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**WESTERN SCHOOL
JOURNAL**

— INCORPORATING —

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

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Some fairy will loosen your hold—
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Slip down from your ways in the branches.

Winnipeg, Man.

October, 1917

Vol. XII—No. 8

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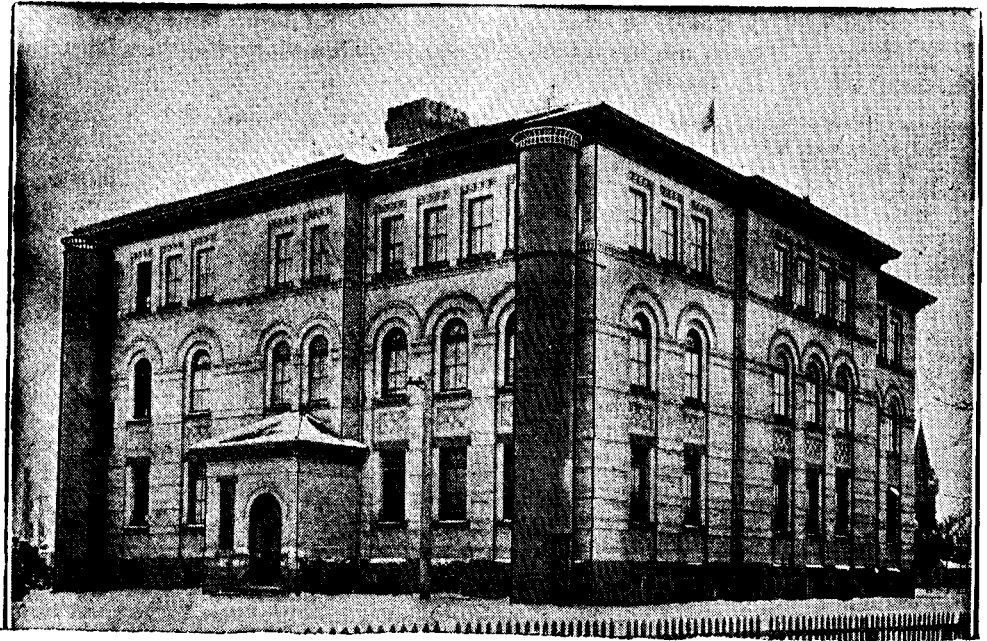
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The Western School Journal

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VOL. XII

WINNIPEG, OCTOBER 1917

No. 8

Editorial

The Fall Convention

This is the month of conventions. Just as the provincial gathering at Easter provides for interchange of opinion and renewal of fellowship among all the members of the profession in the province, so the local gatherings in the autumn give opportunity for the inspiration and education of smaller groups through discussions, addresses and social comminglings. If we wish to succeed in our calling we cannot afford to remain away from either the local or the provincial convention, for here are provided or should be provided the two great things we require in order to keep perennially fresh.

We all grow discouraged at times. Our ideals are not being realized quickly enough, we find no one to sympathize with us in our struggles, and no one to share our burdens. Often we have to work in opposition to a negative force in the community. Often we are asked to make bricks without straw. Yes, it is all so very different from the picture we had in our minds when we first set out on the long, long trail. Just then comes the convention. We meet those with similar difficulties and discouragements. We hear how these are being overcome by wise planning, by careful tactics, by patient waiting. Now and then we are cheered by some one who has gone far ahead and who tells us of the joys of the road that are awaiting all who possess faith and hope and love. And so we are refreshed and strengthened.

Better still, we meet those who have worked under more favored conditions,

who have seen more and read more and who are aware of what is being attempted and accomplished in the great school world. Unless we are completely self-centred, unless our minds are by nature and training inhospitable to new truths, we listen gladly and are thankful for the instruction. This, of course, is where conventions sometimes are discouraging. If we compare what we are and what we do with the ideals of attainment and accomplishment, if we compare our own mean practice with that of great workers in other places, we are either depressed and miserable or else resentful and angry. Yet, if we are in earnest we shall know that there is always something to learn, and that the pain of self-condemnation may be lost in the joy of greater service.

There is another and still brighter side to convention. Why not go to contribute as well as to receive? There is no one so poor in experience that she can not pass on something for the profit of others. The finest part of the programme at conventions is that devoted to conference, discussion and social entertainment. Here all may take a part.

We trust all conventions will report through these columns.

The Extremes

When one lays out the work for a term he thinks of the capability of his average pupil. As he proceeds to carry out his plans he finds that some pupils are not equal to the average, while others are in advance. Here is where

the lock-step is bad. So long as rigid classification is adhered to, just so long will it be necessary for some to mark time, whilst others despite prods and pulls must yet lag behind and still further retard the procession. Of course, the simple and patent remedy is to do away with the lock-step, to resort to individual tuition, or to a grading that is flexible and changeable. This is the thing that the schoolmaster is naturally anxious to avoid. It seems easier to make out a programme for a single class than for several. There seems to be more trouble in framing a time table and in providing work for varied talent, than there is in dealing with differing attainments in the same class. All this is wrong. It is most unjust to the pupils to treat the slow, those of average ability and the quick as if they were equal in power, and it is quite possible in every school to arrange a classification that will do away with most of the difficulties usually met.

Two suggestions will lead the way for others. First of all, in a room of forty-five pupils it is better to have ten minutes to each of these classes than thirty minutes to the whole class. This, of course, on the understanding that the instruction is exactly suited to capacities and needs. In the second place, it is possible for to have time for individual teaching in every school. In some well-known institutions the class hours are shortened in order to make time for individual teaching, in others the work of the day is on the individual plan.

Apart from this it is clear that a further recognition of ability must be made. In every town and city there should be separate classes for dullards or incompetents on the one hand and for the exceptionally bright on the other. We are just awaking to this necessity. The only classification worth while in a city is not into grades, following the programme of studies, but into classes in which ability, health, sex, age and other qualities are fully recognized. The fact that it is difficult to work out the idea in all its details is

no reason for adhering to present custom.

The Teacher's Literature

Ruskin was full of earnestness concerning the literature that the teacher was familiar with. He said that on this the influence of the teacher depended; he urged the learning of Greek literature; the myths contained the thoughts of this brilliant nation concerning nature before commercialism had corroded the human heart.

I know a certain normal school principal who deems the reading of the teacher the prime thing; he lately said, "It is a fortune to a teacher to have a taste for good literature; if one loves the cheap novel he will never excel as a teacher; beware of the cheap magazine too; indeed some of them burn like an acid."

I do not want to speak of any magazine in particular, but of the effort in most of them to "put things red hot," as one of them said in asking for contributions. I can say as the result of my own experience that too much magazine reading unfits for teaching. Some years ago the publishers of this paper put out a book called the Best One Hundred Books, and that I got and accumulated part of them; they are of solid value.

Not long since I visited a teacher of high reputation and was taken to his library; he had not a large collection of books, but all were of sterling value. In the course of our conversation he turned to Emerson's works and said: "They are full of riches for me." He strove to read some of the great authors constantly. Being an admirer of Page's "Theory and Practice," I took it up, as it lay on the top shelf. "Yes," he said, "I read in that frequently; I get good ideas from that."

We are tempted to buy the novels advertised, but we must not do it. We are plowshares and must be made of steel to stir up the minds of youth. My ideas may be crude, but I am sure I am right.

—V. L. Pettibone.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

RE GRADE VIII.

1. ARITHMETIC — Omit mensuration of the sphere, pyramid and cone.
2. DRAWING—Candidates will submit their daily work in this subject at the examination next June.
3. GEOMETRY — An examination will be set in this subject next June.
4. BOOKKEEPING — Teachers will

certify the work of their pupils in this subject. Stress must be laid upon Bills, Accounts and Business Forms. The pupils' knowledge of Bills and Accounts will be tested in the Arithmetic paper, and their knowledge of Business Forms in the Composition paper.

TIME-TABLE OF DECEMBER EXAMINATIONS

Monday, December 17th

- 9.00 a.m. Geography
1.30 p.m. Arithmetic

Tuesday, December 18th

- 9.00 a.m. Botany
1.30 p.m. English Grammar

Wednesday, December 19th

- 9.00 a.m. British History
1.30 p.m. Spelling
2.30 p.m. Music

Thursday, December 20th

- 9.00 a.m. Mental Arithmetic
9.30 a.m. Drawing
1.30 p.m. Can. History and Civics

Teachers are reminded that only students now in Grade XI., who have

been promoted from Grade X. with certain conditions, will write upon this examination. Grade X. students having a supplemental from Grade IX. will write that supplemental at the regular examinations next June.

Students in the Matriculation Courses, Grade XI., who have been conditioned in Grade X. may write upon this examination.

Teachers having candidates for this examination should forward to the Department by November 15th the list containing the names of the candidates and the subjects upon which they will write. No fee is charged for this examination.

GRADE XI. EXAMINATION

The special regulation passed by the Advisory Board last Spring to meet the requests for farm help from the schools, provided that an examination would be held in December for those Grade XI. candidates who were unable to write at the regular examination in June because of their services being required

on the farms. Teachers are requested to note that this examination will be confined to those candidates who are entitled to write in accordance with that special regulation. Each candidate should forward to the Department by November 15th his name and address, a certified statement from his

teacher that he was unable to write in June because of his employment on a farm, and a fee of five dollars. This examination may be written at any collegiate or high school centre. Following is the time-table:—

Monday, December 17th
 9.00 a.m. Composition
 2.00 p.m. Literature
 Tuesday, December 18th
 9.00 a.m. Algebra

2.00 p.m. Geometry
 Wednesday, December 19th
 9.00 a.m. History
 Latin Grammar
 2.00 p.m. Latin Authors
 Thursday, December 20th
 9.00 a.m. Physics
 2.00 p.m. Chemistry
 French Grammar
 Friday, December 21st
 9.00 a.m. French Authors

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

WHAT IS THE POLICY OF THE MANITOBA SCHOOL TRUSTEES ASSOCIATION?

By a Trustee.

The above question will, we hope, give rise to heart searching and brain digging for we are convinced that it is time the question was put to the Trustees in the Province. It may have been put in other forms, and it may have been answered in diverse ways; but it is pretty certain that very few Trustees could give more than a hazy idea of the aims and objects of their Association, and to anticipate, it is not sufficient for some one to come forward and state a beautiful generality conveying some high-sounding platitude which might be put in the constitution of a mutual improvement society. That is quite proper as far as it goes, but meantime how are we going to arrive at that high tableland? The man who was somewhat tired of hearing Sir John A. Macdonald's famous saying, "A British subject I was born, a British subject I will die," and asked "Yes, but what was he between times," struck the right chord. It does not matter very much how it originated. It may and probably does matter how the ideal is stated. But what happens between times is the vital thing.

If a stranger came to the province and wished to ascertain the state of public feeling with regard to education, the problems which troubled them, and the manner in which they were faced by the people, he would most naturally, if he had been in Winnipeg on the 6th, 7th and 8th of March, 1917, attend the Provincial Trustees Convention and on being handed a copy of the resolutions he would, like the Trustees (for they, too, until handed this paper, knew not the resolution to be discussed), carefully scan it and would notice three estimable alterations to the Constitution. These, however, would not convey anything except what might be expected of a businesslike association. On looking over the remaining thirty-three resolutions and endeavoring to classify them, he would find fifteen resolutions dealing with demands for money from the government for such various objects as supplying text books, erection of teachers' residences, control of school lands, grant for caretakers' salary, levy for payment of medical inspection,

special rates for telephones, etc., etc. He would find seven resolutions dealing with such items as hot lunches, power to fix vacations, superintendence of departmental examinations, and alterations to School Act; four resolutions as to cancellation of homesteads, map of areas for consolidation, schools in unorganized districts and payment of teachers, and finally he would notice three resolutions comprising the extension of Normal course, Municipal School Board and eligibility of wives as Trustees.

From such resolutions the inevitable conclusion to be drawn would be that the monetary point of view seemed to predominate and while finance must take a large place in the discussions of the Association, we must guard against making it the principal subject of discussion. Our stranger friend might spread abroad the fact that we were more material than educational. Apart from that, however, there is a lack of finality about the resolutions which is striking. There is no real suggestion as to the application of such monies other than what, at best, are merely local burdens. One would have desired to see some suggestions along the line of a province wide need, such as for instance, the control and maintenance, including the extension of High Schools.

If, however, the question of obtaining money in order to carry out in a comprehensive manner our educational schemes, is a strong and urgent one, then by all means let the Trustees concentrate on that question, but in order to be successful, first formulate the policy and prove the need and then take all possible steps, or impossible if you like, to acquire the money. If the cause of education is suffering through the lack of money which should be supplied by the government of the day, let us have the resolutions protest against fanciful extravagancies such as that suggested in the newspapers recently, but not yet approved, about the erection of a proposed Mall in Winnipeg. That's the same thing as a father keeping his child from school to build a house. Let the air be cleared as far

as money is concerned and let us have such discussion as the circumstances warrant.

One resolution asked that a map should be framed of consolidated districts in the province. In this principle of consolidation we see the effects of what might be called a policy plank of the Trustees in the province. More and more do we see the splendid results of the efforts made in the past years until it appears, so far at least as Trustees are concerned, that the principle of consolidation is accepted throughout the province and all it needs is its application. This resolution has been left in the hands of the Executive, and it is hoped that a full and detailed report will be made at the next convention.

One thing stands out very clearly in connection with our school problems, viz., that the Trustees themselves require education. It is not too much to say that the majority of the Trustees in the province have had very little opportunity of discussing and becoming acquainted with advancing thought and action in educational movements. Apart from the annual convention very little, if any, discussion takes place and the business of the School Boards has become merely "check signing." The Local Trustees' Associations are a step in the right direction, but more publicity and a more definite policy is required so that the average trustee shall become conversant with and in consequence take a more intelligent interest in all that pertains to the school.

More time will have to be devoted to resolutions at the convention and the time so devoted will be more scrupulously used if prior to the convention the Trustees have had an opportunity of going over them. But I must not trespass further as I have exceeded my space. My aim in this article is frankly to provoke discussion and through that discussion to arrive at a settled policy on which the Trustees can concentrate. There will have to be an After-the-War policy in the educational world as well as in the political world. Let us hope Manitoba Trustees will not be laggards.

OAK LAKE CONVENTION

Oak Lake, July 13, 1917.

The semi-annual meeting of the Oak Lake-Woodworth-Sifton Trustees' Association was held at St. David's church on the 10th instant. There was a good turn-out of trustees representative of every part of the two municipalities. The meeting expressed its regret at the absence of Dr. H. A. Wright, the president, owing to his removal to Winnipeg, and paid a glowing tribute to the services he had rendered the association and the community. Dr. Wright is the founder of the association and has been its president from its inception nine years ago to the present time. It is felt that his loss will be hard to meet.

