

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

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

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

Sang one of England in his island home:
"Her veins are million, but her heart is one:"
And looked from out his wave-bound homeland isle
To us who dwell beyond its Western sun.

For we are they who wandered far from home
To swell the glory of the ancient name:
Who journeyed seaward as an exile long,
When fortunes' twilight to our island came.

So we remote compatriots reply,
And feel the world task only half begun:
"We are the girders of the ageing earth
Whose veins are million, but whose heart is one."

—Stringer

(Extract from Canada to England)

TRUSTEES

When at your Annual Convention, please accept this announcement
as a special invitation to

YOU

to inspect our new Show-Room and Warehouse at

110 PRINCESS STREET

You will see the finest display of SCHOOL EQUIPMENT in
the West.

There are many new lines added since your last visit.

Don't miss seeing MOYER'S NEW CHAIR DESK. This new
Desk is entirely different from any other desk on the market,
and is just what you have been looking for.

Let us show you the many uses of the GRAPHONOLA IN
THE SCHOOLROOM.

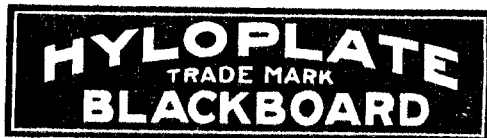
Meet your friends at MOYER'S. Our office Staff and Equip-
ment is at your service.

Note the new address:

110 Princess Street, John Deere Plow Building

(Between William and Bannatyne.)

Order your
**HYLOPLATE
BLACKBOARD**
at MOYER'S



We can ship the
same day the
Order is received

E. N. MOYER CO., LTD., Canada's School Furnishers

110-120 Princess St.

TORONTO

WINNIPEG

EDMONTON

STANDARD Floor Dressing

YOUR interest in the welfare of schools and of school children will prompt you to investigate the merits of Standard Floor Dressing. This product has particular advantages for use on the wood floors of schools and all public buildings.

Standard Floor Dressing holds down the dust on the floor, and kills the disease germs which abound in dust.

Standard Floor Dressing costs more than common floor oils, but one application prevents dust for from three to four months. It is easily and quickly applied with an ordinary floor sprayer.



Standard Floor Dressing is sold in one and four gallon cans, also in barrels and half barrels. Our nearest office can give you full information and prices.

IMPERIAL OIL LIMITED

Branches Throughout Canada

Manitoba Medical College

WINNIPEG

AFFILIATED WITH THE UNIVERSITY OF MANITOBA

36th Session Opened October 1st, 1918

Matriculation into Medicine consists of Parts I and II as in Arts and, in addition, the first year in Science with certain modifications, as outlined in the University Calendar.

For Calendar and any further information address

E. S. POPHAM, M.D. **Manitoba Medical College, WINNIPEG**

University of Manitoba

WINNIPEG

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

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

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

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

W. J. SPENCE, Registrar **University of Manitoba, Winnipeg**

EATON'S SPRING & SUMMER CATALOGUE

IS NOW BEING
MAILED

IF you have not received one of these Catalogues, send us your name and address and we will send you a copy at once, without charge.



**A Book
You
Cannot
Afford
To Be
Without**

You cannot afford to be without this Catalogue because it contains hundreds and hundreds of values considerably better than you would expect at these times, and because such articles are priced less than you expected you would have to pay for them. A more pleasing and extensive range in selection of wearing apparel for men, women and children, than is shown in this EATON Catalogue is hard to imagine. Write for your copy TODAY.

THE T. EATON CO LIMITED
WINNIPEG CANADA

RUSSELL-LANG'S BOOKS

Western Canada's Oldest and Best Book and Stationery Shop, Winnipeg.

Here is a list of the Pick of the Best Copyright Stories by the Best Living Authors—Real Stories—Stories which have sold by the thousands at \$1.35 and \$1.50. Good Library Edition, Decorated Cloth, Or Price, 75c (postage 10c per vol. extra)... Every title on this list is in stock today. Rush in your orders. Use this advt. as an order form:

To Russel-Lang's, Winnipeg.

Send books marked below with an X to

P. O.
 Find enclosed \$..... Province

If you desire our Latest Book Catalogues mark X here.

The World's Best Fiction

75 cents

- The Kingdom of The Blind. Thrilling spy story by Oppenheim.
 Mr Britling Sees It Through. Wells
 Ruggles of Red Gap. Wilson.
 Anne of Avonlea. Montgomery.
 Adventures of Bobby Orde. White.
 All For a Scrap of Paper. Hocking.
 A Far Country. Winston Churchill.
 Awakening of Helena Ritchie. Beland.
 Adventures in Contentment. Grayson.
 Adventures in Friendship. Grayson.
 At the Foot of the Rainbow. Porter.
 Amarilly of Clothes Line Alley.
 Best of a Bad Job. Norman Duncan.
 Bent Twig (The). Caulfield.
 Bob Son of Battle. Ollivant.
 Bambi. Majorie B. Cooke.
 The Blazed Trail. S. E. White.
 Blantyre Alien. Alan Sullivan.
 Blind Man's Eyes (The). McHarg.
 Bought and Paid For. Broadhurst.
 Brewster's Millions. McCutcheon.
 Broad Highway. Jeffery Farnol.
 Black Creek Sopping House. McClung.
 Cappy Ricks. Peter B. Kyne.
 Co-Citizens (The). Cora Harris.
 Circuit Rider's Widow. Harris.
 Candlelight Days. Adeline Teskey.
 Calling of Dan Matthews. Wright.
 Capt. Eli. Joseph C. Lincoln.
 Capt. Warren's Wards. Lincoln.
 Christopher Hibbault, Roadmaker.
 Conquest of Canana. Tarkington.
 Captivating Mary Carstairs. Harrison.
 Cy Whittaker's Place. Lincoln.
 Capt'n Dan's Daughter. J. C. Lincoln.
 Clansman (The). Dixon.
 Cape Cod Series. Lincoln.
 City of Beautiful Nonsense. Thurston.
 Curtain of Fire. Joseph Hocking.
 Dr. Luke of the Labrador. Duncan.
 Daddy Long-Legs. Jean Webster.
 David Harum. B. M. Westcott.
 Dearer Than Life. Hocking.
 D'ri and I. Irving Bacheller.
 Doctor (The). Ralph Connor.
 Duncan Polite. Marion Keith.
 Dear Enemy. Webster.
 Ench Crane. Hopkinson Smith.
 End of the Rainbow. Marion Keith.
 Eagles' Mate (The). Ann Alice Chapin.
 Ebben Holden. Irving Bacheller.
 Emma McChesney & Co. Ferber.
 Emm Lou's Road to Grace.
 Foreigner (The). Ralph Connor.
 Fortunate Youth (The). W. J. Locke.
 Following the Star. Barclay.
 First Hundred Thousand. Ian Hay.
 Fisher's Luck. Van Dyke.
 Freckles. Gene Stratton Porter.
 Flying U Ranch. Bower.
 Flying U's Last Stand. Bower.
 54-40 or Fight. Emerson Hough.
 Fortunes of Garin. Mary Johnston.
 Fortunes of Oliver Horn. Smith.
 Garden of Allah (The). Michens.
 Get-Rich-Quick Wallingford.
 Girl of the Golden West (The). Belasco.
 Girl of the Limberlost (The). Porter.
 Glangarry School Days. Connor.
 Graustark. McCutcheon.
 Greenmantle. Buchanan.
 God's Good Man. Corelli.
 Green Fancy. McCutcheon.
 Honorable Percival. Rice.
 Hugh Wynne, Free Quaker. Mitchell.
 Heart Throbs.
 Heart of the Hills. John Fox.
 Harvester (The). Porter.
 Her Prairie Knight. B. M. Bower.
 Holy Orders. Marie Corelli.
 Hampfield. David Grayson.
 Hepsey Burke. Westcott.
 Honorable Senator Sage Bush. Berth.
 Rucke.
 Heralds of Empire. Agnes Laut.
 Heart of Rachel. Kathleen Norris.
 Homesteaders (The). R. J. C. Stead.
 Inside of the Cup (Cup). Churchill.
 In Search of a Husband. Cora Harris.
 Inn of the OrCADES. Campbell.
 Iron Woman. Margaret Deland.
 Idle Thoughts of an Idle Fellow.
 Innocent. Marie Corelli.
 Jack Chanty. Hubert Footner.
 Jean of the Lazy A. Bower.
 Jewell. Clar Louise Burnham.
 Joseph Vance. William de Morgan.
 Joyce of the North Woods. Comstdek.
 Just David. Porter.
 Keeping Up With Lizzie.
 King Jack.
 Kentucky Cardinal. Allen.
 Kent Knowles—"Quahang." Lincoln.
 Keziah Coffin. Joseph C. Lincoln.
 Kitchener's Mob. Norman Hall.
 Leopard Woman (The). S. E. White.
 Lone Star Ranger (The). Bower.
 Lonesome Land. Bower.
 Lure of the Mask. McGarth.
 Long Shadow (The). Marie Corelli.
 The Last Shot. Palmer.
 Laddie. Gene Stratton Porter.
 Lavender and Old Lace. Myrtle Reed.
 Life Everlasting. Marie Corelli.
 Lion and the Mouse. Chas. Klien.
 Little Minter (The). J. M. Barrie.
 Little Shepherd of Kingdom Come. Fox.
 Last Voyage of The Donna Isabel.
 Lost Prince (The). Frances H. Burnett.
 Lords of the North. Laut.
 Long Patrol. Cody.
 Lonesome Trail. B. M. Bower.
 Lin McLean. Owen Wister.
 Mr. Crew's Career. Churchill.
 Maire Carle. Marguerite Adoux.
 Making Money. Owen Johnson.
 Martha -y-the-Day. Lippmann.
 Making Over Martha. (Sequel.)
 Martha and Cupid. (Sequel.)
 Miss Gibbie Gault. Kate Boher.
 Mistress of Shenstone. Barclay.
 Miss Billy's Decision. Porter.
 Miss Billy's Married. Porter.
 Michael O'Halleran. Porter.
 Mildew Marse. Maniates.
 Miss Selina Lue. Dairress.
 More Heart Throbs.
 Mr. Pratt's Patients. Lincoln.
 Molly Make-Believe. Abbott.
 Man in Lonesome Land. Boshier.
 Man in Lower Ten (The). Rinehart.
 Mary Carey. Kate Langley Basher.
 Mrs. Wiggs of the Cabbage Patch.
 Millionaire's Island. Max Pemberton.
 Man at Lone Lake. Verna Shread.
 Money Moon (The). Jeffrey Farnol.
 Mother Carey's Chickens. Wiggin.
 Moccasin Maker. Pauline Johnston.
 Mr. Bingle. Geo. B. McCutcheon.
 On With Torch. Sewell Ford.
 One Way Out. Wm. Carleton.
 Old Lady Number 31. Forstluna.
 One Braver Thing. (Pop Doctor).
 Opened Shutters (The). Burnham.
 People Like That. Boshier.
 Poor Little Rich Girl. Gates.
 Pity the Poor Blind. Bashford.
 Fenrod. Booth Tarkington.
 Personality Plus. Edna Ferber.
 Piccadilly Jim. Woodhouse.
 Pisor's Wife (The). Von Arnin.
 Prodial Jdge. Vaughan Kester.
 Prince of India. Lew Wallace.
 Prospector (The). Connor.
 Partners of the Tide. Lincoln.
 Prudence of the Parsonage. Hueston.
 Quinney's. H. A. Vachell.
 Rejuvenation of Aunt Mary (The).
 Rise of Roscoe Paine. Lincoln.
 Red Pepper Burns. Richmond.
 Rimrock Jones. Coolidge.
 Rising Tide (The). Deland.
 Railroaders (The). Homan Day.
 Red Cross Girl. R. H. Davis.
 Round the Corner in Gay Street.
 Ranching for Sylvia. Bindloss.
 Rory of Willow Beach. Palriarache.
 Romance of Billy Goat Hill. Rice.
 Roast Beef Medium. Edna Ferber.
 Seats of the Mighty. Parker.
 Secret of the Storm Country.
 Snow Burner (The). Oyen.

