France, nor could it have economized in food, nor subscribed the Liberty Loan without the past efficiency of the schools."

It is not necessary to add to the list of contributions for which we are indebted to the little home school, to prove that this humble institution is not only a potent force in the nation's growth, but one that is indispensable and fundamental. Without the local school, farm settlements will fade away. Where there is no school there will soon be no farmer, and no farmer—no state.

Plainly, the invaluable services of the rural school have not been adequately appreciated. The catch cry of "something for our money" is misleading. There has never been money invested in any country project that has ever yielded profits at all comparable with those received from the little school tax. It is true no doubt that some schools have been poorly administered, and a poor school is, of course, always a loss. But the possibilities of the rural

school are unlimited, prodigious. We get from them results in proportion to our investment. Put nothing into a machine and we get nothing out of it, is as true of a school as of a buck-saw. It may be granted that the possible or even the desirable is seldom obtained from any school.

Perhaps few of them are worked beyond a 50% capacity, but that is our fault. If the efficiency of the school system has been atrophied by indifference, penuriousness or neglect, any substitute system must fail from the same causes. The many well managed units to be seen are standing evidences that under the same plan all schools can be raised to a higher state of efficiency. It is futile to waste time and energy chasing will-o'-the-wisp schemes when a sure and well tried remedy is in our own hands. The application of money, energy and intelligence will convert the poorest school into an effective one, and nothing else will.

Looking forward, huge problems appear on the horizon of our prophetic vision. Those gifted with foresight aver that we stand on the very threshold of the Golden Age for Canada. "From sea to sea our country lies beneath the splendor of the skies." A land of four million square miles, two and a half billion acres, bounded on three sides by great oceans and on the fourth by the good will of a great kindred nation. By comparison it is said to be in area one-third of the British Commonwealth, thirty times the size of the United Kingdom, eighteen times that of the old German Empire, nineteen times that of the Republic of France, and thirty-three times the size of Italy.

There is room and to spare for a hundred million people. The natural resources awaiting development are said to be of fabulous value. Commerce, manufactories, transportation, and agriculture are to be greatly extended. Political problems are to be amicably settled. A love for the good, the beautiful and the true are to supersede the greed for wealth, and a new spirit of brotherhood is to possess the nation. But to carry on such extensive under-

takings successfully, men of vision, integrity, ability and training will be needed.

Where are we to get agents capable of such development if not from the schools? And as more than half the population live on farms the leaders of the future must come from the little rural schools. It is clearly manifest then that our responsibility to these

schools is very great. New ideals must be printed above the lintels of the school-house door and a new enthusiasm injected into its arteries. The hour for rural school advancement has come. If great demands are to be made there must be proportionate preparation, and the place to start is the elementary school, the foundation upon which all super-structures are based; and the time is now.

History for Grade XI

GRADE XI MATRICULATION—GENERAL HISTORY

The Netherlands

The Netherlands was the mill-stone round the neck of Spain. But for Charles V's folly in leaving the Netherlands to him, Philip might have had a very successful reign. The passionate loyalty of his Spanish subjects, his foresight, and his strict if tardy attention to business, would have formed an excellent foundation for an era of prosperity, perhaps of greatness, for Spain. But Philip was not the man to sacrifice willingly any fraction of his dignities and possessions, and to give up the Netherlands would have required a breadth of view and a far-seeing statesmanship that Philip did not possess. His attempt to reduce these possessions to the level of a Spanish province, and the disasters that overtook him in wars forced upon him by the union of the Netherlands with Spain, contributed more than any other single cause to his failure.

The Burgundian inheritance (called indifferently the Netherlands, the Low Countries, or Flanders), consisted of two groups of provinces, the northern or Dutch group, mainly Protestant, and the southern or Flemish group, mainly Catholic.

It was clear from Philip's first visit to the Netherlands that there was a lack of sympathy between the sober, abstemious, reticent Spanish king and his free-drinking, hearty-eating, rough-spoken northern subjects. The cleavage soon began to take on a threaten-