In the afternoon excellent speeches on rural problems and on matters vital to the proper upbringing of the children of the community were given by P. J. Merrick and Mayor Thompson, of Oak Lake, Mr. Garbitt of Lenore, and by Gordon Todd, the vice-president of the association. Some discussion was given to the benefits that would accrue from a number of speakers making a tour of the different schools on Empire Day and delivering addresses to the children on the duties and responsibilities of their citizenship. Problems of the rural trustee were discussed and

some good advice given on these by Inspector Beveridge.

The meeting was honored in having present with them Mr. Wm. Iverach, the president of the provincial association, and Mr. Ira Stratton, the official trustee. The evening session, at which there was a large attendance, was devoted entirely to the splendid and inspiring addresses of these gentlemen, intercepted with items of music and song provided by the good people of St. David's church. Mr. Iverach, who is an old resident of this district, touched a strong chord when he reminded the audience that he had been present at the building of the church and at the inauguration of its first Sunday School, and pointed out the progress that had been made since that day not only in the means of travelling—the motor car having entirely superseded the wagon and rig—but in every department of farm life, and asked whether similar progress had been made in the church and the school. Sources of revenue and other problems of taxation and finance were dealt with, and our duty to the foreign-born and to our own children was very forcibly pointed out by Mr. Stratton.

ROLAND CONVENTION

Roland.

The Trustees' Association of Roland municipality was fortunate in securing Hon. Dr. Thornton, Minister of Education, and Mr. R. Fletcher, his deputy minister, to attend a meeting of the citizens of the municipality on Thursday evening, July 5th. The meeting was held in Zion Methodist church and in charge of the president of the association, A. S. Argue. Mr. Fletcher addressed the gathering first and spoke on the development of education and the methods used at different times to administer educational affairs. His remarks led up to a consideration of the

question of Municipal School Boards, and the argument was advanced that a larger unit of organization can be administered more efficiently and with less expense than a like area under our present system.

The Hon. Dr. Thornton addressed the meeting on the general problems of education in the Province of Manitoba. The Minister of Education stated that the department aimed to perfect a system that would meet the needs of the boys and girls of Manitoba and best fit them for the work they have to do. That in considering the number of questions and problems that arise for settle-

ment or adjustment they had in mind as a basis for consideration "what is best for the child," and the actions of the leaders were determined with this in mind. The responsibility and the opportunities before the Department of Education was vividly suggested by one

or two references to local school conditions in the province. A vote of thanks, moved by Rev. Mowbray of Roland, and seconded by Peter Wright of Myrtle, was tendered the speakers of the evening.

A. S. ARGUE.

TREHERNE CONVENTION

High Bluff.

On Wednesday, June 27th last, the School Trustees of the Municipality of South Norfolk met at Treherne, when it was decided that owing to this municipality being now included in the inspectorate of Mr. Wood, it would be advisable to withdraw from the School Trustees' Association of South Cypress-Victoria and South Norfolk. A separate association was formed to be known as the South Norfolk Trustees' Association. The following officers were appointed:—President, Mr. C. Weich-

man; first vice-president, Mr. V. G. Collett; sec.-treasurer, Mr. J. H. Robertson.

Mr. Weichman, the president of this association, attended the organization meeting held at Brandon on April 5th, 1907, when thirty-eight School Trustees organized the Department of School Administration in connection with the Manitoba Educational Association, and which is now the Manitoba School Trustees' Association. Mr. Weichman has attended every annual provincial convention since organization.

HAMIOTA SCHOOL TRUSTEES MEET

Pass Resolution Favoring Regrouping of School Districts—School Visitors Organize

Hamiota, Man., July 7.—The semi-annual convention of the Hamiota, Miniota and Blanchard School Trustees' Association was held in Beulah, to-day, with an attendance of over 150 delegates present, William Iverach presiding. Special addresses were given by J. H. Malcolm, M.P.P. for Birtle; J. H. McConnell, M.P.P. for Hamiota, and Dr. W. A. McIntyre, of Winnipeg.

At the morning session Inspector J. B. Morrison suggested the organization of school visitors for the district, and subsequently a large number of school visitors who were present held a meeting and effected organization.

Dr. Fraser, Crandall, and W. C. Fraser, Hamiota, introduced the question of intermediate schools combining in employing expert supervisors for manual and physical training, and rural schools employing supervisors for music and physical training, which was en-

dorsed by the convention and recommended to the boards concerned.

At the afternoon session addresses of welcome were given by J. A. Fraser, Beulah, and Reeve J. Mitchell of Arrow River, which were replied to by John Murray, Beulah, and William Taylor, Isabella.

Presidential Address

The president, William Iverach, in his address, referred to the better arrangements which had been made by the provincial government for the investment of school lands moneys, and for which credit was due them. He also referred to the question of high schools committee and a permanent taxation board. These matters were discussed at length by the delegates.

Discusses Party Caucus

J. H. Malcolm, M.P.P., Birtle, gave a splendid address, and referred to our system of government, dealing particularly with the party caucus, which, he claimed, was very necessary and at

which opinions were freely expressed and honest efforts made to arrive at the best possible conclusion. He also referred to the question of the provincial university and the language question.

Dr. W. A. McIntyre, of Winnipeg, spoke on the making of a teacher. He defined education as helping the individual and helping the individual to work with others. The forces employed are the family, church, school, business and state. Each must do the best it can, and must believe in the others. The school makes definite and conscious effort to develop the child through study, work and play under direction, asserted the speaker. All this depends on the teacher.

J. H. McConnell, M.P.P., Hamiota, spoke as to the great work done by the Boy Scout movement.

Resolutions Passed

The following resolutions were brought forward:

That control of the Manitoba Agricultural College should be placed under direct control of the government. This resolution was left over for discussion at the annual convention in December.

It was resolved that the board of any school district employing three teachers should consist of five members; that it would be in the interests of education that the present school districts should be disorganized and regrouped into workable consolidated school districts.

Splendid arrangements were made for the entertainment of delegates, lunches and supper being provided by the Beulah Branch Home Economic Society.

VENTILATION OF SCHOOLS

In a recent issue of the Western School Journal there appeared an article on school ventilation copied from the "American Rural School," by Fogt. It was printed for the time being without signature for what seemed a good reason, namely, that the Journal might challenge the opinions of its readers, and that they might feel quite free to criticise. The following letters from J. E. Curry of the Moyer Co. and President Iverach of the Trustees' Association are the best possible answers to the article. They show that the system advocated, whatever its merits may be in a southern country, is totally unsuitable here. Might the Journal point out that what is true of ventilation is true of other things as well. We cannot model our educational system on that of another people. We must work out our own salvation with fear and trembling. Originally we copied our system from Ontario, and we have not yet recovered from that blunder. The system may have been good for that province, but it will not work out satis-

factorily on the prairies. There are those who are telling us now that we should copy Denmark. This would be even a greater blunder. For a long time we were told to copy Germany, but thank fortune we now hear little of that kind of talk. The finest thing in the world is to have men and women from outside come in and tell us what they are doing, but the worst thing in the world would be for us to imitate or adopt without modification. Those who are making surveys in the U.S. are beginning to find out that the very best results will be obtained by employing men and women who are actively employed in the field. The trustees of Manitoba are wide awake. They are grappling with their problems in a frank and fearless way. They are quite alive to what is going on in the world, but they know that the solution of their own problem lies with them. Our readers are asked to study the two following letters:—

From Mr. Currie to Mr. Iverach
In a recent issue of the Western

School Journal, a magazine which we value very highly and which has been a great help to all interested in school work no matter from what standpoint, we find an article which we feel is detrimental to the general aims of the magazine and also to the Trustees as a body. It was given in the section headed "Trustees' Bulletin." Its subject was "School Ventilation."

We feel we should respectfully call your attention to this article. The writer feels that the article was no doubt inspired by a desire to help, and therefore regrets all the more that it is not more to the point.

At your convention this year the writer was requested to demonstrate the Clean Air System as used to heat and ventilate the model rural school. This he did, but feels that there will be uncertainty created in the minds of the Trustees by the article herein referred to.

The importance of this subject is so great, particularly at this time when so many lives are being necessarily sacrificed in this war that conservation of the lives of the school children is exceedingly important. It is appalling when we read Dr. Frazer's statement, that there were more lives lost during the last year through tuberculosis and preventable diseases in Manitoba than there were Manitobans killed at the front.

Yours truly,
JOHN E. CURRIE.

From Mr. Iverach to Mr. Currie

Someone called my attention to the article in the Western School Journal to which you refer. I confess I do not know how such an article crept into that Journal, as everyone knows who has given any thought to heating and ventilating, particularly in rural schools, that such a crude system has passed out of existence in the rigorous Northern climate years ago.

You refer to the fact that you were requested to demonstrate the Clean Air Heating and Ventilating system at the Trustees' Convention last spring, and you fear that some uncertainty may be created in the minds of the Trustees as to which will be the right system. You need have no anxiety on that score. I think you can safely trust the School Trustees of Manitoba after seeing your demonstration of a fully equipped model rural one-roomed school and after hearing the testimony of their fellow trustees as to the superiority of the modern heating and ventilating systems over any of the so-called cheap and antiquated ideas of heating their schools, to be able to judge between them on the principle that truth is the best weapon with which to combat error. The article in question is only another opportunity for the clean air system to rise and show its superiority as no doubt the article will cause some discussion and cause others to look closely into the clean air system who would otherwise not have thought of doing so.

I fully agree with you that we have nothing in our school architecture that is of so much importance as heating and ventilating, particularly in this Northern climate, and more particularly in the neglected rural districts. Perhaps you will have noticed that the death rate is much higher in rural New York and the public health much more unsatisfactory than in New York city during the past 15 years. There is little doubt but an investigation would show that a good deal of this could be traced to unsatisfactory heating and ventilating of the rural schools, and what is true of rural New York is equally if not doubly true of rural Manitoba. Wishing you every success in your good work.

Yours very truly,
WM. IVERACH.

"There is a life in every school which is felt rather than seen or heard. It is that life which constitutes the soul of a school."

Special Articles

"HOWLERS" FROM ENTRANCE AGRICULTURE.

"Biennials come up every two years and then go to root."

"A good crop rotation is cows, corn and clover."

"Six legume crops—manure, straw, wood, clover, ashes, bone dust."

"Four legume crops are cultivator, harrows, disc, plough."

"The legumes are: 1 Humus, 2 loam, 3 sandy loam, 4 clay loam."

"A good crop rotation is manure and rotten straw."

"Crop rotation is very desirable because we can plant the seed again the next year."

"If wheat does not stand up well it lacks pep; it did not get enough silesia."

"If a farmer's land contains too little water, it must be irritated."

"If a farmer's land contains too little water, he can do little for it, the only thing he can do is to pray for rain."

"The insect pests are potato bugs, blight, rust and smut."

"The potato bug is caused by rust."

—H. W. Watson.

TEACHING THE NON-ENGLISH

The Journal takes pleasure in publishing the following letter from one of our contributors. It is printed exactly as it came in. If we understand it aright, the argument appears to be that when English-speaking people wish to teach their children a foreign language they do it through the medium of English teachers, and that for the same reason non-English parents should have for their children teachers who use their own language. This, at least, should be the case in the first five grades, and it is true especially in country districts where often the only person who speaks English is the school teacher. For a full discussion of this question the reader is referred to Black's book on "English for the Non-English." He is also referred to some of the teachers in the Swedish district north of Minnedosa, to the work in a number of the Ruthenian schools where the home language is Ruthenian, and the school language English. It would be interesting to know just what success is being met with in such cases? It seems to the Journal about time that there was an authoritative announce-

ment upon this much debated question. Will not some of our teachers who are working in non-English school districts write us fully as to what success they are having. The letters should be both from those who speak English alone, and those who speak another language in addition to English.

Dear Editor:

Read your favorite Journal and beg to say that I have found some points or hints regarding non-English pupils.

It was said that we could do more good than they (non-English teachers) because we know thoroughly the language.

It seems to me that there is a little fault because when we study foreign we like better our own teachers than foreign, especially those who cannot talk a word in English.

It seems to me that to engage a foreign school where there are only of one nationality pupils, and out of town its of no use, and those who think not are only saying so, but when they try they will find it very difficult to begin. We always point to the town and city pupils who are learning better

than our own, and its because they mix with one another, and when one does not know the other tells him, and there are many nationalities, so its very easy to teach them English because when it is not sure of anything it asks the other. Pupils on the farm are much behind, and in the first (at least) five grades

should be taught by their own teacher. There are many instances where our teacher had to leave on account of no progress at school.

These are my views regarding non-English pupils.

D. H. MALY.

WHAT SHOULD THE COMMON SCHOOL TEACH?

Much is being said about our common schools. Criticisms are hurled from all sides. The champion of "culture" complains that the schools are utilitarian, bread-and-buttery. The much-deferred-to business man berates them because the boys and girls in his employ can not surpass the adding machine in speed and accuracy. The stand-patter demands that the schools of to-day teach the same things that his grandparents learned in the "little red school house." The modernist advocates the complete abandonment of the old, and the substitution of the new.

The difficulty is that all express their opinions and wishes without settling on underlying fundamentals. The problem to be kept in mind is: What is the function of the common school? What is it supposed to do with the boy or girl? Should it give him "culture," teach him a trade, or what? If we could but find a satisfactory answer to these questions, the rest would be comparatively simple.

To begin with, the very term used suggests a possible solution. According to the dictionary, the word "common" may be applied to anything that "pertains to or is participated in by all or the whole." It may be assumed therefore that a common school education should function in the lives of all, and consist only of such elements as are of vital significance in the life activities of all sorts and conditions of men, whether bankers or bricklayers, doctors or ditch diggers, teachers or truck drivers, lawyers or longshoremen.

The common school that furnishes

one kind of training to the future merchant and another to the future mechanic, is not only untrue to its mission, but is also un-American. It lays the foundation for social strata, so abhorrent to democracy; it is intolerable in our republic.

The place for specialized training is beyond the elementary school, perhaps even beyond the high school. The college to some extent, the professional school and the occupation itself may be rightly charged with that task. If it be asserted that as a result of non-specialized common school training, hordes of helpless boys and girls are thrown into blind-alley occupations, the obvious reply is: The social and economic conditions that make such a situation possible are utterly and fundamentally wrong, and should be so changed as to enable all to receive vocational training after completing the common school course.

If we accept the foregoing principles, it is not difficult to formulate a satisfactory curriculum for an American elementary school. It becomes necessary merely to enumerate the factors that enter into the individual and social life of all, and then furnish such training as will most fully provide for them.

