

The WESTERN SCHOOL JOURNAL

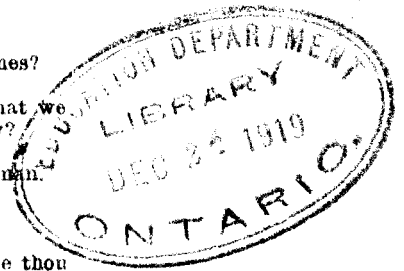
— INCORPORATING —

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

Why slander we the times?
What crimes
Have days and years, that we
'Thus charge them with iniquity?
If we would rightly scan,
It's not the times are bad, but man.

If thy desire to be
To see
The times prove good, be thou
But such thyself, and surely know
That all thy days to thee
Shall, spite of mischief, happy be.

Joseph Beaumont (1616-1669)



Librarian,
Educational Library,
Normal School Building,
Dec. 18
TORONTO, Ont.



"THE OLD RELIABLE"

Be sure to specify **HYLOPLATE** by name this year above all years. The velvet writing surface is most economical in the use of crayon and is erased completely with a minimum of effort and eraser wear. One-third of a century of service is the record of "Old Reliable" **HYLOPLATE** blackboard and is assurance of its sterling worth.

HYLOPLATE never sweats, never gets greasy. It is sanitary. It has a uniform dead jet **BLACK** elastic velvet writing surface that is not noisy when written upon and that does not chip, crack, or "spider check." Any kind of chalk or crayon may be used.

HYLOPLATE costs little if any more than blackboards with a less enviable record for satisfactory performance. It is economy to buy the "Old Reliable."

HYLOPLATE is carried in stock by reliable school supply houses and is always available for immediate shipment from some nearby warehouse.

There is practically no breakage in transit and the freight is little.

HYLOPLATE is easily installed by anyone who can use a saw and hammer, on any sort of a wall; even on bare studding. Full directions accompany each shipment.

SCHOOL BOARDS

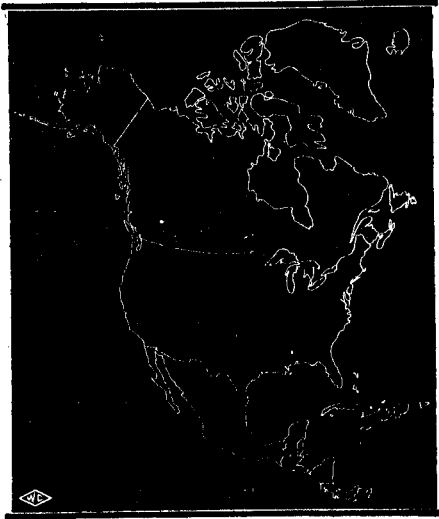
Ask your School Supply House for full information about **HYLOPLATE**. He carries trade marked samples and will gladly mail you one. The best School Supply Houses of the country carry **HYLOPLATE** and will gladly quote prices promptly and in detail.

THE MANUFACTURER'S GUARANTEE

Genuine trade-marked **HYLOPLATE** is guaranteed by the manufacturers to give entire satisfaction and for ten years or more of school-room use. The guarantee is liberal and leaves entirely to purchaser the question of whether the blackboard is satisfactory and as represented.

To secure this liberal guarantee and the protection it affords, all you need to do is to make sure that your order has been filled with genuine **HYLOPLATE**. There is only one **HYLOPLATE** blackboard. The name is registered as a trade mark, and is die cut into the back at frequent intervals. None but genuine **HYLOPLATE** may be legally offered as such. The guarantee covers genuine **HYLOPLATE**, but does not protect you on any blackboard accepted as **HYLOPLATE**, or "the same as **HYLOPLATE**," on which the words, "TRADE MARK **HYLOPLATE**" do not appear. Look for the name.

Ask your nearest School Supply House for Samples and Prices of "Old Reliable" Hyloplate Blackboard



Blackboard Outline Maps

THESE Blackboard Outline Maps are of exceptional quality, being made on double-faced slated cloth. They hang flat because of this, and will not curl up on side edges. The reverse side may be used for Flexible Blackboard purposes. They are not made with stencils, but are hand made with continuous white lines which cannot be erased. Size 50x60 with Map extending to extreme edge.

Price\$6.40 ea.

Prang's Graphic Drawing Books

We have just received a large shipment, and can give your orders prompt attention. Note the New Prices:

Numbers 1-4	20c ea.
Numbers 5-8	25c ea.
Number 9	35c ea.

The Absolute Dry Chemical Fire Extinguisher

The Chemical is not affected by heat, cold, dampness or age, and does not require any attention or renewing.

There should be a Fire Extinguisher in each room. When there is a fire, it is the first few seconds that count. Place your order today. Price, each, \$3.50.

ORDER YOUR
HYLOPLATE
BLACKBOARD
AT MOYER'S

HYLOPLATE
TRADE MARK
BLACKBOARD

WE CAN SHIP
THE SAME DAY
THE ORDER IS
RECEIVED

E. N. MOYER COMPANY LIMITED

CANADA'S SCHOOL FURNISHERS

110-120 PRINCESS STREET

TORONTO

WINNIPEG

EDMONTON

EATON'S MID-WINTER SALE

WRITE TO-DAY

IT PAYS TO ORDER BY MAIL

MAIL YOUR ORDER TO-DAY

IT PAYS TO ORDER BY MAIL

Thrifty buyers from thousands of farms and homes in the Canadian West realize that it PAYS TO ORDER BY MAIL, and especially when the EATON SALE BOOK makes its semi-annual appearance.

THE MAILING DATE IS ABOUT DEC. 15

If your copy does not arrive in due time after the above date, be sure and send for one. A Post Card is all that is needed, giving clearly your name and address.

THE T. EATON CO LIMITED
WINNIPEG CANADA

EATON'S

MID-WINTER SALE
1919 1920
STARTS FEB. 29
EATON CO. CANADA



DANGER LURKS IN DUST

GERM-LADEN dust is responsible for much sickness. Remove the dust and you eliminate the possibility of it doing harm.

STANDARD Floor Dressing

Dust cannot rise from floors treated with Imperial Standard Floor Dressing. It holds dust so that it can be swept out of the room and carried away.

Imperial Standard Floor Dressing will not evaporate or gum up. It preserves the surface of wood, linoleum or oilcloth, as well as cleaning it.

One gallon will cover 500 to 700 square feet of floor space and last for several months without further dressing.

Sold in one and four gallon cans; also half-barrels and barrels.

At all Dealers

IMPERIAL OIL LIMITED
POWER HEAT LIGHT LUBRICATION

Branches in All Cities

T-1180

University of Manitoba

WINNIPEG

**OFFERS COURSES LEADING TO DEGREES IN ARTS, SCIENCE,
MEDICINE, PHARMACY, LAW, CIVIL AND ELECTRICAL
ENGINEERING, ARCHITECTURE, AGRICULTURE
AND HOME ECONOMICS**

The faculty consists of some fifty professors, lecturers and demonstrators, and with them are associated the staffs of six affiliated colleges.

The range and efficiency of the courses in Arts and the facilities for clinical work in connection with the course in Medicine are surpassed in few institutions on the continent.

*For terms of admission, details of courses, information
as to fees, etc., apply to*

W. J. SPENCE, Registrar

University of Manitoba, Winnipeg

THE CANADIAN BANK OF COMMERCE

SENDING MONEY ABROAD

If you wish to send money abroad, purchase a draft from the Canadian Bank of Commerce. It is the safest method, and the cost is small.

Branches in Winnipeg:

MAIN OFFICE: 391 MAIN STREET { C. W. Rowley, Manager
C. Gordon, Assistant Manager

ALEXANDER AVE., Corner Main St.
BLAKE ST., Corner Logan Ave.
ELMWOOD, 325 Nairn Ave.
KELVIN ST., Corner Poplar St.
SELKIRK AND MCGREGOR STS.

FORT ROUGE, Corner River Ave. and
Osborne Street

NORTH WINNIPEG, Cr. Main & Dufferin
PORTAGE AVE., Corner Carlton

Contents for December, 1919

EDITORIAL—

Teachers and Teachers 269
 Through the Child's Eyes 371
 In Memoriam 373
 A Message 374

DEPARTMENT BULLETIN—

Conditions in Grade IX 375
 December Examinations 375
 French Authors Grade XI 375
 The Good 375

TRUSTEES' BULLETIN—

Salary Schedules 376
 The British View of Salaries 376
 Teachers' Salaries 377
 Community Kitchens 378

FOR THE MONTH—

The Christmas Turkey 383
 A Gentleman 384

SELECTED ARTICLES

The Programme of Studies 384
 An Experiment in Composition 386
 Music in Education 389

PRIMARY SECTION—

Reading 393
 Writing 393
 Spelling 393
 Geography 394
 The Little Soldier 394
 Tarquin the Proud 395
 General Booth 396
 Try It Out 396

CHILDREN'S PAGE—

An Old Christmas Carol 397
 Editor's Chat 397
 The Children's Crusade 398
 Our Competition 399
 A Visit to Santa Claus Land 399
 A Visit to Santa Claus Land 400
 Santa Claus 401
 December Books 401
 A Christmas Dream 401

SCHOOL NEWS—

News from the Field 402
 Teachers' Convention 403
 Inwood Teachers' Convention 404
 School Contests 405

REVIEWS 406

SPECIAL ARTICLES—

"Raffles, Jr." 406

President - - - - A. W. HOOPER
 Editor - - - - W. A. McINTYRE
 Business Manager - - - R. H. SMITH
 Directors—D. M. Duncan, E. Burgess, D. J. Wright, D. McDougall, W. A. McIntyre, A. W. Hooper, C. W. Laidlaw, E. J. Motley.

Terms of Subscription
 PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

Our Stock of

School Pictures

is the largest and best in Canada. Let us send you an assortment of unframed prints on approbation.

Richardson Bros.

326 DONALD STREET
 WINNIPEG : MAN.

PICTURES, FRAMES
 ARTISTS' MATERIALS

The Silk Market of Western Canada

The Fine Showing of Silks and Satins at Robinson's this season is attracting widespread attention, not only in Winnipeg, but in many of the large cities of the west. Everything new—everything worthy—everything dependable can be found in their magnificent New Silk Department. All Ladies advocate "Robinson's for Silks" because of the large stock carried, and the reasonable price at which they are sold.

ROBINSON & CO

Limited

398-408 Main Street, Winnipeg Man.

At Christmas Time

—the time of charity and goodwill—it is well to bear in mind that true charity “begins at home.”

No form of beneficence can be so far-reaching in its effects as the provision of Life Insurance. It is “the living pledge of a deathless love.”

The Automatic Endowment Policy of The Great-West Life Assurance Company offers ideal Insurance. Protection is secured at lowest rates, yet the payment of life-long premiums is avoided. An Endowment is secured, yet without the heavy cost of the regular Endowment Plan.

Take advantage of the leisure of the Christmas Season to look into this vital question of Life Insurance. Your request for information will have prompt attention, without undue solicitation to insure.



The Great-West Life Assurance Co.

DEPT. "T"

Head Office: WINNIPEG

The Western School Journal

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

VOL. XIV

WINNIPEG, DECEMBER, 1919

No. 12

Editorial

TEACHERS AND TEACHERS

Some things remain to be said regarding salaries, and perhaps these had better come from a School Journal than from any other source.

The sum and substance of it all is that there are **teachers** and teachers. Expressed in terms of salary or remuneration this means that some are worth infinitely more than any school board can pay and others are worth considerably less than nothing.

What makes the great difference in value? It is not experience—even though experience should be worth something, and usually is worth something. Yet there are to be found teachers with thirty years' experience who are more inefficient than beginners, because the effect of their work has been to habituate them to wrong methods and to establish in their minds wrong aims. It is not scholarship that makes the great difference, though sound scholarship is an asset of great value. Yet some of our most finished scholars are our poorest teachers. Any university student will endorse this. Nor is it training, for there are men and women who have never been at a training school who yet intuitively seem to get hold of the principles of training and teaching. "They are born to it" as people say. Nor is it a matter of sex. Some women are better teachers than most men, and a few men can do work that no woman can undertake. A schedule of payment that seeks to recognize worth, will give consideration to all of these things, but it may fail to recognize the greater

thing than any of them—practical ability and devotion to duty.

How does devotion to duty manifest itself? First of all by the amount of real energy put forth—energy that makes demand upon time and thought and feeling. There are some teachers who begin work when they awake in the morning and they do not really cease till they go to bed at night. They live in it. A few of these are known to all of us. There are others who come to school at the last minute and who leave with their pupils at the ringing of the bell. Their real interest is in the life outside of school. We all know teachers of this kind. There is a scriptural injunction which tells us that "If any man compel thee to go a mile, go with him twain," which interpreted pedagogically means, "Do all you have covenanted to do for your salary, but do just as much more of your own free will." We have a strong impression that no teacher in Manitoba or out of it ever did good work who was not prepared to travel the second mile. A good teacher will do many things "not nominated in the bond," and these are the things which count.

In this connection just a word. A strong agitation is being put forth for better salaries. This is right and proper, speaking in a general way. To have teachers at all, there has to be much more generous treatment than that accorded them. But let it be borne in mind that what is making it difficult for the public to make the increase is

the down-right laziness and professional inertia of some few members of the profession, who are doing just as little as they can for the money they receive. They are living on the merits of their fellow-teachers. They are willing to claim all that comes to them as the result of schedule making; but they are not willing to do any of those countless little things that make the profession honored in the homes and in the community. They lack professional zeal, go to conventions under protest, belittle the enthusiasm of beginners, rail at the authorities as tyrants—but never put heart into the service, never try to find out what is being done in the educational world, never study pupils in relation to their home life and community need, never do anything beyond teaching classes certain little mechanical performances such as reading, writing and working problems. And yet they call it teaching. These are the people who are a drag on the profession. When good schedules are made—and schedules seem to be a necessary evil—it is hoped all this dead timber will be sent to the bon-fire.

There are in contrast to these few, a great many who go far beyond the second mile. They have accepted as their own Froebels great motto: "Come let us live with the children." Whether they serve in the kindergarten, the middle grades or the university, they recognize themselves as ministers to their pupils. They have "the divine passion for souls"—and they succeed where others fail. Nor is their success of that easily-won kind which is secured by force and fear. They win the interest and attention of their pupils. They do not compel it. They do not save themselves all they can, but as royal souls, they give all they can, and give it freely. All over this province there are to be found teachers of this class,—men and women who have a name in the community for service and unselfish devotion—and it is these who have made the profession honored and who have made it possible for boards of trustees to suggest better schedules.

Sometimes teachers talk about their hard work. It is hard work—the hardest kind of work—when it is faithfully done. But it can be made the easiest kind of easy work for any man who is inclined to loaf. Yes, he may teach thirty hours a week, and do nothing more. Then he may have a long summer vacation, and a few days at Christmas and Easter, and he may have all Saturday to himself. That is just how the outsider views it, and in some cases the outsider is right to a fraction of a second. The Journal has no hesitation in saying that this is not typical of the class, nor does it hesitate to say that any member of the profession in saying that any member of the class who approaches this limit has no right to consideration by any school board. Any good teacher finds that the working hours of school are the easiest hours, and the holidays but breathing times for planning work and for getting into touch with what is going on in the pedagogical world. Mr. Stratton has said a very fine thing about teaching. He wants teachers in his schools to get \$1200 a year, but he wants them to be at their work the whole year—not teaching the whole year, but ministering to the community in other ways, during part of the ordinary vacation. Would it be sure death for any one to breathe this to a company of town or city teachers? Would it be considered an invasion of private rights? Would it be wrong for a school board to say "We shall pay you good salaries, but we demand that you keep up to date; that you use part of your vacation in order to keep yourself in tune with your profession"?

