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—*Education of Teachers, Payne*

Winnipeg  
September, 1915

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No. 7

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# The Western School Journal

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

VOL. X

WINNIPEG, SEPTEMBER, 1915

No. 7

## Editorial

### The New Year

To some of us it is a return to an old manner of life; to others it is the beginning of a new order of things; to all it is a call to a service which demands intelligence, patience and devotion.

The wish of the Journal is that in the year to come all our teachers may have abundant success, and that the success may be of such a kind as to win the approval of the parents and the pupils, and the consciences of the teachers themselves.

What is it to succeed? What but to minister faithfully to the highest needs of the pupils and the permanent welfare of the province?

May each pupil be enriched in experience! May he know something more of truth, feel something more of beauty, have greater zeal for righteousness! May he learn to be right in intention, faithful and persevering in all forms of action! May he have power to do good and power to resist evil! May he through the exercise of head, heart and hand develop power for action! May he in work and play learn the joy and the glory of service for others! May he learn that the way to save his life is to lose it!

May each community be blessed because of the work that is done in the little red schoolhouse! May there be brighter homes, more loving relationships, more generous culture, higher ideals and loftier aspirations! May there be around every fireside more of the spirit of comradeship, more of the

spirit of song, more of the joy of living! May there be among the churches less of bitter rivalry and more of Christian unity! May there be in public affairs zeal for community welfare and honesty of administration! And may men and women everywhere, because of the influence of the teacher, learn to be holier, sweeter and more refined!

This is the best wish of the Journal for the year 1915-1916. If there is in this wish little reference to the programme of study and the system of examination, it is because these are only means to ends. Education is a serious business. It deals with life, in individuals and communities. He who thinks in lesser terms than this has missed the mark. The guiding motto for every teacher is this: "I have come that they might have life, and that they might have it more abundantly."

### Goodness

Benevolence, or the doing of good, is the universal vocation to which all men are called. As the years multiply I have the ever growing conviction that the real interpretation of life is to be found only in a steadfast devotion to the doing of good; that in the intent of our Creator our one mission on this earth is to renew its face physically and morally; to reconvert it into a paradise for human habitation and delight; and to restore to man the lost image in which he was created. All other vocations—all trades, employments, professions—should be held

strictly subordinate to this supreme vocation of beneficence. Why am I a scholar, a preacher, a lawyer, a poet, a farmer, a teacher, a tailor, a cooper, or a merchant? There is but one reply to each and all of these queries. "Because I see in these several vocations a fair opportunity to do good, to serve my generation, and to benefit the world." Contrariwise, why am I to shun certain other vocations to which I see many of my fellow-beings devoting themselves? Because the direct and the indirect tendencies of such vocations are to produce or to perpetuate evil, to make men worse and to carry the world farther and farther from its ideal state. None of these questions can be answered from a consideration of wealth, reputation, or even personal happiness. We are to "seek peace and ensue it," even though we are sure to incur stripes, reproaches, poverty and shame; and we are to avoid evil pursuits, even though they insure wealth, honor and reputation.—The Education of Teachers, Payne.

This is a pretty fine text from one of the greatest among teachers. Suppose for a moment that we lived up to it. Suppose that all our pupils left us with desire and power to do good. Can you imagine anything that would be of greater value to society, and of greater value to the pupils individually? Looking over our history this last year, can we wish anything more sincerely than this, that our public men in Canada were good rather than clever? Have we as a people been putting a premium on intellectual attainment, on cleverness, on power to amass wealth? As teachers, have we been thinking too much of scholarships and marks and promotions, and too little of character, goodness and sweetness?

Here are my thirty little ones, all different in their attractiveness. Which one pleases most—Gracie, who is quick, clever in her studies, but jealous, untruthful and ungenerous; or Bertha, who is somewhat slow, somewhat

dreamy, but lovely in disposition and honest to the core?

There is Barbara! I can remember her as a little girl at school. She was always a little behind in everything. Her spelling was bad, and her arithmetic worse. But I met her recently, and she is now such a lovely young woman in every way—a friend of everybody, useful to everybody. She scatters sunshine wherever she goes. Yes, in the home, in society, in church life, you can always count on Barbara. She takes one hundred per cent. in everything.

And her companion, Gertie? Why, she was first at school, of course, but how does she rank now? Well, we need not discuss that; only she is not in Barbara's class. That is all.

Of course, you may say that Barbara had a good home, a good mother. Why, of course. And her mother put goodness as the big thing in life all the time. That is where she was wise. Gertie's mother put smartness first, and Gertie is today smartest of the smart. As for me, the teacher of the two girls, which did I put first, and which would I put first if I were doing all over again?

We thank Mr. Payne for his suggestion. It will bear fruit.

### School and Home

If, as Horace Mann said, it is a crime for a boy to grow up in ignorance of reading and writing, what sort of an offense is it, pray, for a girl here to grow up in ignorance of cooking and sewing? Think from what kind of homes tens of thousands of our children in the public schools every morning come—rooms disordered and ill-kept, amid foul surroundings, presided over by a mother who cannot decently patch or darn a garment that is beginning to give way, and who knows only enough of cooking to take the perhaps abundant materials supplied her and render them, by dirty and wasteful processes, into disagreeable

and indigestible masses productive of dyspepsia and serofula, and provocative of a craving for strong drink. As a mere matter of public safety, can we afford to breed such a population?—"Discussions in Education." Walker, p. 169.

After all, is not the breeding of a right population one of the chief concerns of homes, schools, churches and states? The first consideration is getting the bodies right, and this alone will justify attention to clothing and food; the next consideration is to get a moderate degree of comfort and happiness, and this means attention to the very same things and to all that we connect with the thought of good housekeeping. It is just as necessary for the state to have good fathers and good mothers as good carpenters, good farmers and good storekeepers. Flourishing business alone will not ensure a country's greatness. Yet some will say that in the homes children will learn all about food and clothing and economy and caring for children, and that the school should attend to the things children will not receive outside its walls. This is a meaningless doctrine. The school can well be authorized by the people to do whatever it can perform more effectually than the average home, and the average home can do very little in a satisfactory manner. In the last fifty years public attention has been paid to sanitation, to disease and the like, and the improvement has been wonderful. In cases where individuals have been left to manage for themselves, failure has been most pronounced. Thus kidney diseases have increased 131 per cent., heart disease 57 per cent., apoplexy 84 per cent., while smallpox, typhoid fever and other diseases controllable by public hygiene have almost disappeared.

A new breed of homekeepers must be developed, and the school must assist in this development. Good cooks, mothers who know how to practise economy, fathers who know how to

keep clean, are just as much in demand as people who know how to read novels or calculate per cent.

The argument of Mr. Walker might well be carried over to the teaching of civics, manners, hygiene—and indeed all these studies have found a place on the programme side by side with the old instrumental studies—the three R's. The only way to know what to put on a programme of studies is to look in upon the child and his needs, and out upon society and its needs. The problem of the future of society in this province is such as to cause not a little anxiety.

### The University

It is about time a change was made in the University Curriculum. It is not irreverent to speak in this fashion, as the affairs of the University are no more holy than those of the simplest elementary school. If the secondary and elementary schools can alter their course of study and methods to meet the needs of a progressive civilization, the University ought to be able to do the same thing. In fact state universities on this continent have shown themselves more progressive than the schools below. Directors of these institutions have felt that the universities were to minister to the needs of the people and have organized departments and courses of instruction so that these needs might be met. It is necessary for our university to be as fully alive as the best university in the land. We cannot be held down by tradition. We must either meet the needs of the community, or go out of business.

The first needed reform, and the only one, to which attention is called just now, is that of re-organizing the course of study so that a degree in arts may be obtained without a knowledge of two languages other than that of English, and on the part of young women, without such an extensive knowledge of mathematics. As things are now, hundreds of young men would take

university training, were it not for compulsory Latin. These young men would be a credit to the university. They would probably have, on the average, more culture, more strength of character, and more practical ability than the average university graduate. And as for the girls, no one can but admit that if they were to spend the time now given to algebra and geometry on literature or art, it would mean much more for culture and for service in the home and in society.

Because language and mathematics were so prominent in ancient curriculums we must not think that they should occupy first place in the university course of today. In Manitoba we are going along in the spirit of compromise accomodating ourselves to both the ancient and modern view. We have been victims of compromise too long. What we need today is to take courageous action. The only thought should be, to meet the needs of the people. It is necessary for the University Council to "get busy."

### Pressing Problems in Education

It is interesting to consider the problems which face the new administration in Manitoba. To perceive the problems is the first step towards a solution. In some cases the solution may be speedy; in some cases it must be by a gradual process; in other cases deferred. Here are a few problems that suggest themselves:

1. The problems of the elementary school—Attendance, buildings, equipment, playgrounds, medical inspection, permanency in teaching profession, public spirit.

2. The problems of the secondary school—Attendance, revision of programme in rural high schools, extension work.

3. The problems of university education—A site, a building, a form of government, university extension.

4. The problem of a united people—Bi-lingualism, education of parents.

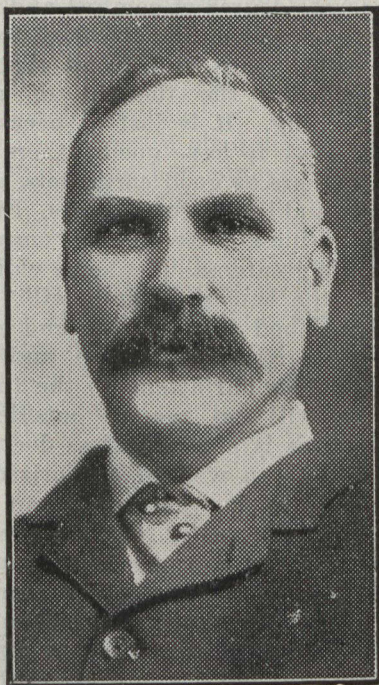
5. The rural problem—Transportation, consolidation, health, social culture.

6. The teacher problem—Effective training, proper supervision, retention in office.

7. Organization—The larger unit, the larger school board.

8. Vocational education in towns, in rural and consolidated schools; the future of agricultural education.

9. Supplementary means of education—Evening schools, public playgrounds, schools for foreign-born, schools for clerks and apprentices, pub-



HON. R. S. THORNTON, Minister of Education

lic picture galleries, libraries, lectures, correspondence schools, schools for blind and for other defectives.

These are but a few of the many problems facing a minister of education, and it is quite clear that some of them cannot be dealt with now. In some cases the action that has been taken practically fixes action for the future; in other cases there must be gradual modification towards a new



policy; but in a few cases the only wise and proper course is the bold one of turning right about face. For instance, if a programme of studies requires revision it must be made with care and by slow degrees, the policy of consolidation must either continue as a matter of local initiative or as a matter controlled from the centre—that is, from the Department of Education,—And there is a great difference in the two policies. Or the policy of agricultural education which has hitherto favored centralization must either be continued because of the capital expended in the central buildings, or it must be discarded in so far as elementary work is concerned, in favor of a system brought close to the farmers in their homes. Or, to take another illustration, the policy of putting foreign-born teachers in charge of children of foreign-born parents must either be encouraged or discouraged. At this particular time the Journal does not care to express an opinion on any of the points mentioned. It only raises them to show how great the task is that a Department of Education has to face. And, of course, local school boards have in like manner their own problems to solve, and many problems can without doubt be best settled by school boards rather than by a central authority.

### A Fundamental Problem

Suppose you are able to speak freely and correctly in two languages. Suppose you are put in charge of a class of children who know only one of these languages, and you wish to teach them to speak the other. Shall you in your instruction make free use of both languages, or will you use only the language you are wishing the children to learn? To put it concretely: If you are in a Polish community and wish the children to learn English, will you

confine yourself while teaching English to the use of English, or will you give explanations in Polish? The answer given to this by experienced teachers everywhere seems to be in favor of the use of only one language. Indeed, it is claimed that the best work can be done by those who do not know two languages.

Mr. A. P. Soland, Supt., Newark, N.J., says: "To instruct in English we employ a number of teachers who speak the native tongue of the pupils, and others who do not. Our experience proves that as a rule teachers who do not speak the vernacular of the non-English pupils are more successful than those who do." This is but typical of hundreds of testimonies that may be given. It is the testimony one might expect if he considers how children learn to speak the vernacular in any tongue. They do not have one language to explain another, but they make wide use of **inference**. This is the whole thing. Where a teacher is ever at hand to give knowledge and save pupils from using their own powers of judgment or inference, they never really become independent. They do not think in English. They make only seeming progress.

It will be granted, of course, that in the case of certain abstract terms it is very convenient to use a phrase of another tongue to explain an English phrase, but even here it is possibly better that pupils should be thrown upon themselves. A kind-hearted person watching a butterfly escaping from its envelope wishes to assist it. If he does so he produces a deformity. Might it not be even so in the case under consideration?

