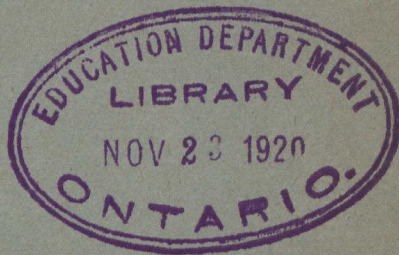


The WESTERN SCHOOL JOURNAL

— INCORPORATING —

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



For from this hill of time, this vantage ground of position
Look we back o'er the past, and on to the coming years,
And the signs of a nation's life, its Titan-throes of ambition,
The ponderous strength of its toiling, its sweat and tears;
The laden hulks of its commerce, the glare of furnace fires,
The noise of wheels and spindles, and traffic's ceaseless hum;
Its many million aims and the thought that each inspires,
Attest the past is great, but the greatest is yet to come.

For the might of thought is believing
And the might of will is achieving.
And God who is over us all, hath the Infinite will.

Mary Barry Smith.

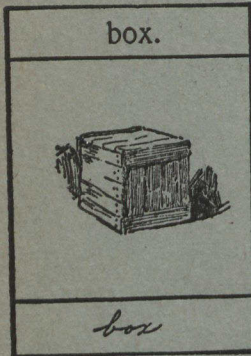
Winnipeg, Man.

November, 1920

Vol. XV—No. 9

PRIMARY SCHOOL AIDS

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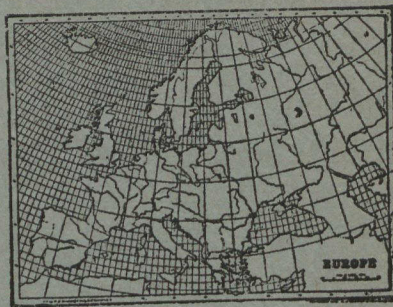
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Contents for November, 1920

EDITORIAL—

Starting Afresh	337
A Praiseworthy Action	338
Presentation to E. A. Garratt	339

DEPARTMENTAL BULLETIN—

Special Examinations	340
First Class Professional Examination.....	340
Manitoba Reader, Book 5	340

TRUSTEES' BULLETIN—

The Indian Reserve School	341
When Teaching Seems Worth While....	342
Talks With a Doctor	343
U.S. Faces Serious Educational Crisis	343

CHRISTMAS SECTION—

Suggestions for Christmas	346
Joy of Accomplishment	350
An Added Department	350

SPECIAL ARTICLES—

The Art of Living Together	351
The "Funny" Paper	352
Bill Boards and Education	353
Drawing Outline for December	354
Drawing Outline for Ungraded Schools	357
Hints in Drawing	358
A Message From the Old Land	359
Starting Afresh	359

PRIMARY SECTION—

Grade II. Trial Course of Study	363
Development of One-Figure Multiplica- tion	366
Good-Night Story	369
Robin Redbreast	369
Retirement Fund	370

CHILDREN'S PAGE—

Editor's Chat	371
Our Yearly Reminder	372
Our Competitions	372
A Ball You Can Make	374
Why Evergreens Keep their Leaves.....	374
Play an Instrument	375
The Squirrel	375

SCHOOL NEWS—

South Central Teachers' Assoc.	376
Inwood Convention	376
Red River Valley Teachers' Assoc. Con- vention	377
Western Man. Teachers' Assoc.	378

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The Western School Journal

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VOL. XV.

WINNIPEG, NOVEMBER, 1920

No. 9

Editorial

STARTING AFRESH

There appears on another page an article from the pen of the gifted Chesterton, which, whether it be sound or unsound in its teaching, contains a moral for teachers. It may well be that "a truth dimly felt by the poor has been densely hidden from the superior." Or as a greater than Chesterton has said, "Thou hast hid these things from the wise and prudent and hast revealed them unto babes." Carried over into the field of education it means that the common wayfaring man with his almost intuitive sense of values, may see more clearly the needs of the young and estimate more truly the work done in the schools, than he who sits in the master's chair, or he who operates the lever which sets in motion the educational machinery of the state. It may indeed, be that what is required in these days of change is not a gradual evolution, but something akin to revolution. It may be that indolent caution is not an evidence of wisdom, that thoughtless conservatism is not altogether a virtue, and that the greatest friend of humanity is not he "who hangs to the tail of progress and hollers 'whoa!'"

The most important thing of all in school education is that teachers have a right objective. In one way the most necessary aid for a teacher is a clearly defined course of study. In another way, this course of study may be the one great obstacle to true progress. The teacher who thinks only in terms of reading, arithmetic, grammar, and the like, is hopelessly wrong and he

can never be right. Nor will it mend matters much if some subjects are omitted and others put in their place, nor if the subjects are taught in a better way, and by more earnest people. Nicodemus was learned enough and earnest enough but he needed to be born again. So with many of the teaching body. Even teachers in Israel—teachers of teachers and leaders of teachers—may need regeneration. And such regeneration consists in nothing less than in turning away from the curriculum to the child. Verily he is no true teacher at all but only a blundering pedant, who thinks merely in terms of subjects. "The beginning, centre and end of all instruction is the welfare of the little child. Any study is valuable only as it ministers to his development, only as it enriches his experiences, or adds to his life-power."

A real teacher is always conscious of two things—the unfolding life in his little school, and the life into which the pupils are to enter when their school days are completed. And this is true of teachers in every Grade of school. The true teacher distinguishes means and ends. The proper ends are human betterment, social efficiency; the means are work, play, study, in the spirit of friendship and devotion.

A group of little children in a school, what do they chiefly require for their life-development? Pages of spelling, columns of figures, exercises in sitting and standing according to order? Of necessity there must of course be some-

thing of the kind, but all this does not guarantee life. On the contrary, it may mean death to originality, to feeling, to creative effort. It may mean enfeeblement of the will, the defeat of ambition, the loss of personality. The real need in the school is that children should grow bodily and mentally into fullness of stature. They will do so only in an atmosphere of love, kindness and freedom. There is infinitely more in the personality of the teacher and the spirit of the school than in all the programmes ever devised. Blessed be the teacher who sees not pages of books but human souls ripening into noble manhood and gracious womanhood, and who studies day by day the needs of her little flock, so that she may minister to their individual needs.

Big, throbbing, buzzing world! It requires a new type of men and women—those who are rich in thought and feeling, and who are capable of worthy, unselfish actions. To produce citizens who are capable of serving in some useful capacity, and capable, too, of working with one another in a friendly way, this is the aim of the school, be it elementary, secondary or advanced. Education, rightly conceived, is the greatest boon to every man, but education as a formal process, without soul and right objective, is worse than useless.

We cannot any longer walk in the old paths. If, as Chesterton says, the learned class have been wrong politic-

ally, so it is time for teachers to enquire if they may not be wrong educationally. May it be that some of us will have to start afresh?

Yes, yes, we know those people who will read this with scorn and dismiss it all with the old time-worn phrase: "You never can depend on that man's judgment," or "There is that visionary again." Such criticisms we understand are never so much a rebuke to the writer of such an article as this as an indirect self-complimentary reference. It is well, however, in such a case, to hear what the real thinkers of today are saying.

Says Stayer: "We are justified in claiming that any adequate statement of the aim of education must point unmistakably to the idea of the common good. Education aims so to adjust the individual to the group, that the welfare of society as a whole may be advanced. This adjustment can be brought about only through participation in social activities and thus the aim is constantly realized in the process."

Says Hanus: "A modern school cannot meet the legitimate demands of society only by adapting its aims, means, and methods to the changing needs of a progressive civilization. No human institution, and in particular, no school can flourish in any age unless it conspicuously promotes the material or the spiritual interests of men as then understood—and it does not deserve to."

A PRAISEWORTHY ACTION

Nothing in educational circles in recent years is more significant and more worthy of praise than the new form of Hallowe'en celebration inaugurated by the students of the University of Manitoba. A few years ago in all University centres, sober-minded people dreaded the coming of Hallowe'en because it meant roughness and destruction of property, coupled with more or less personal abuse. The student body of all the colleges in Winnipeg this year determined to combine forces and to unite in a frolic that would preserve all the joysome features of college par-

ades, eliminate all excesses and advertise the university in a fitting way. The parade was well-planned and the performance that followed it carried out in fine spirit. All citizens who witnessed the students will have a keener appreciation of young life and a kindlier feeling to the University. The success of an educational institution depends in great measure upon the attitude of the students to it. The fine feeling of cooperation and the careful elimination of the unbecoming during the festivities on Saturday evening, are worthy of commendation.

PRESENTATION TO MR. E. A. GARRATT

On Friday afternoon, November 5th, the Isaac Brock School was the scene of a most representative gathering of Winnipeg students and teachers, when



a formal farewell and presentation was tendered the retiring principal, Mr. E. A. Garratt.

Dr. Daniel McIntyre, superintendent of city schools, briefly sketched Mr.

Garratt's career while a resident in Winnipeg, and on behalf of the teachers of the city and the members of the staff of the School Board Offices presented Mr. Garratt with a purse of \$1,000. Mrs. Garratt, at the same time, received a bouquet of mauve and white chrysanthemums. The pupils of the Isaac Brock School then expressed their regret at losing their principal by the presentation of a leather travelling bag. Mr. Garratt made a brief speech, and an adjournment was made to the Domestic Science department, where tea was served by the teachers and senior pupils. Mrs. Daniel McIntyre, Miss Sadie Doupe and Miss B. M. Clark presiding at the tea table. It is the intention of some of Mr. Garratt's old students to establish a fund offering an annual prize to high school students for an essay on some topic of citizenship.

Mr. Garratt has been continuously in the service of the city of Winnipeg School Board since February, 1881. Since his appointment the number of teachers in the service has increased from 12 to 801, and Winnipeg itself has grown from a riverside village to the third city of Canada. Books might be written of the changes that have taken place in this pregnant forty years, and in all these changes Mr. Garratt has played a part in training the coming men and women to take their places and serve as citizens in this great Dominion which has grown in that time spiritually and physically beyond the greatest optimists' wildest dreams.

"Qualified teachers from Eastern Canada are gladly welcomed in Saskatchewan, but no teachers are wanted from the East who have not taken satisfactory Normal School training unless they are prepared to take the Normal School course in Saskatchewan," states A. H. Ball, deputy minister of education for Saskatchewan.

Before coming to Saskatchewan all teachers should communicate with the department of education in order to ascertain the standing they are entitled

to in this province. Teachers who have taken Normal School training in Manitoba and Ontario are granted equivalent standing in Saskatchewan.

A teachers' exchange has been established in Saskatchewan, a branch of the department of education for the purpose of enabling boards of trustees and teachers to get into communication with one another. This branch gives its services entirely free of charge to both teachers and trustees.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

SPECIAL EXAMINATIONS—DECEMBER, 1920.

Teachers are reminded that they should forward to the department by November 25th the names of the Grade XI. students who have yet to pass in some subjects of Grades IX. and X., mentioning the subjects in each case. This examination may be written at any intermediate or high school. No fee is charged, but candidates must supply their own foolscap paper. The timetable follows:

Monday, December 13th—9 a.m., Geography; 2 p.m., Canadian History and Civics, General History.

Tuesday, December 14th—9 a.m., Elementary Science; 2 p.m., Drawing (two hours).

Wednesday, December 15th—9 a.m., Grammar; 2 p.m., Music (two hours); 4 p.m., Spelling.

Thursday, December 16th—9 a.m., Arithmetic; 2 p.m., British History.

Friday, December 17th—9 a.m., Botany.

Three hours allowed for each paper except where otherwise specified.

—————

All teachers should arrange for the writing of Grade VIII. conditions in accordance with instructions sent from the Department to the various students last summer.

FIRST CLASS PROFESSIONAL EXAMINATIONS

The number of teachers taking first class professional work is increasing very rapidly. Classes are being held at the Normal School for those taking Part A work and Part B work, and a great many are studying independently.

An attempt has been made to suit the examinations to the wishes of the majority. At Christmas an examination of the subjects of Part A will be held. The dates will be Dec. 28 to 30. Those wishing further information should write to the Department at once. An examination in the subjects of Part B will be held at Easter, on dates yet to

be fixed. Those wishing to write should communicate with the Department stating very definitely the subjects they elect.

It is possible that classes may be held at the Agricultural College next midsummer. Whether lectures will be given on Part A or on Part B will depend upon the demand. Those wishing to take advantage of the summer school should write at once to the Department and to Dr. W. A. McIntyre, of the Normal School. All applications must be in before April 1, when a full announcement will be made.

MANITOBA READERS, BOOK 5

The Minister of Education has authorized an increase in the retail price of this book from 30c to 80c.

It will not be distributed as a free text, but will be sold as before by the booksellers.

At present the book is out of stock, but further supplies are expected in January. To ensure orders being executed in full they should be placed at once.

Shipments will be made as nearly as possible in the rotation in which orders are received.

If there is any difficulty in obtaining supplies at this price from the Manitoba booksellers, the publishers will be glad to fill school requirements, post-paid, at the list price of 80c. Thos. Nelson & Sons Limited, 77 Wellington St. West, Toronto.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

THE INDIAN RESERVE SCHOOL

When I accepted the position of teacher at the Cross Lake Indian Reserve school, I was not at all sure of the conditions under which I should be forced to work, and it was with some curiosity, not wholly free from anxiety, with which I set out from Selkirk, in the regrettable end of the holidays, on my nine days' trip up the lakes to the scene of my pedagogical labors.

I boarded the S.S. Wolverine at Selkirk, and set out on the first stage of my long trip. The boat touched at the various fishing stations, and after a pleasant voyage, we arrived at Warren's Landing, and from there we were conveyed on a tug boat, as far as Norway House, some 320 miles north of Winnipeg. We stayed there for a few hours, and I was able to see the Indian Industrial School, which is under the auspices of the Methodist Church. There are about 100 to 125 native children fed, clothed, and taught in this school. It was here that I learned that I was to travel 60 miles further on, which meant a day and a half journeying by canoe.

The Rev. S. D. Gaudin, Methodist missionary for Cross Lake, with whom I was travelling, and at whose home I was to board, had previously arranged for Indians to meet him with canoe, and camp outfit. They were there on hand, and very soon we were paddling merrily up the Nelson River. We had a large canoe, and in addition to our personal baggage, we were carrying a few hundred pounds of provisions for the winter, when we would be cut off from the outside world. It was about 5 o'clock in the evening when we started, and we paddled on until deep twilight. Then we went ashore on a little moss covered island, pitched our tent, and after a substantial meal of bacon

and bannock, we crept into our blankets, and were soon fast asleep.

We were awake at daybreak, and continued our journey. During the day we had to shoot several rapids, and at other times we were forced to portage our goods and canoe around some dangerous stretch of water. About 8 o'clock in the evening we arrived at the Methodist Mission, and I was soon comfortably installed in my new home.

Next morning, I rowed across to my school, as we live, like Robinson Crusoe, on an Island. I put up the flag, rang the bell, and sat down to wait for the response, as there were no children in sight. Very soon, about half a dozen little brown faces peered in at the windows, but when I went out to let them in, the pine woods had apparently swallowed them up. Better success attended my efforts the following morning, and on each morning since the attendance has been larger, there being now 12 on the roll, which is good, considering that at this time of the year, almost all of the Indians are away off in the wilderness on their hunting expeditions.