RUSSELL-LANGS : The Educational Bookshop : WINNIPEG

Kindly mention the Western School Journal when writing to Advertisers

Contents for February, 1919

EDITORIAL—		Page
The New Canadian		41
Co-operation		42
The Camp School		42
The National War Savings Committee		43
 DEPARTMENTAL BULLETIN—		
Grade VIII Agriculture		44
History—Grades XI and XII.....		44
Midsummer Examinations.....		45
Public School Medal Competitions		45
Census of the Blind.....		45
 TRUSTEES' SECTION—		
South Norfolk Association		46
North Norfolk Association		46
North Cypress-Carberry Association		47
Municipal School Boards.....		48
The Teacher's Residence.....		49
Students in Grade X		52
 SPECIAL ARTICLES—		
Methods in the Schoolroom		53
Some Notes on the French Verb.....		56
How to Teach a Poem		58
Story-telling		59
 CHILDREN'S PAGE—		
To February		63
Editors Chat.....		63
St. Valentine Day		64
What Has Germany Lost in the War		65
 INSPECTORS' SECTION—		
Transportation of Pupils.....		67
The Rural School and the Community		69
The School Plant and Public Health		72
 HISTORY FOR GRADE X—		
Grade XI Matriculation		75
 SCHOOL NEWS—		
Canadian Club Prizes.....		78
Winnipeg School News.....		79
Federation of Teachers Associations		99

The Silk Market of Western Canada

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

ROBINSON & CO

398-408 Main Street, Winnipeg Man.

PICTURES — FOR — SCHOOLS

We have an excellent assortment of appropriate subjects for School decoration. We invite correspondence.

Richardson Bros.

PICTURES, FRAMES
ARTISTS' MATERIALS

326 DONALD ST. : : WINNIPEG

Editor - - - W. A. McINTYRE
Business Manager - - - R. H. SMITH

Directors—D. M. Duncan, E. Burgess, D. J. Wright, D. McDougall, W. A. McIntyre, A. W. Hooper, C. W. Laidlaw, F. H. Schofield, President.

Terms of Subscription

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

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

The Most Successful Men

practically always carry as much Life Insurance as they can afford. They know that a Life Policy gives the only certain provision for an uncertain future.

If wealthy men carry Insurance, how much more is it the duty of those to insure whose families depend entirely upon their weekly or monthly earnings?

The Great-West Life issues Policies on terms most attractive to the wage-earner. Rates are low and profit returns are remarkable. Write for information, stating exact age.

The Great-West Life Assurance Co.

DEPT. "T"

Head Office: WINNIPEG

BUY WAR SAVINGS STAMPS.

The Western School Journal

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

VOL. XIV

WINNIPEG, FEBRUARY, 1919

No. 2

Editorial

The New Canadian

Those who have heard the Minister of Education in any of his recent addresses must feel gratified that he has such a good report to make concerning the work done among the newer Canadians. Two or three points are worthy of note. First, it is important that all these people become Canadians in sympathy and spirit. Second, it is necessary that the programme of instruction and training in the schools be adapted to social and economic conditions. In the third place, it is imperative that the future policy of immigration for Canada be such as to make it impossible for the same problems to arise in the future, as have menaced our national life in the past.

In three years to provide accommodation for 6,000 pupils who have not attended school before, to put these children under charge of teachers capable of teaching them English, and of instilling into their minds ideals of loyalty and service, to do this with the good will of the parents and the loyal support of the public generally, is something of which the Department may feel proud.

The attempt to broaden the programme of studies is in every way commendable. There is no reason why a pupil who learns to can vegetables and sew garments should not learn at the same time to read good literature and write good composition. The studies are complementary and not mutually exclusive. It is true also that under the conditions in many of the districts to which reference was made in the addresses, the teacher's residence is as truly a part of the school plant as the school-room itself. May we not hope for the day when in every rural dis-

trict there will be a teacher's residence, and a teacher's farm of four or five acres? Why should not the ordinary school in the older districts have all the advantages of these newer districts? It is a matter for trustees to consider. Really we are not yet serious in this business of education. It must mean either nothing or everything. To the man with vision and true insight it is everything, for personal and national welfare hinge upon it.

No one is going to object to settlers of non-British origin throwing in their lot with us. But if they come they must be prepared to accept loyally and unreservedly all the duties and responsibilities of Canadian citizenship. Any man who is not prepared to pay the price should and must keep away. And any federal government which attempts, for mercenary or any other reason, to transgress this simple rule, and which fails to protect us from disease, disloyalty, or disunion, must pay the price. There are evidences that old policies are to be enforced under new conditions, but it may as well be understood right at once that Western Canada will not endure it.

There is with us in Manitoba the problem of educating all the children. This means that each one must be rendered as efficient as possible and that all must learn to co-operate in a friendly way. Woe be to us if we interpret efficiency narrowly, and woe to us if we develop individual talent for selfish ends. The end of life is happy, useful service, and where we get this among the older or the newer Canadians we need not be anxious for the future.

The hope of the nation is the school, and the hope of the school is the teacher.

Co-operation

This education of children is a serious business, demanding the best effort of many agencies, of which the school is but one. It is impossible that children shall develop fully and freely unless the various agencies work in harmony.

Jean Paul tells us of two soldiers who delivered despatches. The first carried orders, the second counter-orders. So, too, he says, it is in life. The child lives under two masters. The parent says, "Do this and avoid that!" The teacher says, "Avoid this and do that!"

