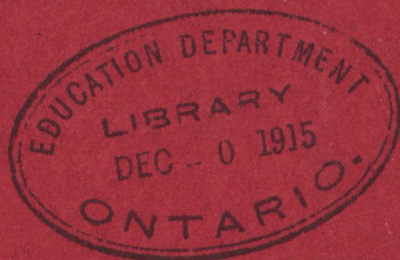


The Western School Journal

Librarian,
Educational Library,
Normal School Building
TORONTO, Ont.



I believe every child has hidden away in his being noble capacities which may be quickened and developed if we go about it in the right way; but we shall never properly develop the higher natures of our little ones while we continue to fill their minds with the so-called rudiments. Mathematics will never make them loving, nor will the accurate knowledge of the size and shape of the world help them to appreciate its beauties. Let us lead them during the first years to find their greatest pleasure in Nature. Let them run in the fields, learn about animals, and observe real things. Children will educate themselves under right conditions. They require guidance and sympathy far more than instruction.

—Miss Sullivan, the teacher of Helen Keller.

Winnipeg
December, 1915

Vol. X
No. 10

THE CANADIAN BANK OF COMMERCE

HEAD OFFICE, TORONTO

ESTABLISHED 1867

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On School
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 For the Month of

Teacher

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Spelling	Reading
Composition	Handwriting
Grammar	Maths
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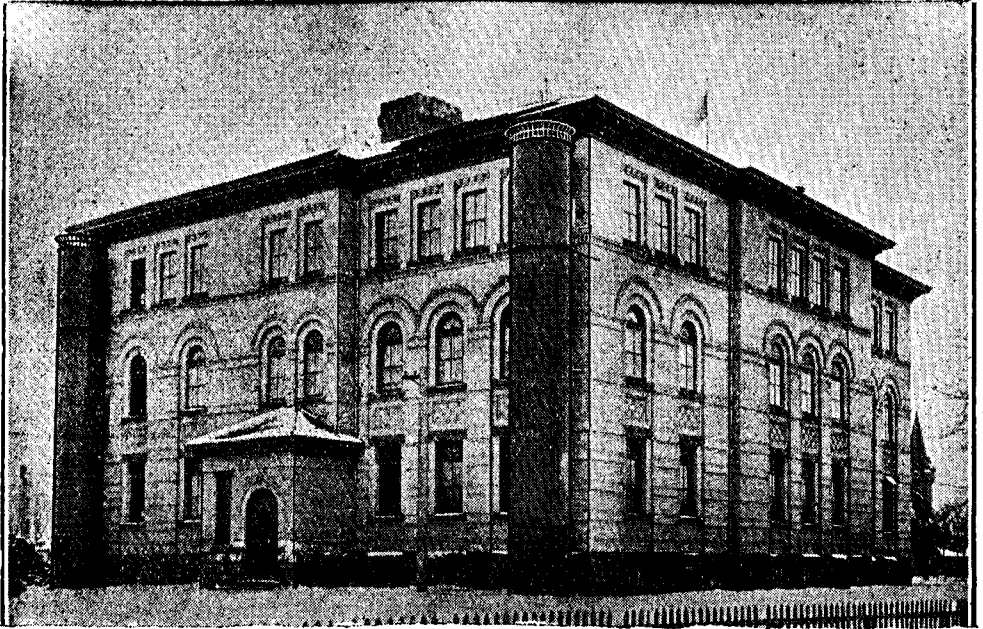
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- For other Entertainment Books, Cantatas, Plays, etc., see our Catalogue.

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ALL THE FESTIVE PREPARATIONS

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Make this provision by means of Life Insurance. Take leisure this Christmas season to consider the matter of protection.

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Head Office: WINNIPEG

The Western School Journal

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

VOL. X

WINNIPEG, DECEMBER, 1915

No. 10

Editorial

Work and Play

"Man is the creature of his major instincts." Among these are the instincts of creation, rhythm, nurture, hunting, curiosity, fighting, co-operating. Education is the process of developing life with these instincts as the foundation. Life begins in play. All true play is serious. In it the whole energy of the soul goes forth. The infant moulding mud pies and building blocks becomes the maker; the child taking part in a ring game is learning the arts of the poet; the little girl nursing her dolls is in embryo the fond mother; the young fellow peeking here, poking there, inquiring and translating, is the budding scientist; the boy of the chase becomes the hunter, the boy of the fighting gang is father to the soldier and the citizen. All life is foreshadowed in play. "The child without play becomes the man without a job." The most foolish error in education is to look upon play in children as frivolous, wasteful, nonsensical. It is the very essence of life. It is so, because the whole soul is engaged in play.

That which naturally succeeds play is work, and it is not difficult to distinguish the two. A kitten playing with a spool throws himself into the activity with all his might. He is there—all of him. Just imagine, then, that the spool becomes all at once a mouse. A deeper earnestness, that is all; a heightened zeal; but a new mental attitude. The kitten is now all CAT. So, too, the boy fighting or contesting in a game is in it—all of him. Suppose, now, the goal becomes the amassing of a fortune,

the winning of position, the winning of a bride—there is a deeper earnestness, a stronger passion. The boy is now all MAN. Work is but the apotheosis of play. "A man finds himself in work, just as the child finds himself in play." Without hard, serious work there is no possibility of education.

The word "serious" or "whole-souled" as applied to play and work can not be overlooked. Formal or half-hearted activity counts for little in education. To give a boy clean clothes and a perfectly constructed little wheelbarrow, which he may trundle up and down a varnished garden walk, when he wants to get out into the sand-pile and the mud, may save the clothes, but it robs the child. To give a boy meaningless questions in vulgar fractions to solve, when he has life-problems to master, is equally wrong. The sin of the school is dawdling—activity in which there is no heart, no enthusiasm. The whole of education depends upon motive. Unless the great primal instincts and the powers derived from them are being appealed to, there is little to be hoped for. There is all the difference in the world between an activity that is thrust upon one and an activity that is desired, just in the same way that there is all the difference in the world between having to say something and having something to say.

Is it too much to say that we have in our schools too much emphasis on "formal physical culture with the play element lacking," and too much attention to "formal exercises which are not

connected with present or future life-activities?"

Real play! real work! Both of these are purposeful in form and ideal in direction. They are the whole of life.

But how about formal training—physical and mental? How about drudgery and routine? How about systemized study? Is there no such thing as compulsory activity which has little to do with primal instincts? Isn't enforced drudgery the whole of life to most men? Isn't there a reality that transcends whole-hearted work and whole-hearted play? These are problems for another time.

The Gary School

The most interesting school in America at the present time is undoubtedly the school at Gary, Ind. The ordinary school until a few years ago could be expressed by the one word, "Study." The school at Gary may be expressed by the three words, "Work, play and study." Roughly speaking, the children go to school for six hours a day, and six days in the week. But they do not go to a school such as we have in mind. For part of the day, say two hours, they are playing under direction. For another part, they are working with their hands. For another part, they are studying. The teachers for the work and play periods are experts in their lines.

Supt. Wirt of the Gary school was brought to New York to give his opin-

ion with regard to the application of his method to the schools of the Great Metropolis. The rumor had reached New York, as it has reached every other city, that two or three times as many children could be put into the school as is now commonly the case. Supt. Wirt soon disabused the minds of the New York people of this error. He says, "I am not especially interested in running a school system cheaply. I believe that an extension of the 'work-study-and-play' school programme to all schools of the city would make it possible to provide a six-hour school day in place of the five, and additional facilities for play and shop work, at the same time reducing the number of teachers employed 10 per cent. This does not necessarily mean that the budget of teachers' salaries may be decreased 10 per cent. To complete the reorganization of all the schools in New York City for 'work-study-and-play' schools approximately \$2.50 per pupil would have to be provided for structural changes and additional equipment. An additional \$2,000,000 would be required for play space, and \$2,000,000 more for annexes."

The introduction of the Gary system into any city would mean the reconstruction of buildings. In the city of Winnipeg it would not mean much in the way of additional purchase of property. The Gary plan is not a cheap plan, but it provides for a full and complete education for children.

The Teacher's Warrant

How can I guide these little eager feet,

When mine so oft have wandered from Thy way?

How can I dare Thy wondrous truth repeat

With lips so stained by sin, from day to day?

Yet, Lord, I heard Thy loving voice say "come";

And, having heard, how can I choose but tell

Of Him whose tender heart holds ample room

For me, and for these little ones I love so well?

I have no wisdom. Thine is all complete,

And Thou dost bid the needy come to Thee.

I come, and bring these children to Thy feet.

Receive and bless them, Lord. Teach them—and me.

—Elizabeth Brewster.

The Art Page

THE HOLY NIGHT

By Art Lover

This world-famous and beautiful picture of the Nativity has been beloved by children for more than four hundred years, and is unequalled in its tender,

but he is said to have finished his education in art while in his teens and to have painted his first important picture, St. Francis, in 1514. This was a beautiful



human feeling. It is a good subject to become acquainted with at Christmas-tide.

Its painter was the Italian, Antonio Allegri. He was commonly known as Correggio, taking his name from his native town, as was the habit of the artists of his day. Allegri was born in the little village of Correggio near Modena in 1494, and died there in 1534, after a short but busy career of forty years. Little is known about his life,

but he is said to have finished his education in art while in his teens and to have painted his first important picture, St. Francis, in 1514. This was a beautiful

altar-piece, which is now in the Royal Gallery at Dresden. Correggio went to Parma in 1518 and was married there in 1520. His wife only lived eight years, and soon after her death he returned to his native town, where he remained until he died.

Most of his beautiful work was done while at Parma, and there it is that he can be best studied today. Many of the churches have splendid frescoes or paintings from his hand, and all are

filled with the light and grace that he knew so well how to portray. In fact his work has been designated as being full of "Correggian Grace." His pictures are not deep nor mysterious, but they are suffused with a serene happiness and a tender humaness that are very appealing. All of his Madonnas are just happy, human mothers, each showing the pride she feels in the beautiful child that she holds so lovingly.

His greatest triumph in the treatment of light is found in *The Holy Night*, now one of the greatest treasures of the Royal Gallery at Dresden. The picture is an altar-piece, painted for the Church of San Prospero at Reggio and placed in the chapel of Alberto Pratoneri, who had ordered it for that purpose. In 1640 the picture was removed to Modena, and in 1746 passed into the possession of the Elector Augustus III. of Saxony.

The wonderful shining light falls upon all the principal figures of the picture; upon the Mother and Babe; upon the herdsman and shepherdess; upon Joseph just entering the stable; upon the angel group overhead; and even upon the straw of the manger, which glows like threads of gold. Theophile Gautier has said that this picture should have been called by the name of Aurora, because it is so filled with radiant light and gives no impression of the darkness of night. Through this painting of Correggio's the Christ Child in art has indeed become the Light of the World.

Mary has a soft blue underdress, a crimson robe, and deep blue mantle. Joseph is in a white tunic with a russet-brown mantle. The herdsman is in blue and the shepherdess in soft green with

a white veil upon her head, while the angels have draperies of rose and green. And all the colors are beautified and magnified by the great shining light that plays over them. Indeed, Correggio's canvases generally glow with the splendor of full daylight.

The great artist lived a humble life and hardly realized his own greatness. For this priceless picture of the Nativity he was paid forty dollars, and for "The Day," at Parma, only one hundred and ten dollars. Titian, upon hearing of the paltry sum paid Correggio, said that if the dome were turned upside down and filled with gold it would not amount to its worth in money.

But the world came to appreciate and value Correggio's work after his death, and all of the great galleries of Europe possess some of it. As we look upon the exquisite beauty of *The Holy Night* and think of the first Christmas Day so long ago, and the peace which it stands for, some of the lines from Milton's Hymn on the Nativity come to our mind with a new meaning.

"It was the winter wild,
While the heaven-born child
All meanly wrapped in a rude manger
lies:

"No war or battle's sound
Was heard the world around;
The idle spear and shield were high
uphung;
The hooked chariot stood,
Unstained with hostile blood.
The trumpet spake not to the armed
throng.

"But peaceful was the night,
Wherein the Prince of Light
His reign of peace upon the earth be-
gun."

Holly at the window pane,
Fields snowy white,
Merry bells a-tinkling,
Stars shining bright;
All the world a-smiling;
Good-will to spare;
Gracious thoughts and generous thoughts,
Christmas in the air!