It is not necessary for a board to ask this from a majority of the teachers. They live up to it of their own accord. It is true, however, that there are slackers and shirkers, in teaching as in every other calling, and every honest member of the profession will call for the elimination of these.

From all of this it is plain that the Journal has no sympathy at all with the clamor of a short day for any kind of worker. The salvation of the individual and the world is work. Laziness

is the gospel of despair. The best kind of work always comes from a free heart, and therefore we are not primarily concerned with legislation as to hours and conditions of labor, but with the stocking of the profession with men

and women, who have noble aims and high purposes—love for childhood and for humanity. It is to such men and women, alone, we can entrust the young citizenship of Canada.

THROUGH THE CHILD'S EYES

The most criminal offence on pedagogy is imposing the views and feelings of the adult upon a little child. It is more than a misfortune, when "childhood is not permitted to ripen in children," and when those just entering upon adolescence are compelled to bear the burdens of maturing and old age. There is some excuse, perhaps, when economic conditions compel young people to live ahead of their time. Legal enactment lessens this possibility and in time, we hope, may completely remove it. There is absolutely no excuse, however, for teachers, who are unhampered in their action, and who are trusted to direct wisely the development of growing minds, should they ignore the instincts and interests of children. It is only through the direction of these that education is at all possible. Surely, it may in this age be taken for granted that it is education rather than mere "stuffing and filling" that should be aimed at in every school—whether the school of the people, or the school of the church.

Among the feelings of the young child are love and dependence as they are manifested in the family relation, and awe and mystery as they are felt in the presence of the great natural forces. Using these as a foundation it is easy for a religious teacher to explain the love and power of God, fellowship with the Father, communion with the Saints. Heavenly joy and the punishment of separation are not difficult to appreciate by children who have experienced a parent's love, a parent's forgiveness for wrong done, and a happy activity at the fireside. It is experience on the lower plane that

makes experience on the higher possible.

What is true of feeling is equally true of thought. It is next to impossible, to impose the views of adult Christians upon children as if the learning of phrases and definitions constituted wisdom. As a child I learned that "The Zodiac is a space in the heavens of eight degrees wide on each side of the ecliptic, in which the planets perform their annual revolutions around the sun." It never meant anything to me then, and I never think of the definition yet when I think Zodiac. So is it with many religious definitions and terms, and with many of the hymns that are thoughtlessly taught to children. Let anyone test a primary class as to the meaning of the words they are taught to use so freely—such words as God, Heaven, Sin, Eternal.

Often people are anxious to thrust their own opinions upon young minds as if the acceptance of certain opinions guaranteed salvation. Consider for example the following little hymn as spiritual refreshment for a child of eight or nine years.

There is beyond the sky
A heaven of joy and love:
And holy children when they die
Go to that world above.

There is a dreadful hell
And everlasting pains;
There sinners must with devils dwell
In darkness, fire and chains.

Can such a child as I
Escape this awful end?
And may I hope, when'er I die,
I shall to heaven ascend?

Then shall I read and pray
 While I have life and breath;
 Lest I should be cut off to-day
 And sent t' eternal death.

Some go even beyond this. They consider as wordy and sinful all the instincts and yearnings of childhood. They say that the first word in education is excision. The old life is to be destroyed if the new life is to be implanted. This monstrous fallacy is accepted by not a few well-meaning souls. They have apparently never heard and appreciated the parable of the tadpole. With its big body and long thread-like tail it swims about in the pool until one day it emerges as a croaking frog. Where has the tail gone, and where have the legs come from? Anyone who knows will tell us that the tail has been absorbed and made over, in part, into legs. So too is it with those feelings, inborns and desires of childhood. They are the explanation and the condition of the higher life. And just as the amputation of the tadpole's-tail would mean that the little creature would forever remain a tadpole or rather a dwarfed and misshapen monstrosity, so the child deprived of his birthright to live and develop as a child would become in like manner a religious freak, governed by foolish fancies, and unable to discharge a useful function in a world of men.

Now, this is all very well for religious teachers, but how does it affect us who serve in day schools? Read this from the pen of Mr. Fred M. Hunter, of Oakland, California. It is a good introduction to the subject:

"The chief characteristic of all the means of printed books for school-room use is their division into subjects and the logical and proper presentation of these subjects. None of them, thus far,—or not at least until the last few months—have been planned and executed around a series of projects in themselves worth doing in any community and of natural interest and appeal to children. None of them have been addressed primarily to children in child language with the chief activities suggested rather than completely express-

ed in terms of adult logic. None of them have placed real emphasis on child initiative, child judgment and child organization. Such of them as have made attempts in this line have made the projects used carefully subservient to certain principles and facts of logically outlined subjects matter, which the author mistakenly deemed essential to the development and happiness of young life."

Will a glance through our text-books confirm this view? Are history, geography, grammar, arithmetic, and even literature, music and art, taught as if the great aim were to make the pupil acquainted with the wisdom of the race—the development of the mind of the pupil in a natural way through the unfolding of his powers being merely secondary? There are two great classes of teachers—the "dopesters" and the "leaders." It is teachers of the latter type we should aim to be, but it is so much easier to dispense information than to develop power and desire, that we all naturally follow the line of least resistance.

It is easier to ask children to come to us in our thought and feeling and action, than for us to go to them. It is easier to compel them to think as we do, than to meet them on their own plane of thought and lead them to something higher. No doubt, at times, we yield to the temptation of placing before them truth neatly arranged and semi-digested and in examinable amounts consoling ourselves with the thought that where there is impression and expression there must be education. We are not wrong, most decidedly we are not wrong, in wishing pupils to know something very definite as the result of their study, but we are wrong, when we assume that they will get to know anything in a real true sense by swallowing without mastication what we have so carefully prepared for them. For the mind grows by its own activity rather than by the activity of another. It grows through self-activity rather than through activity compelled by pressure from without.

And what is true of thought is equally true of feeling and action. A

teacher who succeeds in getting children to appreciate in order the nursery rhyme, the fairy tale, the myth, the story of adventure and discovery, will have no difficulty later on in developing a taste for that literature which by universal acclaim is called the best, but it would be cutting off the tadpole's tale to deprive a young person of that which appeals to the juvenile mind, because it does not "measure up" to the standard of cultured adults. Edwin L. Miller of Detroit has said a pretty wise thing: "The way to begin, it seems to me, is to expose Mr. Boy at the outset to something which he really will read for the pure fun of the thing. I suggest **Tom Sawyer** and **Huckleberry Finn**, though several years ago, when I asked a certain high-school librarian to purchase them for his shelves, she held up her hands in horror exclaiming: "You don't expect me to put them on my shelves, do you?" I replied: "I do. What is your objection to them?" "Why," she answered, "If I were to have those among my books they would be in use all the time and would soon be worn out." She was quite right. There are also certain boys who like **Treasure Island**.—A student at Yale once was asked: "Did you take Greek?" He replied, "No, but I was exposed to it." That perhaps is true of certain literature that pupils are studying in school. What is true of literature is true in the fields of art, music, dress and ornamentation.

Of all absurdities the greatest is that of expecting children to behave like old folks. It might not be a wrong policy to prohibit from teaching all who have never had children of their own, or who do not live with children. Otherwise they tend to measure all conduct by their own standard—the adult standard. Young people have their own conception of the funny, the heroic, the sublime, the orderly. They will live through it to a higher conception, but they will never live at all unless they are allowed to develop normally. This is no advocacy of the doctrine of *laissez-faire*. A child should be just as free within the limits of appropriate action as any adult. The tadpole illustration applies to conduct as well as to thought and feeling.

Lest this whole thought should be misunderstood, let us say again that it is because we wish children to advance beyond childhood to true manhood and womanhood, that we wish them to live out completely their childhood. Similarly they must complete their adolescence. Then will they be ready to assume the duties and obligations of maturity and to enjoy all the feelings and appreciate the thoughts of old age. The highest pedagogical art is the art of interpreting and ministering to childhood. Froebel was eternally right in taking as his motto "Come let us live with the children."

IN MEMORIAM

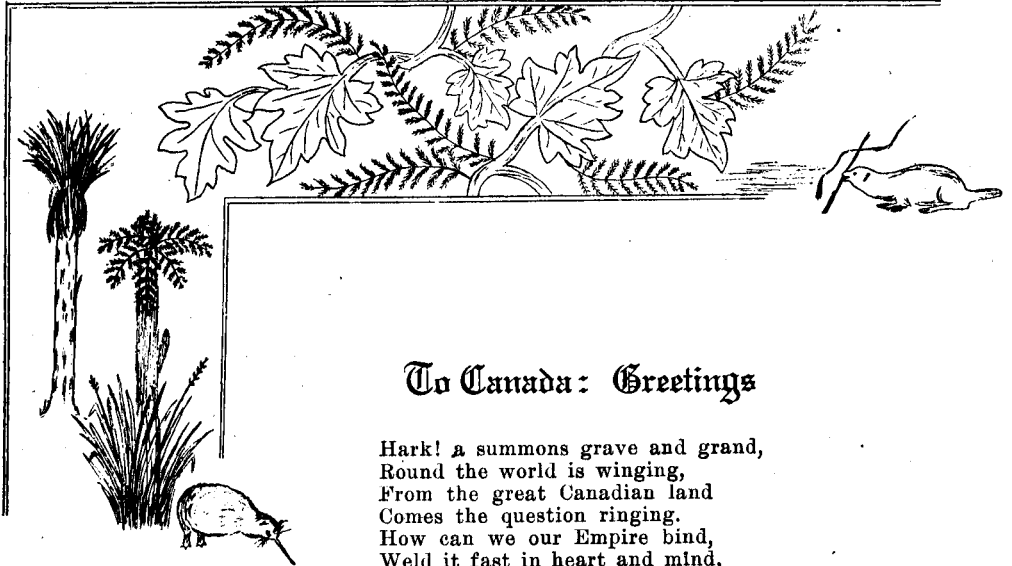
To many of our readers, particularly those of the old guard, the following notice in a recent Free Press came as a shock:

"A. D. Johnston, principal of Fox-warren school, passed away Tuesday afternoon, Dec. 2, from heart failure, at the age of 60 years. His loss will be deeply felt by the people of Holland and district, and of those other places where his work took him. The late Mr. Johnston was principal of Holland Consolidated school for some five years and was loved and respected by parents

and scholars alike. The districts in which he has labored will bear testimony to his good work in years to come.

The body was taken to Killarney, where two brothers reside, and interment took place there on Friday afternoon. Mr. Johnston was a member of Holland Masonic lodge."

Mr. Johnston was a student, a thorough teacher and a modest unobtrusive gentleman much valued by those who knew him.



To Canada: Greetings

Hark! a summons grave and grand,
 Round the world is winging,
 From the great Canadian land
 Comes the question ringing.
 How can we our Empire bind,
 Weld it fast in heart and mind,
 Destiny in greatness find,
 Near the world's hope bringing?
 Much is done. Still more to do.
 Canada! we answer you—

Play up! Play the great game still,
 Noble souls are playing;
 Each with utmost heart and will
 Empire's bulwarks staying.
 Humble, righteous, strong and pure,
 Only thus can we endure,
 Make again the victory sure,
 Life's great laws obeying.
 Canada! we join with thee,
 Ready hands across the sea.

North and South and East and West,
 Empire call is sounding;
 Youth! to us belongs the quest,
 Promise so abounding.
 Glorious power with light to use it,
 Strength to hold and love to fuse it,
 Nor with pride nor boast abuse it,
 Peace with honour founding.
 Canada! we hope to be
 Empire builders, thus with thee.

"A Message"

From Sydenham School, Christchurch,
 New Zealand

To the Children of
 Manitoba, Canada.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

CONDITIONS IN GRADE IX.

Teachers should take notice that students who were allowed to take Grade IX conditionally must remove these conditions before Christmas holidays. The method by which this must be done was stated clearly in the letter sent to each conditioned student.

As teachers were notified that all students must present certificates be-

fore entering any grade in the high school, there should be no difficulty in determining just what students have to remove Grade VIII conditions.

It should be noted that these papers are to be examined by the teacher, and marked by her, then forwarded to the Department for confirmation.

DECEMBER EXAMINATIONS.

Teachers are reminded that the only candidates eligible to write on the special examinations this month are those now in Grade XI who still have to pass in certain subjects of Grades IX and X.

Grade X pupils who are carrying supplementals from Grade IX will write these supplementals at the regular examination next June.

FRENCH AUTHORS GRADE XI

For the examinations in June and September, 1920, candidates will pre-

pare pages 1 to 69 of "La France Heroique."

THE GOOD

"What is the real good?"
I asked in musing mood.

Order, said the law court;
Knowledge, said the school;
Truth, said the wise man;
Pleasure, said the fool;
Love, said the maiden;
Beauty, said the page;
Freedom, said the dreamer;
Home, said the sage;
Fame, said the soldier;
Equity, said the seer;—

Spake my heart full sadly;
"The answer is not here."

Then within my bosom
Softly this I heard:
"Each heart holds the secret;
Kindness is the word."

—J. Boyle O'Reilly.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES ASSOCIATION

Trustees' Bulletin

SALARY SCHEDULES

T. Toille

Where ever Teachers or School Trustees are gathered together there is the subject of Teachers' Salaries, Schedules, etc., under discussion.

May I point out that so far as I have observed most of the schedules in force in Manitoba give little or no recognition of efficiency; seniority i.e. experience is overlooked in the case of teachers who move from one district to another; and the least experienced teachers on the staff are placed in the primary grades.

Believing that general discussion may help to secure the best arrangement, allow me to propose a plan to be considered, torn to pieces and reconstructed in better form.

First—There should be a minimum wage below which no school board should be allowed to employ any teacher. This irreducible minimum should cover cost of living—say \$850—and should be paid by

(a) General levy on Municipality—say \$700.00.

(b) Per diem grant from Department as at present—say \$150.00.

Second—The Department should hold itself responsible for retaining in the province, our trained and experience

teachers and therefore should make additional grants to the School District according to the training and experience of the teacher employed.

Third—The Local School Board should by an additional increment of salary recognize the efficiency of the teacher and should offer special increases in salary when a teacher works under unfavorable conditions such as overcrowded rooms, lack of suitable boarding places, etc. Boards should provide funds for this purpose by special levy on the district.

This third factor in the Teacher's Salary should be, and is the only one that should be, subject to the principle of collective bargaining.

ILLUSTRATION OF OPERATION OF THESE PRINCIPLES

Certif- icate	Exper- ience	Salary	Paid by				S. E. Spec- ial Levy
			Grant Gen	Per Diem Grant	Dept. on basis of	Cert.	
Permit		850	700	150			
3rd Cl.	1st yr.	950	700	150	100		
3rd Cl.	2nd yr.	1000	700	150	100	50	
3rd Cl.	3rd yr.	1050	700	150	100	100	
2nd Cl.	4th yr.	1200	700	150	200	150	
2nd Cl.	5th yr.	1250 ?	700	150	200	200 ?	

THE BRITISH VIEW OF SALARIES

Following up the communication in last issue let me quote from the report of two British Commissions in 1918. These were "to inquire into the principles which should determine the construction of scales of salaries."