It would seem, therefore, that a key to genuine progress is conference. Each institution should know what the other is doing, and all should work together for the good of the children.

In how many school districts are there parent-teachers associations? In how many do the parents visit the schools and the teachers the homes? In how many cases do the editors of newspapers visit the schools, and in how many schools is there a study of the newspapers? How often do the public entertainers of childhood consult parents and teachers? Is there a pedagogy for the home, for the press, for the picture show, just as there is for the school? Is the pupil walking a road that is plain, clear and leading to a definite goal, or is he in a perpetual quandary because of contradictory directions?

These questions point to a real need in every community, a need that can be met if teacher and parents will agree to co-operate. The parents are not asked to help the school, nor the teacher asked to help the home; but they are both asked to meet the needs of the pupils. This means conference—either private or in association. The advantage of the former is that pupils may be considered one by one in a personal way; the advantage of the latter is that parents may suggest to each other means of educating their children, and some things may be done through concerted action that would be impossible for any parent acting alone. In some cases associations have led to the decoration of the schools, the improvement and equipment of the play-

grounds, the institution of hot lunches, the introduction of wash-basins and other toilet necessities. The Journal would welcome reports from teachers or others bearing upon this matter.

The Camp School

For many years the camp school has been a feature of the educational curriculum under some of the county councils of England. The site may be a public park, a field in the suburbs, or a vacant building plot commanding an extensive view. The main feature of the equipment is a large marquee for protection on an inclement day, a smaller tent for stores, canvass sun-screens, and squares of waterproof sheeting for classes squatting on the grass. For periods varying from one week to three the schools of the town are transferred, in turn, to this open-air academy. The rigidity of the code is considerably relaxed. Lessons frequently take the form of formal talks on local history and topography. Bigger boys take a turn in elementary land-surveying. Drawing is done from nature. Science yields her secrets from the living insect or flower. Frequent intervals are provided for organized games. As an educational "alternative" the camp school has been found to give the best of results. The pupils put on weight and color. They are mentally brisker. A more intimate sympathy grows up between teacher and scholar, and it is with quickened faculties all round that they return to the normal order.

The camp school has now found a home in the sterner climate of Scotland. For two summers one has been run by the School Board of Edinburgh in Warriston Recreation Park. The time-table there allows for occasional rambles to Granton shore, to the haunts of R. L. Stevenson, by the Water of Leith, and the Botanical Garden. One finds a class in the park engaged with the history of Scotland. The teacher has Rosalie Masson's "Edinburgh" in her hand. The boys are seated facing the long fretted line of the old town from the Castle Rock to the Calton Hill. They can make a hundred per cent. in

“spotting” every spire and gable. A ladybird caught in the green corridors of the camp school is the subject of the nature-study in the adjoining class. This roofless school has infinite charm for the children when, as happened yesterday, a flying “stunt” took place overhead.

The camp school is not a mere diversion. It is a serious experiment in educational method. When the teacher has the pluck to put it to the test without reservation he seldom fails to be convinced that the undoubted strain it

places upon his resources is more than worth the while. But he must not be daunted by the east wind or discouraged by a roving eye!

The child requires no conversion to the scheme; nor will the parent (or the ratepayer) when he notes the “deep philosophies of the senses” at work and remembers that “an A1 nation cannot be built out of a C3 grade.”

In the new schemes and ideals of educational reconstruction one looks for the camp school to grow in scope and in public favor.—D. M'M.

“To open up to the farm population the cultural value of their work is the first object of the country school; and this can be done only by giving rural education a new direction and altering its ideal.”

THE NATIONAL WAR SAVINGS COMMITTEE

An Open Letter to the School Trustees of Manitoba

In this space, kindly put at the disposal of the National War Savings Committee by the officers of the Trustees' Association, we wish to urge the trustees of the province to interest themselves in the thrift campaign, now being furthered through Canada, in connection with the Dominion Government's recent issue of **Thrift Stamps** and **War Savings Stamps**.

The chief motive which impelled the Government to this issue is the opportunity it affords to inculcate the national habit of Thrift, and of Systematic Saving, while at the same time assisting materially in the nation's financing.

One of the fundamental and most important channels through which this educative movement can spread is that of the public schools.

Educational work along this line in the schools can only be practically effective if the teachers have Thrift Stamps in the school-room for sale to the pupils.

Recognizing this point, the School Board of Winnipeg, Brandon, Portage la Prairie, and other towns have already arranged to finance purchases of

stamps (to the extent of not more than \$10.00 to each teacher), which the teacher can resell to her pupils.

It is our earnest desire and request that the Trustee Boards of the province generally adopt similar measures and put them into effect.

The matter will come up for discussion at the Trustees' Association convention. We bespeak the consideration and support of every trustee, and we hope that many boards will not wait until the convention, but see that Thrift Stamps are put in the hands of their teachers at once.

For full information address “The Secretary, National War Savings Committee, 501 Electric Railway Chambers, Winnipeg.”

Sincerely,

Chairman.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

GRADE VIII AGRICULTURE

Any school district providing regular work in Manual Training for the boys of Grade VIII or regular work in sewing and cooking for the girls in this grade may substitute this work for Agriculture in the Grade VIII examination. Teachers are reminded of the regulation requiring all students to

take this practical work where it is offered, and such students cannot be accepted for the regular Grade VIII examination unless they are certified on their work in the Manual Training, or Household Science or Household Arts.

HISTORY—GRADES XI AND XII

Candidates in the Teachers' course, Grade XI, for the examinations next mid-summer will read Part Three of the text which deals with Modern History. Students in the Matriculation

and Combined courses also have to cover Part Three.

Candidates in Grade XII for the present year will omit the text by Myers and will be examined only on the Green.

SPECIAL REGULATIONS RE MID-SUMMER EXAMINATIONS 1919

Grade VIII

Drawing and Music.—That these subjects be omitted from the requirements for Entrance, but the Board expressed the hope that the teachers will give such attention to them as time will permit for the sake of their educational value.

Bookkeeping.—That the actual work of journalizing, etc., be omitted and only business forms, bills and accounts be required.

Geometry.—That the work be limited to chapters I to XII inclusive.

History.—That the examination be based on British history only.

Geography.—That the examination be based on the following syllabus:

1. The World.—(a) Outline maps of the continents, showing the principal mountains, rivers and cities. (b) The location of the component parts of the British Empire. (c) Such study of latitude and longitude as will enable the pupils to read a map intelligently.

2. General study of Europe.
3. Particular study of Canada.

Grade IX

Elementary Science.—That the note book in this subject be omitted.

Rapid Calculation.—That the examination in this subject be omitted.

That any necessary modifications of the programme in the non-examinable subjects be left to the staff in the case of the high schools, and to the teacher in consultation with the inspector in all other schools.

Grade X

Grammar.—That the examination in this subject be on analysis and simple parsing only.

That any necessary modifications of the programme in the non-examinable subjects be left to the staff in the case of the high schools, and to the teacher in consultation with the inspector in all other schools.

REGULATIONS FOR PUBLIC SCHOOL MEDAL COMPETITIONS FOR ESSAYS ON SUBJECTS RELATING TO THE EMPIRE

The Council of the Royal Colonial Institute, with a view to encouraging the progress of Imperial Studies in the schools of the Empire, have decided to award in the Spring of 1919 medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools either in the United Kingdom or in the Outer Empire. The Essays will be adjudicated upon in two classes:—

Class A.—Essays submitted by candidates of 16 years of age or over.

Class B.—Essays submitted by candidates above the age of 13 and under 16.

The competitors will be governed by the following regulations:—

1. The competitions are open to pupils of any school in the British Empire.

2. The Essays should be written on one side only of foolscap paper, with an inch and a half margin on the left-hand side. Typed copies are admissible.

3. The length of the Essays should be between 4,000 and 6,000 words and must not exceed the latter number.

4. Each Essay is to be marked with a motto or other distinguishing sign, and accompanied by a sealed envelope bearing a similar motto or sign and containing the full name, address, and age of the candidate, and authenticated by the signature and description of the head master or mistress of the school. The whole should be enclosed in an envelope marked in the left-hand corner "Essay Competition, Class A. (or B.)" and addressed to "The Secretary,

Royal Colonial Institute, Northumberland Avenue, London, W.C. 2."

5. The prizes will be awarded by the Council after consideration of the report of the appointed examiners, and the decision of the Council will be final.

6. Essays sent in for competition cannot be returned.

Essays for the competition in 1919 may be sent in during the month of May, 1919, but in any case they must reach the Institute not later than May 31st, 1919.