Obviously bodily health is the prime essential. None of us can be completely efficient in any walk of life, unless in good physical condition. Hence children should be trained in proper hygienic habits, and be made acquainted with the laws of health and the elements of sanitation. Is it necessary to add that the names of bones and

muscles and other similar information are irrelevant, unless leading directly and immediately to the proper understanding of the laws of hygiene?

There is no doubt that children ought to be prepared to some extent for their future life occupations. The problem then resolves itself into an inquiry as to which elements are common to all of them.

To make interchange of thought possible, it is essential that all be able to express themselves clearly and intelligibly, both orally and in writing. Children must therefore be trained to speak and write clearly and correctly. But here we should understand precisely what is and what is not necessary. It is not within the province of the common school to produce orators, stylists or rhetoricians. Neither should it attempt to pack children full of rules of formal grammar, that may or may not be useful to them in later life. It is language, living and vitalized, that is needed by the child, as indeed by all men and women; hence training in its proper use, and that only, may be rightly demanded from the school.

Again, it is oral speech that predominates in life. With the exception of an occasional social letter or a brief memorandum, how much writing do we have to do in addition to what relates directly to our occupation? And yet many children who may in all probability have occasion to write no more than that, spend hours in profitless perspiration over formal essays on all sorts of topics. Of course all must learn to write clearly, and opportunity must be provided for the development of the gifted, but emphasis should be placed where it belongs, on oral speech.

Here it may be noted that as far as penmanship is concerned, the main desideratum is legibility and neatness. Speed, form of letters, etc., matter but little except to the bookkeeper or the secretary; and surely not all children will turn to these occupations for their life work.

We read. The greater part of our knowledge is obtained from the printed page. Advancement and growth de-

pend to a very high degree upon our ability to gather the meaning of the book, magazine or newspaper. Hence children must learn to read. What do we find, however? In many cases the emphasis is placed almost wholly on the elocutionary rather than the thought aspect of reading. The fact remains that very little of our reading is for any purpose except that of acquiring information or inspiration. Is it therefore too much to assert that the school must train children mainly to understand what is set before them? Dramatic oral reading is undoubtedly desirable when it helps this; otherwise it is out of place in the common school, except again for the few who show unusual ability in that direction.

To complete the traditional trinity of R's, the school must train children to perform such numerical computations as are employed in life. But what are they? Let a group of individuals examine their own activities for say the previous twenty-four or forty-eight hours, and note the kind of calculations they made during that period, omitting such as directly pertain to their several occupations. They will probably find that these consisted mainly of finding the cost of articles to be purchased, of balancing the check book, of keeping track of income and expenditure, of making correct change, and of a few other similar elementary calculations. The conclusion forces itself that the greater part of what is taught as arithmetic has no place in our lives and therefore in the common school. The clerk, the plumber, the farmer, each needs training in making computations incidental to his own work, but such training belongs elsewhere, not in the common school.

The life of an individual consists of a series of actions and reactions in which he and his fellows are the chief actors. His happiness depends to a large extent upon his ability to live a social life. He must adopt the highest ideals and standards of conduct, and live in accordance with them. There is little doubt that the most effective means of preparing children for this is

to bring them under the influence of the best and noblest in literature. It is in the utterances of the great seers, prophets and singers of the world that we can find the inspiration to live a full and rich life. No amount of time or attention to this work can be too great or excessive. And if the school succeeds in creating in children a love for the finest in the literature of the world, it fulfils one of its most important and valuable aims.

What a pity that current practise makes it necessary to warn that careful study of words or allusions does not create a love for literature, but on the contrary destroys it. It is the appreciation of the whole, the participation in the emotion of the writer, the identifying of oneself with the characters that live in the pages of the masterpiece—these make the study of literature worth while.

Our civic duties and responsibilities make it necessary for us to acquire such knowledge as is essential to a proper understanding of the institutions through which our life is expressed. As citizens of a democracy we are being constantly called upon to help in the solution of ever recurring social, political and economic problems. And how can we be better prepared to do this, than by receiving some training in elementary social, political and economic science? It is by teaching history and geography intelligently, that the school can serve here. But it is not dates, battles, kings, administrations, rivers, cities, and what not, that constitute the two subjects. Of what use are they, except to the specialist, but to clutter the mind and confuse the thought? Children should be trained to observe and understand the casual relations between facts; the significance of what has happened, its results, and its bearings on the present and on the future. They must learn history as a record of events, one following the other in accordance with definite principles of human action. They must learn geography not merely as a list of places, but as a means of understanding the causes that compel man to live and

work as he does, and as a method of entering into the lives and struggles of their fellow men in other parts of the world. In short, the common school must teach history and geography in such a way as to prepare all for intelligent participation in the life of our democracy, and to make them capable of contributing to some degree towards the solution of the problems that confront us constantly.

Art surrounds us on all sides. It appeals to our fundamental instincts. It has a definite psychological and social value. Consequently children should be trained to appreciate painting, sculpture and architecture. Reproduction of masterpieces should be placed before them, visits to museums and art galleries should be frequent; all that is possible should be done to develop in them a love for the beautiful. But here let us bear this in mind: it is not at all necessary or desirable that all should be trained for what only a few are endowed by nature to accomplish. Is it rather not preferable to select for intensive training in art only those who show decided talent, and give the others only such instruction as will increase their capacity for appreciation?

The foregoing is equally true of music. It is superfluous to point out what an important place it occupies in life, and to what a large extent the school should train all to love and enjoy the best in song and symphony. But the school must concern itself chiefly with the development of appreciation of music on the part of children, and not of their ability to sing or to play. This is a specialized function to be exercised elsewhere, and for the benefit of those who possess musical talent. All should be encouraged and trained to participate in community or mass singing, but only a few for individual performance.

Closely allied with the appeal of art and music, is that of nature. Who would deny its places in the lives of all, poor as well as rich? The school should make this appeal a potent factor in the complete education of the indi-

vidual. Assuredly nature study in its best and widest sense, excluding dry and uninteresting technical instruction, but emphasizing its appreciative aspect, has a legitimate place in the common school curriculum. So with science, if we mean thereby an explanation of the laws of nature utilized by man in his daily life. Is there any doubt that all of us are interested in the telephone, phonograph, airplane, submarine, trolley or automobile? Are we not eager to learn in simple and non-technical fashion how man subdues and enslaves the forces of nature? The common school need not turn out embryo wizards, but it should enable its pupils to understand intelligently the principles underlying the operation of implements, devices and tools, that are such a tremendous part of modern life.

And finally, one more element must be discussed, that of self-expression. Not only is there in us a mighty instinctive urge for action, but in addition all thought seeks expression. Knowledge and ideas are worthless unless they are translated into action, and it is only by that means that growth is possible. It follows then, that to develop properly, the individual must have many and wide opportunities to act out his ideas as completely as possible. What does that signify as far as school is concerned? Nothing more nor less than this: children must be given all the opportunities possible to satisfy their craving to do things and to make things. Let them build, construct, sing, play, draw, sew, dance! Shops of all kinds, laboratories, studios and play-rooms are as essential in a common school as study rooms, but emphatically and only as places for self-expression

and wider experiences, not for technical training. It is decidedly not the business of the American common school to turn out skilled wood workers, machinists, draughtsmen, milliners or dress-makers, but it is, however, to produce individuals fitted to live a complete and efficient social life.

So much then for the curriculum of an American common school. As far as method is concerned, there is but little to differentiate it from the best of present day schools. As in the latter, children should be trained to think straight in connection with every thing they learn and do, to follow every idea or fact to its antecedent cause, and to trace as accurately as possible the correct relation between things or events. The school should draw upon the child's present life, experiences and needs, for the material out of which it builds up his stock of knowledge; it should enlarge, clarify and extend his experiences by a study of his environment in its widest sense. It should employ all possible means and devices to develop in the future American citizen the qualities most needful both for his own well-being and that of his country—*independence, initiative and self-reliance.* And finally, it should develop in the child a recognition of duties and responsibilities as correlatives of freedom and rights, a desire for justice and righteousness, and a will and determination to make life worth living not only for himself, but also for all his fellow creatures.

ALEXANDER FICHANDLER,

Principal of Public School 165,
Brooklyn, N.Y.

PUBLIC AND PRIVATE MORALS

By W. A. McIntyre.

I.

(This is the first of four articles. It is preliminary to three others, which will deal in turn with morality in relation to heredity, environment, educa-

tion. It will therefore be in the last article that the work of the school will be described, but it does not follow that the other articles have not equal prac-

tical significance. One of the most necessary duties of the school is to protect itself against the well-intended designs of those who would escape their own responsibilities by fastening them upon the over-burdened teacher.)

Some eighty years ago there moved into Western Canada a young farmer of a good old Scottish family. After breaking his land he succeeded in raising a little grain and indeed had forty bushels to the good. This he agreed to sell to a buyer in Georgetown at eighty cents a bushel. On the following day he sent in the wheat with a neighbor, who sold it as his own, the price having advanced to eighty-two cents a bushel. The young farmer felt that he was not entitled to the increase of eighty cents and a few days later drove into Georgetown, about twelve miles distant, to return the money. In the meantime the buyer had departed and the affair closed for the time. Fifty years later the farmer, then about eighty years old, heard that the buyer was visiting friends at Milton about twenty miles away. He had the horse harnessed and was driven the distance so that he might refund the money.

This is no fairy tale. The final act came under my own observation. I have no doubt but that many other cases of equal interest might be cited. The old settlers may have been close-fisted, they had to be so to live. But they were honest to a farthing.

Nor was honesty in matters of trade their only virtue. One could observe reverence for God and for authority, economy, industry, faithfulness, family affection and frankness in speech. And so it might be continued.

Now, it would be very wrong to say that the people of to-day lack all these old-fashioned virtues. In many cases there has been no falling away whatever. It is truly delightful to go into families and communities where all the members appear to be sincere, honest, open-minded, generous and kind, and it would be a libel on our country and our friends to say that instances of this nature are not fairly common.

Yet when one walks the streets of a Canadian city and observes the poverty and misery, when he reads the records of the police courts and learns of the sin and wrong, when he is informed as to cases of personal impurity or offended by open profanity, when he examines conditions in the industrial world and perceives the few, even in the hour of national trial, fattening upon the many, when he knows that in political life, nearly all are for the party and none are for the state, and when he is sure that even in religious matters there is dissimulation, envy and intolerance, he must surely wish for a quickening of the moral life, a return of the whole-hearted honesty and reverence of the early settlers of the land.

No nation can be truly great unless it is morally sound. Insofar as Canada is infected with personal and social immorality, insofar as political, industrial or economic injustice and wrong are permitted to flourish without protestation and without attempt at removal, so surely is Canada in peril.

There are many to-day who see the peril. The wisest and best men and women are alarmed. Some have gone so far as to suggest a remedy, and that is indeed a hopeful sign. Diagnosis is useful only insofar as it leads to treatment. Yet the sorrow of it all is that the remedies usually suggested for moral ill are woefully inadequate, and in many cases worse than useless.

The most common suggestion is that of shifting the whole responsibility of training and supervision upon the public schools. It was only a few days ago that several young men appeared before one of our judges, charged with theft. In committing them he expressed himself as failing to understand how the schools allowed young people to grow up with such bad habits. Here he overlooked church, home, influences of environment, and even the power of the court itself. Every one knows that the court has been notoriously weak in dealing with adolescents. In all probability the school will have to assume greater responsibilities than heretofore, since the need is greater than formerly,

and other institutions are losing their power, but the moral situation can never be met by the unaided effort of any single institution.

There are some who have even a more definite specific. They not only assign a duty to the schools but dictate the method the school shall employ in bringing about reform. The dictum is "Teach religion, for morality is inseparable from Christianity." Now, here again though one might be generally sympathetic with the view expressed, he would have to urge that the plan is too easy, too mechanical and superficial, and in any case impossible in practice. As a matter of fact, religious exercises or religious teaching in school may have either a very helpful or a very harmful effect. It all depends upon conditions, spirit and method. It is not necessarily going to promote reverence nor to appease the Almighty so that automatically He will work a miracle of moral reform, if teachers open the schools with the reading of the Bible and the recitation of a prayer. The letter killeth. It is the spirit that giveth life. This is no criticism of Bible reading in the schools. It is simply a caution that a formal exercise in itself has comparatively little value. It may indeed have negative value. If religious instruction in home, school or any other place is to have value as affecting life, it must be real rather than formal. This is clearly illustrated by an incident that occurred a short time ago. A gentleman closely associated with a denominational school, and a very good school at that, was pointing out the advantage of his school over

a public school for the very reason that the pupils were in a position to receive definite religious teaching. One of his hearers asked a very simple question, that while it did not affect him nor his school, brought from him what seemed to be a remarkably significant expression. Said his inquisitor: If an election were being held in Canada tomorrow, and if the bribing politicians were at work, would they more likely operate successfully in a district in which people had received regular religious instruction in the schools, or in a district in which religious instruction was not so given, but given by other agencies?" The answer was very non-committal. "Well, you know, I was talking only about my own school. Your insinuation does not affect me, but I know that during last election the dirty work was chiefly—well, let us talk of something else."

I have no comment to make on this, only that when we use the term religious instruction we must know first what it means. If it means merely churchology, and thoughtless repetition of texts and terms, it can have little value in shaping the moral life. If on the other hand it means the emphasizing by word and deed and in a living way the ethics of Jesus, it must have great power and inspirational effects. But this will be shown later.

The purpose in giving these two illustrations at this stage is to indicate that the solution of the problem of getting people to be moral cannot be found in any simple specific. Nor does it lie with any particular institution.

"Tender subtle feeling is tender subtle feeling, whether the words flow from lips beloved that speak them face to face, or whether they flow from lips, which in days of old gave them in trust to those dumb messengers, so faithful and so true, books, that from age to age keep waiting to be waked, whenever a true prince comes. The automaton intellect has no place here. The slave dealer might as well woo with his lash the love of the speaker of living speech, as the hard intellect expect to win its way by force into the heart of the written thought. The fairy princess heeds them not. Both deal and deal successfully, if strong enough, with the husk and outside of that which they approach; both fail conspicuously, if not strong, even in that; and both stand for ever outside the walls of the home in which true beauty dwells and lives with those who love."—Theory and Practice in Teaching, Thring.

Children's Page

A Boy's Prayer

God who created me
 Nimble and light of limb,
 In three elements free,
 To run, to ride, to swim—
 Not when the sense is dim,
 But now from the heart of joy,
 I would remember Him—
 Take the thanks of a boy.
 —Henry C. Beeching.