Christmas Page

A Tale of John Henry Paul Brown

Ina Wright Hanson

John Henry Paul Brown was an excellent boy,
His mother's chief treasure, his father's great joy;
He rose promptly at six, washed his face, combed his hair,
Dressed himself with despatch, and his bed put to air.
He brought up the coal, and he carried in wood—
Oh, never was boy so re-mark-a-bly good,
As Master John Henry Paul Brown.

When the clock struck eight-thirty, he started for school;
He never was punished, he ne'er broke a rule;
He respected his teacher, he loved each dear mate,
He never was absent, he never was late;
He doted on grammar; to spell was his joy;
Oh, there never was such a mag-ni-fi-cent boy
As Master John Henry Paul Brown.

'Twas the night before Christmas, and John was in bed,
But he was not sleeping, for in his small head
Was the strangest idea—you never could guess
If you tried till next summer—and I must confess,
Though you may not believe it, I tremble with joy
As I write of this won-der-ful, an-gel-ic boy,
Good Master John Henry Paul Brown.

Santa Claus had come down by the old chimney way,
And was warming his hands when he heard some one say:
"Dear Santa, I pray you leave nothing for me;
But won't *you* accept these Christmas gifts—see:
A heavier coat, a very warm hood,
And an automobile?" said John Henry, the Good—
Kind Master John Henry Paul Brown.

Old Santa Claus gasped and fell down by his pack.
He was so overcome, he kept crying, "Alack!
That I should pass hundreds of Christmases through
Before I encountered a lad just like you!
In my life I have given full many a toy,
But received not one thing from a girl or a boy,
Save Master John Henry Paul Brown."

John Henry went quietly back to his bed,
And Santa Claus, shaking his dear old white head,
Took up John's fine presents, and caught up his pack;
But just as I heard him again say "Alack!"
I awoke from my dream—and I felt rather sad,
To think that there never had been such a lad
As Master John Henry Paul Brown.

The Earth Has Grown Old

Phillips Brooks

The earth has grown old with its burden of care,
 But at Christmas it always is young;
 The heart of the jewel burns lustrous and fair,
 And its soul full of music breaks forth on the air,
 When the song of the angels is sung.

It is coming, old earth; it is coming tonight!
 On the snowflakes that cover thy sod,
 The feet of the Christ-child fall gentle and white,
 And the voice of the Christ-child tells out with delight
 That mankind are the children of God.

The feet of the humblest may walk in the field
 Where the feet of the holiest have trod;
 This, this is the marvel to mortals revealed,
 When the silvery trumpets of Christmas have pealed,
 That mankind are the children of God.

The Coming Year—A Wish

Celia Thaxter

Thine own wish wish I thee in every place
 The Christmas joy, the song, the feast, the cheer;
 Thine be the light of love in every face,
 That looks on thee to bless thy coming year.
 My own wish wish I thee—what dost thou crave?
 All thy dear hopes be thine, whate'er they be,
 I wish thee wisdom's eyes wherewith to see;
 Behold, she stands and waits the youthful year!
 A breeze of morning breathes about her brows;
 She holds the storm and sunshine, bliss a fear,
 Blossoms and fruit upon the bending boughs,
 She brings thee gifts. What blessing wilt thou choose?
 Life's crown of good in earth or heaven above?
 The one immortal joy thou canst not lose
 Is love! Leave all the rest and choose thou love.

December

Judith Giddings

Holly at the window-pane,
 Fields snowy white;
 Merry bells a-tinkling,
 Stars shining bright.

All the world a-smiling,
 Good-will to spare;
 Gracious thoughts and generous thoughts—
 Christmas in the air!

Her Vision

Jos. C. Sindelar

As I was sitting in the big armchair here,
 There came a vision to me, so clear,
 Of Santa in his home far away,
 Preparing things for Christmas Day.
 This is no idle dream, I know,
 For there was, standing in a row,
 Fairies and brownies helping him along
 And cheering him by singing a song.
 But this isn't what surprised me so,
 For little girls this, are told, and ought to know—
 But I have a secret to unfold
 About that far-away land of cold.
 I never knew he was married, but as sure as I'm alive,
 I saw Mrs. Santa there, and her children five;
 And when Santa I asked to explain,
 Said he. "Who do you suppose dressed Sarah and Jane,
 Sewed the dresses for the dolls and put on their hood?
 And who brings up coal, and chops the wood?
 Of course I didn't know, did you?
 Didn't know who these things did do—
 Glad I had this vision, and know it must be true,
 And I know you're glad that I told you.

At Christmas Time

Virginia Baker

Hark! The Christmas bells are ringing,
 Hear the children sweetly singing!
 What do bells and children say?
 Jesus Christ was born today.

See the holly berries shining,
 See the pine and laurel twining.
 What glad news is told by them?
 Christ was born in Bethlehem.

See the trees with candles gleaming,
 Every bough with presents teeming;
 What does it tell to great and small?
 Jesus gives good gifts to all.

An Acrostic

C—is the Christmas in which we delight;
H—is the holly with berries so bright;
R—is the reindeer of which we've read;
I—is the ice over which they tread;
S—is the driver, old Santa Claus, dear;
T—is the toys he brings each year;
M—is the mistletoe we hang overhead;
A—is the anxious children in bed;
S—is the season when sorrow has fled.

Memory Gems

I have always thought of Christmas time as a good time; a kind, forgiving, charitable, pleasant time—the only time I know of in the long calendar of the year when men and women seem by one consent to open their shut-up hearts freely. And therefore, though it has never put a scrap of gold or silver in my pocket, I believe it has done me good, and I say, “God bless it!”

—Dickens

The time draws near the birth of Christ;
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

O hemlock tree! O hemlock tree!
How faithful are thy branches!
Green not alone in summer time,
But in the winter's frost and rime,
O hemlock tree! O hemlock tree!
How faithful are thy branches.

—Tennyson

Three kings came riding from far away,
Melchoir and Gaspar and Balthsar;
Three wise men from out of the east were they,
And they travelled by night and they slept by day,
For their guide was a beautiful, wonderful star.

—Longfellow

At Christmas play and make good cheer,
For Christmas comes but once a year.

—Tusser

December

Ding! Dong! Ding! Dong!
Hear the joy-bells ring!
One and thirty little men
To make them chime and sing.
Holly-berries gleam and glow;
Beneath their glossy leaves
Icicles hang glittering down
And sparkle from the eaves;
Happy voices shout good-will
To dear ones near and far,
And over all the earth shines fair
The light of Bethlehem's Star.

Special Articles

THE THREE R'S IN EDUCATION

By DR. A. W. CRAWFORD, University of Manitoba

I.

One of the traditions that has done good service in education is that there are three and only three subjects of indispensable value to every person. It has always been thought essential for everybody to be able to read and write his own language and to do the simple problems of arithmetic. Other subjects may be desirable for a higher or more finished education, but they are not among the fundamentals. The knowledge of other languages, an acquaintance with history, economics, science, philosophy and the higher mathematics may be desirable, but they are not of primary importance.

The high schools and universities, which give instruction in *higher* education, have added several other subjects to the course of instruction. In the old days, this higher education consisted largely in Latin and Greek and the more advanced mathematics. Even the modern languages received but little consideration, for neither as language or literature were they sufficiently developed to rank with the two ancient languages. In these days, however, the modern languages have been fully recognized, and history and science have been added to the list of necessary studies.

For higher education, then, Latin and mathematics have been displaced from their old position of supremacy, and the course has been greatly broadened. Latin and mathematics have been placed on a level with the modern languages and with the humanities and with science. Education has so expanded that the larger universities aim to give instruction in every department of knowledge. For a time there was a disposition not to give the "Arts" degree to any who did not offer both

the ancient languages, but that has passed away, and most institutions will give the B.A. to students who offer any combination of the more liberal studies. In the midst of these changes, however, Latin and mathematics are still considered the most essential for a true education, and are all but universally required at least for matriculation into the universities.

In the older curriculum, the study of one's mother tongue had a place only in the elementary and high schools, but not in the universities. Students were expected to acquire an adequate knowledge of their own language in their everyday life, in the translation of Latin and Greek, and in the private reading of their native literature. But in the schools of today, the mother tongue is required in all grades from the primary schools to the universities. Other subjects also may be required in different grades and in different institutions, but no others are required in all alike. The mother tongue, then, has supplanted Latin and mathematics as required studies in everything except preparation for the universities, and stands as the one subject required in all grades and all schools.

II.

There is a growing conviction, however, that the true basis has not yet been reached. Clearly, Latin, a dead language, is not of equal importance with one's own living language. And the higher mathematics, at least, no longer appears as essential as a knowledge of one's own nation and the other nations of the world. This feeling is daily enforced on the general mind by the fact that it is increasingly possible to find in every community persons of great intelligence and of great social usefulness who cannot read the lan-

guage of Cicero and who never heard of the binomial theorem. These people have invariably a good working knowledge, though not often accurate, of their own language, and through this have acquired a marvellous fund of information and wisdom. Other subjects may be valuable, but are clearly not essential. Some excellent mathematicians cannot read Latin, and one of the best Latin teachers I ever knew could not reckon the cost to each individual of a pair of horses and carriage for a company of five teachers on a Saturday afternoon's outing.

We are beginning to see that these so-called necessary subjects are not all equally essential. It is becoming apparent that even among these subjects there are two distinct groups of studies, the universal and the professional, or those which should be required of every student, and those which prepare for some special vocation. No one will doubt that every individual needs to be able to read and write his own language, and no one would maintain that either Latin or mathematics was equally necessary. The fact is that the mother tongue is the one and only universal need in education, the one subject that should be required of all irrespective of the vocation for which the student is being trained. Latin and mathematics, and even the studies from the newer curriculum, are really professional, and their importance depends upon the vocation the student intends to follow. For any of the learned professions, it is at least highly desirable that Latin and mathematics be acquired. For a business career, mathematics may be essential and a modern language and history and economics very desirable. For general training, and culture all studies have great value, though they are not all equally beneficial. But in all professions and pursuits alike, there is only one absolutely essential study, and that is one's mother tongue, in our case English.

All other studies, then, except our own language, are in a measure vocational, and should not be required of

all students alike, irrespective of their vocational aims. It would be unwise to require of all students alike either the Latin and mathematics of the old curriculum or the humanities, sciences and modern languages of the new. This principle has been fully recognized and put into practice by the high schools, and has been conceded by many universities to the extent of requiring certain of these studies only for entrance or matriculation. With almost no exceptions, however, all universities require our own language in the undergraduate course, and in many of them it is the only required course in the four years. This is a recognition of the principle that the mother tongue is the one universal necessity in education, and that all other studies are vocational.

III.

The three R's of education, then, appear to be reduced to two: reading and writing one's own language. But this is really not the case. It is becoming increasingly evident that it is not enough to be able to read and write one's own language, for in our modern society it is almost equally necessary to be able to speak well. As a matter of fact we speak our mother tongue much more than we read or write it. Every day and almost every hour all have occasion to speak. Reading and writing are frequently required of every educated person, but are constantly required only in certain lines of business and professional life. It is, therefore, highly important for the schools to pay more attention to correct and clear speaking. It has been assumed that we learn to speak effectively with only the instruction of the home and the playground. But effective and correct speaking are really acquired only by careful teaching of the principles of the language and of oral expression.

The three R's of education may, then, be spoken of as reading, writing and reciting (or speaking). As these are all in reality but three different uses of our own language, there is in fact

only one absolute essential in education, and that is, for us, English. All other studies must be acquired through English as the medium, and they are all of them in some sense vocational. To be able to read, to write, and to speak our English tongue clearly and correctly is the one only essential in all grades of education. It is also the one essential for all vocations alike, as it is the one means of acquiring knowledge in all the vocational branches.

It is a grave mistake, therefore, to regard English as only one among the many studies of the primary school, the

high school and the university. English is the one study of prime importance, and actually includes in itself the three indispensable R's. Other studies vary in importance according to the vocation to be followed subsequently by the student. But English is the one fundamental course, and is the one gateway to all other courses, cultural or vocational. It is at once both an end and a means. It is the one course of double utility. But it has not yet been given a place in the course of study to correspond with this paramount importance.