The principle applies all around. If one is teaching French the lessons should be all French; if German, all German, and so on. Will readers of the Journal express opinions freely on this point? It has wide practical significance.

# For the Month

## THE HARVEST

Here is an illustration of special work that may be done this month. The one topic of conversation—leaving the war out of account—is the harvest. How many problems could be introduced into school concerning the harvest! How many profitable discussions there could be! How much valuable reading could be done!

Consider, for example, exercises in arithmetic. Here are a few:

- (1) What is the probable yield for the three western provinces this year? (Wheat 222 millions, oats 253 millions, barley 54 millions, flax 7 millions.)
- (2) Find the value at 80 cents for wheat, 40 cents for oats etc.
- (3) What difference to western farmers would it make if wheat lowered in price 6 cents a bushel? (What causes it to lower in price?)
- (4) Find the cost of shipping to Port Arthur at 12c a bushel.
- (5) How much wheat grown in the school district this year?
- (6) How many acres?
- (7) Find the average yield per acre.
- (8) Calculate similarly for oats, flax, barley.
- (9) What is the value of the grain raised by the school district?
- (10) What percent. of the income does it take to pay for the upkeep of the school (salaries, taxes, fuel, supplies, etc.)?
- (11) How many dollars would the school have to spend on a library, if taxes were levied on grain at one cent a bushel? or if land were taxed one cent an acre?
- (12) If people on the average eat one-half a pound of bread in a day, how many people could be fed for a year by the crop of 1915?
- (13) How long would the oats last for a million horses, each horse getting 3 gallons a day?
- (14) How many barrels of oatmeal produced in the school district this year?
- (15) How many tons of straw to an acre?
- (16) How many tons burned?
- (17) Higher classes can reckon the waste.

There may be similar questions in geography: (1) Where is the wheat sent? (2) By what routes? (3) What is received in exchange? (4) Where does the flax go? (5) What is done with the barley? (6) Make a plan of the provinces, and mark in grain production for each section. (7) What fraction of arable land is under cultivation? (8) Draw a map to show arable sections. (9) Show effect of Dardanelles opening on grain, etc.

There may be readings—descriptions of the grain fields, harvesting and the like; spelling contests in which every word pertaining to the crops may be used; compositions in which every phase of harvesting and crop-production may be described; bookkeeping in which statements of acreage, cost of sowing, harvesting, threshing, etc., may be placed side by side with proceeds.

Seemingly there is no end to the exercises that may be associated with this topic. Then there is the decoration of the school with grain, the selection of choice heads, competition for best cup of wheat, oats or barley; drawings; collections of post cards or photographs; collection of descriptive cuttings; comparison of crops in this land with crops elsewhere. Last of all, there is music and poetry suitable to the month. And, of course, the manual work suggests weaving or plaiting of straw, the making of boxes for testing grain, and a hundred other things. A teacher would be very unwise to let the month pass by without referring to the harvest.

# Primary

## STUDY OF A CONTINENT

By ROBERT M. BROWN, Rhode Island Normal School  
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The present paper blazes a way for problems and test questions in the study of a continent—in this case, South America. Only such of the subject-matter is admitted here as will furnish an outline, and it is to be understood that where there appear to be flagrant omissions the material was not relevant to the problems undertaken, although it may be vastly important from another standpoint. There is good training in making generalizations from the outline and topography maps of South America in order to gain a good conception of the value of these controls, and from them some simple problems may be formulated, but for the purposes of this paper these maps together with the wind maps for July and January with isotherms inserted will be taken as the background of the first series of problems.

1. Rainfall.—The study of North America and of the wind belts in preparation for South America yields the following summary:

Rain is the resultant of an ascending current of air containing moisture—the mass of ascending air expands and cools mechanically, the moisture condenses and falls. Ascending currents are caused by:

(a) Heated air, which, becoming lighter than the surrounding air, is pushed up, as in: (1) doldrum belt; (2) lows of prevailing westerlies.

(b) A slope intercepting the winds, as on: (3) windward slopes.

Dryness, conversely, is the resultant of a lack of ascending currents and may occur under descending currents or surface winds.

(a) Descending currents are caused by gravity: (1) doldrum belt; (2) highs of westerlies; (3) leeward slopes; (4) polar highs.

(b) Surface winds are drying and cause dryness when they blow persistently over the land: (5) trade winds over land.

With a proper preparation, questions or tasks are possible which call for no great ability, but which demand thorough knowledge.

Locate a region of heavy rain; a region of light rain. What is the rainfall of southern Chile and why? On an outline map, make a rainfall map of South America—using solid blue for areas of heavy rainfall and leaving the regions of light rainfall uncolored. Areas not falling into the two classes may be considered as having a moderate rainfall, and may be colored a light shade of blue.

The comparisons of the pupils' maps with an accurate rainfall map will show how far the reasoning process has been followed, and the errors in the maps will expose the weak points in the teacher's presentation or the pupil's comprehension.

2. Temperature.—The climatic controls are latitude, altitude, proximity to the sea, winds—especially direction, and whether or not they blow from land or water—and rainfall. In discussing the temperatures, there has been too much generalization; teachers have been satisfied with "hot," "cold," or "temperate" for answers. The word "temperate" has no virtue except to cover a vast amount of ignorance, and little knowledge of middle-belt climates can be gained unless the ranges of temperature between extreme seasons are considered.

Discuss the climate of Para from the standpoint of the five climatic controls. Compare the effect of each control on Para and the pupil's home town and establish the causes of the difference.

Compare the temperatures of Para and Quito; of Para and Valparaiso. From the isotherms, state the annual range of temperature at Para and Rio de Janeiro. Account for the differences.

3. Vegetation.—As climate is the greatest factor in determining the distribution of plants and density of vegetation, the conditions affecting density and kinds furnish a preparation for another problem. Very roughly, regions of heavy rainfall yield forests; regions of light rainfall or having periods of drought are treeless, but grasses thrive; regions of moderate but well-distributed rains are generally wooded (open forests) in their natural state, but offer excellent areas for agriculture; regions of little rain have desert plants.

What will be the vegetation at Para? at Iquique? at Quito? Locate grass areas in South America. What are the llanos? the pampas? the campos? Where will trees probably be found on this continent? Construct a map showing density of vegetation.

The emphasis in vegetation is less upon density than upon products of commercial value. Problems under this heading may be approached in two ways: first, given the conditions under which the staple products will grow, find the localities suitable for these in the country, or, secondly, knowing the conditions and locations, determine whether the conditions agree with the statements already made concerning the temperature, rainfall, altitude, and latitude of the areas.

Rice requires 60-80 degrees for ripening, an abundance of moisture, and is generally grown on low, alluvial lands in the tropics.

Sugar cane requires rich, moist soil; must be practically free from frost, even in winter; and thrives best in low places in the vicinity of the sea.

Coffee grows in well-watered mountainous regions, 1,000 to 4,000 feet high, in the tropics.

Wheat requires a mean summer temperature of 57 degrees and plenty of sunlight.

Which of these (and other) products will grow about Para? Rio de Janeiro? Quito? Buenos Aires? From a study of the maps already presented locate on an outline map the parts of South America which fulfil the requirements for rice. Find a rice map of the continent and note where rice is cultivated. Why are not all the areas capable of yielding rice used for rice culture? Do the same thing for the other products of South America.

Accurate vegetation maps showing density of vegetation cover and the distribution of important products should be presented. It is, of course, recognized that maps showing distribution of any staple of commerce are not in themselves sufficient, and they should be supplemented by a graph or statement which shows the amounts of yield in the various localities.

4. Animals.—If the semi-arid localities, inasmuch as they are covered with sparse grasses, offer food for cattle, it will be possible to discuss the cattle industry of South America from the standpoint of the controls. Plot upon an outline map the areas which, because of a short seasonal or a slight yearly rainfall, are covered with grass and are thus suitable for grazing. Compare this with an animal map and account for the divergences.

Among the controls which should be presented before proceeding far in the study is the soil map, and this can be interpreted to mean not so much the character of the soil as the special soil products. In general terms, rainfall and topography furnish good criteria for the soil condition, but the distribution of important minerals in South America—the gold, silver and sodium nitrate especially—is a large factor in the distribution of the people.

5. Commerce and Population.—Areas of largest commerce are found where the staples of trade occur in greatest quantities, and they are generally located near a convenient harbor or station; areas of moderate commerce follow the same law somewhat modified;

inaccessible areas are undeveloped and barren areas are unproductive. Considering the presentations up to this point, it will be possible for the pupils to prepare a commerce map, showing the areas indicated above. Here, as in other cases when an accurate commercial map is presented, a number of points will probably have to be considered because of the departures of the pupils' maps from the true one. As commerce is to a great extent influenced by the density or sparsity of population, a map showing density of population could be made by the pupils.

6. Exports and Imports.—The teaching of the exports and imports of a country from a tabulated list is a deadening process, and rarely accomplishes anything. It is evident that a country will export products demanded in the world's commerce of which an excess over home needs is produced, and will import the necessities and conveniences of life which the land does not yield. The exceptions to this rule are relatively few, but prominent enough to call forth a special explanation. In South America, a review of the chief products which the country possesses in quantities ought to make clear what the exports are; for instance, on the vegetation map wheat and grass lands for grazing were indicated for Argentina. There was a distinct absence of important products such as the United States finds of value, notably coal and iron, by which manufacturing is carried on. If this is true, then it must be evident that manufactured goods will be a need of Argentina; foremost among these are textiles, cotton and woolen cloths, and then come tools, implements and manufactured foods. Argentina engaging largely in agriculture will undoubtedly need agricultural implements. What does Rio de Janeiro need? What are the exports and imports of Para? Iquique?

A general treatment of South America is frequently followed by a special

treatment on specific important areas. On this continent this would include Rio de Janeiro and coffee, Buenos Aires and wheat and cattle, Iquique and sodium nitrate, and Para and rubber; or, as is the custom, the leading states, Brazil, Argentina and Chile, are studied in more detail. In any case, the work is a review of generalizations, together with a few points of more definite knowledge. In the case of Chile the maps of position, topography, winds, rain, soil, commerce and population of the continent tell the story, and little more is needed except now and then a clearer picture of a few regions, which may fall into the category of type-studies. It is difficult at first for pupils to appreciate that the needs of the home locality are not the needs of all peoples under diverse conditions of life; that meat, an essential part of diet in parts of the United States, has no great place in the life of the people of Para, but considerable training should be given along this line. Questions and problems on the work may be from actual cases or may be hypothetical.

Draw the following areas: a map of a locality, 300 miles from coast to mountains, in the trade winds, which will be a desert; a map of a region with uniform temperature, indicating its climatic and topographic conditions and enough data to explain the climate; a map of a locality producing rice, wheat and cattle, and possessing a harbor which has to be protected by artificial means from the winds; an area having a gold-export trade, but importing foods, textiles and implements; a sketch map of Peru (exporting metals, sugar and cotton, and importing breadstuffs, hardware and cotton cloth) showing the basis of her trade; a map showing the reason of the lack of rainfall about Lake Titicaca; a map of Chile which will explain her three types of climates, and at the same time will illustrate the industries of northern, central and southern Chile.

## PRIMARY GRADES—SEAT WORK

In the early months of the school year when it is so hard for little people to settle down to real work, I have found this device in seat work profitable employment for the so-called "busy-work" period. Materials required: Discarded readers, clippings from newspapers, magazines, etc., thin cardboard, envelopes.

For the first step in the work select a page that has a picture. Mount the picture and printed story on separate pieces of cardboard. Now write the story on another piece of cardboard and cut between words. Put mounted picture, printed story and cut up words into envelope. Now this seat work is not mere "busy work," and it can be used in several ways. Of course, the first way which suggests itself is matching the written words to the printed story. A child never tires of this, and you will find he learns a great deal from the comparison and discrimination used in his work.

Another way is to read the printed story silently, put it back into envelope, then arrange written words to tell the story about the picture. Again, to vary the lesson, tell the children to leave picture and printed story in the envelope. Select the written words, beginning with capitals, and make as many sentences as possible. Now take out the printed lesson and compare. Some day, give the children paper and let them copy the printed story. Now arrange the written words and have the children compare their written work with that done by teacher. This may,

or may not, be an aid to work in penmanship—depends on how carefully the teacher's work has been done.

Now in order that this seat-work, or any seat-work, may be successful, we must make the children feel that their work is to be inspected and appreciated. It does not take very much time out of a lesson for the teacher to walk up the aisles, give a little pat here, a nod there, a "silent word" to the lazy child, while his industrious neighbor receives a "Well done, John!" If there is time, allow some child who has done his work extra well to read the story to the class. After a child has worked hard, I think he is entitled to a little reward for his effort. There is nothing much more discouraging to a pupil than to work diligently all the session and have his seat work collected without a word from the teacher. Now if something should happen so that you cannot inspect work, it will not lower your dignity very much to explain to the little folks why you couldn't look at their work.