To Deerhounds

Hie away, hie away
 Over bank and over brae
 Where the copse-wood is the greenest,
 Where the fountain's glisten sheenest,
 Where the lady-fern grows strongest,
 Where the morning dew lies longest,
 Where the black-cock sweetest sips it,
 Where the fairy latest trips it.
 Hie to haunts right seldom seen,
 Lovely, lonesome, cool and green;
 Over bank and over brae
 Hie away, hie away.
 From Waverley—Scott.

EDITOR'S CHAT

My Dear Boys and Girls:—

Have you ever watched a basket full of very little, very soft, gray furry kittens with their eyes still shut? Have you noticed how they roll and tumble over each other or try to climb out of the basket in a stupid, weak way, or claw playfully at the brothers and sisters they can't see? And then have you seen those same kittens a few days afterwards, their eyes open! Their active, little bodies ready to spring at every ball or piece of string or bit of fluttering paper. What a scramble and play there is and busy rushing around! What fun they seem to have tumbling each other over and rolling on the floor.

Have you got your eyes open? Or are you tumbling stupidly around like those little blind kittens, not able to see the basket you live in or the brothers and sisters you try to play with? If you are a blind kitten it is time you opened your eyes and looked around at the world you live in, to find out what kind of a place it is. Suppose you begin to learn your way around by taking a walk in the woods this wonderful autumn weather. If you can persuade your teacher to take you out as a class, do, but if not, go after school and use your wonderful eyes and see what treasures the woods will yield you. How many kinds of fungus can you

find? How many of you know which kinds are good to eat? How many kinds of wild fruits can you find? What do you know about them? Are they good for food? How many kinds of nuts can you find? How many varieties of moss? What are the names of the mosses? What trees grow in your neighborhood? How do they grow? Of what use are they? How are trees cut down? What kinds of birds' nests can you find? How many cocoons can you collect for the schoolroom? What red berries will make a winter bouquet for your home or school? What leaves would be worth pressing for mounting for Christmas cards? Are there any old and knotted roots that would make good supports for vines in the school garden next summer? Are there ferns which you could plant in boxes to beautify your windows during the long cold months? Is there leaf mould you can bring home to put in the flower pots to help the geraniums grow?

These are just a few of the things you may find if you open your eyes! Tumble out of your basket and race off in the woods for a day. Is it worth while do you think? Don't you want to be a wide awake kitten getting all the fun there is out of life? Next month we will talk about some of the things the wide awakes may see in the city streets.

What About Bulbs?

This year we find that Holland will be unable to ship us bulbs. And we must be content with those we have in our country. You who have them from other years cover the beds carefully with straw so that last year's bulbs may live and grow and blossom again in the far off spring. Treasure the bulbs you have for they are precious gold mines of beauty, and the wealth of loveliness they contain will rest our winter-tired eyes when the spring days come again.

Thanksgiving

This month by order of the Governor-General of Canada we are celebrating our National Thanksgiving, when all

the people of Canada from East, West, North and South join in a great hymn of praise.

This year the 8th day of October has been set aside that we may thank God for our harvests and blessings of the field. Long ago, while the ground was still cold and wet with snow, the farmer planted the tiny wheat seeds, and the gardener the even smaller vegetable seeds. And there they lay in their little, hard shells and the rain fell on them and the sun shone and the hard, little seed became soft and the shell broke and a tiny thread shot up towards the warmth of the sun and another tiny thread pushed down into the soft, cool earth, and both tiny threads grew until one became a tall, green stem and the other a sturdy branching root. And the root carried up to the stem the cool drink of rain water and the food it needed from the earth, and the leaves which sprang from the stem gathered food from the air and then the blossom came, and the sun shone, and after a while the blossom turned to fruit and there on that stem was a long head full of seeds like the one that so long before the farmer planted in the ground. And after a while the grain was cut, threshed, and taken to the mill and ground and we had flour and so we live! And to whom should we be thankful for this flour that helps us to live? To the sun? No, because the sun alone would only burn the little seed. To the rain? No, because earth soaked always by the rain would grow nothing? To the farmer? No, because without the seed what could he do? Whom then can we praise for all this wonder but God. So let us remember that that is what Thanksgiving Day is for, to "Praise God from Whom all blessings flow."

Canada has often been called the "Storehouse of the Empire," and this year our storehouse must feed even more mouths than ever, for the great British Empire is calling to all her children to give help out of their abundance to herself and to suffering France, our brave ally. Let us be thankful therefore for the plenty we

have, not that we may "tear down our barns and build larger," but that we may give and give and give to a hungry world.

Hallowe'en

All Hallows E'en, the evening before All Saints' Day, is the night of nights when ghosts are supposed to walk. Not that any of us believe in ghosts, but we can have a great deal of fun pretending we do. The small boy and girl with mischief in their eyes have a great opportunity on this night to play tricks and enjoy themselves. Have you planned your Hallowe'en party yet? Perhaps you are going to have a toffee pull or a corn roast. Anyway, you will probably duck for apples, pop corn, hunt peanuts tied to threads and wound round and through the house, have for-

tunes told and play tricks of all kinds on your guests. Couldn't you have a guessing contest, with pictures from well-known advertisements pinned to the walls and a prize for the one who guessed the most correctly? Or you might have the game when someone plays little snatches of well-known songs on the piano and each guest must try and guess the name of the song and write it down. You will be surprised how hard it is to do this. There are other games you will readily think of that will fill in the evening, until it is time for all the ghosts, gypsies and witches to have supper. Sandwiches, cake and coffee, with baskets of grapes and apples and Hallowe'en toffee will make an excellent supper, and we are sure such an evening would be one long to be remembered by all your guests.

THE CANDY COUNTRY

"Sponge cake isn't bad, is it? Mamma lets me eat it, but I like frosted pound better," she said, looking over to the next kitchen, where piles of that sort of cake were being iced.

"Poor stuff. No substance. Ladies' fingers will do for babies, but pound has too much butter to be healthy. Let it alone, and eat cookies or seed cakes, my dear. Now, come along; I'm ready." And Snap trundled away his car-load at a great pace.

Lily ran behind to pick up whatever fell, and looked about her as she went, for this was certainly a very queer country. Lakes of eggs all beaten up, and hot springs of saleratus foamed here and there ready for use. The earth was brown sugar or ground spice; and the only fruits were raisins, dried currants, citron, and lemon peel. It was a very busy place; for every one cooked all the time, and never failed and never seemed tired, though they got so hot that they only wore sheets of paper for clothes. There were piles of it to put over the cake, so that it shouldn't

burn; and they made cook's white caps and aprons of it, and looked very nice. A large clock made of a flat pancake, with cloves to mark the hours and two toothpicks for hands, showed them how long to bake things; and in one place an ice wall was built round a lake of butter, which they cut in lumps as they wanted it.

"Here we are. Now, stand away while I pitch 'em down," said Snap, stopping at last before a hole in the ground, where a dumb waiter hung ready, with a name over it.

There were many holes all round, and many waiters, each with its name; and Lily was amazed when she read "Weber," "Copeland," "Dooling," and others, which she knew very well.

Over Snap's place was the name "Newmarch"; and Lily said, "Why, that's where mamma gets her hard gingerbread, and Weber's is where we go for ice cream. Do you make cake for them?"

"Yes, but no one knows it. It's one of the secrets of the trade. We cook

for all the confectioners, and people think the good things come out of the cellars under their saloons. Good joke, isn't it?" And Snap laughed till a crack came in his neck and made him cough.

Lily was so surprised she sat down on a warm queen's cake that happened to be near, and watched Snap send down load after load of gingerbread to be eaten by children, who would have liked it much better if they had only known where it came from, as she did.

As she sat, the clatter of many spoons, the smell of many dinners, and the sound of many voices calling, "One vanilla, two strawberries, and a Charlotte Russe," "Three stews, cup coffee, dry toast," "Roast chicken and apple without," came up the next hole, which was marked "Copeland."

"Dear me! it seems as if I was there," said Lily, longing to hop down, but afraid of the bump at the other end.

"I'm done. Come along, I'll ride you back," called Snap, tossing the last cookey after the dumb-waiter as it went slowly out of sight with its spicy load.

"I wish you'd teach me to cook. It looks great fun, and mamma wants me to learn; only our cook hates to have me mess round, and is so cross that I don't like to try at home," said Lily, as she went trundling back.

"Better wait till you get to Breadland, and learn to make that. It's a great art, and worth knowing. Don't waste your time on cake, though plain gingerbread isn't bad to have in the house. I'll teach you that in a jiffy, if the clock doesn't strike my hour too soon," answered Snap, helping her down.

"What hour?"

"Why, of my freedom. I never know when I've done my task till I'm called by the chimes and go to get my soul," said Snap, turning his currant eyes anxiously to the clock.

"I hope you will have time." And Lily fell to work with all her might, after Snap had put on her a paper apron and a cap like his.

It was not hard; for when she was going to make a mistake a spark flew out of the fire and burnt her in time to remind her to look at the recipe, which was a sheet of gingerbread in a frame of pie-crust hung up before her, with the directions written while it was soft and baked in. The third sheet she made came out of the oven spicy, light and brown; and Snap, giving it one poke, said, "That's all right. Now you know. Here's your reward."

He handed her a recipe-book made of thin sheets of sugar-gingerbread held together by a gelatine binding, with her name stamped on the back, and each leaf crimped with a cake-cutter in the most elegant manner.

Lily was charmed with it, but had no time to read all it contained; for just then the clock began to strike, and a chime of bells to ring,—

"Gingerbread,
Go to the head.
Your task is done;
A soul is won.
Take it and go
Where muffins grow,
Where sweet loaves rise
To the very skies,
And biscuits fair
Perfume the air.
Away, away!
Make no delay;
In the sea of flour
Plunge this hour.
Safe in your breast
Let the yeast-cake rest,
Till you rise in joy,
A white bread boy!"

"Ha, ha! I'm free! I'm free!" cried Snap, catching up the silver-covered square that seemed to fall from heaven; and running to a great white sea of flour, he went in head first, holding the yeast-cake clasped to his breast as if his life depended on it.

Lily watched breathlessly, while a curious working and bubbling went on, as if Snap was tumbling about down there like a small earthquake. The other cake-folk stood round the shore with her; for it was a great event, and

all were glad that the dear fellow was promoted so soon. Suddenly a cry was heard, and up rose a beautiful white figure on the farther side of the sea. It moved its hand, as if saying "Good-by," and ran over the hills so fast they had only time to see how plump and fair he was, with a little knob on the top of his head like a crown.

"He's gone to the happy land, and we shall miss him; but we'll follow his example and soon find him again," said a gentle Sponge cake, with a sigh, as all went back to their work; while Lily hurried after Snap, eager to see the new country, which was the best of all.

A delicious odour of fresh bread blew up from the valley as she stood on the hill-top and looked down on the peaceful scene below. Fields of yellow grain waved in the breeze; hop-vines grew from tree to tree; and many windmills whirled their white sails as they ground the different grains into fresh, sweet meal, for the loaves of bread that built the houses like bricks and paved the streets, or in many shapes formed the people, furniture and animals. A river of milk flowed through the peaceful land, and fountains of yeast rose and fell with a pleasant foam and fizz. The ground was a mixture of many meals, and the paths were golden Indian, which gave a very gay look to the scene. Buckwheat flowers bloomed on their rosy stems, and tall corn-stalks

rustled their leaves in the warm air that came from the ovens hidden in the hill-sides; for bread needs a slow fire, and an abliging volcano did the baking here.

"What a lovely place!" cried Lily, feeling the charm of the homelike landscape, in spite of the funny plump people moving about.

Two of these figures came running to meet her as she slowly walked down the yellow path from the hill. One was a golden boy, with a beaming face; the other a little girl in a shiny brown cloak, who looked as if she would taste very nice. They each put a warm hand into Lily's, and the boy said—

"We are glad to see you. Muffin told us you were coming."

"Thank you. Who is Muffin?" asked Lily, feeling as if she had seen both these little people before, and liked them.

"He was Ginger Snap once, but he's a Muffin now. We begin in that way, and work up to the perfect loaf by degrees. My name is Johnny Cake, and she's Sally Lunn. You know us; so come on and have a race."

Lily burst out laughing at the idea of playing with these old friends of hers; and all three ran away as fast as they could tear, down the hill, over a bridge, into the middle of the village, where they stopped, panting, and sat down on some very soft rolls to rest.

(To be continued)

To the Ladybird

Ladybird, ladybird! fly away home!

The field mouse has gone to her nest,
The daisies have shut up their sleepy red eyes
And the bees and birds are at rest.

Ladybird, ladybird! fly away home!

The glow worm is lighting her lamp.
The dew's falling fast, and your fine speckled wings
Will flag with the close clinging damp.

Ladybird, ladybird! fly away home!

The fairy bells tinkle afar!
Make haste or they'll catch you, and harness you fast
With a cob web to Oberon's ear.

—Caroline Bowles Southey.

Midsummer Examinations

In this issue we publish the paper set on English Composition for Grade XI. at the last teacher's examination, and an answer to it that might be considered worthy to receive a very good if not a full mark. The last question is not answered, but if our readers ask for it, sample compositions will be printed.

English Composition—Grade XI.

1. Give what **practical** advice you can on each of the following points:

- (a) Choosing a subject for an essay of 500 words.
- (b) The use of introductory paragraphs.
- (c) The length of sentences.
- (d) The indentation of paragraphs.
- (e) Preparing for a debate.

• 2. Write the **first two** paragraphs of an article on the subject **Canada and the War**.

(a) For the first paragraph use the following as a subject sentence: "In the Great War Canada has played no mean part."

(b) For the second paragraph construct your own subject sentence. Pay strict attention to transition between the paragraphs.

(c) What method of paragraph structure did you follow in each of the above paragraphs?

3. Name and explain briefly the essentials of the sentence. Make any improvement you think advisable in the following sentences:

(a) At last after he had gotten hold of another coat it is found that the extra coat belongs to a stranger.

(b) I never imagined my sister and he to be engaged.

(c) Due to the hurry I forgot.

4. (a) Use the following words in sentences: **Lend, loan; credible, credulous; allusion; illusion; uninterested, disinterested; affect, effect.**

(b) In the light of what you have learned concerning **Good Usage** comment freely upon the use of each of

the following: **Enthuse, awful, aggravate, nice, cunning.**

5. Write a theme of about two pages on one of the following subjects:

Dickens and America.

Why I like Dickens.

Tom Pinch—a Character Sketch.

Martin Chuzzlewit in Eden.

Ocean Travel.

The Submarine.

My Reading During the Past Year.

President Wilson and Germany.

Answer Paper

Composition—Grade XI.

1. (a) In choosing a subject for an essay of 600 words, I should select one in which I am personally interested; if possible one regarding which I have had some personal experience. If such a topic were not available, I should select one regarding which I could get information, either by reading, observation, or enquiry. I should limit my subject to a phase of it that could be treated in the required space.