COLOR WORK

By J. DIMMOCK THOMPSON

The color work which can be taken to the end of grade IX. as indicated in the school curriculum is not extensive. The best finished water color of a good grade IX. pupil can be but a comparatively simple rendering, and it is in only very isolated cases that the occupation will be of real monetary value to the child in after life. Those who make a good living at this sort of labor must be gifted with extraordinary talents in this direction, just as he must possess something like genius to become eminent in music or surgery. But its value to the child in our advancing civilization in other ways is undoubted. It teaches him to appreciate in a way no other study can, the fullness of the handiwork of nature. The marvellous tones of color in the petals of the aster, the graceful droop of the keys on the maple, the beauty of the solitary tree silhouetted against the sky, may gradually become to him sources of keen pleasure. There is no one in the west who does not occasionally admire a splendid sunset sky. To be able to stand and lose oneself completely in wonder at the divinity which painted the magic colors in the west is surely a transportation of our spirits, for the time being, to a realm far above the pettiness of human littleness, and it has taken us one step near-

er that state of completed culture to which education tends.

There are somewhat more practical objects to be gained also. This is the knowledge of how to beautify even the plainest homes. The ability to choose colorings for the interior of a home and the designing of the exterior in good taste would follow on the proper understanding of elementary color relations and principles of design. Also in business and social life, taste in the matter of decoration, where color is involved, may be cultivated to decided advantage to the individual. When the young are learning to appreciate real beauty, there is, at least, something being done toward solidifying a wholesome, happy national life.

Appreciation of works of great artists, too, may be inculcated as far as possible from even cheap prints in the mind of the child. Let him learn to substitute such for the meaningless sketches on many walls. These do not necessarily detract from the kindness of those living among them, but are yet evidences of part of their natures being out of tune with the harmony of the universe.

A simple yet effective way of learning to handle the brush is in practising silhouettes. Black ink is sufficient for this purpose, or black water color if

desired. A short preliminary discussion of the shape of the object to be painted would be held, for of course the silhouette would involve merely a knowledge of the direction of the outlines. There is absolutely no attempt to show any shading or valuation in the mass. If a plant is chosen, observe the contour of the leaves and whether the stem is slender or thick, straight or drooping. If a tree is chosen, notice whether the branches grow out at right angles or upwards at a less angle with the trunk. Even very small children can make silhouettes by drawing from very simple objects, as vegetables or separate leaves. By choosing objects and groups of a more complicated nature, this part of the work can be made very interesting and profitable, even in high grades. The advantage of silhouette is in thoroughly learning one phase of object study, namely, characteristic outline.

Before painting any object, attention must be paid to composition of the page. To take a large sheet of paper and paint a tiny object in the centre is absurd. A really good piece of color handling may be spoiled by its arrangement on the page. The principle of balance or artistic relation of spaces and of light and dark tones should be considered. In sketching from the object with brush, place it against a contrasting background, which may be just a sheet of white paper. Where possible, use the finders to select the most suitable adjustment and size of composition. A good idea in some cases is to draw a border with about an inch margin, and paint within. Heavily outline this border in color, and you have the effect of a frame without the trouble of mounting. A plain wash of neutral or grayed color as a background to the picture looks well also.

It is well to have the stem of the flower or plant coming from the enclosing line. Otherwise it has a queer, detached appearance. In the case of vegetables, or group of objects, or a figure, a table or floor line gives the necessary suggestion of a place of rest.

In painting a scene the same care must be taken in the placing of the parts. If it is an imaginary one, as would most likely be given to little pupils to copy from, it is easy to see that a large tree is not placed in the very immediate foreground, leaving the middle and background barren; or that a clump of bushes is not placed in the very centre. If it is from nature, select the part of what is before you, by finders if wished, that seems simplest and best for reproduction, omitting all unnecessary details, as small buildings or fences that loom in the foreground and spoil the picture, if not accurate. To supplement this productive work it is valuable and interesting to study the masterpieces of great artists in any class.

In beginning the study of color the terms necessary for easy understanding of the work might well be used at once, to the required extent, as well as we use explanatory terms in grammar or history. Where the three primary colors, red, yellow and blue, are being used, it would be natural to employ the word hue in speaking of distinction in the colors. The hue of the sky is blue at noonday, and there are red and yellow hues in the west at evening. To paint a leaf or grass we must use secondary colors, mixing together blue and red to obtain a violet hue. Later they will learn that merely different hues are not enough. To make a copy that really looks like the object we must also use different values of colors. All blades of grass are not the same value, nor is every part of one blade the same value as the others. To obtain a light value of tint, mix in a little water and to obtain a dark value or shade, add a little black or thicken paint. The standard value is the middle tone, to which neither light nor dark is applied.

Design work begins back as far as grade II, and color harmony has to be considered. While it is too early to speak of graying colors here, it would still be possible to teach the use of easy analogous color schemes, as red and

violet, blue and green. Even simple monochromatic color schemes giving a variety of tints and shades of one color could be used. To allow combinations of jarring hues in a design would be to lay a foundation on which a proper color work could never be built up. Later, however, in the higher grades, the designs become more complicated. More conventional flower and plant forms are used, so there is need for greater variety in harmonizing tones. Then the tertiary colors can be used. With each primary or secondary color its complement is mixed, producing an almost endless variety of tones, of different intensities to neutral gray itself with its many values. While grayed colors would nearly always be in harmony, since each contains a percentage of all the primary colors, yet there are definite color schemes to follow, of course. In grade VIII drawing book, the charts show grayed tones in half and quarter intensity. As regards charts I think they are very useful in training the child to see relations among colors and detecting distinctions of values, and at least two or three covering the color work should be made every year. The size of blocks can be decided by the teacher, and, if desired, each color cut out and pasted on another sheet to ensure neat edges.

In painting scenes there is a number of methods. Some instructors advise wetting the whole page first. This nearly always resulted in disaster for me. I should just lay on a rapid wash of clear blue for the sky, wiping out clouds, or first moisten page two-thirds way down before applying blue. A few drops of red or orange running up into this does for a sunset. With a dryer brush, a background of trees, thick green or dark purple, may be put on while sky is still damp, so distance will appear softened by mingling of colors of trees and sky a little. Draw dry brush along base of these to soften where they touch ground. Meadows in the background are almost a uniform tone. In middle distance, the browns or changing greens of grass become

more apparent, while the more vivid coloring of the foreground is easily distinguished. This with a tree or grove, and possibly building and path or road, may be sketched on board by teacher, and then painted on drawing paper also, to illustrate how first. Then all pupils use sketch to base own scene on. In older classes, where possible, sketch from nature or photographs, eliminating unnecessary details.

One of the most useful practices is laying on a wash. While in all water color work it is well to have a board inclined at an angle on which to work, in the applying of a wash it is absolutely necessary to prevent pools of moisture forming. Better work can be obtained if paper is held even on board by four thumb tacks. Prepare a good pan full of required color. Then, starting at top, on left, with well filled brush, draw brush quickly and evenly across page and back, overlapping first stroke. Work rapidly to end of page, never allowing last stroke to dry before applying succeeding one, or a conspicuous streak is left. When the bottom of the page is reached, the moisture may be gathered in dry brush carefully. A wash can be used as a background of a flower or group, for sky, for foundation for any painting where object has a uniform color:

In the wash, too much color can scarcely be loaded on brush. In almost anything else, the difficulty is having the brush so full it wastes the color and makes a daub of the painting.

Almost any kind of water colors are good for school work. I like Reeves' if possible. They mix well. A number seven brush for general work and a number one for fine work are what I prefer.

From the primary class color can be advantageously studied with colored crayons, or also in higher grades colored chalk. The latter, however, is more inconvenient and difficult, owing to the need for its being rubbed as charcoal is, and it requires fixitive to preserve it. The wax crayons are easily hand-

led and make a fine page, since gradation of tone and different hues can be obtained by applying one color over another, as in water colors.

Let me suggest there was a valuable art course for September in the September pamphlet issued to the Manitoba teachers. This indicates, of course, the taking of work in season, as vege-

tables, flowers and fruit now. Designs would come later, when natural objects cannot be obtained; also color work in figures, toys and other manufactured objects. Of course, pencil work proceeds side by side with this. A seasonal course for a term or year can be arranged by the teacher and adhered to with more or less strictness.

PLAYGROUNDS EQUIPMENT FOR SCHOOLS

Prepared by INSPECTOR WOODS

Covering both fixtures and playing materials.

- 1.—Sandbox for the Juniors.
- | | |
|---|----------------|
| 2 pieces of spruce, 2"x12"x12'
for ends | .70 two \$1.40 |
| 2 pieces of spruce, 2"x12"x18'
for sides | 1.08 two 2.16 |
| 2 loads of sand | 4.00 |
| Total | \$7.56 |

This might be smaller and less expensive, or, on an elevated portion of ground, dig a rectangular pit of any size, depth 8 to 12 inches, and fill it with sand. This might not cost anything.

- 2.—Football.
- | | |
|---|----------------|
| Four pieces of spruce for standards, each 4"x4"x12'.. | .47 two \$1.88 |
| Two pieces for cross bar, each 4"x4"x18' | .72 two 1.44 |
- Note.—24 ft. is the regulation width, but 18 ft. is sufficient for almost any school.
- Footballs, No. 3 to 5, for junior and senior boys, ranging in price from \$2.00 to \$4.50.

- 3.—Baseball.
- | | |
|--------------------------------|------------------|
| Net in background. | |
| Three standards, 4"x4"x14'.. | .55 three \$1.65 |
| One cross piece, 4"x4"x16'.. | .65 |
| 32 ft. of 6 ft. poultry wire.. | 1.00 |
| Total | \$3.30 |

- 4.—Basketball.
- | | |
|--|------------------|
| Two standards. | |
| 2 pieces of spruce, 4"x6"x16'.. | .96 two \$1.92 |
| 2 backgrounds for baskets, 4'x6' | 1.44 |
| 2 baskets, may be made by any blacksmith | 2.00 |
| Basket ball | \$6.00 to \$7.50 |

- 3.—Baseball.
- | | |
|--|------------------|
| Balls, each | \$1.25 to \$1.75 |
| Bats, each | 1.00 to 1.50 |
| Mask, \$4.50; catcher's glove, \$5.00, breast protector, \$5.50. | |

- 5.—Longball.
- | | |
|-----------------------------------|--|
| Bats, each, 50 cents. | |
| Playground balls, each, 75 cents. | |
| Nothing else is required. | |
- 6.—Dodge-ball.
- No. 3 football.
- 7.—Swing for the Juniors.
- | | |
|---|--------|
| 2 standards, each 4"x6"x9', cut from an 18 inch piece | \$1.08 |
| 1 cross piece, 4"x6"x12', suitable for three swings | 4.72 |
| Or swings with seat and front cross piece at, each | 1.25 |

- 8.—Bar for Chinning.
- | | |
|--|--------|
| 2 standards, 4"x6"x12', spruce | \$1.44 |
| 1 cross bar, 1 1/4" piping, 8 feet long... | .50 |
- Numbers 1, 7 and 8 ought to be placed together.
- Total cost of apparatus\$23.28

In addition there would be the cost of erection, but the pupils and the teachers might manage this themselves.

ATHLETICS

- 9.—Jumping standards for either high jump or vaulting
- | | |
|--|--------|
| | \$1.50 |
|--|--------|

The sum of \$25.00 would meet the needs in full of almost any graded school.

Total cost for one year of playing materials for the games suggested above for a four-roomed school would average if the material was properly cared for about \$25.00.

For an eight-roomed school, \$40.00.

For the average rural school, \$10.00 ought to be sufficient, and for permanent apparatus \$15.00 ought to suffice.

DOMESTIC SCIENCE EQUIPMENT

Recommended for schools where hot lunches are served. Prepared by Professor Charlton Salisbury, late of M.A.C.