Speaking of salaries of elementary teachers the report says:

"The Committee was unable to accept the principle of equal pay for men and women, partly because a scale of salaries adequate for women is under present circumstances inadequate for men, and partly because it is essential to attract and retain suitable men in the profession."

Speaking of salaries for teachers in Secondary Schools the report says:

"In dealing with the question of equal pay for both sexes, for which justification may be found by some in the requirement of similar qualifications and efficiency from both men and women teachers . . . , the commission is of the opinion that there must be differentiation of scales on basis of sex. At present "a salary that will attract a woman will not necessarily attract a man of similar qualifications." Since salaries must be sufficiently high to attract and retain the services of qualified teachers, the fact must be taken into consideration that there are more openings in commerce and industry, and in

the professional and public services for men than for women, that as a general rule men are likely to give longer service, and that, while the prospect for marriage may be the same for both sexes marriage for the man implies the assumption of new financial responsibilities. The commission considers that "under present economic and social conditions the principle of equality of pay for the two sexes would lead to the one being underpaid or the other overpaid." It is accordingly suggested that scales of salary should be approximately the same in the initial stages for both men and women, but that differences imposed by differences of economic and social status should be introduced at later stages."

TEACHERS' SALARIES

New York, Boston and nearly all other American cities have made liberal advances in the salaries to be paid to teachers. Consider for example the salary schedule in Boston.

Under the present schedule a new inexperienced teacher begins at a minimum salary of \$696.00 and progresses by annual increases of \$96.00 until she reaches, in seven years, the fixed maximum of \$1368. Under the new rate proposed by the committee both the minimum and maximum salaries are increased by \$384.00 a year; that is to say beginners will have an initial salary of \$1,080, and the maximum salary at the end of seven years will be \$1,752. Also those who were beginners a few years ago, whatever their salary is now will find it increased by \$384.

What is true of beginners is true all the way up the grades. This is a much better allowance than that in most cities, better even than the new Winnipeg schedule. In fact it is better than anything we have had proposed in Western Canada, since the cry here is for \$1,200 as a minimum for teachers of Second class standing, who have had training and at least one year's experience.

The teachers of Boston, however, are very far from being satisfied with this schedule and have demanded an increase all round of \$600 a year. Recently 2,000 teachers met in Tremont Temple and pointed out that not only Boston, but the United States is menaced by inadequate compensation to teachers, and that in asking for \$600 increase they were only asking for a partial return for services rendered. The committee will appeal to the legislature, and it is quite possible that the request will be granted.

The New York increase in schedule has not been at all equal to that of Boston, but the agitation in the city has not been ended.

The following quotation from the New York Evening Post, has a bearing on conditions here and in the United States: "If millions of brain workers have chosen to remain unorganized, and have preferred to rely on the employers' sense of justice and are today being underpaid, what is the answer? The most effective way of combating trade union tyranny is by justice to the non-unionized."

COMMUNITY KITCHENS

In the Pennsylvania Packet of Sept. 23rd, 1780, we find the following advertisement: "Wanted, at a seat about half a day's journey from Philadelphia, a single woman of unsullied reputation. An affable, cheerful, active, and amiable disposition, cleanly, industrious, perfectly qualified to direct and manage the female concerns of a country business, as raising small stock, dairying, marketing, combing, carding, spinning, knitting, sewing, pickling, preserving, etc., etc. Such a person will be treated with respect and esteem, and meet with every encouragement due to such a character."

This advertisement brings to mind the type of home familiar to us through the pages of fiction or the tales of our grandmothers, a home which was a little world in itself, self-contained, self-sufficient, holding intercourse with its neighbor only insofar as safety or social instincts prompted. In this small circle the whole cycle of production, manufacture and consumption was complete. The home of that period was a miniature industrial centre, in which was produced and consumed the manufacturing of the world.

But man's horizon gradually widened, his difficulties and responsibilities increased. He was forced by circumstances to combine and co-operate. Gradually he began to realize the power of group action, and used it more and more until to-day it has become one of the greatest factors in the progress of the world. What is the effect of this tendency on the home? The best answer I have found to this question is an article by Prof. Sykes, from which I beg leave to quote.

"The life of mankind is indeed a fabric. Each one of us is weaving his part. How solid and broad and finely-patterned can we make it? Now the fabric of life in this era is being woven in large patterns, more complicated designs. What marks human activities is the accelerated movement of mankind toward group action, societies, associations, unions, councils, conferences, companies, systems, combinations, trusts, treaties, extending into international

relationships of every kind. This group organization creates a sort of superman of society. Society is transformed, in-labor, the home, no doubt remains of dustrialized, socialized, liberated.

"In the traditional scene of woman's the evolution or revolution in progress. In the last fifty or sixty years the average home has been transferred and transformed. It still survives because it embodies the idea of a family, the most primitive and precious of human bonds, but the home which survives is a changed home.

"In my own life-time I have seen the self-sufficient home of my boyhood transformed into the city flat, say, of New York. As the city grew up around us the well went in favor of the city water-works; the coal-oil lamp was replaced by gas, by electricity; no more wood for the small boy to split, we put in a gas stove; the wash-tub passed out to a commercial laundry; the family cow faded to a ghostly morning milk-bottle; horse and buggy changed to a street-car; the sea-shells on the whatnot went over to the American Museum of Natural History; the front yard went, perhaps, into Central Park or the public play-ground; of the back-yard there was nothing left but the fire-escape; the woodshed shrank to the gas-meter; the cellar to the ice-box; the isolated home itself was replaced by combinations of homes in ranges and tiers; when one roof covers the population of a village and a city block a town.

"And so, we who knew the old home and the new, talk about the change. The home itself is in public consciousness as never before. It is lost and won in every suffrage debate; as a slogan, back to the home rivals back to the farm. The normal we forget about, it is the abnormal we talk about. Something is happening to the home, but what?

"The change is obviously beyond the will or wish of the individual. It was once an individual problem when the cook left. Now all cooks are leaving. Catastrophe is impending over the housekeeping. Moving was once an epoch in the family history, like the

exodus or the hegira. In New York, ancestral homes become annual or semi-annual. The New Yorker is a cave-dwelling nomad. He folds up his bed like the Arab and as silently steals away. So this many-sided thing we call the home is changing in every phase. No institution has endured more hardships, has taken more buffets in our industrialized society than the home. What is happening to it? What has fate in store for it?

"In the first place, the city home is a terribly dependent thing. In place of the isolated self-sufficient house of my childhood the new home is knit into the city by infinite essential bonds, by pipe here, by wire or tube there, by food and clothing, light and heat, by occupation, transportation, health, protection, education, religion, recreation. Home no longer stops at the threshold.

"We still have our individual home under our own roof, or ceiling, at least, but the home is conditioned by civic and industrial organizations of which we once knew little. These things beyond are now the secondary facilities of the home. Here we are slowly developing the new and larger possibilities of life, the product of the superman made by industrialized or socialized activities, by group organization.

"Our public schools, our public libraries, our churches, parks, playgrounds, hospitals are, we begin to see, splendid extensions of home. They make what I call the larger home. More and more has been taken from the old individual home, much is coming back in more convenient, more splendid form, in the larger home. Life is re-asserting its claim to the full facilities of living even in the city. What the individual home cannot give, the larger home must give. We hear of a city of homes, but a city which is itself a home is something longed for, not won. There is a work to be done.

"In an economic sense, the change from the home of yesterday to that of tomorrow is from a factory to a market, for three-fourths of the produced wealth of the world is used in the home. We to-day, are in a transition stage, a painful period, with

many of us clinging to the old through sentiment or habit, yet forced into the new by the resistless onward sweep of civilization. We cling to our traditions. It requires vision and wide comprehension to see our home as merely 'a cell in the great battery which drives civilization forward.' Hitherto our education and opportunities have not fitted us to realize that running the social machine is part of woman's business and is the present day problem in home administration.

Hence the non-manufacturing home is in the future for most of us and much farther off for some than others. Nor are all parts of the same home at the same stage. What woman of today could, if she would, or would if she could, spend time in combing, carding, spinning? The textile industry has passed almost entirely from the home. Why? Because the home worker realized that this industry was being carried on elsewhere in a larger, easier, more efficient, and therefore cheaper way, than she could manage. The principle of co-operation had been applied with success, and it behooved her to reap the benefits. What about the food industry in the home? It has been less affected by the all-pervading influence of co-operation than any other department. If we looked into any hundred homes, we should probably find a hundred women spending six or more hours of every day in a round of marketing, preparing food, cooking meals and washing dishes. Is this the best way? Does it really conduce in the most satisfactory manner, to a family's comfort or financial benefit, or to its health and happiness? Why not try co-operation here since it has proved such a boon in other fields? A few adventurous spirits have tried experiments but the great mass of women have looked with suspicion on well-meant efforts to release them from drudgery. Of these efforts the community kitchen is one of the most radical and promising, and its claims surely deserve an impartial examination from those interested in the problems of the home.

What are these claims? And have they been proved by practical exper-

ience? The arguments in favor of community kitchens are strong,

1. From the standpoint of **efficiency** is there any defence possible for the present method? Is not the root idea of efficiency the performance of a piece of work in the best possible manner with the least expenditure of time and energy? Yet in the all important task of food preparation we find many wearing themselves out in an infinite duplication of little activities, handicapped by inadequate kitchen equipment, and often discouraged by a feeling of incompetence. Should not such women be able, when the burden proves too much for them, to delegate this task to those fitted for it and leave themselves free for other work for which they are better suited?

2. **Economy.** Economy of money through wholesale and co-operative buying. Economy of material, as there is no waste or overlapping. Economy of fuel, one of the chief arguments in favor of the establishment of National Kitchens in Great Britain, and surely one which would carry weight here, where the fuel bill bulks so large in our budget.

Economy of time. This refers especially to the patron and needs no comment.

Economy of labor—both for the patron and the public at large. In the National Kitchens referred to, it was found that a standard kitchen serving a thousand portions a day required a staff of six persons. This was possible for two reasons: 1. The workers were all trained and competent. 2. They had the advantage of the best equipment. Working in large quantities they could use motor power, and labor-saving devices as vegetable-peelers, dish-washers, cake-mixers, etc., too expensive an investment for the average home.

3. **Educational Value.** A kitchen run on proper scientific principles should raise the standard of national cooking and catering. It should introduce to the public new and unfamiliar articles of food. The small dietary range of our general population is remarkable, and

new foods are viewed with suspicion as some of us may have found when trying to induce people to use substitutes during the period of food conservation.

4. **Convenience and Comfort.** Need we enlarge on this point? Think of a house free from the smells of onions or cabbage or frying fish. Think of the pleasure of sitting down to a ready cooked meal, with no more labor involved than the pleasant one of setting the table and washing the china and silver afterwards, not the pots and pans. Think of the boon to the worker in the business world who desires a home of her own but has not time or energy for all the work it involves. Think of how it helps in the solution of the servant problem.

6. **Health.** Lord Rhondda described the National Kitchens as a form of national insurance against the ill effects of any serious food shortage. These kitchens should give health to the family by providing nutritious, well-cooked, properly balanced meals in place of the makeshift feeding often resorted to. They should give health to the mother, which means the family, by relieving her of work and worry. This has been especially true during the war when so many women have been engaged in work outside the home.

And how have these theories worked out in practice? The idea of community kitchens is not new. Parkman, in one of his essays on the North American Indian tells us that many tribes practised community cooking. The squaws in the encampment would gather round the fire, and decide on the menu for dinner and supper. Then together they prepared and cooked sufficient for the entire company, after which each squaw took sufficient for her own family and served it to them in the privacy of the wigwam.

Over a century and a quarter ago, Count Rumford showed us the advantage of large scale cooking. There have been many attempts since then, more or less successful, but all interesting as showing the different ways in which the plan may be worked out. Obviously, the same type of kitchen would not

suit all classes or even the same class of patrons under different circumstances.

The community kitchen has been incorporated in various housing schemes. For instance, a city apartment house, with a large kitchen in connection, from which cooked meals are sent to the suites, or are served in a restaurant, as the patron may desire. Or, sometimes a group of houses is built around a large central kitchen and restaurant, with each house accessible to them through covered passages.

Various charitable organizations such as the Salvation Army, have conducted kitchens for the preparation and distribution of certain kinds of cooked foods—notably soups. Indeed, much of the lack of enthusiasm displayed by the public for the community kitchens may be traced to the confusion of ideas regarding the purposes of these two kinds of kitchens.

More interesting perhaps, because they illustrate the principle of co-operation in a very concrete and practical fashion, are the various joint stock companies that have been formed for the sale of cooked foods. As an illustration of this form of community kitchen, we might mention "The American Cooked Food Service of New York." The initial capital was secured by selling shares at \$1.00 each (6 per cent. non-voting non-circulative stock.) The management spared no effort to secure a central, sanitary and attractive location, and the most up-to-date equipment. They required all prospective employees to pass tests for health and ability to do the work required.

Several grades of meals are offered at different prices. These are planned by trained dietitians, whose business it is to furnish meals that shall be well-balanced, attractive and varied from day to day. Foods are placed in separate air-tight vacuum containers, which fasten on top of one another and are placed in order of serving, except that cold and hot courses are kept apart. A motor delivery gives efficient service in delivering food and calling for containers afterward.

The war, with the consequent food shortage in Europe, brought the advantages of large scale cooking before those high in authority, with the consequence that in practically all belligerent countries, kitchens were established under Governmental authority and supervision. Lord Rhonda, the food minister of Great Britain, was especially interested in them, even appointing a Director of National Kitchens, Mr. Spence. Through him, the kitchens already running under private auspices (161 in number) were given Government aid, and provisions made to increase the number of kitchens as far as the demand warranted. In all cases the patronage increased in proportion to the scarcity of food and the strictness of the rationing. Thus, in Germany, where the food shortage was more acute than with us, there were in 1917, 2,200 kitchens, serving 2,500,000 portions a day.

In Great Britain, the kitchens were not expected to make a profit, but were supposed to meet expenses with enough margin to repay the initial cost of equipment. However, even when the balance was on the wrong side, it was considered that a kitchen had justified its existence, "as the economy in food and fuel and the release of workers for war work, might make a commercial loss consistent with a national gain."

The National Kitchens were of two types (1) a single self contained unit; (2) a central kitchen with several distributing depots. On the whole the first type was found to be the more successful, although the other would seem on the face of it to have greater opportunities for economy, as it would require a smaller staff, reduce the capital expenditure for appliances, and simplify marketing. However, the public seemed to prefer a kitchen where they could actually see the food prepared. Also the extra cost and trouble of transport made this type inadvisable, except where the menu was limited to a few foods—as broths and stews, a menu not popular with the British public.

An interesting off-shoot of these kitchens was an experiment tried by Mr. Spencer, in his own city of Halifax. He fitted up a street car as a travelling

kitchen, with electric cooking done by power from overhead wire. The food was prepared in the central kitchen, but cooked in the car. At one end of the car was the cash box, orders were taken and food served from the sides.

Whatever the type of kitchen adopted, no doubt exists of its value during the war. The benefits outlined were all proved by experience. Now that the war is over, the nations are taking stock. Values have changed since 1914. We have learned, I hope, to test institutions, no less than people, for their genuine worth rather than by having traditions and sentiments that have grown up around them. The test should be: Is this of service? Does it help to further the progress of the nation?