The school merits description. It is built of logs, as are all other buildings up here, and the spaces between the logs are filled with moss and covered with mud. Its dimensions are 17 by 20. It is lighted by four small windows, about one and a half feet square. Inside, the walls are papered with white building paper, while the ceiling is white washed. There are eight desks for the pupils, a table for the teacher, a cupboard, a globe, and a couple of maps. These, with the regulation books, complete the equipment. Such things as brooms, scrubbing

brushes, pails, etc., are supplied by the Indian Dept.

One thing that struck me when I first entered the school, was the cleanliness of everything. The floors and desks were scrubbed white, and there was not a speck of dust anywhere. These people are fast learning civilized habits, and are no longer strangers to soap and water as so many people suppose.

I soon found that one of the chief drawbacks in teaching these children was the difficulty in conveying to them what was required of them in the way of seatwork, and lesson preparation. This done, these are apt, and willing pupils. I have noticed that these children are quick to learn, but that it seems to take some effort for them to retain what they have learned. The reason for this is, that unfortunately they do not get a chance to practice any of the things that they are taught, because in almost every case, the parents and older members of the family cannot speak a word of English, and consequently Cree is the only language they hear spoken outside of school hours. So it is not to be wondered at if, during the summer holidays, they forget so much of what they had learned during the previous term.

However, we are doing the best we can, but it needs more of us on the job. I feel certain that a great many of the teaching fraternity would find it a distinct advantage to spend a teaching year in one of these north country schools.

This splendid, ruggedly beautiful country is in itself an inspiration. The vast stretches of primeval forests of pine, birch, and poplar, would prove a regular "Utopia" to the nature loving person. And even those who were not nature lovers would be strangely drawn by the spell of this north land. The grandness, and majesty of the forest and streams, fill one's soul with awe, as one realizes how small man is after all.

Everywhere up here there are new things in nature to see. Trees, plants, insects, and nature conditions are different. Everything that we used to inscribe in our field books is different north of 50°.

I am looking forward to a successful year up here, and in any case, the experience will be worth something. But as I remarked before, if only there were more of us. We may not see many results now, but perchance a generation of Indians may arise who will gratefully attribute their higher state of civilization to our humble efforts.

WHEN TEACHING SEEMS WORTH WHILE

By C. G. Honnor.

1. When the School Board refuses to accept your resignation.
2. When the pupils write letters or compositions and tell what a wonderful teacher they have.
3. When you whip Johnny in the morning, and he brings you a lovely, rosy apple in the afternoon.
4. When you hear your foreign pupils sing with whole heart and soul, "Oh, Canada."
5. When your ex-pupils write you and say, "wish you would come back and be our teacher again."
6. When Mary brings you a handful of sticky candies in her sticky hand. (Later they may be found in the w.p.b., of course).
7. When Mrs. Smith tells you how much Willie likes school and how well he is progressing.
8. When you hear ex-pupils deliver inspiring addresses, etc.
9. When the end of the month brings you an oblong piece of paper (?).

J.M.R.

U.S. FACES SERIOUS EDUCATIONAL CRISIS

The educational system in the United States, still suffering from "war conditions," is confronted by a more serious situation than that of any of the other leading countries of the world.

The situation in the various countries briefly is this:

United States, lack of accommodation for 3,000,000 pupils; shortage of 75,000 elementary and 15,000 high school teachers; inadequate salaries for teachers in many cities.

Great Britain, school housing shortage rapidly being overcome by extensive building programme; government subsidy enabling teachers to live while training; salaries increased an average of 30 per cent.

France, hard hit by the war, is overcoming shortage of teachers by reorganization of school system along American lines, permitting women to instruct male pupils; salaries increased 75 to 100 per cent.; first buildings erected in devastated districts were school houses.

Germany, oversupply of teachers; school enrolment smaller because of decreased birth rate during war.

Argentina, more teachers than needed except in technical lines; salaries raised 30 per cent.; no housing shortage.

Brazil, plenty of school teachers, but shortage of college professors; salaries slightly increased; no lack of accommodation.

Philander P. Claxton, commissioner of education at Washington, declared the public schools, opening for a new year, face conditions of the "utmost seriousness." He cited the shortage of teachers and lack of seating accommodations.

From one-third to two-fifths of American teachers "lack adequate preparation," he said. The housing situation will require a minimum of three to four years and an expenditure of \$9,000,000 to relieve it, he believed. As to the teachers' shortage, he declared it would never be obviated until they are paid three or four times what they now receive.

TALKS WITH A DOCTOR

Cleaning the Teeth

Who has not played at hide-and-seek? Of course we all have. We know the game very well. Some one goes "it," and while he covers his eyes so that he cannot see, the others all run away and hide. Where do they go? Why, they make for all the little hollows and corners, and hide there until they are "spied."

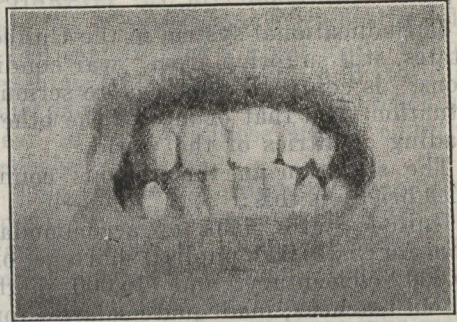
Now, our food has a way of playing hide-and-seek in our mouths, and, like the children, it loves to hide in all the hollows and corners of the mouth. It finds such places in the chinks between the teeth, and in the hollows in some of the back ones. We must go "he," spy out these little pieces, and drag them out of their hiding-places.

If a person who was staying at our house began to break up the tables and chairs, to tear the paper off the walls, and to smash the windows, we should soon turn him out, should we not? We should tell him that we were not going to let him spoil the look of our house and damage it. These tiny scraps of food that we allow to stay in our mouths do much the same thing, though we may not see them do it, or they may take a long time. They go bad and begin to eat holes in our teeth, making our mouths look very ugly indeed. Surely we should get rid of them at once!

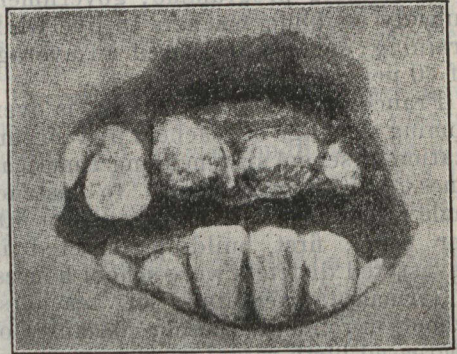
These holes are black and very horrid; they spoil our looks, and, what is



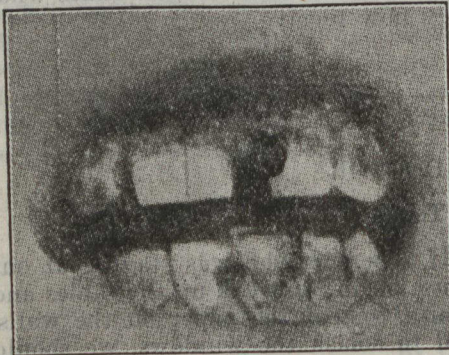
A Bonny Smile and a Fine Set of Teeth



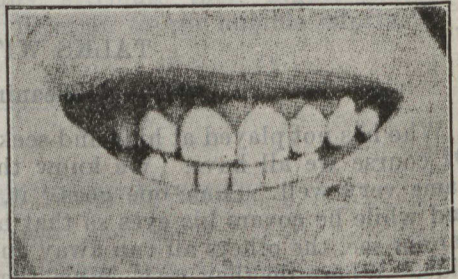
A Sound Set of Teeth



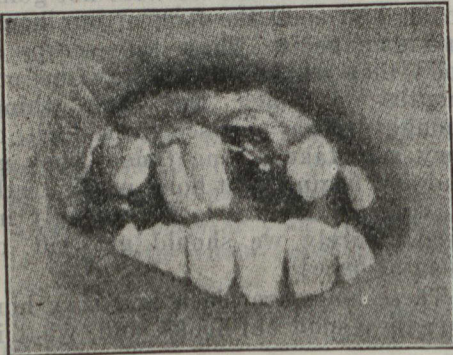
The Evil Work Begun



Holes in the Teeth



Another Sound Set



An Ugly Set—A Crowded Mouth



Two Rows of Shining White Teeth

perhaps worse still, they cause pain and tooth-ache. Anything that decays has a nasty smell, and so have these holes. That is what often makes the breath so bad. If our pet cat had died in the dining room we should not leave his body there, for we know it would decay, or go bad, and we could not eat or enjoy our meals when the room was filled with such horrid smells. In a very short time we should all be sick. Then why should we allow this stuff that is going bad to stay in the place where our food is chewed?

Do we not like our meals served on clean plates? Suppose that mother was so lazy that for weeks and weeks she would not even wash the plates and the knives and forks. Could we enjoy those meals? Certainly not. Well, are not our teeth like the dinner-plates and the knives and forks?

That is why we should use the tooth-brush after every meal. We must clear these little scraps right away so that they do not get the chance of making holes in our teeth or of causing horrid smells in our mouths. We may go on for days, weeks and even months, without cleaning our mouths and we may think no harm will come to us—but Nature never forgives us, and one day we wake up to find the evil work has begun. Look at the pictures on this page and see what may happen. These are pictures of mouths of boys that are from ten to thirteen years of age. Which set of teeth do you think you would like to have?

That is not all, however. If we do not get rid of this rotted stuff it goes even further, for pieces of it go down with the food we swallow. Then we wonder why we are feeling ill, and why we have pains inside. The dirty mouth is to blame.

There are other ways of keeping our mouths clean besides using a tooth-brush. There is one thing we can all use, even if we are so very poor that we cannot buy a brush. This is the tongue! He is a very clever fellow, and he has much work to do. He pushes the pieces of bread and toast in between the teeth so that they may be chewed up, yet he is never—or very seldom—bitten himself! He also helps us to make the sounds and words when we speak.

We can and ought to make him work harder still. After every meal we should work him all around the teeth, inside and outside, top and bottom, and make him clean away all those bits of food that are sticking there, before they have a chance to decay. He often does this work even when we are not thinking of him, but we must see that he does it well, and remind him of it as often as we can. Push him into all the little corners and chinks, wherever food can hide. Then if we clean the mouth with a brush and use the fruit-acid wash we shall not have much to fear.

In cleaning the teeth, rub them gently up and down on the outside with the brush, and then across those big ones at the back that do all the chewing. Thus we shall have no aches or pains, no fear of breaking our teeth when chewing hard things, no horrid-smelling breath, and when we smile we shall be able to show two rows of shining white teeth that will make our faces look happier still.

Next month I shall tell you what you should do with the bad teeth and with those that ache.

—Dr. E. H. W.

Recently the Winnipeg School Board awarded a contract for 3,500 adjustable desks for use in the schools under construction to Messrs. T. A. Thorburn Co. Ltd., 52 Albert St., this city. This is

probably the largest single order yet placed for school desks in Western Canada, showing the tremendous growth in school attendance in the city.

Christmas Section

SUGGESTIONS FOR CHRISTMAS

(a) Decorations of school in ever-green and streamers prepared by pupils. Mottoes on boards, such as, "It Is More Blessed to Give Than to Receive"; "Peace on Earth, Good Will to Men"; "A Little Child Shall Lead Them"; "Merry Christmas to All".—(Some of the very best sentences will be found in Dickens' "Christmas Carol.")

(b) Music—Hymns: The songs published below; selected music. (Singers of the neighborhood might assist.)

(c) Recitations, such as "Little Town of Bethlehem"; "The First Christmas." (Luke III., 8-21.)

(d) Story-telling—(See story printed); stories in readers and in magazines.

(e) Dramatizing—(See suggestions below.)

(f) Carols—"God Rest You Merry Gentlemen"; "The First Nowell"; "While Shepherds Watched," etc.

(g) Talks by pupils, e.g.—"Bethlehem Past and Present"; "Christmas in the Country"; "Christmas Day Fifty Years Ago."

(h) Presentations—Things made or contributed by pupils: (1) to needy institutions, (2) to friends and parents. Cards from pupils to each other.

Suggested Handwork

1. Paper Cutting and Folding—A Christmas tree, dolls, trumpets, flags, streamers, lanterns, bon-bon boxes, trays, soldiers, cornucopias, etc.

2. Making—Preparing a Christmas tree; making the various gifts, from paper, cardboard, wood, wool, raffia, etc.

3. Drawing—Tree, doll, knife, paper cutter, mittens, sleigh, reindeer, various toys; the star, the sheep.

4. Mounting—Pictures of Christmas scenes; pictures illustrating Christmas stories; poems and stories about Christmas. Biblical scenes—the manger, the Star in the East; the Wise Men; the Shepherds, the various Madonna pictures.

Dramatizing

Little Tim's Christmas dinner
Scene from "Cricket on the Hearth."
The Discontented Pine Tree.
The Birds' Christmas Carol.
The Story of Piccola.

CHRISTMAS SUGGESTIONS AND HELPS

The Prince of Peace

"What means this glory round our feet,"
The Magi mused, "more bright than morn?"
And voices chanted clear and sweet,
"To-day the Prince of Peace was born."

"What means that star?" the Shepherds said,
"That brightens through the rocky glen?"
And angels answering overhead,
Sang, "Peace on earth, good will to men."

All round about our feet shall shine
A light like that the wise men saw;
If we our willing hearts incline
To that sweet life which is the law.

So shall we learn to understand
 The simple faith of shepherds then,
 And, clasping kindly hand in hand,
 Sing, "Peace on earth, good will to men."

And they who do their souls no wrong,
 And keep at eve the faith of morn,
 Shall daily hear the angel-song
 "To-day the Prince of Peace is born."

James Russell Lowell.

Carol

Why does the chilling winter morn
 Smile like a field beset with corn?
 Or smell like to a mead new-shorn
 Thus on the sudden? Come and see
 The cause, why things thus fragrant be.
 'Tis He is born, whose quickening birth
 Gives life and lustre, public mirth,
 To heaven and thê under-earth.

Robert Herrick.

God Rest You, Merry Gentlemen

God rest you, merry gentlemen,
 Let nothing you dismay,
 For Jesus Christ, our Saviour,
 Was born on Christmas Day.

The dawn rose red o'er Bethlehem,
 The stars shone through the gray,
 When Jesus Christ, our Saviour,
 Was born on Christmas Day.

God rest ye, little children,
 Let nothing you affright,
 For Jesus Christ, our Saviour,
 Was born this happy night.

Along the hills of Galilee,
 The white flocks sleeping lay,
 When Christ, the child of Nazareth,
 Was born on Christmas Day.

Dinah Maria Mulock.

Verse

England was Merry England when
 Old Christmas brought his sports again,
 'Twas Christmas broached the mightiest
 ale;
 'Twas Christmas told the merriest tale;

On Christmas Eve the bells were rung;
 On Christmas Eve the mass was sung—
 A Christmas gambol oft could cheer
 The poor man's heart through half the
 year.

