

# The Western School Journal

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printer's ink.

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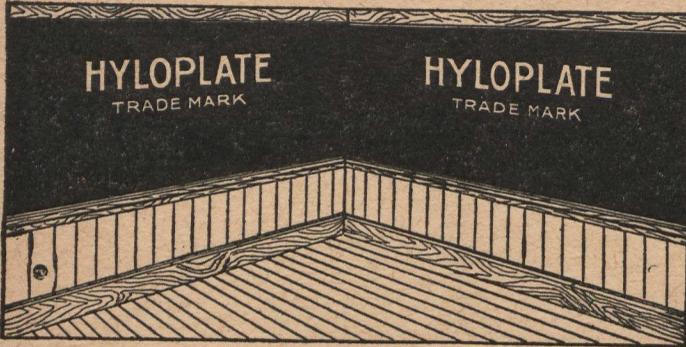
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Winnipeg  
June, 1916

Vol. XI  
No. 6

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TORONTO

WINNIPEG

EDMONTON

Contents for June, 1916

EDITORIAL—		Page
Love or Fear .....		217
Lessons or Occupations .....		218
DEPARTMENTAL BULLETIN—		
Summer School .....		219
Patriotic Potato Growing.....		219
Suggested Outlines in Drawing .....		219
Roll of Honor .....		221
Empire Day Programme .....		222
How We Spent Empire Day .....		222
TRUSTEES' BULLETIN—		
Duties of School Trustees..Wm. Iverach		223
The Modern Trustee .....	W. A. M.	224
The School Lunch ..Farmer's Magazine		225
The School a Community Centre .....	Farmer's Magazine	226
Notes from the Field .....		227
Our Allies .....	Dr. Robertson	227
CHILDREN'S DEPARTMENT—		
Nightingale and Glowworm .....		228
Editor's Chat .....		228
Letter from Spring .....	Tressa Sherritt	229
Why Boys Get Dirty.....	Gordon Leighton	230
The Present War .....	Leone Stiffler	230
SPECIAL—		
Filing Cabinet for Pupils' Written Work		232
A School Library .....		233
A Manual Training Room .....		234
The Teacher on the Playground .....	W. G. Pulleybank	235
The Teacher's Place on the Playground	Harold K. Bearsito	235
The Xmas Entertainment .....	Myrtle Sinclair	236
The Hot Lunch .....	M. McManus	237
A Summer Suggestion .....		238
A Uniform Programme.....	F. W. Nink	238
Proficiency in English .....	W. J. Wilson	240
Beginnings in History .....	Contributed	241
An "Average" Teacher .....	A. W.	241
Economy in Education.....	W. E. Grant	243
Why We Protect Our Game .....	Norman Criddle	246
How Consolidation was Achieved .....		248
How to be a Successful Teacher .....		248
School Credit for Homework .....		249
An American View .....		250
Birds at the Front .....		252
SCHOOL NEWS—		
Audubon Society .....		254
Winnipeg Teachers' Club .....		254
Public School Notes .....		255
Weyburn Inspectorate .....		255
A Cheering Letter .....		256
Change of Address .....		256

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

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# The Western School Journal

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

VOL. XI

WINNIPEG, JUNE, 1916

No. 6

## Editorial

### Love or Fear

In every printing office there is a pigeon-hole marked "Fillers." When a page is a little short in reading matter, a few lines, picked up almost at random, are inserted to fill the space. Sometimes, as in last issue of this Journal, the selection is not quite a happy one. At first the editor confesses to have felt no little shock on reading the story of the little girl who confused the blacksmith with the devil. The story seemed neither pointed nor funny—indeed, cheap and perhaps a little irreverent. Yet it is not altogether unfortunate it was printed, for it gives point to a discussion that arose recently in this city regarding corporal punishment in the schools.

It was urged by a preacher that such punishment makes for brutality and that it paves the way for the alleged brutality in prisons and penitentiaries. Now, it is very clear that anyone attempting to draw a conclusion should be sure of his premises. In this case the preacher should have taken good care to find out how common corporal punishment is in the schools, and how it is administered. Unfortunately he seems to have overlooked this essential. As a matter of fact, the practice of whipping has been almost eliminated. The schools do not resemble in this respect the schools of twenty years ago. The controlling force today in the great majority of schools is love and not fear. Teachers are regarded by the children as friends and companions. Going to school is a real pleasure. In comparatively few schools does terrorism exist. The rod is no longer the general symbol of authority.

But how is it outside of schools? How about the church, the Sunday School, the home? This is where the story of the little girl comes in. How did she get such a conception of hell and of the devil and by implication of God? Surely there is yet in current theology a little of the old terrorism of our boyhood. The devil of the little girl is just the same devil we knew so many years ago, and we hold that it was devilish in the extreme for preachers and teachers in home or Sunday School to present such a monstrosity to children. Of course the teaching of today in theological circles is very generally different, and it would be unfair to judge all by the answer of a single child. We take it for granted that the preacher who began the discussion would not care to be held responsible for the teachings of twenty-five years ago on this very matter of punishment.

Passing on from this to a larger question, it is only right to point out that even if corporal punishment, though rarely administered, is still objectionable, it is very far from being morally and socially as damaging as other forms of punishment that are yet far from obsolete. As a boy, I should prefer a good strapping to everlasting scolding, open reproof, and caustic criticism. One can strap a child and yet remain a gentleman, but no gentleman can afford to be ungentlemanly, rude, and offensive. How should it be put if instead of gentleman we write lady?

On the general principle of punishment probably the preacher is not far astray. Every time a negative incentive is used instead of a positive, or an artificial incentive instead of a natural,

it is a proof of a teacher's or preacher's inability to use the higher form of appeal. We are all too ready to take what seems to be the easy way. "There is a way which seemeth right unto a man, but the end thereof is death." Over against this write that other glorious teaching, "Love never faileth."

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### Lessons or Occupations

A school time-table is a wonderful construction. According to it a day is divided into definite lesson periods. As a rule the lessons in each subject follow a somewhat logical order, but there is no necessary connections between lessons in various subjects. Nor is the order of lessons in any subject always dependent upon the sense of need in the pupil's mind. The teacher and the text-book are supreme. As a result, there is in the mind of the pupil a feeling that he is the victim of a system—though not necessarily an unwilling victim. He feels that he is at school to do another's will, and not to carry out operations begun entirely or in part on his own initiative. School life is not supposed to be a unity.

Outside of school it is different. When a boy is made responsible for some particular work, for instance, raising a hog, the activities connected with the operation are continuous. The occupation necessitates an order which is compulsory. Twice a day something must be done; once or twice a week something else, and at larger intervals something else. At all stages observation, reflection and action must go hand in hand. The boy becomes an observer,

a questioner, a reader, a student. The occupation of hog-raising becomes an essential feature of his life.

Anyone who reflects, will perceive that there is an essential difference between an occupation and a series of lessons. It will also be agreed that the learning of lessons prepares pupils to learn more lessons, while engaging in an occupation prepares for further occupation.

It is worth while enquiring how far the practice of engaging in occupations can take place of hearing and teaching lessons in school; how far occupation can be made the occasion of lessons. It might, for example, be possible to relate much of the work in composition, reading, writing, spelling, geography, and arithmetic, to occupations such as carpentering, gardening, caring for the stock at home, marketing grain and playing. The relating could possibly be done in such a way as to make the pupils feel that life is a unity, and school very close to life. This is not merely another way of stating the old theory of concentration or correlation of studies. It is a suggestion that life is built up through continuous constructive experience, rather than through arbitrary and somewhat disconnected lessons.

This, it seems to us, is the most important consideration in method that teachers of the next five years have to deal with. Who is equal to the task of suggesting definitely the change that should be made in the teaching in city schools, to enable them to fall in with this idea? In rural communities the problem is easy.

---

There is a school in North Winnipeg that visitors should see. It is practically a girls' school, and nearly all are of foreign extraction. Lessons are given to all above Grade IV. in millinery, sewing, washing, ironing, cooking and other household occupations. The work in the class-rooms is correlated with the work carried on by the teachers of household art. There is a spirit in the school which anyone may detect in a moment—a spirit of joyous activity. The school is a place in which children do more than study. They live and learn how to live.

# Departmental Bulletin

## SUMMER SCHOOL

The summer school for teachers will open Thursday, July 4th, and continue until Friday, August 4th. The courses in Elementary Science, Conversational French and Playground Instruction are free. A nominal fee of \$3.00 will be charged for the other courses, to cover the cost of material used.

The advanced course in Elementary Science this year will be especially intended to assist teachers of science in Grades IX. and X. To accommodate those teachers who may be engaged in marking examination papers, this course will not begin until such marking is finished.

### Drawing and Basketry

Owing to inquiries about the three-year course in Drawing and Basketry for the summer school, the course in each subject is divided into three parts but the divisions were omitted by mistake:

### Drawing

First Year—The principles of perspective applied to common objects in pencil and color. Memory drawing.

Second Year—Nature work in color and pencil. Color theory.

Third Year—Design.

### Basketry

First Year—The principles of Basketry plaiting, weaving, knotting and winding lays, qua or strap stitch.

Second Year—Fancy knotting, knot or lace stitch. Figure 8 or Navaho stitch.

Third Year—Button hole or Pome stitch Rattan weaving.

Applications for all courses are required to be sent to the Department of Education by June 15th. Teachers who are interested may obtain the announcement and outline of courses by applying to the Department.

## PATRIOTIC POTATO GROWING

In connection with school fairs held in the fall, it has been suggested that donations of potatoes grown in the school gardens or in the Boys' and Girls' Club contests be made for patriotic purposes.

Such donations could easily be made

at the school fair, and sold locally or shipped to Winnipeg to be sold by the Department of Education.

Will the teachers make a special effort to interest the children in making this patriotic gift from the schools of Manitoba a large one.

## SUGGESTED OUTLINES IN DRAWING FOR RURAL SCHOOLS

The work, as in previous papers, is outlined for two months.

### Grades I., II.

Freearm movements on curved lines at the blackboard and on paper.

Dictated Drawing of common objects using vertical and horizontal lines at first and afterwards introducing curves.

Illustrations in pencil and brush-work on nursery rhymes or any objects in nursery rhymes. Do not attempt

figures except in skeleton lines. See page 11 of Drawing Book I.

Toys in color and pencil. See page 1 of Drawing Book.

Objects in color and pencil. See page 17 of Drawing Book.

May Basket Tent, 9x3 inches, Manilla paper. Cut into half inch strips. Cut 9x3 inch plain paper into similar strips. Weave and construct the Basket given on page 38 of Drawing Book.

Nature Work—Make drawing of any flower, leaf or bud in pencil and color. See pages 3-36 of Drawing Book.

### Grade III.

Toys and Common Objects—Draw and paint toys and common objects as on pages 30-39 of Drawing Book II.

Nature Work—Make brush or pencil drawings of various seeds in early stages of growth, using one half of  $4\frac{1}{2} \times 6$  inch paper. After making three or four drawings, insert the whole in a tinted folded paper ( $4\frac{1}{2} \times 6$  inches) to form booklet. Decorate the cover with a conventionalized seed form. Make brush work drawings of any leaf, bud or flower. See page 36 of Drawing Book.

### Grade IV.

Foreshortened Surface—Give lessons on the horizontal foreshortened oblong, using a book for demonstration. Teach the meaning of objects above, below and on eye level. Memory drawing on foreshortened surfaces, viz., doormat, rug, checker board, trap door, etc. Draw any object from observation with a foreshortened horizontal surface (open book).

Rugs.—Upon  $6 \times 4\frac{1}{2}$  inch Manilla paper rule an oblong about  $4 \times 3$  inches. Dictate the ruling of a simple pattern for a rug. See pages 30-36 of Drawing Book III. Tint the drawing at one lesson and paint the design in a shade of the same color used for the tinting. Let the children practise other designs of their own.

Dictated Drawing—See article on this work in the Bulletin and Journal.

Nature Work—Make brush and pencil drawings of any flowers, twigs, leaves or grasses, etc. See pages 3 and 39 of Drawing Book III. (Do not copy these.)

### Grade V.

Objects—Make pencil drawings from observation of any hemispherical and cylindrical objects. See pages 20, 26, 28 of Drawing Book IV. (Do not copy these, but obtain similar objects which should be placed at intervals of about six feet so that each child may not be too far away from the object to be

drawn). Pieces of wood about 9 inches wide and 18 inches long (or the width of each aisle) should be used for this work. Teach simple shading in this work. Make brush work drawings of any simple objects based upon above forms.

Booklet—Make a booklet similar to that shown on page 5 of Drawing Book where directions will be found. Do not copy this but let the children grow their seeds and make weekly drawings of the growth.

### Grade VI.

Groups of Objects—Make pencil drawings of groups of two objects based upon any two of the models given in the work for last month (hemisphere, cylinder, cube, square prism), viz., tumbler and half lemon, jug and basin, fruit basket and fruit, square ink well and book. Use pieces of board as in Grade V. for displaying the objects. See also pages 13 and 20 of Drawing Book V.

Make brush work and pencil drawings of single objects based upon above forms. Teach shading in this work. See page 11 of Drawing Book V.

### Grade VII.

Make shaded drawings of groups of two or three common objects. Use pieces of wood placed between the desks for displaying the groups. See page 39 of Drawing Book VI. Do not copy from the Drawing Book, but work from observation of similar groups. Make memory drawings of flower or leaf sprays in outline only, using an accented line for variations of edges.

### Grade VIII.

Make drawings of groups of any two solids and common objects based upon those already practised in previous month's work.

Review—Color theory (November); memory drawings of flower and leaf sprays (September and October); common objects based upon geometrical solids (March and April); unit making or space filling (January and February).

## THE ROLL OF HONOR

A list of names of Manitoba teachers who have entered for Overseas service in the great war:

## Departmental Staff

Chas. K. Newcombe, Superintendent of Education, Capt. and Adjutant 184th.

Theo. G. Finn, Inspector of Schools, Capt. 45th.

J. A. Beattie, Agent for Consolidation, Capt. and Chaplain 79th.

D. M. Duncan, asst. Supt. of Schools, Winnipeg, Major 43rd.

Fred J. Ney, Chief Clerk, Capt. 25th Division B.E.

Fred Neeves, Free Texts Clerk, Lieut. 199th.

Mr. R. G. Pannell has enlisted in the 45th and is now in England.

Sergt. R. Palmer, formerly of the Winnipeg teaching staff has been promoted on the field to the rank of lieutenant.

Jacob Norquay, Brandon Training School, Capt. 78th.

J. F. Whiffen, Probation Officer, Br. Reservist Drill Sergeant.

Percy P. Moore, Asst. Free Texts Clerk, Private 10th.

Alfred Parks, Minister's Secretary, Private 184th.

Samuel Black, Messenger, Bugler 200th.