ing aspect as the result of Philip's absolutist tendencies. The nobles were discontented at being deprived of all share in the government which was carried on mainly by Spaniards; the wealthy and independent burghers resented the persistent undermining of jealously-guarded rights which Philip himself had sworn to maintain; while the appearance of the dreaded Spanish inquisition caused general indignation and alarm. Many were the protests sent to Spain. Margaret of Parma, Philip's viceroy, confessed her inability to enforce his commands. The ruthless Alva, the first Spanish soldier of the day, was sent to supersede her in 1567. He stamped underground every sign of discontent in an unparalleled orgy of blood, sparing neither high nor low. His one omission was to get William the Silent, Prince of Orange, his most formidable opponent, into his hands. With troops mutinous for lack of pay, Alva imposed a series of financial measures that spelt ruin to an industrial community like the Netherlands. His excise of 10% on every sale of movable property, the most important of his measures, proved quite impracticable; indeed the revenue from the whole series was trifling in amount, and by no means an adequate compensation for the storm of anti-Spanish feeling caused by the attempt to enforce such foolish measures. Philip could not supply Alva with the men and money necessary to crush the widespread disaffection, so Alva was recalled and a

more conciliatory policy adopted, though with little sincerity on Philip's part. The next viceroy was able to improve the situation of affairs slightly, but in 1577 his unpaid, mutinous, murderous troops got out of hand and sacked Antwerp amid scenes of incredible outrage; 6,000 citizens perished in the sack, and an enormous amount of property was destroyed. William the Silent seized this opportunity of uniting the northern and southern provinces against the Spaniards. He demanded (a) that the Spanish troops should be withdrawn; (b) that the old constitution should be restored; (c) that religious freedom should be granted. He refused to accept Philip's insincere promises of reform, and in 1597 secured the formation of a league of the seven northern provinces, known as the Union of Utrecht, and hostilities were commenced. The wise statesmanship and military ability of Alexander Farnese, duke of Parma, viceroy from 1578 to 1592, succeeded in separating the nobles and peoples of the strongly Catholic south from Orange and the Dutchmen, and so eventually Catholic Flanders was reserved to the Spanish connection for many years to come. Orange was assassinated at Philip's instigation in 1584; but the military genius of his successor Maurice, and the inadequate resources of Parma, enabled the Dutch to make good in their struggle for independence, which was practically recognized by a twenty years' truce in 1609.

Foreign Policy of Philip II

Freed by the Pyrenean barrier from any necessity for intervention in European politics, a national monarchy in Spain would have turned its energies into legitimate channels of expansion and given its attention to colonial development and to the neighboring shores of Africa. But Spain was not free to follow its true destiny; it was bound to Hapsburg interests and was, as a consequence, first the leader, then the paymaster, and lastly the dupe of Europe.

In the main, Philip's foreign policy centres round the Netherlands. France regarded the Burgundian inheritance

as hers by right; her expansion towards the north was wholly blocked; and her national existence was threatened by the presence of a ring of Spanish possessions on her borders. It was therefore necessary for Philip to hold France in check by fomenting discord within her borders. As the sea-route from Spain to the Netherlands had to be kept open, it was also essential for him to keep on good terms with England lest she should unite with France. This was the policy which the possession of the Netherlands made it imperative for Philip to pursue.

Philip and England—

The English marriages of Catharine of Aragon and of Philip II had been designed to bring about a close union between England and Spain which should secure the safety of the Netherlands. But the accession of Elizabeth involved Philip in a sea of difficulties. It soon became apparent that she had no intention of accepting his offer of marriage; yet he could not afford to see her crushed, for the next heir was Mary Queen of Scots, and her accession to the crown would place England and Scotland at the service of her relatives the Guise family, leaders of the Catholic party in France. Such a combination would be fatal to Philip's plans, and so he played the part of a friend to Elizabeth in the early years of her reign. He changed his attitude when she began to thwart his schemes in France, to encourage attacks on the Spanish colonies, and to send armed help to the Dutch. Still, he dared not crush her, and was forced to content himself with keeping trouble alive in England by backing each and every revolt and plot that seemed likely to check the growing strength of the country. When Mary was executed in 1587, Philip was at last free to avenge his wrongs. He claimed the crown as the nearest Catholic heir, and prepared a mighty expedition to overwhelm the arrogant queen who had so often over-reached him in his foreign policy, whose soldiers had made the Dutch republic possible, and whose sailors had captured and destroyed Spanish possessions in the new world with amazing effrontery.

The destruction of Philip's "Invincible Armada" was disastrous to Spain. Her prestige was gone, her navy ruined; her American colonies, but for Elizabeth's ill-advised caution, would have fallen; the subjugation of the revolted Netherlands was impossible. And Philip's share in the responsibility for the disaster was no small one; the choice of a puppet as commander; the vile quality of the stores; the unseaworthy condition of the ships; the unsound plan of campaign; all were in the last resort due to Philip and his system.

Philip and France—

Philip's English policy ended in disaster; his French policy ended almost as badly.