Sir Walter Scott.

Christmas Day

A baby is a harmless thing,
 And wins our hearts with one accord,
 And Flower of Babies was their King,
 Jesus Christ our Lord.

Lily of lilies He
 Upon His Mother's knee;
 Rose of roses, soon to be
 Crowned with thorns on leafless tree.

Christina Rossetti.

The First Nowell

The First Nowell the angel did say
 Was to certain poor shepherds in fields
 as they lay;
 In fields where they lay keeping their
 sheep,
 On a cold winter's night that was so
 deep.
 Nowell, Nowell, Nowell, Nowell,
 Born is the King of Israel.

They looked up and saw a star
 Shining in the East, beyond them far,
 And to the earth it gave great light,
 And so it continued both day and night.
 Nowell, etc.

And by the light of that same star,
 Three wise men came from country far;
 To seek for a King was their intent,
 And to follow the star wherever it
 went.

Nowell, etc.

This star drew nigh to the north-west,
 O'er Bethlehem it took its rest,
 And there it did both stop and stay,
 Right over the place where Jesus lay.

Nowell, etc.

Then entered in those wise men three,
 Full reverently upon their knee,
 And offered there, in his presence
 Their gold, and myrrh and frankin-
 cense.

Nowell, etc.

Then let us all with one accord
 Sing praises to our Heavenly Lord,
 That hath made Heaven and Earth of
 nought,
 And with His blood mankind hath
 bought.

Nowell, etc.

How Christmas Came

Heaven's fairest star
 Trembled a moment in the gold-flecked
 blue;
 Then earthward dropped.
 Was in an empty cradle lost to view.

Till an angel came
 And softly parting back the curtains
 smiled,
 While hosts proclaimed
 The birth of Bethlehem's King in new-
 born child.

Callie L. Bonney.

Christmas Song

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

It is coming old Earth, it is coming
 tonight;
 On the snowflakes which cover thy sod,
 The feet of the Christ Child fall gentle
 and white,

And the voice of the Christ Child tells
 out with delight

That mankind are the children of God.

On the sad and lonely, the wretched
 and poor,

That voice of the Christ Child shall fall
 And to every blind wanderer opens the
 door

Of a hope that he dared not to dream
 of before,

With a sunshine of welcome for all.

Phillips Brooks.

What Old Santa Overheard

One Christmas, in the early din
That ever leads the morning in,
I heard the happy children shout
In rapture at the toys turned out
Of bulging little socks and shoes—
A joy at which I could but choose
To listen enviously, because
I'm always just "Old Santa Claus"
But ere my rising sigh had got
To its first quaver of the thought,
It broke in laughter as I heard

A little voice chirp like a bird—
"Old Santa's mighty good, I know,
And awful rich—and he can go
Down ever' chimbley anywhere
In all the world! But I don't care
I wouldn't trade with him, and be
Old Santa Claus, and him be me,
Fer all his toys and things—and I
Know why and bet you he knows why—
They wuz no Santa Claus when He
Wuz ist a little boy like me!"

James Whitcombe Riley.

Verse

The whole world is a Christmas tree
And stars its many candles be,
Oh! sing a carol joyfully,
The world's great feast in keeping.

'Tis the time of the year for the open
hand,
And the tender heart and true,
When a rift of heaven has cleft the
skies,
And the saints are looking through.
Margaret Sangster.

CHILDREN'S SONGS**Christmas Song**

Time 4/4: Key D.

dd d d tt | *ll lt s-* | *dd d d tt* | *ll lt s-* |
dd d d mm | *ll lt s-* | *fsl d sm rm* | *f r d -* |

Christmas Star

Time 4/4: Key A.

s s l - | *t t d -* | *d d t d* | *m r r -* |
r r s s | *f f m -* | *d d t d* | *m r r -* |
s s l l | *t t d -* | *l l s -* | *s s s -* |

Christmas Lullaby

Time 4/4: Key G.

m | *r m f m* | *r m f m* | *r mr d l* | *s - -* |
m | *s s f f* | *m t d r* | *m fs m r* | *d - -* |

(Notes in italics are outside the octave).

Christmas Song

Jingle, jingle, jingle,
Hear the sleigh bells ring
Santa Claus is coming fast as anything!
Now our little stockings, hang beside
the fire;
Santa Claus will bring us, each our
heart's desire.

Merry Merry Christmas,
Goodies, trees and toys!
Dollies for good little girls
"Choo-choos" for good boys!
Nuts and fruit and candy, wreaths of
holly gay;
Don't you wish that Christmas would
come round each day.

Christmas Star

Ev'ry night, ev'ry night,
Stars that shine and twinkle bright.
Tell of that great Star that glowed
Guiding wise men on their road,
Leading to the Christ aright,
Christmas night, Christmas night.

On that night, on that night,
That great star with glory bright,
Moved across the midnight sky,

Streamed its radiance from on high,
On that manger shed its light,
Christmas night, Christmas night.

Bless'd night, Bless'd night,
In the east a glorious light.
Shepherds watching on the ground,
Heard a song of joyful sound.
Sung by hosts of angels white,
Christmas night, Christmas night.

Christmas Lullaby

One winter night a star shone bright;
Its radiance shone on high,
Then angels came, with light aflame,
To tell the shepherds why.

A little child, sweet, pure and mild,
Is born this Christmas day,

His home and bed a cattle shed,
A manger filled with hay.

Then sleep and rest on mother's breast,
Within a firelight warm.

What if the night be dark or bright,
God keeps us safe from harm.

AN ADDED DEPARTMENT

Arrangements are under way for the publication in each issue of the Western School Journal of a few pages devoted to the work of the Manitoba Federation of Teachers. What is printed will be supplied by the Federation, and will therefore be authoritative. The newest effort of the Federation and

one that will receive whole-hearted support of all interested in Education, is the raising of the standard of the profession by emphasizing scholarship training and natural aptitude. It is only fair that with an increase in salary, there should be an increase in efficiency.

JOY OF ACCOMPLISHMENT

The great joys of life are not those of idle pleasure, but the delights that come with the attainment of some worthy, righteous object. Thus, in music the greatest joy never comes to those who look upon music merely as an entertainment, a pastime, an amusement, but goes to those who make a serious, earnest study of the art, and

really accomplish something. Listening to a Chopin Polonaise played by a player piano or by a sound reproducing machine is one kind of a delight, but accomplishing the ability to play such a piece gives an infinitely greater pleasure in which the mechanically operated instrument can be of inestimable assistance in the training.

Special Articles

THE ART OF LIVING TOGETHER

Intermediate Grades

The opportunities for developing a friendly feeling among all classes and conditions of people are here even greater than in the Elementary Grades. Among the means that may be employed are:

(1) Games and Plays. It is scarcely necessary to say that the important thing socially is to emphasize the spirit which should exist in ideal community life. A school playground should be a thorough-going democracy. Bullying and exploitation should be prohibited, and injustice and cruelty should be unknown; the rights of minorities should be respected; there should be a recognition of the majesty of law; there should be reward for courage, effort and honesty and a punishment for transgressions or negligence; the weakest member should have some place in the game, and as far as possible each should have a turn at leadership. Above all, the spirit of fair play and recognition of the rights of the opponent should be in daily evidence. Disputes should be settled by arbitration, rather than by force. It should be considered more important to 'play the game' than to win the game.

Now, this means a great responsibility for teachers. They cannot regard the play hour as second in importance to the hours of school work. The good teacher will study Lee and Curtis just as carefully as Gregory, Klapper and McMurry. She will recognize that the opportunity for moral-social development is as great on the playground as it is in the school-room. And the teacher who thinks in terms of instruction rather than development has not yet learned the rudiments of her art.

Among the games that give opportunity for social development are the ordinary group games such as baseball, football and basketball; among those that develop a feeling of respect for

the abilities of others are individualistic games, such as running, jumping. Both have educational value, and both are necessary, for in society there must be a recognition of individual merit and of group co-operation.

(2) Studies in appreciation. All those studies mentioned in the elementary grade may be extended here. The teacher will select wisely so as to include great typical industries, for example:

(a) Producers of food, clothing, shelter, luxuries.

(b) Transporters and distributors of material.

(c) Entertainers and educators.

(d) Protectors.

There are no lessons in school more educative and informing than lessons on the farmer, the shepherd, the lumberman, the fisherman, the collier, the sailor, the merchant, the teacher, the policeman, the soldier, the magistrate. Where instruction and discussion can be followed by visitation, the results will be all the more effective. The one underlying problem in all the work is this: "In what way is this occupation necessary to the happiness and prosperity of mankind?" Is it not more to the point that one shall understand and appreciate his fellows than that he shall be able to solve problems in complex fractions?

(3) Class Organization and Co-operative Effort. Much nonsense has been uttered in the name of pupil self-government but there should be in every individual life a progression from dependence to independence, or at least to interdependence. There are times when pupils of the middle grades should be encouraged to plan their own exploits and work out their own salvation. A teacher who directs every activity of her pupils to the minutest detail very probably fails to educate them to the highest degree.

Among the earliest attempts at co-operative effort in school work might be mentioned the recitation in history and geography; the joint production in manual training; the preparation of the school entertainment. It is a good thing for a pupil to listen to another, and in his turn to give to another. There are occasions when all pupils in a class should do everything that is assigned, and there are occasions when it is better to divide the work among smaller groups, or individuals. For instance, a general discussion on the reign of Elizabeth may profitably be followed by a series of topical studies, each pupil being responsible for only one. This develops a kindly feeling—the highest aim of school education.

(4) Reflective Studies on Social Problems. Pupils of the middle grades naturally and eagerly discuss such questions as work in relation to pay, the division of labor, the duties of the various workers, the working virtues. Similarly they are interested in studies of government, particularly if these are carried on by way of demonstration. For Grades VII and VIII, a mock court and a parliament are most interesting, and helpful. Speaking generally, there

is scarcely any problem affecting industrial, political or social life that may not be anticipated. Pupils who think their way to right solutions while they are at school, will not be so ready to run riot or follow wrong leadership later in life; nor will they who are trained to think justly and act unselfishly be so likely in later years to rob their fellows, nor to exploit them under the pretext that by so doing they are furthering a "great national policy."

(5) Social Gatherings. The aim of the school is to educate, not merely to give instruction. Therefore, socials, picnics, school concerts and the like are quite as important in their way as any of the ordinary school lessons. It may come as a shock to some teachers to hear this, but nevertheless it is true that whatever has the greatest life value has the greatest educational value. Very few activities have the same life value as the social gathering rightly conducted.

(6) Maxims, Memory Gems, Biographies and Stories. What was begun in the primary grades may be continued here. Books such as that by Gould on the teaching of morals will be of the greatest help to teachers.

THE "FUNNY" PAPER

I have quoted part of the title above, and if I followed only my own inclination I should query it as well. There are, however, so many men and so many different minds, that the fun of one is the vulgarity of another. Whatever our own adult opinions and likes and dislikes may be though in the matter of wit and humour it seems to me that as reasonable people, and more especially as teachers, in whose province lies the training of the minds of the World's Rebuilders, we should take some decided stand on the question of the weekly "Funny" paper. I have never yet spent a Saturday afternoon in a house where there were children that I have not heard the clamor that arises when the paper boy deftly hits the doormat with the evening paper,

or father arrives home with his pockets bulging with the world's news. "Please can't I have the Funny paper, Billy had it first last week." "Oh mother, Mary snatched it away from me, please let me see Boob," and so on. Every child has his or her favorite among the ferocious daubs that spread themselves over the pages of the Saturday editions of most of the newspapers. This certainly proves that the child wants a "Funny" paper, and that there is something about the crudeness of coloring and drawing that appeals to the instinctive savage that hides in most of us, and is the nearest the surface in children. Is it necessary though that this want should be filled by depicting the vulgarities that meet the eye on every hand? To be sure I have heard

two lawyers, representatives I suppose of the Tired Business Man variety, spend a whole lunch hour in a restaurant discussing the latest doings of "Boob McNutt." He is funny, and the mind of the man responsible for him is fantastic enough to produce something along the same lines more suitable to children, with the queer twist to it of unreality that seems to appeal to us all. While "Boob" is a crime against Art in all its forms, his appeal is made through the "fairy story" element which lies dormant in the hearts of most grown-ups. But what can be said for "Hans and Fritz" and others of the same ilk? The drawing is atrocious, the coloring hideous, and the basic ideas vulgar in the extreme. The characters are of no uncertain origin, being German in name, figure and speech. No person or object is ever held up to respect in these caricatures, and nothing is ever illustrated but the triumph of mischievous and horrible ingenuity over authority in every shape and form. I have often too, heard children ask, what relation Der Captain is to the mother and the boys, in fact almost every feature of these pictures is low and debasing. The same may be said of pictures which hold up to ridicule every situation in married life. Is it any wonder that many children are growing up minus the old reverence for the foundations of society when they are encouraged through the movies and the newspapers to see nothing but the repulsive and ridiculous in the fundamental things? Why should they be amused by repulsiveness in form and speech? Should indecencies of dress and behavior become common ideas to children? Caricaturing may exist with-

out vulgarity, and fun without repulsiveness.

There are many people who feel assured that prohibition legislation will automatically wipe out from the world all that is debasing to the minds of people generally, but to the writer's way of thinking, legislation against the vulgarities which the "Funny Papers" present is almost as necessary. The excuse of the newspapers too often is true, "The children want this stuff," but the same might be said of large numbers of people on the liquor question, and yet the government will not hesitate in prohibiting what they considered harmful despite the cravings of a large part of the public. Why should children's abnormal cravings, which are even more insidious, be considered any more kindly.

Would it not be possible for the Women Teachers' Club to take a stand in this? Could they not talk over this whole matter with the newspapers and see what could be done towards presenting only the best and least vulgar "Funny Papers" to the children of the West? By all means keep the fantastic, the unreal, the mischief and the fun in these pictures, but take out the vulgarity, the lack of reverence and respect, and the objectionable nationalities. Let the children have their Funny Paper, but let it be "funny" in the best sense of the word. Fun, clean and pure, will broaden and refine, but vulgarity will debase and coarsen. It would be a fine work and one well worth while, for the organization which succeeded in censoring the funny paper and making it a sheet welcome to all homes.

BILL BOARDS AND EDUCATION

Why is it that a state which spends so much on the education of its young is careless in regard to the influences to which they are exposed outside the school hour? Why is it that some of the churches which insist that the education of the schools cannot secure a healthy morality unless religious in-

struction is provided in the schools, ignore the immoral education that thousands of children are receiving every day in the common life of the city? For the educational influence of the school, while important, is only a small part of the influence to which children are subjected. Every exper-

ience brings its own education. Take, for example, the educational influence of the theatrical and other bill boards in any one of our cities. This influence is seldom good, but of late it seems worse than formerly.