I have been asked in connection with the aforementioned device in seat-work, if there isn't some one in the class continually raising his hand to say that he can't find certain words. No, for I tell the children at the beginning of a period to leave a space for the word they can't find and go on. It is a good idea to have a number of the small cardboard slips on the desk, and just before the envelopes are collected write the missing words and give to owners.

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 BUSY WORK A PART OF THE REGULAR PRIMARY WORK

By E. A. S.

Busy work is probably one of the most thoughtlessly planned, carelessly executed and hastily examined, of all primary school work.

It is thoughtlessly planned because, many times, it has no definite aim nor

any immediate connection with any other work. Disconnected busy work is of little value, except as a diversion to be used once in a while for variety. The most helpful, and the most interesting busy work follows, and goes

hand in hand with the regular teaching. For example, the teacher has taught the word "doll" as a new word. The succeeding busy work should only be such as shall help to fix the new word. Outlining the letters with peas will mean something to the children. Tracing the familiar form through tissue paper will stamp the word on the mind. To find, out of a handful of miscellaneous words, all the little cards that say "doll" will be a delight. To send the children to their seats to draw straight lines, or to make chairs with their pegs, is not only useless as busy work, but it is decidedly wrong, as it causes the mind to suddenly make a radical change. If the number "four" has been taught as a whole, what is the value of the succeeding busy work that

requires the child to fill his paper with the letter c, or allows him to make anything that happens to be on the blackboard in his busy work?

One of the charges against busy work is that it is often carelessly done by the children and carelessly corrected by the teacher. If required to make square with splints, the children are apt to leave spaces where the splints should touch, some squares will be straight and some will slant, thus making a rhombus. It is the teacher's duty to look at each child's work and to give individual help in every needed case. The teacher who allows the kind of work above mentioned to go unheeded is fostering a habit of carelessness that will show in all kinds of work.

## BUSY WORK FOR FIRST GRADE PUPILS

By ALICE COOK FULLER

All teachers of the first primary children have been impressed with the uselessness of the average "sentence builder," for busy work during the first four or five months of school. In view of this, the following plan has been proven satisfactory.

At the end of the first month the child's vocabulary consists of thirty words. The following taken from Baldwin's reader were used: ball, box, leaf, tree, boy, cup, apple, big, little, green, blue, red, yellow, this, an, the, on, table, round, one, two, a, I, see, put, is, in, find, take, and from.

Six sentences should be arranged containing all of these words.

Write the sentences so that the words may be readily separated, and hektograph on to bristol-board cards 8 x 10, or larger.

Cut into squares, each containing a single word.

The sentences are then hektographed on to the face of envelopes, one for each member of the class. A cut up card is then placed in each envelope.

During the busy work period, pupils

place the envelopes on the desks, where they may be readily consulted, and build the sentences on the envelope with the words contained therein.

This helps to make the pupils independent, as all of the words in the envelope are found on the outside, and the teacher's attention is not constantly demanded when pupils fail to recognize words.

After the sentences are completed, have the pupils change the positions of the "name words" and of the "color words," and more familiar adjectives, making new stories, and at the close of the period the teacher may allow them to read the new stories thus formed—an exercise in reading which the children find especially enjoyable.

When sufficient proficiency in writing has been acquired, these may be copied, as seat work.

At the end of the second month, the vocabulary should include sixty words. More and longer sentences should be written containing nearly all of them.

At the end of the third month add the new words acquired, but do not

write the sentences on the envelopes, as by this time the pupils will be able to construct sentences for themselves.

At the end of four months, after a review, pupils will have advanced sufficiently to be able to construct sentences from lists of words written on the blackboard. Only two or three sentences should be required at first.

This furnishes their first lessons in written language work.

Short stories may now be told to the children, as they have a sufficient number of words at their command to reproduce them if the unfamiliar words are written on the board.

Four or five short sentences should be the limit of the reproduction.

### THE CHILD'S DRAMATIC TENDENCIES

At the beginning, and dominant until about the age of six, is the dramatic impulse. This impulse is something far deeper than that of mere imitation. It is rather the instinctive tendency of the child to act out what he feels within him. When a girl plays doll she does, it is true, imitate what she has seen her mother do, but the essential thing that is happening is that the maternal impulse has stirred within her and demands expression. Whatever guidance we give ought accordingly to be addressed to the thing the child is trying to do, as he himself feels it. We ought to help him to express, not to imitate. It is the home, as he feels it, that he is building, and your meddling suggestions of practical details are irrelevant.

Next comes the age of self-assertion, whose characteristic impulse remains dormant up to the age of eleven or twelve; continues powerful, though in

a subordinate capacity, for some years longer, and lasts in a less degree through life. The first symptom of its coming is disillusionment. The boy begins to turn up his nose at the games of the smaller children, and shows an especial and peculiar aversion to the dramatic play that has characterized the preceding period. The impulse behind these negative symptoms is, of course, not a negative one. It proceeds from the boy's desire for real life, from his longing to get at the realities of existence. What has supplanted the love of make-believe, is the desire for that which shall not be make-believe, the necessity for finding reality, the hunger for hardpan. The boy of this age is the severest and most unimaginative critic, the most materialistic of philosophers, the great skeptic and, therefore, the great learner of all time. The girl's development is naturally along similar lines, though less aggressive ones.

### COMPOSITION WORK FOR THE PRIMARY GRADES

By L. H. JONES

The composition work includes the composition exercises and the inventive composition. The composition exercises, which are based upon the information studies, should be of almost daily occurrence, supplementing the oral work in those studies. One language period per week should be devoted exclusively to written work in composing. These weekly exercises to

consist of short reproductions of the instruction work; reproductions, more or less close, of stories and poems, etc., read or told in illustration of the various lessons, or in connection with the literature; short narrations and descriptions, records of observations, etc. They should constitute practice exercises in composing, and train for the inventive composition.



The inventive composition should be given whenever any one of the subjects under consideration affords special opportunity. Some subject or phase of a subject being rounded up in the mind of the pupil, the facts having been so presented and so unified that he possesses certain definite knowledge of the subject or phase, which by mental assimilation has become his view of it, and which he is able to give out in the logical, completed form of expression termed "a composition."

Sufficient time may be given to the writing of this composition by combining the weekly composition period with that of some one of the other branches, each in turn being thus displaced by the composition. These compositions should come as often as once in two or three weeks, amounting to from fifteen to eighteen during the year. Both the composition exercises and the composition will constitute practice and training in the two most important forms of English composition,—narration and description. Practice in descriptive

composition should follow the three lines, description by parts, description by attributes, and description by both parts and attributes. Narration should begin with the most elementary relation of incidents or facts, and rise by degrees to "story-telling." Greatest care will have to be exercised by the teacher to keep these pure in style at first, for descriptions will almost inevitably intrude into narrations and vice versa, and if unskillfully combined, confusion of style and obscurity of statement will result. Therefore, it is desirable that both teacher and pupils enter into a special study of these two forms, to the end that the pupils may readily distinguish between them and acquire the skill to write in either form as directed. When this skill has been attained, the pupils may be given practice in using the combined forms, but should be able to analyze their own compositions, to distinguish each form wherever used, and be able to perceive the reason for its use.

### PRIMARY LANGUAGE

I offer some suggestions for primary language, which, though not new, may prove helpful. In the second grade, in the early part of the year, I use questions, having the children copy them from the board and write answers. I begin with simple questions which they can readily answer, such as, "What is your name?" At first I have the answers given orally before they are written, so as to be sure that each answer is a complete statement; also to show that the answers may be worded in different ways. For example, in answer to the question, "What is your father's name?" either of these answers may be given: "My father's name is James Gray." "His name is James Gray." "It is James Gray."

After considerable practice in writing answers to questions, I place on the board lists of suggestive words, and

they are required to put each word into a question. Questions may be written on cards and distributed, thus giving different ones to each child, and the cards, being changed, will answer for many lessons. I give a list of some of the questions I have often used, the answers to which do not require an extensive vocabulary, as many of the words required for the answers are found in the questions:

How old are you? How many sisters have you? Where do you live? What day is it? What month is it? What season is it? In what month is your birthday? What do cows eat? What do squirrels eat? What fruit grows on a tree? What fruit grows on a vine? How many doors in this room? How many windows in this room? How many children in your class? How many legs has a fly? How many feet

have five boys? How many legs have two chairs? Who is your playmate? What is your teacher's name? What tree bears cones? What tree bears acorns? What tree bears white bark? etc., etc.

In forming these questions you can make use of many facts that have been taught in nature study or in physio-

logy. Arithmetic may be brought in, in such questions as, "How many arms have six girls?" Questions may be asked concerning many things in or near the school, calling for observation on the part of the pupil. I sometimes have the children write questions which they read aloud, calling upon some member of the class for the answer.—Primary Education.

### COMPLETING QUOTATIONS

By MISS S. E. HARRISON

An interesting exercise is for the teacher to begin familiar quotations, as those given below, and allow the pupils to finish them and give the author:

"Full many a gem—"	Gray	"Remember thy Creator—"	Solomon.
"A thing of beauty—"	Keats.	"And the cares that—"	Longfellow.
"To thine own self—"	Shakespeare.	"The man who seeks one—"	Owen Meredith.
"Tell not in—"	Longfellow.	"God made the country—"	Cowper.
"We live in deeds, not—"	Bailey.	"The Niobe of Nations, there—"	Burns.
"To be, or not—"	Shakespeare.	"O Woman! in our hours—"	Scott.
"Vice is a monster of—"	Pope.	"A little learning—"	Pope.
"The day is cold, and—"	Longfellow.	"Break, break, break—"	Tennyson.
"Oh, that some power—"	Burns.	"Go wing thy flight from—"	Moore.
"'Twas ever thus from—"	Moore.	"Know then this truth—"	Pope.
"Truth crushed to earth—"	Bryant.	"But pleasures are like poppies—"	Burns.
		"Procrastination is—"	Young.
		"Honor and Shame—"	Pope.
		"Toiling, rejoicing, sorrowing—"	Longfellow.

### AGRICULTURE IN OUR SCHOOLS

By A. KENNEDY, Weyburn

Hon. Walter Scott, Premier and Minister of Education, has addressed the people of this province indicating the need for another step forward along progressive lines, and requesting their united co-operation in solving the various problems that must arise.

Agriculture will, of necessity, claim an important place, in whatever direction the step is taken. Viewed from every point, life in this province is dependent upon agriculture, and even if this fact were not admitted as sufficient to justify giving agriculture a prominent place in our schools, there is ample justification in the wealth of scientific study afforded in the world's greatest laboratory—the farm.

Dr. P. P. Claxton, commissioner of education for the United States, points out that the problems confronting the farmer of today are enormously complex by reason of the vastly greater complexity of the machinery with which he works—as compared with that with which his father worked—the keener commercial competition into which he is forced, and the necessity for specialization. Bookkeeping in banks, factories and shops is a very simple thing compared with farm bookkeeping. There is more bacteriology in farming than in medicine; more chemistry than in pharmacy; more botany than any school course gives; more manual training than is given any-

where outside the technical schools—and all these things are woven into the web of life.

The Grade VIII. examination paper on nature study and agriculture this year included the following question: "The leaves and roots have each a share in getting food for the plant. Explain." This was quite a proper question, based on the work prescribed, and was quite satisfactorily answered by at least a fair proportion of the candidates. But the question might again very well be placed before high school candidates and again before university graduates.

The question grows broader and deeper; it would lead the student from smaller realms, through open doors, to ever-widening realms. In this sense it is truly scientific, and when the complete answer is found we may say as Tennyson said:

"Flower in the crannied wall,  
I pluck you out of the crannies.  
I hold you here, root and all, in my  
hand,  
Little flower—but if I could understand  
What you are, root and all, and all in  
all,  
I should know what God and man is."

At the recent special summer course for teachers and inspectors of schools, the several members of the staff of the University of Saskatchewan, who contributed most excellent series of lectures, attacked the problem involved in the question and from widely different points. Professor McLaurin dealt with the subject of chemistry and revealed

the boundless realms of the subject when applied to the plant.

Professor Hogg dealt with the subject of physics, taking as his starting point the principles involved in the child's soap-bubble, passing through the property of capillarity, and also revealing the infinite realm of application to the growing plant.

Dr. Thomson, from the bacteriologist's point of view; Professor Brackin, from the field husbandman's point of view, and the other lecturers, each from the point of view of his own field of study, all revealed the opportunity for the greatest joy of the scientist in attacking the problem of the growing plant. They unconsciously inspired teachers and inspectors with the desire to return to their work of opening the doors for the boys and girls of the province that they might enter the ever-widening realms and share the joy that comes to the truly scientific mind.