(b) An introductory paragraph is used at the beginning of a composition for the purpose of arousing the reader's interest. In an expository composition it may consist of a brief outline of the principal points to be taken up in the essay, or of an anecdote or illustration leading up the central theme. In narration, an introductory paragraph may consist of sufficient explanation as to time, place or characters to serve as a clear background for the story that is to follow.

(c) Sentences vary greatly in length. A sentence of average length is supposed to contain about thirty words. Shorter sentences, in fact, very short sentences, are frequently used when vividness and swift action are to be emphasized. Subject sentences, too, are usually short because the aim is to condense the main thought into a few words, easily remembered. On the other hand, long sentences are preferable for

unfolding complicated thought, or when the aim is a smooth flowing, pleasing style.

(d) Paragraphs are indented one em space or about one-half inch. A new paragraph should be commenced only when new subject matter is introduced, and each paragraph should be fully developed. Too frequent indentation should be avoided.

(e) First, clear the question: that is, define the terms, eliminate irrelevant matter, and reach the main issue. Second, prove the question: material should be gathered and the selection of arguments made. The selected points should then be arranged in the form of a brief. Both negative and affirmative briefs should be made, as it is necessary to know your opponent's arguments as well as your own. Third, practice for delivery; and when the material has taken definite shape in your mind, write it down: do not write first and memorize afterwards.

2 (a) In the Great War Canada has played no mean part. Before war was actually declared the Canadian government offered to support the Mother country with men and money. The newspapers gave the government cordial support. The first contingent was enrolled and sailed within a few months. In every province patriotic societies were formed to collect money, look after the families of soldiers, and provide extra garments and comforts for the soldiers themselves. Canada has sent to the front over 400,000 volunteers and proposes to send a full half-million in all, using conscription, if necessary. Canada's action was prompt, generous, and whole-hearted. (Enumeration of details.)

(b) America's entrance to the quarrel is especially welcomed by the Canadians. The addition of 100,000,000 on the side of the Allies places the result of the war beyond a doubt. Canadians know and value the Americans and are sure that they will play a part in proportion to their numbers. The war has reunited the English-speaking nations. (Enumeration of details.)

or (b) The Great War is being fought in the cause of liberty. On the one side a war may be called a war for conquest or plunder and on the other a war for freedom or liberty. Nations have fought to drive out an invader. Provinces or states have rebelled and set up independent governments. Foreign war as well as civil war may be a struggle for liberty. In this case it is not the safety of one state or nation that is at stake. It is the freedom of the world. (Definition.)

or (b) Those who stay at home as well as those who go to the front are playing their part. Women have organized for work in many ways. There are societies and clubs for sewing and knitting, making medical supplies, sending food to prisoners, caring for the relatives of soldiers. Men work at war work in various ways. Some make munitions. Many have gone to the land to produce more food. Those who can give money. Everyone tries to economize. (Division.)

or (a) In the Great War Canada has played no mean part. When the war broke out the Canadians did not ask how they were concerned. They did not wait to argue, but entered the war at once. They did not shirk their duty. They were accustomed to peace, but they did not forget the past history of their race. Those at home have not failed in supporting the good cause in every way. (Reversion.)

(b) The English-speaking people of Canada might have hesitated as some of the French have done. They might have feared to drain the country of young men. They might even have been content with giving money to the Belgians or selling munitions of war to the Allies. Money rather than honor might have influenced them. On the contrary, they entered the war at once and gave their men as well as their money. Their choice was war rather than safety. (Contrast.)

3. The essentials of a well-written sentence are five in number, viz.: (1) Correctness, (2) clearness, (3) unity, (4) coherence, and (5) effectiveness.

(1) The sentence should be gram-

matically correct, e.g., the verb should agree with its subject in number and person.

(2) The meaning should be perfectly clear, i.e., it should appear when the sentence is read carefully.

(3) The sentence should be a unit, i.e., there should be one central idea in the sentence and one only. No detached thoughts should be added to the principal idea.

(4) Each succeeding part of the sentence should grow out of the preceding part or to state it differently, there should be logical connection in the sentence.

(5) The sentence should be so written that the outstanding idea should catch and hold the reader's attention. One device for the attaining of this is the placing of the principal idea at the very first of the sentence.

(a) At last after he had obtained another coat it was found that it belonged to a stranger.

(b) I never imagined that my sister and he were engaged.

(c) Being in a hurry, I forgot.

Question 4—

(a) Do not **lend** your books to those who do not value them.

They asked for this **loan** at a very low rate of interest.

Now that we understand everything, your story of the rescue seems **credible** enough.

The **credulous** old man readily believed all that was told him.

Is there anyone now **uninterested** in the fate of his country?

It is difficult to obtain a **disinterested** opinion of this company from a person who is a stockholder in it.

His words did not **affect** his hearers.

What **effect** will the war have on education?

Any **allusion** to the matter will increase our difficulties.

It was merely an optical **illusion** on his part.

(b) **Enthuse** A localism incorrectly used for the expression "to become enthusiastic."

Awful Means that which inspires awe or reverence. It is frequently misused in the sense of what is or merely as an intensive—disagreeable.

Aggravate Often incorrectly applied to persons in the sense of **tease** or **annoy**. It means to **make heavy** or **burdensome**, hence is applicable to things only, as "The damp rather aggravates the disease."

Nice Has many meanings such as precise, dainty, fastidious, but it frequently is misapplied and used in the sense of **fine** or **good**.

Cunning Means **crafty**. It is often misused and made to mean something **pleasing**—as a "cunning baby."

THE EXAMINATION IN GRADE XII HISTORY

When an examination covers such a wide range as the history prescribed for Grade XII, it is advisable that the questions should as far as possible cover the whole field. To do this an examiner runs into the danger of making the paper too long. This danger is avoided by giving optional questions. The gentleman who set the Grade XII paper gave a well selected number of options that allowed for the differences of emphasis that are likely to occur in different schools. At the same time the

questions were chosen with reference to the bearing that the past has upon the present. The proportion observed with regard to English History and General History, namely 60 to 40, would seem to be quite fair.

The only question which did not elicit good answers was No. 2, dealing with the Universities. It is probable that the reason for this is that the quotation is from a portion of the text which deals with the Universities at a particular period in English history,

whereas the question based on the quotation covered the influence of the universities for the whole of English history since their beginning. An examination of the text will show that Mr. Green deals with the Universities in subsequent parts of his book in what one might call an incidental manner. The influence of the universities is not a point which the author causes to stand out in any very prominent manner in other parts of the text except perhaps when dealing with the New Learning, and even then it is secondary to the influence exerted by certain leading men.

Aside from the one question the paper

was of a high degree of excellence. The questions were definite and couched in such language that there could be no doubt as to their exact meaning. The answers of the candidates showed that they understood what was wanted, and where they failed to put in good answers the reason was lack of knowledge of the facts rather than a misunderstanding of the question. The paper was certainly along right lines, and it is to be hoped that future examiners will follow in the same direction.

P. D. HARRIS,

Sub-Examiner of Grade XII History
July, 1917.

QUESTION DRAWER

1. Name some books that are helpful in teaching hand-work in Elementary Schools.

The following list is recommended by the Manual Auto Press, and should be good enough for most teachers. This does not include the well-known books on elementary paper weaving, cardboard modelling, etc., a list of which has been printed before.

Bird Houses Boys Can Build—Siepert, 50c.

Carpentry—Griffith, \$1.00.

Clay Work—Lester, \$1.00.

Construction and Flying of Kites—Miller, 25c.

Coping Saw Work—Johnson, 20c.

Ring Binder for, 40c.

Design and Construction in Wood—Noyes, \$1.50.

Essentials of Woodworking—Griffith, 75c.

Handicraft for Girls—McGlauffin, \$1.00.

Handwork Instruction for Boys—Pabst \$1.00.

Handwork in Wood—Noyes, \$2.00.

Inexpensive Basketry—Marten, 30c.

Manual Arts for Voc. Ends — Crawshaw, 85c.

Paper and Cardboard Construction—Buxton, \$1.50.

Practical Typography — McClellan, \$1.50.

Problems in Farm Woodwork—Blackburn, \$1.00.

Problems in Furniture Making—Crawshaw, \$1.00.

Problems in Woodworking — Murray, 75c.

Projects for Beginning Woodwork and Mech. Drawing—Griffith, 75c.

Wash Method of Handling Water-Colour, 50c.

Wood and Forest—Noyes, \$3.00.

Woodwork for Beginners — Griffith, 50c.

Woodwork for Schools — Baily and Pollitt, 75c.

Woodwork for Secondary Schools—Griffith, \$1.75.

Manual Training Magazine (Canada, add 30 cents; Foreign countries, 50 cents).

2. Name some books that deal with the Rural School Problem.

The following is a good list of books dealing with this problem, almost any of them would be of help to the rural school teacher.

The Country Town (Anderson).—Baker, Taylor & Co.

- Country Life and the Country School (Carney)—Row Peterson.
- Principles of Rural Economics (Carver)—Ginn & Co.
- Country Life Commission Report (Sturgis Walton).
- The American Country Girl (Crowe)—Stokes & Co.
- Ed'l Resources of Village and Rural Communities (Hart) — Macmillan Co.
- Evolution of the Country Community (Wilson)—Pilgrim Press.
- Rural Life and Education (Cubberly)—Houghton Mifflin.
- The Work of the Rural School (Harper)—Eggleston & Bruere.
- Challenge of the Country (Fiske)—N. Y. Associated Press.
- Education for Social Efficiency (King)—Appleton.
- The Rural Life Problem of the U.S. (Plunkett)—Macmillan Co.
- The Training of Farmers (Bailey)—Macmillan Co.
- Better Rural Schools (Betts and Hall)—Bobbs-Merrill.
- Co-operation Among Farmers (Soulter)—Sturgis Walton.
- Play and Recreation for the Open Country (Curtis).
- Course of Study for the Public Schools—Williams & Wilkins.
- The Country School of To-morrow (Gates) — The General Education Board (free).
- Farm Shop Work (Drace)—American Book Co.
- The Youth's Companion Neighborhood Play—Youth's Companion Pub. Co.

Selected Articles

THE FUNDAMENTAL NUMBER FACTS

After observing the teaching of primary arithmetic in many elementary grades and noting the failure of this teaching to enable pupils to compute accurately, easily, and with confidence later on in their school activities and afterwards in life, it is evident that this part of the instruction in our schools of to-day presents one of the glaring evidences of waste and lack of efficiency.

Often from 15 to 30 minutes daily is allotted to arithmetic recitations in each of the primary grades. This is true even of the first grades in many schools. Frequently those in authority in such schools feel that the first grade is not the best place to teach formal arithmetic. They have not, however, been courageous enough to break away from traditions by replacing this meaningless mechanical drill with work rich in content for the six-year-old child. They

seem afraid to leave the arithmetic for the upper primary grades. When one considers that there are only forty-five addition facts and seventy-eight multiplication facts, and that the greatest part of arithmetic grows out of a manipulation of these, the time spent throughout the earlier grades upon them seems out of all proportion to the amount of knowledge to be acquired.

Teachers, supervisors, and text-book makers seem to have done little to determine by scientific methods the relative difficulties presented by various number facts, the varying amounts of this subject matter to children so that error due to any certain combinations, or to the most vital ways of presenting it will be effectually mastered at the best time and with the least possible loss of power.

It is true that some attempts have been made to improve the present con-

ditions, but so far no widespread changes have occurred in general classroom practise as a result of the few studies, discussions, experiments, etc., that have taken place. In many of our arithmetic texts and in most of our schoolroom practise, one set of number combinations gets about as much attention as another, and children are given no more opportunities to use those particular combinations which are difficult for them than those which are easy. A realization of this led Dr. H. V. Holloway to make a special study of the relative difficulties of each of the forty-five two-number addition combinations and the seventy-eight two-number multiplication combinations, in the hope that much general economy might result in the teaching of these to children.

The need for some such study which would indicate the relative difficulties of the various combinations has been long felt by some teachers and supervisors. While the results of Dr. Holloway's investigation may not prove to be absolutely correct, they should give a safe working basis for improving instruction in elementary arithmetic. His inquiry included a study of the difficulties that children have in learning the combinations; of the errors made in a test on the material previously taught; a consideration of the ability to remember the various combinations; and also an inquiry into the facility with which pupils could use the various groups of facts after they had been learned.

In order to conduct such a study, it was necessary to determine first of all whether a child who had been taught $7+4$ are 11, or 4×9 equal 36, would know equally well that $4+7$ are 11 and 9×4 are 36. A test was given which showed that while most of the pupils could make the adjustment, yet several failed to apply their knowledge to a reverse form of the facts. This made it unsafe to teach only one form, consequently both forms of each combination of two different digits were presented. This led directly to the problem of the best grouping of the

facts for presentation. It was decided to teach them in sequences, as $1+1$, $2+1$, etc., and 1×1 up to 12×12 , teaching the facts in small groups involving on an average about one new fact each day. Two object presentations for each fact up to combinations giving results of 10 were given. In numbers larger than 10 it was decided that objects hinder the process of teaching. Drill cards consisting of both forms of the facts were used, such as

| | | | | | | | | | | | |
|--|--|----------|----------|---------|--|--|---------|--|-------------------|-------------------|---------|
| $\begin{array}{r} 4 \\ + 7 \\ \hline 7 \\ + 4 \\ \hline \end{array}$ | <table border="1" style="border-collapse: collapse;"> <tr><td style="padding: 2px;">$4+7=11$</td></tr> <tr><td style="padding: 2px;">$7+4=11$</td></tr> <tr><td style="padding: 2px; text-align: center;">Obverse</td></tr> </table> | $4+7=11$ | $7+4=11$ | Obverse | <table border="1" style="border-collapse: collapse;"> <tr><td style="padding: 2px;">$\begin{array}{r} 5 \\ \times 3 \\ \hline 3 \\ \times 5 \\ \hline \end{array}$</td></tr> <tr><td style="padding: 2px; text-align: center;">Reverse</td></tr> </table> | $\begin{array}{r} 5 \\ \times 3 \\ \hline 3 \\ \times 5 \\ \hline \end{array}$ | Reverse | <table border="1" style="border-collapse: collapse;"> <tr><td style="padding: 2px;">$3 \times 5 = 15$</td></tr> <tr><td style="padding: 2px;">$5 \times 3 = 15$</td></tr> <tr><td style="padding: 2px; text-align: center;">Obverse</td></tr> </table> | $3 \times 5 = 15$ | $5 \times 3 = 15$ | Obverse |
| $4+7=11$ | | | | | | | | | | | |
| $7+4=11$ | | | | | | | | | | | |
| Obverse | | | | | | | | | | | |
| $\begin{array}{r} 5 \\ \times 3 \\ \hline 3 \\ \times 5 \\ \hline \end{array}$ | | | | | | | | | | | |
| Reverse | | | | | | | | | | | |
| $3 \times 5 = 15$ | | | | | | | | | | | |
| $5 \times 3 = 15$ | | | | | | | | | | | |
| Obverse | | | | | | | | | | | |

The best known methods of presentation and drill were employed, with the attempt to place equal emphasis upon each combination. This equality of emphasis was necessary because upon this depended the possibility of determining the variation in difficulty in learning the combinations. Many tests were given daily, weekly, and after holidays, and a final test after a term's work to determine progress in accuracy. After each test further drill was given in the facts missed until 97 per cent. class efficiency was assured. The addition facts were presented in the main to children of the 1-A and 2-B grades, and the multiplication facts to children of the 2-A and 3-B grades. Approximately the same plan of teaching, drill, and testing was followed in each case. The findings in this part of the study indicated the order of difficulty of the fundamental facts based on the time required in teaching these facts, together with the errors made during the process of learning.