During the past week we have been making a study of these boards in the city of Winnipeg and have sought to determine their influence upon the minds of growing boys and girls. When they are only one of many influences we do not appreciate their full meaning. It is necessary, if we would understand their true educational significance, to isolate the phenomena and inquire what its influence is in itself. If for one generation we could withdraw other influences which shape the ideals of life, and leave the movie and theatrical displays as the sole educator in morality and in life, of what moral and spiritual calibre would the next generation be? If one may take the bill boards of Winnipeg as a criterion, ideas such as these would shape the ideals by which the next generation would live: Home is not and cannot be a heaven, but is a full-orbed hell; woman is not to be regarded as a partner in life's great enterprise, her virtue to be zealously protected, but the natural prey of the worst passions in mankind; there is no beauty except the most vulgar display; domestic infelicity, jealousy, murder are the normal experiences of life—working disaster, of course, but yet to be expected and accepted as part of the game; the ideals of womanhood rise no higher than the exposure of her person and the ideals of mankind no higher than to witness the exposure; the home has ceased; the church has outlived its usefulness; min-

isters are less than men—unhealthy prudes with no interest in any of the normal things of life. And so one might go on.

Nor is this influence confined to the bill boards. One may find it in many of the papers and magazines which have the largest sale. It is probable that these displays reflect the moral standards of large numbers, else they would not be permitted at all. But if they do reflect the moral standards of many today, they are also creating the moral standards of to-morrow. In fact, it sometimes seems to us that the theatrical and motion picture magnates represent a joint conspiracy to exploit the worst that is in men to their own advantage and to create a generation willing to pay more than the present generation for the satisfaction of its worst desires.

If we are right in our estimate of the influence of these displays, it should be clear that the church is pitted against them if it is to win the allegiance of men for purity and for truth. There is not one bill board in fifty that is not lined up against the church in its propaganda for righteousness.

Some of the energy that is being expended in getting religion into the public schools might well be turned into a campaign against such advertising, the whole tendency of which is to degrade love, destroy reverence for purity, for the home and for religion, and to measure life by grossly sensual standards. It would be in the interests of morality if such advertising were prohibited altogether. It would be in the interests of "the city beautiful" if bill boards, as such, were abolished.

DRAWING OUTLINE FOR DECEMBER

Grade II.

1. (a) Card. Upon manilla paper practise painting Christmas symbols, bells, trees, holly, etc. (See Page 30, Graphic Drawing Book 1.) Let children work from drawings on black-board.

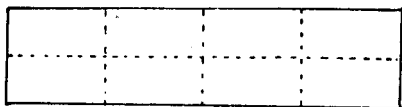
(b) Make a simple booklet on $4\frac{1}{2}'' \times 6''$ grey cross section paper and construct envelope from manilla paper. Decorate. See Drawing Book.

(c) Review.

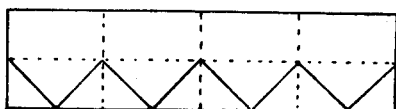
2. (a) Box. Tint a horizontal strip of manilla paper $12'' \times 3''$.

(b) Crease lengthwise once and crosswise twice. (See Page 28 Graphic Drawing Book 1.) Decorate three of the upper oblongs with Christmas symbols. Construct box.

Grade II. A Christmas Bon-Bon Box.



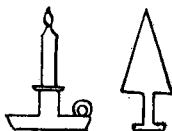
3" x 12" Paper Fold on dotted lines



Cut on lines.



Christmas symbols for decorative purposes.



(c) Review.

3. (a) Place card. Tint $4\frac{1}{2}$ "x6" manilla paper.

(b) Fold lengthwise and cut or tear to make two place cards. Decorate. See page 26 Graphic Drawing Book I.

(c) Review.

Grade III.

1. Box or Basket.

(a) Rule and prepare 6"x6" manilla paper for a box or basket to be constructed after method described on pages 32-34 in Drawing Book 2. (This need not be woven).

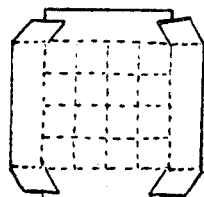
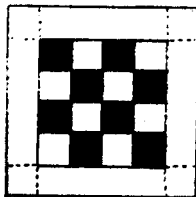
(b) Construct.

(c) Decorate.

2. Booklet with Christmas Tree Decoration.

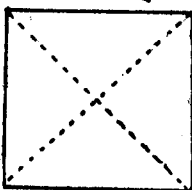
(a) Fold a $4\frac{1}{2}$ "x6" paper crosswise to make booklet cover $4\frac{1}{2}$ "x3". Half an inch from the top rule two horizontal lines half an inch apart. One inch from the bottom rule two horizontal lines half an inch apart. Rule two vertical lines one inch from either side and one inch apart. In the middle of the oblong formed, draw a vertical line, one and a half inches long, taking care not to let either extremity touch the horizontal lines.

GRADE III. Diagram for box



LID.

GRADE III. Diagram for Blotter Pad corner.



(b) Tint the whole cover.

(c) Decorate the spaces at top and bottom with a simple brush-stroke pattern. See page 38 Drawing Book 2. Use the standard of the tint already used. Color centre line for stem of tree. Paint branches with brushstrokes. See page 13 in Drawing Book 2. Demonstrate method on black board.

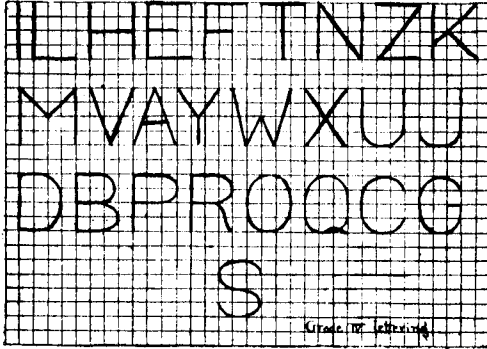
Grade IV.

1. (a) Purse. Tint 6"x9" manilla paper

(b) On colored side of the above rule lines half an inch from the edge of both long sides. With colored side placed face downward on desk, turn half inch folds inwards on long sides. Measure $3\frac{1}{2}$ " from one end of paper on each of long sides. Crease paper across at these points (envelope style). Turn down the two remaining inches to form a flap. Fasten sides of purse together by pasting on the turnings. Paste turnings down, like above, on edge

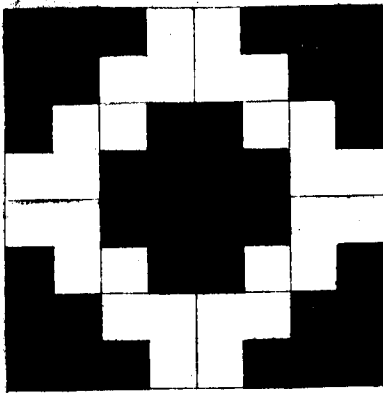
of the flap. Decorate with a simple ruled line border in color as practised in November exercises.

- (c) Review.
- 2. (a) Review, straight line letters.
- (b) Lesson on making letters with

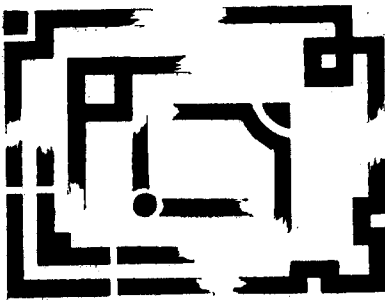


curved lines. (Construct vertical and horizontal portions first, then add curves.)

- (c) Review.
- 3. Calendar.



Suggestion for Tile design. Grade IV



Suggestions for treatment of corners. Grades IV, V.

(a) On $\frac{1}{3}$ of a sheet of grey cross section paper, placed vertically, practise making a border decoration with color or pencil. See page 30 Drawing Book 3.

(b) Review above in color for final work.

(c) Decorate the upper part with a Christmas symbol and place small calendar pad in lower portion, or paper suggestion for same.

Grade V.

Color Harmony. Upon 6"x9" manilla paper, placed vertically, arrange 3 horizontal oblongs 3"x1 $\frac{1}{2}$ " towards the left side. On the same sheet make 3 small oblongs 1"x $\frac{1}{2}$ ", each small oblong to be placed to the right of a larger one.

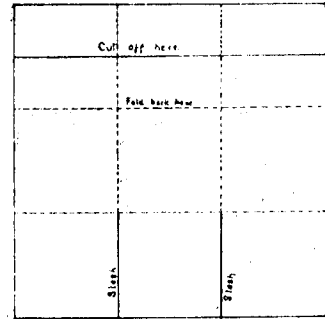


Diagram of Dots Booklet Grade V

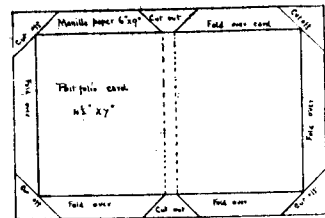
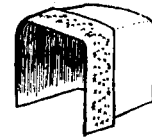


Diagram for Booklet cover. Grade V

In the large oblongs show a tint, a standard and a shade of the same color. In the smaller ones show corresponding tones in pencil shading. Repeat the exercise, using another color.

Preparatory exercise for Booklet. Upon 4 $\frac{1}{2}$ "x6" manilla paper, rule an all

round border with double lines about $\frac{1}{4}$ of an inch apart. Emphasize corners by various modifications, viz: breaks, added shapes, etc. Practise making a small geometric unit not more than 1" in size, this can be practised upon a $\frac{1}{4}$ sheet of white cross section paper and kept for future use.

Construct a Booklet. See page 11, Graphic Drawing Book No. 4. Use portfolio card $4\frac{1}{2} \times 7$ " and 6×9 " manilla paper (previously tinted). Decorate with an all round border as practised and a geometric unit. Place unit slightly above centre of booklet.

Grade VI. December

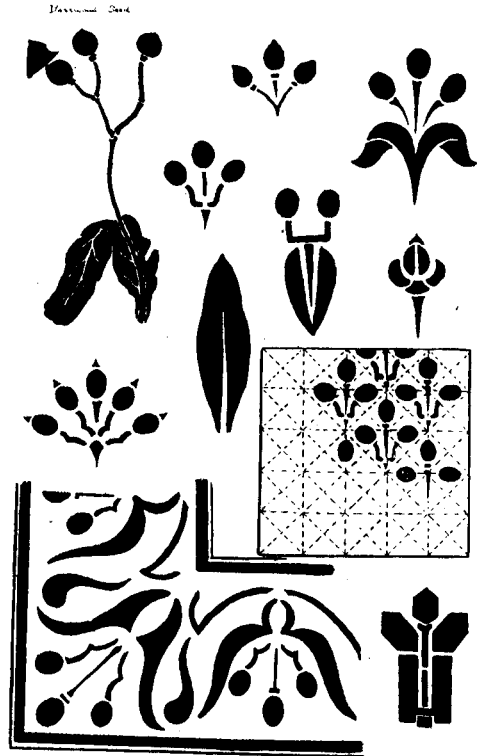
Upon the upper third of 6×9 " manilla paper, placed horizontally, show three different units, variously colored (use hues and their complimentaries). Upon the lower two thirds work out a border using one of the units previously planned.

Telephone Pad. Construct a telephone pad according to the instructions given on Page 36 Graphic Drawing Book 5, using 6×9 " manilla paper (previously tinted) and Folio card 5×8 " for the foundation (16×20 " folio card cuts 8 pads). Decorate with one of the units previously planned.

Grades VII. and VIII. December

Corner turning with single unit showing on same sheet. Aim—to show ap-

plication of unit adapted to border and corner, also application of color scheme. Design two borders (not necessarily with different units, variety may be obtained in the coloring) for a square corner. Unit used should appear well placed upon same sheet. Color both unit and border according to one of the color schemes.



Design suggestions from Basswood, Grades VII, VIII

SUGGESTED OUTLINE IN DRAWING FOR UNGRADED SCHOOLS

Grades II, III, IV.

Study of the cylinder in a vertical position; objects based upon same.

Drawings in pencil and color of sprays, pussy willows, etc. (Note cylindrical stems.)

Grades V, VI.

Objects based upon vertical square prism in angular perspective. Table,

stool, chair etc. (See diagram of chair in February Journal.) Cone in vertical position; objects based upon same.

Grades VII, VIII, IX.

Groups of two objects based upon models studied. See suggested list in March Journal. N.B.—Work for Entrance and Grade IX examinations will be based upon this list.

HINTS ON DRAWING

(By ADELINE BAXTER, Drawing Supervisor, Winnipeg Public Schools)

The work for December in the lower grades, being mainly simple construction work, but little help thereon can be given through the medium of the written page other than that already suggested in the drawing outline appearing in this Journal. Suggestion can only be made that in all work, the greatest care should be taken to have it done neatly and accurately as far as construction is concerned, and where decoration is applied that such decoration be not too elaborate, but executed with great care and colored in good taste. The "Christmas colors," red and green may be used to good advantage on many of the little Christmas gifts, but in most cases it will be well for the smaller children to keep to one color, obtaining variety and contrast by using different tones or values (tints and shades) of the same. Very pretty results can be obtained in the decoration of constructed articles even without the use of color. The pencil is capable of expressing many different degrees of tone or value of a color, and an exercise illustrating this very point is given in the Drawing Outline for Grade V, experiment in which will prove the truth of this statement. If then, no colors are at hand to be used, try the effect of suggesting color by means of the lead pencil.

The more senior grades are now expected to apply their acquired knowledge of design and color, and one of the simplest exercises through which this knowledge can be tested is the making of a border. Discuss with the class the necessary steps to be taken in planning a simple border. **Repetition** of a shape at regular intervals is found to be the first step. The shapes or units as we have learned to call them must not be placed too closely together or they will appear crowded, neither must they be placed too far apart or they will look too scattered and unrelated to one another. Learning the spaces between the units a little greater or a little less than the width of the units themselves will be found a very good general rule,

but no hard and fast law can be laid down in this matter, neither should it be, as each one should be allowed some opportunity to make a choice and decision for himself.

Unless the unit of itself, owing to its own peculiar shape, appears to reach out as it were, towards its neighbor and so establish a sort of connection therewith, the need of inserting some kind of connecting link between the units, will be felt. For instance, units evolved from square or circles are so self-contained, so to speak, that simply to repeat such units in an orderly row will hardly give us a satisfactory border. Add even the simplest little shape, say a narrow horizontal oblong between the units and note the different effect. The separate parts immediately become linked up together, or unified, and **Unity** or wholeness is a most essential element in any design.

Again we must not neglect to consider the area our border design is to cover. The size of our units will largely determine the width of our border, and such width should be clearly defined by ruled lines placed near but not touching the top and bottom of our row of units. As a border may continue on for an indefinite length the ends should not be finished off in our small sample, but left unfinished and "open."

In turning a corner at right angles with our border a new problem presents itself. Beyond the turn the units are now all at right angles to those in the portion previous to the change of direction. The difficulty arises—how to adjust a unit at the corner so as to make the change of direction seem easy and natural. Our unit must take the slanting direction of the (imaginary) oblique line coming at the corner between the vertical and the horizontal directions of the border. But even if we place our unit in this position we will find that it appears small and insignificant and somehow fails to fulfil its mission at the all important corner. We must then alter and adjust its size

and shape so that it will more nearly fill the whole space of the square allotted to it at the corner, taking care also to so adjust it or even add such connecting links as will unite it with the nearest units of the vertical and horizontal portions of the border proper. No definite explicit rules can be laid down, however. One of the chief things to bear in mind is that the corner, being a junction, must be strong as all joints should be, and this strength can be obtained by emphasizing the corner through the extent of the decoration at that point. The character of that decoration must be in keeping with the character of the rest of the border and so linked up with it that the eye is enabled to follow the design through

the border and turn the corner without effort.