F. A. Alden, asst. Secretary, Winnipeg School Board, Dental Corps.

## Teachers

Wm. J. Arnold, Winnipeg; D. Atkinson, Brandon; H. Barr, Brandon; Jack Baldwin, Reston; G. E. Barker, Goodlands; B. Barker; Wilfred T. Bewell, Winnipeg; Harold Bearisto, Osprey; B. J. Bjarnason, Fair Valley; Wm. A. Black, Winnipeg; P. B. Bennett, Rosser; Archie Brown, Manitou; Oliver Brown; R. R. J. Brown, Winnipeg; T. H. Billman, Winnipeg; C. S. Bryan, S. S. Bryan; J. S. Campbell, Sinclair; J. Holmes Cathcart; P. Chabaliere, St. Boni-

face; Andrew Cleux, St. Norbert; R. C. Clinch, Ninette; W. H. Clipperton, Winnipeg; C. D. Carleton, Brandon; Roy Catt, Manitou; Walter J. Cuntz, Russell; J. Currie, Brandon; T. R. Curtis, Portage la Prairie; Lewis Dalgetty, Manitou; R. B. Delmage, Virden; Verne Essery, Harding; Frank Fargey, Manitou; M. T. Findler; E. Foreman, Brandon; C. Jesse French, Treherne; E. Garnier; Thos. Gerrard, Brandon; L. A. Grogan; H. W. Gordon, Dauphin; L. Hebrard, St. Boniface; James Henderson, Lyleton; G. E. Hoeking, Clanwilliam; Louis Hobbs, Winnipeg; J. S. Hollies, Brandon; Arthur Irvine, Treherne; Wesley W. Irvine, Glenboro; E. Jarvis, Brandon; Edgar J. Jarvis, Winnipeg; A. L. Jennings, Blue Bell; H. Jonsson, Manitou; Leslie W. Keith, Norway House; W. J. King, Glenboro; E. A. Koons; Emile Leaumorte, St. Norbert; G. Loremy, St. Boniface; Henry A. Lye, West Kildonan; E. Little, Brandon; Jas. F. Lumsden, Winnipeg; Wm. L. Logan, Winnipeg; Joseph A. McGill, Holland; Joseph McLaren, Brandon; E. S. Mahon, Arawana; W. J. Marsh, Oak Lake; Ralph Mayes, Antler; W. Martin, Winnipeg; J. H. Mulvey, Winnipeg; A. McMurchy, Brandon; J. D. Morrow, Brandon; Wm. A. Moon, Winnipeg; G. Moxley, Brandon; W. G. Pearce, Bowman River; Bro. Paul, St. Boniface; Howard Poole, Carberry; H. F. Reynolds, Elgin; John R. Reid, Winnipeg; William Roberts, East Transcona; Harold T. Rogers, Grandview; Walter Russell, Manitou; R. C. Sargeant, Minitonas; Ed. Stockley, Newdale; Joseph Spearling, Valley River; Geo. Smith, Winnipeg; G. Somerville, Brandon; Wm. Stocker; D. Street, Brandon; C. Douglas Street, MacGregor; F. H. Short, Ideal; Lawrence Simmonds, Somerset; Norris Stewart, Manitou; H. Sweet, La Riviere; James Tod, Crystal City; Hugh Urquhart, Winnipeg; G. Van Tausk, Sperling; Roy Watson, Brandon; M. H. White, Ethelbert; C. H. Wharton, Winnipeg; Mr. Winton, Brandon; William Winstone, Wynona; Wm. H. White, Winnipeg; J. J. Wilkinson, Winnipeg.

## EMPIRE DAY PROGRAMME

We have received from the Intermediate School at St. Anne's a hand decorated copy of their Empire Day Programme, together with photographs of the various classes. We regret that it is impossible to make cuts from these pictures as they are not quite distinct enough for this purpose, but judging by the appearance of the members of the classes it is no wonder they had such a successful programme. Here it is:

**Morning Session**

- Song—"The Flag" .... Grades VII. and VIII.  
 Reading—"Review of the History of Canada" ..... Grade IX.  
 Song—"God Bless Our King and Country" ..... Grades VII. and VIII.  
 Debate—"Is the Pen Mightier Than the Sword."  
     Grade XI. .... The Sword  
     Grade X. .... The Pen  
 Song—"Hail to Our King" ..... Grade IX.

**Afternoon Session**

- Military March ..... By the School  
 Song—"The Maple Leaf" .... Grades I. and II.  
 Declamation—"The Soldier's Funeral" ..... Grade VIII.  
 Song—"Dominion Hymn" ..... Grade X.  
 Soynite—"Les Enfants du Canada" ..... Grade IX.  
 Song—"The Dearest Spot" ..... Grades III. and IV.  
 Declamation—"The Road to the Trenches" ..... Grade XI.  
 Chant—"O Canada terre de nos aieux" ..... Grades I. and II.  
 Piano Solo—"Pride of the West" .....  
 Song—"Canada Ever" ..... Grades VII. and VIII.  
 Declamation—"The Soldier's Dream" ..... Grade X.  
 Chant—"O Canada mon Pays mes Amours" ..... Grades V. and VI.  
 Piano Solo—"Off for the War." .....  
 Song—"Stand by the Union Jack" ..... Grades IX. and X.  
 Declamation—"The Old Flag" ..... Grades III. and IV.  
 Song—"National Anthem" ..... Grades V. and VI.  
 Chant—"Le Drapeau National" ..... Grades III. and IV.  
     God Save the King

**HOW WE SPENT EMPIRE DAY**

We celebrate Empire Day because we wish to show our loyalty to the Empire of which we form a part.

This Empire Day we arranged a short programme which we had from three to four o'clock.

The mothers and any of the ladies of the district were invited. We had eight visitors and, as there were twenty-five children, we had quite a full house.

The room was decorated with several flags which gave an appearance of patriotism.

The programme was written on the blackboard and we had no chairman. It opened with a patriotic song, "The Maple Leaf," which was followed by a recitation of welcome. We sang three or four patriotic songs, had patriotic recitations and other appropriate pieces.

After the programme, candy was served which was followed by the singing of the National Anthem. The visiting ladies had a sociable chat and looked around at work displayed in the

room, playgrounds and the gardens which were just beginning to come up.

Then we all went home and the ladies said they all had a very nice time and would give us another visit again some time soon.

Empire Day Programme  
 Hun's Valley School

**Morning Session**

1. Opening chorus by the class, "God Save the King" and "God Save Our Splendid Men."
2. History and Geography of the Empire.
3. Addressing the children on "Our Rights and Duties as Citizens of the Empire."

**Afternoon Session**

4. Addressing the Class on "The Relation Between Different European Races," and pointing out how closely related is the English history with the Polish, according to all the struggles for their liberty.
5. Patriotic Verses by the Children.
6. Patriotic Songs ..... Rote Singing
7. Closing chorus, "God Save the King."

Yours truly,

Jos. F. Terleeki, Teacher.

# Trustees' Bulletin

## DUTIES OF SCHOOL TRUSTEES

By WM. IVERACH

The duties of school trustees are not all set forth in the Public Schools Act, and it is doubtful if the implied duties are not much more difficult to perform than the prescribed. The average trustee of a few years ago treated himself as simply being the trustee of the rate-payers only, and in those days the school trustee treated himself, and the public whom he served treated him as holding the public office of least importance in the gift of the people, and the trustees who succeeded in running the school on the least amount of money were considered the most successful; results were always a secondary consideration, if we got them, all right, and if not, change the teacher. One lady who had been left with a young family, but in good circumstances, expressed the current opinion when presented with a petition for her signature, asking that a new school district be formed near her home, said, And are you likely to be a trustee? The other replied in the affirmative. Well, I will sign the petition because we need a school, but you'll have to remember that the main thing is to keep the taxes down.

But a new day is dawning over our fair Province, and in some parts of it the sun is already well above the horizon. And trustees are beginning to ask themselves if they are not trustees of more than the ratepayers' money, and we already have a goodly number of men devoting their time, free of all charge, to the public school business, who refuse to accept such important offices as reeve, councillor or mayor, and who have even refused to become candidates for the Legislature or the House of Commons, and they are asking themselves: To what extent are they the trustees of the children's opportunities and to what extent as a conse-

quence are they the trustees of the destiny of the nation? and a still more subtle question some are already asking is, to what extent are they the trustees of the public opinion in the district in which they serve? Is it the duty of the trustees to simply keep their ears close to the ground and listen for the trend of public opinion and simply steer their ships in accordance with it, or to what extent should they be the moulders of it?

In some communities, when the trustees ask for more money it is usually forthcoming without protest, but not so in others. When a school money by-law is turned down it is usually nothing short of a calamity. It means that the trustees can not carry out their programme and naturally then they can not get the desired results from the money they can get. It is often followed by the resignation of a number of, if not the whole board, and a consequent division of the forces that ought to be working in harmony for the upbuilding of the community. But the question we are trying to find an answer to is, whose fault is it if a trustee treats himself as being a trustee of the children's opportunities? He ought to be very careful to cultivate the public sentiment in favour of the money by-law before submitting it. This does not necessarily presume superior intelligence on the part of the trustee, but the ratepayers elected him to give close attention to school affairs and, if he sees that a greater investment is necessary to get results, the money ought to be forthcoming, and it would be if only the majority had given the matter the same close attention the board did, but because they did not, they allowed themselves to become the victims of a few parsimonious ratepayers, and the brakes are put on the wheels of progress for the time, al-

though in the end it usually costs the ratepayers more. Somebody failed. Was it the trustee? One trustee who held office for between 20 and 30 years, told the writer that if the people of his district had always voted the money their board asked for they would have been \$10,000 in pocket now, but they turned down by-law after by-law and compelled their board to go on the piecemeal plan in a rapidly growing community, with the above result. That trustee began in a one-roomed school, with a borrowing capacity of \$600, and is still chairman of the same board, operating a plant worth over \$30,000 at the present moment, and still growing.

Then what does a school board have to do in order to always hold the confidence of the ratepayers? We have to look to Winnipeg for a reply, because the writer has no recollection of that city having turned down a school money by-law, although at the same elections

they frequently pass the school by-law and turn down others. The voting on the different Winnipeg money by-laws often shows the keenest appreciation of the situation. Then, how has the Winnipeg school board managed to obtain such implicit confidence? The answer is, because they do things; because they lead public opinion in school matters. The world detests a nonentity, and as soon as it discovers the man with his ear to the ground it will trample him and keep him there, and rightly so. Our trustees' association will be a fizzle and a failure if we do not formulate a progressive policy and make some attempt to lead public opinion, not by trying to force our views on them, but by appealing to their higher intelligence by a persistent campaign for better things, and so hasten the high noon tide of the day that is already breaking. "It's comin' yet for a' that."

### THE MODERN TRUSTEE

By W.A.M.

It did not take much of a man to be a school trustee of the old style. His duty was mainly negative. His motto was, "Everything at the lowest price, and efficiency be hanged."

The modern trustee has a positive conception of duty. He is appointed, just as the teacher is, to minister to the welfare of the children. Should either one fail the children suffer, and with them the whole community. The best trustee is always the man or woman who has the clearest conception of the needs of childhood, and who tires not in the fulfilment of duty.

Some of the things children require are these—to be trained to apply themselves to work, to have good habits and refined tastes, to be intelligent, interesting, and alert, to be thoughtful, kind, and open-minded. This is not everything, but it is part of what school-boys and school-girls should have as a part of their equipment.

In order that children should learn habits of good work, they should have

the opportunity of working, both at school and home. Work is not drudgery. It is always joyful activity. If children dislike the school there is always something wrong with parent, teacher, equipment or course of study. The school must be first of all a happy place—and happy chiefly because there is the right kind of work and right companionship.

It is impossible to have the right kind of work without tools—tools for the playground, and tools for the classroom. The tools of the playground are spade, shovel, hoe, rake, and the like, and balls, bats, ropes, swings and sand-pile. The tools for the class-room are books, maps, pictures, and everything that appeals to eye and ear.

Pupils should at school acquire good tastes. This requires instruction and example from the teacher, but it requires also something from the trustees. It is wonderful what a few pictures, flowers, curtains, a rug or two, an aquarium, and a cleanly-kept build-

ing will do. When a man comes to think it over, he would prefer that his wife should have good tastes and habits rather than that she should have ability to spell meaningless polysyllables and distinguish between gerunds and gerundines. And as for the man himself, he may possibly be ruled out of the society of the ladies he likes most if he has not learned good manners, and if he has no more refinement than his cattle. Yes, there is surely something in this cultivation of taste, and a trustee is not doing his duty by his community if he does not see that the school and its surroundings are as well kept as the best home. As a rule children spend more of their waking hours in school than at home, and it would be exceedingly stupid to neglect to make the school attractive, and in this way educative.

Boys and girls everywhere should grow to be intelligent. They must have books to read. To little fellows there should be five or six sets of primers or first readers, and for those older there should be books of information and inspiration suited to age and capacity. The published school library list is as good a guide as anyone requires. For older pupils there is nothing more worthy than the Book of Knowledge.

One of the things children require is companionship of older people. The good trustee should be a school visitor. Just as a good parent on going to town always brings home some trinket for the

children, so the trustee should always come to school with some book, vase, flower, or piece of furniture, so that the children would know that their parents, through the trustees, were not forgetting them.

Now, all of these are small things, but they mean much to the life of the school.

Perhaps more than anything else to a school is an atmosphere of cleanliness and neatness. It means so much to pupils when they are at school and so much in after life. A clean school means clean hands and face, and often good manners and good morals. A short time ago I saw in a school in Southern Manitoba something very fine. During the summer holidays the trustees had put down a clean gravel walk leading from the road to the school door, and had erected scrapers and supplied a mat. Then they had painted the floor, painted it thoroughly. In addition to this they had put sanitas or oilcloth all over the walls, so that they could be washed regularly. There was a cover to the teacher's table, muslin curtains on the windows, and mosquito screens, of course. All of this cost but little, yet it was wonderful what a difference it made in the spirit of the school. And the spirit of a school is more than half.

A trustee's big word is, "Efficiency," and one way to efficiency as far as he is concerned is "Equipment."

## THE SCHOOL LUNCH

Well-prepared sandwiches should form an important part of every school lunch. They are easily made and should be very wholesome and palatable. Variety is the spice of life here as elsewhere, and there should be at least two kinds of sandwiches in each lunch. The number and kind may be varied from day to day.

Cut the bread for sandwiches into thin slices of uniform thickness with a sharp knife, and spread the butter evenly over both sides of bread in order

to keep it moist and prevent any fruit filling that may be used from making the sandwiches soggy or indigestible. Sandwiches made several hours before they are to be eaten should be wrapped in a moist cloth and kept in a cool place, or wrapped in wax paper, to prevent them from drying or absorbing odors.

In giving these directions for making sandwiches, Miss Bab Bell, of the University of Missouri, College of Agriculture, says little about meat sandwiches because most people are familiar with

the ordinary ham sandwich, and in many cases such meat substitutes as peanut butter, eggs, or cheese should be used instead of the more expensive meats.

**Bread and Butter**—Cut the bread in thin slices. Spread the butter evenly on both slices and press together.

**Nuts**—Make a lettuce sandwich, spread one side with nuts, chopped fine, and mixed with good dressing.

**Eggs**—Chop the white of hard boiled eggs very fine. Mix the yolks with mayonnaise dressing and season with pepper and salt. Add the whites and spread between bread. Lettuce may be used also.