In order to determine the relative difficulties from the standpoint of ability to remember the facts, a test on all of the combinations was given to a large number of third-grade children in June. In September as many as possible of the same pupils were re-tested to determine their power of retention of those facts learned the previous year.

The combinations most easily forgotten did not bear a constant relation to those indicated as most easily learned, or even to those most difficult, hence it would seem that this part of the learning process is so vitally affected by the child's native ability, by his environment, and by his opportunities to use his school-acquired knowledge in life, as well as by the length of the vacation period, that the findings in this part of the study have been omitted from the report.

TABLE SHOWING ORDER OF DIFFICULTY AS DETERMINED BY NUMBER OF ERRORS MADE BY 1,065 CHILDREN IN EACH OF THE ADDITION FACTS

| | No. of Errors | No. of Errors |
|------------------|---------------|---------------|
| (Most difficult) | | |
| 9+8..... | 95 | 7+7..... 20 |
| 9+7..... | 90 | 6+6..... 20 |
| 9+6..... | 82 | 9+4..... 20 |
| 8+7..... | 69 | 6+3..... 20 |
| 8+5..... | 68 | 7+1..... 20 |
| 8+6..... | 66 | 6+2..... 19 |
| 7+5..... | 56 | 8+1..... 19 |
| 9+4..... | 51 | 3+1..... 19 |
| 7+6..... | 50 | 4+3..... 18 |
| 9+5..... | 49 | 3+2..... 17 |
| 7+4..... | 48 | 6+1..... 17 |
| 9+3..... | 43 | 1+1..... 17 |
| 8+3..... | 41 | 4+2..... 16 |
| 8+8..... | 37 | 9+2..... 15 |
| 8+4..... | 37 | 5+1..... 15 |
| 7+3..... | 37 | 4+1..... 15 |
| 6+4..... | 34 | 5+2..... 13 |
| 6+5..... | 32 | 9+1..... 13 |
| 9+9..... | 29 | 8+2..... 13 |
| 5+3..... | 26 | 5+5..... 9 |
| 7+2..... | 24 | 2+2..... 9 |
| 2+1..... | 21 | 4+4..... 8 |
| | | 3+3..... 8 |

It has been shown repeatedly by Courtis, Woody, Thorndike and others in various kinds of tests and studies in a variety of subjects that accuracy and speed go hand in hand. The old doctrine that the slow worker must of necessity be the more accurate worker has been proved untrue. Dr. Holloway's test given to determine the amount of speed ability pupils showed in the use of the number facts adds one more piece of evidence to the proof

of the fact that speed and accuracy in general are found together. Third-grade children were tested on the number of answers to given groups of facts that they could write in fifteen seconds, and fourth-grade children in the same way were tested on a ten-second schedule. The groups of number facts showing greatest speed in handling were the groups in which fewest errors occurred.

Perhaps the most striking feature of Dr. Holloway's study, and the one which will be of the greatest help to a teacher in her work, is that part of his investigation which gives the results of a test given to over one thousand third grade children during the last week of school before summer vacation. The number of errors made by these pupils is used as a basis for determining the relative difficulty of the forty-five addition combinations and the seventy-eight multiplication combinations from the standpoint of error alone. It would seem that inasmuch as these findings coincide in many cases with those resulting from the

TABLE SHOWING ORDER OF DIFFICULTY AS DETERMINED BY NUMBER OF ERRORS MADE BY 1,215 CHILDREN IN EACH OF THE MULTIPLICATION FACTS

| | No. of Errors | No. of Errors |
|------------------|---------------|---------------|
| (Most difficult) | | |
| 11×11..... | 735 | 6×3..... 102 |
| 12×11..... | 655 | 11×3..... 99 |
| 11×10..... | 638 | 10×9..... 94 |
| 12×10..... | 542 | 10×7..... 86 |
| 12× 8..... | 460 | 10×8..... 85 |
| 9× 7..... | 455 | 12×2..... 81 |
| 12× 7..... | 438 | 10×6..... 79 |
| 8× 7..... | 435 | 4×4..... 78 |
| 12×12..... | 425 | 4×3..... 76 |
| 9× 8..... | 422 | 7×3..... 71 |
| 12× 9..... | 417 | 10×5..... 58 |
| 9× 6..... | 390 | 8×2..... 58 |
| 8× 8..... | 361 | 5×4..... 55 |
| 12× 6..... | 361 | 6×2..... 50 |
| 8× 6..... | 342 | 5×3..... 46 |
| 9× 4..... | 292 | 11×2..... 46 |
| 7× 6..... | 285 | 1×1..... 41 |
| 12× 5..... | 271 | 9×2..... 39 |
| 7× 7..... | 268 | 10×3..... 38 |
| 9× 9..... | 263 | 7×2..... 38 |
| 12× 4..... | 250 | 5×5..... 34 |
| 10×10..... | 241 | 4×2..... 32 |

| | | | |
|-----------|-----|-----------|----|
| 8×4..... | 235 | 10×4..... | 31 |
| 7×4..... | 192 | 10×2..... | 31 |
| 12×3..... | 183 | 11×1..... | 31 |
| 11×9..... | 181 | 4×1..... | 31 |
| 7×5..... | 181 | 3×1..... | 28 |
| 9×3..... | 169 | 5×2..... | 26 |
| 9×5..... | 168 | 3×3..... | 25 |
| 11×8..... | 167 | 9×1..... | 22 |
| 8×3..... | 151 | 3×2..... | 21 |
| 11×6..... | 144 | 7×1..... | 21 |
| 6×5..... | 138 | 6×1..... | 21 |
| 11×7..... | 137 | 12×1..... | 20 |
| 8×5..... | 137 | 5×1..... | 20 |
| 6×4..... | 133 | 2×1..... | 20 |
| 11×4..... | 131 | 2×2..... | 18 |
| 6×6..... | 129 | 8×1..... | 18 |
| 11×5..... | 113 | 10×1..... | 12 |

other features of his study, this list could be taken as a guide in determining the relative amount of effort and review to be put upon each of the various combinations.

Certainly this will help teachers to avoid unnecessary drill upon facts upon which children seldom, if ever fail, and to put the time thus saved upon those in which error is frequent.

The results of Dr. Holloways study furnish objective evidence that teachers should so plan their presentation of the number facts that those found to be most difficult in any given week's allotment should receive most attention in presentation and be offered most frequently for use; also that reviews should be more frequent for those facts listed as most often missed. It is also desirable to make drill cards similar to those indicated as used for the teaching which gave the data for this study. The attention of teachers is also called to the opportunities for further investigation and inquiry in this particular field because of the fact that number combinations give trouble throughout the school life of some children. Economy in and improvement of our teaching of these combinations so that they really function is one of the vital needs in every school system.

MAYBELL G. BUSH,

Department of Public Instruction.
Wadison, Wis.

THE EVOLUTION OF THE BIRD'S NEST.

Few subjects are more interesting to those who are fortunate enough to possess a taste for natural history than that of the nesting habits of birds; and the whole of the available vocabulary has been exhausted in the attempt to describe and praise the wonderful cradles in which the eggs are laid and the little ones are brought up. A "bird's nest" is regarded by most people as the acme of comfort for its feathered inhabitants, and an absolute triumph of constructive skill. And so, in many cases, it undoubtedly is. But it is not so in all. Birds, as a class, are not endowed with the gift of architecture. A very large number make no nests at all. A good many others have nothing more than the most primitive ideas on the subject of building—and none at all, apparently, on that of comfort. It is only the few that excel in

either respect. And it will be interesting to trace the gradual evolution of the nest, from the first attempt to provide a soft and sheltered cushion on which the eggs may lie, up to the elaborate structure, so warm, so light, and yet so strangely strong, which we may see in the nurseries of such birds as the titmice and the wren.

The primitive bird, in all probability, had no notion of nest-building whatever. Birds, it must be remembered, are lineally descended from reptiles—probably through the intermediate link of those fearsome beings of a bygone age which take rank in legendary lore as "dragons." And we have in our museums the fossil remains of a reptile—the Archaeopteryx—which undoubtedly flew, and which, equally undoubtedly, was clothed with feathers. Now,

reptiles do not build nests. They lay eggs—or, at any rate, most of them do so. But their only idea of taking care of those eggs afterwards is to bury them in a hole in the sand, or in a heap of rotting leaves, where they may be hatched by the heat of the sun, or by that which is given out during the process of decay. And they do not trouble themselves, as a rule, about the subsequent welfare of their offspring in any way at all. The duties of parentage are summed up and discharged in the laying and burying of the eggs. From the moment when they break out from the egg-shell, the little ones have to fend for themselves. Neither the father nor the mother takes the smallest interest in the matter. If their offspring live, they live; and if they die, they die. It is nothing to them.

In birds, however, the parental instinct is much more strongly developed. Being hot-blooded creatures, they are able to hatch their eggs by the warmth of their own bodies—the only reptiles with the power of doing so being the pythons, which in some mysterious manner develop a special and very high temperature for that purpose. It is perfectly possible, however, to sit upon eggs and to hatch them without first building a nest in which those eggs can be placed. And the primitive bird, in all probability, with the old reptilian instincts only partially eradicated by the warmth of its blood, simply laid its eggs on the ground wherever it happened to be, and then proceeded to sit upon them.

Here, no doubt, we have one of the reasons—perhaps the chief reason—why these reptile-birds, or bird-reptiles, soon passed out of existence. The idea that it was possible, or even desirable, to conceal or to protect their eggs had never occurred to them. All that they had learned to do was to utilize their own bodily heat in hatching them. So if one of their numerous enemies passed by when they were not actually sitting, it devoured their eggs. If it happened to arrive while they were brooding, it did even better, and ate the eggs and

the mother too. Such a state of affairs could not last for very long. Eggs laid upon the bare ground, quite at random, had but little chance of escaping detection. So these semi-reptilian ancestors of our present birds were necessarily transitional. In the very nature of things they were doomed to speedy extinction.

It is true, of course, that there are quite a large number of birds, even now, which lay their eggs upon the ground, and hatch them, without making any nest whatever. And it is equally true that the years pass on without bringing about any obvious diminution in their numbers. But then—except in the case of the penguins, which, under normal conditions, are entirely free from enemies in their breeding-grounds—they have hit upon two different methods of protecting their eggs. The first is to lay them in such inaccessible places that none of their natural foes can possibly reach them. A ledge high up on the side of a perpendicular cliff, for example, is an ideal breeding-place from this point of view. And many of the sea-birds have realized this, and do not trouble about anything further. They simply lay their eggs, and hatch them, on the bare rock. But, as a consequence of their discrimination, a very remarkable evolution has taken place in the shape of their eggs. The eggs of reptiles, as a rule, are almost perfectly oval. The measurements of the two ends are identical. Those of birds in general have a large end and a small end, without any very great difference between the two. But the eggs of such birds as the guillemots, which always breed upon rocky ledges without making any nest at all, taper almost to a point. The reason is obvious. An oval egg, or one in which the smaller end was nearly as large as the other, would be in constant danger of rolling off the ledge. The slightest push from the legs or body of the mother, as she rose from brooding, would consign it to inevitable destruction. But a pointed egg, under similar circumstances, only rolls round and round on its own axis. So a guillemot

mot's egg is perfectly safe, even on the narrowest of ledges, where that of a pigeon would almost certainly meet with an untimely end.

But there is a second expedient to which many birds have resorted in order to be able to lay their eggs upon the bare ground, and yet to protect them from the observation of their enemies—that of choosing a spot in which the color and markings of the eggs shall harmonize as closely as possible with those of the soil. We have an admirable illustration of this in the case of the lapwing, or peewit, which lays her four eggs in the form of a cross in a slight hollow in the ground, with nothing more than a few stalks of grass underneath them. Yet to see those eggs, even when the bird is not sitting, requires an education. You may pass by scores, or even hundreds of them, and never notice them at all. For the hues of the eggs are precisely the hues of the ground; and it is only by practice and perseverance that one learns the art of distinguishing the one from the other.

Nocturnal birds, however, such as the woodcock and the nightjar, have a different problem before them. As they sit uninterruptedly throughout the day, they have no need to consider the coloration of their eggs, which are completely concealed from view by the body of the mother. What they have to guard against is the detection of their own backs, as they sit crouching closely against the ground. So they have no hesitation in laying their eggs in places in which, if they were left uncovered, they would inevitably be seen by the first passer-by. But the situation is always most carefully chosen in accordance with the plumage of the mother. The white and brown eggs of the nightjar, even when partially overhung by the spreading fronds of a fern, might easily be noticed from a dozen yards away. But it takes a very keen eye indeed to detect a sitting nightjar, even from a distance of six or eight feet. And the brooding woodcock, if anything, is even more invisible still. Flattened against the ground, absolutely motion-

less, with her sombre grey and brown and yellowish feathers harmonizing exactly with the hues of the soil and of the dead vegetation all round her, there's only one weak point in her protective defence; and that is the fact that she cannot refrain from watching the enemy who approaches the little heap of dead leaves and bracken on which she is resting. You cannot see the bird; but you can see her bright, beady black eyes. If the hen woodcock of the future learns to keep her eyes shut in moments of danger, resisting all temptations to open them, both she and her eggs will be perfectly secure from discovery by the great majority of her natural enemies.