Kitchen cabinet or cupboard, with shelves for dishes	\$12.00	One dipper .....	.25
A two-burner oil stove	7.25	Three bread pans at 10c each .....	.30
Two dish pans, 10 qts., at 50c each	1.00	Four measuring cups at 15c each .....	.60
Portable oven for stove	3.50	One strainer .....	.20
One one-quart saucepan, No. 300 .....	.40	One flour sifter .....	.15
One three-quart saucepan, No. 600 .....	.50	One pair salt and pepper shakers .....	.10
One bread board .....	.50	Half dozen dish cloths at 5c each .....	.30
One rolling pin .....	.20	Six yards of dish towelling at 10c yd. . .	.60
Two iron dripping pans to fit oven .....	.40	One tea kettle	2.75
One small dripping pan .....	.15		
One large mixing spoon .....	.25		
Three table spoons at 5c each .....	.15		
Three paring knives at 10c each .....	.30		
One meat knife, 12-inch	1.25		
One griddle .....	.55		
One frying pan, No. 8 .....	.35		
			\$34.00

The entire equipment can be bought for about \$35.00, and, if need be, can be reduced by omitting the kitchen cabinet and oven. A good sized packing case turned on its side and covered with oil-cloth and fitted with a shelf inside will make a passable work table and cupboard.

QU'APPELLE SCHOOL GARDENS

The Management of the School Garden

By the Students' Parliament

This year each pupil of the Qu'Appelle High School felt proud of the Students' Parliament, under which, with the general supervision of the teachers, the management of the school garden was placed.

The House, being restricted to five constituencies, namely. — Qu'Appelle, Prairie, Muscowpeetung, Takehionwake and Valcartier. made it necessary to divide the garden into five rows — each one bearing the name of a constituency. These rows were divided into twelve plots each, leaving a small bed at the end for the constituency emblem. Besides the constituency rows, occupying the north end of the garden were left three plots, two of which were allotted to grades I and II, and the other for experimental purposes on four different varieties of corn and potatoes. For protection, at the extreme north end, a triangular plot the width of the garden was left to grow sunflowers.

The members of the parliament were given the privilege of an entire plot in their own constituency row. The numerous other plots which were not taken by the members were sub-divided

in half and given to the care of the higher school grades, making each pupil responsible for his special plot.

Now it must not be thought that each gardener seeded his plot in a haphazard manner. Each grade was given a choice of flowers and vegetables to grow, suitable to his grade. Grade I seeded turnips, whilst Grade II sowed beets and sweet peas, thus learning the difference of size and the depth in which each plant will thrive. The intermediate classes had a choice of three from four varieties, whilst grade VIII sowed such seed as tomatoes, cabbages and dahlias, thus learning the method of transplanting. The high school pupils devoted their plots principally for experiments on carrots, beans or onions.

By offering a prize of twelve dollars to the constituency having the best showing of marks, the Premier on the advice of the Cabinet appointed a committee of two judges to judge the garden every two weeks. The method of judging was done by the guidance of a score-card, with the allowance of thirty marks for general appearance, fifteen for condition of cultivation, thirty for absence of weeds and fifteen for abundance of growth. Each judge was given a score card, to fill in what he thought

should be given under the different conditions. After every judgment his card was handed in to award each constituency the average obtained. In this way the constant care of the gardens was made compulsory.

At the close of the school term the Minister of Agriculture advertised for tenders to see to the general care of the entire garden during the holiday months at a small salary. Several applications were received, and the applicants given control to sell radishes and lettuce, the proceeds of which were put in the garden funds.

With the aid of the refreshing rains in the latter part of May, the garden grew beautifully till the heavy frost early in June destroyed all such delicate plants as beans, corn and tomatoes. However, those that could be were immediately re-sown and soon appeared promising.

Although drought retarded all growth during the midsummer, on the whole the garden has thrived very well and has proved a success as well as a help to the different grades of the school, especially to those of the high school in their studies of agriculture and nature study.

Virginia Longpre,
Secretary of State.

School Garden Diary

1. Time of Seeding, May 14, 1915, a.m.
 - (a) Condition of soil: wet and lumpy.
 - (b) Kind of soil: loam.
 - (c) Weather: damp and cold.
 - (d) Preparation of soil: hoed and raked until we had obtained a soil mulch. This was to prevent evaporation of moisture.
 - (e) Sowing of seeds: 1. Kinds: carrots, parsnips and stocks. 2. How put in: one inch deep, the rows were fourteen inches apart. 3. We covered them, packed them and raked them.
 - (f) Plan of garden: 1. Name of constituency: Qu'Appelle. 2. Number of garden: twelve. 3. Direction of rows: north and south.

2. Weather Conditions

Frosts: Early in June and middle of September. Did very little damage.

Rains: Late in June.

Dry spells: Late in July and early in August.

3. Culture

1. Weeds found: Shepherd's purse, lamb's quarter, clover, dandelions, spreading goose foot, nightshade.

2. How removed: Pulled out by hand.

3. Dates of weeding and thinning: June 27. They were weeded every two weeks after.

44. Insects found: Cutworms.

Margaret Thompson,
Grade VI. Junior.

Diary of School Garden Experimental Corn Plot

May 14—Weather wet and cloudy. temperature about 50 degrees F. It rained the night before. The soil was sticky on the surface, being clay which had been broken the fall before. We made a fine mulch on top. The corn was sown in drills which were two and one-half feet apart. It rained for a couple of days, there being 2.85 inches precipitation.

May 17—Loosened top soil, making a mulch after the rain.

May 30—All the corn has come up, being now about two inches high. It has come up thinner in the east end of the plot, where there is clay.

June 2—Hoed and raked.

June 7—Slight rain.

June 8—Frost of nine degrees; froze all the corn except a few blades of the Gehu and Longfellow varieties.

June 9—Re-sowed all varieties of corn, leaving those which were not frozen to grow if they would.

June 24—All re-sown corn above ground; that which was frozen first has not appeared above the surface.

July 7—Weeded whole plot in Gehu, N.W. Dent, Squaw and Longfellow varieties. The frozen appears the same as the re-sown, only it is thinner.

July 23—Weeded corn out. In each of the last three varieties left one-half

of a row of the corn that was frozen and cut out the rest. It is now all about one foot high.

Charles Amas,
Middle Form.

Insect Pests of Our School Garden

Our school garden has been troubled with insects, such as the cabbage worm, cutworm and green aphid.

The cabbage worm is the most troublesome insect found in the garden and has done a great deal of damage to the cabbages.

There are four stages in the life of the cabbage worm. The egg is the first stage. The full grown insect lays two hundred eggs at a time on plants that will serve as a food when the eggs hatch.

These eggs hatch into the larva. That is, the worms hatch from the eggs. They are of a light green color, and in this stage the insects are most harmful. They eat holes in the cabbage, lettuce and cauliflower, and leave all its refuse on the plant.

The pupa is the third stage. In this stage it does no harm. It makes itself a small cradle and stays there for some time, and after a while emerges a full grown insect.

The imago or butterfly is the fourth stage, and there it is a full-grown insect. In this stage there is no harm done, and it is the time when the butterfly produces the eggs. After producing the eggs the insect does not live very long.

To control the cabbage worm, kill it when it is in the imago stage. Keep the land clear of weeds, rubbish and all things that will produce breeding places for the insect.

The cutworm is an insect that goes through almost the same stages as the cabbage worm.

When it is in the larva stage it does great damage, and works chiefly in the night. At night it comes out of the earth and starts to eat at the lower part of the cabbage, or whatever plant it attacks, but in the daytime it goes

down into the earth an inch or so and stays there until night.

The cutworm is a different color from the cabbage worm. It is almost a mud color, being very brown, so that one has to look very closely at the soil to see it.

Early in the spring it attacked the stems of the young cabbage plants of our garden, but now it cannot be found anywhere.

To kill this worm do as you would to kill the cabbage worm.

The green aphid is also a troublesome insect. It is very small, and there are many broods a year. When they are born they are almost a full-grown insect.

We found the green aphid on the sunflower leaves in our school garden. They are not plant biters, but they are sap suckers, and you can see on the leaves many of them at work. When they can get all they need from the leaf, the leaf withers and dies.

These insects are not controlled in the same way as the cabbage butterfly and cutworm, but it is necessary to smother them with a strong solution of soap and kerosene.

If we follow some of these methods in controlling these insects we might not be bothered again with them.

Tena Handel,
Grade VIII.

Weeds of Our School Garden

In our school garden there are many noxious weeds which some people do not know.

One weed which is very plentiful this year is the goosefoot. The goosefoot has little branches about six or seven inches long which spread on the ground like the foot of a goose.

Another noxious weed is the pig-weed. It is tall and bushy, with leaves long and thin. The seeds grow from the point where the leaves meet the stem. The seeds are small and round.

Another plentiful weed is the red-root pig-weed. This is tall and thin; the leaves are broad. The root is a

reddish colored tap-root. It is not very hard to eradicate, which we did by hand-pulling.

The thistle has a leaf which is deeply cut and which has thorns on it. The flowers are of a purple color. On the ends of the seeds are long white hairs.

The dandelion is a weed which has bothered us a good deal in the early summer. We pull them out by hand or hoe them. They have leaves somewhat like those of the thistle, only they have no thorns on them. The seeds are similar to those of the thistle.

The peppergrass is a weed worth mentioning because it is very bothersome. It is a weed with many branches, on which grow many seeds resembling pepper.

These are the weeds which I have seen in the school garden this year.

Isabelle Howett,
Grade VIII.

Potato Test

Conditions May 14th—The ground was dry and lumpy. We worked it for about an hour, and then sowed the potato eyes on the west end of the experimental plot because this was the best soil.

We planted four varieties, namely, Jersey Royal, Bovee, Gold Coin, Irish Cobbler.

It rained three or four times during the summer. The potatoes were up about two inches at the end of June, when they were hit by a frost of 9 degrees and frozen back. They were up again nicely, to be frozen down on July first. The next time they came up the Bovee did not appear; the others all grew and looked healthy.

At the beginning of September we had snow and rain, and when we dug the potatoes the ground was very wet.

Results—Jersey Royal, 17½ lbs. to 13 eyes; color, good; texture, fine; flavor, strong. Hard flesh, mealy. Bovee was frozen out by second frost. Gold Coin, 12 lbs. to 13 eyes; color, good; texture, medium; flavor, nice. A wet potato, cooks and tastes well. Irish Cobbler,

15½ lbs to 13 eyes; color, poor; texture, coarse; flavor, fair. Quick cooker, mealy, does not look nice.

Adaptation—Jersey Royal is a fair potato, but has a strong, hot taste. Its yield is good, but it is not uniform. Gold Coin is the best table potato if carefully cooked. It gave a small yield. Irish Cobbler is a very coarse potato, more like a turnip. Very nasty looking before and after cooking, although it cooks quickly and is mealy.

Recommendation—I think the Gold Coin would be the best for a table potato; its yield is small, but it cooks, looks and tastes the best.

Kathleen Matthews,
Grade VIII.

Constituents of Potato

We dipped a blue piece of litmus paper in some water and there was no effect. We then held it over an acid and it turned a red color. We then took a piece of this paper and laid it on the potato. It turned it red. Therefore a potato contains acid.

We scraped some potato on to a piece of cheesecloth and squeezed the juice into a test tube. Then we dipped it in water and squeezed it until nothing could be squeezed out. The juice was allowed to settle, and a floury-like substance appeared at the bottom and a muddy substance on top.

We heated some of the juice in a test tube, poured some nitric acid on, and it turned a yellow color; and then some ammonia poured on it turned it brown, showing that a potato contains protein.

We took some of the white, floury substance, poured iodine over it, and found it to turn a dark blue; therefore it contained much starch.

After the juice had been squeezed out, that which remained in the cloth was called cellulose. We burnt the cellulose in a dish first, and then held a piece over the flame until there was some ash. Dipped a piece of red litmus in water and then to the ash. We found that it turned blue; therefore we concluded that the ash contained alkali.

We weighed a slice of potato. Found it to weigh 20.5 grams, the following day 13.5 grams, and the next 7.8 grams. Therefore we concluded that the water in the potato had evaporated.

Ruth Bell, Junior Form.

Variety Tests—Carrots

When my carrot seeds were sown the soil was lumpy. The weather was cloudy, with a little precipitation.

After breaking up the lumps and digging up the soil, the ground was raked, packed, raked lengthwise, packed again, and raked crosswise.

Four varieties of carrots were sown, namely, Early Scarlet Horn, Danvers' Half Long, Chantenay and Ox Heart.

The seeds were sown in rows thirteen inches apart and one inch deep. After sowing the seeds the rows were raked over, packed and raked crosswise.

The carrots appeared above ground on May 25 in the shape of two blades of grass.