Let no one despise the child's interest in the growing plant, whether it be a flowering plant in the classroom, a vegetable or grain in the school garden plot, or an experimental crop in his own home-garden. The development of the child must follow the development of the race; he must discover for himself and comprehend the great problems that have been discovered and comprehended down through the long ages of history.

Tennyson but indicated the glory of the answer to the question; it is surely worth while that the educational energies of this province be directed toward making a realization of this glory possible.

### QUESTIONS FOR LITTLE PUPILS

1. Mention some yellow flowers that are seen on the roadside in autumn; some white ones; some purple ones; some pink ones; a red flower.
2. Are autumn flowers larger or smaller than spring flowers?
3. Are autumn flowers gayer or quieter in color than spring flowers?
4. Are autumn flowers more or less fragrant than spring flowers?
5. Mention five garden flowers that bloom in autumn.
6. Mention some garden flowers whose seeds we gather in autumn.
7. Mention some garden plants that we must take into the house, if we

would keep them alive through the winter.

8. Mention some plants whose bulbs we collect in autumn.

9. If you pick a bud and throw it away, why doesn't it become a flower?

10. Why do flowers keep fresh longer if placed in water?

11. Which do you think more beautiful, buds or blossoms?

12. Which wild flower of autumn do you think the prettiest?

13. Which garden flower of autumn do you think the prettiest?

14. Mention some flower that opens in the morning and closes during the day.

15. Mention some flower that opens at night.

16. What flower opens just as school closes in the afternoon?

17. Who can describe some of the habits of plants?

18. Mention some insect that lives on plants.

19. What bird gets food from flowers?

20. Why is the toad a good friend to the flowers?

21. What do you think the prettiest shape for a flower?

22. What do you think the prettiest shape for a leaf?

23. What flower resembles the elm in shape?

24.

“God might have made the earth bring  
forth,

Enough for great and small.  
The oak tree and the cedar tree,  
And not a flower at all.”

Why do you think He made the flowers?

25. Why do you think He made them of so many shapes and colors? Why do you think He gave to many of them such pleasant odors?

26. Tell four uses of flowers.

### STORIES FOR COMPOSITIONS

#### He Forgot

A man who spent nearly all of his time hunting was one day called away upon urgent business. Off he rushed, thoughtlessly, leaving his two fine dogs locked in the room where game was kept. What could they do? They scratched at the door, whined, listened and whined again and again, but all to no purpose. Night came on, another day passed and still no master:—for he had been obliged to travel to a distant part of the country. Days passed on, and the poor dogs grew so weak with hunger and thirst they could only lie helplessly upon the floor, casting a wistful glance now and then at the game upon the wall which they were too honest to touch. Coming home after an absence of two weeks, the man missed the welcoming bark of his faithful dogs. Remembering, all at once, where he had left them, he rushed in and with trembling haste—for he loved

his dogs—unlocked their prison door. All around the walls hung the game untouched, and on the floor lay the two noble dogs dead.

—Adapted.

#### Released

A party of children were once assembled for a festival in a schoolhouse which had stood empty for some weeks. Just as all were seated a loud cry came from the top of the schoolroom. Very much surprised and startled, all looked up and saw a poor cat shut into one of the ventilators and trying in vain to make her way out. Cakes, oranges, candy—all the good things were forgotten by the children in their anxiety to help poor puss. One brought a ladder, but there was nothing for the upper end to rest on but a small part of the ventilator which made the ascent very dangerous. After vainly trying to coax puss down the ladder, one brave

little fellow cried out, "Let me go up; I'm not afraid." Everybody gave three cheers, and then, breathless, watched the boy until he stood upon the top rail. In a moment he had the cat in his arms. When he and his burden were safe at last, what rousing cheers went up! such as the old schoolhouse had never resounded to before; and how kitty, frightened half out of her wits

at first, but reassured by kind words and gentle stroking, did fall upon and eat the fresh meat and drink the rich, new milk her rescuers placed for her! Poor puss, she had had neither food nor drink for three days!—How much better the children's feast tasted, too, with kitty safe and sound, and, full at last, contentedly washing her paws in the corner.

## LANGUAGE WORK FOR LOWER GRAMMAR GRADES

By EMMA M. LANDER.

Dictate:

the balloon.

1. "I wish I had another pair of slippers," said Laura, "these are too loose."

2. There was not a moment to lose, for the river was rising rapidly.

3. When my friends come to see me they can take their choice of knitting, sewing or crocheting, and we can use our needles while we talk.

4. "Did you know that Captain Jones' house on Purchase Street was burned last Wednesday?" asked Annie's father.

5. "Where did you buy those bananas?" asked Andrew. "I bought them at Noyes's fruit store, and I paid four cents apiece for them," answered William.

6. There were many vessels in the harbor, and the flags of England, France and our great Republic were waving in the breeze.

7. "Where are you going, Arthur?" said Harry.

"I am going to the grocer's. Won't you come, too?"

"Well, my little man, what do you wish?" asked Mr. Pettingell.

"Please send to (address of child's father) two dollars worth of sugar, two lbs. of raisins, one gal. of kerosene, and one doz. eggs," replied Harry.

8. Rewrite the following story, correcting errors, and punctuating properly.

there were two children out upon a hill in the country watching for a balloon which was going up from boston common that day all at once there was a black speck right over the state house frank shouted there it is every moment it grew larger the balloon is coming this way said henry isn't there a man in it waving a flag soon it seemed to be coming down on the hill where they stood and they ran to meet it they found it to be a great deal farther off than they thought it was then it began to rise and to grow smaller and smaller until it vanished from their sight.

9. Write the plural forms of valley, lily, fox, ox, piano, mosquito, dwarf, wharf, gas, donkey, life, deer, money.

10. Write the singular forms of teeth, mice, we, they, sheep, halves, flies, women, lozenges, men.

11. Change these sentences to plural form:

Has the child lost her mitten?

The lady's glove is torn.

This calf belongs to Mr. Adams.

She asked her sister for my book.

That pencil has a sharp point.

12. Change these sentences to singular form:

Islands are small bodies of land.

Whales are not fishes.

Do those birds look like eagles?

They have learned their lessons.

Were the ladies' dresses too long?

13. Write the possessive singular and plural of man, woman, child, wife, lady, ox, fox, knife, pony, calf, hero, deer, I, she.

14. Fill blanks with nouns in the possessive case:

— letter was left on her — table.

— boots, — shoes, and — rubbers are for sale at — and —, 18 Pleasant Street.

The — ranks are higher than the —.

The — reports were sent to the — houses.

My — bicycle has been sent to the — shop for repairs.

15. Change these sentences, so that the words in italic shall have the possessive form:

We were interested in the story told by your *father*.

Is the house belonging to *Mr. Williams* for sale?

Are the presents of the *children* on the table?

The playthings of the *baby* are on the floor.

The feet of *horses* and *cows* are not alike.

16. Fill blanks with to, too or two:

He told Henry not — get — many apples for the — children.

— of the girls were going — ride, but it was — late.

Do not eat — much candy, or you will be — sick — go — school.

17. Fill blanks with here or hear:

Stay — and you can — the music distinctly.

I can — the cars coming, so the girls will be — in a few minutes.

If you are —, I shall — the lesson soon.

18. Fill blanks with there or their: — are two classes in the room, but — work is not the same.

A box is on the table, and — they deposit — papers.

I saw — new sleds out — in the yard.

19. Contract words in italic:

*Cannot* we be ready by 2 *of the clock*?

If *I am* here, *we will* leave at that

*time*.

*I shall not* be able to help you unless *you will* send for me.

*Is not* this a pleasant day?

*They are* trying to do so much *I have* fears they *will not* succeed.

20. Fill blanks with adverbs:

John, you speak — —.

We — intend to deal —.

I heard — that he did — see you.

He performs his work — and —.

— much — must we go?

## PHYSIOLOGY

(Fifty Simple Exercises on the Hand for Little Learners)

1. Hold up the right hand.
2. Hold up the left hand.
3. How can you tell which is your right hand?
4. Which hand can do the most things?
5. Why would it be a good plan to train the left hand to work as well as the right hand?
6. Hold up both hands with the backs toward me.
7. Hold up both hands with the palms toward me.
8. Hold up the thumb of the right hand.
9. Hold up the thumb of the left hand.
10. Hold up the little finger of the right hand.
11. Hold up the little finger of the left hand.
12. Hold up the middle finger of the right hand.
13. Hold up the middle finger of the left hand.
14. Hold up the ring-finger of the right hand.
15. Hold up the ring-finger of the left hand.

16. Hold up the index-finger of the right hand.

17. Hold up the index-finger of the left hand.

18. Hold up the fore-finger of the right hand.

19. Hold up the fore-finger of the left hand.

20. Hold up the finger of the right hand that is sometimes called a pointer.

21. What form the framework of the hand?

Ans. The bones.

22. What is the covering of the hand?

Ans. The skin.

23. What blood-vessels are in the hand?

Ans. Arteries, veins, capillaries.

24. If you should prick your finger with a tiny needle, what kind of a blood-vessel would you hurt?

Ans. A capillary.

25. What are the blood-vessels that you can see beneath the skin, on the back of the hand? What kind of blood flows through them?

Ans. Veins. Impure blood flows through them.

26. How are the arteries more carefully guarded than the veins?

Ans. Their walls are generally thicker and they are placed deeper in the hand than the veins.

27. Why are the arteries more carefully guarded than the veins?

Ans. It is more dangerous to hurt an artery than a vein.

28. Why is it more dangerous to hurt an artery than a vein?

Ans. The blood in the veins is flowing quietly back to the heart. The blood in the arteries is flowing from the heart, so the loss of blood from an injured artery might be very hurtful.

29. How many bones has the thumb?

Ans. Two.

30. How many bones has each finger?

Ans. Three.

31. What are the bones of the thumb and fingers called?

Ans. Phalanges, or finger bones.

32. How many bones has the hand below the fingers?

Ans. Five.

33. What are the bones of the hand below the fingers called?

Ans. Metacarpal bones, which means beyond the carpal or wrist-bones.

34. What kind of joints are found in the fingers?

Ans. Hinge joints, like the joints of the knee and elbow.

35. Show me what motions you can make with the fingers.

36. How are the ends of the fingers protected?

Ans. By the nails.

37. How does the brain send messages to the hand?

Ans. By the nerves.

38. What sense has the hand? Where in the hand is this sense very delicate?

Ans. The sense of feeling. It is very delicate in the tips of the fingers.

39. What class of people read with their fingers?

Ans. The blind read with their fingers, by passing them over raised letters.

40. What class of people talk with their fingers?

Ans. The deaf and dumb can talk with their fingers, by means of the deaf and dumb alphabet.

41. What do the dog, cow and horse use for hands?

Ans. Their teeth.

42. What does the cat use for hands?

Ans. Sometimes her teeth, sometimes her paws.

43. What do birds use for hands?

Ans. Their bills.

44. What does the elephant use for hands?

Ans. His trunk.

45. What do monkeys use for hands?

Ans. Their paws, which are partly like feet and partly like hands. They also use their tails.

46. Mention some right things you can do with your hands. Mention some wrong things that have been done with the hands.

47. Tell about the good Quaker's "chemical experiment."

Ans. A good Quaker once met, it is said, a little boy with very dirty hands. He said to the boy, "Would you like to try a beautiful chemical experiment?"

The boy answered "Yes." The Quaker then told him to get some nice clean water, and some good soap, to rub a little soap on his hands and then to rub them in water. "After you wipe them," he said, "you will find they are changed from homely, dirty hands, to beautiful, white ones."

48. How many will try the good Quaker's "beautiful chemical experiment" often?

49. What are needed beside his experiment to make the hands perfect?

Ans. Clean finger nails.

50. Draw a picture of one of your hands by laying it upon your slate and drawing around it. Write five things you have learned about the hand.

Suggestion.—In connection with

these exercises on the hand, there is an opportunity for a moral lesson. Describe to the pupils a child with a very sore finger, so painful that he is unfitted for work or play. Then call their attention to the size of the body compared to the one little finger that gives so much trouble. Then compare the whole body to a school and the troublesome finger to a child, who, by his bad behaviour, mars its beauty, and hinders its work.

Lines to be learned in connection with exercises on the hand:

"Hands were made to be useful,  
If you teach them the way,  
Therefore for yourself or neighbor,  
Make them useful every day."

### STORY OF AN ARTIST

Long years ago, in a school of painting in Italy, a young man named Guidotto did so fine a piece of work that it was the admiration of all who saw it. Brunello, one of his fellow-pupils, who had himself earned some praise, was very angry at Guidotto's success; more than that, he began to hate him, and to long for nothing so much as to see him lose the credit he had gained. Another fellow-pupil, Lorenzo by name, admired Guidotto's work and ardently longed to do as well. Then he set to work with all his might to improve. Not only was he first to enter the schoolroom in the morning and the last to leave it at night, but he spent all his playtime in practice. It was long before any of his attempts pleased him. "Alas!" he would sigh, when a piece was finished, "how far distant is this from Guidotto's!" At last he could see some improvement.