Does the community kitchen stand this test? Is it destined to become an integral factor in family life? Looking over the field, we are bound to confess that the idea, in spite of its undeniable advantages, has been slow to win the popular fancy. In England, the demand for cooked food, has decreased rapidly since the abolition of rationing. People are returning to their old ways. Obviously, community kitchens will not supersede the individual for a long time to come—nor is it claimed that they should do so. But is there not room for both? Will not the benefits derived from the community kitchens be as necessary in the difficult days of reconstruction as they were in war. Efficiency, economy, health and comfort. Can we afford to lose any factor which will promote these?

Yet, if the community kitchens will do all we have claimed for them, why have they not increased by thousands, instead of by hundreds? Examination of conditions shows a number of obstacles in the way, and none of them too great to be removed, especially with modern machinery to help us.

The first and greatest difficulty is prejudice. There is the sentimental prejudice that the new method will break up family life. But the only part of the home affected is the kitchen and this is not, in modern times, the heart of the home. There is no thought of changing the customs of the family

as regards serving and eating the meals.

Then there is the prejudice, usually masculine, against innovations of any kind in the home. An English writer says: "However ill-managed and uncomfortable man's domestic arrangements may be, he generally prefers to grumble at them in his own way, rather than to have them improved by any agency which he suspects may touch that fetish 'the sanctity of the home.'" In the home women's originality has always been hampered by man's lack of originality. For him home is a self-sufficient unit, managed by one or more women for the comfort of one man. In this attitude of increasing obstinacy, the reformer finds one of the most serious obstacles to her efforts to make central kitchens an integral factor in every woman's life.

Class prejudice is another obstacle. Unfortunately, community kitchens are connected in the popular mind with the soup kitchens of charitable organizations. So much was this the case in England that Lord Rhondda was compelled to substitute the term National for Community before they gained any patronage. Corresponding to this attitude was that of some members of the working classes, who protested against the use of National Kitchens by well-to-do people on the ground that such a practise was taking the bread from the poor working man's mouth.

The foundation of these last named prejudices is selfishness and ignorance. The only way to overcome them is by patient and constant explanation of the principles involved, aided by practical experience, of the advantages to be obtained. The war has done good service, by forcing the attention of an indifferent or critical public to the good points of a system which otherwise they would have refused to try.

Another obstacle is the quality of the food offered. This might be traced sometimes to incompetent handling or to carelessness in details, such as proper seasoning. But in addition to this, it is true, that some foods, when prepared in large quantity are not so appetizing as when they receive individual attention.

In answer to this, we may say that there is no idea of banishing the private kitchen. Any housewife should be able to prepare any favorite dishes which she or her family may fancy, and yet be able in time of need, to fall back on some outside agency for the staple foods, the preparation of which is often so tedious and exhausting.

The other difficulties are those in connection with detail, management and organization. Many of the experiments made in the past have failed from a financial standpoint. During the war, as I have explained, it was considered possible for "a commercial loss to be consistent with a material gain." But now, we cannot expect subsidized aid of any kind, whether in the form of government aid, or voluntary workers or free quarters. If community kitchens are to continue, they must stand on their own feet financially.

That this can be done has been proved by experience, but only when run on the same lines as any other commercial undertaking, that is—by people who understand their business thoroughly, who have faith in it and energy and perseverance enough to see it through. Unlike the ordinary business venture, Community Kitchens are not supposed to pay large dividends to the investors.

Any profits should be utilized in improving the service. The many modern inventions at our disposal make success more probable than formerly—the automobile, ensuring quick delivery; improved containers, which keep food hot or cold for several hours, and all the labor saving devices which ensure a maximum output with a minimum of labor.

One of the slogans in the business world might be adopted with advantage by promoters of Community Kitchens—i.e. **advertise**. Many of these enterprises have failed through a mistaken policy of cheapness. Poor and crowded quarters in a side street will never attract the attention of an indifferent public. The kitchen should be in a conspicuous position, attractive, spotlessly clean and open to public inspection. The average modern woman realizes the money value of efficient service and is willing to pay for it, but she insists on getting what she pays for.

We have outlined the need of community kitchens and their possibilities for service. Surely the modern woman, to whom nothing is impossible, will surmount these comparatively small obstacles, conscious that in so doing she is aiding in a much needed social reform.

For the Month

THE CHRISTMAS TURKEY

A farmer kind and able,
 One of the parish, sent one morn
 A nice fat turkey, raised on corn,
 To grace the pastor's table.
 The farmer's lad went with the fowl
 and thus addressed the pastor,
 "Dear me, if I ain't tired. Here is a
 gobbler from my master."
 The pastor said, "Thou shouldst not
 thus present the fowl to me,
 Come take my chair and speak for me,
 And I will act for thee."
 The preacher's chair received the boy,
 the fowl the pastor took,
 Went out with it and then came in
 with pleasant smile and look,

And to the boy he said, "Dear Sir, my
 honored master
 Presents this turkey, and his best
 respects to you, his pastor."
 "Good," said the boy, "your master is
 a gentleman and scholar!
 My thanks to him and for yourself, here
 's a half a dollar."
 The pastor felt around his mouth a
 most peculiar twitching,
 And holding fast to the gobbler he
 bolted for the kitchen.
 He gave the turkey to the cook, and
 came back in a minute,
 Then took the youngster's hand and
 put a half a dollar in it.

A GENT LEMAN

I knew him for a gentleman
 By signs that never fail:
 His coat was rough and rather worn,
 His checks were thin and pale,—
 A lad who had his way to make,
 With little time to play.
 I knew him for a gentleman
 By certain signs today.

He met his mother on the street;
 Off came his little cap,
 My door was shut; he waited there
 Until I heard his rap.
 He took the bundle from my hand,
 And then I dropped my pen,
 He sprang to pick it up for me,
 This gentleman of ten.

He does not push or crowd along;
 His voice is gently pitched;
 He does not fling his books about
 As if he were bewitched,
 He stands aside to let you pass;
 He always shuts the door;
 He runs on errands willingly,
 To forge and mill and store.

He thinks of you before himself;
 He serves you if he can,
 For in whatever company,
 The manners make the man;
 At ten and forty 'tis the same,—
 The manner tells the tale,
 And I discern the gentleman
 By signs that never fail.

—Margaret Sangster.

Selected Articles

THE PROGRAMME OF STUDIES.

(Arithmetic)

The work of the first three grades was discussed in some detail last year. In Grade IV the text book is introduced. From the moment it is introduced there seems to be retrogression, as if pupil's ambitions or interests or abilities were blighted. It is said by teachers that high school students are often unable to calculate rapidly and correctly, unable to read problems and give a well-worded solution, incapable of doing mental work, and helpless in attacking a problem out of the ordinary. Of course, this may be over-statement. It is not uncommon for senior teachers to belittle the work done in the junior grades. There is no doubt at all, however, that the arithmetical abilities of

pupils reaching the high school are far from satisfactory. The reasons for unsatisfactory conditions may be traced to the programme, the text-books and the teaching.

The programme is faulty in that it is indefinite. Teachers say that they never know just what they are supposed to do, nor are they clear as to the purpose of the work of a particular grade. The main purpose in one teacher's mind is to give pupils ability to perform the operations used by business men. Another teacher thinks chiefly of ability to reason—considering arithmetic study as a form of discipline.

The text-books are faulty for several reasons. Often they introduce matter that should long ago have been discarded. True, the snail climbing out of the well, the trains on parallel tracks, the cisterns with taps of unequal size, and the clocks with three hands, have disappeared, but there still remain terms that have no interest or meaning for childhood, and problems of the indirect order, such as no one in actual life ever requires to solve. Worse still, many of the problems lack practical interest for pupils, so that there is no motive for attempting to solve them. They come as challenges from an arithmetician rather than as challenges from life. They are not usually connected with each other but vary with the mood of the text-book maker, who often seems to have made his collection by borrowing from sources ancient and modern. Of all these faults, the most glaring is that of the indirect problem. By this is meant the reverse of an ordinary business problem. For instance, this problem is direct. "Find the simple interest on \$60 for 3 months @ 7%." This one is indirect: "At what rate per cent. will \$600 double itself in 8 years?" There seems to be no doubt but that some problems of the latter sort are valuable for purposes of discipline, even though they are of little value in actual life. Is it too much to say that any pupil who is familiar with the simple arithmetical operations—the fundamental processes, fractions, percentage in its ordinary applications—should be passed on that knowledge alone. Our text-

books and our examination papers savour too highly of the schoolmaster. Any one who carefully examines such a paper as that set for Grade X students last mid-summer will appreciate this fact. And that paper was a very fair one, if ordinary text-books in arithmetic are to be accepted as the standard.

Ignoring the faults in the programme and the text-books it is necessary to refer to certain weaknesses in the method of presentation, that in part account for the unsatisfactory attainments of the pupils.

1. It is a mistake to think that if pupils in the junior grades are rapid and accurate in their calculations they will retain this power without persistent practice. Quick work is necessary in all the grades. A couple of minutes a day will suffice with most pupils.

2. It is a mistake to give too much written arithmetic. Three-fourths of the time devoted to class instruction can well be given to what is known as mental calculation and oral solution. It is wonderful what power teacher and pupils will acquire if they follow this rule.

3. It is a mistake to accept solutions that are nearly correct, when correct solutions are expected. It is always in order for a teacher to say "I want to know how you will proceed to a solution, but you need not do the actual work," but when she says "I want a solution," she should be satisfied with nothing less than accuracy. There are some pupils who go through school without getting anything just right.

4. It is a mistake to give problems involving the use of terms that are not fully appreciated by the pupils. One reason why pupils cannot work problems in stocks is because they have never seen stock certificates, nor been practically interested in a joint stock affair. The same applies to interest, insurance, taxes and the like. The business colleges with their banks, and business paper adopt a practice that is possible in every school. Teachers often get at the problems before the pupils have the necessary experience to attack them.

5. It is a mistake to be satisfied with sloppy work or loose statement. Neat figure work and orderly arrangement are essentials.

6. It is a mistake to develop the subject too much. A knowledge of fractions to twentieths is about enough for the ordinary pupil. Addition of two fractions of any kind is enough. Simple decimals to hundredths, or thousandths is enough. Decimals should be used in calculating taxes, interest, etc. It is a mistake to convert everything to vulgar fractions in such cases as this. Such studies as stocks, compound commission, should be ruled out. Recurring decimals should be studied when algebra is introduced.

7. Problems should not be unrelated to life. Actual projects such as farming, gardening, marketing, preparing meals, cutting lumber, should lead to problems. This is essential.

Among the rules teachers might safely follow in teaching arithmetic are the following:—

1. Teach one principle thoroughly before proceeding to the next.

2. See that pupils understand and can picture problems before attempting to solve them.

3. First work for a willing mind.

4. Connect the study with life.

5. Give pupils time to think. Do not keep hurling questions at them.

6. Train pupils to say "What do I have to find out? What facts will help me to find it out?"

7. Give plenty of practice in doing—in practical measurements, in estimating quantities. In other words, let pupils frame problems growing out of their own experience.

8. Encourage mental work. Short methods are easily acquired. There is nothing wrong in using them, provided straight calculation can be done, but it is a mistake to encourage laziness. Some people would rather work round for five minutes trying to get a short method, than proceed to a solution by ordinary multiplication or division.

In another issue the programme and the particular method of teaching it will be considered.

AN EXPERIMENT IN COMPOSITION

When a teacher tells a story for reproduction she is often disappointed in receiving compositions that are word for word the same. This has one value in certain cases. Pupils acquire a vocabulary by repeating word for word the language of the teacher or a good text. Yet, compositions based on imitation are usually wooden. Originality is the spice of life. As a rule "A story, something like the one told by the teacher" is better than a mere reproduction.

A scheme for promoting originality was that of assigning as composition one end of a telephone conversation. The pupils were to write out the whole conversation. The one-end conversation ran as follows:

Hello!

Yes!

No!

How many?

In about a month.

That's a good idea.

Good-bye.

The following compositions are samples. The time allowed for writing was ten minutes.

A Telephone Conversation

Mable—"Hello!"

Elenore—"It's Elenore speaking."

Mable—"Yes."

Elenore—"Emma is going to be married."

Mable—"No!"

Elenore—"Yes, and there's going to be a supper, and we would like very much if you could provide some cakes."

Mable—"How many?"

Elenore—"As many as will be convenient, and do you know when she's going to be married. In about a month."

Mable—"In about a month!"

Elenore—"Yes, and we're going to try and persuade Katie to come and help us."

Mable—"That's a good idea."

Elenore—"Well, I guess I'll have to go now because Emma is calling me. Good-bye!"

Mable—"Good-bye!"

Over the Telephone

Dorothea—"Hello!"

Margaret—"Is that Dorothea?"

Dorothea—"Yes."

Margaret—"This is Margaret speaking. Do you know what I want?"

Dorothea—"No."

Margaret—"Mother is trying to collect doll's sweaters, can you get some for her?"

Dorothea—"How many?"

Margaret—"Oh, about seven or eight. When will you have them ready?"

Dorothea—"In about a month."

Margaret—"I guess that will be all right. Say, we are going to get up a club, and we'll raise money for the poor."

Dorothea—"That's a good idea."

Margaret—"Mother is calling me; so—good-bye!"

Dorothea—"Good-bye."

A Telephone Conversation

Bob—"Hello!"

Jim—"Going away this summer?"

Bob—"Yes."

Jim—"Going to the camp?"

Bob—"No."

Jim—"I am, I'm going with some other fellows."

Bob—"How many?"

Jim—"Oh! Theirs about ten of us. When do you think you will be going?"

Bob—"In about a month."

Jim—"Go and ask your father if you can come with us, there is room for one more."

Bob—"That's a good idea."

Jim—"Telephone and tell me the result. Good-bye!"

Bob—"Good-bye!"

A Telephone Conversation

Jim—"Hello!"

Bill—"Are you going skating?"

Jim—"Yes."

Bill—"Is Jack going?"

Jim—"No."

Bill—"There are some other boys going instead of Jack."

Jim—"How many?"

Bill—"About ten. I am going away soon."

Jim—"In about a month?"

Bill—"Yes."

Jim—"I'll take care of your stuff while your away."

Bill—"That's a good idea."

Jim—"There is some one at the door, so I'll have to ring off. Good-bye."

Bill—"Good-bye."

Over the Wire

Jack—"Hello!"

Leslie—"Is that Jack?"

Jack—"Yes!"

Leslie—"Heard the news?"

Jack—"No!"

Leslie—"Our dog's got pups."

Jack—"How many?"

Leslie—"Five. Say when are you going to get that Airdale?"

Jack—"In about a month."

Leslie—"Get after your dad, why not, and perhaps you'll get him sooner."

Jack—"That's a good idea."

Leslie—"Well, so long."

Jack—"Good-bye."

Grace—"Hello!"

Ruth—"Why, is that you Grace, I was just going to phone you up to see if you could come over and stay for a day or two. Do you think you can?"

Grace—"Yes!"

Ruth—"Did you go to the show yesterday?"

Grace—"No!"

Ruth—"I am going to have some girls over soon."

Ruth—"My sister is going to get married soon and she is going to have a whole lot of bridesmaids."

Grace—"How many?"

Ruth—"Oh! about six I guess. Say when are your mother and father going away?"

Grace—"In about a month!"

Ruth—"Say Grace, I am dressing the sweetest little doll for my little sister."