**Dates**—Make a filling of one-half cup

of stoned dates, one-half cup of sweet cream; spread between slices of buttered bread.

**Pimento and Cheese**—Make a filling of one-half cup of cream cheese and one-fourth cup of chopped pimento, 2 tablespoons salad dressing, salt and pepper. Spread on butter evenly. Cottage cheese may be used or the pimento may be left out.

**Peanut Butter**—Peanuts ground and mixed with a salad dressing make an excellent filling. The commercial peanut butter may also be used. Spread evenly between buttered bread. A crisp lettuce leaf adds to the attractiveness of this sandwich.

### THE SCHOOL THE RURAL COMMUNITY CENTRE

Conditions differ in different rural communities. In some communities farms are large and farm homes are widely separated, while in others homes are much nearer together, and yet again different conditions arise from the fact that in some neighborhoods it happens that the owners of the farms have moved away into the nearby town as their children grew up, and better school and social opportunities were sought, leaving the farm in charge of a renter.

All these varying conditions bring about different social conditions in rural districts. Yet the fact remains that in most country districts there is little social life, especially during the winter. The need of it is certainly as great as in the town, if not greater, owing to the isolation of the farm. The social instinct is universal and should find means of expression.

It is my belief that the rural school should be the centre about which forms the social life of the community; that the school building should furnish the meeting place for old and young of the neighborhood in friendly gatherings for the entertainment and inspiration of all. These meetings should be arranged by a committee composed of the school teacher or teachers, the parents or some of them and the minister of the country

church, provided there is one. This cannot take place when the schoolhouse is a shabby one-room affair, but what excuse is there for such schoolhouses?

For such neighborhood meetings various programmes can be arranged in which all can have an active part. For some a speaker for the evening can be provided. For another meeting contest games of some sort can be arranged, in which all participate, with some simple prizes for the winners. I know of one such meeting in which the numbered pictures of well known statesmen of the past and present were pinned about the walls with the name covered over, and each person was to guess the name; the one or two getting the most correct to receive a prize each. These two instances are only given as suggestions along the line of both instruction and entertainment with a little wholesome fun.

Using the rural school as a social centre of the community life brings the teacher in contact with the parents, a most vital and necessary thing for the good of the teacher, the children and the parents as well, for in these pleasant gatherings a spirit of mutual sympathy is bound to spring up on both sides, leading to a closer and more helpful co-operation, all of which tends to the improvement of the country school.

## NOTES FROM THE FIELD

We had a very successful Empire Day programme in Isabelle Consolidated School yesterday, consisting of songs and readings by the pupils of both rooms, and two short addresses by Rev. W. Ross and Mr. Wm. Iverach, on the

love of our country and the different methods of expressing it.

The Miniota, Hamiota and Blanchard Trustees' Association, are planning for a big Field Day at the new consolidated school at Cardale.

## DR. ROBERTSON'S ADDRESS—(RUSSIA)

(Continued from last issue)

I shall tell you but one thing more, which shows the quality of Russia's soul better than anything else I could tell you. It is one of the events which, as in a flash, brings out into clearness the qualities of life that at other times are not perceived. You remember when the Titanic went down—the biggest ship that our nation had built, the last word in construction and comfort and safety and luxury and speed. She was on her first voyage across the Atlantic when the hard knuckles of an iceberg ripped the plates off her ribs. And hundreds of men and women on the decks said she could not sink. Were there not water-tight compartment and was she not the last word in ocean safety as well as luxury and speed? And then she began to settle and slowly the conviction grew that she was doomed to sink. Strong men and rich men, men who were fabulously rich, helped women and children into the lifeboats, and then stood back to bide their fate. A few of them had money enough to buy such a ship outright, and then have plenty to spare; but not a man of them offered to buy a lifeboat seat to save himself so long as a woman or a child needed a place. These were the men of our own breed and race.

That was an awful calamity. There was no Russian aboard and therefore no Russian lost. But a short time afterwards the Russian government called for a great memorial service, a religious service of sympathy with those who were bereaved. The finest church in St. Petersburg was packed full, and the square around it was packed full, and the streets adjoining were packed full. Some 70,000 people stood in the cold

spring day bowed and bareheaded until the bell tolled the last note of the service that was over. There were two guests—the British Ambassador and his staff and the American Ambassador and his staff—representing the two nations which had lost the most. That shows the Russian spirit. There was not any publicity in the newspapers, but the American Ambassador himself told the story in my hearing—not as an exceptional manifestation, but speaking as a man who knew Russia—as a true manifestation of their qualities of life and their feelings towards other people.

Do you remember the Lusitania—a ship that was known to be unarmed and to be carrying hundreds of peaceful citizens? The German aimed twice to make sure that this vessel carrying innocent lives, hundreds of them women and children, would sink quickly. Then you turn to the other capital, Berlin, claimed to be the city of Kultur. What happened there upon the news that the Lusitania had gone down, and carried with her those innocent people—those women and children? It is reported that the schools got a half holiday and that the bells of the city were rung in jubilation. Which nation would you have as a friend if the choice were open?

Thank God we have in our Allies friends who stand for the good things of civilization. I have not time to pay my tribute to our mighty and faithful allies, Japan and Italy. They are with us heart and soul with all their resources for triumph in the great conflict. We fight together for justice, liberty and order through self government and fair play. We are sure we will win.

## The Children's Page

### The Nightingale and the Glowworm

A Nightingale, that all day long  
 Had cheered the village with his song,  
 Nor yet at eve his note suspended,  
 Nor yet when eventide was ended,  
 Began to feel, as well he might,  
 The keen demands of appetite;  
 When, looking eagerly around,  
 He spied far off, upon the ground,  
 A something shining in the dark,  
 And knew the glowworm by his spark:  
 So stooping down from hawthorn top,  
 He thought to put him in his crop.  
 The worm, aware of his intent,  
 Harangued him thus, right eloquent:—  
 "Did you admire my lamp," quoth he,  
 "As much as I your minstrelsy,  
 You would abhor to do me wrong,  
 As much as I to spoil your song:  
 For 'twas the self-same power Divine  
 Taught you to sing, and me to shine,  
 That you with music, I with light,  
 Might beautify and cheer the night."  
 The songster heard his short oration,  
 And, warbling out his approbation,  
 Released him, as my story tells,  
 And found a supper somewhere else.

W. Cowper.

### EDITOR'S CHAT

My Dear Boys and Girls:

In looking through many, many books today to find a poem for you we came across a lovely line, and this is it, "But June is full of invitations sweet." And we began to think of all the sweet invitations June sends us, the wonderful welcome she gives us all. Rich or poor, pretty or ugly, young or old, sad or happy, we may all accept her invitations and be better and happier for doing so. The first and biggest invitation of June is "Come Outdoors." The birds sing it, the trees whisper it, the flowers breathe it, the winds call it, "Come Outdoors." And if we accept this invitation what do we find at

the great outdoor party? The first guests to arrive are the trees, good old maple tree, sturdy old oak, slim young poplar, graceful elm, drooping willow, smart young hazel tree, beautiful birch, flaunting cranberry, handsome wild plum and cheery, little blossomy Saskatoon berry. All these have arrived. And hidden by their leaves are some other guests, cheeky friend robin, dashing oriole, quiet little wren, dear little meadow lark, black-coated crow, sleepy old owl, neighborly woodpecker, and a host of others, and between them they furnish the music for our June party. And here are other guests: soft green grass, beautiful blushing wild rose, dancing

blue bell, hospitable clover, handsome, daring tiger lily, pale, drooping Indian pipe, sturdy marsh marigold, beautiful water lily, what a perfumed carpet they form for our party! And what will we have to eat at the party? Why, here is honey that busy Mr. Bee is storing; here are mushrooms just breaking through the ground, and here are wild strawberries, hiding their luscious redness behind green leaves. And so you can see that June's first invitation is well worth accepting. And now comes her second invitation: "Come out and Work." And her second invitation is quite as pleasant to accept as her first, because one includes the other. You can see all the guests at the party and enjoy them while you are driving the cows home, while you weed and rake and hoe in the garden; while you build bird houses, and help with the farm work, and put in school gardens.

And the third invitation of June is the one you will all like best if we mistake not, for it is "Come out and Play." And we need not tell you how to do that because the long, light days of June, the sun, not too hot, and the perfumed and song-filled air makes our feet dance, and teaches us to play even if we are old and tired. And so you see June is indeed full of sweet invitations, and

we hope that all you boys and girls will open your eyes to see, and your ears to hear the call of June around you, and even if the lessons of school are over see what you can learn from the sweet invitations of June.

And now comes that magic time, the best of all the year, the time we have dreamed of and thought of all the long, long winter—holiday time. And for two months there will be no Children's Page, and we will have no more talks together until September comes.

And so we must remind you of several things to remember during this long time: 1st, to do all you can to help our song birds this summer; 2nd, to do all you can to make your schools and homes beautiful with flowers, inside and out, and, 3rd, not to forget that our soldiers are fighting and suffering now just as much as they were during the winter, and they need all your help for the Red Cross and the Returned Soldiers' Association. Think hard all you boys and girls of ways in which you can help. Farther on (page 238) the Editor will suggest one way to you. And now good-bye for two months all you good friends of the Children's Page. A happy holiday to you all. Get fat and rosy, and just Be Happy for two long, glorious summer months.

## LETTER FROM SPRING

Tolica, Mexico, April 13, 1916

Dear Mr. Winter:

You are getting very old now, and soon will be moving away northward from Manitoba. I will take your place then and awaken everything you have put to sleep. I suppose the people in Manitoba have good times, even though you do freeze their hands and their toes.

I have heard some folks say that they have had nice times skating, sliding down snow banks, and enjoying other outdoor sports that you always bring with you.

They must like me also. I bring with me different sports and something to do after a long season of rest.

Soon there will be a yard full of fowl and young animals getting their first lessons from their parents.

I sent a young pair of crows down to Elm River sometime ago. I heard someone say that a young pair of crows had been seen today. I guess they arrived safely alright. They will be feeling kind of chilly just now and wishing they were back south again. I think you are rather mean to let it rain and snow when they have just arrived. It discourages them so that they will not feel like staying. I hope you will soon change the weather.

I must stop writing now and go to

work or my time will soon be up. I only bought a four-month ticket, and Mrs. Summer takes my place then after that runs out. I suppose she will be writing you a letter also, telling you of

the things she will do when she comes. I must close now. Good-bye, from your friend Spring.

Tressa Sherritt (14), Grade VI., Elm River School.

### WHY BOYS GET DIRTY

A boy does not really enjoy being dirty, but it is the pleasure he gets while getting dirty that he likes.

A boy, for instance, plays outside on rainy days or nice bright days. He plays games such as marbles, baseball, etc.

While playing marbles he often kneels down on the ground to roll the marbles. While kneeling he is liable to wear his stockings out as well as dirty the bottom of his pants, also his hands.

When he plays ball, the ball sometimes rolls in the mud and then someone picks it up and throws it to another boy, who catches it, and the mud on the ball gets on his hands.

Boys also wrestle with each other. This is fine exercise, and keeps the boy's muscles in good condition. But while they wrestle they get so absorbed in what they are doing they quite forget the mud and throw each other down,

and roll around, and in this way they get their coats and pants plastered in mud.

The boys' mothers are always telling them to keep out of the mud and stop climbing trees. Their dads tell them if they climb trees he will give them a licking or send them to bed. He quite forgets he was a boy and used to do all sorts of pranks.

It seems as if the boys are the ones who have to take the punishments for the others. The girls never get punished because they keep clean the main part of the time.

The reason of this is the younger ones stay in the house and play with a little doll, and the older ones, when they go out, stay on the sidewalk and do not play the same sorts of games as the boys do. And so you see the difference between a girl and a boy, and why a boy gets dirty.

### THE PRESENT WAR

By LEONE STIFFLER, Grade VIII, St. Louis Gilbert

In the latter part of July, 1914, Germany declared war against France. In order to get to French territory they started to cross the country of Belgium, laying waste the land and killing and robbing the people as they went, and breaking all the promises they had made at the peace meetings held after the Franco-German war of 1871. Their excuse for breaking these promises to the whole world was that "the promises were made on paper and that a scrap of paper meant nothing to them."

The gallant Belgian army, although small, at once attacked the invaders and held them back, but not without great losses to their own army. Seeing that

they were going to have trouble in crossing to France, Germany declared war on Belgium. France hurried troops into Flanders to help out the small Belgian army.

Great Britain sent Germany a note asking that the neutrality and freedom of Belgium be observed, and the German army vacate the country at once. Germany refused, and Great Britain declared war against her on August 4th, 1914.

Shortly afterward, Russia, Montenegro, some of the Balkan States, Italy and later Portugal entered into the fight against Germany, while Austria-Hungary and Turkey and Bulgaria took

up arms with Germany against the Allies.

During the first part of the war the "Triple Entente" was formed among the Allies. By the terms of this alliance none of the Allied countries can make peace separately with the enemy's countries.

Soon after the war had begun, Britain's colonies offered men, food, horses and munitions, and their offers were accepted, with the result that many shiploads of goods and other necessities have been sent to England. Thousands of men have enlisted and gone to fight. Battalions were raised, drilled and dispatched to England from Canada, Australia, South Africa and India. Many have been killed, but others are hurrying forward to take their places. Training camps are scattered all over Canada, and recruiting is going steadily forward, and men are leaving every day to do their part in the fight.

In spite of Germany's boastings to the contrary, Great Britain still remains mistress of the seas, and her ships travel the same as before, while the German "Navy" is bottled up in the Kiel Canal, and none of her merchant ships are allowed on the high seas—those which were out at the beginning of the war are interned at neutral ports. The only way that she can stand up before the world for her cowardice in the Navy question is by using the submarine. She makes it a point to have them sink every passenger ship loaded with women and children, and hospital ships loaded with wounded soldiers that it is possible, and keeps President Wilson and the Kaiser busy sending notes to each other.

Another method of warfare used by the Germans and Allies successfully is the aeroplane. The Germans use the Zeppelin, the most destructive of all, and contents herself with entering England and France under the cover of darkness and dropping bombs on the thickly populated districts, and especially in the cities. The Allies also use aeroplanes in warfare, but in a different manner. They are used for scouting,

and also can, if need be, bombard a stronghold of the enemy's, but with the powerful machine guns now in use this is dangerous work.

At first Germany made a point to mine all waters that she possibly could, and as a result many vessels were blown up and thousands of lives lost, but most of these mine fields have either been exploded or drawn in by trawlers of the Allies.

At the Dardanelles, in Eastern Europe, many men were killed trying to force their way through the Turkish line to Constantinople. This expedition failed, and the British troops were withdrawn and are now stationed at Salonika, in Greece, from where the Allied troops are driving back the Austrians.