All the while Guidotto was bearing away the palm. Brunello struggled against him for a while, then gave up and consoled himself by making sneering and bitter remarks.

There was a certain day in the year when all the pupils were to exhibit their work in a public hall, where it

was examined and a prize awarded to the owner of the finest piece.

Guidotto had prepared for this anniversary with a piece more beautiful than any he had done before. It was finished and nothing remained but to bring out the coloring by means of a varnish. Now Brunello managed to put some drops of a liquid into this varnish which when laid on would utterly ruin the painting. Guidotto laid it on by candle-light the night before the exhibition, and, suspecting nothing, hung his picture in the public room against the morrow.

When the curtain went up next day all eyes were raised expectantly to Guidotto's picture, when behold! instead of a brilliant beauty there was nothing but a dead surface of confused and blotted colors. Poor Guidotto! he came up and, seeing the dismal change in the piece he had labored so hard upon, burst into an agony of grief. Lorenzo was but little less affected than the owner. "Trick! knavery!" he cried, his voice trembling with grief and anger. "Indeed, gentlemen, this is not Guidotto's work. I saw it when it was only half finished, and it was a wonderful thing! Look at the outline and



judge what it must have been before it was injured." After the pieces were examined the prize was awarded to Lorenzo. Astonished and proud, yet full of grief for his friend, Lornezo, on receiving it, went up to Guidotto and presenting it to him, said, "Take what merit would have acquired for you had not the basest malice and envy defrauded you of it!"

Lorenzo's noble conduct was so much admired that the judges determined for once to give two prizes, for if Guidotto had deserved one for painting, Lorenzo deserved one for virtue. I need not add that Lorenzo became a great artist, but let me add just here that no one was ever yet a truly great artist, poet, musician, general or politician who had not a noble soul.

## COMPOSITE COMPOSITIONS

By A. L. CAMP

A teacher is often deterred from assigning to younger children many subjects upon which they could inform themselves with great profit, because they are unfitted to produce anything adequately comprehensive. To delve for information and to secure that information as their own by finding for it a proper expression from their own vocabularies are two habits which children need to be taught them from the first to form and practice. "I know, but I can't tell," should meet with no quarter from teachers or parents. Should a teacher assign the subject "Trees" to a class of low grade in the grammar school, probably not one composition would be satisfying in scope. A wiser teacher would subdivide his subject "Trees" into twenty or thirty heads, as:

- (a) The parts of a tree and their forms.
- (b) The organs of a tree and their uses.
- (c) How trees grow.
- (d) The food of trees.
- (e) The shapes of trees.
- (f) The kinds of trees.
- (g) The uses of trees.
- (h) The varieties peculiar to our country or section, or state.
- (i) Trees of the different zones.
- (j) Trees which furnish wood for fuel or building purposes, etc.
- (k) Et Cetera.

And so elicit a fund of information from his class upon a subject of which

they ought not to be ignorant. Such an arrangement produces a pleasant Friday afternoon exercise, and each pupil will take pride in the quality and quantity of information for which he or she is responsible.

A common cause of unsatisfactory and discreditable work in the composition line is the absence from the child's mind of a good ideal production. He cannot originate a well-defined pattern. Moreover, he does not always acquire one from the reading of a composition, written by some child of his own age and printed in his text book. As I write I am reminded of those letters from children printed in some of our periodicals, St. Nicholas for one. Children might learn a great deal in the lines of letter-writing and composition from those letters, would some one take the pains to teach them how to make both adverse and favorable criticism upon them.

The idea of a composite composition, to my mind, possesses several advantages as an educational method. First, it is a means of deducing ideas from pupils; second, it is a means toward inculcating information; third, it makes an interesting occupation for pupils; fourth, it serves to develop in the minds of pupils a practical comprehension of the mechanism of a composition; and fifth, it enables the teacher to assign comprehensive subjects to younger minds.

To secure such a production, I would

suggest this method of procedure. Let the teacher assign a subject upon which the pupils can become informed by observation, experimenting, inquiry or reference to books. At a specified date, let the pupils hand the teachers neatly executed papers, containing intelligible statements of one or more facts pertaining to the assigned subject, the verity of which they can substantiate. Then let the teacher classify these fragments, and adding here and there, as her contribution, touches for continuity's sake, arrange them into a composition on the general subject. Work carelessly presented, or badly expressed, or worthless, can be rejected by the teacher, and thus a pride in acceptable contributions will be fostered. When the composition is read before the class, the pupils will be keenly awake to see whether their contributions have been used anywhere, and they will be constrained to listen and will unconsciously learn much they will not forget. If the teacher puts an outline upon the blackboard, and, after her sub-heads, indicate by initials credit

for facts, the pupils will realize more truly just how they have done a part of the pleasing whole. In that way all who have accomplished acceptable work will be recognized; repetitions of facts must occur, and only those best expressed will receive a place in the composition. After some practice, a committee from the class under the direction of the teacher, can be entrusted with the preparation of the composite productions. This is excellent drill for the pupils.

In the higher grades, the composite composition plan can be adopted with good results. But here the teacher would better hold her pupils responsible for the presentation of a sub-head or some topic under one. Older pupils need training in conciseness of expression, and in the excluding all matter of an extraneous nature from their paragraphs. The compilers will soon learn the necessity of "sticking to the text," and rotation in office will bring the lesson home to all.

### How To Make a Whistle

Have the boy who recites this make the whistle (or seem to; it may be prepared beforehand, to avoid disaster) as he describes it, and "blow" some simple air at finish

First take a willow bough,  
Smooth and round and dark,  
And cut a little ring  
Just through the outside bark.

Then tap and rap it gently,  
With many a pat and pound,  
To loosen up the bark,  
So it may turn around.

Slip the bark off carefully,  
So that it will not break,  
And cut away the inside part,  
And then a mouth-piece make.

Now put the bark all nicely back,  
And in a single minute  
Just put it to your lip  
And blow the whistle in it.

## Secondary

### TWO NEGLECTED POINTS IN THE TEACHING OF ENGLISH

Power of expression is to some extent inborn; to a still greater extent, however, it is acquired by association. If a boy could hear only good English spoken and meet nothing but good English in his reading, practice would be the one thing that he would need to secure a satisfactory command of the language. But unfortunately our boys do hear and read a great amount of slipshod and indirect language. To offset this and to supply the necessary practice is the task of the school.

Three things are generally recognized to secure the desired end: acquaintance with the best literature, knowledge of what constitutes good English, and extensive practice in the application of this knowledge.

The purpose of this paper, however, is not to discuss the broad question of the teaching of English, but merely to call attention to two points in training our pupils that seem in danger of being slighted or overlooked altogether.

In the first place, the value of reading as an aid in securing a good style is not so generally recognized as it should be. Reading, especially reading aloud in such a way as to bring out the meaning and force of the sentence, fixes in the mind the force of expression, and there is an unconscious tendency on the part of the reader, when he comes to express thought for himself, to reproduce the form or at least the style of the model.

A careful series of observations carried on for a number of years has led me to the conclusion that poor spelling and poor expression are very frequently due to poor reading. Bad spellers will be found almost invariably to be bad readers. Their eyes take in the word as a whole, without a clear perception of its component parts, and the result is not only inability correctly to

reproduce the word later, but, at the time, frequent hesitation over a word or the mistaking of it for another similar in form.

In the same way there is a general tendency to read a sentence as a whole, with only so much attention as may be necessary for a fair jump at its meaning; the natural and logical result of such a habit is seen in careless and incorrect expression.

For the prevalence of this tendency our modern methods of elementary education must be held largely responsible. For its correction there is a direct and practical remedy at hand in allopathic doses of reading aloud.

For the effect on the pupils' power of expression, then, if for no other reason, all the reading that is possible should be done in school. In the earlier years there should be daily practice in reading aloud, and during the more or less crowded later years the practice should be as frequent as possible.

One point remains, in some respects the most important of all. Much of the weakness of our pupils in power of expression is due to their lack of clearness and exactness of knowledge, and to the lack of insistence on accurate and precise statement in recitation. Clearness of thought must precede clearness of expression, and teaching that produces clear and accurate thinking will tend to produce clear and accurate speaking and writing.

The modern theory of education makes the recitation a teaching exercise, not a simple hearing of the lesson.

This is excellent, but it is often carried to such an extreme as to sacrifice almost entirely the much needed training in expression.

It is not enough that the pupil is able to know and think; he must be

able to make his thought and knowledge intelligible to others. The daily recitation in algebra, Latin, history, or physics gives the opportunity for developing the command of language, and it is possible to embrace this opportunity without sacrificing the teaching value of the recitation, and without impairing the thoroughness of the instruction in the formal subject of the lesson.

The number of intelligent teachers who deny the value of this principle of making every lesson a lesson in English is surprising; the number of those who, assenting to it in theory, violate it in practice, is almost appalling. The more strongly this principle is impressed upon our teachers the less complaint we shall have of the poor English used by our graduates.

A professor in one of our leading colleges remarked to me several years ago that the entrance examination papers handed in by the pupils from a certain school were noticeable for the good English used in them. I made an investigation of the work of that school. I found no more formal in-

struction in English than is found in the average school—and that is very little.

But I found in every class in the school a rigid insistence on clearness of thought and on precision of expression, and I think that I found the secret of the results attained when the head master said to me: "I believe that I can teach more English in my algebra class than I can in any other way."

Formal instruction in English will always be necessary, but the more good reading our pupils do, the better they know how to read, and the more strongly our teachers of geometry, Greek and chemistry are impressed with the idea that they are teachers of English as well, the less need will there be for grammar and rhetoric study, and the more nearly we shall approach the desired standard—when the power of expression of our pupils will keep pace with their mental development, and they will leave our hands able to express their ideas in language marked by clearness, force, and some degree of elegance.

### WHAT EXAMINERS SAY

The Department of Education desires to call the attention of Principals and Teachers in the Intermediate, High and Collegiate schools of the province to the following comments upon the results of the departmental examinations. The reports given below were prepared by committees of the various groups of examiners at the request of Mr. S. E. Lang, Inspector of Secondary Schools, and are now placed before the High School teachers of the province for their guidance during the coming year. It will not be necessary to urge upon them the duty of weighing carefully the opinions and recommendations of the examining board which were formed as the result of a close study of some thousands of candidates' papers sent in from all parts of the

province. The annual departmental examination is an important instrument of education, and should be so regarded by both teachers and pupils.

#### SCIENCE

**Physics.** The examiners agree in saying that questions requiring a knowledge of practical work show clearly that practical work has been neglected in many places; that questions dealing with the working of apparatus are not well answered (frequently the main point is omitted: e.g., the effect of pressure of atmosphere in working of lift pump, the difference between breaking of current in telegraph sounder and electric bell); that diagrams are in many cases carelessly and inaccurately drawn, suggesting that notebooks

have not been properly kept, if at all; and that definitions and other memory work, and problems (except those on specific heat, electrical energy, and photometry) are fairly satisfactory.

**Chemistry.** The papers seem to indicate that there is too much theoretical and too little practical work in the schools. If notebooks had been carefully kept, the students would have been far better prepared to express their ideas in the examination. In writing, drawing, and general neatness there is great room for improvement. The examiners urge greater care and accuracy in observation, in recording observations, and in making explanations of or drawing inferences from observed facts; and ask also that practical examination work be taken more seriously by teachers and pupils.

#### MATHEMATICS

**Mental Arithmetic.** The examiners ask that more care be exercised at examination time by those in charge of students writing on this subject. Pencils should be prohibited, as the tendency is to use them for calculating with instead of writing in the answer. Many papers showed that calculations had been made with the pencil, the figures being erased afterwards. The time limit should be strictly adhered to everywhere.

**Arithmetic.** A large percentage of the students fail to understand the principles involved in commission and profit and loss. Very few solved the commission question. Fully 50% of them reckoned the gain on the selling price in question 3. In question 5, more than half of them calculated the interest in months. Many of those who calculated the interest in days were one day out in their reckoning. Only 5 or 6 obtained the correct answer in the bonus question. Apparently the pupils did not possess a sufficient knowledge of business transactions to enable them to solve it.

**Geometry, Algebra, Trigonometry (Grade XII).** Very satisfactory re-

sults were obtained in all three subjects, very few of the candidates falling below the required pass mark. The quality of the papers prevented the possibility of many high marks being made. Grade XI. Geometry is fairly well done this year. It would be better if not more than half of the marks were given to propositions. No student should be given a pass who cannot work one or two very simple sight deductions.

#### WRITING

Writing seems to have deteriorated since last year. A small percentage only can be regarded as satisfactory. Many candidates still continue the use of the vertical system, or what is intended for vertical. Schools proposing to send candidates for examination in writing should at intervals submit specimens of their writing to the local inspector for criticism.