Right at the beginning of his reign, Philip found himself at war with France on account of his Italian possessions, but unsettled conditions in the Netherlands led him to make an early peace rather favorable to himself (Cateau-Cambresis, 1559). In the same year he married Elizabeth of Valois, daughter of the French king, Henry II. Philip's French policy had three distinct stages. In the short first stage he was desirous of making common cause with the French king against the advancing tide of the Reformation which was represented in France by the Huguenots, in the Netherlands by the Dutch Calvinists. This policy had the additional advantage of isolating Elizabeth of England, but the fundamental divergency of interests between France and Spain ensured a speedy rupture of these amicable relations between the two countries. The second stage of Philip's French policy coincides with the ascendancy in France of Catharine de Medici, widow of Henry II and the mainstay of the House of Valois until her death in 1584. She used all her arts and her matchless cunning in intrigue to hold a balance between Catholics and Huguenots; but she was fighting a losing battle. Religious rancour had increased to such a degree that there seemed a very good chance that Philip's great scheme to dismember the French monarchy would be carried out. Catharine was able to stave off all Philip's efforts, but her death and the

childlessness of her youngest son, Henry III, added to the woes of France, where the Catholics and Huguenots were at open war. In 1588 Henry III secured the murder of the Duke of Guise, leader of the Catholics and their only strong candidate for the throne on Henry's death. The Huguenot leader, Henry of Navarre, seemed barred by his religion from all hope of uniting the country in his favor. Philip thought this an opportunity not to be lost, and decided to conquer the country for himself, thinking that the majority of French Catholics would turn to him. In this he was mistaken, and the resources of Parma, in spite of his military genius, were insufficient to secure a decisive victory in the field. Henry of Navarre, himself no mean general, found the tide of national feeling turning in his favor, and at the price of a superficial conversion to the Catholic faith was able to unite the whole country behind him. Philip had to recall the Spanish troops and thus end a costly but wholly ineffectual intervention in France.

Philip and Portugal—

The one great success of Philip's reign was the union of Portugal with Spain in 1580 on the death of the childless king Henry. There was a host of claimants to the vacant throne, but Philip for once acted promptly. He bought off the claims of the Duchess of Braganza which were better than his own; marched an army into Portugal; forced a popular pretender to flee overseas; and conciliated public opinion by promising to respect the Portuguese constitution. He failed to keep his promises and Spain's abject condition allowed the return of the Braganzas in 1640 without striking a blow.

Philip and the Turks—

The aid given by the Turks to the Pope and Henry II of France in their war with Philip which was closed by the treaty of Cateau Cambresis (1559) was the cause of an expedition launched against them on the signing of peace. The result was one of the greatest disasters of the reign. Interminable confusion in preparation of the fleet and panic in the day of battle

brought about the destruction of the Spanish Mediterranean fleet and exposed the Spanish forts in Africa to attack. The Spaniards recovered their prestige to some degree by a heroic defence of Malta (1565), and a glorious victory under Philip's half-brother, Don John of Austria, at Lepanto (1571). Don John captured Tunis immediately afterwards, and so great was the enthusiasm of the troops that he spoke of leading a great crusade against the Turks. But Philip, pre-occupied with other concerns and somewhat jealous of his brother's popularity and success, coldly bade him dismantle Tunis and later sent him to Flanders, where his name was added to the list of Spanish viceroys who failed. For the rest of the reign it was left to Venice to hold the Turks in check in the Mediterranean.

Results of Philip's Reign

In 1590 an English expedition under Howard, Essex and Raleigh, repeated Drake's exploit of 1587. On the second occasion there were destroyed at Cadiz,

mainly by the terrified Spaniards, 13 Spanish men-of-war, all the war-galleys in the harbor, and 40 of the best merchantmen of Spain, with merchandise of enormous value. The richest city in Spain, after 15 days systematic plunder, was reduced to a smoking wreck, and the fortresses and defences razed to the ground.

Philip's system had brought him to this pass. He could not defend his own harbors, much less avenge his injuries. Henry IV had beaten him in France, William and Maurice had beaten him in the Netherlands, the English had beaten him on the sea. He was utterly bankrupt; his country was ruined; his dreams of world-wide domination shattered. He himself, old and weary, was suffering intense bodily agony.

But no disaster could pierce the armour of his self-righteousness; no refinement of excruciating pain in his terrible last illness could wring a murmur from his proud spirit; and he made a peaceful and pious end on September 13th, 1598.

G. J. R.

School News

THE FEDERATION OF TEACHERS' ASSOCIATIONS OF MANITOBA

By W. J. Gordon Scott, B.A., Roland

Teachers' Associations of various kinds this continent has known for some time, but Federations of Teachers' Associations only more recently. The earlier organizations were due to the growing sense of the importance of education among the teachers, the later are due to a realization that there are many practical matters concerning the teacher's work with which individual associations cannot deal.