In France, Russia and Belgium a hard fight is on, every foot of land is hotly contested, and the enemy is being driven back slowly. Germany was preparing for war for many years before it came, while the Allies were unprepared, and so the fight has been rather one-sided, but lately the Allies have gotten together men and munitions, and expect to make a big drive soon. In Russia, Germany has made great advances, but is slowly being driven out again.

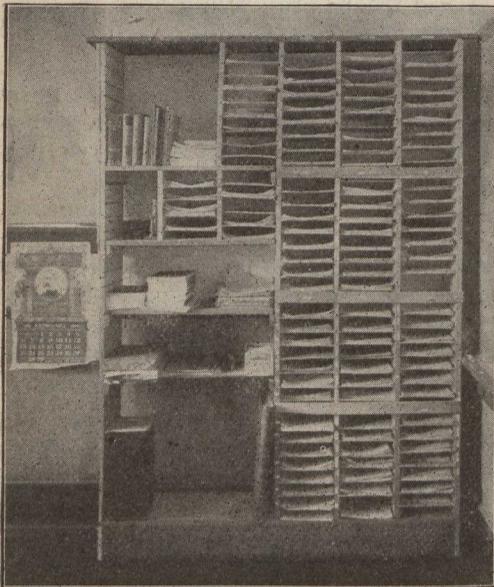
Life in the trenches is not easy, but is more safe than the old-time methods of warfare. Deep trenches, one ahead of the other, communication trenches join these, dugouts in the ground, hollowed out, with the unbroken sod for a roof and parapets of sandbags form the chief fortifications in the open. The wounded are carried from the fields in ambulances, autos and wagons, and taken to the hospitals, which are often churches, hotels and private houses.

Germany has begun to weaken, and the Allies expect peace soon, but if there is, Germany will be wiped off the map. Only her possession in Europe is left her now, and it will be taken from her. Peace cannot come too soon and put an end to the useless slaughter of people and the wasting of their lands.

## Special Articles

### A FILING CABINET FOR PUPILS' WRITTEN WORK

Last year our staff decided that they would like to have the pupils keep all their written work instead of throwing it into the waste paper basket. We accordingly decided to adopt a loose leaf system and provide the pupils with a case for filing their written work. This was made possible by the Board buying all supplies for the pupils and thus being able to have uniform books and paper used by all. Each pupil was supplied with a loose leaf note book and



paper to fit these was bought in large quantities. In each room a case was built and divided into divisions with galvanized iron partitions. Each pupil was given one division in this case for each subject. For example, John Smith's share of the cupboard would appear as in Figure 1.

He may have access to the case at any time either to place fresh work in it or to remove notes to which he may wish to refer. On Friday afternoons ten minutes is given for going over the note books and filing away work and placing fresh paper in the books.

In some subjects an index is kept. All the loose leaf notes in the subject are numbered, and as they are filed away the pupil enters on an index page what is contained on each sheet. This enables the pupil to refer to any notes that he may want more readily. It is also a convenience to the teacher in looking over the notes.

We have used this system since last August, and have found that it has many advantages. It encourages neatness in written work. The pupil is not able to hide his careless work in the waste paper basket, and so is apt to take more care with it. If it is kept year after year it will be an interesting record of the advancement of the pupil through his school course. It gives the teacher excellent opportunity for looking over pupils' work. It is always at hand. If the teacher has spare moments in the class he can glance over the work in the case that he may be interested in. The case is always open to the parent who may be interested in knowing what his child is doing. It also is a check on the idle pupil. If he does not do his work he will have nothing in his divisions. In many subjects we fix a minimum requirement which must be done before we will recommend the pupil for examination.

Thus far we have used this in our Collegiate grades only and with loose leaf note books. I see no reason why it should not also be used in the primary grades. It would have similar advantages there, and with note books it would not be more difficult to handle. In cases where teachers are changing, the note books left would be a good record of the work that has been covered.

Of course we have found some difficulties. It has taken both teachers and pupils some time to find out how to use the system to the best advantage. Some children are naturally untidy, and it

has taken them longer to adopt systematic methods in looking after their work.

We have used throughout the school a loose leaf note book holding a page  $8\frac{1}{2}$  inches by 10 inches. We were able to secure for this only plain and ruled paper, and had some bookkeeping paper ruled especially for us—a somewhat expensive article. Graph paper, music paper, botany note paper, elementary

science note paper, grammar analysis forms, science experiment paper, etc., might be prepared to suit this same cover at a very small extra cost. This would save pupils' time spent in ruling paper and encourage better work.

Ruled paper for note books was bought at 95 cents per 1,000 sheets, and unruled paper at 75 cents per 1,000 sheets, delivered at the school.

### A SCHOOL LIBRARY

Many school libraries are not used as they should be. Sometimes this is due to the books being unsuitable, but often it is due to the fact that there is no satisfactory system of giving the books

found either of these systems to be satisfactory. In the one case the opportunity to change a book does not come often enough, in the other the pupil will often hesitate before asking a busy teacher



out. In many cases the books are kept under lock and key. Sometimes a librarian is appointed to open the case once or twice a week, or sometimes the pupil is told to apply to a teacher whenever he wants a book. We have not

to look after his wants. The result is that the books that pupils might read if they were more accessible lie useless on the library shelves.

The following plan has been tried with some success in Souris. The doors

have been removed entirely from the library case, and the shelves have been divided by galvanized iron partitions into sections large enough to hold a book. Each book is given a space and in the book a piece of plain cardboard, 4 inches by 10 inches, is placed. On the top of the card the name of the book is written. Pupils have been told to get a book whenever they wish to. On removing it from the case they write on the cardboard their name and the date and leave it in the space from which they took the book. On returning the book they mark off their name from the card, place it in the book and return them both to the case as they found them. By this system the library is kept open at all hours to all pupils. Occasionally it is necessary for the teacher to look over the case to check up pupils who are retaining books for

too long a time. Beyond that there is no trouble in looking after them.

In adopting this system we expected losses, but we believed that a library book was serving just as useful a purpose lost somewhere in the community as when locked in our cases. We have been agreeably surprised at the small number of books that we have lost track of. The case is placed in the hallway of the school. About 475 pupils are enrolled. Anyone can get to the case whenever the school is open. On checking over the books recently we found that about \$6.00 worth had been lost in the past year. Some of these may yet be returned.

Recently we built a new case. It will hold about 600 books. The case cost about \$30.00 and the partitions \$30.00. It thus costs us about 10 cents to build a permanent home for a book. The illustration shows this case.

### A MANUAL TRAINING ROOM

At this time, when money for municipal improvement is rather scarce, in many places school boards are sometimes prevented from putting manual training equipment in their schools through fear of the expense. Our school this year decided to equip a room for 20 pupils. I was instructed to buy the minimum amount of equipment with a view to increasing it from year to year. Just enough tools were bought to enable the class to begin at plain woodwork. For the benefit of those who may be wishing to know the cost of plain equipment I give below our expense.

The lumber for making the benches was bought at a local lumber yard, and cost \$20.70. The benches were built by the boys themselves, so that no money was spent for making them. The tool bill was as follows:

20 2x10 back saws .....	\$20.60
20 No. 5 Jack planes (Stanley).....	57.60
20 20x6 try squares .....	5.80
20 61 marking gauges .....	1.60
20 1 in. pln. tanged Firmer chisels	4.00
10 ½ in. chisels .....	1.30

10 ¼ in. chisels .....	1.00
1 smooth plane .....	2.22
1 6x4 screwdriver .....	.17
2 cabinet files .....	.63
1 162x10 rat. bit brace .....	.81
1 51 spoke shave .....	.30
6 Irwin augur bits, assort. sizes..	1.65
1 screwdriver bit .....	.11
1 counter sink bit .....	.11
4 1½ Sovereign hammers .....	2.72
4 11½ Sovereign hammers .....	2.72
2 clamps .....	3.12
Casing .....	.40
40 chisel handles .....	7.35
1 grindstone .....	2.50
1 augur .....	1.50
1 saw .....	1.50

Total for tools, less discount of \$2.34	
21 vises:	
Oak Plank .....	\$ 4.93
21 bench screws .....	15.30
40 bolts for vises .....	4.75
40 plates for vises .....	7.60
Labor in fitting vises .....	20.00

Total cost of vises .....	52.58
Screws, nails, etc. ....	10.00
Total cost of lumber, tools, vises and	

labor for 20 pupils' benches and one large work bench .....\$200.99

This averages \$10.00 per pupil. Of this the Department pays one-half, so that the district will pay \$5.00 per pupil for this first equipment. It has been

used this winter for class work, and has been found to be perfectly satisfactory. A very little money spent from year to year will make this room all that can be desired for the work to be done in this school.

### THE TEACHER ON THE PLAYGROUND

By W. G. Pulleybank

I once heard a teacher who was not very fond of his work say that he specialized in noons and recesses. I have often thought since that if that remark can be made in sincerity it is one of which any teacher might well feel proud. The teacher who specializes in noons and recesses or in other words is successful on the playground, will have no difficulty with discipline in the schoolroom. That, I think, may be considered as an axiom.

In order to keep this paper within the five-minute limit I will deal only with the experience which I have had with basketball in a rural school.

Within a radius of five miles of Lamerton, Alta., there were three rural schools, each having an enrollment of between fifteen and twenty pupils. The teachers of those schools introduced basketball at about the same time and as soon as the girls and boys had learned the game we arranged to play a series of matches. We soon found that the parents were interested and a basketball match became the nucleus of a social gathering. The teachers had an opportunity to become acquainted with the people of the various districts and the enthusiasm of the pupils, aroused by the friendly, helpful rivalry associated with the basketball matches, was felt throughout all the school work.

And now I wish to deal with a few features of basketball which make it, I think, particularly suitable to the needs of a rural school.

There is little to be gained from any game unless it is played according to rule and with a purpose. Thus we often hear it said that the attendance at a rural school is too small for organized baseball or football. The number required for basketball is much less than for either of these being only five to a side.

Then again it is often said that juniors cannot play with seniors and there are not

enough of either to play alone. This same difficulty is mentioned in regard to girls and boys. Now this difficulty does not arise in basketball if girls' rules are adopted. The chief difference between the two sets of rules is that in one the ground is divided into three distinct courts, while in the other it is not. The three courts are occupied respectively by the forwards, the centres and the guards, and the players are not permitted to cross the line from one division to the next. It is obvious that the players may be grouped in the different courts according to size, sex or playing ability and the difficulty mentioned above is removed.

It may not be advisable to announce that girls' rules are being used, because boys for that reason might be inclined to oppose the game. When the game is being introduced, nothing need be said about two sets of rules and I think the divided grounds are preferable if for no other reason than to enforce an open game by making it necessary for the players to some extent at least, to keep their positions.

The arrangement of the grounds need not present any serious difficulty. Baskets in the form of iron rings, suitably braced, may be obtained at a blacksmith's shop. Poplar poles for supports may be obtained in most localities at no expense and perhaps the most satisfactory backstop which can be arranged is made by stretching wire netting very tightly over a frame. Of course a solid wooden backstop is more satisfactory if it can be sufficiently supported, but if made large enough to serve the purpose it presents a broadside to the wind which is apt to interfere with its permanence. Shallow trenches made with a hoe will furnish permanent lines.

I feel sure that any teacher who introduces basketball and gives it a fair trial will find that it will solve many of the playground problems at a rural school.

### THE TEACHER'S PLACE ON THE PLAYGROUND

Harold K. Bearisto, Neepawa, Man.

What is the teacher's place on the playground? This is a question often asked and as often answered; but it is seemingly impossible to get a definite answer. Some teachers believe in organized play, others do not, and

here is where the difficulty chiefly lies. I, for one, do not believe in organized play, and for this reason: that the boy's ingenuity in finding fun is far greater than that of the grown-up. I do not mean by this that

the teacher should have no place on the playground, for I believe the teacher who does not know his child at play cannot know him at work. The playground brings out more clearly than anything else the true character of our boys and girls. Every word, every action tends towards the formation of character and personality. The playground is a very hot-bed of character forming influences, and these influences will either make or mar. It is the teacher's duty, then, to be on the grounds to see, that by neither word or deed might anything be said or done that would not tend to form pure, noble character. How is the teacher to do this? Let us try to find an answer.

Should the teacher be a leader? No. Every teacher knows that among boys and girls there are born leaders, and men who have made a study of character tell us that the leader of boys, in nearly every case, becomes a leader of men. We need only glance back to our own childhood days to know that this is true. What makes that boy a leader? The teacher should ask himself this question, and if he studies closely, he will find that it is some personal charm. It may be strength, it may be daring or a thousand other traits of personality. Whatever it is commands respect and obedience, and the teacher who takes that boy's place may fall far short of the mark. If he is not a better leader the boys are sure to resent his interference and he will find himself in a very awkward position.

Should the teacher be an adviser? I do not think so. Often disputes arise on the playground, and if the teacher is there the children naturally ask for his opinion. What is he to do? He may know the cause of the dispute, or he may not. In either case he

should get the children's views, and here is where he gets his first keen glance into the depths of the child's character. The boy who blusters out his story, drops his eyes, and does not tell the truth; the lad who stands his ground, looks him in the eye, and tells the truth, even though he knows that by doing so, he will lose the dispute. Then let the teacher place the facts that he had gathered before the children and allow them to settle it, and I venture to say that not once in a hundred times will there be any dissatisfaction. Advice is one of the easiest things in the world to give, but one of the hardest to accept and follow; and the consideration it gets is, in the majority of cases, about what it merits.

The teacher should take an active part in the games that are played; he should know the rules of every game and should follow them to the letter; his language should be carefully chosen, and free of the meaningless slang, which, instead of enriching our language, serves only to rob it of its wealth and beauty; his example should be such that others would not be ashamed to copy; and if disputes arise he must submit to the decision of the majority, even though their views do not coincide with his own. There are things that he must do if he would give to his boys and girls, through play, moral stamina, personality characteristic of high ideals, and that character which our men and women of tomorrow shall need to build up in this great land of ours, a nation of just, God-fearing people, strong to resist that which is detrimental to this great object, able to fight for that which tends to uplift and ennoble, and which will bind them together with those strongest of ties.

## THE CHRISTMAS ENTERTAINMENT

My Myrtle Sinclair

There are several reasons why I think we should have the Christmas entertainment in our schools. In the first place it creates in the children a keener and more live interest in the school work, not only because it is a change from the other work (which is more or less of a routine), but what child does not love the learning and doing of new things, which any concert must necessarily involve?

Not only among the children is there a deeper interest aroused, but also among the parents, and perhaps at this time of the year the homes and schools are more in touch with one another than in any other part of it (probably not what should be, but what is, nevertheless). The parents are interested because their children are interested, and when it is once aroused, among a few of them, at least, that interest will not die out as soon as the concert is over, and it may lead to their taking a more active part in the school life and perhaps the whole district life.

Then again, in many rural districts this

concert is looked forward to as a great social event among the old as well as young. Old friends will meet and have interesting chats who perhaps have not met since the last summer's picnic. That night there are more friendly feeling and good fellowship among a large houseful of people than there is among the same people, not met under similar circumstances.

Besides these reasons, this is a splendid method of raising money for library books and any small necessities for the school.