#### MUSIC

Generally speaking, the papers show careful preparation. The answers were very satisfactory on the whole. In many cases candidates failed to show a clear knowledge of what "time signature" means.

#### DRAWING

There is an improvement in the quality of the work this year, especially where the Graphic Drawing Book has been used as a reference. The decorative treatment of the corner of a room has been well done. It is encouraging to note that in trying to secure "tone," the pupils in some cases depend not upon "blackness," nor upon repeated working over of the same surface, but upon the strength secured by one strong stroke of the pencil. Softly drawn outline work was found in some papers in place of the hard, monotonous ruled line. The method of illustrating the last three definitions of question 1 was good. The meanings of the Colour Theory terms were to the point where the Drawing Book had been used.

The work done shows very little knowledge of the laws of perspective. Freehand work shows lack of appreciation. The work exhibits need of practice in handling colour. Attention should be directed to a right understanding of values in shading.

### HISTORY

**Commercial Course.** For commercial students this study should of course retain its connection with and relation to general history; but commercial students should be made to understand something of the history of commerce and of industry as well.

The examiners ask that in the study of history and in history exercises generally more stress be laid upon composition, spelling, and writing. At the same time most of the examiners think there is some improvement in these matters this year.

The opinion is expressed by some of the examiners that the gravest and commonest fault of the papers is diffuseness. Lack of power of expression, inability to choose salient points, inability to place men and events in their proper historical setting, ignorance of the broad facts of national development,—these and other things are suggested to account for the diffuseness spoken of.

### LATIN

**Latin Grammar (Grade X.).** The pupils require more careful drill in the rules of concord: e.g., in using the accusative and infinitive construction. (You promised to come—*Te venturus esse pollicitus es.*) More care should be taken in drilling in the few leading idioms required in grade 10. For the translation of "inform," "*certiorem facio*" was used very seldom, and when used was often confused with "*certior fio.*" The attention of students should especially be drawn to the nature of the absolute construction ("*postquam videns urbem*" was often given as the translation of "after seeing the city.'). Teachers will note the following effort in comparison: (1) *summus*, superior,

*Olympus*; (2) *summus*, *summus collis*, *summus mons*.

**Grade XI.** The examiners recommend that much practice should be given in translation at sight. Some portions of the prescribed text might be reserved for this purpose. There should be thorough review of the grade X. forms, and drill in the different uses of the subjunctive and in the principal parts of verbs.

Regarding Latin Authors, the examiners say that the pupils should be trained throughout to follow a regular scheme of parsing. The reason for case, mood, or tense is often omitted; also the genitive (if a noun) or the principal parts (if a verb). In translating in class they think that pupils should be required to use the proper English idiom where the Latin idiom differs, e.g., in the case of the ablative absolute and the Latin subjunctive. They would urge upon teachers their opinion that the *Aeneid* should be treated as literature, careful instruction being given as to the purpose of the poem, the significance of its literary references, its figures of speech, and its legend. Syntax should be reserved for the *Caesar*.

### ENGLISH

**English Grammar.** The examiners are about equally divided upon the question as to whether the fixing of a high mark has improved the character of the teaching. Nearly all the examiners observe that the candidates seem to be dependent upon the text when giving illustrations, a circumstance which suggests a weakness in the teaching. Some call attention to the fact that the candidates have an imperfect knowledge of inflections. Most of the examiners would prefer to have the work of grammatical analysis done in columns.

**Composition (Grade X.).** Upon the following points the examiners in this branch were in practically complete agreement: (1) That a great many of the defects in the papers are due to

pure carelessness on the part of the candidates; (2) that penmanship has improved; (3) that a surprising number of students omit altogether the use of the apostrophe in the possessive; (4) that there are frequent errors in the tenses of verbs; and (5) that topics assigned for composition should be more limited in range. A majority believe that spelling has improved. About one-half are of opinion that candidates do not look upon English as a serious matter, the other half taking strong ground to the contrary. Several complain of slang and colloquialisms as being too prevalent in the papers, but the majority deny this.

**Spelling (Grade X.).** The candidates make but a poor showing in attempting to exhibit the meaning of words by the use of illustrative sentences.

**Composition (Grade XI.).** All the examiners are of opinion that sentence structure is defective; that the apostrophe in the possessive is neglected, that such forms as "very pleased," "very satisfied," "very changed," are too common; that the careless use of the personal pronouns, giving rise to ambiguity, is common, and that punc-

tuation is defective. Nearly all believe that spelling has improved. Two-thirds of the examiners agree in desiring to call the attention of teachers to (a) the right placing of qualifiers in the interest of clearness and force; (b) the use and misuse of the participial construction; (c) syllabication; (d) logical connection of paragraphs; and (e) placing of material on the written page.

#### Literature (Grades XI. and XII.).

All but one or two of the examiners say that literature should be a plucking subject, that real knowledge and appreciation of literature are rare, a condition possibly due to too much cramming of notes, that there is much wordy and irrelevant answering, and that the apostrophe appears to be going out of use. A majority say that there is some improvement in the composition. There is complaint of a certain poverty of expression, a lack of facility and variety. There is difference of opinion as to whether the influence of the examination at present injures or retards the proper study of literature. There is difference of opinion also as to improvement in spelling and penmanship.

## THE PURCHASE OF SCHOOL SUPPLIES

Contributed by R. M. S. SOURIS

During the past year the Souris School Board has purchased all supplies used in the schoolroom, including notebooks, pencils, pens, foolscap, etc., and it has paid for these by a monthly fee levied upon the pupils. This fee has ranged from 5 cents in Grade I. to 20 cents in the Collegiate classes. The exact amount of the fee has been determined by the teacher of the room, who estimated the amount required to cover the cost of supplies used in her room.

This system has resulted in a saving in money to the parents. The School Board buys in large quantities, and in this way secures large discounts from the regular retail prices. The following are some of the prices which they are

paying for goods for the coming year:  
64-page exercise book, 9 $\frac{1}{2}$ x7 $\frac{3}{4}$  in., ruled, on super calendered white wove paper, covers printed to order—\$35.84 per 1000.

96-page book as above, with strip on back—\$53.70 per 1000.

Scribblers, unruled (5c retail)—\$25.00 per 1000.

Loose-leaf covers, black cloth (Gage's No. 1854), 10 $\frac{1}{2}$ x8 in.—\$4.50 per doz.

Fillers for the above, ruled and margined—95c per 1000 pages.

Fillers, unruled—75c per 1000 pages.  
Faber's or Academy pencils—\$3.50 per gross.

Emperor pencils (Clark Bros.)—\$5.35 per gross.

Soft as Silk erasers (Gage's)—\$4.00 per gross.

The prices are obtained in all cases from local retail dealers. All supplies are bought by tender.

The teacher controls the supply, and in this way prevents unnecessary waste. All used books must be returned to her before new books are issued. In this way she has an opportunity to check up careless and untidy work, which under the former system was concealed in the waste-paper basket.

Some difficulty has been found in getting the supplies wanted. We find that there is not any standard size, shape, or quality for school notebooks. Each wholesale dealer puts up his own books and puts on them whatever design and name suits his fancy. The books are made up very largely from a commercial standpoint. Thick paper and small sized pages are often used to make them appear large. The cover designs are often far from artistic. The

question as to what is best suited for the work of the classroom is not seriously enough considered. What has been said of notebooks is also true to some extent of other schoolroom supplies.

It is surely logical to suppose that the teachers should know better than the merchants what type of book, pen, pencil, or paper is best suited for the classroom. Why should not they or the Manitoba Educational Association in their behalf go into this matter; determine what types of supplies would be best suited for classroom use; give the results of their thought to some manufacturers, and allow them to place on all goods conforming to their requirements some mark showing that they have come up to the standard set by the M.E.A.? This would materially assist teachers and school boards in getting into their classrooms at the lowest possible cost the most suitable supplies.

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### THE IDEAL SCHOOLMASTER

"The ideal schoolmaster is a scholar, a man who knows. He is not necessarily a walking encyclopaedia, although he must be somewhat encyclopaedic in his knowledge. Of course he must know facts. He is not a Gradgrind attempting to measure the universe with a foot-rule, and refusing to admit that anything has value unless it can be estimated in dollars and cents. Nevertheless, facts, things done, tangible realities, actual verities, lie at the basis of scholarship. They are the foundation of all reasoning. There can be no science without them. There can be no intelligence without them. The uni-

verse is a vast congeries of facts, with some of which the scholar is to become acquainted. The teacher's knowledge of facts must be in a large degree immediate, he must grasp them in the concrete. They must be part of his experience. At least typical phenomena, physical, metaphysical, historical, must pass under his own personal observation, and thus afford him a key to booklore. Books are to him simply the record of other men's observations and reflection, which differ from his own chiefly in being more extended."—*Studies in Pedagogy, Morgan, pages 263-264.*

For many years it has been one of my most constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the

wayside, and the little winged and wingless neighbors that are continually meeting me with salutations which I cannot answer, as things are.

—Carlyle.



# Children's Department

## Scythe Song

Andrew Lang

Mowers, weary and brown, and blithe,  
 What is the word methinks you know,  
 Endless over-word that the Scythe  
 Sings to the blades of the grass below?  
 Scythes that swing in the grass and clover,  
 Something, still, they say as they pass;  
 What is the word that, over and over,  
 Sings the Scythe to the flowers and grass?

Hush, ah hush, the Scythes are saying,  
 Hush, and heed not, and fall asleep;  
 Hush, they say to the grasses swaying;  
 Hush, they sing to the clover deep!  
 Hush—'tis the lullaby Time is singing—  
 Hush, and heed not, for all things pass;  
 Hush, ah hush! and the Scythes are swinging  
 Over the clover, over the grass!

## EDITOR'S CHAT

My dear Boys and Girls—Let us hope that through the long, happy days of July and August you have not forgotten your old friend "The Children's Page," and the competition for which we get so many good stories every month. If your mind has been so filled with picnicking and baseball, berry-picking, gardening, driving and working that you have forgotten us, surely the sight of the familiar schoolroom and the bright cover of the Journal will remind you of us again, and you will send us in stories and letters very soon.

Well, did you all have a lovely holiday? I can't imagine hearing a "no" to that question, because as long as you have health and strength, and God's good outdoors to play in, it would be a queer boy or girl who could not enjoy themselves. We can fancy what splendid picnics you had, when you played games and chased gophers, and climbed trees, and perhaps went swimming, and then came back to the lovely shady place under the trees where the "grown-ups" had spread a cloth and covered it with dishes of all the good things to eat that boys (and girls, too) dream of. There were sandwiches, we know, and cakes with every color of icing, and pies, and little tarts, and doughnuts, and tea and lemonade. And little spiders dropped down from the trees and visited the sugar, and green worms humped themselves up the girls' skirts and made them scream. Perhaps an enterprising caterpillar wiggled his woolly length over the cloth, with his round eye fixed on a sugary cooky. And you ate and ate, and then drove home in the evening through the beautiful wheat fields. Blackbirds and crows were flying everywhere and perching on every fence. And there was the schoolhouse, looking so deserted. And after a while the moon showed her big, round, smiling face over the horizon line, and several sleepy children tumbled into bed, so tired and so happy. Then we know you went out picking raspberries and

pincherries, because we saw some of you. And we are positive many of you helped in the garden and on the farm, and gathered eggs and churned, and drove the cows home and helped with the baking. And then we hope very much, that some of you built bird houses and did what you could to make this summer a happier one for Citizen Bird.

Didn't you all feel rich when you saw the wealth of flowers on the prairie this year? How pleased the Editor was

to see them all after many years of living in the city! Such carpets of wild roses, such tufts of brown-eyed Susans, such clumps of sunflowers! And then the great patches of lavender-bergamot, and fireweed, and painted cup, and such flaunting tiger lilies! We could not help thinking of the closing line of that little poem so familiar to you all: "Oh, world, you are beautifully dressed!" We hope you have all stored away in your minds many pictures of this lovely summer to brighten the winter days.

### THE YEAR THAT HAS GONE

Since our September issue of 1914, what stirring events have taken place in this world of ours! Just before school opened last year, the whole world was stricken by the news that Germany and Austria were allied in war against France, Belgium, England and Russia. The Germans had invaded brave little Belgium, had sacked and burned her cities, ill-treated her people, and appalled the world by their cruelties. They were marching on their apparently victorious way to Paris and Calais, and the coveted shores of our beloved England. But something happened to this great military giant. A little David with a sling rose in his path, and to the great surprise of Germany the victorious march was stopped, and by the time France and England were able to gather their forces together Germany had received such discouragement that its pride was broken. Then followed the wonderful retreat of Mons, the battle of the Marne, the terrible fight at Hill 60, the battles of Ypres and Festubert (at which our brave Canadian soldiers distinguished themselves). Then there have been terrible battles to which no names have been given, the victory going to one side and then the other. And there have been months of trench fighting through heat and cold, through rain and snow, through dust and mud, and the long German line has

not advanced, and as yet England's greatest army is not in the field.