Grace—"That's a good idea."

Ruth—"Well, I will have to say Good-bye for I am going out. Good-bye Grace."

Grace—"Good-bye."

Over the Line

Tom—"Hello!"

Fred—"Hello! Are you going skating this aff.?"

Tom—"Yes!"

Fred—"On the river?"

Tom—"No."

Fred—"Do you mind if I bring some of my friends?"

Tom—"How many?"

Fred—"Oh! about five, and say, when are you going to make your own rink?"

Tom—"In about a month!"

Fred—"Why not get the firemen to flood it and charge admission?"

Tom—"That's a good idea!"

Fred—"Good-bye, I have some homework to do!"

Tom—"Good-bye."

On the Wire

Jack—"Hello!"

Bill—"Are you getting better?"

Jack—"Yes."

Bill—"Will you be able to come to theatre to-morrow?"

Jack—"No!"

Bill—"I've got some tickets for the opera."

Jack—"How many?"

Bill—"Just two, but when will you be better?"

Jack—"In about a month."

Bill—"Then I'll sell the tickets."

Jack—"That's a good idea."

Bill—"So-long!"

Jack—"Good-bye!"

Over the Telephone

Betty—"Hello!"

Helen—"Oh! is that you Betty?"

Betty—"Yes."

Helen—"Can you come over, I do so want to talk about my party?"

Betty—"No."

Helen—"Ah!" "Oh! but I do hope they will have a good time. There are going to be quite a few, you know."

Betty—"How many?"

Helen—"Oh! about fifteen. Guess when I am going to have it."

Betty—"In about a month?"

Helen—"No, in about two weeks. That's mother's birthday and I want to give her a party."

Betty—"That's a good idea."

Helen—"Well, I must go, good-bye."

Betty—"Good-bye."

Over the Telephone

Bob—"Hello!"

Clif—"Hello!" "Is that you Bob?"

Bob—"Yes."

Clif—"Will you be over this afternoon?"

Bob—"No."

Clif—"I have got some new stamps."

Bob—"How many?"

Clif—"One hundred and sixty."

Bob—"When will you have your Japanese stamps?"

Clif—"In about a month."

Bob—"I am getting some from my uncle in China."

Clif—"That's a good idea."

Bob—"Well. Good-bye."

Clif—"Good-bye."

A Telephone Conversation

Mrs. Brown—"Hello!"

Mrs. Smith—"Is that you, Mrs. Brown?"

Mrs. Brown—"Yes."

Mrs. Smith—"Are you going away this week?"

Mrs. Brown—"No."

Mrs. Smith—"That's good for when I was gathering the eggs this morning, I found a few of the sweetest little chickens just newly hatched and I would like you to see them."

Mrs. Brown—"How many?"
 Mrs. Smith—"About six. Could you guess when they were hatched?"
 Mrs. Brown—"About a month ago."
 Mrs. Smith—"No, only a few days ago. I have them in a warm room, so they won't get cold."
 Mrs. Brown—"That's a good idea."
 Mrs. Smith—"Oh, there is the baby crying, I must go. Good-bye."
 Mrs. Brown—"Good-bye."

Over the Telephone

Betty—"Hello!"
 Eva—"Is that you, Betty?"

Betty—"Yes."
 Eva—"Did you see the accident?"
 Betty—"No."
 Eva—"There were about four people hurt."
 Betty—"How many?"
 Eva—"Four. Do you know how soon Jean is coming home?"
 Betty—"In about a month."
 Eva—"I think I will have a party for her when she comes."
 Betty—"That's a good idea."
 Eva—"There is the door bell, I'll have to go. Good-bye."
 Betty—"Good-bye."

MUSIC IN EDUCATION

Mr. Chairman, Ladies and Gentlemen, I am proud to have the honor of speaking to you today on the subject which for many years I have followed with deep interest: The position which Music does and might take in education. I would present my subject to you from three aspects:

- 1st. Its claim to a place in Education.
- 2nd. The Ideal at which we should aim.
- 3rd. In how far the attainment of such aim is practical.

In considering the claim of Music to be regarded as a good educational subject, I take it that our aim is to train each individual in such a way that he may live his life to the full; so that, being fully developed, he may not only extract from life the greatest good for himself, but may, in consequence, be of the greatest value to the community as a whole.

Before giving my own opinion as to how this result may be obtained through the study and knowledge of Music I would remind you of the fact that the Ancient Greeks considered this Art as of first importance, and the greatest thinkers of all ages have testified to its refining influence. The Greeks attached particular value to Music as a means of forming character. "It was considered only necessary to

apply the right sort of harmony to the young and susceptible personality and the right 'ethos' would be produced.

The Dorian harmonies were considered of greatest educational value for they suitably represented, "the voice and accents of a brave man in the presence of war, going to meet death or wounds—facing his fate with unflinching resolution."

Plato says "The Music-Master makes rhythm and harmony familiar to the souls of boys, and they become gentler and more refined, and having more rhythm and harmony in them they become more efficient in speech and action. The whole life of Man stands in need of harmony and good rhythm." And again, "Musical training is a more potent instrument than any, because rhythm and harmony find their way into the secret places of a soul." (Jewett).

Aristotle says, "There seems to be a sort of relationship between the soul on the one hand and harmonies and rhythm on the other; and hence there are philosophers who hold either that the soul itself is a harmony, or that it contains a harmony." (Weldon).

S. Isiderus. (570-636.) "Without Music no discipline can be perfected; for nothing can ever exist without it." (E. Æ.)

John Case. (1549-1600.) says, "Music is the most divine science of the mind;

therefore most fit for moral instruction; therefore necessary for contemplation."

"Noble music produces noble emotions; religious music produces religious emotions. In the long run the world is ruled by emotion and feeling, not by reason and logic, therefore the important point is that emotion shall be true and feeling noble."

I think I have quoted enough to show that Music as a serious subject for thought and study, has been held in the highest esteem by some of the most thoughtful men of all times, and to consider it as merely an ornamental subject of study, or at best as only of minor importance is contrary to reason.

Educational Value

Let us consider some of the advantages which may be claimed for the study of Music. The real delight and enjoyment to be gained by even the youngest from a little knowledge of this Art should surely be an incentive to further study; and its elusiveness adds to its value in this respect, that the more you study the more you enjoy, and so the more you feel the need for further study. Thus the attainment of some little power of appreciation creates a desire for further knowledge even a Thirst for Knowledge. Again we need to instil into young minds that there is beauty in work itself; that there is a beautiful as well as a useful side to all we undertake. In our more developed life we realise, that however dull and monotonous the routine, there can always be found some bright. So in school life, we teach beautiful as well as useful subjects. When we visit one of the famous picture galleries, we do not imagine ourselves capable of appreciating its treasures if we knew nothing of the Art of painting. We need some acquaintance with the history of the Art, and must have some knowledge of at least some of the characteristics of the various schools of painting. Otherwise we can only appreciate pictures in so far as the subjects appeal to us; as works of Art they can for us have little interest. The same applies to Music. If we hope to derive real enjoyment from a good concert we must know something of the

works performed. We must have trained ourselves to listen, so that we may be able to distinguish between different schools of music and know something of its form and development. Many people, while deriving real enjoyment from listening to Music, lose much because they have no definite knowledge of it; and it is impossible to think until you know. Music is, I suppose the most intangible of all the Arts. Literature, Painting, Sculpture, Architecture, all express something outside the artist. True it is the expression of his individual perception, but the subject is outside himself. Music is more elusive, being the expression of the artist's inner self, and it thus has the intangibility of Life and Love. Are not these of the very essence of things. We cannot see, touch, or even explain either, yet we know that they are, and that without them we are nothing. They are that which we feel to be our very selves. Music is the outward expression of the innermost recesses of man's being, and is in consequence not lightly to be understood. But does not that very elusiveness add to its charm when we have made it our own? Music, then, is a language, being the expression in sound, of that which is most pure and noble in the minds of great men; and it represents a vast wealth of beauty, which to a large extent is wasted for lack of being understood. It is pitiable that all the world cannot enjoy these great riches with the few, and that those great musical souls should have spoken, for so long to deaf ears. Let it be our aim to help these deaf to hear, so that they also may enjoy the beauties which are open to all.

But Music study should receive greater attention than that at present given to it, not only on account of its being so well worth knowing in itself, but also because, in the development of the pupils both in thought and hearing. Beyond this are its great advantages as a Recreative study. The absolute change in the workings of the mind while listening to Music, would surely relieve the tension brought about by many of the other studies; and these

would then be returned to with greater vigour both of mind and body. Let me quote A. C. Benson, who in writing of Kingley's "Water-babies" expresses an opinion apt to this subject. "I think," he says, "that nowadays we are sometimes too practical, and forget to feed the soul. A child does better to come smiling out of the golden gates of imagination into the severe daylight of the world; and he will go through life with more fire and hope in his heart, with a deeper belief in the uses of beauty than if solely initiated into the uses of the lever and the parabola, instructed about imports of cotton and exports of hardware, and all the other things which practical men must no doubt know."

These, I would urge, are some of the claims of Music, to be considered a good educational subject. First and foremost it is worth knowing for its own sake; as being the literature of the soul. Its study is also a beneficial recreation to the mind, and it awakens a desire for knowledge and a love of beauty. Its efficacy in training the mind has also been testified to by great men of all times in the world's history.

Present Position

But think for a moment of the position we find Music holds today in our School curriculum. To talk of "Music in Education" is surely a misnomer; there is really no such thing—true, a certain amount of Music is allowed to be taught, but for the most part on sufferance. It is not really taken seriously, and its position in the school time-table is often not a prominent one. We imagined ourselves enlightened, and pride ourselves on our schools, and yet we practically ignore the study of that subject, which has been acknowledged in all ages to be of vital importance. In face of universal expression of opinions such as I have quoted, what is the attitude we take? We imagine we are giving a liberal or at least sufficient Musical training to the rising generation; for a certain time every week is spent in acquiring the power to read with more or less fluency a modern, though not by any means universal system of notation: A few part songs are learned; but what knowledge

of Music itself does this theoretical training give.

Good as the system of notation undoubtedly is, it was never intended to be, as we so often think it, the be-all and end-all in musical training. It was meant to be a simple introduction to a knowledge of music which should be further and more effectually studied by means of the more generally used staff-notation. And yet we devote ourselves and our energies almost exclusively to the study of sol-fa or the singing (if one may use the word) of popular ditties. In some schools, specially trained music teachers are allowed to be on the staff; these teachers are still often considered as apart from other teachers in the school, probably because their subject has to be taught in odd corners of the day, when it does not interfere with any other subject. Results go to prove that there is a latent sympathy for music in a very large proportion of children, and that if that sympathy is tended and trained in the right direction it will blossom forth and bear fruit in due time. I have seen wonders wrought by the careful training of the powers of listening; children who seemed hopeless when taught by the usual methods developed such aptitude that in the course of two or three years they were able to harmonise a melody at sight though it modulated through various keys, and learn a piece of music in a few minutes, only looking at the book and playing it at once from memory on the piano. Mr. MacPherson says, "It should surely be clear that if the listening to, and the appreciation of music is to be something more than purely sensuous gratification, it must connote the alert use of our faculties, and the drawing out of our best efforts of mind and will, really to hear what the composer has written."

The study of music trains the ear to perceive in the same way in which drawing trains the eye to see. We give a good deal of attention, though I believe we might with advantage give much more, to studying the beauties of literature. Books are the expression in beautiful language of thoughts. Music is the expression of sentiments and emo-

tions by means of beautiful sounds. In the same degree to which the knowledge of the thoughts of great men, as expressed in their writings, trains and enobles the mind of the student, so the understanding of music has a refining influence on the soul. The knowledge and appreciation of the beautiful cannot be but inspiring. Who can listen to a symphony of Beethoven without his soul being stirred to the depths, or to Bach's Passion Music without being uplifted? It is a well known fact that though some natures are so endowed that they appreciate such works as these with comparatively no training, yet there are very many who, so to speak, do not hear them, do not find any beauty in them till after hearing them many times.

But some of the leading teachers in England and elsewhere have felt that much more may be accomplished by going to the root of the matter; training the children to listen by giving class instruction, even from the Kindergarten upwards. With this object some schools have adopted the plan of having music taught as a school subject; regular time being allotted to each class for it every week. In the infant classes rhythms and simple phrases are chiefly taught by means of well known folk songs, and nursery rhymes set to suitable music. The work is graded and in the more advanced classes the pupils are taught to distinguish between the forms of the classical composition; and the ear is trained to such good effect, that a class of girls aged 14 or 15 will be able to write correctly all the harmonies of a hymn tune at a first hearing. The teacher plays various works to the pupils, eliciting from them various details connected with change of key, subject and counter-subject, the manner in which the development is carried out, etc. This teaching of appreciation and the power of listening is carefully graded, and the pieces played are suited to the attainments of the class in listening. Thus children are prepared to listen with intelligence and to enjoy some of the great works most worth hearing.

But, you may say, why talk of what is done in London and other large countries where the study of art is so much easier than here, so much of it always being available for those who desire?

Teaching in this manner gives life and reality to what was before a barren and meaningless subject to many, and pupils considered to be unmusical become some of the most interested and enthusiastic. Much good might result from even one lesson a week being given to each grade in the art of listening with understanding; and further beneficial results might be obtained if we made less of a fetish of the theory of tonic-solfa, and gave more of the time at present devoted to so-called singing to further develop ear-training and musical dictation. We should use the solfa notation as a preliminary to a knowledge of the staff-notation, whilst keeping in mind, that a notation is, as it were, the husk, and that the kernel in which we shall find sustenance is the music itself as expressed by the signs.

If frequent school concerts can be arranged their interest is much increased if the pieces played are analysed in a simple way, and the attention drawn to some of the outstanding features of the works. The less we have provided for us in the way of musical refreshment the more we must endeavor to provide for each other. Several good books have been published on the subject of the appreciation of music, and they can be of considerable help to the teacher in adding interest to the lessons, particularly in connection with Musical Appreciation classes. I firmly believe that if, by our careful training, we can give to the rising generation some greater living sympathy for, and knowledge of beauty, we shall do much towards counteracting the materialistic tendencies of the day. And the love of what is pure, what is beautiful, what is holy, will be an untold benefit to both teacher and taught, and will brighten and sanctify the lives of both.

Primary Section

READING

There are two ways in which phonics may be introduced. According to one of these the teacher fixes an order—based on ease of combination and frequency — and prepares her list accordingly. According to the other she selects words from the reading that has been done during the first month and by analysis of these words, gets elements which she uses in her word drills. In the former case she makes up her list regardless of her reading, and in the second the list grows out of the reading lessons.

The Alexander Reader used in Saskatchewan evidently follows the first plan. most of the American readers evidently follow the second plan, though sometimes one gets the impression from the make-up of the books that the authors intended all words to be taught as word wholes and remembered as such.

Whichever plan is used, the elements, especially during the early stages, should be derived from known words, just as in the early stages words should be taught from sentences. As soon as pupils know the relation of element to word, they may be given elements directly. The objectionable feature is

presenting something that has no meaning for them.

It is not good to say sound **p**; now sound **a**; now sound **n**. Now give a word composed of these three sounds. The right method is to write the word **pan** on the board, and ask the pupils to find what it is by sounding the parts. The idea of the word-whole to be formed should be present to the mind during the whole process of combination.