In the matter of coloring these designs the knowledge of color combinations previously acquired should now be brought into play. Complementary colors enhance each others value and may be used together in the same design, but should not be used on large areas without being softened or "greyed." Analogous or neighboring colors, (including hues) together with their complementaries combine to make pleasing color schemes, but except where very small areas are to be covered they should also be subdued or "greyed." A very good working rule in coloring is to color large spaces with fairly neutral tones, applying strong bright colors only on very limited areas.

A MESSAGE FROM THE OLD LAND

The following lovely message was received a few years ago, but was never published. Does it not do your heart good to read it? What are you doing to keep alive the attitude of loyalty to the Mother-land, or to make your pupils feel that the Empire is one and undivided?

Dear Colonial Friend,

To-day the Children and Teachers of this School—largest primary school in the City of Birmingham—are "keeping Empire Day" and send to you and the children of your school, fraternal and affectionate greetings from The Old Country.

We Believe in The Empire.

We believe in the strong, young Daughter-Lands of the Empire, and we pray that the day may never come when those Daughter-Lands will grow tired of calling the Little Old Country

across the broad seas 'The Dear Mother Land!'

We have in our School a fine large Flag of Canada and have this day saluted it honestly and proudly.

On "great Canadian Days" we hoist Your Flag in our large Assembly-hall and do honour to it.

To-day we send to you, with a big shout from our many hundred voices and with a sincere hope in our hearts, Strathcona's Motto, as The Empire message—

"STAND FAST!"—

YOU with US,

WE with YOU!

May God Bless

CANADA!

Ever Yours fraternally,

Leonard Challenor,

Head Master.

STARTING AFRESH

(By G. K. CHESTERTON, in the "Telegraph," London.)

It may appear somewhat impertinent, and even grotesque, for a layman to put the Dean of St. Paul's into a pew and preach at him; but I am moved to take his sermon for my text, precisely

because he is so admirably right up to a particular point, and after that so lamentably wrong. Nothing could be more right, and at the same time more rare, than his realization that any fac-

ing of the facts at this moment is bound to be irritant and alarming. So far as that goes, I will be as gloomy as any dean. Indeed, I think the present generation owes him much for protesting against a spirit of facile and futile evolutionary optimism. But when we come to the spirit which is to be opposed to it, then it is that I leap into the pulpit of St. Paul's Cathedral and lift up my voice against its late occupant. For instance, in that quarrel of Labor and Capital which Dr. Inge himself takes as typical, both sides invoke essential elements in the Christian tradition. The more revolutionary say that the Christian spirit should specially protect the poor and denounce the tyranny of the rich; and this is profoundly true. The more conservative say the Christian spirit should specially protect the pieties and loyalties of a domestic tradition; and this also is profoundly true. But surely there is a third thing in which the Christian spirit is more unique—I might almost say eccentric—that even the democratic or the domestic virtues. Even the pagans were often kind to their household slaves, and were almost always respectful to their household gods. Everybody knows that he can find pity in the Iliad or piety in the Aeneid. There is something more peculiar and provocative in the Christian idea, and it was expressed in the words repentance and humility. Or, to put it in more topical terms it means that when we face the facts of the age, the first facts we face should be the faults of ourselves; and that we should at least consider, concerning any fact, the possibility that it is our fault. Now, of course, the most important form of this is too individual for this public problem; indeed, it cannot in its nature be a criticism of anybody else. But there is another form of it in those more corporate cases in which a man speaks for a class, or a country, or a school, or a social type. In this public sense, also, there is no value in any pessimism that is not penitence. And I do not think that the pessimism of Dr. Inge bears the smallest resemblance to penitence.

Educated Error

The academic authority always starts out by assuming that everything is the fault of the bricklayer or the coalheaver, simply because nobody could possibly mistake him for a bricklayer or a coalheaver. It never occurs to him to ask whether it is, I do not say his own fault, but even the fault of the instructed and secure social class to which he belongs. Now there is one thing, I think, which is written in enormous letters across the whole history of modern times; it is the great and ghastly mistake made by that educated class. Dr. Inge is educated in a much more scholarly sense than I am, but it is broadly true that we both belong to a certain world which has leisure to learn and even some opportunity to teach. And we have taught horribly and hopelessly wrong. We have, as a class, landed our less educated fellow citizens in catastrophe after catastrophe, solely by the priggish fixity of our own delusions. For instance, in my early youth I believed, because all educated England believed, in the Anglo-Saxon, or Teutonic theory of English history. I may have mentioned it to people, and swelled with my small words what turned out to be the triumphal march of Prussia. For Prussia came so near to triumph because a vague belief in a Teutonic brotherhood led us to regard the defeat of the Poles and the French as the inevitable fall of inferior and decadent races. This was emphatically not a popular error. It was solely and entirely an educated error. I never met a bricklayer who occupied that ample leisure (so much lacking in academic circles) on which Dr. Inge insists by comparing the craniological curve of Celtic and Teutonic types. It was rare to meet a coster or a cabman who traced the origin of his family to the Folk-Wanderings of the world-conquering Germanic tribe. A costermonger would laugh at a German as a foreigner, exactly as he would laugh at a Frenchman as a foreigner. And the costermonger would be right. It was all the great historians and philosophers and men of science who were wrong; and the end of whose blunder was blood

and darkness and the desolation of countless homes. Ought the educated class to talk in quite so arrogant a tone? Does it not owe the world something like an apology?

Now it is exactly the same with the problem of Labor. The first important fact about trade unions is that they created by a dim historical instinct among the uneducated, at a time when the most hideous, unhistorical barbarism was being taught to them by the educated. The philosophy then being taught in Parliament, in the Press, and among the professors, especially of economics, was by far the most half-witted and wicked nonsense that has ever been tolerated among men nominally Christians. It was the poor who were moved by some faint tradition, once more to build the guilds that had built the cathedrals; though they had scarcely seen the cathedrals and never heard of the guilds. It was the cultured class which told them that all such brotherhood was sentimentalism, and that men must fight for food like wolves. In this case as in the other, the poor were ignorant and right, and the rich men were instructed and wrong—so wrong that facts have forced them (in both cases) to retreat, to reversal, indeed, to revolution, to everything, in fact, except repentance, or even confession.

Bolshevism is not justice, but it is judgment. It is not what we desire, but it is not far from what we deserve. Considered as a paradise it is absurd, but considered as a deluge it has its serious and even its moral side. It is the nemesis of nonsense; especially comfortable nonsense. For those who merely say that the main truth of education is a trust in evolution, that progress is excellent because it is slow, and that a cultured class will lead us step by step to the New Jerusalem, fitted up with filtered water and electric lamps—to them I know of nothing to be said, except certain strange and mysterious words which float only in my memory, but which come, I think, from some passage of dark irony in one of the Hebrew prophets: "Woe unto you that desire the day of the Lord. Wherefore should you desire the day of

the Lord? It is darkness, and not light."

A New Direction

Now, with a full consciousness of the danger of incurring this curse, I would say here that I myself do, in a special sense, believe in a New World. And with a full sense of the danger of the arrogance I deprecate, I will add that I am, as it happens, possibly the only person taking part in this discussion who does believe in a New World. That is to say, I believe that if the world is to be good, it really will have to be new. I do not believe the thing can be reached from where we stand by more progress along the same path. That path of the immediate past is not a progress to be made better; it is a mistake to be unmade. For instance, Socialism may be represented as the next stage in the modern centralization of wealth; that is why I do not believe in Socialism. Socialism is evolutionary; Socialism is natural and gradual; it is the natural evolution of Capitalism. But my New World would be the destruction of Capitalism; that is, the distribution of property. And the New World would have to be really new; it would have to begin at the beginning. This does not mean in the least that we ought to begin abruptly and anarchically; on the contrary, any attempt to found the State on a more general experience of property must avoid wantonly insulting the remaining traditions of property where they are genuine. In that sense—of the need for sympathy and what some would call sentiment—it may be true that a true reform would not to be a catastrophe, but a tendency. But the fact we have to face is that it would be the "opposite" tendency. Whether we call it evolution or revolution, it would be contrary to the course of our history at least for the last two hundred years. The whole tendency of law, literature, political philosophy, and popular science has been towards the concentration of wealth in fewer and fewer hands. It seems to me to matter very little whether the few handling the money are called capitalists with large incomes or officials with large salaries. Nor

will I here discuss the actual complication by which even the trend to a Socialist State is being deflected towards a Servile State. The point is that we must undo all this work, and drop all the nonsense that defended it, for the only thing that has been steady has been the steady growth of inequality. There has been the wildest variety in the excuses for inequality. While the rich were growing rich there must be competition; now they have grown rich there must be no competition. A political philosophy is promptly provided for each. The iron laws of economics are remarkably flexible.

Anything worth calling a new world will mean not a new step but a new direction. We must reverse the whole of our present tendency, which is still the Prussian tendency, and get rather into line with tendencies which we used to condemn as Latin or even as Celtic; not that these words meant very much at any time. Like the prince in many romances, we must learn from the peasant; and among all princes those who have most to learn are the merchant princes. Certainly we must not merely lecture the working man, who has, historically speaking, been as approximately right as was consistent with our systematically teaching him wrong. The working classes have in some cases been so much corrupted by culture as to ask for Nationalization, which would indeed only mean Kultur or Prussian officialism. Indeed it would be exceedingly like the present capitalist officialism. But the working classes will not abandon it until we have a strong alternative policy of democratic distribution—the scattering of the monstrous heaps of the last hundred years.

Now the war ought to have been a signal of all these simple truths; but we seem to have misread the signals in a most mysterious way. We have seen the ruin of Prussia, but we go on believing in the practicality of Prussianism. For all our talk of organization and efficiency and social hygiene is pure

Prussianism. We have seen the miracle of the Marne and miracle of Warsaw, and still we cannot believe that the French and the Poles can fight or think or govern, or do anything except "decay" picturesquely. We still believe all the prejudices of the nineteenth century against all the facts of the twentieth. In one sense, indeed, the war remains eternally just and necessary, not because it produced a New World, but because it prevented a New World. Prussia would have rejoiced to establish a New World; and Prussian progress was far more inhuman than Prussian reaction. But, on the positive side, we can only say that the war has done its best, as well as its worst, to tell us the truth about peasants and officials and many other matters, and we have simply refused to listen. And the reason I believe to be the very simple one with which I began—what used to be called spiritual pride. We simply cannot bear to admit that a truth dimly felt by the poor was densely hidden from the superior, or that a truth which has so long been missed in England has been found in France, and even in Ireland.

In short, I am quite "optimist" enough to believe in progress in the future, so long as I may peremptorily refuse to believe in progress in the past—I mean especially, of course, in the immediate past. One would have thought the ghastly collision in 1914 would alone have been enough to make people suspect that we have recently been on the wrong side of the road; and now crash after crash is coming on every side. "When struck by a thunderbolt it is unnecessary to consult the book of dates for the meaning of the omen." So said the philosophical Chinaman in that great masterpiece, "The Wallet Kai Lung." One would think so; but many of our friends are still consulting it busily, and reading out extracts to the effect that evolution and not revolution is the key to everything. But I think their book of dates is a little out of date.

'Tis Education forms the common mind,
Just as the twig is bent, the tree's inclined.

Primary Section

GRADE TWO TRIAL COURSE OF STUDY

Reading

Class tests—as may be possible. Manitoba Reader II; British Columbia Reader II; Aldine Reader II; Art Literature II; Progressive Road to Read II; Free & Treadwell II.

The following may be used for reading at seats and at home: New Globe Reader; Brook's Reader; Print's Reader; Nova Scotia Reader; New York Reader; Jones' Reader; Elementary Reader; Alexandra Reader; Landseer Reader; Lights to Literature, Book II; Morang's Modern Reader; Victoria Reader; Metropolitan Reader; King Alfred Reader; New Century Reader; King Edward Reader; Overall Boys; Golden Book; Prince Darling; Alladin; Animal Stories; Bird Children; Stories of Other Countries; In Fields and Pastures; Peter Rabbit; Little Black Sambo; The Roly Poly Book; Tales From Grimm; Stories of Other Lands; The Red Children; The Fairy Garden; Fifty Famous Stories; Foreign Folk; Hans Anderson; Benjamin Bunny; The Pie and the Patty Pan; Hiawatha (Sections); The Dutch Twins; First Book of Poetry; Katherine Dopp's Three Books; Children of the Cold; Wigwam Stories; see reference books on History.

The following may be used for story telling: The Deluge; Moses in the Bulrushes; David and Goliath; Daniel in the Lion's Den; How the Robin Got His Red Breast; How Fire Came to the Indians; Why Evergreens Keep Their Leaves; How the Fox Got Its White Tail; Baby Sipsies' Home; The Home of the Swiss Baby; The Little Lame Prince; Rip Van Winkle; Bruce and the Spider; Little Maid Hildegard; The Apple Dumpling; The Great White Bear; The King's Daughter Who Could Not Laugh; General Blackbird; The Nightingale; The Wise Men of Gotham; The Cookie Boy; How the Elephant Got Its Trunk; Story of the Phaeton; The Ugly Duckling; The Hero

of Haarlem; King Midas; Piccola; Dick Whittington and His Cat; Joseph and His Brethren; Israelites Escape; Wisdom of Solomon; How the Bear Got His Short Tail; Why the Sea is Salt; How the Bean Got Its Black Seam; Why the Bear Sleeps all Winter; The Home of Little Bear; The Home of Wilhelmina and Pietre; The Home of the Japanese Baby; Water Babies; William Tell; Androclus and the Lion; The Plate of Pancakes; The Flying Trunk; The Fisherman's Wife; Two Out of the Bag; The Elves and the Shoemaker; Cinderella; The Old Woman and Her Pig; How Cedric Became a Knight; Willie Winkie; Boucis and Philemon; Hansel and Gretel; The Pied Piper of Hamelin; Pandora's Box; Epaminondas.

The following poems are for study and memorizing: Blow Wind Blow, Riley; Where Go the Boats, Stevenson; Six Selected Lullabies; October's Party; The Lamplighter, Stevenson; A Real Santa Claus, Sherman; Land of Counterpane, Stevenson; Pussy Willow; Night Wind, Field; The Brown Thrush, Larkem; Seven Times One, Ingelow; The Caterpillar; The Moon; Harvest Song; We Thank Thee; The New Year; The Weather; Baby Seed Song; The Little Seed; Five Little Chickens; The Owl, Tennyson; Hiawatha (Sel.), Longfellow; Autumn Fires, Stevenson; The Fairies, Allingham; Thanksgiving, L. M. Child; Rock-a-bye-Lady, Field; A Dium, Field; The Wind, Stevenson; How Do Robins Build Their Nest, Cooper; Golden Rod; If I Knew; The Lost Doll, Kingsley; October; North and South; The Four Winds; Sweet and Low; Do You Know the Trees?; The Robin's Nest; The Bluebird; (Selected Poems from the Readers).