The prizes and medals to be awarded will be as follows:

Class A.—For candidates of 16 and over.—First prize: The silver medal of the Royal Colonial Institute, together with suitably inscribed books to the value of three guineas.

Second prize: If there be a sufficient number of candidates, suitably inscribed books to the value of two guineas.

Class B.—For candidates from 13 to 16 inclusive.—First prize: The bronze medal of the Royal Colonial Institute with suitably inscribed books to the value of two guineas.

Second prize: If there be a sufficient number of candidates, suitably inscribed books to the value of one and a half guineas.

The subjects prescribed for the competition in 1919 are the following:—

Class A.—"Sea Power as the basis of Empire."

Class B.—"The Life and Work of Clive as an Empire Builder."

CENSUS OF THE BLIND

The Department desires to secure an accurate census of the blind citizens of the province. We ask each teacher to make careful enquiries in her school district and to forward to Dr. T. N. Milroy, 162 Donald Street, Winnipeg,

the name, age, or approximate age, and address of all blind persons in the community. We take this opportunity to thank the teachers for their kind co-operation in this matter.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

SOUTH NORFOLK TRUSTEES' ASSOCIATION

The annual meeting of the South Norfolk Trustees' Association was held at Treherne on Tuesday, January 14th. There was a good attendance of trustees in the afternoon. Some resolutions were discussed fully, and considerable interest was taken in the discussions.

A resolution asking that the constitution be amended so that the representation to the provincial convention be one delegate from each school district, instead of two as at present, was carried.

At the evening meeting the hall was well filled, and interesting addresses were given by Mr. Mills, secretary-treasurer of the municipality, Inspector W. C. Hartley, Rev. Mr. Stewart, Rev. Mr. Hill, and others.

To our Trustees:

On account of the "Flu" epidemic, which has been so widespread over our province, it has been impossible to hold a large majority of the annual meetings of the local associations.

We are sorry that these associations are not able to meet for the discussion of the resolutions laid over from the last provincial convention, and also to consider any new resolutions that any of your school trustees might have in mind.

We would draw to your particular attention the fact that each individual school board is entitled to be represented at the provincial convention, and that the Public Schools Act gives the school board the authority to pay the expenses of one delegate to the pro-

vincial convention. We are preparing a good programme and hope to have it sent out to the school districts the beginning of February.

Besides the Hon. Dr. R. S. Thornton, Minister of Education, the following are some of our speakers: Dr. David W. Foght, who made the school survey for the Province of Saskatchewan; Major C. K. Newcombe, Superintendent of Education; Professor W. F. Osborne, of University of Manitoba, and J. F. Bryant, President of the Saskatchewan School Trustees' Association. There will be a round table talk on Consolidated Schools and Municipal School Boards.

The trustees' convention is the most important convention that is held in the Province of Manitoba, and it is, therefore, a great privilege as well as a duty that each school district should be represented.

We meet together to formulate plans for better co-operation, so that the education of our children in the Province of Manitoba may be second to none, and that the young men and women of our province may be the finest and most capable in the Dominion.

Be in your place at the Convention Hall in Winnipeg on February 25, 26 and 27 next; your presence and assistance is needed.

Wm. Iverach,
President.

H. W. Cox-Smith,
Sec.-Treas.

NORTH NORFOLK ASSOCIATION

North Norfolk Association held its annual meeting at Macgregor on Tuesday, January 14. Inspector T. M. Maguire, of Portage la Prairie, attended the meeting on behalf of the

Provincial Association. Mr. S. T. Newton, Superintendent of Extension Service of the Agricultural College, spoke on the work being accomplished by the Boys' and Girls' School Fairs through-

out the province, and outlined some of the phases of the work for the coming year.

The following resolutions were passed at the convention.

1. That we endorse the principle of

the teachers' retirement fund.

2. That Article 4 of the constitution be amended so that the representation from the school districts be one member from each district instead of two as at present.

NORTH CYPRESS-CARBERRY ASSOCIATION

The annual convention was held on the 15th inst. in Carberry, Dr. Waugh, president, in the chair. A very small turn-out of trustees was reinforced by a number of citizens, who took an active part in the discussions.

Mr. Seater, Rivers, was unavoidably absent. Mr. S. T. Newton also failed to appear, and Mr. Maguire had to take the place of both. He dealt in a most interesting manner with several features of educational work, reconstruction, better schools, with more attention to practical work, Boys' and Girls' Clubs, and their place in school, etc.

Officers were elected as follows:

Dr. R. J. Waugh, president; A. E. Booth, vice-president; John C. Anderson, M.A., secretary-treasurer; Messrs. J. E. S. Dunlop, Mackie, E. Hood, H. Bates, Collart and Jones, executive.

Discussions on the various resolutions now in the hands of the provincial executive took place, and motions were unanimously agreed to approving Nos. 1 and 3, viz.: Teacher's Retirement Allowances; Municipal School Boards.

It was agreed to remit to officers and executive the power to name as representative committee which would arrange for fall fairs to be held in such places as would give opportunities to every school in the municipality.

On receiving a pressing invitation from the executive of the Saskatchewan School Trustees' Association to attend their annual convention at Regina, and to take part in the discussion of Dr. Foght's report on Saskatchewan school conditions, three members of our

executive were able to go. We were sorry that more members of the executive from Manitoba were not able to avail themselves of the opportunity to hear rural school conditions discussed by one who has made a life study of the question.

There is no doubt but that Saskatchewan is taking its school question very seriously, as the great Metropolitan Church was crowded to the limit at every session. We understand this church seats between 1,600 and 2,000 people.

This convention displayed a high order of intelligence and a keen grasp of all the resolutions submitted for discussion. Ordinarily a convention of this kind taxes to the limit the ability of a chairman to keep the machine running in smooth parliamentary order, but not so in this case, because, owing to the high order of his audience as well as his own extraordinary ability and keen sense of British fair play, the president, Mr. Bryant, had no difficulty in maintaining perfect control.

One feature of the convention was a musical programme put on by the Regina Conservatory of Music, occupying over two hours of the last evening. In this case the audience was as much of a study as the programme. There is no question but the people of Saskatchewan fully appreciate high class music, and there was ample proof shown then that they do not need to go away from home to get it. It is also well to add that this programme was given free of charge by the Regina Conservatory of Music.

Wm. Iverach.

NOTICE

In view of the dislocation of school work and the irregular attendance due to the influenza epidemic and prevalent in various districts throughout the province, it has been decided to postpone

the annual Free Press Spelling Bee, which the Manitoba Free Press and the Manitoba School Trustees' Association had proposed to conduct.

MUNICIPAL SCHOOL BOARDS IN QUEBEC

By A. L. Young, Inspector of Schools, Winnipeg

Summary

Some years ago, a few of the English school boards in the Eastern Townships had thirty or more schools each under their charge. Today the largest is that in the township of Stanstead with twenty-six schools under one school board.

In the case of Protestant schools, the number under any one school board is, to some extent, a matter of geographical control. For instance, in the county of Bonaventure, along the narrow Gaspé coast, there are eighteen school districts for forty-two schools; in the more compact county of Huntingdon forty-two schools are included in eight school districts.

The average number of schools to a district, Roman Catholic and Protestant, is from six to twelve.

In 1916 the total enrolment in elementary and high schools was 464,447. At that time there were 1,319 Roman Catholic and 352 Protestant school districts in the province, making a total of 1,671.

As to the value of the large unit for rural school administration the consensus of opinion is wholly in its favor in the province of Quebec, and this approval is based upon long experience. It is considered that as the ratepayers have the whole township or parish from which to select their representatives on the school board, they are likely to get more suitable men, on the whole, than would be available were their selection restricted to a smaller area.

In the early days of educational organization in the province of Quebec, the rural school unit consisted of the ecclesiastical parish in Roman Catholic counties. In the English counties the municipal township formed the rural school unit. This still continues to be the underlying principle in school organization in the province of Quebec. However, in the re-arrangement of

some of the older districts and in the formation of new districts in unorganized territory it has been found expedient in many cases to disregard, to a certain extent, parish and township boundaries.

A large number of the Roman Catholic parishes include a village of considerable size. Under such conditions it is sometimes considered advisable to divide the parish for school purposes. In such cases one board has charge of the village school and another board has charge of the rural schools within the parish.

In some few cases parishes have been united for school purposes.

The number of schools to a district, or rural school municipality, as it is called in the province of Quebec, varies to a large extent. Thirty schools are included in one French district in the county of Beauce. This school district consists of a single parish somewhat larger and more thickly populated than the average.

Another strong point in its favor is that, as a rule, greater care is exercised in selecting a secretary that is capable of handling the considerable amount of business in connection with the larger administration.

Owing to the varied character of the soil, situation, etc., the residents in one portion of the district may not be in a position to support a school to the same extent as others more fortunately situated. The Quebec law, however, requires that the taxation shall be levied uniformly in a school district, hence the poorer portions of the district are ensured equal treatment with the richer.