There is little to be gained by making up lessons to suit the phonics presented. Such lessons are wooden, lacking in musical quality, and are likely to give the impression that word-naming is reading. There never yet was a phonic reader that was rich in thought.

The work in phonics should include all consonants, vowels, diphthongs, consonant combinations and common endings. It should continue during the first three grades, not that it is particularly necessary for reading after Grade I, but because it makes for clear enunciation.

Self-teaching of phonics is aided by cards containing pictures under which are printed names and the analysis into sounds. For example, a card with a picture of a box and underneath the word **box** and the analysis **b - ox**.

WRITING

The steps I take in teaching a letter such as **m** to first grade pupils are:—

1. To place it on the board.
2. To have pupils trace it.
3. To have them trace it rhythmically as I repeat "Up and across, down; up and across, down; up and across, down; up and across."

4. To have them write it on the board slowly to numbers.

5. To have them write it without numbers.

6. To have them write it on unruled paper.

7. To write in combination as **mum**, **mine**.

SPELLING

I find that occupation words are very interesting for Grade II. Here are my lists of last week.

The School—desk, ruler, paper, pencil, rubber, reader, teacher.

The School-yard—base-ball, fence, yard, garden, stable, grass.

The Farm-yard—horses, cattle, sheep, chickens, turkeys, geese.

The Kitchen—stove, table, wood, chair, iron, broom.

The Dining-room — plate, saucer, spoon, knife, fork, toast.

GEOGRAPHY

A good study for December is the sun and the shadow it casts. Children can select a certain fence post and mark the shadow at nine o'clock, at noon and at four o'clock. They can make another record in January, February, and so on till June. In that way they get an idea of the sun's course in the sky from month to month.

Another good study for December is the story of the holly and the mistletoe, nuts and raisins and other things that everybody uses at Christmas. Children learn about the warm and cold belts on the earth and connect these with the location of the sun in the heavens. Incidentally the cardinal points of the compass are reviewed.

THE LITTLE SOLDIER

(A story illustrating Control)

Raymond went with his father to watch the soldiers drill. He had a very nice time. It was fine to see how quickly the soldiers obeyed orders. When he came home that afternoon, Raymond told his mother that he was going to be a soldier.

"When I'm a man," he said, "I shall be a great general."

"That is very nice," mother answered, "but it takes a long time to make a good soldier. You had better begin at once."

"Why, I can't be a soldier now! I am not big enough."

"You cannot conquer others until you can make yourself mind," mother said.

"Oh, I can make myself mind," answered Raymond.

"I am glad if you can. Suppose you order your arms to bring in enough wood and kindling to fill the woodbox. Will your arms obey you?"

"Yes, indeed," he answered, and ran to do the work.

"I am ready for more orders," he said when the woodbox had been filled.

"You might order your feet to take you down to the store to do some errands for me," mother said.

Raymond thought that this was fun. "Will you please call me Captain Raymond? That will make me feel as if I was in the army," he said.

One night mother looked at his report card. "Raymond," she said, "I think you make your feet and your hands mind you very nicely. But a good general makes all of his soldiers mind him. Will you try this month to make your head mind you? I will let your next report card tell me how well you can control your head."

Raymond studied very hard all that month. "It is harder than I thought to be a soldier."

Mother was very much pleased when she saw his next report card. "You have been a good soldier all the month," she said. "I think that you should be promoted. I must call you General Raymond now."

Raymond was very much pleased with his promotion. He tried harder than ever to be a good soldier. But his hardest work came later. One day he got very angry with one of his playmates.

That night mother said, "Raymond, a good general must be able to control his temper and his tongue. I was sorry to have my boy lose his temper today. Life is a battle, and I want you to be a brave general."

Raymond tried harder than ever to be a good soldier after that talk with his mother.—Grace Hathaway.

TARQUIN THE PROUD

(A story illustrating the Value of Books.)

Once upon a time there was a king of Rome so great and rich that he was called Tarquin the Proud. He wore splendid robes of royal purple, all blazing with diamonds and emeralds and all sorts of precious stones. He lived in a beautiful palace; and whichever way he looked from it he could see magnificent buildings and arches which he or the kings who came just before him had built. They were well built too. Some of them are still standing after more than two thousand years. When you go to Rome you may see them.

You would like to have seen him ride out in his chariot. It was a splendid chariot all trimmed with gold and drawn by four magnificent black horses. The little Roman boys all came running when they knew he was coming.

But you would not have liked to go riding in the chariot, I think. There was no seat in it at all, and the man who rode stood up and held tight to the reins to keep from falling out. Perhaps some of the high school pupils will show you in their histories pictures of the ancient Roman Chariots. King Tarquin's chariot looked very grand and his horses went like the wind.

But one day they stopped suddenly in the middle of the street, although the king did not draw the reins. A strange, wild looking woman had suddenly appeared before him. Her eyes were large and glittering and her long hair and her garments were waving in the wind. People called her a sibyl and said that she could work magic spells.

"Out of my way," cried King Tarquin angrily. But the woman did not stir. She only looked at him in such a way that the proud king felt almost afraid.

"What do you want," he said.

"I have brought you a priceless treasure," the sibyl answered. "I will sell it to you for a heap of gold pieces as high as your chariot."

"That is an immense amount of money," cried the king. "What can

you have that is worth so much as that?"

The sibyl loosened her mantle and showed him what she was carrying. There were nine books. They were printed by hand in a strange ink and they had curious pictures in them. King Tarquin knew that they were very valuable. He wanted those books. But the sum she had asked for them was too great.

"They are too costly. I cannot buy them," he said, and the sibyl vanished in the crowd so quickly that it seemed as if she had sunk into the earth.

Six months later she came again. She had only six books. She had burned the other three.

"Perhaps I can afford to buy six," thought King Tarquin. So he asked her how much she would sell the six for.

"For a heap of gold pieces as high as your chariot," answered the sibyl.

"That is as much as you asked for the nine!" cried the king in astonishment.

"They are worth that much. They have the fate of Rome written down in them," answered the sibyl.

"I cannot pay so much," said the king; and the sibyl vanished as before.

The more he thought of it the more the king wanted those books. "I wish I had taken the nine when she first offered them," he said. The next day he said, "I wish I had taken the six. I will send for her and tell her I will pay all she asks although it will make me poor instead of rich."

But they could not find the sibyl anywhere. They searched for a year in vain. Then one day she came again. She had only three books now. She had burned the other three.

"How much will you take for the three that are left?" asked the king eagerly.

"A heap of gold pieces as high as your chariot," answered the sibyl.

Then the king was afraid that if he did not take them she would burn them. He hurried and gathered together the

heap of gold and gave it to her for the three books. He never thought that he had paid too much for them. They were kept in the temple of Jupiter, and a special guard of fifteen men was formed to watch the underground chamber where they were hidden and see that no harm came to them.

You see how much books were worth

in ancient days. They are worth just as much now, but they are so common and can be made so cheaply that we do not think much of them. But if all the books and printing presses in the world were to be destroyed, I think our rich men would gladly pay more gold to keep one than the sibyl asked for nine.—Bertha E. Bush.

GENERAL BOOTH, (1829-1912)

General Booth, the founder of the Salvation Army, was born at Nottingham, and became a minister of the Methodist New Connexion. His was a very independent nature, and he preferred to work among the very poor on lines of his own rather than in the regular ways of the churches; and so in 1865 he formed what he called "the Christian Mission," which in 1878 he renamed the Salvation Army. The organization of this body was on military lines, he being called "General," and other ranks of officers having army titles. The work was all among what Mr. Booth called "the submerged tenth"—that is, the lowest ranks of society. Thieves and drunkards formed an important section of those for whose reform he worked, and many of these afterwards became workers for the Army. The doings of the Army were, and are, told weekly in the official organ, called the "War Cry." Such excellent results came from the work of the Salvation Army that it received recognition and support from

every class of the people; its work has spread to every country; and General Booth was received by our own sovereigns. Queen Victoria, King Edward VII and King George V, and by many rulers and statesmen abroad. In many lands the Army publishes a weekly newspaper in the language of the people of the country. Throughout much of his life Gen. Booth had the great assistance of his wife, who was a devoted and most eloquent woman. She died from cancer in 1890. In the same year General Booth published a book entitled "Darkest England," in which he described the conditions of many wretched people and set forth a scheme for their benefit. For the carrying out of this scheme he made an appeal for a large sum of money, which was readily subscribed by the public, and the work of the Army grew more rapidly from that time. When General Booth died he was succeeded by his eldest son, who, like his father, is called "General" Booth.

TRY IT OUT

That is a very nice little offer which the **Great West Life makes to School Children**. Why not try it out? Some children have already written for the booklet and are delighted with it. It

would be a fine Christmas Present for any small boy or girl. Look up the November issue of the Journal and see what the offer is.

Children's Page

An Old Christmas Carol

God bless the master of this house
 The mistress also,
 And all the little children,
 That round the table go,
 And all your kin and kinsmen
 That dwell both far and near;
 I wish you a Merry Christmas
 And a Happy New Year.

(Extract from) Christmas Carol

The Darling of the world is come,
 And fit it is we find a room
 To welcome Him. The nobler part
 Of all the house here is the heart,
 Which we will give him, and bequeath
 This holly and this ivy wreath,
 To do him honor who's our King
 And Lord of all our revelling.

Robert Herrick.

EDITOR'S CHAT

Dear Boys and Girls:

Who pushed the hands of the clock? Surely somebody must have done something to hurry the Old Year over the last part of the road of 1919, for before we can turn round it will be Christmas! I believe some sprite or fairy who knows how everyone loves Christmas has just slipped into the old clock case and whizzed round the hands quickly, quickly, like a merry-go-round, so as to bring the 25th of December here ahead of time. Who's getting ready? Are you? And you? And you? Hurry, for the days grow shorter, and the nights longer, and the dancing hoofs of Santa Claus' reindeer are ready to be off on the long journey.

Perhaps you will remember, if not we will remind you, that last year we talked about the wonderful fact that Peace had come to the poor, tired, old world again, and that once more because the guns were silent we could hear the Christmas bells? Perhaps

some of you think, and quite rightly too, that there has been a great deal of trouble in the world since the day the Armistice was signed. Now I want to ask you a question that seems very far away from this talk of Peace, and it is this, "Have you ever seen the baby go to sleep after he has been crying over one of the troubles of his baby world?" "What a foolish question," you say, "Of course we have." "Were the tears still wet on his cheek, and did big sobs shake him even after he was asleep, until finally he turned over quietly, the sobbing stopped, and the little body was still and quiet in peaceful sleep?" You've seen this happen often. Now can you not picture the big world, all tired and worn and weary with the dreadful struggle of the war, settling down to peace but with tears still on its face and sobs shaking it? It will not be long now before the poor world like the baby settles down again, and perhaps after a while even a smile will come.

If we keep Christmas with love in our hearts, with thoughts of helping other people, and with happiness, we will be helping to bring back the smile to the face of the world, and the message of Peace on Earth to every one.

And before another Journal shows its cheerful face in your schoolroom we will have welcomed a tiny visitor, the New Year 1920. The poor little fellow will come into a snowbound world to

struggle through the drifts, splash through the puddles of spring, idle through the summer months, and hurry to his old age through autumn and early winter. Give him a royal welcome, with smiling faces and minds made up that he shall have a happier and better time than 1919 had. And here's wishing you all the Merriest of Christmases and the Happiest and Brightest of New Years!

Holly, mistletoe and Christmas bells,
 Each their own glad story tells—
 Happiness—the red of holly,
 Mistletoe—for parties jolly,
 And the joyous chime
 Tells the story of the time,
 When the Christ child came on earth to dwell.

THE CHILDREN'S CRUSADE

Many years ago when Knights were bold, there was, as you have learned in your history and from your reading of Sir Walter Scott, a great army of men, who formed themselves together to rescue the Holy Sepulchre from the hands of the Turks. These men were called Crusaders, and the journey they went on far across the seas was called a Crusade. This word came from the Latin word *crux* or cross, so that a Crusade was a military expedition under the cross. From this meaning it has now come to mean any work that is taken up with enthusiasm by a number of people. A year or two ago in the Editor's Chat of the Children's Page we asked you to form a Children's Crusade under the banner of the Star of Bethlehem to try and fight a battle against some of the sorrow and pain that is in the world. We asked you to form your battalions, to arm yourselves with plenty of ammunition of sweet smiles and kind words and deeds and to march out and fight the Giants of Loneliness, Sickness and Unhappiness. Are you still members of that army and are you still willing to carry on your crusade? I imagine I can hear you all answering "Present" to the Roll Call, and so I am going to tell you

a few of the things that I think you might do in the Children's Crusade. You and your teachers will think of many other things that are a great deal better. Mend up some of your toys which have perhaps become a little shabby; get the big brother to give them a coat of paint in the manual training room at school; dress one of your dolls in a new dress and hat; take one of the books you know by heart, and give them daintily wrapped to some little boy or girl who may have very few toys. See if you can run some messages for the ladies in your town who are busy giving bazaars or decorating the churches. See if you can get the mail or bring home parcels for a neighbor who is kept at home. Could you take care of some one's baby for an hour or two one afternoon so the mother might have time to do some shopping? Could you cut a little kindling, or chop some ice for some one who has no handy boy around the house? Oh you know better than I do all the things the Children's Army could do if they started out on a Crusade. And how about the victories, will you know them when they are won? It is easy to know a victory, for some of them are, a smile from a sad face, a laugh from a child,

a "Thank you" from a tired person, a little overheard remark such as "What a thoughtful boy you are" or "Such a useful little girl," these are

the victories of the Children's Crusade, and when you have won them you will know they were more than worth the little trouble the battle has cost you.

OUR COMPETITIONS

January.—The Story of Coral.

February.—What do you do in your lunch hour?

Well, boys and girls, some of you had some pretty good ideas about a visit to Santa Claus Land. Some, we are afraid were hardly original, though as there was a likeness in the stories. Did your teacher perhaps read you a story of this kind? Please remember all stories must be your own work and your own ideas. The prize was won by Percy Gill, grade VI, Model School, for original verses on "A Visit to Santa Claus Land."

Special mention given to Harold Helander, Gearda Hagglund, Morris

School; Agnes McCarthy, Ste. Rose du Lac.

Honorable mention to Tommy, Teddy and Paddy Fitzmaurice, John McCarty, Annie Lipton, Ste. Rose du Lac; Marjorie McRuer, Desford; Helen Clearihue, Stella Coupar, Ruth MacKenzie, Jean Cameron, Model School, Winnipeg; Alice McLennan, Russell; Verda Tompkins, Nesbit.

Alexander MacLean, Phylis Bennest, Elfrieda Hiebert, David Shepard, Model School, Winnipeg.

Special mention is also given to Hallie Blenkborn of Shergrove, Man., for her list of Favorite Books, which arrived too late for the competition.

A VISIT TO SANTA CLAUS LAND

"I am going to be good till Christmas so that I will get some presents. I wonder if Santa does not get hungry or tired or cold when he is out on Christmas Eve. I wonder what Santa Claus Land looks like. I wish I could go there and see." "Would you like to see Santa Claus Land?" A voice said behind me, and looking behind, I saw a boy all dressed up in furs. "Oh! yes," said I. "Alright, jump into the sleigh and we will start."

When I jumped into it he put the furs around us so we would be warm. Then he called to his reindeer and we soon started out. Over the snow we flew after a real reindeer. The moon was shining so brightly that it made the night nearly as bright as day, and it made the snow glitter like diamonds. The stars shone so brightly in the dark blue. The trees were laden with snow.