No matter how complete a bird's mimicry of its surroundings may be, however, the bare ground, as a situation for its nursery, can never be ideal. There is always the chance that the nest may be unwittingly kicked or trodden upon, by some passing animal or human being, and the mother and her eggs or little ones alike be destroyed. Snakes, too, constitute a danger that cannot be guarded against; and there is always the risk of a visit from a weasel or a stoat. So the next step in the development of feathered intelligence was the realization of the fact that it would be very much safer to build in a hole in the ground, instead of upon the surface. Some of the owls have made this discovery. The short-eared owl, for instance, frequently builds—if such an expression can be justifiably used of a bird which makes no real nest—in a rabbit's burrow; while the famous coquimbo, or burrowing owl, of North America, invariably shares the underground home of a prairie-dog—much to the annoyance, apparently, of the legitimate owner. That quaint member of the feathered race, the puffin, which always looks as if the beak of a bird three times its size had been glued upon its face as a kind of mask, goes farther still, and—if it cannot find a suitable rift or cranny in the surface of a cliff, or a convenient rabbit-hole, from which it has no hesita-

tion at all in ejecting the rabbit—sets to work at an excavation on its own account, and often scoops out a tunnel of two or even three feet in depth. The sand martin, notwithstanding the apparent feebleness of its beak and claws, is equally energetic, though, when it has once completed its tunnel, it seldom cares to undertake so heavy a task again, and returns to the same nesting-place year after year. In another respect, too, it has learned wisdom, for while in places of public resort it always burrows far out of the reach of human climbers, it takes no such precaution in railway cuttings, where nest-hunting boys are excluded.

Then there is the kingfisher, which is quite unique among British birds in its nesting habits. For, in the first place, it almost always avails itself of the deserted burrow of a water vole, the extremity of which it enlarges to the requisite size. And, in the second place, it constructs its platform-like nest of a material which no other bird has ever dreamt of employing, viz., the disgorged bones of the minnows and other small fishes upon which it feeds.

The stench which arises from these, it is true, is indescribably offensive. To inhale it for several weeks, almost continuously for the mother, quite so for the young, would seem to be an absolute impossibility. But kingfishers care nothing for evil odours, or even for sanitation, and emerge absolutely unscathed from their long sojourn in an atmosphere which would inevitably bring blood-poisoning and typhus fever to humanity.

Then came another advance in the intelligence of the feathered race. Some unknown bird, gifted above its fellows, made the great discovery that a hole in a tree-trunk is very much safer, as a nesting-place, than a hole in the ground, since weasels and stoats cannot raid it. Perhaps it was an owl that hit upon this brilliant idea; perhaps it was a woodpecker. It is impossible to say. But almost certainly it was a bird which made no nest at all. And barn owls, to this day, lay their eggs in a hollow

tree on a mere bed of the pellets and fur which they have disgorged; while woodpeckers content themselves with a layer of the chips which they have cut away while excavating or enlarging their habitation. The wry-neck does the same, and has further learned to protect her abode by hissing like a snake if an intruder attempts to enter.

Titmice, however, which are luxurious birds, refuse to condemn either themselves or their offspring to imprisonment for several weeks in a hole with only damp wood-chips or evil-smelling rejectamenta to rest upon, and fill up their dwelling-place with a mass of moss, hair, and feathers, which, in proportion to the size of the occupants, is often perfectly enormous. The industry of the parent birds in collecting these materials is astonishing. They are hard at work for fourteen or fifteen hours every day, and scarcely a minute passes in which one or other does not dive into the hole with a feather or a scrap of moss or wool in its beak. And so wonderfully are they woven together, that either father or mother, or both, can insinuate themselves in a moment into the very centre of their snug little nursery, without the least disturbance of either the fabric or its contents.

It is rather strange that a larger number of other birds have not followed their example. The advantages of nesting in a hole are so obvious that one might have expected the great majority of the feathered race to seek such a retreat for the purpose of bringing up their young. Perhaps it is that there have never been enough holes to go around. However this may be, a very large number of birds build their nests, not only without the external protection which a hole affords, but either actually upon the ground, or very near it, and have been obliged to compensate for their folly in this respect by devising all sorts of plans for avoiding, or drawing off, the attention of their enemies. Some—such as the nightingale—hide under the spreading branches of a low bush, and make an inconspicuous

dwelling-place of dead oak-leaves with just a few scraps of hay or straw at the bottom. Others—such as the skylark—make a point of never ascending from or descending to the nest itself, but always rise and alight at some little distance. Others again—such as the partridge and the reed bunting—attempt to lure an intruder away by pretending to have broken a wing, fluttering along a few feet in front of him with every appearance of being hopelessly crippled, but always keeping just out of reach of his grasp. And skuas, with a depth of craft which is almost incredible, have been known in moments of danger to turn gulls off their eggs and sit upon them, advertising their presence by various pretended attempts to avoid observation, and evidently hoping, as they fly off at last with a loud squall, that their victim's eggs will be taken instead of their own.

It is largely by arts such as these, no doubt, that birds which build on the ground or in low bushes have been enabled to hold their own, notwithstanding the army of foxes, weasels, stoats, and snakes which are forever prowling about in search of victims. And it is remarkable that intelligence which is manifested so strongly in one direction should have remained so undeveloped in another.

A great many birds, however, have had the sense to realize that it is safer to build in trees than on or near the ground. But even amongst these we find very wide divergence of opinion as to what is desirable in the structure of the nest. Wood-pigeons, for example, are perfectly satisfied with a mere platform of interwoven twigs, so loosely put together that if you look up from below, when the mother-bird is not sitting, you can see the two white eggs resting upon them. The nests of rooks and of carrion crows are much more elaborate, and are kept in repair, more or less, all the year round, so that they may be able to withstand the violence of the winter storms. The magpie, who really has some idea of architecture, goes farther still, and not only builds a

nest of sticks, plastered together with earth, and lined with roots and hair, but erects a dome of twigs above it. For some reason or other—possibly from pride in its work, or it may be from sheer stupidity—this bird scorns concealment, and usually chooses a site for its abode in full view of every passer-by. And the thrush often does the same. You may see its great untidy nest in the leafless branches of a low tree, perhaps with a streamer of straw hanging down and waving in the breeze, as though to attract attention.

Not so the long-tailed titmouse, which has learned the art of rendering its nest practically invisible, even when it is placed in a most conspicuous situation. You may see it, sometimes, in the fork of a tree, some twelve or fifteen feet from the ground. But if you do so, in nine cases out of ten you will take it for the broken stump of a dead branch. For it is so accurately shaped, so smoothly rounded, and so cleverly covered with bits of mosses and lichen, that unless you happen to see the birds passing in and out, you will almost certainly be deceived as to its real nature. Even when it is built in the midst of a bush it is almost equally difficult to see. The stems of the bush itself are built into the fabric. And of all the nests that are built by British birds, not one is of more exquisite workmanship or more beautiful texture. It is really almost impossible to believe that it is the production of the beak of one small bird—for the male long-tailed titmouse, like the cock wren, is restricted by his mate to the humble task of fetching and carrying materials. In shape like a large cocoon, broader at the base than the apex, and in size out of all proportion to that of the builder, the walls are of moss, densely lined with feathers, and coated with a rainproof covering of lichens and wool, felted together with spiders' webs. It is impossible to imagine a softer or cosier bed for the eggs and the callow young. The entrance, always situated about an inch below the top, is scarcely large enough to admit a man's thumb. Yet the par-

ent birds dive in and out, some hundreds of times a day, without either stretching the aperture or disarranging the structure of the walls. And—more incomprehensible still—although they have to share the nest after the eggs are hatched with ten or twelve little ones, so closely packed together that

the nest literally expands and contracts as they breathe, not a feather of all the long tails is ever ruffled. It is a veritable triumph of architecture and of domestic management as well—the very last word in nest-building.

(By Theodore Wood.)

EDUCATION IN TERMS OF TODAY.

The growing belief that the schools must deal with every-day living is the greatest forward movement in education. To have the mind stored with theories and fine learning is admirable, but we must know how to do something exchangeable into dollars and cents, that can in turn be converted into bread and meat. A man may have talent and culture, be a great scholar and yet fail to make a living for himself.

There are many great educators in America. There are those who believe in the academic education which is the "memorizing of things read in books, and things told by college professors, who got their education mostly by memorizing things read in books and things told by other college professors."

There are other educators who believe in teaching in terms of the lives of the people; who believe that education is that training which fits us for the duties of life; that education is obtained from the books of human experience, written in the language of the people; who believe that education is alive, dynamic, progressive, practical,—finds inspiration in the here and now, with the things that are.

This article deals with an American educator whose life's work must needs place him among the last-mentioned class, since he uttered the words which are here written.

He is a modest great man, modest because he is great, great because he is modest in his greatness—Prof. Perry Greeley Holden, whose homely words of wisdom find official expression through the International Harvester

Company Educational Department, of which he is director.

Holden thought out his educational creed years ago. He attached it to the earth where people live and do their work. At sixteen, he was a country schoolteacher in Michigan. He came from a family of teachers, father, mother, and the generations that came before. He taught school in the winter, and in the summer helped his father build a home in the Michigan woods. Meanwhile, he found time to get a college degree.

Holden has been a busy man for twenty-five years. He has great organizing ability. He loves to work with people. He is a natural leader. He has put more educational extension work in operation than any other man in America. He put Iowa on the map as a corn state; organized the agronomy department of the Iowa State College of Agriculture; started agricultural short courses, enlarged and extended farmers' institute work; campaigned in the interest of corn clubs, granges, farmers' clubs, commercial clubs; introduced the teaching of agriculture into public schools in Iowa; conducted the first seed corn trains ever operated; inaugurated county farm demonstrations, managed a 25,000-acre farm in Illinois—and in all his activities kept both feet on earth and never slipped back.

Holden says that an eight-year-old boy taught him the real fundamental principles of education.

"When a country school teacher in Michigan," he says, "I once had a boy, in my school who was called 'Dully'

When I asked him a question, he would only sigh. The teacher who taught the term before me left a little note in the register which stated that 'Willie couldn't learn anything, don't bother with him.' Even the director told me, 'You can't understand Willie; he is dull—there will be nothing for him to do but become a farmer.'

"I had a kindly feeling for Willie, for I hadn't been very bright myself. One night I said to him:

"Willie, do you think your mother would care if I would have you help me with my work evenings after school—carry in wood, sweep the floor, etc.?"

"He said, 'No, sir.'

"I wrote his mother a little note and asked if Willie could stay. I wanted to know more about him. The next night after a little work, I began to talk to him and asked him questions. At first he sighed.

"Where do you live?' I asked.

"Why, we live a mile south and seventy-four rods west."

"How many acres does your father own?"

"Thirty-nine and three-fourths,' he answered.

"You mean forty, don't you?"

"No,' he said. 'The road comes around the slough and cuts off a little piece; there's just thirty-nine and three-fourths acres.'

"I asked him many other questions about the crops, the pigs, and the cows, and soon I began to wonder whether Willie or the teacher was the 'Dully,' and it didn't take me long to decide that it was the teacher. He knew all about the cows and pigs, how many tons of hay were put up, and a hundred and one things of interest to him.

"I went home, but as I traveled back and forth to that school I said to myself: What is education? Why are these boys and girls here in this school? Isn't it true that these people are paying taxes thinking that these boys will go out into the world fitted for the duties of life? The boys to work on the farms, in the offices or in the factories, the girls to make homes? Yet how

much am I teaching them to do these things?"

"Next morning when this class was called, I said, 'Boys and girls, close your books. Now, Sue, stand up.' She was a sister of Willie's and at the head of the class.

"How many pigs have you at home?"

"Pigs?" she exclaimed. She evidently thought I had made a terrible mistake, because I talked about pigs.

"Haven't you any pigs at home?"

"Yes,' she said, 'I guess we have.'

"How many?" She didn't know. I asked several of the others, who all said they didn't know. Then I asked Willie. Willie got up very proudly and answered every question I asked him.

"Do you know that boy was never called Dully from that minute on? No, sir! That boy reformed that school and he reformed the teacher.

"Dully is a successful man today."

Prof. Holden says, "Education is the training of both brain and brawn—mind and muscle. Men and women must be trained to meet the demands of everyday life and activity which concern human welfare. If we are to help the world and humanity, we must help through the things which concern all the people—through the things that they give the world; their days, their toil, their labor.

"The human race was made long before books were made. Books are tools, like the axe to the woodsman. They are great conveniences, but they are not the end.

"The boy who has raised a calf or a pig has learned some of the principles of feeding, and this, with the profit he received, makes the world worth while. There must be a motive. There must be real problems. These develop strength, self-confidence, and ability."

To carry the most practical results of human experience to the people, where they are, and as they are—to help them with their own peculiar problems—is the need of the hour. Educational extension demands the earnest effort of every American. This is the function

of the Agricultural Extension Department of the Harvester Company; Prof. Holden is the directing force behind the work; Holden says that labor without thought is worth one dollar and fifty cents a day, but the value of what is stored in a man's head is determined by its efficiency in meeting the demands of commercial and industrial necessity. Success is in knowing how to be of service in the world's work. Service is the heritage of good citizenship.

It is not Prof. Holden's object, as director of the educational work of the Harvester Company, to supplement the work of any educational institution or organization but to co-operate with all in a spirit of helpfulness. Holden says:

"You can't make a mathematician out of a boy by working his problems for him; he must work them out for himself." If people are to succeed, they must work out their own problems; but the department will do all that it can to help in whatever stands for the betterment of town and country, for that which will tend to raise the social, physical, and financial standards of the people throughout the country.

Holden maintains that the home is the center of the world interests, and that all industries, all lines of human endeavor are of value only as they tend to safeguard and improve the home and home life. He stands for education which stands for people.

WASTE IN EDUCATION

Some few months ago there was published in this Journal an article on Waste in Education. This has been commented upon freely, and the subject is now being investigated in many localities. One of the finest contributions is an article in the Columbia Teachers' Review for September, in which Miss Sarah E. Chase tells of Waste in Arithmetic.

First, she tested some classes in 9th Grade and over, as to their knowledge of mensuration. She gave out sheets on which were drawn square, rectangle, shomboid, triangle and circle, and asked pupils to determine the avas. Of the 123 pupils, 40 per cent. could get none of the answers, and most of the remainder less than three. Ninety-three per cent. failed on the shomboid, 98 per cent. on the circle, 97 per cent. on the triangle and 50 per cent. on the square. The same test was given to a class that had just finished a course in mensuration. Of the 38 children, one got all, 24 per cent. got none. When the solution was right in principle 18 per cent. were wrong in multiplication.

A test was then made as to the use of this knowledge in life. The result was surprising. Most of the knowledge was declared to be useless. Teachers

of drawing, cooking and manual training were equally pronounced in condemning most of the knowledge as useless. Men and women engaged in various occupations were asked to fill out slips of paper the measurements not used since school days. Most of the knowledge was declared of no value. For instance, the men and women using the various measurements were represented by the following figures: Square, 66 and 27; rectangle, 61 and 26; triangle, 42 and 8; circle, 33 and 12; rhomboid, 11 and 3; surface of cube, 38 and 8; cylinder, 24 and 5; volume of cube, 39 and 9; cylinder, 36 and 6.