But most of all is the importance of the child's gain in preparing his part of the entertainment, and then the delivering of it. This is practically what might be termed his first appearance in public life, and who knows what statesman or orator is getting his start in public speaking from the little school house platform?

Now to deal with the more practical side of the question: the first thing is to get the children interested, which is done almost by

simply mentioning concert, and they in turn get the parents interested.

Last winter, about five weeks before Christmas, we called a meeting of the parents and young people to meet in the school house at four, when they came in for the children. We decided at once, of course, to have a concert, and a Christmas Tree, too. After deciding on the date, the different committees were formed, a working committee of boys to do the carpenter work—raising or putting in of platform, making supports for the tree, etc., the decorating committee, for decorations play a prominent part; a talent committee, if any outside help is required; and a lunch committee—don't forget the lunch.

This all is easily done, and then commences the real hard work. First the scouring through books for suitable material, and then the choosing of pupils to suit each part, for the success of each individual number depends largely upon the suitability of the part of the child. As each dialogue or recitation was chosen, we had each child's part written out, and he commenced at once to learn it. In a dialogue, for the first two or perhaps three practices, the children read their parts until they become familiar with the whole dialogue, and then used the papers as little as possible.

Here, too, dress and platform arrangement play an important part in the dialogue, which necessitates the use of a curtain and a small space curtained off one corner for a dressing-room. What has been said of this in regard to dialogues applies also to drills, except that drills need more practice, for nothing shows imperfectness as does a drill imperfectly done.

Until the week of the concert, practically no time need be taken from regular school work. All this practising can be done, one number at each recess and two or three at noon, without robbing the children of any of their energy, for with most of them this is better than play. For the first few days before the concert we usually take the last hour for practising, which after all is no waste of time. We closed school the night before the concert and the next forenoon we had a full-dress rehearsal, allowing the children to go home in time for dinner, and leaving the afternoon for decorating the tree and completing other arrangements for the evening.

In case there are some here who have yet to get up their first Christmas concert, I have here outlined my last year's entertainment. We had three drills, one a flag-drill of eleven

of the biggest girls in blue dresses with red sashes and carrying Union Jacks; a Teasing Drill of six boys and six girls of the intermediate grades, the girls in white dresses and red caps and capes, the boys in red knickers, white shirts, red jockey caps and carrying ribbon-trimmed canes; and a Grandparents' drill of three very small girls in long black dresses with white kerchiefs and black bou-nets, and three very small boys dressed in long trousers, cut-away coats, stiff hats, wearing white whiskers and carrying canes.

One dialogue, "Courtship Under Difficulties," by senior pupils, introduces two very deaf people. Another, "Sue's Beau to Dinner," brings in the inevitable small boy with his incessant chatter, and a third dialogue was "Playing School," a short one for two small girls with their dolls, and a very small boy. We had two choruses, singing in two drills, and one little girl sang a solo. We had only three school recitations, because there are few really good reciters, and children are more self-conscious when alone.

To show what interest is taken in the concert by even the smaller children not coming to school, one little chap, who is a frequent visitor to our school, came to me shortly before the concert and said, "Mith Thinclair can I thepeak a piethe at your conthert?" Of course, I said certainly; but that evening his father said to me he was sure when Tom saw the crowd in front of him he would be scared, but when his name was called out at least half a dozen boys were ready to bring him to the platform, and I helped him on a chair. Then, instead of being frightened he put his hands behind his back, and seeming to look everyone straight in the face with those big brown eyes of his, this is what he said:

#### DARNIN' TOCKINS'

Thaid the thithors to the toekin, "I'll put a hole in you,"

Thaid the toekin' to the thithers, "I'll be darned if you do."

Interspersed with these numbers were solos, violin solos and readings by adults.

I have appended a list of books which I have found very useful in preparing the programme.

"Child's Own Speaker," "Ideal Drills," "Young People's Dialogues," "Dickerman's Drills," "Dialogues for District Schools," "Fancy Drills and Marches."

## THE HOT LUNCH IN RURAL SCHOOLS

By M. McManus

The fact that there is an increase in the number of teachers adopting this idea in rural schools shows that it is meeting with success, and it is to be hoped that the time is coming when it will be considered a very important part of school life in winter, especially in those districts where many children come to school from a distance.

It seems reasonable that an idea which

tends so materially to the comfort of the children should meet with the approval of the parents and in nearly all cases it will be found that these parents will show, in a very practical manner, their appreciation of any efforts on the part of the teacher to make the school as much like home as possible.

For three winters we have been carrying

out this hot lunch idea at the Headingly School, and I consider that it has been a success. Great credit is due to the mothers for the generous assistance they have given, and our success has been, in a large measure, due to their help.

Our equipment consists of the following:

Oil Stove (2 burners), tea kettle, double boiler, frying pan, teapot, dish pan, dishes for at least twelve pupils.

The oil costs about 50 cents a month. Half this amount is given by one family, the teacher supplying the other half.

One boy provided almost all the tea used during the last winter. That was his share of the cost. The rest of us took turns in bringing an article of food which might be served hot.

Quite often the mothers sent food which required only re-heating, as soup, baked beans, potatoes. These were quickly prepared, and the work was usually done after school was dismissed at noon.

Other articles of food which we used were corn, tomatoes, macaroni and cheese, and eggs, which we prepared in several ways as poached, scrambled, fried and for making omejets.

We had the fire lighted at about 11.30 and fresh water put to heat in the tea kettle. At noon, while some of the girls got the table ready, the food was prepared, and in about ten or fifteen minutes we would sit down to lunch.

We are fortunate in having a vacant room, provided with a large table, and sometimes when more time was required to prepare the food I would send two girls into this room about fifteen or twenty minutes to twelve, and by the time school was dismissed for noon, everything was ready for lunch.

The girls and myself took turns in washing and putting away the dishes.

Besides adding to the comfort of the pupils, there are very many practical lessons taught in this undertaking, unconsciously, perhaps, but having a lasting effect. I find that pupils are at their best during this period, and the dinner hour is one that I very much enjoy.

Now, while many rural schools have not the same facilities for carrying out this work that we have, I think that by adapting oneself to conditions found and getting the parents interested the difficulties can be overcome, and I am sure that those who try this idea will derive as much pleasure from it as I have.

### A SUMMER SUGGESTION

How many of you live within a few hours' run of Winnipeg? If you do, and a train runs so conveniently that it leaves your station on Friday night or early Saturday morning, you will be able to help in some very nice work for the soldiers. You know many people in Winnipeg never see any of your lovely wild flowers. And the Editor and a number of other people are planning to sell these people flowers and give the money for soldiers' socks. Will

any of you promise to send us flowers once a week so they will get here early Saturday morning to help in this way? If you would like to do so, write to the Editor as soon as possible and you will get all directions. Perhaps you might form a "Flower Club" for the holidays and send us every Saturday both wild and garden flowers. Talk it over among yourselves, and then write to us—such an easy and pleasant way to help should interest you all.

### A UNIFORM PROGRAMME

By F. W. NINK, Douglas

I have the honor to answer (or should I say try to answer) one question out of the two in your March Journal. Of course, being purely and utterly city born, and also having spent my Canadian life upon a farm, I am not justified in saying whether a city born teacher is better in the country or vice versa, for I would not teach in a city for ten minutes.

Question 1. Emphatically and precisely, it is impossible for the same programme of studies to be worked out in two schools similar to those designated in your first and second pictures. Taking the second picture, how little of the

actual life of the children in such a school is known to the authorities that be.

The teacher in many cases shudders at the idea of being in such a district, yet perforce is bound to go "somewhere," and it may be to such a place. The children are underfed, illclad, not from any carelessness but from pure necessity and want. How can it be expected that that teacher produce the same results (be she ever so clever) as if she were placed in a better type of school and district.

The programme of studies stares her in the face. The parts have to be con-

formed to, the inspector follows, writes the results in school, but cares and knows nothing of the penury and want of the district, and sets his judgment upon the school, telling the trustees in his report that certain things are done or are not done. Let him come to such a place and take up the poor teacher's burden and he will pray that he may be relieved from the sinecure he thinks the post of teacher to the school in Range X, Township Y, is.

I have taught in such a place and know the misery that exists. Children tramping to school the whole year without an overcoat, and the temperature registering 42 degrees below some days. Others having to wade through water to their knees. Others sleeping in cramped spaces, where ventilation was an unknown quantity. Food in most cases of the slimmest quantity; vegetables in the winter at a premium. The little children having to slave to help out in the work: milk cows, buck wood, do chores, etc., before starting for school, have to trudge from one to three miles, and then expect the teacher to make headway. Surely it is the greatest farce of the educational system of the Province. Yet the parents of these same children are the forerunners of the future, going into the wilds to open land where the more affluent will creep in bye and bye. Can it be expected that the programme of studies apply to each type—and could a city-born teacher, with all the advantages of a well-ordered home, be expected to take up such a task? Absolutely and hopelessly No! Yet someone must go, and those who do are looked upon as fools when there are so many schools much more convenient to a town or what might be termed civilization.

The teacher who dares to undertake such a task must love the work, and if so the programme of studies should be like the line in breaking in a colt, used only as occasion should need. Fancy conforming to the physical drill section

in an ill-ventilated room, that is heated with a wood-burning stove, scrubbed out once a year, swept out during lunch time so as to disseminate the microbes. 32 children in the room, only the alley-way between the desks, each child having done five times as much labor as any city child. Oh! the mockery of it all! Why is the city child taken as an example of what is good for the country child? Yet by progression they are trained to one end, viz.: the commercial course, teachers' course or matriculation so as to swell the masses in the city. If the cry of "Back to the Land" rang true, why do we not have some effort made to get them back on the part of educational authorities. but it crowds the life of the country child at a time when the formation and knowledge is hard to imbibe, and as soon as he or she is capable of realizing anything for himself or herself the student is switched off from "Back to the Land" to the commercial teaching or matriculation courses—so that the school plays with the mainstay of the Province (Agriculture) up to Grade VIII. and then turns the whole down as a profession.

Give us the training school for farmers, where land is to be had almost for the asking. Supply, equip and run such a system, charging the students for their board. House them and get efficient instructors and run a vast farm, bringing in theory with practice. Teaching incubating, poultry raising, dairying, cheese and butter making; the department of a farmer's wife. Growing, planting and cultivation of crops. Plowing, breeding of stock, their points, care, etc. Make one or two vast centres where the students agree to stay two or three years, from 15 to 18, and then the results of increased practical knowledge, coupled together with theory, will make a country programme of studies essentially different from that given in a city, and thus could the country financially and economically be benefited.

## PROFICIENCY IN ENGLISH

(An address delivered before the High School pupils of Tache School, Norwood by Trustee W. J. Wilson, on the occasion of presenting a medal for proficiency in English)

Haven't you at sometime been in a workshop?

Haven't you seen the mechanic there preparing to build something—say a table?

Have you noticed what he had?

Do you remember—the wood, the rule, the nails, the hammer, the saw, possibly a plane and a chisel?

These were but the raw material and the tools for making what was yet but in his thoughts, his mind's eye—his table to be. What does he do? He takes a piece of wood, carefully measures it with his rule, marks it with his pencil, cuts it with his saw, dresses it with his plane, and fits and nails it into place. Piece by piece the table grows until it is finished and that which was an unreal thing in his mind's eye becomes a reality.

Did it ever appeal to you that we are each and all mechanics? We do not all make tables, we do not all use such tools, but each day we have things in our thoughts, in our mind's eye, which we build and give to the world.

What is our workshop? Our brain.

What are our materials? Our thoughts.

What are our tools? Words.

Simple words—made up of simple letters, and only 26 of these to arrange.

The mechanic first decides on what he is going to make—then chooses his material—his lumber. We must first know what it is we are going to produce—have a definite idea. We must choose our lumber—our lumber is our thoughts on that subject. Now we must collect our tools—our rule, saw, plane and hammer. What are these? Words.

Someone has said that language is the tool of thought, rather language is a collection of tools.

It is not necessary that this table shall be very elaborate, showing turned legs

and fancy carving, a simple, substantial table will likely serve the purpose equally well and possibly better. Our speech needs not be fancy—that is, intricate sentences and unusual words—in fact you will find that the charm and force of our greatest speakers and writers lies in their simplicity, proving clear, definite thoughts. Their language is never loose, inaccurate and ungrammatical. The true mechanic loves his tools, prides himself on the care and attention given to his well-kept tools, keeps them clean, sharp and bright and true. Let us be as careful of our tools—our words. Don't let us dull our tools by such careless speech as readin', writin', and walkin,' let us remember that these words end in "ing" and pronounce them clearly with a definite "ing" at the end, or again in this land that boasts so many hours of sunlight daily, surely it is not necessary for us to jumble five or six words into one as "tehcominout 'tnite."

Have I made it clear that language—English—is a subject of first importance, not only as an item of study within the four walls of the school or during the early years of life, but something to which care can be given with profit throughout our whole life. Therefore I trust that in presenting this medal it will be an incentive not alone to the winner but to all of us to take advantage of the wonders of English literature which are so easily within our reach. In the words of that great educator, the late Prof. Goldwin Smith, each of us wastes more time on street cars, going to and from our daily work than would give us a rich acquaintance with the classics of our English language. Let us make it our aim to be intimately acquainted with our language, its meaning, its construction, its expression, that we may experience the full joy and privilege of clear thinking.

## BEGINNINGS IN HISTORY

The problem of making the history course in the public school more interesting and more profitable was discussed by Supt. A. White of Brandon in the January number of the "Journal." In that criticism, which to my mind was timely and well placed, some very valuable suggestions were given. There is, however, one other point that I think should receive greater emphasis, and that is the introductory work. I am inclined to believe that the lack of interest in the subject is due in no small degree to the way history is begun. If a teacher introduces the subject after the manner suggested by our curriculum it is hard to see how the pupil is to arrive at any intelligent idea of what he is doing, or how any degree of interest is to be aroused.

Could we not very profitably spend what time we can give to it, in Grades IV. and V., in getting acquainted with the subject in a more general way rather than in trying to master a certain section of a text book? Pupils, before leaving Grade IV., could be familiarized with many of the most interesting stories in history. These might be selected from Hebrew, Trojan, Greek, Roman, and Modern History. A series similar to that given below could be covered in Grade IV. without adding any great burden to the work of that Grade. Such a course, well presented, would prove most interesting and would do much to broaden the pupil's ideas of the world and its inhabitants. Little difficulty would be met by any teacher in securing these stories, since there are so many excellent historical readers on the market.

With this amount of work covered before leaving Grade IV. it would not be too much for a Grade V. class to cover the entire British history in story form, and at the same time get a fairly complete and workable outline of the whole. Care would, of necessity, be taken at this stage to keep a well connected story throughout, and to group events and ideas as far as possible about great characters.

By this arrangement no text book, as such, would be placed in the hands of the pupils in these grades; no attempt would be made to master a certain portion of the history; but the pupils would have a more general idea, a broader outlook, and perhaps most important of all, a greater interest in the subject.