The British navy has kept an iron wall around the German fleet, and the Emden, the Konigsberg, the Dresden, and other German boats which were doing damage to British shipping have all been taken, and are prisoned safely away. German submarines have done some damage to English vessels of trade, and have murdered many innocent women and children in sinking the Lusitania and the Arabic, but only one-fifth of one per cent. of British ships have been sunk or damaged by all this. In South Africa, Egypt and India, German insurrections have been put down, and British soldiers have taken far more land from Germany in these distant parts than Germany has taken from France in Europe.

Our allies, the Russians, have been having a hard time in their campaign. They have lacked ammunition, chiefly owing to the great size of their country, its terrible cold, and the consequent difficulties of transportation. The Russians have lost many great cities and fortresses in Galicia and Poland, but they are bravely fighting still, and when our navy has penetrated the Dardanelles, help will be sent to Russia, who has fought a great fight over terrible odds. What a history to be crammed into one year! And books might be filled with stories of the deeds

of valor, the wonderful acts of sacrifice of both men and women, the terrible sufferings of man and beast. Let us hope that when our little Journal comes through the press next September this most terrible and ruthless of wars will have passed into history. It will leave behind it a trail of sorrow and suffering, of ruin and misery, but also, let us hope, the promise of peace for all time to come.

While the allies' soldiers have been so bravely fighting abroad, those left at home have been far from idle in their own way. Such gigantic organizations as the Red Cross Society, the Daughters of the Empire, the St. John's Ambulance Society, and the Patriotic Funds, with all their various branches, have sustained their armies with food and clothes, and every comfort; have looked after the soldiers' families; have tended the wounded and dying; have sent help to the suffering Belgians and Serbians; and by their work and sympathy have made a bright spot in the darkness of the war. Even the children have helped. The Boy Scouts have done great work, collecting clothing and supplies, and the School Children's Red Cross Fund, raised entirely by themselves, amounted to the splendid sum of \$3,564.84. Everyone is trying to "do their bit," and we hope that during the months of the coming winter every boy and girl in Manitoba will do something, no matter how little, to help relieve the suffering in our war-ridden world.

## PRIZE COMPETITION

As everyone was too busy holidaying to send in stories this month, we will extend our competition to October. We will give a prize of \$1.00 for the best story of "How We Formed an Audubon Society in Our School," or for a story on "What We Did to Help the Birds This Summer."

The world's a very happy place,  
Where every child should dance and sing  
And always have a smiling face,  
And never sulk for anything.

## MOTHER BIRD

Mother Bird and her young ones were in a field of corn.

She heard shots from a gun.

A man with a gun came in sight, and she ran out from the corn.

She said, "Good man, do not hurt my children. No other children are as pretty as mine."

The man said, "I will not shoot your children, if I see them."

The bird flew away happy.

In a few hours she met the man again. But, oh! he had all her children dead at his belt.

She cried, "Oh, you bad, cruel man! Why have you killed my little ones? Oh, my children! my poor children!"

The man was vexed, and he said, "You told me that your children were pretty. These gray birds were the ugliest I could see, and so I shot them."

Then the bird said, "Stupid, stupid man! No children were so pretty as mine!"

"Play is the child's work. It is not true that love of play destroys love of work. The very opposite is true. Anyone who enters a classroom and sees a class settle down to work after a game must give up such a notion. The qualities that enter into earnest play are the same as those that enter into earnest work. By wise manipulation these qualities may be transferred to work, and this is actually accomplished by many a teacher."—Gregory.

Use several textbooks. Get the views of different authors as you advance. In that way you can plow a broader furrow.

# Selected

## THE SCHOOL TEACHER—A CIVIL SERVANT

Few people regard the school teacher as a civil servant, yet he is undoubtedly in that class. Moreover, he has been the only civil servant in Canada under a civil service commission system. He must pass at least two examinations to get his certificate—one examination in theoretical work, and one in practical work. Then he gets his certificate from the Department of Education or some similar examining body. Even then he is not entitled to a position. He must wait until a position is vacant and a new teacher is required. Further, he must then come into competition with other applicants. His standing on his examinations is considered. His age, parents, address and other qualities are discussed. Finally, the school board appoints one of the applicants. There is no civil servant in the country, not even a policeman or fireman in the large cities, who is so carefully examined before given a position, nor is there one who faces keener competition.

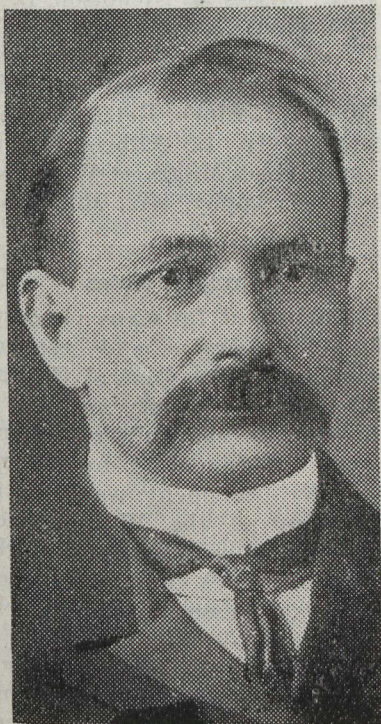
It is the application of such a system to all civil servants, federal, provincial or civic, which is the ambition of those who advocate Civil Service Reform. Just imagine the kind of school teachers we would have if the choice and appointment of all these men and women were left in the hands of members of the provincial legislatures! Does any sane man think that under such a system our teachers would be such a magnificent, well-equipped, well-trained body of men and women as we have today in every province in the Dominion? How many men would enter the public school teaching service, if they knew that after years of work, they might find some mechanic

who knew nothing of education placed by political pull over their heads in a position as principal of a school or as inspector? The introduction of the spoils system into the teaching profession would ruin our schools utterly.

Yet, this is just the kind of system which prevails in other branches of the civil service. During the past few months a grey-headed politician who was a furniture manufacturer has been appointed postmaster of ———; a grey-headed politician who was a business man has been made postmaster at ———; a grey-headed doctor and ex-member of the Commons has been made postmaster at ———; and a newspaper publisher and ex-member of Parliament has been made surveyor of customs in ———. What must be the feelings of the members of the civil service who are forced to work under these men? Is it any wonder that our civil servants are occasionally found shirking their duties and careless of the return which they render for their salaries? Is it any wonder that nearly every service performed by a government department, federal or provincial, costs twenty-five to fifty per cent. more than if it were performed by a private corporation?

Every branch of every civil service should be, like the teaching profession, placed upon the merit system. Competitive examinations for entrance, merit in work and competitive examinations for promotion, and no person allowed to enter the service by the underground route, should be the rule everywhere. This improvement in the public service is the aim of all civil service reformers.—The Canadian Courier.

# School News



**L. A. Ferguson**

The Journal regrets to announce the death, after a brief illness, of Lemuel A. Ferguson, principal of the Alexandra School, Winnipeg, and Honorary Treasurer of the Manitoba Teachers' Association. Mr. Ferguson was one of the most popular teachers in the province, being kindly, generous and unselfish. He was as great a favorite with his teachers as with his pupils; and those of the general public who knew him best appreciated him most. His family and friends will have the hearty sympathy of all those who were associated with him in his work.

## Some Changes

Here are a few changes among our teachers:

P. R. Loutit has gone to Springfield S.D., Transcona.

J. T. Hulme has gone from Winnipegosis to Elphinstone.

N. G. Harris goes to Franklin, as principal.

G. A. Elliott goes from Britannia to Ninga as principal.

Ethel Foxwell goes to Selkirk High School.

T. D. McMeekin goes to Hagyard.

Annie Slalley is principal of Isabella School.

Lieut. S. S. Bryan has enlisted.

J. A. Keays of McGill has gone to Poplar Heights.

Margaret E. Wood has joined the Emerson staff.

June Gordon is now at Westbourne.

Mrs. E. Perkins is at Hazelridge.

Victoria Turner is at Scarth.

Claude E. Law is now at Stockton.

M. G. Green has left Carberry to enter the ministry.

S. H. Burland removes from Teulon to Stonewall.

L. T. Hayward goes from Stonewall to Pipestone.

Dr. B. A. Smith-Piggott goes to England as King's Messenger. The man whom he succeeds was shot carrying despatches from King George to King Albert of Belgium.

W. J. G. Scott goes from Minto to Tummell.

## The Schools and Their Staffs

Birtle—C. A. Hensley (principal), and Misses L. A. Lamb, F. B. Shurman.

Melita—Wm. M. Eadie (principal) and Miss A. Haight (B.A.), Mr. C. Moore, Misses J. Brown, N. Amy, R. J. Phoenix, O. V. Falconer.

Miami—A. M. Nevin (principal) and Misses L. Tandy, J. Collins, E. Cusack.  
Carberry—J. C. Anderson (principal) and Misses Cora Brehant, I. L. Staples, Mamie Switzer, Pearl Webster, Annie Roberts.

Binscarth—J. N. Plewes (principal), George McLeod, Miss Mabel Alexander.

Wawanesa (High School)—Wm. Dakin, B.A. (principal), L. C. S. Kennedy, B.A., Misses M. G. Russell, A. W. Miller, O. F. Francis.

Pierson—James H. Burke (principal), Miss Elinor Halliday.

Clearwater—A. Moore (principal), Mrs. May Penman, Miss Tana Coulthard.

Austin—Misses Grace Huntley (principal) and Edith G. Andrew.

Morris—Miss E. Rowan (principal) and Misses N. A. Young, F. Gunnarson and Mrs. J. H. Shields.

Minnedosa—James Crossley (principal), A. J. Bell and Misses C. T. Seal, F. R. Elliott, Ellen Bannes, Olive Hall, Hazel Taylor, M. Watson, Ailien Garland, L. M. Whimster.

Gladstone—G. W. Burtlett (principal) and Misses Mary L. McManus, E. G. Browne, G. L. Marshall, R. McConnell, A. Rintoul.

Russell—V. W. Jenkins (principal) and Misses J. D. Thompson, E. Mackay, E. Hamilton, M. Jackson, C. Clee, A. Jonsson.

Pilot Mound—John McNaught (principal) and Misses M. Irvine, E. A. Spear and Eunice Cuthbert.

Glenboro—N. W. Irvine (principal) and Misses Elma Staples, Lulu Moir, Ethel Esplin, Walla Dorsey.

Strathelair (Consolidated)—A. W. Muldrew (principal) and Misses L. J. Walker, E. M. Williams.

Virden—A. M. Shields, B.A. (principal), Miss R. G. Gilroy, Messrs. W. A. Anderson, Fred Grove, Charles Egan (principal), and Misses Merle McNeven, May Dodds, Ethel Dodds, M. Wochs, Norma Sterling, Annie Meredith, Mabel Sproat and Jean Coutts.

Manitou—H. Jonsson (principal) and Misses Muriel E. Paul, S. J. Gayton, Louise Nielson, Bessie Morden, Nellie H. George, Asenath Owens.

Baldur—P. V. Bond (principal), J. B. Stewart and Miss Verna Wilton.

McGregor—Walter G. Jose (principal) and Misses Jean Brydon, J. Sullivan, A. Pettapiece.

Crystal City—James Tod (principal) and Misses Mary M. Dawson, Hazel K. Greenway, Eva G. Greenway, Blanche S. Ferguson.

Rapid City—C. Cresswell (principal)

and Misses Kane, Marcroft and Gossett-Jackson.

Stonewall—S. Burland, B.A., principal; E. Robinson, B.S.A.; A. J. Struthers, B.A.; Misses M. Nicholson, B. Shatton (principal), A. Cooper, G. Campbell, U. E. Burrow, J. Montgomery.

Tyndall—Arthur Bailey (principal), and Misses A. Finch, Retta Brown.

Emerson—H. L. Allbright (principal), and Misses Margaret Wood, Mabel Peto, Ethel Empey, Mrs. McKenzie.

### Winnipeg Notes

F. H. Schofield, for many years in the public school service, and best known as principal of the Central Collegiate, has returned to the city and has joined the staff in the building where he did such good service for so many years. Mr. Schofield was for some years editor of the Western School Journal, and all subscribers will gladly welcome him back, and will hope for an occasional message from his pen.

During the year ending with month of August, 1915, the teachers and members of the Winnipeg school service have contributed and paid into the Winnipeg Patriotic Fund over thirty thousand dollars. This subscription is being renewed for the ensuing school year.

New buildings under construction in Winnipeg are: An eight room unit of a 24 roomed school building is being erected in Elmwood—to be known as the King George V. School. Cost of first unit, \$55,000.