A frost of 9 degrees on June 7th did not hurt them, and a lighter frost on June 15th did not freeze anything.

About the middle of September snows and rains did not harm the carrots.

On the 15th of September a certain number out of each variety was pulled and sent to two ladies, who volunteered to test them according to color, shape, texture and flavor.

The colors and shapes of the different varieties were, namely: Early Scarlet Horn, scarlet, short and thick; Danvers' Half Long, scarlet and thin; Chantenay, yellow, long and thin; Ox Heart, yellow and short.

Each agreed that Early Scarlet Horn was the best in texture and flavor; Chantenay was coarse in texture and poor in flavor; Danvers' Half Long was coarse in texture and fair in flavor; Ox Heart was medium in texture and fair in flavor.

In recommending carrots I would recommend Early Scarlet Horn for table use, and Ox Heart for the best yielding carrot.

G. Beauchamp, Middle Form.

Variety Tests—Onions

On May 14th my onions were sown. The weather was cloudy, and there had been some rain.

The soil was very lumpy, but moist, containing some humus and straw. After breaking up the lumps the soil was made ready for seeding by digging up the ground, raking and hoeing until the soil became fine.

There were two varieties of onions sown in my garden, namely, "The Australian Brown" and the "Southport Yellow Globe."

The onions were sown in drills about an inch deep and sixteen inches apart. After sowing the onion seed the soil was well packed over the seeds, and the surface gently raked over.

The onions appeared above ground on June 9th. There was a slight frost on May 9th and 25th, which did not harm the onions.

A few onions of each variety were pulled on Sept. 25th and sent to some of the cooks of the town, who tested them for color, shape, texture and flavor.

The Australian Brown onions were a light brown color and spherical in shape. The Southport Yellow Globe were white in color and a pear-shape.

According to the tests it was agreed upon that the Australian Brown onions were coarse but very soft in texture, having a very pleasant and sweet taste. The Southport Yellow Globe were very fine and firm in texture, with an excellent flavor.

In the recommendation of onions I would recommend the Southport Yellow Globe and the Australian Brown, both for table and general use.

Isabel King, Junior Form.

Corn Test

On May 14 we sowed the four varieties of corn. It was just up on May 29th. It grew very rapidly and put forth great roots. On June 8th it was cut down by a frost of 9 degrees.

We again sowed the corn, doing the

same as before. We left 12 feet of frozen corn in each variety to see how it yielded.

On June 21 the plants were about 12 inches high and looked very healthy. The corn grew rapidly during the summer, and it was watered four or five times during July and August by rain storms.

We measured it on Sept. 3. North Western Dent, 49½ inches; Gehu, 35 inches; Longfellow Flint, 45 inches; Sioux Squaw, 36 inches.

The first week in September it was frozen again, and on September 15 we weighed and tested it. It was weighed for fodder.

Results—North Western Dent yielded 9½ lbs. per six foot row; Gehu yielded 4½ lbs. per six foot row; Longfellow Flint yielded 5 lbs. per six foot row; Sioux Squaw yielded 9 lbs. per six foot row.

The frozen rows were not as high and were not as good color; but they had more ears and the ears were riper.

The North Western Dent is best fodder corn for the west. It does not freeze so badly. It grows higher and yields better than the other kinds.

The Sioux Squaw was riper than the other kinds.

Kathleen Matthews,
Grade VIII.

One-Half Hour Garden Observations

1. Potatoes—Four varieties sown. Three came up, one being frozen by the frost.

2. September 9th—Corn frozen. The leaves are bleached and becoming dry.

3. Kinds of plants that will stand heavy frost—Cabbage, parsnips, carrots, onions, lettuce, radish, beets, sweet peas, turnips, stocks.

4. Kinds of plants which cannot stand heavy frost—Beans, tomatoes, corn (although when it is maturing it can stand a little frost). Sunflowers can stand more frost than corn, but not as much as carrots, nasturtion, zinnias.

5. Effects of thinning out—If not thinned out the roots will be smaller and misshapened.

6. Plants which produce seeds the first year—Lettuce, radish, beans, sweet peas, stocks.

7. Cabbages are injured by the cabbage worm, which is of a greenish color like that of the cabbage, and is from about a half inch to an inch long.

8. Sioux Squaw and Gehu have developed ears.

Martin Leboldus,
Junior Form.

Financial Statement

Mr. Speaker:

I beg to submit to the house the following financial statement for the past year:

Receipts

Departmental grant.....	\$20.00
Sale of radishes	1.25
School garden sale	5.45
Proposed grant from trustee board	5.00
	<hr/>
	\$31.70

Expenditures

Weeding	\$ 5.25
Selling of radishes .....	.50
Advertising exhibit	2.00
One hundred copies of Progress..	5.00
Prizes for vegetables	7.45
Constituency prize	11.50
	<hr/>
	\$31.70

Thelma Craig,
Minister of Finance.

GET READY FOR THE M. E. A.

Are you going to take part?

At the 1914 meeting of the Manitoba Teachers' Association it was decided that there should be recognition given

to schools sending in the best exhibits. The exhibits to be recognized are:

(a) Those from ungraded one-roomed schools.

(b) Those from graded schools, not more than four departments.

The question for every school to decide is this: Shall we make an exhibit in 1916?

Why Should a School Make an Exhibit?

1. It will cause pupils to do their best work.

2. It will enable them to measure themselves.

3. It will bring honor to teacher and pupils.

4. It will do great good to the community.

5. It will help the profession.

6. It will encourage other schools to do better work.

Can Every Ungraded School Exhibit Work?

The following conditions for work in ungraded schools make it possible for every school in the province to enter:

1. Exhibit shall not occupy more than 60 square feet.

2. Exhibit shall include work of at least five grades. Any five may be chosen.

3. Exhibit shall include work typical of each branch of handwork engaged in at the school.

4. Exhibit shall include samples of drawing, color and art work.

5. Exhibit may include any special work taken.

6. Teachers shall accompany the exhibit by a brief note on the conditions under which the work was carried on, and as to the number of children in each grade.

What Can Graded Schools Do?

The following regulations make it possible for small graded schools to enter:

1. Prizes shall be offered for graded schools of not more than four departments.

2. Exhibit shall not occupy more than 120 square feet.

3. Exhibit shall include work of all grades in the school.

4. Exhibit shall include work along each line specified for ungraded schools.

5. Prizes in this section shall be in the form of framed diplomas instead of cash.

What Can Larger Graded Schools Do?

A special exhibit will be arranged by some of the larger graded schools. Will your school be one? This is what the regulation of the Association says:

Special exhibits are invited from any school in the province, and merit in any such exhibit will be recognized.

Practical Suggestions

The following suggestions are made to teachers. They need not be followed by those who can devise something better.

1. Begin now.

2. Have a system to guide you, and do not trust to luck.

3. Get uniform paper—say 6½ by 8 inches—that is, quarter-cap.

4. Let every pupil bind into a booklet all his work, in a fixed order—e.g., writing, spelling, composition, history, arithmetic, drawing, and underneath all put a sample of the everyday work-book or scribbler, showing a month's work.

(Suppose there are fifteen children in the school, there will be sent in to the exhibition fifteen little booklets, all graded and labelled. On the label will be written clearly the teacher's comment. If there is special handwork, it may be labelled separately, and will be mounted on the table underneath the wall exhibit.)

Suggestions in Detail

Writing.—Sample of letters, figures, and a paragraph or stanza. On lower line, to be given grade, age, time of writing. Comparative exhibits to be given to show progress from month to month.

Spelling.—From speller lists; from practical life; proper names; school terms, etc.; and dictation exercises.

Composition.—Special attention to narration, description and letter writing.

Arithmetic.—Quick work (time given); solution of problems (both problem and solution to be given.)

History.—Reproduction of text in pupil's words; stories suggested by independent reading; topical analyses; cuttings from magazines, pictures, picture postcards.

Geography.—Maps (especially drawing from memory), descriptions, tables, pictures, charts, samples of productions.

Manual Work.—Paper folding; raffia work; rattan; weaving; carving; and all other forms possible.

The School Council will be glad to receive any suggestions on this subject. In 1916 there will be an exhibit such as was never seen before in Manitoba. Will you help?

RURAL SCHOOLS' EQUIPMENT, SUPPLIES AND CONVENIENCES

By W. VAN DUSEN, L.P.S. Stonewall

(a) Necessary

1. Flag and pole.
2. Door scraper.
3. Door mat.
4. Hat pegs.
5. Brooms.
6. Water pail and cups.
7. Stove or furnace.
8. Blinds or curtains.
9. Waste paper basket.
10. Globe and maps.
11. Front and side blackboards.
12. Desks.
13. Teacher's desk.
14. Library.
15. Book-case or shelves.
16. Register.
17. Free texts, etc.
18. Chairs.
19. Hand-bell.
20. Set drawing models.

21. Some school journal.
22. Dictionary.
23. Chalk and brushes.
24. Ink.
25. Two screened closets.

(b) Extra

1. Porch.
2. Wood-shed.
3. Wood-box.
4. Coal oil stove.
5. Wall pictures.
6. Flowers.
7. Water tank.
8. Lavatory.
9. Clock.
10. Teacher's office.
11. Lounge.
12. Scrap-book.
13. Visitors' book.
14. Raffia, plasticine, etc.
15. Some musical instrument.

A HEALTHFUL RURAL SCHOOL

Minimum Essentials

Dr. Thomas A. Wood, who has been the leader in studying the sanitation of rural schoolhouses and who has agitated for many years the necessity of better conditions, has formulated a list of ten minimum essentials, without which no country school can be healthful. These essentials are:

1. Heating by at least a properly jacketed stove. No unjacketed stove to be permitted.
2. Ventilation by window boards or better form of fresh air inlets.
3. Lighting from left of room, or left and rear, through window space at least one-fifth of floor space in area.

4. Schoolhouses kept as clean as a good housekeeper would keep her home.

5. Drinking water provided by a sanitary drinking fountain.

6. Facilities for washing hands, and individual towels.

7. Toilets and privies of sanitary types, with no cesspools unless water-proof, and no neglected privy boxes or vaults.

8. Schoolhouse thoroughly screened against flies and mosquitoes.

9. Schoolhouse and outhouses absolutely free from all obscene markings.

10. Reasonable playground space for every rural school.

THE GEOGRAPHY TEACHER'S RESOLUTIONS

I am going to put this resolution into practice in my school:

1. To try to remember that geography is inherently interesting to children, and that they will like it if it is well taught.

2. To prepare my own lessons so that I can teach interestingly and confidently.

3. To use the illustrations which my own city and region supply, as a means of understanding the geography of more distant places.

4. To have my pupils clip geographical items of importance from the papers or magazines, and tell why the items are important.

5. To attempt to teach a smaller number of facts than I did last year, to select those facts more thoughtfully, and to impress them more lastingly.

6. To make constant use of the wall map.

7. To make the study of the map, and of the map questions in the book, a liberal portion of each week's work.

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

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

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

THE CURSE OF THE SCHOOL LIFE

By W.S.L.

Much has been said about efficiency of the teacher and teaching of English in our ordinary grammar schools. Many different methods are being suggested continually to secure the proper expression and to guard against employing words which do not embody ideas.

Yes, it is very easy to talk. To preach upon the subject that can be stretched in many ways to show how wise and skilful we are is not a sign of logical thought, however.

We are groping in darkness, trying to find some remedy for: (1) Bad expression, (2) bad spelling, (3) bad grammar, and bad composition, etc., etc., without paying the slightest attention to the monster evil which is at the bottom of it all.

This monster is our spelling. To master it (?) means to spend from one to two hours a day during the first eight years of study. ($200 \times 1\frac{1}{2} \times 8 = 2,400$ hours, or 480 days.) 480 days are spent for loading the young brains with poi-

sonous nonsense! It seems to me that the mass of people is not better off from the point of writing than it was in the fifteenth century. The common people were not able to express themselves in writing them—can they do it now? No! Therefore simplified spelling should take the place of the present system in spelling.

The only objection to simplified spelling is this: "Pronunciation changes from century to century, and if spelling is to change with it instead of remaining practically fixed and according to standard, books printed now in simplified spelling will become unintelligible and will need to have their words re-spelled." In my opinion this objection has a very small weight, if any at all, for its meaning is this: word "bot" may be changed to "bit," say at the end of this century; so let's spell it "bought," which will stand changes of any kind.