## Suggested List for Grade IV.

Joseph and his Brethren; Helen of Troy; Pheidippides the Runner; Romulus and Remus; Horatius and the Bridge; How Julius Caesar came to Britain; Boadiceae; Alfred the Great; How the Normans won England; Richard at the Crusades; The Children's Crusade; Thomas Becket; Robin Hood Stories; Robert Bruce; Little Prince Arthur and King John; The Black Prince; Joan of Arc; The Princes in the Tower; Columbus; Spanish Aranda; Sir Walter Raleigh; Gunpowder Plot; Oliver Cromwell; Plague and Fire of London; Bonnie Prince Charlie; Wolfe; How Canada was Won; Captain Cook; Wellington; Nelson; David Livingston; The Good Nurse; Gladstone; Lord Roberts.

## AN "AVERAGE" TEACHER

By A. W.

It would be an educational achievement of supreme importance if teachers could be brought to a realization of the immense difference between an average teacher and a really good one. The more one sees teachers at work the more

the truth of the above statement is impressed.

This fact in itself would be of little interest or little value but for the fact, as it seems to me, that the vast majority of these "average" teachers could, by

putting forth the necessary sustained effort, join the ranks of the "good," perhaps become even "excellent" teachers. Probably the principal reason why they fail to put forth this effort is due to a lack of any keen sense of need, rather than any lack of willingness to improve. The true vision of the wonderful possibilities open to an earnest, capable teacher does not seem to be the possession of many. It is hence a problem of the first importance how best to cultivate amongst teachers that sense of need, that attitude of true humility that will impel them to strive eternally for greater knowledge and power.

In passing it may be as well to frankly admit the supreme difficulty that must be faced in developing anew such a point of view amongst teachers who are no longer young. Amongst these it is true are to be found some of our most capable and virile teachers. These, however, are the ones who already possess the right point of view and having steadily striven with advancing years to keep the soul young have preserved that attitude of mind that is constantly open to new truth. Such are safe to the end from any danger from self-satisfaction. They are filled with that divine discontent that has impelled them ever onward and upward. There are others, however, who missed the vision and are now almost proof against the newer movements in education. In truth it must be said, and not in any critical and unkind spirit, that only a miracle can save such to a newer and fuller teaching life.

The mass of our teachers, however, are young and plastic, open to suggestions and ambitious to succeed. To such especially would I bring my message. It is an appeal to cultivate most earnestly and persistently an attitude of soul that recognizes its own limitations and hungers for increased power to serve. A marked characteristic of the truly great is their true humility and corresponding eagerness to learn. For such no opportunity is too insignificant, no occasion inopportune, when new truth, or greater power, is possible of

attainment. It is the possession of such an attitude of life that will in time make of the very ordinary teacher one who will in time command the respect and confidence of her fellow teachers by her capabilities.

One of the most obvious means at hand for stimulating this desire for growth is through reading. Educational magazines are all more or less stimulating as well as practically helpful. Their value depends largely upon the attitude of approach on the part of the reader. Does she read as a critic or as a learner? Any teacher desirous of excelling should be a regular reader of one or two good educational journals. In addition every such teacher should make it a practice to read thoughtfully and with purpose at least a couple of good educational books every year.

There are teachers to whom conventions are merely an opportunity for a holiday. These never, except by the merest chance, hear anything that is of any value and so do not consider it worth while to do more than register. Here again, the attitude is at fault. There is rarely a convention that does not liberally repay any teacher or inspector who goes to it in the spirit of a learner. The teacher, zealous for progress, eager to excel, will find a measure of stimulus and help in any convention. It will supply in addition the personal touch that is wanting in books and magazines.

There is another well known source of inspiration open to the really earnest teacher. I refer to the summer schools, provincial, national and inter-national. All of these are good, but they do not cover the same ground, hence a choice would depend upon the purpose in view. These are for the very elect for they cost money, and teachers are not in possession of an unlimited income. Where, however, the desire to excel exceeds the love of more material possessions, it will be an exceedingly great obstacle that will balk the ardent teacher.

There is one source of inspiration and help open to the truly humble teacher who is possessed with a determination to learn the art of teaching at all costs.

It is probably the most neglected, although by all odds the richest in true helpfulness. I refer to the intelligent and discerning study of children during the process of teaching with a view to discovering the results of her own teaching efforts. The teacher with humble purpose and possessed of the point of view of a learner, rather than that of a superior being, ceases blaming children when they do not understand, as is too often the custom. Instead she looks keenly and earnestly at her own method of presentation for the fault. Rather than persist in a method that has not succeeded she re-studies her problems and tries another, and perhaps still another, until she finds the key that

unlocks the child's understanding. This is the attitude of mind that is all too rare, but it is truly one that yields the most abundant fruits in improved teaching.

It is no easy path that I have pointed out. The upward path is never an easy one. To become a truly good teacher can only be accomplished by much labor and striving; nevertheless, I have no hesitation in commending it for adoption. What is life for, but to be spent in such service as we are best fitted to perform! No greater happiness can be offered to anyone than the satisfaction that comes from a consciousness of a worthy piece of work well performed.

## ECONOMY IN EDUCATION

(As illustrated by the Gary School System)

At the southernmost end of Lake Michigan there is a town by the name of Gary, where they are doing things in education. The town itself is only a few years old, but it has developed such a system of education that teachers from almost every state in the Union have been to see it, state universities have sent deputations to make surveys of it, editors of popular magazines have written about it, and the great city of New York, after much consideration and a year's experiment, has decided to copy it.

Gary is the home of the Steel Corporation and employs a great army of unskilled laborers drawn from all parts of central Europe. Children of twenty-seven nationalities attend the schools and constitute the raw material of William Wirt's educational experiment.

Mr. Wirt came from Bluffton, Ind. He came to Gary because it was new and offered exceptional opportunities for a young man to work out his own ideas.

Gary was short of funds for educational purposes. How was she to meet the situation? To the average board of school trustees this would mean inferior schools, no play grounds, larger classes,

cheaper teachers, and a shorter school term. "Not so," said Mr. Wirt. "We must have the best schools, the largest play grounds, the most up-to-date equipment, the best teachers, and our school shall be open eight hours of the day and twelve months in the year. Moreover, our schools shall be run on the most economical lines because they shall be run on scientific lines.

**The first principle of economy introduced by Mr. Wirt was the use of all the plant all the time.**

While one half of the school is in the class rooms, the other half is in the work shops, gymnasium, playground or auditorium. These classes alternate every ninety minutes, and no part of the plant is ever idle. In other words, the educational engineer of Gary has formulated a plan for operating his plant at 100 per cent. efficiency.

Two duplicate schools occupy the same building, each having its own corps of teachers and classes representing all the grades.

Ordinarily an eight-room school accommodates eight teachers with classes of forty children each and a total of 320 children. The Gary programme enables an eight-room school with a

small auditorium and limited play facilities to accommodate two duplicate schools of eight teachers each and a total of 640 scholars. Since half the cost of the ordinary class rooms is saved, ample funds are available for gymnasias, swimming pools, auditorium and work shops.

er in drawing, nature study and physical culture, etc.

The departmental method has the further advantage that it definitely fixes the responsibility of the teacher of a given subject for the progress of a pupil in that subject for a longer period, sometimes several years. It is like put-

### DAILY PROGRAMME

#### Regular Studies

#### Special Activities

Time	Regular Studies				Special Activities				Time
	Class Room I.	Class Room II.	Class Room III.	Class Room IV.	Basement Garden Auditorium Shop	Play Ground			
8.45—10.15	1A	2A	3A	4A	1B	3B	2B	4B	8.45— 9.30
					2B	4B	1B	3B	9.30—10.15
10.15—11.45	1B	2B	3B	4B	1A	3A	2A	4A	10.15—11.00
					2A	4A	1A	3A	11.00—11.45
1.00— 2.30	1A	2A	3A	4A	1B	3B	2B	4B	1.00— 1.45
					2B	4B	1B	3B	1.45— 2.30
2.30— 4.00	1B	2B	3B	4B	1A	3A	2A	4A	2.30— 3.15
					2A	4A	1A	3A	3.15— 4.00

This is the programme worked out by Mr. Wirt for eight primary classes. Only four class rooms are required, the other four classes are accommodated half upon the playground and the other half in the work rooms, assembly room and school garden.

**The second principle of economy is the employment of a minimum staff of maximum efficiency.**

At Gary, every teacher is a specialist. In other towns the specialist would be called to supervise the teachers in music, drawing, sewing, etc., but in Gary these highly paid supernumerary teachers are eliminated. It stands to reason that most teachers can not teach all subjects equally well. In most schools a teacher has to teach music even if she cannot tell the difference between Beethoven's Sonata and Alexander's Rag-time Band. Such teachers could hardly be expected to impart any great love for music. Gary recognizes this and the music teacher is a professional music teacher, who has a music room, and the same is true of the teach-

ing a passenger on a through train, where he will not have to change cars or conductors until he reaches his destination. The value of this method in the higher grades is generally conceded and all reasonable objection to it in the lower grades is overcome by placing the regular studies in the hands of not more than two teachers.

**The third feature in scientific management is in the economy of time, labor and vitality.**

In most schools pupils are promoted by classes. If a boy is behind in a subject he is kept back for a year and made to go over again work that has now no interest for him. Not so at Gary. Every month in the year pupils file up and down the grades. Pupils are promoted by subjects. If a boy grows in language, but not in mathematics, he goes up to the next grade in language while he keeps on with his number work in the grade below.\*

All waste due to ill-health and lower-

\*Bulletin, 1914, No. 18, Bureau of Education.

ed vitality is in a large measure eliminated by giving special attention to outdoor exercises under competent instructors. The programme of studies can also be arranged so that the amount of mental work may be cut down and the manual work increased to meet the needs of health.

**In the fourth place the Gary schools eliminate moral waste.**

The streets and the alleys, the cheap theatres, the pool rooms, the livery stable and the firehall are not the centres of amusement in Gary. The school with its playground and gymnasium, its library, reading room and swimming pool offers greater attractions than can be found elsewhere. In Gary the schools are open from eight in the morning till nine at night, every day in the week, every month in the year. In the evenings, on holidays and on Sundays, the schools are open to adults.

The Trachel School, which we visited, has over ten acres of ground in site. A small part of this is occupied by the school buildings, the rest is laid out into a landscape garden and play grounds. Here we saw little tots digging in the sand, others with boots and stockings off were having a glorious time in the wading pool. Another group in an open court was dancing to the music of a Victrola. Some were busy weeding the garden, two boys were feeding a pair of pink-eyed rabbits. The rabbit hutch was right on the school ground, and was built by the boys themselves. A flock of pigeons was flying about, occasionally alighting on the roof of their cotes. The cotes were built by the boys and set up in a corner of the school grounds. Time would fail to tell of the splendid running track, the open air gymnasium, the tennis courts and the baseball field. They were all there and more besides. Is it any wonder that when the deputation from Cleveland made their report they said "We went to Gary with the object of learning how they solved the problem of housing school children, we have come away convinced that in solving this problem they have solved one even greater, that of teaching children how to live."

**Economy in the adaptation of the schools to the needs of the pupils.**

Schools surveys covering six hundred and eighty-six of our larger cities reveal the fact that 55 per cent. of our scholars never go beyond the Fifth Grade, a little over one-fourth finish the Eighth Grade. Less than 6 per cent. graduate from the High School. Why do children leave before they reach the High School—many because of "economic pressure," others through ill-health, but most because they can't endure it any longer.

Educators know that children leave school because they want the training which the schools do not supply.

Gary has met this need, not by giving half a day a week to manual training, but by giving a portion of each day to motive activities. Boys and girls were never intended to sit still all day in uncomfortable seats. Nature intended that they should use other parts of their bodies besides their brains.

The school day at Gary is divided in the following manner:

1. History (including geography), English and mathematics, 2 hours.
2. Manual, science, drawing, music, 2 hours.
3. Auditorium, 1 hour.
4. Play and physical training, 2 hours.
5. Lunch, 1½ hours.

When we compare this programme with the boredom and book drill of most schools, we cannot wonder that many of our children break the prison bars to gain the liberty of the street.

The boys in Gary like to go to school because they are allowed to do the things they like. For example, the boys in Gary made all the school furniture. Bookcases, cabinets, desks, benches, etc., are made by the older pupils of the school. All the maps and charts used in the school come from their own printing press. In the same manner all electric wiring, plumbing, gas-fitting, painting, tin-smithing and carpentry required in the building is the work of these young artisans.

The girls in their domestic science department prepare lunches that are ser-

ved at cost to the school children of Gary. In addition to domestic science, they are taught sewing and millinery.

The children of Gary have many advantages that children living in other cities have not, yet the cost of education in Gary is less than that of any city of the same size in the United States.

The Gary plan has proved so practicable in the two schools of New York, where it was tried, that Comptroller Pendergast has committed the board of education to the new system of school administration and expects to save the

school board \$4,000,000 during the year of 1916.

Taking these facts into consideration, it is evident that the Gary Schools are the most scientific, the most economical yet devised. To many teachers who have visited them they have afforded a revelation of the wonderful possibilities for social service that lie within the grasp of our present school system, and as one prominent educationalist has said, "Our best wishes for Gary is that these new ideas and ideals may become as contagious as the measles and that all our schools may become infected with them."

## WHY WE PROTECT OUR GAME AND INSECTIVOROUS BIRDS

By NORMAN CRIDDLE

There are two important reasons why we should protect our game and insectivorous birds. The first is that the former affords sport and recreation to many, as well as food. The second, that in most cases, the value of both is great on account of their destruction of noxious insects, in other words, if we wish to continue to derive pleasure and food from game birds, we must provide for their protection so that the supply is maintained. Similarly, in the case of insectivorous birds their preservation is necessary so that they may keep in check various insect pests which might otherwise increase to abnormal proportions and so destroy crops, trees, etc.

There is an idea, prevalent among some people, that the destruction of wild life can be continued indefinitely and that we have only to discontinue for a short time to enable the various kinds to regain their previous numbers. This, however, is a fallacy which it is well to guard against. As a matter of fact we have only to reduce any animal below a certain standard to provide for its total extinction. The reason for this being that all have their natural enemies, such as diseases and animals that prey upon them. Consequently if we destroy more than a certain percentage the nature enemies will find barely

sufficient in the remainder to live upon, and so the species becomes extinct. Who would have imagined, for instance, that the passenger pigeon could ever become exterminated? A bird that was so numerous as to almost darken the sky as the countless individuals flew by, yet of the millions that existed 40 years ago not one remains. It should be clearly understood, however, that though mankind was responsible for this extermination through the greedy slaughter of nestlings, the final art of extinction was brought about by the pigeon's natural enemies, which having but a remnant to attack made escape impossible. This is why it is so very necessary to maintain a reasonable number of birds if we desire to perpetuate the species, and to see that we do not reduce any kind too far, otherwise we may suddenly discover that protection is no longer of avail and that we have destroyed something which we are unable to replace, thus committing a crime against all posterity.