In many of the larger districts the school board may have within its own territory certain groups of schools which might with advantage be consolidated. Under such conditions some of the chief difficulties in connection with consolidation are entirely avoided.

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

THE TEACHER'S RESIDENCE

By G. R. Brunet, Inspector of Schools, St. Boniface

The earnest desire of improving the teacher's lot has decided me to deal with the Teacher's Residence, which is so intimately associated with the boarding-house problem. The teacher, being the essential factor to build up the growing generation, should be looked after so that he may be in a better position to fulfil his duties. It is with the view of assisting the teacher that I am looking into this question.

1. What is a teacher's residence?
2. How can it be built?
3. What are the beneficial results which the teacher's cottage will bring to the teacher as well as to the community?

These are the questions I will try to answer as briefly as possible in the course of this address. In France and England, as well as in Belgium, Switzerland, and Denmark, where the population is so dense, the teacher's residence is in honor everywhere. It is easily understood that there is no one-room school in any of these countries, because, as I said, population is so thickly settled that there is a graded school even in the smallest burg or village. The teacher's residence in these countries is found either on the school grounds in a private house or in the building itself.

In Canada teachers' residences are to be found in universities, colleges, and convents where they have permanent teachers or professors. We find them where laymen, clergymen, sisters, and brothers lead a community life; for instance, the St. Boniface College or St. John's College, Provencher Academy, etc. In the country, some ten or fifteen years ago or more, the teacher's home was the school itself. The teacher lived in a room above or in an annex to the school building where he could get the best accommodations.

Looking into the past reports of the Department of Education I notice from my own knowledge that in the year 1909 a real teacher's residence was built at the expense of the trustees at Bruxelles, Man., where opportunity was given me to visit it. Besides the

noble efforts made by some of the trustees in this province to build a teacher's home, Mr. Ira Stratton, of the Department of Education, succeeded in making plans which were approved of by the Department of Education, and in having a special financial scheme to carry on the business side of the question. There are two ways in which this scheme can be carried out, either by the trustees of the school district or by the official trustee when money is advanced by the Government. Today much benefit is derived by following the Department of Education's plan, for they issue special debentures at 6% completely separate from the school-house debentures.

The cost of the building for a four-room cottage is about \$1,000.00 and may be paid in ten years, capital and interest out of the teacher's rent. The size of the building is a 22x24x8, with a pitch roof and concrete foundation; cellar 8 feet square and 4 or 5 feet in height. Concrete walls. Inside walls should be plastered, brick chimney, metal ceiling. There are four rooms: a kitchen, 8 ft. x 6 ft. square, with shelves and pantry, two bedrooms, 10 ft. x 8 ft. each, one of them having a clothes closet. A living room 11 ft. x 10 ft. I include the furnishings. The outfit would consist in a cook stove, a boiler, washstand, teapot, tea kettle, frying pan and porridge pan, half a dozen of dishes of each, and one-half dozen forks, knives and spoons. Small box stove heater. One double and one single bed with spring and mattress. One small washstand and dresser with toilet set. The said sum of one thousand dollars covers the cost of the building and above mentioned accessories. Is it necessary to insist upon the advantages of possessing such a good and comfortable home?

First of all the teacher is quite at home, and, as the motto says: it is better to have a small home for himself than to stay in a larger one with others. As far as his personal advantage is concerned, do you see the teacher when the toil of day is over enjoying a good

book in the den, or having a chat with his family, with his mother, wife or husband or children, as the case may be? Is it not congenial? He has the rights of a citizen just as others in the district because he has a home. On Christmas time, when snow has covered the land of the maple leaf and all appeals to joy, the teacher reaps the benefit of being so near the school house to prepare his pupils for the Christmas tree. Besides, on any occasion he is able to make proper preparation for a concert of any kind. As regards his profession, he is more free to devote his attention to school work. In many districts the night school is quite in vogue, and the teachers are not obliged to walk one mile to attend this extra work, which is so valuable and so highly appreciated in some localities. A game of cards, singing, or any good amusement is not out of place. The teacher can organize profitable and sociable gatherings in a place where people have so few opportunities to meet each other and to understand each other. In that way, durable links are forged to bring the home and school together in closer touch through the teacher's residence. I am told by old teachers who take advantage of the teacher's home that it makes the teaching half easier.

According to the last statement received from Mr. Fletcher, the Deputy Minister of Education, there are 198 teacher's residences in the province, 32 of them having been built during the year 1917-18. In my division I only have five of these. In one case the teacher, a lady of 20 years of age, is living with her widowed mother. A second one, a married lady, is living with her only child who attends school. A third one is a man living with his wife and daughter of ten. Another one, a lady who is completely alone, although it is not always advisable. She is in company of her books, painting, music and embroidery, and she indulges her leisure moments in knitting socks for needy ones. Just a month ago I came across a man teacher building his own residence on the school ground.

In compliance with my request, some

of my teachers have sent me the following information regarding the teacher's residence:

1. "You wonder why I am so enthusiastic over the cottage residence for teachers. As I have said before, I consider it makes teaching easier.

Contrast going "home" a short distance to a clean, well kept (it's the owner's fault if it isn't), if small and rather meagrely furnished, home of your own, after teaching all day and giving of yourself until you are mentally and physically tired, where you can relax, read something heartening, or do some congenial work undisturbed, to going probably some distance to some place where you board, where probably some of the children accompany you, where you cannot withdraw from the school atmosphere, where to have any privacy you must withdraw to your bedroom, which in winter is seldom a very comfortable sitting-room. The people with whom you live may be the kindest, but one must have time to oneself to be as placid and nerve rested as a teacher must be to approach her best. I believe half the teachers grow weary of country life because they have so few outlets for their energies. House-keeping provides those for me. Besides, what a good medium of self-expression is the making of the little home nice and attractive.

I have felt, too, my cottage was a haven of refuge for some of the poor tired women. I know they have been helped by being able to come to me just for a few hours' rest. They expand under comfort provided by someone else, which is more or less a novelty to the hard-working country woman; they chat along lines they would never take with the boarding school teacher, and enjoy intercourse which has helped over a rough spot.

2. "Teacher's home in school grounds; therefore complete supervision especially out of school hours; better care of school as building not closed entirely from Friday evening to Monday morning, especially in summer; teacher able to visit school in severe weather to see if room properly heated before children arrive; enables

trustees to secure married teachers, and therefore not changing teachers so often; many districts have no immediate residence suitable for teachers boarding, and it is not conducive to discipline in school when teacher boards with pupils; in rough or severe weather teacher always in place; after school teacher has quiet and rest in his home, not always found in boarding house; no worry to teacher about landlord and his rent.

The teacher's wife is often available as sewing mistress if trustees so desire, and is able to take care of pupils in case of accidents or illness (especially of girls). The school garden can be properly cared for. Where there is no teacher's residence gates may be left open, animals may enter and destruction of garden quickly follows. The teacher can employ a quiet hour or two of an evening in his garden beautifying the school grounds.

The cost of residence to trustees is more than met by the value of rent saved in salary paid to teacher. For \$800.00 a fairly good residence could be erected certainly with at least \$90.00 a year, a good percentage on trustees' outlay.

Have myself had to refuse principalship for want of residence.

3. The trustees themselves feel that the teacher should be cared for through a teacher's residence.

At their last annual ratepayers' meeting, the School District of Skogan passed the following resolution:

"Moved by R. Olson, seconded by A. Skogan, that the secretary be instructed to write to the Department of Education to get information about a loan to build a teacher's residence."

It is likely that the trustees and the ratepayers of some districts might prevent certain petty jealousies due to the fact that the teacher prefers to board with one rather than another.

Is a teacher's home practical in a thickly settled country as the Southern Manitoba, for instance? I leave the answer to each one of you.

I have carefully looked into the matter and in many cases the apparently inevitable conclusion is that the teacher

was obliged to quit on account of the boarding house, for many reasons one need not mention; therefore we have so many changes of teachers. It is very unusual to hear that teachers remain three or four years in the same place. Why? Because most of the time the teacher could not find a boarding house. One who knows the conditions in a new settlement is aware of the fact that houses are very small and very often overcrowded. Where is the teacher going to board? that is the question.

In spite of strong objections against teachers' residences, I am of opinion that there are personal, professional, and social advantages from the teacher's standpoint. Do not misunderstand me. The vital problem for a teacher is the boarding house. For that reason, as a rule, it is not advisable that a young lady teacher should be alone in her home in an isolated school district. If she is single then her mother or sister should stay with her.

The teacher's home will contribute to make a career out of the teacher's profession as in the old country, where the same teacher is kept for a life-time.