The following selections are suggested for dramatization: Running Away; The Lion and the Mouse; The Fox and the Grapes; The Hare and the Tortoise; The Hero of Haarlem; The Lombardy

Poplar; The Honest Woodman; The Golden Windows; The Foolish Pine Tree; The Bat, The Birds and the Beasts; Why the Evergreens Keep Their Leaves; The Giant and the Pigs; The Pig and the Hen; Why Ravens Croak; The Wolf and the Kids; The Ant and the Mouse; The Magpie's Lesson; Billy Binks; The Drowning of Mr. Leghorn; The Magpie's Nest; The Wind and the Sun; The Sleeping Apple; The Little Goat Bruse; The Four Musicians of Bremen; Sleeping Beauty; Epaminondas and His Auntie; Hansel and Gretel; The Shoemaker and the Elves; How They Run; Johnny Cake; The Fox and the Rooster; Belling the Cat; The Cat and the Birds; The Proud Crow; Lambikin; The Little Shepherdess; How Mrs. White Hen Helped Rose; How the Bean Got Its Black Seam; The Rabbit and the Turtle; The Little Red Hen.

Books useful in reading Literature: Stories to Tell to Children, Sara Cone Bryant; How to Tell Stories to Children, Sara Cone Bryant; Kindergarten Stories and Morning Talks, Sarah E. Wiltse; Stories for Opening Exercises, Geo. F. Bass; Reproduction Stories, Maude E. Hauck; Just So Stories, Rudyard Kipling; Wonder Book, Hawthorne; Tangle Wood Tales, Hawthorne; Fifty Famous Stories Re-Told, Baldwin; Fairy Stories and Fables, Baldwin; Legends Every Child Should Know, Mabie; Day by Day Books, Bridgham; Month by Month Books, Willis & Farmer; Nature Myths, Cooke; Aesop's Fables, Aesop the Slave; Child's Garden of Verse, Stevenson; The Eugene Field Book, Eugene Field; Anderson's Fairy Tales, Anderson; Stories to Tell, Cowles; For the Children's Hour, Bailey; Mother Stories, Maud Lindsay; The Story Hour, Wiggin; Tales of Mother Goose.

Expression

Oral Expression.—

Guided conversation based on experience, reading, story telling, class discussion, visitation, study of occupations, pictures, aims, freedom, continuity.

Exercises in enunciation, and articulation based on observed faults of

pupils. Aim is musical speech.

Correction of faults of expression—slang, colloquialisms, ungrammatical forms, (past tense and plurals). Aims—refined speech.

Appreciative study of literary selections.

Memorizing and dramatizing.

Every lesson a language lesson.

Written Expression.—

Copying lessons from readers.

Writing short sentences in correct form.

Writing stories, descriptions, letters. (See spelling).

Reference—Language teaching in the Grades, Wooley.

Spelling

Continued drill on phonics, classification of words into families according to sound.

Classification according to use, words employed every day.

The Text Book.

Words from the Reader.

Use of capitals.

Punctuation, . ? ! ,

Indentation, general form of prose and poetical selections.

General form of letter.

Note:—Drill on difficult words only. Each pupil to keep a record of mistakes (personal dictionary).

Penmanship

Form—Small letters; capital letters; figures; spacing in words and sentences.

Movement—Position of body, arm, and pen or pencil. Exercises on board, and on ruled paper to secure freedom and lightness of touch.

Daily—supervision of written work.

Monthly—specimens preserved.

Rate—aimed at—20 to 30 letters a minute.

Reference — Palmer for Primary Grades.

Music

Rote Songs—New and review of old.

Systematic Drill. (1) Rhythm. (2) use of voice, (3) breath control, (4) position.

Introduction to formal teaching—Major scale; ladder-drill on intervals;

grand stave; the chart to page 18.

Singing syllables to known airs until memorized.

Note:—(1) Aim at good tone, clear enunciation, vivid imagination. (2) The song schedule followed will be that of the Horace Mann School. Teachers of Grades I to IV will divide the work by arrangement; (3) additional songs may be selected by the teacher from any source.

Physical Education

Health Talks—Cleanliness and neatness; care of eyes, ears, nose, throat, teeth, nails, skin, hair; eating and sleeping.

Posture Drills—As in Grade I repeated regularly.

Playground Games—As in Grade I. Four new games—grandmother games, bean bag race, squirrel game, rub it out; relay races; standard ball games; folk dances—selected; marbles, tops, kites, jacks; Strathcona Trust Tables 1-6 marching as in Gr. 1; ring games continued.

Indoor Games—Guessing games—three kingdoms, initials, riddles; Sense games—Grade I reviewed, echo, hide the stone, have you seen my sheep? touch, taste, smell; museum; Imitative games—Follow the leader; do this, do that; Simon says; Charade, pantomime, tableau and dramatization; For alertness, arith. games, spelling games, pronic, etc.; Tricks with string, paper and toys.

(References as in Grade I.)

Autumn Nature Study

Animal Life—Birds of the park and city—stories of birds. Children give summer experiences with birds, their habits, nests, songs etc.; the cat; the horse, cow, or preferably the sheep; the bear—visit to the park; recognize six wild animals.

Plant Life—Taking in house plants. Where are insects? Preparing window garden. Collect seeds. Plant bulbs and keep till February. Fruits and vegetables as in Grade I. Six new autumn flowers. Seed dispersal—common carriers. How food is stored up in fruits and vegetables. Six new trees recognized. Selection of class tree.

Weather—Position of sun. Weather record—wind and rain. Points of compass.

Things to do—Collect leaves, seeds, flowers and mount. Transplant—group work. Getting gardens ready for spring. Bird pictures, bird stories collected. Members of cat family. Weather record. Community basket. Thanksgiving preparation.

Winter Nature Study

Animal Life.—Study chickadee and sparrow. Movements of birds. Study dogs—differences. Goldfish.

Plant Life.—School plants; bulbs; germination study progress of plants; a Japanese garden; knowing trees in winter; study of evergreen, balsam, spruce and pine.

Weather.—Icicles, frost on window pane. Observations of sun and weather. Weather record. Stories.

Things to do.—Study bulbs. Put away to rest; watch development. Chinese lily. Germination—ivy growing. Goldfish. Get pictures and stories of dogs.

Spring Nature Study

Animal Life.—Robin, crow, meadow lark, song sparrow; recognize six new birds; bird chart—return of birds, observe nesting and hatching; feeding the birds.

Observe butterflies and moths, life history; observe liberation from cocoon; goldfish, frogs, earthworms; the cow; circus animals—stories.

Plant Life.—Competition in raising; garden planting—flowers and vegetables; recognize ten flowers, arrange in bouquets; recognize six street plants or weeds; special study of some favorite plant; vegetables, trees and fruits as in Grade I.

Weather.—Wind and rain, uses. Relation.

Things to do.—Excursions to see and collect; bird chart, weather chart; bird feeding and supplying material for nests; planting twigs in water. Pussy willows, etc.; home gardens; competition in plant raising; training birds.

History (Society Study)

Go—See—Tell—Do.

The Community helping individuals.

Food.—Kinds, meat, vegetables, etc.
Farm and city—fisheries and city. The distribution—market and grocery.

Clothing.—Wool, cotton, silk, leather—dependence on stores—need of distribution points, (others, dressmakers, tailors, etc., past and present).

Shelter.—Materials, wood, stone, brick. How others help us. Builders—dependence on others. Furnishings—need of stores.

The Community organizing for its own needs.

Protection—Police, fire (miner, story of coal).

Service.—clean streets, water and light.

Pleasure.—Play grounds, parks.

Education.—Schools, churches.

Transportation.—Street cars, boat, railway, etc., need of.

Stories of Primitive Life.—The cave men and tree dwellers; the Eskimo; the Indians; other primitive peoples. (Compare with our own conditions.)

National Holidays.—As in Grade I.

Reference Books.—Chamberlain,—How We Are Fed, Clothed, Sheltered, and How We Travel; Dodge,—Home Geography; Dopp's—Cave Dwellers, Later Cave Men, etc.; Chance,—Little Folks of Other Lands; Smith,—Eskimo Stories; Shaw,—Big People and Little People of Other Lands; Schwatka,—Children of the Cold; Judd,—Wigwam Stories; Chase & Clow,—Stories of Industry; Andrews,—Seven Little Sisters; and books used in reading and language.

Arithmetic

Study of numbers 1-50. The simple processes. Facts reasoned out by pupils, and drilled until thoroughly known. Oral and written; groupings by ones, twos, etc., up and down; formal adding, single columns to 50; study of Roman Numbers to L; problems in which are introduced the following terms: cent, 5 cents, pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year, hour; ounce, pound, dozen; the problems shall include the following types, and the questions shall be varied in language:

4 2 6	6 2 ?
4 ? 6	? 2 3
6-2 ?	6 ? 2
?-2 4	$\frac{1}{2}$ of 6?
6-? 4	? of 6 3
3x2 6	$\frac{1}{2}$ of ? 3
?x2 6	
3x? 6	

Speed on accuracy tests.

Manners and Morals

Follow the regular programme.

Manual Arts

The work will consist of.—Incidental lessons, supplementary to reading, literature, composition, nature study, and picture study.

Systematic instruction (clay or plasticene, paper, textiles, crayons or water colors).

The outline in the Alberta Public School Manual is guide for systematic work.

DEVELOPMENT OF ONE-FIGURE MULTIPLICATION

(By KATHARINE PRENDERGAST)

The multiplication sign (\times) is not new to children who are ready for the presentation of this topic. They have seen it, written it, and used it in reading long before this time.

FIRST STEP

This steep deals only with examples involving no "carrying."

Type Examples: 43

x2

—

Preparation

Pupil's: The work presented previous to this time is to be used as a foundation for this work.

1. Knowledge of reading and writing of numbers.	44	44	332	332	221	221
2. Addition.	+44	x2	332	x2	221	x4
3. Multiplication facts gained through table drill.	—	—	+332	—	221	—
					+221	

Teacher's: Quick, snappy table drill with the class.

Presentation

"How do you find out what two 43's are?"

"I add 43 and 43."

"Do so."

The child says, "43 and 43 are 86," and the teacher writes the sum.

"Would you like to know a shorter and quicker way of finding the sum of two, three or more numbers that are alike? Let us take the number we have just used. Instead of writing 43 twice, we write it once, and under the units we write 2. Now, instead of adding, we take 2 times 43. 2 times 3 units are what? 2 times 3 units are 6 units. Where shall we write the 6 units? Write it under the figure 3. 2 times 4 tens are what— 2 times 4 tens are 8 tens. Show us where to write 8 tens. Write it here under the ten's figure. What is 43 and 43? What is 2 times 43? 2 times 43 is 86."

Term 'multiply' introduced. "When we repeat any number a certain number of times, we say we 'multiply' it. What have we just done? We have 'multiplied' 43 by 2.

"When we 'add' numbers, we call the process 'addition.' When we 'multiply' numbers, what do we call the process? We call it 'multiplication.'"

Write the words "multiply" and "multiplication" on the board and leave them there, often calling the children's attention to them, until they finally make them their own through use.

Take a number of such examples, the sum of the units, ten, hundreds or thousands always being less than 10. Do the example in addition each time before multiplying, to show that multiplication is only a short form of addition. Leave the addition example on the board and beside it write the example in multiplication form and have some one multiply.

The teacher's spacing, placing, and figures as she puts this work on the board before the class should serve as a sample of what theirs should be when they write. It is well, occasionally, to draw lines through the units and other columns to show that the rows of figures are, and always should be, vertical—units exactly under units, tens under tens, hundreds under hundreds.

In multiplying, name the figures in the multiplicand thus:

321	3 times 1 unit = 3 units.
x3	3 times 2 tens = 6 tens.
—	3 times 3 hundred = 9 hundred.
	3 times 321 = 963.

This naming the units, tens and hundreds is a preparation for the succeeding step, introducing "carrying."

Summary of Lesson With Class

"What new thing have we been learning today? We have been learning multiplication. We find that multiplication is very like what process that we have learned before? It is like addition."

SECOND STEP

This step involves "carrying" from unit's place into tens, but not from ten's place into hundreds.

Type Example: 46
x2
—

Preparation With Class

A short, snappy drill on multiplication facts to make children keen and alert in the work to follow. Follow with this drill:

How many units in a ten? There are 10 units in a ten.

How many tens in a hundred?

How many tens in a thousand—

12 units is how many tens and units?

24 units is how many tens and units?

53 tens is how many hundreds and tens?

24 thousand is how many thousands and hundreds?

Presentation

The teacher writes on the board

$$\begin{array}{r} 46 \\ 46 \\ \hline 92 \end{array}$$

“Add.”

“6 units and 6 units are 12 units, which make 1 ten and 2 units.” The teacher writes 2 under the units.

“4 tens and 4 tens = 8 tens, and 1 ten is 9 tens.” 9 is written under the tens.

$46 \times 46 = \text{what? } 46 \times 46 = 92.$

“What do we call 92? We call 92 the ‘sum.’”

Term “product” introduced. “Now we will find the product of 46 multiplied by 2. You may multiply

$$\begin{array}{r} 46 \\ \times 2 \\ \hline 92 \end{array}$$

“2 times 6 units are 12 units which make 1 ten and 2 units.” 2 units is written under units.

“2 times 4 tens are 8 tens. Did I have any more tens?”

“You had 1 ten to bring over from unit’s place.”

“Then we will say, ‘2 times 4 tens are 8 tens, and 1 ten are 9 tens,’ Read the sum of 46 and 46.”

“The sum of 46 and 46 is 92.”

“Read the product of 46 multiplied by 2.”

“The product of 46 multiplied by 2 is 92.”

“What is the name of the result in multiplication?”

“It is called the product.” It is well to write this new term on the black-board and to leave it there until children are thoroughly familiar with it.

Now give other examples:

$\begin{array}{r} 27 \\ 27 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ 19 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ \times 4 \\ \hline \end{array}$
---	---	---	---

When the teacher feels that the children realize the relation between addition and multiplication and the value of multiplication as a short method, she discontinues doing examples by addition first, and does only multiplication.

It is wise in this, as in all other teaching, to make haste slowly, and not to hurry from one step to another. We should be watchful to keep up the interest and attention by little devices such as seeing how quickly one can do an example or going around the class giving each child a problem and testing to see if this can be done without having one failure.

Summary of Lesson With Class

“When we multiply what is the name of our result.”

“It is called the product.”

“Multiplication is a short method of doing what?”

“It is a short method of adding.”

We may now safely give some examples and problems in our study assignment.

THIRD STEP

This involves “carrying” in both units and tens places.

Type Examples: Multiply:

$$\begin{array}{r} 56 \quad 95 \\ 3 \quad 4 \quad \text{etc.} \\ \hline \end{array}$$

Term “multiplicand” introduced. “The ‘multiplicand’ is the number to be multiplied.” (The names “multiplicand” and “multiplier” are given here for the first time and should be constantly called into use from now on.) “Read the multiplicand.”

“The multiplicand is 56.”