After we had been driving pretty far the trees started to be laden with more snow and the air got cooler. Then all of a sudden I saw a small forest of

evergreens and a palace all carved out of ivory covered with snow. I knew this was Santa's palace. Among the evergreens some reindeers were walking freely enjoying life to its full extent.

When we got out the boy walked with me inside and oh! I cannot express in words how beautiful it was there. There were evergreens trimmed nicely and they were just drooping with apples, candies, and nuts such as we children like. There were trimmings such as chains which were made of gold and silver, and stars of all colors imaginable were hanging all over. In the centre of the room was a white ivory throne that all kinds of carvings were on. In it sat dear old Santa, giving orders to the little fairy folks who did their work willingly. Beside him was the picture of the little child "Jesus" in the manger of hay. There were the angels flying overhead singing "Peace on earth, good will to

men." Santa sat smiling to greet us. I loved him more and more.

Close to him were the presents for the best boy and girl in the world. There was a doll's house furnished with everything that the doll would need, and in the door stood the doll with red cheeks and flaxen hair, stretching out her hand to welcome you. There was a live pony and a sleigh for it to pull. How I wished that I never had been

naughty! I wished that I could make everyone happy as Santa did. I wished I could stay there forever. Then the boy said "I must take you home" just then I felt my mother's hand on my cheek, and she was bidding me good morning. Then I opened my eyes and said: "Oh my visit to Santa Claus Land was only a dream."

Harold Helander.
Grade VIII, Norris School.

A VISIT TO SANTA CLAUS LAND

It was a cold night in December,
And everything was still,
When all of a sudden a moonbeam
Fell on my window sill.

Then in through my own little window
A tiny elf did come,
"Come little boy with me," he said,
And pointed with his thumb.

I was out of bed in a minute,
And after him I flew.
We galloped along the moonbeam bright
And vanished out of view.

We came to the end of the moonbeam,
Where I was, I did not know,
But before me stood a palace high,
All sparkling white with snow.

And what a palace it was though;
It must have been made in a mould.
And we went through a great big archway
That glittered like silver and gold.

And I stood still in amazement,
Before me what a sight!
For there stood old Santa himself
All dressed in scarlet and white.

And there piled so high on his work bench
Were tons and tons of toys,
That he had made especially
For good little girls and boys.

And right at the end of arch-way
Stood Santa's wonderful sled.
The reindeers were merrily prancing,
All harnessed in golden and red.

"Hello there my friend," said Santa Claus,
"Hello dear Santa," I said,
And the next thing I knew I found myself
Waving to him from my bed.

SANTA CLAUS

The snow was falling deep and fast
 Around a little sleigh,
 Which was loaded down with many packs.
 And oh! how each did weigh?

Out of a house came a merry old man,
 Dressed all in white and red,
 He jumped in the sleigh and drove away,
 To children asleep in bed.

He comes to the houses where good children live,
 And never to ones who get mad,
 For he has a book in his little home,
 With a place for the good and the bad.

He goes to the homes of the boys in Japan,
 And also to those in Peru.
 He visits the children who don't hang up socks
 But always put out their small shoe.

Every good child has had something from him,
 You know when he comes just because
 When you hang up your stocking on Christmas Eve,
 It is filled by dear Santa Claus.

Grade VI, Model School.

David Shepard.

SOME BOOKS SUGGESTED FOR THE MONTH OF DECEMBER

Christmas Carol—Charles Dickens.
 The Birds, Christmas Carol—Kate
 Douglas Wiggin.
 The Old Peabody Pew — Kate
 Douglas Wiggin.
 The Hollytree Inn—Charles Dickens.
 Peter and Wendy—J. M. Barrie.
 Spinning Wheel Stories—Louisa M.
 Alcott.

Following up our competition on a
 list of "My Favorite Books" we are
 now giving you a list of stories which
 are especially good to read at this time
 of the year. These books will be enjoy-
 ed by either boys or girls, and they
 should be at any booksellers, and in
 most libraries.

A CHRISTMAS DREAM

(Continued)

Then each was led to her own tree by
 the good ladies who had helped mam-
 ma with all their hearts; and the happy
 hubbub that arose would have satisfied
 even Santa Claus himself,—shrieks of
 joy, dances of delight, laughter and tears
 (for some tender little things could not
 bear so much pleasure at once, and
 sobbed with mouths full of candy and

hands full of toys). How they ran to
 show one another the new treasures!
 how they peeped and tasted, pulled and
 pinched, until the air was full of queer
 noises, the floor covered with papers,
 and the little trees left bare of all but
 candles!

"I don't think heaven can be any
 gooder than this," sighed one small

girl, as she looked about her in a blissful maze, holding her full apron with one hand, while she luxuriously carried sugar-plums to her mouth with the other.

"Is that a truly angel up there?" asked another, fascinated by the little white figure with the wreath on its shining hair, who in some mysterious way had been the cause of all this merry-making.

"I wish I dared to go and kiss her for this splendid party," said a lame child, leaning on her crutch, as she stood near the steps, wondering how it seemed to sit in a mother's lap, as Effie was doing, while she watched the happy scene before her.

Effie heard her, and remembering Tiny Tim, ran down and put her arms about the pale child, kissing the wistful face, as she said sweetly, "You may; but mamma deserves the thanks. She did it all; I only dreamed about it."

Lame Katy felt as if "a truly angel" was embracing her, and could only stammer out her thanks, while the other children ran to see the pretty spirit, and touch her soft dress, until she stood in a crowd of blue gowns laughing as they held up their gifts for her to see and admire.

Mamma leaned down and whispered one word to the older girls; and suddenly they all took hands to dance round Effie, singing as they skipped.

It was a pretty sight, and the ladies found it hard to break up the happy

revel; but it was late for small people, and too much fun is a mistake. So the girls fell into line, and marched before Effie and mamma again, to say good-night with such grateful little faces that the eyes of those who looked grew dim with tears. Mamma kissed every one; and many a hungry childish heart felt as if the touch of those tender lips was their best gift. Effie shook so many small hands that her own tingled; and when Katy came she pressed a small doll into Effie's hand, whispering, "You didn't have a single present, and we had lots. Do keep that; it's the prettiest thing I got."

"I will," answered Effie, and held it fast until the last smiling face was gone, the surprise all over, and she safe in her own bed, too tired and happy for anything but sleep.

"Mamma, it was a beautiful surprise, and I thank you so much! I don't see how you did it; but I like it best of all the Christmases I ever had, and mean to make one every year. I had my splendid big present, and here is the dear little one to keep for love of poor Katy; so even that part of my wish came true."

And Effie fell asleep with a happy smile on her lips, her one humble gift still in her hand, and a new love for Christmas in her heart that never changed through a long life spent in doing good.

The End

School News

NEWS FROM THE FIELD.

Oak Lake

The work done by pupils, teachers, and trustees in the Oak Lake School is appreciated in that community. The School Board have been notified of two donations: one by a local organization, the other by an individual, a former member of the high school. Both of

these reflect credit upon the donors, the community and the school. In response to a request, the Secretary-Treasurer of the district, Mr. Thomas Sandell, gives the following information:

"The donations which have been given to the school are: (1) Twenty-five dollars by the Masonic Lodge for the encouragement of the study of history

in the High School. This amount is being divided into three prizes—\$10.00 for the best in Grade XI, \$8.00 for the best in Grade X, and \$7.00 for the best in Grade IX. The test is the highest number of marks obtained in this subject at the Departmental Examinations.

(2) The other sum is also \$25.00, and is a bequest from Charles Pault, a former pupil, who was killed in the war. Mr. Pault, when graduating from Grade XI took second place in Manitoba. He was the foremost boy, the highest marks being obtained by a girl. He qualified for the position of lieutenant, but went overseas as a private. He was a splendid young man, quiet and courteous in

manner, of high ideals and intended, had he survived, to work his way through the university.

“I may add that for some time the School Board have been trying to make this bequest the nucleus of a fund, the interest of which would give substantial prizes for the encouragement of education and more intelligent citizenship. Indeed they are strongly of opinion that the local memorial of the gallant lads, who fell in the great war, could not take a better form and when this memorial is publicly discussed an attempt will be made to show the reasonableness of this point of view.”

TEACHERS' CONVENTION

Northwestern Association.

The 24th Annual Convention of the Northwestern Teachers' Association was held at Foxwarren on November 6th and 7th with about seventy teachers present. Of these only about ten were at the Convention of 1917, but in spite of this and the fact that no meeting was held last year, a good program had been arranged, thanks to the energy and constancy of the secretary, Mr. Jas. H. Plewes, and the support of Inspectors Belton and Morrison.

In the absence of Inspector Belton the chair was occupied in turn by Inspector Morrison and Principals Iverach, of Strathclair, and Plewes, of Russell.

A number of excellent papers were read which could not be but a benefit to the teachers. Prominent in the discussions was Mr. Robt. Fletcher, of Winnipeg, who also gave a paper on organized play.

The main features of the evening program were an address on Municipal School Boards, by Wm. Iverach, a delightful little play by Foxwarren actors and a dance enjoyed by a large company of young people from the vicinity and neighboring towns.

On Friday the address of Inspector Belton on Wit and Humor put the teachers in a good humor and gave them some valuable hints.

The Convention expressed its hearty appreciation of the attitude of the people of the district towards education as evidenced by the excellent school-house and by their hospitality and co-operation during the convention. Much credit is due to the Foxwarren teaching staff for their work in making arrangements for the convention and the entertainment of visiting teachers.

Principal Johnson, of Foxwarren, was elected president for next year and Russell was chosen as the place of meeting.

Resolutions were passed favoring a minimum salary of \$1200 for 2nd class teachers, and the adoption of Municipal School Board System.

When the convention was over the teachers of Solsgirth, Birtle, Foxwarren and Binscarth organized a branch of the Manitoba Teachers' Federation, with Principal Jones, of Birtle, as president. Teachers of Russell and vicinity already organized, met at the same time.—Com.

INWOOD TEACHERS' CONVENTION

Citizenship and Service, was the theme of the Convention at Inwood, on Thursday, November 27th. This town is the natural centre for a large new Canadian District along the Fisher Branch Railway; and ministering as they do to a polyglot population of struggling pioneers, the schools of this district have their own peculiar problems to solve.

Though the severe weather, and difficult roads, made a large attendance impossible, the energy, interest, and enthusiasm of the delegates left nothing to be desired. The co-operation of the local school authorities and citizens, made the gathering a far-reaching social success, and awakened an interest among many non-English trustees, who have seldom had the opportunity to have the cause of Good Schools presented to them in this way, under such pleasant auspices.

The convention was opened by G. W. Bartlett, Inspector of Schools for the District, who, after briefly referring to the peculiar difficulties confronting the teachers of Fisher Branch Territory, invited them to "get together" in an old-fashioned "experience meeting," and help each other by discussing and exchanging these experiences. To better promote this purpose, a question drawer was established and the questions dealt with in a series of interesting and practical conferences.

Miss Archibald, of Clematis, was appointed temporary chairman, and Miss Wood, of Inwood, temporary secretary. The question of School Morals and Manners was radically and practically considered to the great satisfaction of all members, nearly everybody having some experience to contribute to the consideration or solution of the problem.

Arithmetic and number-work were thoroughly discussed as to culture value, mental discipline and practical use—"the why" of mental arithmetic from each point of view; and when and how faults in written solutions of problems, should be dealt with. How the subject may be vitalized was also prac-

tically discussed. Mr. Bartlett then announced and explained a number of new departmental regulations and plans for extension work; and advised the teachers to keep out of the rut by having the ambition to raise their standing in the profession by reading and study; so that when the improvement in professional status came, as we hope it soon may come, the experienced teacher may not be crowded out of the best positions by the competition of new-comers with better academic qualification.

In the afternoon session, Miss Nixon, of Carlsborg, S.D. Inwood, gave an inspiring, yet practical, paper on "The Rural School—It's Place in the Community," explaining how it may be made a centre of the social and intellectual life of the community and give a tone and quality to this community life, which has a reflex action upon the school, to their mutual betterment. To this end the school program must be related with, and draw its material from the vital interests of the people of the community; and the school must be interested in all movements which are of interest and service to the community.

Miss Speechley, of the Agricultural College Extension Department, conducted a conference on Boys' and Girls' Clubs, explaining the aims and organization, the difficulties of 1919 and how met, and the plans for 1920. She further explained local matters and answered questions and compared experiences with visiting teachers.

In a short business meeting, the organization was voted permanent, and the following officers elected: President, Miss Wood, Cosette School, Inwood; Vice-President, Mr. McInnis, Fisher Branch; Secretary-Treasurer, Miss Milan, Booth S. D., Narcisse.

In the evening a very successful public meeting was held in Cosette Hall, which, thanks to the interest and assistance of Mr. and Mrs. Cosette, was an unqualified success. A number of visiting trustees, all of non-English origin, were present, some driving for many miles to attend. Fourteen nationalities were represented, including all Europe

from Lapland to Spain, and eastward to Russia. Mr. Cosette, who presided, welcomed the visitors on behalf of the citizens and the school board, hoped the convention might prove as useful as it had been enjoyable, and wished that this might mark the beginning of a new era, of wider interest in Educational matters by the people of the territory represented. Mr. John Billson, as a rural trustee of non-English birth, rejoiced in this evidence of the deeper and more general interest in the children, and the purpose and effort to give their children a chance to acquire so easily and so pleasantly, the education which his generation had been denied, or had acquired only in part, and by painful unguided effort. He considered education the biggest and most important problem of the nation. Mr. Bartlett was pleased to see so many trustees and parents present; and highly gratified to find so many new Canadians taking the interest in education, which led them to

come so far in the cold weather. It was our wish to welcome them to our land to offer them homes here; to invite them to share in our prosperity, in our wide lands, and in our great past with its traditions. In their study of our history and our geography, their children would learn what a great heritage we invited them to share. And with this, we invited them to share with us, the greatest of all works, the training up of a new generation, of good Canadian citizens.

Miss Speechley gave an interesting lantern lecture on "Home Conveniences on the Farm," and the "Work of Boys' and Girls' Clubs."

After this, an hour was spent pleasantly in an informal social way. Mrs. Cosette, as hostess, adding the last touch of perfection to a most enjoyable occasion. Before the gathering broke up, refreshments were served by Mrs. Cosette, and a teachers' committee organized by Miss B. Wood.

SCHOOL CONTESTS

The following contests are being held by Weyburn Inspectorate, Saskatchewan:

Memory Gem Contest for Grades 1, 2 and 3.—One Competitor from each Class Room in the Rural Municipality. Such competitor to be selected by the teacher and the board of the school district.

Each competitor to select and render a group of three memory gems.

The judges will allow 30 points for selection; 40 points for accuracy, and 30 points for expression.

Gold, Silver and Bronze Pins or Medals will be given to the winners of first, second and third awards.

Speaking Contest for Grades 4, 5 and 6.—One Competitor from each class Room in the Rural Municipality. Such competitor to be selected by the teacher and the board of the school district.

Each competitor to select and render a speech, not to exceed five minutes on any suitable topic from the subject-matter of the history or geography of

his or her grade.

The judges will allow 30 points for subject matter; 40 points for composition, and 30 points for expression.

Gold, Silver and Bronze Pins or Medals will be given to the winners of first, second and third awards.