In a certain wood lot near my home there reside several ruffed grouse (partridges). They have a free run there and are not molested at any time by hunters. As is the case with nearly all birds, constant association with man has greatly reduced their fear, so that

they now permit a close approach, and the males may be watched drumming without disturbing the drummers.

In 1914 there were 11 pairs nesting in this area, consisting of about 26 acres, and in 1915, 13 pairs. This seems to be about as thickly populated as is desired by the birds themselves, so that they either drive out the surplus or the latter depart of their own accord. The number of young reared during the season of 1915 cannot have been less than a hundred. Many of these, of course, made their way to surrounding woods, some doubtless getting shot, still one would at least expect to find as many birds present the following spring as made their home there the previous year. This, however, was far from being the case. A survey of the breeding pairs to date numbers a total of six, which is less than half without taking into consideration the numerous young. The reason for this great reduction cannot be blamed upon the sportsman, nor to any great extent upon the unusual winter, as the birds were provided with food. In reality this reduction was due almost entirely to the presence of several goshawks, the food of which it is well known consists largely of game birds, thus we see that ruffed grouse can be reduced more than 50 per cent. by natural enemies in a single winter. Now, supposing man had already shot half the total, where would our grouse be then?

This example of the destruction caused to game birds by goshawks indicates the desirability of our learning something of our hawks so that we may be able to recognize the good from the harmful, for we must not forget that the majority of hawks are a valuable asset to the country and that their food consists largely of gophers and noxious insects.

That same wood first mentioned above, harbours many other wild birds, there being not less than 74 pairs present in 1915. Let us watch one of them. In a hollowed-out tree reside a family of flickers, observe the repeated journeys of the parents in search of food. Where do they secure this enormous

quantity of insect matter? Watch one, see, it leaves the wood and selecting some open spot alights upon the ground. It is soon seen moving rapidly about. What could induce such rapid movements but the chase after a grasshopper! Now it has become stationary and seems to be digging, as we suppose ants are being collected, and as they rush out to see who is knocking the woodpecker gathers them in; ants to a flicker may well be likened to bread with us, we prefer pie or cake, as the flicker does grasshoppers or grubs, but just as the former cost more to us so do the latter, as a rule, to the bird, because it takes longer to collect them, and remember there are five or six hungry youngsters constantly clamouring for food, and no matter how often they are fed they are always ready for more. Ants are frequently a great annoyance as it is, therefore when we note the enormous numbers consumed by woodpeckers we must admit that we owe those birds a debt of gratitude which can be repaid, in a measure, by preserving them.

Close at hand, if you have any sort of nesting place at all, will be found a wren's nest, a pocket of an old coat will do almost as well as a specially prepared box. Now stand close and quiet to see what Mistress Wren brings home to feed her babies with. What is she doing beneath that currant bush? Stealing currants says an ignorant gardener. Not so, that's not a currant in her beak, it's a large, juicy sawfly caterpillar, an insect that has already partly defoliated the currant bushes. Next time she returns with a cutworm another time with grasshoppers. See how industrious she is, first bringing food, then clearing out the nest; now she has a spider, that's very wrong, but she soon compensates by gathering more sawflies and cutworms, and so the daily task continues. Count how often she fetches food even for an hour and you will be astounded. Yet we cannot rightly claim that she is any more industrious than her neighbors or many another kind of bird in this very wood lot. Chickadees who can partake of

6,000 insect eggs at a meal, orioles, warblers, flycatchers, whippoorwills, cuckoos, vireos, oven birds, thrushes, robins, and many others, all gather their food from among the leaves and tree trunks and by their constant efforts add not a little to the wealth and beauty

of our country. No man worthy of the name will kill these for pleasure. The pleasure, indeed, is in seeing them living and in knowing that by protecting them we are helping to save our crops and trees as much as if we actually destroyed the insects themselves.

### HOW CONSOLIDATION WAS ACHIEVED

Consolidated schools cost a little more than district schools. At the same time, the former afford much better educational facilities to country children. This fact often brings ratepayers with children into conflict with ratepayers without children, unless the latter are broad-minded enough to realize that well educated children are an asset to the state, as well as to their parents. An instance of this fact was brought to light in connection with the consolidated school at Guelph.

One district distantly located, separated from the consolidated school because of the expense, but when the vote was analyzed it was found that practically every parent with children of school age had voted to continue their children at the consolidated school, expense or no expense. When Mr. Lees, who is contributing a series of articles to *Farm and Dairy* on consolidated schools in Indiana, was in that state recently, he ran across an interesting

incident which shows how ratepayers with children sometimes win out when they are in the minority.

A consolidated school has been established nearby, but the majority of the ratepayers insisted on keeping the old district school open. Parents then started to send their children to the consolidated school, paying their own transportation charges, until the district school had dwindled down to small proportions. Finally the attendance got down to the point where a decrease of one would close the school automatically according to the state law. Some one then persuaded a little girl that it was not very nice for one girl to be going to school with so many boys, and she, too, insisted on going to the consolidated school. Then the school had to be closed, the section was merged in with the consolidated school, and the ratepayers, one and all, had to meet their due share of the educational expense.

### HOW TO BE A SUCCESSFUL TEACHER

One of the qualifications for a successful teacher is certainly composure—or better—"collectedness" of manner; and coupled with this what might be termed "composure of voice." I have been satisfied that this is true ever since I visited one of our largest primary classes—a class that met in a beautiful room, fitted with all modern equipments—and heard a splendid lesson taught; but which, though splendid from the standpoint of arrangement of the lesson material, etc., was nevertheless a failure.

It was a failure, I am almost sure, because of the nervous, excitable, restless manner of the teacher. Her manner reacted on the children; consequently all through the lesson they were restless. To my surprise, she kept moving up and down in front of her class as she taught the lesson, doubtless thinking that her vivacity of manner would react upon the children and make them bright. Then her voice "jumped" and was as vivacious as her manner. She simply would not let the

children be calm and thoughtful—who could under the circumstances?

The voice and manner suggested to me—I am sure the children must have unconsciously felt the same—that she was afraid someone was going to be bad, and she must hurry on to something very interesting before they got started. In fact, it all seemed feverish and flurried.

Now, perhaps you think this is an overdrawn case—it is, however, a true one, though it is not typical of the average teacher, I know.

But surely few of us realize how much our simple bodily movements, manner of carrying ourselves—to use a common phrase, and the way we use our voice—have to do with making our lessons a success—especially is this true in dealing with little children.

I have seen a crowd of noisy, restless little ones calmed in an instant by someone who stood before them with her own powers and muscles well under

control—calm and collected. Perhaps her words might be commonplace, but they were said so calmly, clearly, and with such a certainty that they “held the children.”

I am sure you have all some time seen and heard the teacher, or superintendent maybe, trying to get the children quieted before prayer time. Perhaps he would say, “Now, boys, all bow your heads,” with a suggestion in his voice of “I know some of you won’t, though,” or, perhaps, in about the same way as he might say, “It’s time for dinner, boys.”

Then there is the other kind, who says nothing about it but bows his own head and closes his eyes in a reverent and solemn manner, perhaps only saying, in that quiet, dignified way, “Let us pray,” and pausing for a minute to emphasize the solemnity of the occasion.

You know which of these will best accomplish his purpose.—M. W. Harcourt.

### SCHOOL CREDIT FOR HOME WORK

In following up a very successful experiment of giving school credit for home work performed by high school students, Supt. C. H. Barnes, of St. Cloud, Minn., has devised a plan for giving similar credit for definite home and outside work done by children in the grades above the fourth. While the plan which has been adopted is tentative, its first trial has given promise of even greater success than the similar plan in the secondary school.

In addition to satisfactory class work and examinations in the regular work of the school, Mr. Barnes proposes that all children shall be entitled to promotion with credit provided they obtain 300 points for home work. If they obtain 500 points they will be entitled to promotion with honor.

Six weeks’ faithful and regular performance of the home duties and outside work, or school work listed below, with proper certification on the part of

the parents, will entitle pupils to credit as indicated.

Ten points for each: 1. Sawing, splitting and carrying in wood and kindling. 2. Building fires or tending furnace. 3. Caring for horse or cow and doing other barn chores. 4. Working in the school or home garden, or on the farm. 5. Mowing the lawn. 6. Making a bird-house and feeding the birds. 7. Learning to swim. 8. Keeping off the streets. 9. Arriving at school with clean hands, face, neck, teeth and nails and with hair combed. 10. Obtaining 100% in spelling daily. 11. Making noticeable improvement in handwriting. 12. Practicing music lesson thirty minutes daily. 13. Keeping regular savings account with growing deposit. 14. Care of younger children. 15. Caring for the sick. 16. Mopping and caring for kitchen. 17. Sprinkling and ironing clothes. 18. Making and baking bread, biscuits or cake (exhibit).

19. Making piece of handwork for the home. Five points for each: 1. Caring for poultry and gathering eggs. 2. Delivering milk or carrying water. 3. Running errands cheerfully. 4. Doing without being told. 5. Mowing the lawn. 6. Caring for walks and drives. 7. Making useful piece of woodwork for the home. 8. Cleaning vacant lot. 9. Staying at home nights. 10. Retiring at or before nine o'clock. 11. Bathing at least twice each week. 12. Sleeping in fresh air. 13. Getting up in the morning without being called. 14. Preparing father's lunch. 15. Helping with the breakfast, and with the dishes after breakfast. 16. Preparing smaller children for school. 17. Writing weekly letter to some absent relative—grandmother preferred. 18. Reading and reporting on one approved library book. 19. Reading aloud fifteen minutes or longer each night to some member or members of the family circle. 20. Taking sole care of plants and flowers. 21. Sweeping floor and dusting furniture. 22. Making beds. 23. Scouring and cleaning bath tub and lavatory. 24. Helping with the washing. 25. Setting table and serving. 26. Helping

cook supper and helping do the dishes after supper. 27. Doing own mending. 28. Learning to knit or crochet. 29. Braiding and sewing rug. 30. Making piece of handwork for the home. 31. Making useful piece of woodwork for the home. Fifteen points for each: 1. Making useful piece of woodwork for the home. 2. Preparing one meal alone daily for the family. 3. Attending summer school. 4. Making own graduating dress—eighth grade. Ten points for each: 1. Delivering papers. 2. Selling standard magazines. 3. Delivery wagon. Fifteen points for each: 1. Gathering cucumbers, picking strawberries or picking up potatoes. 2. Office boy. 3. Clerking in store. 4. Tool boy—granite sheds. 5. Car shops. 6. Employment in any of the local industries. 7. Other work not listed reasonable credit.

A special certificate of promotion has been arranged by Superintendent Barnes for pupils who are promoted with credits for home and outside industrial work. The certificate commends the pupil for industry, fidelity at home and cheerful usefulness.

### AN AMERICAN VIEW

By FRANK K. LANE

The highest sense of nationality comes with a sense of common purpose. In what direction are we consciously going? What are we determined that this land shall be? This, I take it, is the accepted test of a real national sense; and if it is, the obligations we must carry are certainly serious. For the United States is not yet ours in the proudest sense, and can not be until we are doing all that can be done to give to all its people and to the world the full expression of its highest intelligence applied alike to resources and to the life of the people.—Secretary Lane.

I turn now to Young America, our twenty-two million school boys and girls; for these, after all, are our chief resource and our chief concern. Are we doing all possible to develop this resource? If there is any one of our institutions in which the American people take undisguised pride and of

which they feel justified in boasting, it is the public school system, for this is "the greatest of American inventions" and the most successful social enterprise yet undertaken by any people. The American people are not indifferent to their schools. Quite otherwise. They pay for their support almost as much as they do for the support of the entire Federal government; in round numbers, three-quarters of a billion dollars a year, which keeps an army of 600,000 teachers at work. Education is indeed our foremost industry, from whatever point of view it may be regarded. Yet I am assured that it has made less progress than any of our other industries during the past 30 years. With all the marvellous record

of what the mind of a quick people may produce to make life happier and nature more serviceable, how little can be shown as our contribution to the methods of improving the mind and skill of the young! We have gone to Europe—to Italy, Switzerland, Germany and Denmark chiefly—for the new methods with which we have experimented, and Japan has found a way to instruct through the eyes and hands that will make these very practical people still more distinguished.

Yet here and there under rare leadership may be found in this country the most striking proofs of what can be done to tie our schools to life. The hope is eventually to make the school what it should be, and easily may be made to be, the very heart of the community—social club and co-operative centre as well as school.

There would seem to be nothing visionary in such a hope. To effect this evolution there is needed primarily leadership, and this the government must give if it is to realize its desire for a people who are both skilled and happy.

There is no disguising the fact that we have a most difficult problem in the United States—and I can not believe it is ours alone—in the rural community. The query arises, Are our rural our rural schools doing their part in making life in the country desirable? An ambitious people will go where education can be had for their children. There is no sense in talking the charms of country life and the independence and dignity of producing from the soil if the school at command is no more modern than a wooden plow. The old-fashioned one-roomed schoolhouse which holds 50 or 50 ungraded pupils, having but a single teacher who knows nothing but books, is not a modern institution, though great men have issued from its door. It may be all that the county can afford where many schools are maintained, but it is not all that the county can afford if the schools are grouped and grades instituted. The richest state in the Union has over 4,000 schools of this character, wherein the

teachers are paid less than competent farm hands, and this brings to mind the correlative thought that one needed reform in the school system is in the elevation of teaching into a real profession, as in older countries. As it is now, a teacher is almost without status in our society. And this, in addition to the inadequacy of the pay, has drawn to the profession those who use it only as a makeshift, and those who, out of a spirit of self-sacrifice and love for the work, serve in the highest way the public good. Of the former class we need fewer, and to the latter class should come increasing honor.

How can the schools of a county be so co-ordinated and combined as to make them efficient tools? What should be the standard for a teacher's qualifications? How many children be brought to and taken from the school to distant homes at the least expense? To what extent should the teaching be out of doors and the "examples" those of real life? How can the boy learn that there is adventure in farm life as well as in the city?—for adventure he will have. To what uses may the school building be put as a community centre for the neighborhood dance, lecture or moving-picture show, or, perhaps, as the home of a co-operative buying or marketing organization? These are but a few of the questions which many men have tried to answer, and there have been some successful experiments made and right answers given.

But it is as hopeless a task for a local school board to find these answers as for a lawyer to know the decisions of all the courts. The teachers, the superintendents, and the school boards need leadership; they need an authoritative statement of conclusions by the wisest and most practical men in the land; they need to be shown the better way. And with even as little as a hundred thousand dollars a year or two or three years we could, I believe, conduct a campaign for a new kind of rural school that would work little less than a revolution in rural life. Our aim would be to identify the school with the farm and the village, and develop a new respect

in fathers and mothers for the school as a practical and not a mere scholastic institution. The problem is only one of popularization. The experimental work has been done. We know where the best seed is. Here is call for the co-operative leadership of the government in a work of supreme value to the state.

If asked how this work could be done, I should say that it could best be done by showing to the picked teachers of the country the model schools. The quickest and surest way to set this country aflame with zeal for a better type of country school would be to show the teachers such schools, make them live in them, and learn from them by seeing them in action.