Of course, what has been said above applies to the one-room rural school.

Let us study for one moment the conditions of a high school teacher's cottage in other countries, in Denmark, for instance, where one folk high school resembles the other. To tell the story of one is to give that of the other. At Vallekilde is found a great folk high school. "Then and there," says Foght, "they became better Christians, better Danes, ready to put self-interest aside in order that God and native land may get what by right is felt to be theirs."

The institution and its grounds are very attractive. It comprises a large, well-built main building and several smaller structures, together with teachers' cottages and a school church.

What about our universities in Canada and those of Europe? Are there not teachers' residences to be found at Louvain, La Sorbonne, Fribourg, Cambridge, Oxford, Edinburg and Dublin—those great citadels of science, literature, and arts.

The example of Vallekilde, which is far from Canada, is merely a suggestion. To what extent the principle may be applied in the schools over here I rather leave to energetic, wide-awake ratepayers and trustees to decide.

May I be permitted to add a few words in connection with the influence of a teacher's home in the community?

If the teacher is a leader in social life, gymnastics and play on the school grounds, he will make sturdy, clear-eyed, keen-witted men and women. The teacher, being right on the spot, can attend to these sports without any trouble.

Much practical work might be done on the premises when the teacher is present to supervise the improvement made in how to do things, such as plain sewing, embroidery, knitting, dress-making, house-keeping, manual training work, gardening and farming.

Will not the teacher residing in the country have better opportunities to develop to his pupils the love of the soil in order to keep the farmers from moving to town?

Generally speaking, the schoolmaster should dwell in the midst of his pupils 12 months of the year. In this way he learns to know them, becoming more useful to the community force, able and willing to give assistance in practical farm life affairs.

Before closing I must draw your attention to the fact that we had complaints about losing our teachers going out West for better salaries and, perhaps, for better accommodations.

If we want to keep our teachers at home, should we not do the best we possibly can in order to improve their lot? Do you not think that the teacher's residence would be a medium to improve his condition personally, professionally, and socially speaking?

Let us give this problem our hearty and sympathetic consideration in order to help the teacher as well as the pupils. Thus every Canadian will be in a better position to love the place where he is, whether it be township, village, town, or city, and will contribute to make this country better through the teacher's residence in every school district where it is found available.

OF SPECIAL INTEREST TO STUDENTS IN GRADE X

Owing to the decision of the Advisory Board to eliminate the examination in Mental Arithmetic and in the Elementary Science note book in Grade IX for the examinations next mid-sum-

mer, Grade X students who have supplementals from Grade IX in either of these subjects will have those supplementals cancelled and their full standing in Grade IX granted.

"All attempts to make the subjects of liberal education yield vocational efficiency are destined to fail, because, to a large extent, such efforts will result in depriving them of their true significance as factors in a liberal education."

"The attempt that is now being made to link the elementary nature-study with the rudiments of agriculture has its chief economic value in the country school; on the other hand the educational significance of this material is perhaps greater for the city child than for the country child, since through this material the former is given a new perceptive basis."

"The entire purpose of education consists of training the child to work, to work systematicall, to love work, and to put his brains and heart into work. The more a child loves work, the more energy he will bring to it. The more brains he puts into it, the better, and the more economically it will be done."

"The grammar grades should most emphatically not attempt to give training in general farming methods or in agricultural theory. Children are interested in concrete vital phenomena."

Special Articles

METHODS IN THE SCHOOLROOM

In order to help teachers, by calling attention to recent monographs on method, the Journal this month publishes a number of selections from various writings in the hope that teachers may be persuaded to buy the complete volumes.

A. The Teaching of Handwriting

The following is from Freeman's, "The Teaching of Handwriting" (Houghton Mifflin).

The best type of movement. The various forms of movement which are commonly used in writing may be best described by the terms "freearm movement," "arm movement with rest," "finger movement," and "combined arm and finger movement." Some writers employ still another movement—that of the wrist. This is made by an alternate flexion and extension of the wrist with the hand turned over on the outside, and is to be distinguished from the side-to-side movement which may be made to carry the hand along from letter to letter. The wrist movement is rather common among Europeans and serves to make the writing freer than when an extreme form of finger movement is used, but the necessity which it entails of turning the hand over on the side impairs the free progress of the hand along the line. We may therefore dismiss it from our consideration.

Of the four other forms of movement or of movement combinations which are mentioned above, the free arm movement has already been advocated as suitable for the coarse, free writing of the first three grades. Now, however, the child's writing must become smaller and more accurate. It is much easier to make an accurate movement when the arm and hand are supported, and as the child attains greater maturity and motor control there is not so much danger that the fingers will be exces-

sively cramped through diffusion of the nervous impulse. Hence some form of movement with the arm resting on the desk should now be adopted.

The practical issue is between the arm movement with rest and the combined finger and arm movement. The combined movement as distinguished from the extreme finger movement includes a free side-to-side movement of the hand and arm along the line while the fingers form the letters, and, it may be, in addition, a slight upward and downward oscillation of the arm as the letters are being formed. In the extreme forms of the arm movement the arm does the whole work, including the formation of the details of the letters.

The difference here indicated between the arm movement with rest and the combined movement is not great or very important. If a strict adherence to the demand for the entire exclusion of the movements of the fingers is maintained, considerable drill will be required beyond that amount necessary to form the habit of a satisfactory combined movement. As a matter of fact, the amount of drill given in the elementary school does not suffice to produce this result in the majority of the children.

The arm movement with rest—the so-called muscular movement—is an American discovery and has been vigorously exploited in commercial schools since the last quarter of the last century and more recently in certain systems of teaching in the public schools. It seems likely that within twenty-five years this form of writing will be practically universal in American schools. The chief advantages of the movement are two. In the first place, it is made with the fingers relatively relaxed, thus avoiding cramping. In the second place, the rolling movement of the arm upon the muscle pad of the forearm produces a firmness and evenness of line, and the

fact that the movement is produced from a centre at a considerable distance from the pen point results in regularity of slant.

The survival of this type of movement may depend upon a discriminating view of its merits and defects upon the part of its advocates. If it is made to do more than its fair share of work or if its merits are insisted on with too uncritical enthusiasm, opportunity will be given those who may find profit in picking flaws in it and in leading to a reaction to a different kind of movement. The use of the movement by beginners, in the writer's opinion, furnishes such ground of attack. Another ground is the over-emphasis of movement drill to the neglect of an analysis of the form of the letters. Finally, the contention that every detail of the letters shall be made by the movement of the arm while the fingers remain immobile is calculated to antagonize reasonable critics. The oscillation of the arm may well form the main basis for the upward and downward strokes of the letters, but to require that every loop and turn and joining be produced by the movement of the arm as a whole, instead of the much more flexible hand and fingers, is to set up an artificial requirement and one which is not made in regard to other types of skilled movement.

The form of movement, then, which best meets the requirements which may be laid down as the result of experiment and of practical experience is somewhat as follows: The hand and arm must be so adjusted that the hand progresses freely along the line during the formation of the letters and in the spaces between words. The hand must rest upon some freely sliding point or points of contact such as the finger nails or the side of the little finger. When, on the contrary, the pen point is carried along from one letter to another by means of adjustments of the parts of the fingers and the hand, the hand continually gets into a cramped position.

The movements of the arm and fingers should form a smooth and easy co-ordination in which there is a condition

of flexibility in the whole member. The rotation of the arm upon the muscle pad of the forearm as a centre carries the hand along, the upward and downward oscillatory movement forms the groundwork of the letter formation, and slight adjustments of the fingers complete the details of the letters. In addition to these chief elements of the movement the wrist may rotate to the side to supplement the sideward movement of the arm, and the forearm may revolve upon its axis in the movement of pronation as a corrective to the increase in slant at the end of the line. There is no good reason for seeking to eliminate any of these component movements. Each has some part to play. Moreover, room must be left for individual differences in their relative prominence and manner of combination.

B. The Teaching of Composition

The following is from Campagnac's "Teaching of Composition" (Houghton Mifflin).

For the most part in school freedom for conversation among themselves is not granted to the children. But why not? To grant this privilege would save the teachers in some ways a good deal of effort, the effort of using their voices, the effort of sometimes finding what to say; it would not save them, of course, in intelligence and sympathy and power of control. In some rare and charming instances one may find children in school talking to one another about matters that they have in hand—not necessarily about school matters—but things in the world they care for, and quite easily and naturally appealing from time to time, when they wish, to their teacher as an older person who knows more about these things and is sufficiently interested to listen and contribute to the talk.