In the light of all this it is stating the conclusion somewhat mildly to say that if nothing more can be offered than the usual reasons for the teaching of mensuration in the grades, then the amount of time commonly devoted to this topic is hardly justified. Since their multiplication of very simple mixed numbers gave these pupils a poor foundation indeed for higher mathematics; since their confusion in regard to perimeter dimensions, area and square inches made any assistance thus gained toward a rational interpretation of the universe doubtful; and since the majority could not make any practical

use of the subject the conclusion seems obvious that not one of the suggested purposes had been accomplished by the forty weeks' work.

A second illustration of waste is caused through the selection of problems and the vocabulary of the text books. In Grade III, 80 per cent. did not know the meaning of dealer, 90 per cent. the meaning of merchant; in Grade IV, 80 per cent. did not know the meaning of mason, and 95 per cent. the meaning of contractor, etc. The confusion is illustrated by the following sentences composed by children: "A carpenter carpets floors; a contractor contracts; the broker breaks rocks; the broker gets broke; the merchant does no hard work, etc."

The children taking an imaginary trip through a farm were ignorant of such terms as poultry, pasture, loading grain, acres, shipping oats, dairy, crops, bin, and a trip through a grocery store showed less ignorance. It was clearly demonstrated that failure in arithmetic is due very frequently to lack of ability to read—that is to understand terms or picture the conditions of the problem.

To sum up in the words of the writer:

Sometimes the subject matter of whole pages may be foreign to the children's experience. For instance, one of the first pages of a fourth grade book deals with "the average income of physicians," "the salary of the president," "the salary of the Governor of Illinois," "the police force of New York City," "the greatest depth of the Pacific Ocean," and the distance of the moon and the sun from the earth. Another page in a fifth grade reader includes "registered votes," "apple blossoms that did not develop," "a poultry raiser," "farmers' crops," "unseasoned lumber," "sugar beets," "beef tal-

low," "experimental farming," and a "dealer's profits."

In addition, some of the problems even though they may be about things or situations that are familiar to children, are yet stated in words that children do not use and consequently do not understand. Thus one book, in asking questions about a children's garden, uses all of these phrases on one page, "rectangular plot," "grow on shares," "cultivate part of an acre," "possible to average a crop," "most scientific way," "results of more nearly perfect conditions" and "seven-eighths of that figure."

Moreover, many of the text book problems are founded on the answer and are consequently worked backward from that answer.

It seems reasonable from all this to conclude that text-book problems may be a source of real waste in the teaching of arithmetic. To summarize: The investigation here recorded has shown, after a careful study of numerous text-books, that many problems involve conditions that are quite untrue to life; that many of the words used were unfamiliar or even quite unknown to the one hundred children tested; and finally that forty-five experienced teachers from various school systems have found the subject matter and the vocabularies of the various texts which they have used quite unsuited to the capacities of their pupils.

Surely if we really do not believe in transfer of training we are not going to ask children to solve those problems whose conditions are not true to life; for if we give them such problems containing unfamiliar situations or words we are going to prevent the very thing for which we are working—clear habits of thinking by which to increase their power to make intelligent use of numbers.

SCOUTING GAMES FOR THE PLAYGROUND

While most scouting games are intended, naturally, to be played in open country, there are yet many suitable for the playground which would pro-

vide a welcome change from plays grown too familiar.

The scout's staff and handkerchief play a prominent part in his games, but

substitutes for these may easily be found. Also, instead of the plan of patrol against patrol (of eight members), being adhered to, players may be divided simply into two sides. For convenience sake these players have been given as boys, but most of the games mentioned here are played by the Girl Guides, and are equally suitable for girls.

For country schools fortunate enough to have their being near a moor, wood, or common, the game of "Numbers" is described, and the inevitable rainy day, when the playground is impossible, provided for by "Nobody's Airship."

The Boy Scout movement is well in line with the educational tendencies of the day in that it seeks to teach by giving the children pleasure. The typical scouting game, therefore, develops observation, quickness of thought and action, imagination and resource. The following examples are taken from "Scouting Games," by Lieut.-General Sir Robert Baden-Powell, K.C.B., slight alterations having been made to adapt them to teacher's requirements.

The Staff Run

Divide the players into two sides of exactly equal numbers. If there is one child over he must stand out, but this is no great hardship, as a game is finished in a few minutes, and he can then take the place of one of the players.

The sides themselves are now halved, and the children stand in single file, the foremost of each half facing, with a distance of about eighteen paces between them. The distance between the two "sides" must measure at least five paces, and their lines should be parallel.

The teacher or director of the game stands in the middle of the parallelogram thus formed. He hands (in lieu of the staff) a handkerchief or some other object to the boy heading one of the halves of each side. On the word "Go!" each boy runs as quickly as possible to the foremost player of the opposite half of his side, gives him the handkerchief, and drops out of the game. This second boy runs back to the other half, leaves the handkerchief

with the now leading boy, and falls out himself. The game goes on until the last boy is reached. He then races to the teacher with his handkerchief, and the end boy on either side who reaches the goal first wins the game for his side.

This game causes intense excitement, especially if the strength of the sides is fairly equal, both having the same proportion of fast and slow runners.

Where's the Whistle?

A number of children should be blindfolded, and should stand in a line at one end of the playground. The teacher, provided with a whistle, goes to the other end of the ground. On the first note of the whistle they start out to find him.

In this they are guided solely by the sound of the whistle, which he must blow somewhat frequently, especially if he notices a child heading for the wall or other unsympathetic object. The aim of the player is to find and touch the whistle-blower, and as each child succeeds in doing this he takes the handkerchief from his eyes and retires from the field. The first player to touch wins, but the game should be continued until the last boy, "the duffer," reaches his goal. "Where's the Whistle?" is suitable for a hot day, when vigorous exercise is not advisable, as no running is needed, and it affords as much amusement to onlookers as to players.

The Bull Fight

Twelve players take part in this game, the rest of the children forming the boundary of the arena by standing round in a ring. If there is not a sufficient number to do this, a circle may be chalked on the ground.

The players consist of one bull, one matador, four Chulos, and six scarf-bearers. The last-named are provided with large, clean handkerchiefs or dust-ers, while the bull has five or six strips of paper, about six inches wide, pinned to his back.

The Chulos and scarf-bearers are waiting in the arena when the bull rushes in, and they try their hardest to tear off the strips without being

touched by the bull. Only one strip may be torn off at a time. If a Chulo is touched twice by the bull he is dead and out of the game. The scarf-bearers, by running in between the bull and a Chulo who is in danger, and waving their scarfs in the animals' face, try to divert his attention and make him follow them.

When all the Chulos have been disposed of, or all the strips torn off, everyone but the bull is cleared out of the arena. The bull is blindfolded, and a scarf tied so loosely round his neck that a pull at one end brings it away. The matador now comes in and tries to capture the scarf without being touched by the bull. If he succeeds the bull is dead, but if he is touched he dies, and the bull wins.

There is keen competition for the positions of bull and matador, and it is a good plan to hold them out as re-

wards to the children who tackle their lessons most manfully before recess.

Pass It On

For this game the children are divided into two equal parties, and stand in single file parallel with each other.

The leader of each party stands at the head of his line and is provided with a rubber ball. At the word "Go!" he tosses the ball over his head to the boy behind, who passes it on down the line. No boy must move from his place to catch the ball until it reaches the last one, who runs back outside the line with it to his leader.

The side wins which gets the ball back to its leader first.

Until the children have had some practice the ball rarely finds its way right down the line, but great keenness is shown to avoid "muffing" catches.

Book Reviews

A most delightful little set of books has just been issued by the Macmillan Co. of Canada, "A Child's Own Book of Verse," consisting of three volumes, compiled by Ada M. Skinner and Frances Gillespy Wickes, of St. Agatha's School. Glancing through these books we find nearly all the old friends of our childhood, from the nursery rhymes to the beautiful Folk Songs of different countries. These are books which should be in every school library, and in every home library where there is a child. Indeed, there are few grown people who would not enjoy an hour with the delightful people who sing in these pages. We can say without hesitation that this series is the best thing of its kind that we have seen, and we would recommend it for every library list.

The Rural Teacher and His Work (Foght), by the Macmillan Co. This is a very stimulating book, even if the suggestions made are not always of value to people living in Manitoba. The idea of teacher as community leader is played to death. Our teachers cannot do this work, and if they were to pose as community leaders they would be dismissed. They can, however, lead without posing as leaders, but the less said about leadership the better. The chapter on the revitalized course of study contains nothing radical. It describes what is rather than what should be. For twenty years our schools have been gradually working towards the ideals set forth in this chapter. They are modifying aims and methods perhaps as rapidly as circumstances will justify. Everybody should read this book. It is Mr. Foght's best.

Phonics Made Easy (Sinclair)

Macmillan & Co., 50c.

This book is intended for young teachers and mothers, and sets forth the work to be done from day to day. It is needlessly specific. It will make of reading a task when it should be a pleasure. There is no reason why at any time pupils should be asked to read drivel or stilted forms of expression. It is always an error to sacrifice sense to sound and this the author does constantly. Further than that, one would expect some degree of accuracy in presenting phonics. **Mat, mast, mamma** should not come in one lesson as if the vowel sound were the same. Phonics should be an aid to correct enunciation not a hindrance. There are, however, good things in this book, for example, the lesson sequence page x, the general directions for making the "sounds," and the very necessary section on letter combinations. The book is quite as

good as that by Haliburton, and for one who has had no instruction in phonics quite suggestive.

Ontario High School Chemistry

Macmillan & Co. of Canada, 50c.

It is a relief to read a book like this, so different in its matter and methods from the old-time pioneers in chemistry. There seems to be no doubt that with such a book in their possession students would be in a position to understand and follow the instruction of an interested teacher. Particularly helpful are the chapters on the Laws of Combustion and Equations, Valency and Nomenclature. The stumbling blocks have been for the most part removed. It should be possible for students to read with ease and intelligence the Equations of Chemistry just as they read Algebraic Equations. The book is a very suitable introduction to a very profound study.

School News

Teachers' Convention

Teachers of Inspector Van Dusen's division will please note that their first convention will meet at Arborg School, on Friday, October 5th, 1917.

An interesting programme and good social time will be arranged. Let teachers make an effort to attend as this is partly an organization meeting. Remember the date—first Friday in October.

School Notes

The staff of the Balmoral Consolidated School No. 170 for 1917 is—C. E. Law principal, Grades 9, 10, 11 and Matriculation Latin; J. Stewart (late of Baldur), 6, 7, 8 and Matriculation

French; Miss Bell (late of Stonewall), 3, 4, 5; Miss Hazel King (Winnipeg), 1 and 2.

The new principal of Stockholm Consolidated School is Mr. Dunlop (late of Hilten), and his staff consists of the following ladies: Misses Reid, Metcalfe and E. Corbett.

The Best in Moving Pictures

Now that the Motion Picture has come to stay, and has a part in the lives of most people, both young and old, it is surely within the province of an educational journal to assist in the selection of the best, in this, the world of entertainment, as well as in the world of culture. It is no more im-

portant to recommend to people the best in literature and music than it is to recommend the best in drama, both on the stage and on the screen.

The list of plays which follows was selected by a member of the Manitoba Board of Censors, with the idea of advising people as to the best in motion pictures which are likely to be shown at the local houses within the course of the next few weeks. These are plays which would be suitable for young and old people, but those marked with a star are particularly suited for children.

- Charity Castle, Mary Miles Minter.
- The Little Pirate, Zoe Rae.
- *The Lonely Little Prince.
- The Scarlet Pimpernel, Dustin Farnum.
- *Every Girl's Dream, June Caprice.
- *Mary's Jane's Pa.
- *Bobby's Bravery.
- *Just What Bobby Wanted.
- *When Bobby Broke His Arm.
- An Alabaster Box, Alice Joyce.
- *Baby Mine.

- Sunshine Alley.
- *Polly of the Circus.
- Skinner's Baby.
- The Kingdom of Hope (Do Children Count?)
- Efficiency Edgar's Courtship.
- *The Golden Idiot.
- The Jury of Fate.
- His Curiosity.
- *The Varmint.
- *Hashimura Togo.
- Little Miss Optimist.
- Lost in Transit.
- Hostage.
- Baby Pulls the Strings.
- The Crooked Romance.
- Wooden Shoes, Barriscale.
- *Wee Lady Betty, Bessie Love.
- Down to Earth, Fairbanks.
- *Seven Keys to Baldpate.
- The Little Samaritan.
- Betsy Ross, Alice Brady.
- *Rebecca of Sunnybrook Farm.

Additions will be made to this list from time to time. Teachers are asked to name pictures that they have found helpful and interesting to children.

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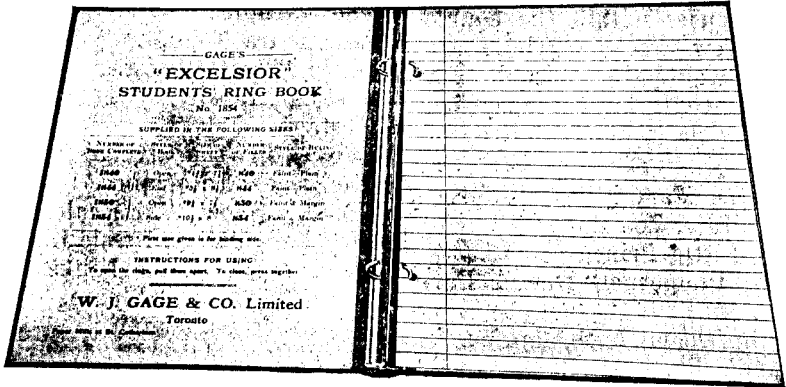
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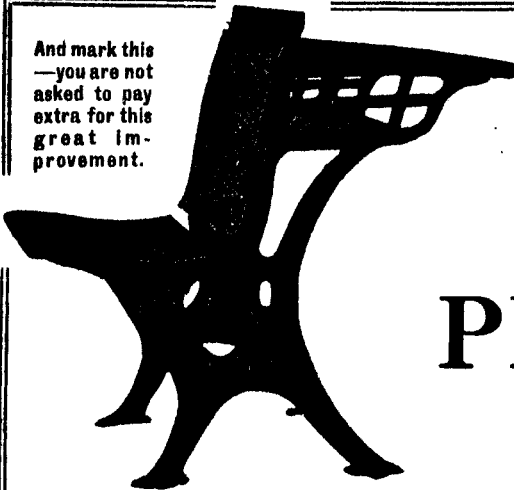
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