Spelling Contest for Grades 7 and 8 and Junior Form.—(Pupils of Junior Form enrolled in a High School or Collegiate Institute, not eligible.)

One Competitor from each Class Room in the Rural Municipality. Such competitor to be selected by the teacher and the board of the school district.

Each competitor to be prepared to spell orally words to be found in the authorized texts, including literature, history, geography, grammar or arithmetic of Grades VII and VIII. The presiding judge may dictate the words in sentences, so as to give the competitor the meaning of the words.

Gold, Silver and Bronze Pins or Medals will be given to the winners of first, second and third awards.

Reviews

Mental Hygiene.

We have received a copy of No. 2, Vol. 1, of the Canadian Journal of Mental Hygiene. It is a book which should be in the hands of every supervisor in the towns and cities, and it should be known to every inspector in the country. If any truth has been arrived at through the study of psychology it is that feeble-mindedness is handed down from parent to child and

if there is any truth established in pedagogy it is that the feeble minded children and the normal children should not be educated together. We wish every success to this publication.

Short Story.

Henry Holt & Co. are printing a new edition of Nettleton's Specimens of the Short Story. It will be ready in January.

Special Articles

"RAFFLES, JR."

With big blue eyes and a blue tie to match them; stubby legs encased in straight little trousers that were always too long and never hitched up high enough; a coat too small and with a pocket hanging down lop-eared from holding one of his father's too-big handkerchiefs; sturdy shoes that toed straight ahead; he reminded me of something that had been carelessly assembled and the baffling thing about him was that before that famous—aye, that infamous—Thursday morning in January, he had been the kind of little First Grader that merged with the mass—so inconspicuously present, that when his seat was empty, you paused, perforce, before you could recall who sat there. Then all at once, this little six-year-old emerged from mediocrity and was off on a fortnight's career of crime that made him the pivot on which my First Grade revolved.

He became the most prominent article in my room; he extended his nefarious schemes until he was known in the superintendent's office; he worked so fast and frequently as an amateur

"Raffles" (which for obvious reasons is apropos) that he shortly became notorious among the teachers of the whole primary department.

This Thursday morning a sputtering that gradually worked itself up into a prolonged howl of expostulation went up from "Raffles'" neighborhood at his repeated depredations, for by eleven o'clock he had accumulated clay, eraser, pencils, apples, candy, pieces of paper—about everything that was loose in the nearby desks—and he annexed them boldly. When told to put them back, he obeyed promptly and equally garnered in something else, adding, by way of variety to his sins, a few well-chosen curses.

I was flabbergasted at his unexpected versatility and kept him after the rest had gone at noon, to get a line on what had started him amuck.

Did he know why he was kept? "'Cause I swore," he admitted, ignoring his light-fingered performance.

Why should he not swear? "'Cause it's awful bad."

He was so oblivious of any other backsliding that I took his cue from him, writing home a note mentioning this only, asking for light, and awaited developments, for his parents were not the cussin' kind. His father had studied for the ministry at one time and his mother was a cheerful little body devoted to her home and children, so it did not look like heredity or home training.

In the afternoon he returned with placid face and no written answer, but he said, "My dad's going to have his Sunday-school class at our house to-night and my mother is popping corn for 'em and she says she can't take time to tend to me for that letter you sent her."

That was a 42! Fancy postponing your son's reformation in order to entertain a Sunday-school class, of all things! But it sounded so plausible that I swallowed it without question.

That same afternoon, "Raffles" snatched most of the contents of the waste-paper basket, passing to and from the room at recess.

The next day he stole chalk from a handy cupboard and gave it to the pupils quite openly.

Shortly he swiped another boy's gun and I sent the owner to recover it, hoping he would administer boys' punishment but, instead, he brought "Raffles" to me, and as this was at recess time, too, I sent him into the school-house, following him in, and only stopping to remove my coat in the cloak room; but by the time I reached him he had acquired an eraser and while digging up this booty he fumbled in his pocket and unconsciously (as you will when you feel something you have forgotten about), hauled out a toy that had been standing on a window-sill.

This was a fair sample of the next eight school days.

Are you thinking that a teacher who allowed such peccadilloes, who did not intercept his stealing, was a poor sort of disciplinarian? His sorties were made so suddenly and so openly—he just got up and took in such a haphazard way, that he had any strategist

that I had ever heard about backed off the map.

I talked to him; scolded him; shut him off by himself; went to see his mother and incidentally learned that he had never delivered my note and that he was quite as depraved at home, but only in the last fortnight. I tried diplomacy, by trusting him; and finally hunted up a stout ferule.

That word, "finally" is used purposely.

Two thoughts had held me back; first, a flat opposition to corporal punishment in school; second, a belief that in the back of his mind was some child's perverted, distorted idea of right and wrong and I feared to change his open taking into slyness and real stealing.

At the same time I did not intend that my antagonism to corporal punishment should stand in the way of his redemption, if a tanning was the only way to cure him. And so on the advice of all the expert disciplinarians with whom I held acquaintance, including a nurse, a matron of a children's home, teachers, and his mother, I retired with him to the cloak room, when the rest were out of doors at recess, and administering ether to my anti-pummeling convictions by telling him how much I hated to do so, I emphasized my commands that he was to handle nothing that he, himself, had not brought from home.

As McCutcheon's famous cartoon put it, "His rear was in direct contact with the enemy."

An odd "I can't understand what's the matter" pucker hovered about his eyes during the entire operation, at the sight of which I started to find out his secret if recess lasted the rest of the day.

We sat down on a couple of kindergarten chairs and talked—but not of him or his punishment. We touched on soldiers; and different prices and relative merits of nigs, c'nelians and agates (for the marble season was on, early as it was); we looked over the sand-table to note its possibilities for

February; we argued whether 'big dogs or little ones were best for catching rabbits; what was the greatest movie we had ever seen; and lastly, what to do when one grows up.

"I'm going to be just like my dad," he volunteered.

"Do you go many places with your father?" I asked, wondering about environment.

"My dad takes me with him almost every night to the grocery store, now", he told me. "And when my dad goes to S—and K's grocery store, he goes behind the counter and takes things."

"Light!" thought I, thinking just what you are thinking, only we were both wrong.

"When does he do that?" I asked.

"When they're busy they say — 'Just help yourself'—and he takes Anything he wants." (Much emphasis on the "anything.")

"When does he pay for it?"

"When he gets his pay check, we go back and pay 'em."

"Does he ever take anything else?"

"Yes, he takes stamps."

"Where does he get them?"

"He gets 'em down to his office at the—Company. After everyone goes home, he goes to the waste paper basket and gets whole lots of letters and takes 'em home and soaks 'em and takes the stamps off 'n 'em." (I harked me back to "Raffles" devastating our waste basket.)

"What does he do with them?" I questioned.

"Why, he puts 'em in frames an' gives 'em to his Sunday-school class for their books."

"But he doesn't take good stamps, does he?"

"Onct he found a good stamp what didn't have no black on it from the mail-man and he kept it."

"Has he a good many of the stamp books?"

"Yes, he has lots and lots of stamps, 'cause he got 'em ever since he was a little kid like me, 'cause he said so."

Poor little misunderstood youngster, poor little misunderstanding youngster! Doing the things that dad does

and wondering why his father could take "anything he wants" and get away with it, while he was lathered for the same thing.

I made another journey that night to his home, saw the collection of stamps and old coins and Confederate and foreign paper money, the collecting of which was his much-admired father's hobby, and I told his mother what he had told me.

The next day "Raffles" and I talked it all over and I made him understand that it was because his father was an honest man and had never taken anything without permission, that the "grocery store man" let him help himself.

"Oh-h!" responded "Raffles" to my ethical remarks, while the first grin of two weeks spread across his face and the pucker disappeared from between his eye-brows.

"Oh!" — and reaching into his blouse he lingeringly hauled forth a wonderful cornelian shooter, freckled with all the markings of a ten center, which had been presented to me as a tribute of loving regard by my wealthiest constituent, and handing it over to me he said, with his gaze still fixed on its splendors, "I tooked this off'n your desk, but I ain't never going to again." And with that, the spirit of "Raffles" departed and teacher's angel child has been back among us ever since.—Primary Education.

THE ART OF RAPID COMPUTATION

— AND — SCIENCE OF NUMBERS

By J. W. Harris, D.L.S., C.E.

TEACHERS OF EVERY CLASS in these days, require to make themselves familiar with every method—new and old—which lends itself to the rapid and accurate solution of mathematical problems.

This book, which is the result of years of experience, contains just such abbreviated methods, and cannot fail to prove of great value to all instructors of youth, especially to those who have just begun teaching.

It has the strong endorsement of experts and well-known educators.

NOW ON SALE AT THE WINNIPEG BOOK STORES.

GAGE'S LITERATURE SERIES

We have pleasure in announcing GAGE'S LITERATURE SERIES—a new series of literature texts distinguished by the character of the Introduction, and by the care with which the Notes have been prepared.

The first four texts to be issued are those required in Manitoba for the Literature in Grades VII and VIII for the School Year 1919-20, and have been edited by Manitoba Teachers for Manitoba Pupils.

These are as follows:—

Scott's "**The Lady of the Lake**"—edited by W. A. Cowperthwaite, M.A., of the Collegiate Institute, Winnipeg.

Dickens' "**The Cricket on the Hearth**"—edited by A. W. Hooper, of the Provincial Normal School, Winnipeg.

Barrroughs' "**Sharp Eyes and Other Essays**"—edited by H. ^{Mc}McIntosh, B.A., of the St. John's Technical High School, Winnipeg.

Shakespeare's "**Julius Caesar**"—edited by Professor A. W. Crawford, of the University of Manitoba, Winnipeg.

The Introduction to each volume has been prepared with special care, while the Notes, placed at the end of the text, are sufficiently numerous to enable the student to deal with the difficulties met with throughout.

Paper Cover Edition 15 cents

Limp Cloth Edition 20 cents

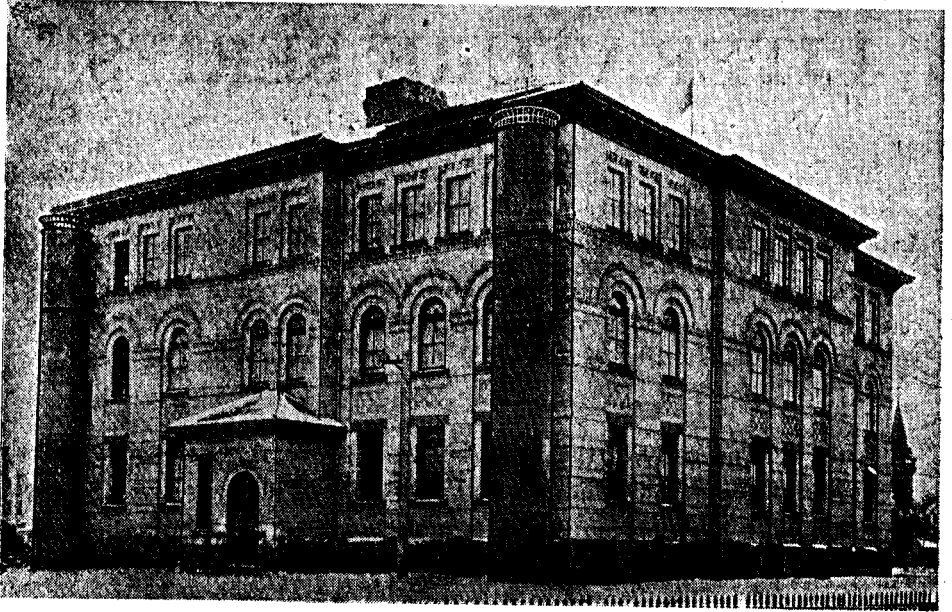
Copies will be mailed, postage free, on receipt of price.

W. J. GAGE & CO. Limited

181 Bannatyne Avenue, East

WINNIPEG, MAN.

WHAT VALUE DO YOU PUT ON HUMAN LIFE?



NORQUAY PUBLIC SCHOOL

One of Winnipeg's 30 Schools equipped with Kirker Bender Spiral Fire Escapes.

Spiral Fire Escapes cost more than Step Fire Escapes, but there has never been a life lost in a building equipped with **KIRKER BENDER SPIRAL FIRE ESCAPES**

Used on
Schools, Hospitals, Hotels,
Churches, Theatres,
Etc., Etc.

No Stampeding
No Stumbling, No Falling.
Everybody Slides

**KIRKER
BENDER
SPIRAL
FIRE
ESCAPES**

We manufacture
Iron and Steel Work for
Buildings, Smoke Stacks,
Boilers, Joist Hangers,
Coal Shutes, Elevator
Machinery, Etc.

Agents for
Sovereign Radiators
Sovereign Boilers
for Steam and
Hot Water

The Vulcan Iron Works, Limited
WINNIPEG, MANITOBA

Kindly mention the Western School Journal when writing to Advertisers

R. LAWSON & CO.
LTD.

Insurance and Financial Agents

MERCHANTS BANK BUILDING
WINNIPEG

ALLAN, KILLAM & McKAY
LIMITED

INSURANCE
BONDS
RENTAL AGENTS
MORTGAGE LOANS

WINNIPEG - MAN.

384 MAIN STREET

PHONE MAIN 7800

Ryan Agency, Limited

FIRE - ACCIDENT - LIABILITY

INSURANCE

Fidelity Bonds

Paris Building—Portage Ave.

Phone M. 6138

WINNIPEG, MAN.

C. H. Enderton & Co.

Real Estate Investments
Mortgage Loans
Fire Insurance

228 Portage Ave. Winnipeg

Phones: Main 4138-4139.

DAY, MARTIN & PETTIGREW
INSURANCE AGENCY

Insurance, Loans and
Investments

300 Sterling Bank Bldg.

WINNIPEG

BRYDGES & WAUGH, LTD.

BANK OF OTTAWA CHAMBERS
363 MAIN ST. : WINNIPEG

FIRE, LIFE, ACCIDENT
PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS

RENTAL AGENTS

REAL ESTATE

PHONES: MAIN 5004-5005

Change of Address

Advise us promptly of any change in your mailing address. In notifying us of your new address, we would appreciate being advised of the name of the teacher succeeding you.

WESTERN SCHOOL JOURNAL CO.

A Special Offer

DURING THE MONTH OF DECEMBER WE WILL FILL
ORDERS FOR OUR

“Imperial” Blackboard Outline Maps



at the following Special
Prices

As this exceptional
offer is for ONE
MONTH ONLY,
mail us your order
at once.

Cat. No.	Title	Size Inches	Price
1-349	Africa	50 x 60	\$6.00
1-351	Asia	60 x 50	6.00
1-355	Europe	60 x 50	6.00
1-357	North America	50 x 60	6.00
1-359	South America	50 x 60	6.00
1-361	United States	60 x 50	6.00
1-363	World, Mercator's	60 x 50	6.00
1-365	Hemisphere, Eastern	50 x 60	7.50
1-367	Hemisphere, Western	50 x 60	7.50
1-354	Canada	66 x 48	7.50
1-369	Ontario	50 x 60	7.50

Prices include freight or express paid to any station.

The outlines of these maps are permanently lithographed in white ink on best quality double slated cloth, which is mounted on a wooden roller at top and bottom. The reverse side of map makes an excellent portable blackboard.

The Geo. M. Hendry Co. Ltd.

SCHOOL EQUIPMENT OF ALL KINDS

215 Victoria Street : : Toronto, Ont.