Term “multiplier” introduced. “We call the number we multiply by the ‘multiplier’.” (The term is given here for the first time.) “Read the multiplier.”

“The multiplier is 3.”

When the example is finished, the pupil is asked to read the product. Thus the terms are called into use, and through these questions asked in regard to each example, the terms are drilled until they are known by all the pupils. A figure of the multiplicand is never allowed to be used as the multiplier. In this example, for instance,

$$\begin{array}{r} 56 \\ \times 3 \\ \hline \end{array}$$

teachers are sometimes found allowing a child to say, “3 times 6 is 18. 5 times

3 is 15 and 1 is 16." It is incorrect, of course.

FOURTH STEP

This step is a review of previous type examples. The product is not greater than thousands.

Type Example:

$$\begin{array}{r} 235 \\ \times 4 \\ \hline \end{array} \qquad \begin{array}{r} 3245 \\ \times 3 \\ \hline \end{array}$$

Ordinarily we should not present examples giving a product greater than units of thousands in this first presentation of multiplication. It is well to keep the mind of the child on the new process to be learned and not on large numbers.

If the children now understand the "why" of the carrying process they may cease naming units, tens, etc., of the multiplicand and simply say, "4 times 5 are 20; 4 times 3 are 12, and 2 are 14; 4 times 2 are 8 and 1 are 9."

Asking that each example be read before it is worked and that each product be read keeps up the drill in reading numbers.

FIFTH STEP

In this step we take care of the naughts occurring in the different places of the multiplicand.

Type Examples:

$$\begin{array}{r} 240 \\ \times 4 \\ \hline \end{array} \qquad \begin{array}{r} 305 \\ \times 5 \\ \hline \end{array} \qquad \begin{array}{r} 400 \\ \times 6 \\ \hline \end{array} \qquad \begin{array}{r} 2,040 \\ \times 4 \\ \hline \end{array}$$

GOOD-NIGHT STORY

Once there was a pony named Dan. Every night he went to Sleepy Town and took others with him. Little Bell stopped him one day and said, "Please take me to Sleepy Town tonight." "Of course I will" he said, "Get right on my back." So Baby Bell got on his back and he went galloping away to Sleepy Town.

By and by they met a little dog called Snap. "May I go with you to Sleepy Town? Please take me with you tonight." "Get right on behind me," said Baby Bell. And so they went on galloping and galloping.

By and by they saw a kitten. "Please take me with you," said the kitten. "Me-ow! Me-ow! Take me now." "Come right along," said Dan the pony. So the kitten jumped up behind the little doggie.

And the little pony kept on galloping and galloping. Next they met a big

rooster and the rooster said "I want to go to Sleepy Land with you. Will you not take me? Cock-a-doodle do! Please take me too." "Jump on my back then, said little Dan. So he jumped up behind the little kitten. And they went on galloping and galloping.

At last they came to the woods. A little bird peeped out and said, "Please take me too. Coo! coo! Me too!" "Come along then," said the pony. And so they all went through the woods galloping and galloping.

And as they went the winds began to sing softly and the trees began to nod their heads. A sweet voice like mother's began to say "Hush-a-by! lullaby! Hush! hush! hush!" All the little eyes began to close. Then they were closed tight, tight, tight. Dan and Snap, Kitty and Wood Dove were all fast asleep.

ROBIN REDBREAST

There was once a wee robin red-breast. The cat saw him hopping along. Hop, hop, hop went the little Robin. "Where are you going pretty

robin?" asked the cat. "I am going to the king this fine day to sing him a song." "Stay with me" said the cat, "and I'll let you wear the blue ribbon

that is on my neck." "No! No!" said the robin. "You caught the wee mouse but you shall not catch me."

The robin flew away till he came to a tree. Then he saw a gray greedy hawk. The gray greedy hawk said, "Where are you going, pretty robin?" The robin said "I am going to the king this fine day to sing a song to him." "Come here," said the hawk, "and I will show you where the sparrow makes his nest." "No! No!" said the robin. "I saw you eat the sparrow, but you shall not eat me."

Next the robin flew away till he came to a big rock. There he saw the fox sleeping in the sun. The fox said,

"Where are you going, pretty robin?" "I am going to the king," said the robin, "I am going to sing him a song this fine day." "Come here," said the fox, "and I will show you where the little foxes live." "No! No!" said the robin. "I saw you catch the chickens, but you shall not catch me."

So the robin flew away till he came to the king. He sang a pretty song. He sang it again and again. "Cheer up! cheer up!" he said. "There is little robin redbreast" said the king. "What a pretty song he sings." "It is a very pretty song," said the Queen. "Thank you robin," said the king. "Thank you for your pretty song."

RETIREMENT FUND

There are in the province a few teachers who, during the years when salaries were niggardly and conditions almost beyond endurance, yet kept to their posts and defied hardship and suffering. They were the torch-bearers of the last generation. A few of them are in need of funds. They are, in a word, objects of charity. We who are alive and who are living under better conditions are their successors. An appeal has been made by the Manitoba Educational Association to all teachers to come to the aid of these few people, until such times as the public, as represented by the legislature, and the trustees, shall assume the responsibility that rightly belongs to them. A properly-arranged pension scheme is imperative. In the meantime, teachers are voluntarily coming to the rescue. Can you afford to have your name off the list? All subscriptions should be sent to P. D. Harris, Winnipeg, who is treasurer for the fund.

I. Individual Teachers

Miss J. F. Yewen, Souris; Miss Pilkington, Morden; Miss M. MacDougall,

Winnipeg; Miss Boyes, Alexander; Miss Demman, Alexander; Mr. H. Blain, McConnell; Mr. J. Boyd, Brandon; Mr. W. M. Beveridge, Virden; Miss McManus, Cardale; Mr. Frank Carriere, St. Amelie; Miss B. Gillies, Dauphin; Mr. J. H. Lawes, Fork River; Miss M. M. Wray, Treherne; Mr. M. Shore, Rosendale; Mr. T. A. Wright, Birnie; Mr. H. Graff, Lydiatt; Miss A. C. Dudley, Angusville; Mr. W. T. Shipley, Gladstone; Mr. M. Green, Winnipeg; Mr. J. H. Plewis, Foxwarren; Miss J. Ptolemy, Winnipeg.

II. From School Boards for Teachers.

Boissevain, for Miss F. Holden; Lenore, for Miss Rawson and Miss Meakin; Picnic Ridge, for Mrs. M. Baker; A. Willows, official trustee for Rev. A. Cook; Winnipeg, for 350 teachers.

Contributions to Interim Retirement Fund

From Mather School Board, for Miss R. Scarfe and Miss H. M. Robertson; Grandview School Board, for Mr. J. N. Bell, Miss A. R. McCormick, Miss E. Nelson, Miss J. Morphy; Shoal Lake School Board, for Mr. A. H. Hoole.

Children's Page

November

No Sun—No Moon!
 No Morn—No Noon!
 No dawn—no dusk—No proper time of day—
 No sky—No earthly view—
 No distance looking blue—
 No road—No street—No "t'other side the way."

No warmth, no cheerfulness, no healthful ease,
 No comfortable feel in any member—
 No shade, no shine, no butterflies, no bees—
 No-venber!

Snowflakes

Out of the bosom of the air,
 Out of the cloud-folds of her garments shakes,
 Over the woodlands, brown and bare,
 Over the harvest-fields forsaken,
 Silent, and soft and slow
 Descends the snow.

EDITOR'S CHAT

Dear Boys and Girls:—

Even since the calendar was first begun the month of November has been clothed in gray. It is the dull month which poets always describe with many sad words. November poetry is always full of wailing and mourning—of the scurry of little animals fleeing from the snow; of the flight of birds winging their way to warmer airs; of dullness, drabness, grayness, of snow and wind and loneliness. But two years ago in the Children's Page we printed the verses of a Poet who had found something beautiful for the November wind to sing through,

Something sweet
 When the scented fir—
 Balsam—breathing fir—
 In my flight I stir.

And so even in this dull month we can find "something sweet" and that is the preparation for Christmas! Who can take time to mourn over leafless trees and sunless days, when busy hands

must keep the shining needle moving in and out of pretty bags, dainty underwear, useful aprons, delightful dolls' clothes, and all the wonderful secrets that make the preparation for Christmas almost better than the day itself. Turn your eyes and thoughts indoors instead of out for a change, for we have had a more wonderful Summer and Fall than we ever dared to hope for; and we have revelled in the outdoors to our hearts' content; so now, when Mother Nature is at her dreariest and dullest, and there is no snow to play in, light the lamp, gather round the fireplace or the big table, and plan and sew and paint and weave and November will be to you not the days of melancholy grayness that poets sing, but the days of happy, busy preparation.

And now I want to tell you of an interesting letter I received the other day. You have all read in Fairy stories, and some of you have learned in

your study of geography, of the city of Bagdad in Mesopotamia. It was here that Haroun Al Raschid reigned as caliph in the days of the "Arabian Nights" stories. Here Sinbad the Sailor, and many friends of story land lived. Here Ali Baba and his forty thieves met horrible deaths in jars of boiling oil, and many a beautiful princess held court and many a wicked magician wove his spells in the old days. Well, this letter came from Bagdad of today, and it told how the white men and women have been besieged within the city for several months. Barbed wire entanglements and machine guns have kept back the enemy Arabs, but only one way out of the city has been left open and down this long and tortuous way, by river and lake and sea, all supplies must come in and mail go out. The Arabs have torn up the tracks of the railway and have planted crops over the right of way, and every white man has guns and ammunition in his house ready for

any trouble. And all the time the burning sun pours down and the thermometer rises and rises and rises, until it has even reached 126 in the shade. White people get up at four and five o'clock in the morning and work in their gardens and at their offices until nearly noon, and then they must go home, and while electric fans whirl and ice drips steadily in the refrigerators, they sleep away the hottest hours of the day. They are waiting and hoping for re-inforcements, so that Great Britain may still retain her control of this old and turbulent country. Some of the men in Bagdad to-day are men who fought through the Great War in France and Flanders, and they are still holding the line in this far off country. Take your geographies and just see how far away it is, and if you are fortunate enough to know a soldier who fought in Mesopotamia during the war, get him to tell you something of this queer old, dirty, fairy-story city of Bagdad.

OUR YEARLY REMINDER

Did you ever tie a knot in your handkerchief and then forget what the knot was for? Well, this little note is the knot we tie in the Journal for you every year lest you forget, what? Why bulbs to be sure!

This is the month to plant the little brownies that will later become Spring Time Fairies and dance in all their brilliant coloring round our doors and fences. Have you started your tulip garden for the school yet? If not, why not. **Do It Now.**

Have you a window box in your schoolroom? Perhaps you have a room

that gets very cold at night. If so it is very discouraging and you can't be blamed for not having flowers, but if not there is no excuse. You can grow Wandering Jew, and geraniums, and perhaps an ivy plant, some coleus, that beautiful foliage plant that comes in such brilliant colorings and that will root itself so easily, from the tiniest slip, or even a leaf planted in the moist earth. See what you can do towards a cheerful schoolroom by contributing a plant, a few bulbs or even some healthy slips from mother's geraniums.

OUR COMPETITIONS

Well—we have found a popular competition this time. Such floods of poems on "Autumn" came in and all of them so good that the editor is going to print the names of all, and will try to print two or more of the poems as

well. Several competitors chose the poem which opened our page in October, and we received some poems written in French and some to which we have given special mention were only described in prose. This was not what

we required, but the letters which were exceptionally good were written by Ada Ross, Beatrice Harvard, Ina Houston and Mary E. Marsh, Bangor, Man., and Geneva Rowan, Jessie Rowan and Annie Popowich, Willen P.O.

The prize is awarded to:—Dollie Tennant, St. Patrick's School, Ste. Rose du Lac, for a poem called "November" by Helen Hunt Jackson.

Honorable Mention: Kathleen Shirk, "The Flight of the Birds," Stedman; Bertha Hurst, "How the Leaves Came Down," Coolidge; Gordon L. Shirk, "Indian Summer," Susannah Moodie; Teresa Fitzmaurice, October," Crandall; Lucien Archambault, "Harvest Song, Conley; Rex Tennant, "September," Helen Hunt Jackson; Agnes McCarthey, "Autumn," Children's Nursery Rhyme Book; Selina Charzewski, "Autumn"; Teddy Fitzmaurice, "October's Bright Blue Weather," Helen Hunt Jackson; Ellen A. Anderson, Longfellow's "Autumn," from "Evangeline"; Yvonne Archambeault and Paddy Fitzmaurice, "Harvest Time"; E. Pauline Johnson; Louise Peloquin, "Ode to Autumn," Keats; Lea Delorme, "Indian Summer," Gover; Marie Annie Cote, "Fringed Gentian," Wm. Cullen Bryant; Armande Berreault, "Autumn Silence," Bourinot; Florida Lalonde, "La Chute des feuilles," Victor de Laprade; Alphonse de Lamartine, L'Automne," Helen Paul Hus; Antoinette Bonneau, "Morning in the North-West," Arthur Stringer; Blanche Lemieux, "L'Automne," F. Nolin; Germaine Sicotte, "The Death of the Flowers," Bryant. All from St. Adolphe Convent.

From Dollie Tennant, St. Patrick School, St. Rose du Lac.

November

November woods are bare and still;
November days are clear and bright;
Each noon burns up the morning's
chill,
The morning's snow is gone by night.
Each day steps grow slow, grow light,
As through the woods, I reverent creep,
Watching all things lie "down to
sleep."

I never knew before what beds
Fragrant to smell, and soft to touch,
The forest sifts and shape and spreads;
I never knew before how much,
Of human sound there is in such
Low tones as through the forest sweep
When all wild things "lie down to
sleep."

Each day I find new coverlids
Tucked in and more sweet eyes shut
tight;
Sometimes the viewless mother bids
Her ferns kneel down, full in my sight.
I hear their chorus "good night"
And half I smile and half I weep
Listening while they "lie down to
sleep."

November woods are bare and still
November days are bright and good;
Life's noon burns up life's morning
chill,
Life's night rests feet which long have
stood.

Some warm soft beds in field or wood
The mother will not fail to keep
Where we can lay us "down to sleep."
Helen Hunt Jackson.

Harvest Time

Pillowed and hushed on the silent plain
Wrapped in a mantle of grain,
Wearied of pleasuring weeks away,
Summer is dying asleep to-day,
Where winds come sweet from the wild-
rose briars
And the smoke of the far-off prairie
fires.
Purple her eyes as the mists that dream
At the edge of some large sun-drowned
stream.

But over their depths the lashes sleep,
For Summer is lying today asleep.
The north wind kisses her rosy mouth,
His rival frowns in the far-off south,
And comes caressing her sunburnt
cheek
And Summer awakes for one short
week.
Awakes and gathers her wealth of
grain,
Then sleeps and dreams for a year
again.

E. Pauline Johnson.

Paddy Fitzmaurice, Grade IV., age
10, St. Patrick School, Ste. Rose du Lac.