If we can get children in school to talk thus—keenly, politely, with proper submission to one another, in a tone of voice grateful, pleasant, lively—we have done far more than we can at that stage in any other way, for enlarging their vocabulary, for strengthening their hold upon it, for giving them versatility and quickness in the use of

speech. If they talk for five minutes, they certainly use more words than they would if they wrote for twenty. But talking involves listening: they are learning reply and answer, the fitting in of thought with thought, the curtailing, the enlarging, the adjustment of sentence to sentence because of idea to idea, in a way which written work hardly permits. With the youngest children in our schools it is perhaps easier to get this kind of speech upon a proper level than with those who are older. In most of our schools the youngest children are allowed (sometimes they are made, and then the whole thing goes wrong) to play, and of course they talk because they want to explain to each other, and indeed to themselves, what is going forward.

Now, take another point. I said if children are allowed rather than made to talk, the essential thing is gained. You see, naturally they want to talk. What we too often do, I think, is exactly what the photographer, let us say, or the too eager hostess does to us when we are grown up. We are pleasant people, but when the photographer tells us to look pleasant he paralyzes us at once: when the hostess begs us to talk she makes us dumb at once. We want to look pleasant, of course, while we have our photographs taken; we want to talk—but when we are told to do these very things which we want to do, the springs of action are checked and benumbed, and we cannot do either of them.

That is precisely what happens to children in schools. We tell them, "You must say these things," and that must spoil the whole matter for them. You never greet a man with "How are you?" and threaten him with a pistol, while you say, "You must tell me how you are." But that is what we do to children. We ask them what they are thinking about, how they are getting on, and they are under some sort of compulsion to tell us. Now, imagine a class in school where the teacher is sitting by as a sort of umpire or referee in case of need, and the children talking quite naturally and easily, just as you yourself would do at your own fire-

side. You see the teacher is listening—allowed to listen—in a sense, a privileged person admitted to their society. Exactly what happens in the case, let us say, of birds, or of cats, or dogs, or horses, happens in the case of children. If you sit very quietly and watch them while they are engaged in their own affairs, they let you after a time approach; they will come half way to you, and perhaps really make friends with you; but if you go with a firm and resolute hand, and try to catch them, they have their various ways of either escaping or eluding you.

The teacher who waits to find out what the children are talking about, and does not disturb them too much, will gradually be drawn into their society, and will be encouraged to talk to them, because they will want to ask him what he thinks, what his views are about the things of which they are talking. Already, while he has been umpire they have been able to ask him for words, and he has been making clearer the ideas which they have been trying with imperfect success to express. Now, they want to hear him talk, and he will talk upon things which attract them, but with a larger experience, which means with a wider vocabulary, with a more penetrating insight, because he has not only known and seen more, but has felt more deeply the significance of the things upon which they are, with him, engaged in their conversation. He exhibits in his own speech, not by way of example, but spontaneously and inevitably, just that quality which more than any other it is the desire of the teacher to find and to encourage in his pupils' speech or writing—the note of personal feeling. Not statements of fact, but statements of fact tinged and colored by a genuine and original emotion are wanted if speech and writing are to be alive. Indeed knowledge is not had or proved without emotion, and emotion witnessed. The pupils must know the things of which they are writing or speaking, because in some way or other they have put them to the test of use, and made them their own by feeling them.

SOME NOTES ON THE FRENCH VERB

By S. E. Lang.

Classification of verbs is valuable to whatever extent the grouping so exhibits similarities and differences in the corresponding forms as to furnish real aid and comfort to the memory. If such classification exhibits also common phonetic or philologic features, so much the better, no doubt, but the main purpose is to aid the mind in reproducing a given form when needed to express an idea. As an illustration of the principles of classification the traditional plan of four "conjugations" is not a brilliant success. It has added more to the burdens of the student than to the French reputation for logic and insight.

The standard texts inform us that there are living conjugations and dead conjugations. The former group include the verbs in "er" and the inchoatives in "ir"; the dead comprise the non-inchoatives in "ir", all verbs in "re", and all verbs in "oir". There are more than 4,000 verbs of the "living" conjugation and more than 90% of these are in "er". Of the "dead" type the total number is about 120, and, as their name is intended to indicate, they will not increase in number.

"Finir" is taken as a model for a second "conjugation". For a third "conjugation" some grammarians take "vendre" as a model and mention "rompre" as an exception, while others give the place of honour to "rompre" and treat "vendre" as a variant. Verbs in "oir" are usually joined with those in "re".

Turning now to the prescribed text, it is important to notice that a distinctive feature of the "Short Theory" is the division of verbs into vowel stems and consonant stems. It is also important to observe the effect of this division. One result is that verbs in "re" fall into two fairly equal classes. Another is that verbs in "ir" and "oir" are but slightly affected by this division, as "hair", "fuir" and "asseoir" are the only ones of those classes with vowel stems. Seventy-seven per cent. of the type verbs and 90% of the individual verbs with vowel stems enumerated in

Fraser and Squair's list belong to the "re" class. It is clear that whatever advantage is to accrue from the division of verbs into vowel stems and consonant stems that advantage will be confined largely to verbs in "re".

Obviously the next step is a further division on the ground of difference in the changes occurring to stems in the process of connecting them with their appropriate endings.

The result is instructive. On this basis verbs in "ir" fall naturally into four classes: a quite regular group of about 14 of which "ouvrir" may stand as a type; the "partir" group numbering 25, very slightly irregular, the stem changing only before consonant endings; the "venir-tenir" group, about 45 in all, less regular than the former; and the great "finir" series, most irregular of all, whose distinctive feature is the addition to the stem of the letters "iss" before mute e and vowel endings. This syllable is traced back to the "esc" of certain inceptive or continuative verbs in the Latin. It became the custom to add this syllable to the stems of verbs which when taken into the French language "would have produced forms too short and abrupt". "Finir" thus is not a regular verb; it is simply one large and therefore important class of irregular ones. The verbs of the "finir" type are as numerous as all other irregulars together.

"Rompre" is a regular verb. It uses the stem "romp-" regularly before both consonant and vowel endings and regular terminations are used throughout. Moreover, the verb "rompre" enjoys along with its compounds the distinction of being the only one in "re" which is regular in the sense defined. There is a small group of half a dozen verbs with vowel stems (inclure, rire, etc.), which are very slightly irregular, the vowel of the stem merging with the additional vowel. Another very slightly irregular group of 15 ("rendre", etc.), drop the distinctive consonant ending of the 3d singular of the indicative. There are 27 verbs in the "mettre-vivre" series. Changes occur in the

stems of these verbs before consonant and additional vowel endings. About 70 verbs which use *s* or *v* as a connecting link between stem and ending fall into several sub-classes which *conduire*, *taire*, *confire*, and *ecrire* and *boire* may serve to identify. There are a dozen verbs of the *i-y* series (*croire*, *traire*). Finally, there is a group of 75 irregular verbs with consonant stems. The consonant is usually *t* or *d* and the special feature of the series is the loss or replacement of the final consonant of the stem (*craindre*, *resoudre*, *croitre*, *coudre*).

Verbs in "oir" are now usually associated with those in "re". Brachet remarks upon this in his *Historical Grammar* (1867): "Such differences as these two conjugations may happen to present arise from modifications of the root, not from changes in inflection." For this reason, he says, one conjugation should be formed of the two. It does not seem to have occurred to him to apply his reasoning impartially all around and to insist on forming one conjugation out of all four, since such differences as the four conjugations may happen to present arise just as truly from modifications of the root,

and not from changes in inflection. That forward step has been taken, however, by the author of our present text.

The only excuse for considering verbs in "oir" apart from those in "re", or any other group, is that the changes which occur in the stem are different from those occurring in the stems of others. Of this series there are four groups, the "voir" group, in which junction between stem and ending is effected by adding *oi* changed to *oy* before vowel ending; another series which may for convenience be divided into two (*mouvoir* and *vouloir*); and the "asseoir" group whose stem behaves in a highly irregular manner.

To learn and adopt a new method of treating a subject or even a single item for a subject involves some effort. It is easier for the teacher to move along in the old well-worn rut. It is to be remembered, however, that the Short Theory of the Conjugation of the French Verb was authorized to supersede the Fraser and Squair as far as the accidence of the verb is concerned.

At some point in his course the student will be required to classify his verbs. The following is suggested as a reasonably workable system:

Irregular Verbs

Series	Vowel Stems		Consonant Stems		
	Group	No.	Group	No.	
"er"	payer, etc.	6	appeler mener	6 14	
"ir"	fuir	1	ouvrir partir venir finir	14	
	hair	1		25	
"re"					45
					330
	inclure, rire	6	rendre	15	
	conduire	24	mettre	27	
	taire	19	craindre	35	
confire	10	resoudre	3		
ecrire, boire	14	naitre	18		
croire	12	coudre	20		
"oir"	asseoir	7	voir	6	
			mouvoir	18	
			vouloir	7	

HOW TO TEACH A POEM

In the Manitoba Reader there is a little poem dear to every school boy. It is James Hogg's "A Boy's Song." Here is how the poem is presented in Haliburton and Smith's "Poetry in the Grades"—published by Houghton, Mifflin & Co. Get a copy.