Growth of Movement Outside of Manitoba

New York State has had a Federation of Teachers' Associations since 1910. Colorado has a League of Teachers' Associations which is reported to be doing splendid work. An American

Federation of Teachers (Associations) was organized in 1916, and there is the League of Teachers' Associations with headquarters at Chicago, which now covers twenty-two states of the union and represents forty thousand teachers. It is very probable that there will soon be one great American Federation with branches operating in each of the forty-eight states.

In Canada the first movement of this kind was made in Alberta two years ago, and already an active and influential organization has been built up under the name of "The Alberta Teachers' Alliance." The Alliance was incorporated last June 24 and had at that time a membership of approximately one thousand teachers.

In Manitoba

The idea has been under discussion in Manitoba for several years, but nothing definite was done until the Eastern Convention, 1918. At that time a committee was appointed to report on the advisability of the scheme at the next convention and to do what it thought best in the meantime. However, the idea was fast gaining favor among certain groups of teachers, and during the marking of the examination papers in July, 1918, the question was eagerly canvassed and several meetings were held. The result was that the teachers present decided to form the nucleus of such a Federation, and appointed a committee with power to draft a constitution and proceed with the organization of the whole province as rapidly as possible. The committee was also instructed to work in conjunction with the M. E. A. committee as far as possible. This committee met in Brandon at the end of August, along with the chairman of the M. E. A. committee; a constitution was drafted and plans made to present the claims of the Federation to as many of the fall conventions as possible. Unfortunately, the outbreak of Spanish influenza made it necessary to cancel or postpone many of these gatherings, but in spite of that the paid membership already stands at one hundred and twenty-five, and local associations have been organized at Stonewall and Miami.

Function of Federation

Probably the first question that rises in most minds in regard to the Federation is its relation to other educational organizations such as the fall and Easter conventions. There is no intention whatever of attempting to displace these, though there are ways in which the two can be mutually helpful. The function of the conventions is almost wholly inspirational, and those who have derived most benefit from them are least willing to part with them. The function of the Federation, on the other hand, is entirely executive, and it is maintained that there are many, very many, practical matters concerning the teacher's work which lie outside the province of a convention, and for deal-

ing with which it has not, and cannot have, any adequate machinery.

Here are some of the problems the Federation will and can deal with: security and continuity of tenure through the creation of machinery for adjustments between individual teachers and their school boards; revision of salary system so as to secure equal pay for equal work, a fair wage for all; and a recognized and uniform system of increases to a recognized maximum in every school in the province; revision of courses of study; administration of pensions and sick benefits schemes; the providing of information for teachers concerning each and every school and school board in the province; providing for legal advice when it may be necessary; the cultivation of a proper professional spirit with its accompanying code of honor for teachers; the building up of an intelligent educational opinion by organized and directed effort; securing for teachers a larger share in social and political activities; and, by gathering together the definitely expressed opinions on definite questions of the whole teaching body of the province, the securing of the support necessary to securing legislation dealing with any and every recognized evil which may appear in our provincial school system. This may sound like a large order, but it is no Utopian after-dinner pipe-dream of an arm-chair enthusiast. It is what is actually being accomplished by such Federations elsewhere, and it would be a denying of their birthright for Manitoba teachers to hesitate any longer to unite for such purposes.

The plan of organization being adopted is that found so successful in other places, as well as in other professions, the brotherhoods of various kinds, the trades and industries, and the secret societies. The unit is the local association composed of a small number of teachers affiliated with the central organization composed of delegates. By submitting a programme far enough in advance for discussion in the local associations, the delegates in convention can be made to represent the expressed opinion of the whole teaching body of the province.

Possibly enough has been said to introduce the Federation to the readers of The Journal, which is all that can be done at present. The organization is still in the making and the committee in charge will welcome any suggestions or criticisms which may be offered. Applications for membership, accompanied by the membership fee of one dollar, will be received by any of the members of the committee, who can

also supply copies of the proposed constitution. Membership is restricted to those actually engaged in teaching.

The committee pro tem is composed as follows: President, W. E. Marsh, Belmont; secretary-treasurer, J. M. Nason, Deloraine; executive committee, E. K. Marshall, Portage la Prairie; W. J. Gordon Scott, Roland; H. W. Huntley, Winnipeg (139 Perth Ave.).

Correspondence will be cordially welcomed.