I will be just as logical to fit a cer-

tain shape for every piece of land quite unlike its present shape, because it may change in appearance after centuries to come.

No, it is not an argument. The prominent educators of the present should direct their energies toward the change from etymological to simplified spelling because: (1) It drains the brain of the child; (2) it makes him weak physically and intellectually (as catechism does in Roman Catholic schools); (3) it prevents the child from acquiring a thorough knowledge of the important problems of life; (4) it kills his initiative; (5) it makes him afraid to express himself on public meetings; (6) his composition of any kind (if only with public school standing) is full of mistakes in spelling and grammar; (7) he is reading, not what he sees, but what he was taught, and this takes quite a long time to acquire; (8) the

time spent on spelling can be devoted to study of sciences, oratory, composition, mental training, etc., etc.; (9) abolishing of the old system will solve the vital problem of the present day, viz., keeping the children at school in grammar grades (they hate it now, not knowing the reason, on account of it).

Who stands better in the matter of education, the English or the Germans, and why? Are they naturally wiser than we are? No! Their system of education is the same as that of ours, but they are taught to be wise and strong, and we kill our children by the damnable spelling!

What should we do with the books if we change the old system of spelling? Don't worry about the books. We can re-spell them in a long run of time. To make them readable children should be taught the two ways of spelling—the old one for reading purposes only.

BOOK REVIEWS

There has appeared a little book by Herbert Quick called "The Little Brown Mouse." It sets forth in form of a story a picture of the improved rural school. The new idea in practical education is set forth in a manner that will appeal to the common people. Of course, Mr. Quick has not contributed much to the problem of altering the activities of children under twelve years of age—and 75 per cent. are under that age. Yet if the practical work he suggests will induce many over twelve to continue at school, and this may be taken for granted—then the book should be found in every school. Mr. Quick has said nothing new, but he has put a thought in a good way, and that is the best that could be said of anyone.

tion's own inimitable style, gives the fleeting impressions gleaned by the writer when a member of a hospital unit which left England in the early days of the great war. We get a glimpse of the shelling of Antwerp, of the retreat, a picture of Nieupoort as a woman saw it, of Furness, of St. Milo and other depots where wounded men rested on their wearisome journeys. There are little sketches of the English Tommies, both when they are well and when they lie wounded and broken. From her work in the soup kitchens in various places, and in the hastily established hospitals, Miss McNaughton has gained an insight into the feelings of the men that makes this little book interesting reading to everyone. We would recommend this little diary to teachers who are interested in getting into touch with the human side of this great conflict.

A woman's Diary of the War, S. H. McNaughton (Nelson & Sons). This little book, written in Miss McNaugh-

Children's Page

The Child of Bethlehem

O little town of Bethlehem,
 How still we see thee lie!
 Above thy deep and dreamless sleep
 The silent stars go by;
 Yet in thy dark streets shineth
 The everlasting light;
 The hopes and fears of all the years
 Are met in thee tonight!

For Christ is born of Mary;
 And gathered all above,
 While mortals sleep, the angels keep
 Their watch of wondering love.
 O morning stars! together
 Proclaim the holy birth,
 And praises sing to God the King,
 And peace to men on earth!

How silently, how silently,
 The wondrous gift is given!
 So God imparts to human hearts
 The blessings of His Heaven.
 No ear may hear His coming,
 But in this world of sin,
 Where meek souls will receive Him, still
 The dear Christ enters in.

O holy Child of Bethlehem!
 Descend to us, we pray;
 Cast out our sin and enter in—
 Be born in us today!
 We hear the Christmas angels
 The great glad tidings tell;
 Oh, come to us, abide with us,
 Our Lord Emmanuel!

—Phillips Brooks.

EDITOR'S CHAT—A Happy Christmas.

My dear Boys and Girls:

Do you know that this is the third time that the Editor has had the pleasure of wishing you a Happy Christmas through the medium of the Children's Page? What terrible and wonderful changes have taken place in this short time! Only two years ago our most important thoughts centered around the

mystery of parcels for our dear home people, about the Christmas tree, the stockings, the holidays, and the Christmas parties. Some of us tried to give a little happiness to some of the children we knew who had not as much as we have, to make them happy; some of us wrote letters to relations in England, Ireland or Scotland, or perhaps

in France or Russia, or some other distant land, but few of us gave any thought to any one outside our own Dominion of Canada. Last Christmas our thoughts travelled far. And not only our thoughts, but our pennies, and clothing, and food, to help relieve the suffering of our brave allies, the Belgians. And this Christmas, while we fill the candy bags, or make the holly wreath, the thoughts of nearly all of us are with some brave boy in khaki away in France or Flanders, or Egypt, or the perilous Dardanelles. And well may our thoughts be there, for are not these very boys and men suffering and fighting to uphold that peace which was brought into the world on that first Christmas, when the angels sang to the shepherds, who "watched their flocks by night?" There can be no more "Peace on Earth" until the dreadful military ideals of the German Kaiser and his War Lords have been crushed. And so it is for the life of the very beautiful thing that makes Christmas, that these soldiers of ours are fighting.

How glad they will all be to get the parcels we have sent them from home! How good that fruity cake will taste, and the taffy, made in the kitchen they know so well! How they will relish the cup of hot soup, and how they will dream over the pipe full of good tobacco! And the letters telling of the Christmas plans! How they will read and re-read them, picturing all the familiar scenes and people, and the places they have always known! And then back again to their trench-digging and their fighting, their caring for the wounded and their weary work, the better for the loving thought of them while they are so far away. And there will be many a joke and song, and much laughter, to keep up the brave front that every soldier prides himself on. And if these lonely boys can "do their bit" so cheerfully, we must do ours with a right good will, too. Part of our work this year must be to BE CHEERFUL. We may not feel quite as cheerful as we have on other Christmases; things may not be so bright for

us at home; there may be brothers and fathers we miss; but we must remember that one of the many ways we can be soldiers, too, and help to fight this dreadful battle, is to keep happy, and try to make every one else a little happier. You will all know of many ways you can do this, and we are sure you will do your best, every one of you.

And now we are going to talk about something else—something we want to warn you about before you go out to do your Christmas shopping, and it is this:—

Extravagance.

Now, we don't mean by this that we think you spend too much money. We know you are all too wise to do that, but you know that one of the greatest extravagances in the world is buying things you don't really need. How many of you buy Christmas presents for people who don't really need them. or buy presents that people can't use? We know some of you do, but we hope you won't ever do it again. We know that at Christmas time the stores fill up great counters full of fine and glittering things, such as gilt boxes, shell boxes, very fancy cases of cheap perfume, books full of highly colored pictures and little or no good reading, foolish little ornaments that only collect dust, cheap jewellery that tarnishes and breaks, expensive calendars, and many, many other tawdry things, which will probably be in the attic or the dustbin before next Christmas. Now, boys and girls, hurry past these counters that shine and glitter, and make up your minds that that carefully hoarded dollar will buy real things. A tiny bit of chintz or cretonne will make such a pretty bag; a snapshot of baby, taken in the garden, or of soldier brother or father, mounted on a card, will make such an interesting calendar; a coat hanger covered with ribbon makes a useful and pretty gift; a little plant in a pot, a tiny bottle of lavender water, a handkerchief, a tie, some notepaper, a cheap edition of a good book, a ball, a top, a cup and saucer, a pretty cap made of muslin—

oh, you can think of hundreds of pretty and useful things that people will like, and the boys can make so many, too; and how much more pleasure the little gift that you thought about, and worked over, will give, than the hastily bought "something" that you find in the stores. And then about giving to people who do not need the gifts. How would you all like to do this: Outside your own family, and perhaps one or two great friends, make up your mind you will give no presents, but that you will write nice Christmasy little letters or notes, or perhaps holly cards, to all these people, and say that you have made up your mind, as this is a War Christmas, not to give any presents, but you want to wish them a Happy Christmas. How would a little neatly written note on holly paper like this be:

My dear Mary:

We have been talking it over at home together, and we have decided that as this is a War Christmas and there is so much suffering in the world, we are going to make presents only to those who are in need. I don't want any of my friends to think I don't love them just as much as if I were sending a present, though, and that is why I am

writing you this little note. I hope you and _____ and _____ will have a very Happy Christmas, and that we shall have some good plays together in the holidays.

Your loving friend,
Janie.

What do you wise boys and girls think of this? Wouldn't you like to start an anti-waste campaign for Christmas buying? Make a Christmas resolution: "I will buy nothing for Christmas that is not useful, and I will give no unnecessary gifts." We are sure your teachers will join with us in this campaign, for they are very wise people, and they know what Canada's young citizens should be learning in this year of the Great War. And now goodbye until 1916. The Editor wishes you all, teachers and boys and girls, the happiest kind of a Christmas.

"Whatever the weather may be," says he—
"Whatever the weather may be,
It's the song ye sing an' the smile ye wear,
That's a-making the sunshine every-where."

—Jas. Whitcomb Riley.

PRIZE STORY

So very many good stories of the Prairie Chicken came in too late for competition last month. We would like to publish several of them, but we are afraid there will not be room enough in our small section; but we will give Honorable Mention to Ellen Fraser, Lila Mathews, Olive Ethel Kerr, Franklin School; Roy K. Allman, Charles Freedman, Teulon School; Eileen Abey, Pearl Campbell, Velva Hurley, Muriel Abey, Kathleen Skilton, Margaret Cann, Chater School.

And we want to send out a word of warning. All stories for competition **must be in before the 20th of the month.** That is, your Journal reaches you about the 7th. You have nearly two weeks

to write your story and send it in; the earlier it comes the better; but it cannot compete if it arrives after the 20th.

Next month we will ask you to send us a story on "How I Kept My Christmas Resolution about Useful Presents."

This month we have not had a very satisfactory collection of stories from a composition standpoint, although many of the ideas were very good. Chater school sent boxes to some of the soldiers through the Daughters of the Empire, Brandon, and the pupils told about packing these boxes. We had other stories, too, some of them very good, but we felt that none of them were well enough written to merit a prize this

time. However, we are printing two stories which were not entered in competition this month, written by two pupils in Grades V. and VI. of the Model School, on the same subject. See what you think of these stories, and send us in some good ones next month. We give Honorable Mention to Effie Craven, Eliner Heard, Makaroff Consol. School; Merrill Shepherd, Doris Metcalfe, Grade V., Model School; Gordon MacLachlan, Isabel Lindsay, Phyllis Clark, Fred Hobbs, Phyllis Elkin, Grade VI., Model School; Jennet Brown, Anna McIntosh, Wilbert Lobb, Silver Stream School; Velva Hurley, Jean Heal, Margaret Cann, Frank Taylor, Eileen Abey, Muriel Abey, Chater School; Hazel B. Peck, Jean McIntyre, Sidney, Man.

Christmas in the Trenches

The British trenches stretched for miles through a war-stricken country. Several months previous a peaceful Belgian village had flourished not far distant, surrounded by green farm lands, but now the land was in devastation and the village lay in ruins. No more the thrifty Belgians toiled beneath the burning sun; no cattle grazed in the fertile fields. Instead were seen the brave men in khaki, where the cannons roared their fierce defiance and the graves on every side showed the ravages of war.

It was Christmas morning. The air was crisp and clear. The soldiers were sitting in their dugouts eating their breakfast rations. Outside, the only noise to break the stillness of the quiet morning was the sound of the sentry's footsteps and the "chug! chug!" of the pump emptying the muddy trenches of the water that had fallen during the last few days' rain. Suddenly the noise of an engine was heard. The sentry lifted his horoscope to his eyes and saw a messenger approaching on a motorcycle. The noise grew louder and louder and then stopped. A young boy leaped into the trench, one arm covered with blood and the other carrying a

large bag. "That fellow certainly made a good target of me," he remarked, "but I returned the compliment." First aid kits were produced, and the brave lad who had come through terrible dangers for the sake of getting the Christmas packages to the boys in the trenches was settled in the dugout as comfortably as circumstances would permit.