Morning in the North-West

Grey countries and grim empires pass
away,
And all the pomp and glory of citted
towers
Goes down to dust, as Youth itself shall
age.
But O the splendour of this autumn
dawn—
This passes not away. This dew-drench-
ed Range,
This infinite great width of open space,
This cool keen wind that blows like
God's own breath

On life's once drowsy coal, and thrills
the blood,
This brooding sea of sun-washed soli-
tude,
This virginal vast dome of opal air—
These, these endure, and greater are
than grief!
Still there is strength: and life, oh, life
is good!
Still the horizon lures, the morrow calls,
Still hearts adventurous seek outward
trails,
Still life holds up its tattered hope!
—Arthur Stringer.
Antoinette Bonneau, St. Adolphe Con-
vent.

A BALL YOU CAN MAKE

Cut two rather heavy pieces of card-board into four inch circles and from the centre of both cut a circular piece one inch in diameter. Hold the pieces firmly together and wind them with wool until the hole in the centre is filled. (You may use scraps of wool of any color and the brighter the colors the better). At last it is best to thread the wool in a coarse needle using as long a thread as you can manage. When the hole is filled, cut with sharp pointed scissors all around the outside edge

of the circle, slipping the scissors between the two cardboard circles.

Next take a piece of strong string, slip it between the cardboards and tie as tightly as possible, cutting off the ends short. Then tear away the cardboard, brush the wool together, and clip away any uneven ends until the ball is perfectly smooth and round. Tie a ribbon on this and you may hang it on the baby's crib or carriage and keep him amused.

WHY EVERGREENS KEEP THEIR LEAVES

One day, a long, long time ago, it was very cold; winter was coming. All the birds flew away to the warm south, to wait for the spring. But one little bird had a broken wing and could not fly. He did not know what to do. He looked all round, to see if there were any place where he could keep warm. And he saw the trees of the great forest.

"Perhaps the trees will keep me warm through the winter," he said.

So he went to the edge of the forest, hopping and fluttering with his broken wing. The first tree he came to was a silver birch.

"Beautiful Birch tree," he said, "will you let me live in your warm branches until the springtime comes?"

"Dear me!" said the birch tree, "what a thing to ask! I have to take care of my own leaves through the winter; that is enough for me. Go away."

The little bird hopped and fluttered with his broken wing until he came to the next tree. It was a great, big oak tree.

"O big Oak tree," said the little bird, "will you let me live in your warm branches until the springtime comes?"

"Dear me," said the oak tree, "what a thing to ask! If you stay in my branches all winter you will be eating my acorns. Go away."

So the little bird hopped and fluttered with his broken wing till he came

to the willow tree by the edge of the brook.

"O beautiful Willow tree," said the little bird, "will you let me live in your warm branches until the springtime comes?"

"No, indeed," said the willow tree, "I never talk to strangers. Go away."

The poor little bird did not know where to go; but he hopped and fluttered along with his broken wing. Pretty soon the spruce tree saw him, and said, "Where are you going, little bird?"

"I do not know," said the bird, "the trees will not let me live with them, and my wing is broken so that I cannot fly."

"You may live in one of my branches," said the spruce, "I shall like to have you."

The pine tree stood beside the spruce, and when he saw the little bird hopping and fluttering with his broken wing, he said, "My branches are not very warm, but I can keep the wind off because I am big and strong."

So the little bird fluttered up into the warm branch of the spruce, and the pine tree kept the wind off his house; then the juniper tree saw what was going on, and said that she would give

the little bird his dinner all winter, from her juniper berries. Juniper berries are very good for little birds.

The little bird was very comfortable in his warm nest sheltered from the wind, with juniper berries to eat.

The trees at the edge of the forest saw it all.

"I wouldn't take care of a strange bird," said the birch.

"I wouldn't risk my acorns," said the oak.

"I wouldn't speak to strangers," said the willow. And the three trees stood up very tall and proud.

That night the North Wind came to the woods to play. He puffed at the leaves with his icy breath, and every leaf he touched fell to the ground. He wanted to touch every leaf in the forest and see all the trees bare.

"May I touch every leaf?" he said to his father, the Frost King.

"No," said the Frost King, "the trees which were kind to the bird with the broken wing may keep their leaves."

So North Wind had to leave them alone, and the spruce, the pine, and the juniper trees kept their leaves all winter. And they have done it ever since.

PLAY AN INSTRUMENT

It should be the right of every child to have the opportunity of learning to play an instrument. With most normal people this becomes one of the greatest joys and solaces of life. The instrument fast develops into an intimate friend whom you, and you only, can coax to speak in response to your mood. The bond is one which he who has never

learned to play cannot begin to understand. If you have never played, and if you think that any mechanical instrument will ever equal hand playing in its delights you are grievously mistaken—don't convey that mistake to any child who may come under your direction.

THE SQUIRREL

Some boys had caught a Mexican black squirrel nearly as large as a cat. It had escaped from them once, and when pursued had taken a leap of sixty feet, from the top of a pine tree down upon the roof of a house, without injury. This feat had led the grandmother of one of the boys to declare that the squirrel was bewitched, and the boys proposed to put the matter to

a further test by throwing the squirrel down a precipice six hundred feet high He took a flying leap into space, and fluttered rather than fell into the space below. He landed on a ledge of limestone after which he made for the creek, took a good drink, and scampered away into the thicket.—Burroughs.

School News

SOUTH CENTRAL TEACHERS' ASSOCIATION

The Tenth Annual Convention of the South Central Manitoba Teachers' Association was held at Baldur, on October 14 and 15.

On Thursday afternoon, following an informal address by the president, Mr. R. W. Dunlop, work was given second consideration and the teachers all motored to Rock Lake. That evening a social evening with addresses by Dr. I. M. Cleghorn and Rev. H. Dodd was enjoyed by every individual.

Friday morning at nine o'clock work began. After the division of the sections, those in the elementary listened to a paper dealing with "Oral Composition" by Miss Jones, Swan Lake, and a very clear and helpful talk on "The Teaching of History" by Inspector Woods, Miami. An unusually bright discussion followed, in which were introduced various subjects—writing in the Junior Grades; Teaching of the Non-English; Busy Work; Summer School Curriculum, and Hot Lunch Methods.

The Secondary Section dealt with "Should Geometry be Taught in Grade IX," by C. E. Law, Swan Lake; "Grade X Grammar" C. W. Spencer B.A., Belmont; and "The Teaching of Physical Geography," J. W. Morris, Miami.

Friday afternoon the full Convention listened to Inspector Woods' address: "A District Review." Later Mr. J. B. Wallis, Winnipeg, spoke on "The Teachers' Federation." He discussed the formation, growth, aims, accomplishments and work yet to be done.

Friday evening Dr. Thornton was not present to give his expected address, but the period was excellently taken by Mr. R. B. Vaughan, Director Technical Education, Winnipeg; and Rev. F. Hallgrímsson, of Baldur.

From 10.30, Miami Orchestra provided music for a dance, and thereby closed a Convention full of interest, learning and pleasure.

Winnifred Jones, Sec.-Treas.,
Swan Lake.

INWOOD CONVENTION

A very successful Teachers' Convention was held at Inwood on Tuesday and Wednesday, October 19th and 20th. The usual program of speeches and papers was abandoned in favor of a series of round-table conferences, question drawer, and discussions. Inspector G. W. Bartlett, by arrangement with the local school, had classes in attendance for demonstration purposes, and took advantage of their presence to exemplify some interesting features of Boy Scout Field Work, the keeping of Physical Measurements, etc., and showed how a careful, regular tabulation of these measurements tided the boy over the age when many bad habits were formed, by bringing to his understanding in a forcible manner, the fact

that these habits made him less of a man physically.

Mr. McInnis, Principal of Fisher Branch School, presided at the regular sessions, and gave an address on moral training, which drew forth a useful discussion, elucidating the fact that every school problem is essentially a moral problem; and that under every lesson, the primary purpose is moral.

Miss Lee, of Barrie School, conducted a most interesting and inspiring conference on Non-English School Problems, especially community work. It was very encouraging to find how many schools were shaping their school work so as to grapple with certain specific problems peculiar to their own communities.

Mr. Iverach, of the Manitoba Trustees Association, who was in the district in connection with the Municipal School Boards Campaign, was present at one of the sessions and gave some very useful and interesting suggestions, throwing light on various subjects from the view-point of a trustee and a rate-payer.

The following officers were elected for the ensuing year:

President, Mr. A. D. McImis.

Vice-President, Miss E. Lee.

Secretary-Treasurer, Miss A. Milne.

On Tuesday evening a reception was given by the School Board, in Cosette's

Hall. All the visiting teachers and a large number of citizens were present, and engaged in an informal "conversat" and hop.

The Council of the Municipality of Armstrong have, by unanimous vote, decided to submit a by-law to the rate-payers at the December election for the adoption of a Municipal School Board. Meetings have been held at Narcisse and Inwood by Mr. Iverach of the Provincial Trustee Association; G. W. Bartlett, Inspector of Schools; and Reeve W. W. Cosette. The idea has been very favorably received, and those who know the electors best predict that the by-law will carry by a large majority.

RED RIVER VALLEY TEACHERS' ASSOCIATION CONVENTION

The Sixth Annual Convention of the Red River Valley Teachers' Association was held in Emerson on the 28th and 29th of October. Thirty-eight teachers registered from all parts of Mr. Hall-Jones' inspectorate and a few from Mr. Finn's inspectorate.

Thursday morning's session opened with an address of welcome from the President, Mr. J. deB. Saunderson, and from Mayor Casselman, of Emerson.

Mr. Hall-Jones then gave an address on "School Routine," which made the teachers realize their responsibilities and duties.

The secretary's report was submitted and adopted as read. This closed the first session of the convention.

Mr. G. W. Holmes, Principal of Dominion City school, commenced the afternoon session with an excellent paper on "Physical Education." Mr. Holmes pointed out that we, as teachers, would fall short of our duty if we did not train the "will" of the pupil. Development of personality is one of the gains of physical education. Mr. Holmes classified Physical Education as follows: (1) Manual Training, (2) Play, (3) Gymnastics, (4) Athletics.

A discussion led by Mr. Hall-Jones on the above mentioned paper followed.

"Seat and Busywork" was the subject chosen for the next paper, and

given by Miss Margaret Hooper. It was especially interesting to primary teachers and a display of primary devices accompanied the paper.

A most helpful paper was read by Miss J. E. A. Paterson, on "Teaching English: Composition and Grammar." This paper was enjoyed immensely and very practical also, many humorous touch esadding to its charm. A lengthy discussion of this subject followed, as it was one interesting to all.

An informal social meeting at which the delegates were the guests of the Emerson school staff, took place Thursday evening in the School Library.

The delegates, members of the Emerson School Board, and their wives, Mayor and Mrs. Casselman, and the ministers of the town, were among the numbers present. A delightful programme was rendered by local talent and followed by a sumptuous repast served by the Emerson high school girls.

Community singing and the National Anthem closed a very successful social evening for everyone present.

Friday morning Mr. Holmes acted as chairman, while Mr. Saunderson delivered a very excellent paper on "Class Discipline", a subject exceedingly interesting to all teachers and it was

freely discussed, many voicing their opinion of "Discipline."

Miss Jean Avery's paper on "Nature Study and Elementary Science" was read, and suggested a great many practical lessons, and helpful instructions along this study as it can be correlated with so many other subjects.

We were all pleased to have with us Inspector Finn, who addressed the teachers on "Inspection and Supervision," pointing out the details an inspector looked for when visiting a school.

Perhaps the most looked-forward-to paper on the programme was Miss F. L. Ormand's, of Winnipeg, on the "Teaching of English to the Non-English." Our expectations were realized when we had heard Miss Ormand's excellent paper, and it was very helpful and instructive, because so many have this problem to face.

The last paper on the programme was given by Mr. C. Laine on "Club and School Fairs." Mr. Laine told of his own experience in Club fair work and how we might make our fairs more successful.

The Resolution Committee submitted their report and it was unanimously accepted.

The closing item of the Convention was the election of officers for the coming year. The following officers were elected: First Vice-President, Mr. J. deB. Saunderson; Second Vice-President, Miss Jean Avery; President, Mr. G. W. Holmes; Secretary, Miss M. Hooper; Treasurer, Miss J. E. A. Paterson. Executive—Mr. J. Whenham, Mr. C. Laine, Miss M. Root, Miss L. Downey, Miss F. Smith.

This closed one of the most successful and beneficial conventions of the Red River Valley Teachers' Association.

Western Manitoba Teachers' Association

A full account of this meeting will appear in December issue of the Journal. It was one of the most successful Conventions ever held in the Province.

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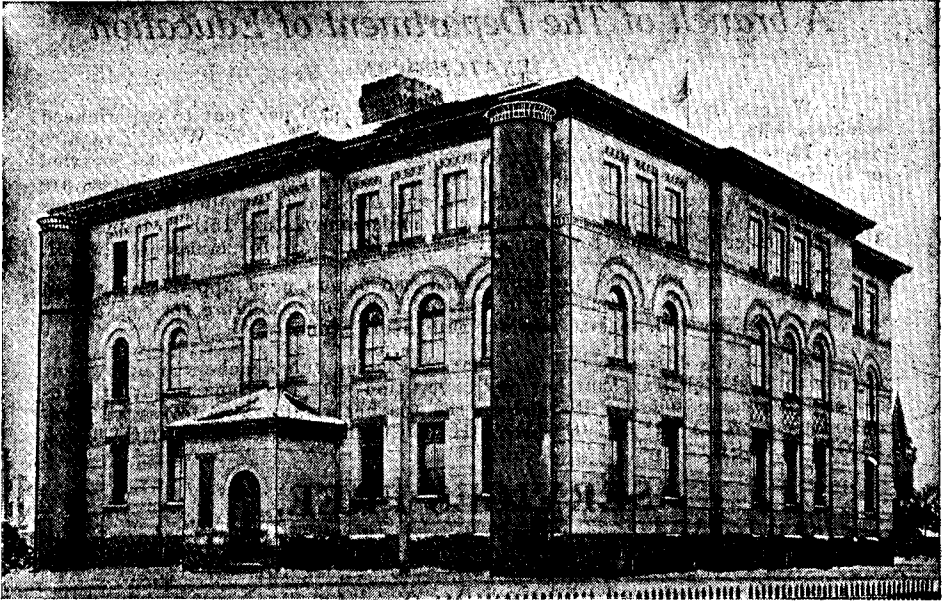
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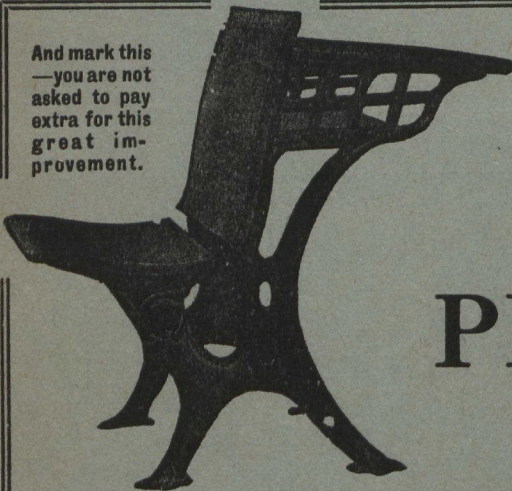
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