An eight room addition to the Luxton School in ward six to relieve overcrowding; cost, \$50,000.

The following resignations from the staff have been accepted: Miss E. Brownell; in high schools: Miss M. K. Drummond, Miss Eunice Bell, Miss Kate Crawford, Miss M. C. Turner, Mrs. Brodstedt (supervisor of music), Mrs. F. Carson, Miss Elsie Mitchell, Miss Amy Richardson, Miss Agnes Ban-

nerman, Miss M. Duncan, Miss Alice Hickson, Miss G. Martin, Miss E. R. Butcher.

Leave of absence for active service at the front has been granted to: Major D. M. Duncan (Asst. Supt. of Schools), President Western School Journal Co.; E. W. Howells, R. T. Lowe, S. Foreman, Geo. Miles, J. T. Allen, E. Rayfield, C. R. Roberts, S. S. Hawkins, W. Stubbington, H. H. Beck, H. Urquhart, R. Guest, F. W. Bartlett, R. Palmer, J. Lynch, A. Jelly, J. Norris, E. J. Bryan.

The following appointments have been made: Miss Ella Gill, Miss L. M. Hemsall, Miss Florence Jacobs, Mrs. V. T. Miller, Miss Fern Grant, Miss Myrta Spearman, Miss Lillian Johnston, Miss W. Phillips; Miss L. Renman, appointed principal William Whyte School (special work for girls being feature of this school), Miss Harriet Petry succeeding Mrs. Brodstedt as Supt. of Music; A. G. Hooper, to High School staff; T. C. Jerrom, to St. John T. H. School staff; A. E. Floyd, B.A., principal Gladstone School.

Leave of absence has been granted to: Miss S. A. Ross, Miss Eunice Cuthbert (to June, 1916), Miss Barbour (to December, 1915).

The Journal is glad to announce the marriage of J. B. Wallis, principal Machray School, to Miss M. Duncan, another member of Winnipeg staff. They spent vacation in the mountains and at the coast.

The following resolution is of great interest:

In connection with leave of absence granted to members of the school service who have enlisted, the Board pays the following sums as "War Allowance":

To families of married members—Salary earned at time of enlistment, less separation allowance and half military pay. This ensures that the family

is in receipt of the same salary income as was received prior to the war.

To unmarried members of the staff who have enlisted—Salary, less amount of military pay.

### Ruthenian Teachers' Convention

By W. J. Mihaychuk

The Ruthenian Teachers' Convention was held July 14th, 15th and 16th in the Normal School, Winnipeg. The attendance was from one hundred to one hundred and twenty-five, and the speakers of the convention were Mr. C. K. Newcombe, the Superintendent of Education; Dr. W. A. McIntyre, the principal of Normal School; Mr. J. T. Cressey, the principal of Ruthenian Training School; Inspector Belton, Inspector Hall-Jones, Messrs. N. Lisowsky, B. Smook, J. Bosarab, E. Mihaychuk, M. Stechishin and others that took part in the discussions. The teachers manifested sincere solidarity in the proceedings, and brotherly sympathy beamed from the face of every one towards his fellow-teacher. The meeting seemed one great family come together after long dispersion.

Among a few other resolutions it was resolved that the Ruthenian teachers contribute to the Canadian Patriotic Fund not less than one dollar each monthly during war time, and a committee was formed for the purpose of collecting this money.

Through an inexperience of the last year's executive, the printing and sending out of programme was delayed, and it is very much to be regretted that some of the invited speakers did not get the programme in time, or did not get it at all, and on this account the teachers missed the help that would have been derived from the addresses of the speakers who could not come.

It is the opinion of the present executive that it would be wise and beneficial to have the Ruthenian-English Teachers' Association affiliated with Manitoba Educational Association, and hold the convention of the former right after the convention of the latter. Steps

will be taken to the effect of affiliation, and we hope that M.E.A. will gladly accept our proposition.

The officers for the present year are: Mr. M. Stechishin, the President; Mr. W. J. Mihaychuk, the Secretary-Treasurer. It was decided not to change the secretary-treasurer every year.

It would not be out of place here to refer to the history and aim of our association. The association was formed in 1906, and although young, it has had some rough experience. It was not as difficult to secure members as it was found hard to get rid of a few intruders who pretended to be teachers' friends. The matter is delicate, but we must be frank with ourselves. We have been misrepresented long enough, and consequently misunderstood. It is time we know others, and that others should know us, for enmity between any two peoples may be traced to lack of their knowledge of each other.

The majority of our teachers are conscientious, but young men. The above-mentioned intruders took advantage of our innocence, and, having their selfish political ends in their views, they came to our conventions to make friends with us, but went away as so many Iscariots. But they did not stop at that. They tried to keep our association in a state of unimportance and inferiority by scandalizing the characters of officers and other able and influential members of the association in the eyes of the weaker and more innocent, or before the authorities. Such machinations were sly enough, but at last they leaked out, and this is why this year our executive closed the doors during the convention before all uninvited friends, political heelers, job seekers, and such other persons, who never really had anything common with teachers and education.

Being yet young, the association, although meaning good, made these serious blunders, but no doubt it will profit from its bitter experience and make its steps sure in the future.

The aim of our association is purely educational. It is our aim and duty to teach the Ruthenian element what the British Constitution and Canadian ideals are. We realize that our people must be familiar with these in order to become good Canadian citizens. We also realize that the inculcation of the love for what is best in our language and literature, in addition to Canadian ideals, tends to make of our boys and girls better Canadian citizens, and more efficient members of society at large.

Sometimes it was given out publicly that the Ruthenian bi-lingual teachers are race agitators, and their association was suspected of doing some outlandish propaganda. This misconception went so far that it was published that Ruthenians (Ukrainians) aimed to build (?) "Canadian Ukraine," and Ruthenian teachers were supposed to be at the root of this plot. There is nothing of the kind, and we do not believe that respectable Canadians attached any weight to such newspaper stuff.

Ruthenians came to Canada to stay and make their homes. Canada is their adopted land. This we know, and we care not for the fancies of the jingo. The teachers and the Ruthenian people cannot be held responsible for what the newspaper man has to say. Some of them are only political hirelings, and serve the purpose of their dishonest masters. The Ruthenian people have already realized that there is no government in the world as good as the British Constitutional Government, which they have pleasure, and are fortunate enough, to enjoy.

These are the ideas the teachers impart to the Ruthenian settlers, and whenever nationality is referred to, it is only to arouse aspiration to education, for no man can be made to love his adopted land or care for education if he cannot be inspired by the memories of his native land, and does not love to remember and cherish what is best and noblest in the tradition, language



and literature of his own race. We love Canada, because its life and the life of Canadian people, is our life.

Coming into Canada some twenty years ago, the Ruthenian immigrants were penniless and uninformed of the ways of new land. With them, it was a question of bread and butter. Consequently the importance of education was overlooked. Therefore even now, in view of European hostilities, and eventually all that has been said about us in the press, we Ruthenian teachers find ourselves in an unenviable position. To give true illustration, we are yet in position of Ugly Duckling in the yard. But Canada is a people's country, full of opportunities, and Canadians are kind people. We extend our hand to them, and wish them to know that we are in one with them. We see

our defects, but we are willing to make good, get higher qualifications, and have our teaching equipment as efficient as possible, and we sincerely desire that the Canadians know us as we are. We do not ask for more.

In conclusion, I wish to express a vote of thanks on behalf of the association especially to Mr. C. K. Newcombe, W. A. McIntyre, Mr. Belton, Mr. Hall-Jones and Mr. Cressey for their able and inspiring addresses delivered to the convention. Certainly it gave us comfort, enthusiasm and self-reliance to hear the words of approval, sincere advice and encouragement from these gentlemen, who are teachers' friends. We shall go forth and, with our augmented store of knowledge and more vigor, work during this school year feeling grateful and hopeful.

### THE COURSE OF STUDY

"There are five windows of the soul which open out upon five great divisions of the life of man. Two of these relate to man's comprehension and conquest over Nature, the realm of time and space. Arithmetic furnishes the survey of whatever has the form of time; all series and successions of individuals, all quantitative multiplicity being mastered by the aid of the art of reckoning. Through the geographical window of the soul the survey extends to organic and inorganic Nature. The surface of the earth, its concrete relations to man as his habitat and as the producer of his food, clothing and shelter, and the means of intercommunication which unite the detached fragments of humanity into one grand man—all these important matters are introduced to the pupil through the study of geography and spread out as a panorama before the second window of the soul. Three other departments or divisions of human life lie before the view. Human life is revealed in the history—civil, social and religious—of peoples. The study of the history of one's native country in the elementary school opens the window of

the soul which looks out upon the spectacle of the will-power of his nation. In the language of a people are revealed the internal logical laws or structural framework of its intellect and the conscious realization of the mind of the race as they appear in the vocabulary, grammatical laws or syntax. Grammar opens to the child his view of the inner workings of the mind of the race, and helps him in so far to a comprehension of his own spiritual self. Literature, finally, is the most accessible, as well as the fullest and completest, expression of the sentiments, opinions and convictions of a people; of their ideals, longings, aspirations. The fifth window of the soul looks out upon this revelation of human nature through literature. The study of literature commences with the child's first reader, and continues through his school course until he learns, by means of the selections from the poets and prose writers in the higher readers, the best and happiest expression for those supreme moments of life felt and described first by men of genius and left as a rich heritage to all their fellows."

—W. T. Harris.

**CANADIAN CLUB PRIZE WINNERS**

The prizes for Canadian history given by the Canadian Club of Winnipeg have been awarded as follows:

**I. Individual Prizes, \$20.00 Each**

Matriculation Course—William Chesney, Teulon, Man.; Dorothy G. Aldis, Deloraine, Man.

Teachers' Course—Holmfridur Johnson, Arbörg, Man.; Leona Wyzykowski, Beausejour, Man.

**II. Class Prizes, \$20.00 Each**

University Course — 1st, Britannia School, class average 65.8%; 2nd, Teulon School, class average 64.87%.

In each of these cases fifteen students wrote on the examination.

The principal of the Britannia School, is Mr. E. S. Lord, Hampton Street, St. James, and the principal of the Teulon School is Mr. H. D. Cumming, Teulon.

Teachers' Course—1st, Arborg (7 students), class average 81.3%; 2nd, Alexander (10 students), class average 66.6%; 3rd, Glenella (6 students), class average 66.5%; 4th, St. Charles Convent (6 students), 64.5%.

The principals of these schools are as follows:

Miss I. J. Petursson, Arborg.

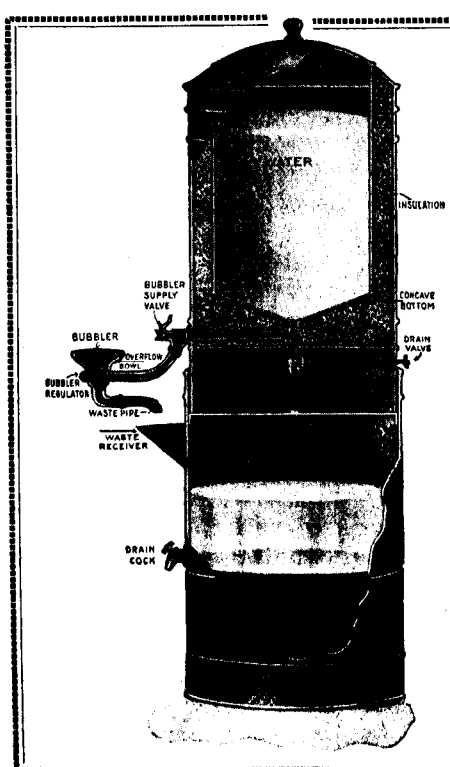
E. A. Ross, B.A., Alexander.

Wm. Skidmore, Glenella.

Miss G. Laurendeau, St. Charles.

**WHAT THEY SAY**

I find the Journal a great help to me in connection with my school work. My pupils are always interested in the Children's Page.—Irene M. Aldridge.



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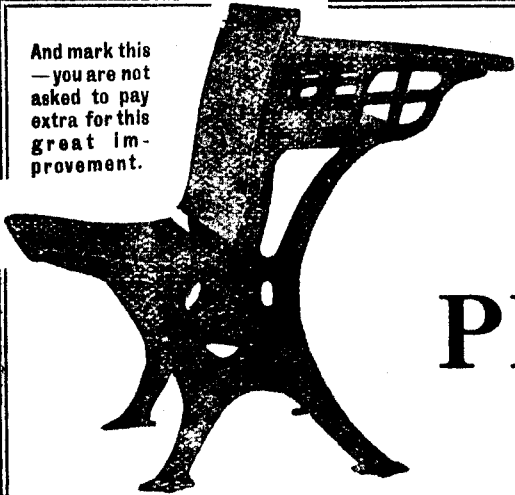
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