Friends and relatives had been generous with their Christmas cheer, and the few boys who stood off, feeling they had been forgotten, were soon made happy by the additional gifts many thoughtful mothers had sent for those who by chance might be overlooked. Tears glistened in the eyes of many as they thought of their last Christmas at home and of dear ones they might never see with mortal eyes again. Every fold and knot seemed to contain the unbounded love of wife, sweetheart, mother, or even child, whose hands had wrapped the gifts.

During the silence that ensued the sentry's gun was heard. Packages were forgotten, the men rushed out, guns in hand, at the call of duty. The enemy had opened fire. A bloody battle followed. Many were killed and wounded. In the course of the afternoon the command, "Bayonet charge!" rang down the line, and out rushed the men, eager for the fray. Bayonets were prodded into Germans until the scattered enemy turned and fled. So in the end our staunch men were victorious, and another trench was added to the number already in their possession.

With nothing to eat since seven that morning, the boys were suffering severe pangs of hunger. But first the wounded were attended, and the unselfish boys sacrificed their last meagre bit of food and drop of water to the needy. At the close of the battle a message had been sent to the nearest hospital, and very soon the nurses and doctors, with their ambulance, had arrived. The wounded were soon made comfortable in the conveyance, and many suffering Germans were cared for as kindly as our own men.

The men were eating the delicacies

found in their packages. But the Army Service Corps was a welcome sight. The corps brought them canned beef, crackers, water, cheese, and other trench foods, so this, combined with their oxo, cocoa, Christmas cake and candy made what the boys called a "bully" Christmas dinner.

After the sad ceremony of burying the dead heroes of that Christmas fight, the boys built a fire and sat around it far into the midnight fingering their presents lovingly, some of them writing letters and others telling their experiences, but most singing with a hearty voice the well-known songs, including "Home, Sweet Home," "Annie Laurie," "The Girl I Left Behind Me," "Tipperary," "Hark! the Herald Angels Sing," and other familiar selections. In this way, Christmas for our boys in the trenches had its exciting and pleasant experiences.

This story is what I imagine Christmas in the trenches might be like, but whether I am correct or not, I wish the brave soldiers a Merry, Merry Christmas and a Victorious New Year.

Margaret Hughson.

A Christmas in the Trenches

The following extracts from a soldier's diary show how he and his comrades enjoyed their Christmas in the trenches:—

Friday, Dec. 24.

It has kept up a drizzling rain all day, and "we fellows in the trenches" have not felt very Christmassy or cheerful. The Germans have been firing all day in spite of the rain, so we really haven't had much time to think about either our feelings or the weather; but, now that I come to think about it, we have felt pretty glum and downhearted.

Saturday, Dec. 25.

We were wakened early this morning by "reveille," just as a few faint rays in the east were promising a brighter day. Quite unlike yesterday, the air

has been crisp and clear. After freshening up a bit we gathered together for breakfast, and such a breakfast as it was! Between the never-ending Christmas greetings and the extras to the bill of fare, we had a pleasant meal.

Breakfast over, the chaplain of our company conducted a short service, after which we hailed the mail carrier with delight. What parcels, packages and letters there were. On opening my parcels I found one from a motherly old soul, containing a pair of sox, the heels of which came about in the middle of my feet, for though it pains me to mention it, I have enormously large feet. Such shouts of laughter and cries of delight as issued from the mouth of each one of us. Oh, we had a jolly time, all right! Then there were the letters from home, which were, of course, kept for some quiet, undisturbed hour. The enemy evidently took notice of the festive season also, for there was no firing on either side to-day.

This all took time, and before we knew it, it was time for dinner—Christmas dinner, with its pudding, its nuts, raisins and pies. Will I ever forget them, for they aren't everyday luxuries in the trenches, let me tell you!

After dinner we spent the afternoon in writing letters home or visiting friends in other companies, or some of the smart ones even did both; but I didn't have time for the visiting, because I'm not smart.

We had a light tea at 5.30, for between the goodies and the boxes from home and the bountiful dinner we had, we weren't "up to much."

A musical concert was held by our company after tea, to the programme of which I contributed the one and only song I know well enough to sing in company, and that is "Tipperary," but it was rather a failure as a solo, for the boys would persist in singing, too. But I must stop writing in this poor light, or my eyes will not be able to see to hit the mark to-morrow.

Beatrice E. C. Kenny.

THE STORY OF THE CURRANTS

By MARY and ELIZABETH KIRBY

People use quite a wrong word when they talk about currants, meaning the currants we buy at the grocer's shop, and which are not in the least degree related to the red and white bunches that hang in summer from the bushes in the garden.

The mistake arose from the name of one of the places where the currants grow, and that is called "Corinth." People chose to speak of them as "Corinths," and in time the word became changed into currants. Currants, indeed! Why, they belong to the elegant family of grapes, that hang in white and purple clusters in the vineyards abroad. They, too, grow upon a vine, and are nothing in the world but grapes.

It is also as much a mistake to call them plums, and talk about a "plum pudding," when there is not a single plum to be found in it.

The little bush-like vine on which the currants grow requires a great deal of care. It has to be supported on sticks, and to have the earth loosened every now and then about the roots. It is very subject to blight; and if the weather is too wet is apt to be spoiled, and even killed. At all times it is very slow in bringing forth its fruit, and the little grapes do not appear until the tree is six years old.

It grows in some sunny islands near to Greece, in a sea called the Ionian Sea. If ever you read the history of Greece, you will find a great deal about the Ionian Islands.

There are seven of them, and one of them is called Zante. It has high cliffs, and a pier where the people land from the ships and the boats. All kinds of persons are seen to land from the boats, and it is a pretty sight to watch their different costumes and faces. There is the Greek, and the Venetian, and a great many other foreigners; and among them is sure to be the Englishman.

The island is only sixty miles around, and there is a great plain stretching

over nearly all of it, and some hills in the distance. There are pretty villages, and houses and gardens, and groves of oranges and lemons; and to stand on the hills and look over the plain, you would think it was one great vineyard.

About the end of August, the grapes on the little bushy vines are ready to gather. The people in the island never eat plum pudding or plum cake, and they do not want the currants—for so, I think, I must call them, in spite of the word being wrong—they do not want the currants for themselves.

But England is the land for plum puddings and mince pies. And "John Bull," as he is styled, can do with any quantity. So a great many men, women and children are sent into the vineyards to gather the currants, and to get them ready for him.

They pick off the little grapes, and lay them upon the stone floor of a room or shed, that has no roof, and is open to the sky. The sun pours down his beams upon them, and very soon dries them. If the weather keeps fine, all is well. But now and then comes a great thunderstorm, and the rain pours in torrents. Then the currants begin to ferment, and are quite spoiled. Indeed, they will not do for John Bull, who likes everything of the best quality. So the owner does not try to sell them to him. He throws them to the horses, and cows, and sheep, who eat them up very soon.

If the weather is fine, the currants get quite dry, and then they are taken away to a kind of warehouse, and poured through a hole in the roof until the warehouse is quite full. This makes them cake together, as you see when you open a packet of them.

In the warehouse they cake so much that men have to dig them out with sharp instruments, when the time is come for putting them into barrels. Then a man used to get into the barrel, without shoes or stockings, and trample

them down as they were poured in. And there were barrels enough to fill five or six ships.

I should tell you that when the currants are brought to the warehouse the keeper of the place has a paper given to him, saying how many of them there are. And in olden days a great fuss was made about the currants. The island belonged to the city of Venice, which was then in its glory. And five grave senators dressed in their robes used to meet to decide what the price of the currants was to be. And no one might buy them without asking leave of the government.

When the English came into power,

they did rather a foolish thing. They laid a heavy tax on the currants, so that to eat them in puddings was like eating money. But very few people would buy them, and the little vines were neglected and left to die. The owners of them lost all their money, and had to borrow of the Jews. Indeed, there was so much grumbling and so many complaints made, that the tax had to be altered, and then the price of currants came down.

So many shiploads of currants come to England that the people of Zaute used to wonder what we did with them all. They were quite certain that we used them in dyeing cloth.

The Girl Who Smiled

The wind was east and the chimney smoked,
 And the old brown house seemed dreary;
 For nobody smiled, and nobody joked,
 The young folks grumbled, the old folks croaked,
 They had come home chilled and weary.

Then opened the door, and a girl came in;
 Oh, she was homely—very!
 Her nose was pug and her cheek was thin,
 There wasn't a dimple from brow to chin,
 But her smile was bright and cheery.

She spoke not a word of the cold and damp,
 Nor yet of the gloom about her;
 But she mended the fire and lighted the lamp,
 And she put on the place a different stamp
 From that it had had without her.

Her dress, which was something in sober brown,
 And with dampness nearly dripping,
 She changed for a bright, warm, crimson gown;
 And she looked so gay when she came down,
 They forgot that the air was nipping.

They forgot that the house was a dull old place,
 And smoky from base to rafter;
 And gloom departed from every face,
 As they felt the charm of her mirthful grace
 And the cheer of her happy laughter.

Oh, give me the girl who will smile and sing,
 And make all glad together!
 To be plain or fair is a lesser thing;
 But a kind, unselfish heart can bring
 Good cheer in the darkest weather. —Driftwood.

Selected

The Maples of St. Julien

The groves about St. Julien
 Are sown with Maple seed ;
 Our nation's new necropolis
 Shall be forever treed,
 And living legends here inscribed
 Shall tell their noble deeds.

What though their eyes no more may view
 Familiar peaks and plains,
 Or rivers widening to the sea,
 Or lakes in silver chains,
 The Maple three that mothered them
 Will guard their last remains.

Some day, perhaps, a Belgian boy
 May ask the reason why
 They left their own Canadian homes
 In foreign fields to die,
 Then, soft as rustling of the leaves
 The Maples will reply :

“When Belgium like a bonfire blazed,
 They saw the beckoning hand
 Of Freedom falling in the flames.
 They heard her last command :
 ‘Help! Help! I call on him to help
 Who loves his native land.’

“They saw, they heard, they rose, they came,
 They smote with all their might,
 And none shall ever say of them
 ‘They were too proud to fight.’
 It was enough for them to know
 That Belgium's cause was right.”

No further honor need be given
 To those who lie beneath
 These trees, than that which Autumn brings,
 When on this sacred heath,
 In golden splendour shall be laid
 A Maple wreath. —Wm. E. Grant.

THE SUPERINTENDENT'S SERVICE TO THE INDIVIDUAL TEACHER

By M. C. POTTER

A principal tells me that a little while ago, on a certain Friday, he sent a superintendent's circular some ten years old, around his building for the careful perusal of his thirty or forty teachers. He sent a personal request for a very careful reading. That evening some twenty of these teachers prepared for the afternoon reception for Friday evening, 10 or 12 years before. And that is no laughing matter. Surely nobody blames them for overlooking

the little detail of a date line when there seemed a prospect of actually meeting a really, truly superintendent of schools in the flesh, off guard, outside of the office. Circulars are no such heart-warming, sunshiny, energy tapping, thought provoking, courage instilling, gloom dispelling, lumps of heavenly leaven that any superintendent need think he has reached anybody when he writes one. I don't believe that sending them out ever helped any teacher very much anyway. Some of the liveliest teachers are the very ones who never seem to be able to really read the things. They may be better than frequent general meetings, but not much.

Yet the mere detail mechanical grind of office interviews and daily correspondence (frequently with people too wise to be helped any or to help anybody else) smothering your energy and day after day successively kills your hopes of living again awhile with glad children out in the schoolhouses where they live.

A superintendent's service to teachers varies inversely with the size of the system. In a small system of schools the attitude of the superintendent to the teachers is that of elder brother. He shares their trials and their joys; knows the most intricate variations; is in each teacher's room often; can call Johnny and Willie by name; the boys and girls all know him and he knows them; it is a great family group. Another hundred teachers are added to his corps; still that personal contact; still a sympathetic understanding of individual cases with the hand of the superintendent willing and able to straighten out tangles. A hundred more are added. Now a comparatively arid feel opens before him—that of office administration. A system of card cataloging becomes necessary; Jack and Joe are farther removed; the superintendent feels that he cannot help the teacher any more by direct personal methods. Nevertheless, he almost despairingly determines that his visits shall still be frequent in all the classes, and some-

times he can still put his fingers on minute details. He is not known well enough for outside interests to assail him. Only occasionally some uplift campaign or other makes demands upon his time, but his sphere has not widened too far beyond that of principal teacher. He still can confine most of his endeavor to his little group of schools with individual teachers and children.