There is no such lesson as the one that is taught by experience. Lectures, moving pictures, and books may aid.

But to see and be part of a movement or life is to make it one's own. If ten live men or women were taken from each state to some one of the two or three most modern rural schools and there for a month were initiated into the art of teaching out of life, by doing things and not reading about things being done, and if each of these ten went home a missionary for the new idea, how long would it be before the states were converted and old methods abandoned? And once the right kind of a school were started in any state how long would it take others to follow? This thing can be done and by methods that are so simple and direct that they will be startling. The need is immediate, and surely it would be a shame to let a generation waste itself while the idea slowly creeps on all-fours through a country that has invented wireless telephony.

### BIRDS AT THE FRONT

A summer and winter spent at the front, and at the back of the front, have proved to me that the north of France is no birdless region. The noise and bustle of war do not drive away the birds, even from the trenches, and I can remember no nesting season which introduced more birds unknown to me than last summer. Sitting still is a common military manoeuvre, and one can watch birds common in England as well as in France, and others which seldom cross the Channel.

In March and April I was stationed at a small chateau in very open country with a minute copse behind it. This copse about the end of March was crowded for a fortnight with redwings and fieldfares, as well as scattered individuals of other species. A sprinkling of golden-crested wrens kept arriving, resting a short while, and passing on, and one morning a single very tired-looking hen fire-crest took possession of the one fir tree there. The first summer migrants to arrive, and these only in small numbers, were the chiffchaffs on March 22nd. By the first

week in April every suitable place crawled with them, and they remained throughout the summer the commonest of all the many warblers.

The only English warblers I did not see were the dartford and the wood-warbler, but nightingales, black-caps, garden warblers, sedge, reed, grasshopper warblers all duly came, and with them three warblers new to me—the marsh, the icterine, and the great reed warbler. I first indentified the icterine on the ramparts of Ypres. He sang every morning from dawn till 10 a.m., and at intervals in the afternoon, and he did not mind an audience within a few feet of his head. Just below him, on a small tongue of land jutting into the moat, were one pair of blue tits and family, two pairs of reed warblers, one pair of black-caps, one pair of garden warblers, numbers of greenfinches, and, as I suspected, the icterine's wife. In the reeds of the moat was a colony of great reed warblers. I became intimately acquainted with their domestic affairs. The black-caps and garden warblers had had their first nest blown

sideways by shells, and the latter never tried to nest again; but the black-caps rebuilt within 10 feet of their old nest, though the three eggs the lady laid were as white as a wood pidgeon's. The cock did quite his share of incubation, and neither bird moved when they were shelled, nor did the reed warblers even raise their heads out of their nest when there was firing. The icterine's nest, which I discovered after a search, was very beautiful, rather bulky, deep, and rounded on the outside surface, tied, I think, to a lilac bush about 5 feet from the ground; the eggs were covered with cherry-coloured spots.

#### Nightingales and Orioles

About this time I heard that a brood of nightingales was hatched on the day of the heaviest Hooze bombardment on the lip of the first-line trench. On May 13, at 3 a.m., in the garden of my chateau I hear a nightingale beginning to sing. Half an hour afterwards German shells were rained upon the garden incessantly throughout the day. The bird sang without a pause where the shells fell thickest until 12 p.m. and survived, for next morning he started as cheerily as ever. The marsh warbler's strength of song rather disappointed me. The only nest I saw was shown me in meadow-sweet by a marsh ditch, but the birds were common enough wherever the ground suited, and were almost aggressively tame.

Late in June I heard that an oriole's nest had been found in an oak wood. There was an oak wood, too, near my billet, and a fortnight later a friend and I heard a clear whistle which we agreed came from an oriole, or rather there were four orioles chasing each other round the tree tops in a state of great excitement, whistling and screeching. Two days after one pair, at any rate, seemed to have settled down to nest. I sat down to watch, and at last saw the hen oriole hopping cautiously from bough to bough to a little thin oak tree 100 yards from me. She flew to what looked like a small round ball hanging

from one of the branches. I could hardly believe I had found the nest so easily, but ten minutes later she returned to the same place, and that time I saw a blade of grass in her mouth, and there was no further doubt. I never saw the bird carry more than one blade of grass at a time in her bill, and however carefully I reached my hiding place she always approached with extreme caution and from exactly the opposite direction.

#### The Crested Lark

One of the commonest birds about the trenches is the crested lark, a tame, cheeky little creature who sings his pleasant trilly song even in January. Round Vermelles and Loos he seems to be commoner than anywhere else. I like him immensely, but not quite so much as his cousin the woodlark, whom I have not met in Northern France. The two are similar in many respects, especially in their flight; both will sing quietly to themselves on the ground when approached by a human being; both sing in the air at a regular height; both are very fast runners, and given to the most deceitful habits when nesting. On several occasions I was within an ace of finding a crested lark's nest, and success only came when I was "standing to" during the second battle of Ypres. I then came across a very lovesick cock crested lark in a hop garden. He was panting with excitement, mouth open, wings trailing, his crest and his ridiculous stump of a tail erect, altogether an absurd spectacle. He drove his wife away when I appeared, and she flipped off to a field of growing wheat, where she had her nest. I went near, but she regarded me with the greatest suspicion, and though she ran about in the dust at my feet, and both birds flew over my head to look at me from every point of view, she would not go to the nest while I was in sight. When I saw the nest it looked more like that of a skylark than a woodlark, and was not so neat or so deep as that little bird makes hers.

London Times.

## School News

### Report of Activities of the Audubon Society

The Audubon Society of Manitoba was formed the fifth of April, 1915. What has been done by this society in one year?

It is impossible to give the resultant of the work of a society such as this because one can't fix the exact worth to a person of an awakened interest in the things in nature. If we consider but one or two of its efforts it will be seen that the Audubon Society of Manitoba has more than justified its existence.

From time to time during the year, highly instructive and fascinating talks on the various features of Bird Life were given by Dr. Speechly of Pilot Mound, Mr. J. J. Golden, Mr. E. B. Dunlop, Mr. J. N. Gowanlock, Mr. Norman Criddle, Rev. J. W. Little and Rev. G. F. Salton. The value of such lectures by these men, who are recognized authorities, cannot be over estimated.

Directly after its formation the Audubon Society took steps to induce the school children to build Bird Homes. The Manual Training teachers and others took up this suggestion so promptly and effectively that before the school year of 1915 was completed, blue birds, wrens and purple martins had accepted these newly built homes and were rearing their young in safety. Who can measure the degree of joy and inspiration that comes to a boy when he sees that the very bird house (that he built so eagerly, then watched so hopefully) has been selected by a pair of birds in which to build their nest?

Last year saw the beginning—this year, so deep was the interest that about one thousand artistic, suitable bird boxes were made. Junior Audubon Societies were formed; here the children are taught not only to recognize each bird by sight and by its peculiar chirp and song, but they are encouraged to keep accurate records of our na-

tive birds, i.e., the return of each bird in the spring—the date of their last being seen in the autumn, etc.

The Audubon Society has arranged a definite outline of work for the coming year and all who desire to join will be made most welcome.

Florence E. Dodd.

### Report of the Winnipeg Teachers' Club

The Winnipeg Women Teachers' Club held their third annual meeting on Monday, May 15th, in the Laura Secord School. The club has concentrated its efforts this year on Red Cross Work and Soldiers' Comforts, and as meetings for this work were held every Tuesday, there were only two regular meetings held. As a result, the chief interest of the meeting was the hearing of the reports of the Red Cross and Soldiers' Comfort work.

The treasurer's report showed receipts totalling \$1,390.73. This sum includes: from the Winnipeg Teachers' Association, \$300.00; from part proceeds of a concert held under the auspices of the Dickens Fellowship and the Women Teachers' Club, \$142.50; from the Principal Sparling School concert, \$30.00; from Mrs. Halpenny's tea, \$45.00; fees \$127.00, and special donations from the teachers, \$616.00. Of this amount \$1,151.91 has been spent on soldiers' comforts and Red Cross work.

The Red Cross committee reported that the following work had been done: 189 service shirts, 198 surgical shirts, 31 day shirts, 61 bed jackets, 15 dressing gowns, 3 hospital suits, 83 suits of pyjamas, 500 pairs of socks, 60 pairs bed socks, 10 pairs slippers, 81 personal property bags, 30 kit bags, 961 handkerchiefs, 637 face cloths, 315 towels, 19 scarfs, 19 pairs wristlets, 6 pairs pillow cases, 1 pair mitts, 6½ boxes of surgical dressings. This is not a complete statement of the year's work as there is considerable work outstanding, which will

be turned in before the close of the term.

With the exception of 4 Red Cross cases sent to Nurse Scoble, a former member of the teaching staff, the following bales have been sent through the St. John's Ambulance: 2 bales to the 28th Battalion, 2 to Captain Urquhart, 2 to the 43rd Battalion, 1 extra large to the 27th Battalion, 3 in answer to an appeal from the Glack Convalescent Home, 5 to Miss A. Johnston, a former school nurse; and 4 larger bales to the Misses Scoble and Bell. A bale is now in preparation for Major Duncan, and there is sufficient outstanding work to complete a bale for Major Brown, a former school principal.

In addition to shirts, socks, handkerchiefs, towels, face-cloths, tobacco and cigarettes, each bale contained chocolate, gum and soap. These latter were generously contributed by classes in the different schools, and many of the children have had letters of appreciation from the front.

Forty-nine boxes, each containing 1 shirt, 1 pair socks, 1 towel, 1 face cloth, 1 handkerchief, biscuits, soap, tea, milk tablets, chocolate, cigarettes and tobacco, were sent to prisoners in Germany who had no one else sending them parcels. These were sent by mail free of charge.

A donation of 70 surgical shirts, 13 bed jackets, 12 pairs bed socks, and 2 suits of pyjamas was made to the Red Cross, and to the St. John's Ambulance 27 day shirts, 50 pairs socks, 31 face cloths and soap.

The International Study Club suggested by Lady Aberdeen, through the Local Council of Women, has had its foundation laid in this club, and if taken up by the members as enthusiastically as planned for by the executive, should stand as a lasting monument for the years to come.

Being affiliated with the Local Council of Women, the club have dealt with the Bi-lingual question, the Bread By-law, the Restriction of Tag-days, and the War Widow question.

The following officers were elected for the coming year:

President, Miss C. Greenway; 1st vice-president, Miss M. Monteith; 2nd vice-president, Miss E. Thompson; recording secretary, Miss E. M. Day; corresponding secretary, Miss N. Halpenny; treasurer, Miss B. Farmer; press correspondent, Miss A. Glenn; representatives, Mrs. G. Galbraith and the Misses V. Fox, E. Reeve, M. Bemister, E. MacAulay, and Miss A. Roberts.

### School Notes

Miss Wocks, of the Virden primary department, was married to Mr. Harvey Kerr, of Virden, at Dauphin, on the 23rd of March.

Miss A. Meredith, Grade III. teacher, resigned and left for her home at Glenboro on March 31st.

The teaching staff of Virden Public School consists at present of Chas. H. Egan, principal; Miss M. McNiven, Miss J. Coutts, Miss Strang, Miss G. Robertson, Miss M. Dodds, Miss Stirling, Miss E. Dodds and Miss Sprout.

Mr. W. M. Pecover, formerly teacher of the Bidford S.D., Deloraine, has enlisted for active service in the 184th Overseas Battalion, Winnipeg. Mr. Pecover is a graduate of Brandon Normal School, winter class of '13.

### Weyburn Inspectorate, 1916

A Community Centre Club in each school district in each rural municipality is hoped for. The Community Centre Club of Creelman S.D. 998, at Creelman, is organized, with Mrs. S. R. Carrothers as president and Miss K. M. McKay, Creelman, as secretary. The Community Centre Club of Little Rock S.D. 3586 is organized, with Mr. Ed. Vandendriesche as president, and Miss A. Williams, Weyburn, as secretary.

The Rural Education Association of Weyburn R.M. 67, at Weyburn, was organized February 19, 1916, with Mr. Chas. J. MacKay as president, and Mr. E. W. Jervis, Weyburn, as secretary.

The R.E.A., of Griffin R.M. 66, at Griffin, March 4, 1916, president, Mr. Bert See; secretary, Miss Jessie Kee, Griffin.

The R.E.A. of Fillmore R.M. 96, at Fillmore, March 11, president, Mr. S. R. Carrothers; secretary, Mr. A. R. Langville, Fillmore.

The R.E.A. of Tecumseh R.M. 65, at Stoughton, March, 18, president, Mr. Cameron Campbell; secretary, Mr. S. G. Goodman, Stoughton.

Meetings have been called as follows:

To organize the R.E.A. of Brock R.M. 64, at Kisbey, March 25; Cymric R.M. 36, at Midale, April 1; Lemond R.M. 37, at Colgate, April 8; Wellington R. M. 97, at Cedoux, April 15.

School exhibitions have been arranged to be held in each municipal centre during September;

A day for games, athletics and physical training is planned, and programme prepared, for October;

A concert is planned for December;

A seed and stock show is planned for February;

An oratorio is planned for Easter.

A Festival of Literature and Music is planned, and syllabus prepared, for June.

Boys' and Girls' Clubs for Weyburn R.M. 67 have been organized along the following lines:

A contest in the Raising and Feeding of Swine;

A contest in the Raising and Feeding of Sheep;

A contest in the Raising and Feeding of Poultry;

A contest in Manual Training;

A contest in Household Science.

In the course of the next few days it is expected that clubs will be organized along the following lines:

A contest in the Raising and Feeding of Dairy Cattle;

A contest in the Raising and Feeding of Beef Cattle;

A contest, among class rooms, to find "The Cleanest Bill of Health during 1916."

A contest in the Practical Operation of First Aid during 1916.

### A Cheering Letter

Niverville, Man., May 29th, 1916.

Dear Mr. Harris,—Many thanks for your letter and the enclosed cheque. I need hardly tell you that we were all very delighted when we learned that we had succeeded in winning a prize.

We have planned to spend the money in buying (1) some new books for the school library, (2) some pictures, (3) a baseball outfit, (4) some new gramophone records. In this way, everybody in the school, big and small, will benefit by the prize. I think it is so good for the children to feel that they have really accomplished something themselves, and my children have had that experience several times this year. At Christmas they gave an entertainment, unaided by grown up talent, and with the proceeds bought their gramophone; at Easter they contributed over half the programme for a concert in aid of the Red Cross, which realized \$45.00, and now they have won this prize. I overheard them planning today what they would get next time! So they mean to try again. I should like them to get a lantern.

Again thanking you for your kind letter, believe me,

Yours truly,

Ehel M. Bennett.

### CHANGE OF ADDRESS

The first duty of a teacher in leaving a school or on taking charge of a new school is to write the Department of Education stating the facts of the case.

This is required by law, and there is likely to be trouble if the law is not complied with.

There is an arrangement between the Department of Education and the Western School Journal whereby every teacher in a rural school receives a free copy of the Journal. If the change of address is not known the Journal cannot be forwarded.

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