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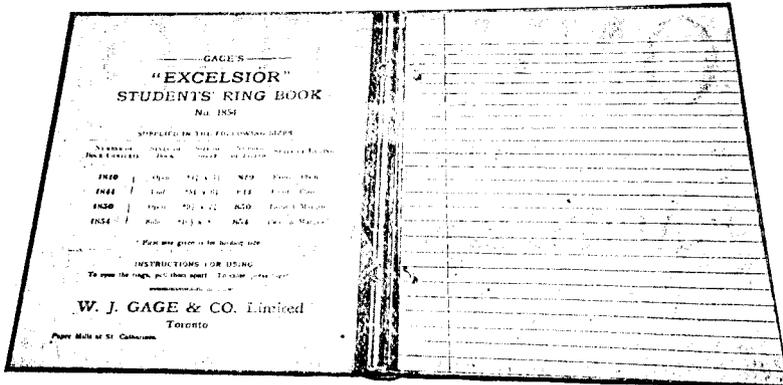
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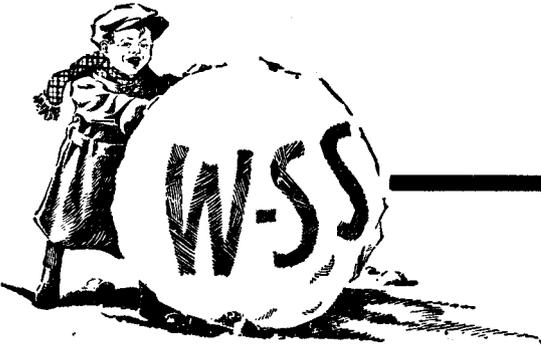
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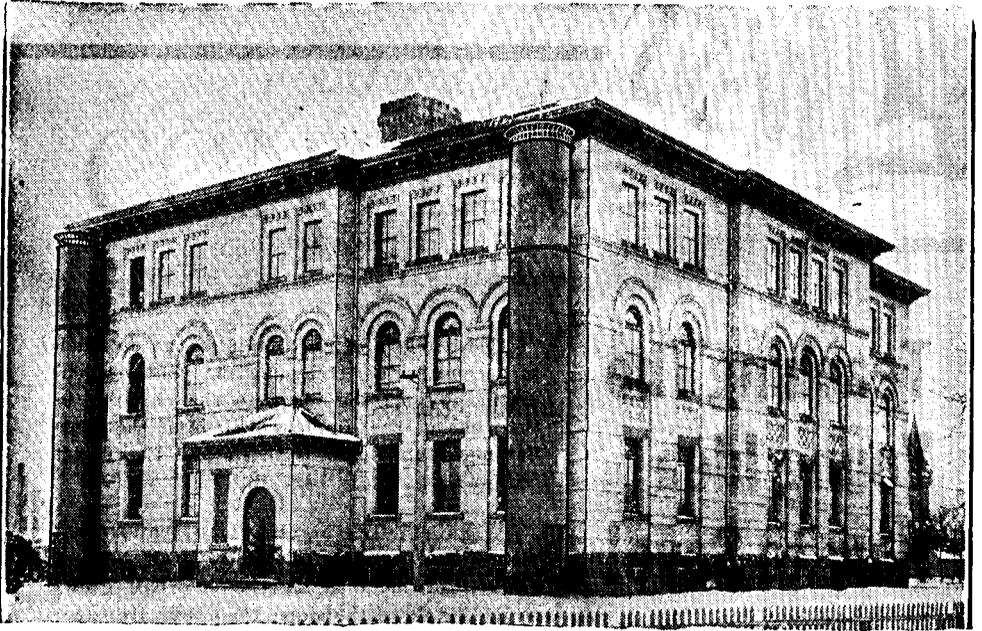
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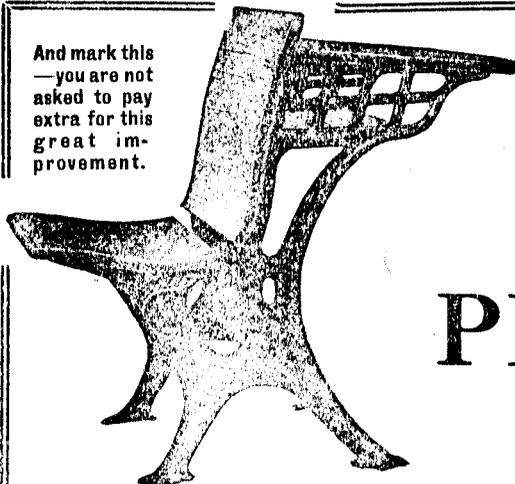
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