The place grows. A thousand teachers and more are subject to his supervision. Of necessity his visits to the schools are fewer. One school has as many teachers and children as the little town where he knew all the boys and girls so well. Fifty such systems now expect and deserve his attention. But he is not free to give all his time to his schools alone. More wealth and public-minded leisure in the larger city have given rise to numerous uplift movements, clubs, conventions and countless other activities. As representative of the people's children the superintendent must co-operate with all who seek the children's benefit. Tom or Dick has become a multitude; his teacher a complete group. A conscientious superintendent still endeavors to visit individual classes, but group contact has taken the place of personal contact. Associate superintendents, supervisors, principals and office assistants care for most details; in fact the ward principals handle practically the personal schoolroom functions—which were the superintendent's in the smaller town. The superintendent has become the servant of the public rather than the immediate adviser and friend of the teachers.

Possibly this newer, wider, thinner service is just as important as the real personal influence he once had on human souls; but it is far less gratifying to the superintendent than the bright smile of a happy childish face, or the appreciative thanks from a teacher whom he has been able personally to encourage or perhaps help a little in her work. Now only occasionally can he meet a teacher in his office;

oftenest she or he goes to the principal or district supervisor, whose personal, first-hand knowledge enables her or him to give the best advice and greatest help.

In his broader and shallower field the superintendent can direct only general policies, which must be administered to suit individual cases by the assistants and the principals. His work now is that of general organizer, community adviser, guiding public thought toward presumptively ideal standards of education.

In spite of all distracting outside demands, let me urge on the superintendent

of every growing city, the giving of himself to his teaching body in the classroom as his chief "raison d'être."

He must know them directly and let them know him—together with all his hopes and ideals of co-operative good for the children entrusted to their common care. A superintendent must keep himself flesh and bone one with the teachers, maugre every attack upon his time; or he must frequently feel the impulse to get out and make way for the cheaper and doubtless quite useful combination of time clock-adding machine-library catalogue and fling cabinet.

Each in His Own Tongue

A fire-mist and a planet,
A crystal and a cell,
A jellyfish and a saurian,
And caves where the cave-men dwell;
Then a sense of law and beauty,
And a face turned from the clod,—
Some call it Evolution,
And others call it God.

A haze in the far horizon,
The infinite, tender sky,
The ripe, rich tints of the cornfields,
And the wild geese sailing high;
And all over upland and lowland
The charm of the goldenrod,—
Some of us call it Autumn,
And others call it God.

Like tides on a crescent sea-beach,
When the moon is new and thin,
Into our hearts high yearnings
Come welling and surging in;
Come from the mystic ocean,
Whose rim no foot has trod,—
Some of us call it Longing,
And others call it God.

A picket frozen on duty,
A mother starved for her brood,
Socrates drinking the hemlock,
And Jesus on the rood;
The millions who, humble and nameless,
The straight, hard pathway trod,
Some call it Consecration,
And others call it God.

—William Herbert Carruth.

THE ENGLISH SPARROW

(From the Canadian Reader)

1. How many kinds of birds do you find in a flock of English sparrows?
2. The ones with the black cravat are naturally the men of the family, while their sisters, wives and mothers are less ornamented. Describe in your notebook or from memory the colors of the cock-sparrow as follows: Top of head, sides of the head, the back, the tail, the wings, wing bars, throat and upper breast, lower breast and under parts.
3. Describe the hen sparrow in the same manner and note the difference in markings between the two. Are the young birds, when they first fly, like the father or the mother?
4. Compare the English sparrow with the chippy and describe the differences in size and color.
5. Is the tail when the bird is not flying, square across the end or notched?
6. What is the shape of the beak? For what sort of food is this shaped beak meant?
7. What is the food of the English sparrows and where do they find it? Describe the actions of a flock feeding in the yard or street. Are the English sparrows kindly or quarrelsome in disposition?
8. Why do the English sparrows stay in the North during the coldest of winters? Do they winter out in the country or in villages?
9. Describe by observation how they try to drive away the robins or other native birds.
10. Describe the nest of this sparrow. Of what material is it made? How is it supported? How sheltered?
11. Describe the eggs. How many broods are raised a year? What kind of food do the parents give the nestlings?
12. If you have ever seen these sparrows do anything interesting describe the circumstance.
13. In what way are these birds a nuisance to us?
14. How much of English sparrow talk do you understand?
15. How can we build bird-boxes so that the English sparrows will not try to take possession of them?

School News

Carman Convention

The third annual convention was held Oct. 21st and 22nd. There were present about sixty teachers. The president, Mr. Stewart Swain, spoke on "Character Building at School," and pointed out that good character in the child depended upon the right example in the teacher. Miss York gave a splendid demonstration of paper cutting and folding. This was followed by a demonstration of school music under the leadership of Misses Snydal and Critchley. In the evening an entertainment was provided by the Carman school staff. On Friday there was a demonstration in agriculture by Mr. G. V. Vantansk. This was followed by a discussion on "Consolidated Schools,"

led by Mr. Hall-Jones, of Winnipeg. Mr. Flewelling, of Starbuck, then gave an instructive paper on "Penmanship," illustrating many of his remarks. In the afternoon, Inspector Woods, of Miami, spoke on "Organized Play," and Mr. Prowse gave a helpful talk on "Geography." One of the most interesting subjects discussed was a comparison of Canadian and American education by Mr. Bowen, of Roland. The convention was brought to a close by a talk from Supt. Newcombe, of Winnipeg, who spoke on "Practical Education."

Not the least interesting feature of the convention was the exhibition of school work. Contributions were made from Carman, Sperling, Elm Creek, and

the following ungraded schools:—Graysville, Forrest, Jerome, Tremont, Macdonald, Gilt Edge, Boyne, Dakota, Tracey and Central.

Officers for the following year were elected as follows:—President, Mr. Corrigal; vice-president, Miss Rowan; secretary-treasurer, Mr. Flewelling; executive committee, Misses Bell, McKee, Clement and St. John.

The next convention will be held at Elm Creek.

They Certainly Did Their "Bit"

The Ellesmere School, near Sydney, Man., has the small enrolment of three, too small, most people might think, to be of any help to their country in this crisis.

Apparently Miss Mary Hume, the teacher, thought otherwise. During the summer the pupils of the school had been doing some successful garden work. Now when the gathering-in time came, this school of three pupils backed up their teacher in a project to hold a "School Fair," and sell the vegetables from the school garden for patriotic purposes.

The "Fair" was held. In conjunction there was an exhibition of school work and a concert. Of course, all the people in the neighborhood were invited.

The season was too busy a one for the men to get out, but "all the ladies in the district were present," and what was more, a minister from Sydney joined in the celebration and gave an address on "Patriotism."

No need of any such address, you will say. Hadn't these children, under the guidance of their teacher, shown the highest type of patriotism in giving willing service? However, no harm was done in impressing the thought of patriotism where the soil was so well prepared.

A letter reporting the event concludes: "Our concert was a success and my three pupils were very enthusiastic over being able to help the soldiers."—Sent in by Alfred White, Brandon.

Condensed Financial Statement of the Manitoba Educational Association for 1914-15

RECEIPTS

Balance from 1913-14	\$ 339.97
Delayed fees, 1913-14	10.00
Fees, 1914-15	1278.00
Public meeting	49.10
Total	\$1677.07

DISBURSEMENTS,

Old accounts, 1913-14	\$ 19.90
Executive meeting, Dec. 29, 1914	85.80
Postage, stationery, telegrams, telephone messages, etc.	86.53
Printing programmes, announcements, and cards	71.00
Advertising in Western Journal and daily papers	37.29
Committee on High School programme	9.10
Stenographic and secretarial help ...	74.60
Provencher School orchestra and choir, expenses and donation	27.05
Printing and posting Convention number of Journal to members	175.00
Teaching classes in hand work at Convention	34.00
Piano rent	10.00
Music at public meeting	20.00
Design for diploma and plate for same	44.20
Design for setting up exhibit of work and other expenses connected with same	26.35
Prizes for exhibit of work	50.00
Caretaker of Kelvin School	10.00
Secretary's honorarium	250.00
Fee and expenses of Dr. Dale	235.15
Rent of St. Stephen's Church	25.00

Total	\$1290.97
Balance on hand	386.10
Total	\$1677.07

Auditor's Report

Winnipeg, June 28th, 1915.

I hereby certify that I have examined the books and vouchers of the treasurer of the Manitoba Educational Association for the year ending June 28th, 1915, and find that same are correct.

R. H. Smith.

Rhineland Teachers' Convention

The annual convention of the bilingual teachers of Southern Manitoba was held at Altona on Thursday and Friday, Nov. 11th and 12th. This inspectorial division now includes eighty-one teachers, of whom about sixty were present. Besides these, quite a number of private school teachers attended. An excellent programme had been arrang-

ed for the occasion, and this was carried out without a single change. Among the topics discussed during the day sessions were the following: "The Treatment of the Little Ones," by Miss Helena Warkentin, Winkler; "The Relation of Teachers to Trustees," by G. G. Wiebe, Winkler; "Pestalozzie's Educational Theories," by H. H. Ewoert, Gretna; "The Teacher's Favorite Pupil," by Miss A. C. Winger, of St. Peters, S.D.; "Music in the Public Schools," by J. S. Schultz, M.E.I. Altona; "The Advantages of Good Public Schools," by J. J. Jost, Hoffnungsthal, S. D.; "Reading," by O. A. Wurster, Grossweide, S. D.; and "Moulding the Destinies of Youth," by J. E. Linscheid, M.C.I. Gretna. The evening sessions, both Thursday and Friday, were very largely attended. On Thursday evening addresses were delivered by Mr. C. K. Newcombe, Superintendent of Education, Winnipeg, and Inspector A. Weidenhammer. On Friday evening impromptu addresses of ten minutes each were given by the following: F. A. Justus, J. E. Linscheid, G. G. Neufeld, P. H. Neufeld, D. E. Lehman, J. S. Schultz and A. Weidenhammer. Music was furnished by a male chorus of Altona, the pupils of the Altona Public School and the Altona Public School staff. Several vocal solos by Mr. J. S. Schultz were greatly appreciated, as was also a piano solo by Miss Bargaen, of Plum Coulee.

The following officers were elected for the ensuing year: President, J. S.

Wolkof, Plum Coulee; vice-president, P. H. Neufeld, Winkler; secretary-treasurer, F. A. Justus, Altona; executive committee, Miss Annie Krause, Gretna; Mr. H. H. Ewert, Gretna, and Inspector A. Weidenhammer.

Successful Hallowe'en Party

Miss Winnie P. Shoupe, teacher of Anola S.D. No. 1602, Queen's Valley P.O., held a very successful Hallowe'en social on the evening of Friday, October 29th. The proceeds, \$35.85, were donated to the Red Cross Fund.

A Soldier of the King

Mr. E. S. Mahon, the first colored teacher to take charge of a school in Manitoba. Taught Arrawana S.D. No. 917 for two years. Now serving as a private in the 12th Battalion.

W. J. Gage & Co., Limited, who have been selling their own school books in Winnipeg for the last two years, also the publications of the Educational Book Company, Limited, have extended the lines carried, to their manufactured stationery, and a full assortment of school supplies.

The attention of the teachers is directed to the regulation, of the Department of Education requiring that the address of the teacher should be filed with the Department. Comply with this regulation now while the matter is before you.

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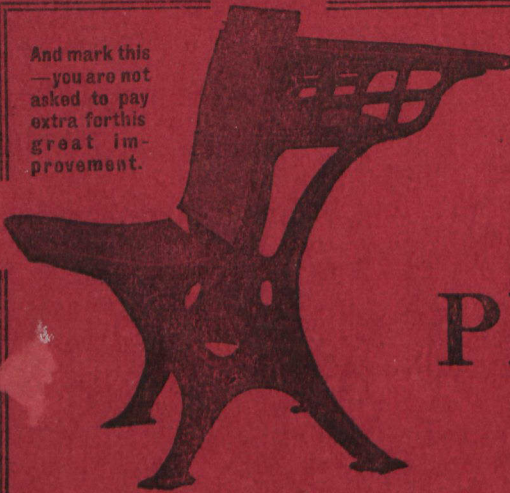
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