1. Preparatory Discussion

If possible the children should have this poem given them in summer or in early fall.

How many of you like to take walks or to go "tramping"? To what places do you like to go? Do you like to go to the river? Why do you like to go there? Do you find the fish in the shallow running water or in deep quiet places called pools? What fish do you find in the rivers? What color are trout?

Do you like to go to the meadows? Did you ever hear a meadow called a lea? That is another word for meadow. Why do you like to go to the meadows? When do you like to go there? When the grass that grows in the meadow is cut, what do we call it? Have you ever seen men cutting or mowing the grass to make hay? These men are called mowers. Have you ever watched them cut down all the grass, mow the meadow clean, till the hay lies thick and green on the ground? Sometimes we see flowers growing in the meadow and bees on the flowers. What are the bees doing there? Where do they carry the sweet flower juice to make it into honey? Did you ever know any one who tried to trace or follow a homeward bee? By homeward bee I mean a bee that is flying toward its home. It flies in a straight line until it reaches its home or hive. Perhaps its home will be in a hollow tree. There one would find quantities of rich, sweet honey. I know you would like to find a bee's home.

Do you like to go to the woods when the trees are full of leaves and some of the trees have flowers on them? How many have seen a tree called the hawthorn? In some parts of our country it is known as the haw trees. The hawthorn tree of which we will read grows

in England. Its flowers are white and very fragrant.

What birds do you know? Do you know the blackbird? Do you know its song? Have you ever watched a mother bird teaching her young ones or nestlings to fly? Flee is a word which formerly was sometimes used for fly—here to flee means to leave. It is very interesting to watch the nestlings as their mother shows them how to fly. They chirp to her as if they were asking her questions.

Did you ever go to the woods for nuts? What nuts have you gathered? Did you ever gather hazelnuts? Sometimes the hazel trees grow so thick on a steep bank that they make a deep shadow fall on the ground. We find the nuts clustering on the trees, that is, growing in bunches. When they are quite ripe, the nuts become free from the hulls and fall to the ground.

2. Presentation of the Whole Poem

Before beginning the reading of the poem the teacher may say, "We are going to read a poem called 'A Boy's Song.' It tells us what a boy says of the places to which he and his friend Billy like to go." The teacher's rendering must be very spirited and express as much as possible of a boy's enthusiastic praise of the places he likes to visit and the pleasure that he finds there. The rate will be medium, though somewhat quickened on the fourth line of each stanza except the fifth. The tone will be animated and clear.

3. Analysis

Let us hear again about one of the places the boy and his friend Billy like. (Read first stanza.) Where do they like to go? How do the pools look? What do they find in the pools? What do we mean by up the river? What is meant by o'er the lea?

(Read second stanza.) What place does this stanza tell us about? What bird sings the latest there? Do you think this means the latest in the day or the latest in the year? What blooms the sweetest there? What do the nestlings do there?

(Read third stanza.) Of what place does this stanza tell us? Who are the mowers? What do we call the hay before it is mowed? Where does the hay lie thick and greenest? What is meant by the homeward bee? How can one trace a bee?

(Read fourth stanza.) Of what place does this stanza tell us? What is a hazel bank? What does the poem say about the shadows there? What is meant by clustering nuts? When do the nuts fall free?

(Read fifth stanza.) What is meant by little maidens? Do little girls like to play by the rivers, in the woods and meadows as well as boys? Do they generally play in the same way that boys do? How do boys sometimes treat little maidens whom they find playing together? What kind of boys are those who treat little girls so unkindly? What do such boys love to do when they are together? What is meant by bantering? Why do boys do such things? Do you think Billy and his friend liked to banter and fight or ever drove little maidens from their play?

(Read sixth stanza.) What is it that the boy tells us that he knows?

4. Oral Reading

In their reading the children must put themselves in the place of the boy who is telling the story, and, by feeling and seeing everything he describes, show their classmates what a good time Billy and his friend had.

5. Memorizing

The teacher may use the following outline in the drill on memorizing:—

Stanza I. The River: the pools, the trout.

Stanza II. The Woods: the black-bird, the hawthorn, the nestlings.

Stanza III. The Meadows: the mowers, the hay, the bee.

Stanza IV. The Woods: the hazel bank, the shadow, the nuts.

Stanza V. Bad Boys' Fun: driving little maidens away, bantering and fighting.

Stanza VI. The Best Places: the meadow, the hay, the water, the lea.

STORY-TELLING

By Mrs. A. J. Sutherland, Normal School

"The child's thirst for stories, has it no significance and does it not lay a responsibility upon us?"—Walter L. Hervey.

"Stories are the natural soul food for children, their native air and vital breath, but our children are too often either story-starved or charged with ill chosen or ill adapted twaddle tales."—G. Stanley Hall.

How to Know a Good Story

Ask of it:

- (1) A beginning that arouses interest.
- (2) Is it well said?
- (3) Is it worth saying?
- (4) What does it image for the children?
- (5) Do I want to vivify that image?

Every good story should have:

- (1) What does it say?
- (2) A succession of events that is

orderly and complete.

(3) A climax that forms the story's point.

"A story should move with directness and force like an arrow, to the point."—Edward Porter St. John.

(4) An end that leaves the mind at rest.

"When yer git thru pumpin' lave go th' ha'andle."

How to Tell a Story

To the story teller, right preparation is of vital importance.

Steps in study:

(1) Assimilation.—Read silently and study thoughtfully until the story partakes of the nature of a personal experience.

(2) Analyzation.—Strip the story bare of its style, description, etc., and find simply what happened.

(3) Visualization (the process of fill-

ing in).—Pass the whole story before the mind in a series of pictures, allowing the imagination full play.

(4) Reconstruction (telling the story in one's own words).—(a) Tell it over and over again, quietly, to an imaginary hearer. (b) Enlarge your telling for your bigger audience.

Impression, Possession, Expression

Sara Cone Bryant says:

To sum it all up, then, let us say of the method likely to bring success in telling stories, that it includes sympathy, grasp, spontaneity. One must appreciate the story and know it, and then, using the realizing imagination as a constant vivifying force, and dominated by the mood of the story, one must tell it with all one's might—simply, vitally, joyously

Suggestions for the Story Teller

(1) Think of the story teller as a good fellow standing at a great window overlooking a busy street, reporting with gusto what he sees. He hints with gestures, etc., the policeman's strut, the school girl's giggle, but he never leaves the window.—Sara Cone Bryant.

(2) If you blunder on a detail of a story never admit it. Never take the children behind the scenes nor let them hear the creaking of your mental machinery.—Sara Cone Bryant.

(3) "I pray I may never tag a moral on to a tale or tell a story without a meaning."—Henry Van Dyke.

To tag on a moral is a confession of failure.

(4) Avoid lengthy description. Children like action. Let what he did tell what he was.

(5) Avoid the "Don't" stories; emphasize the "Do" stories. Let your story-telling be positive, not negative; constructive, not destructive.

Whenever possible use:

(1) Direct rather than indirect discourse.

(2) Rhythmic repetition of certain significant words or phrases.

(3) Speeches in verse.

(4) Sense appeal—color, sound, odors have a charm for children.

(5) The element of suspense to focus the attention—for example, if the interest seems to be lagging, use some such question as "And what do you suppose next?"

"Let me tell the stories and I care not who writes the text books."—G. Stanley Hall.

Valuable Reference Books for the Story Teller

How to Tell Stories to Children (Sara Cone Bryant); What to Tell and How to Tell It (Edna Lyman); Stories and Story Telling in Moral and Religious Education (Edward Porter St. John); For the Story Teller (Carolyn Bailey); Manual of Stories (Forbush); Children's Reading (Olcott); Stories and Story Telling (Angela Keyes).

Books Containing Many Good Stories

In the Child's World (Emilie Poulsson); Mother stories, More Mother Stories (Maude Lindsay); The Golden Windows, The Silver Crown (Laura E. Richards); Stories to Tell to Children, Stories to Tell to the Littlest Ones (Sara Cone Bryant); For the Story Teller (Maude Lindsay); For the Story Teller (Carolyn Bailey); Tales of Laughter (Kate D. Wiggins); Story Tell Lib. (Annie T. Slosson); Firelight Stories, Tell Me Another Story (Carolyn Bailey); Happy Prince and Other Fairy Tales (Oscar Wilde); Parables From Nature (Mrs. Gatty); Good Stories for Great Holidays; Tell Me a True Story (Mary Stewart); For the Children's Hour (Bailey & Lewis); For the Story Teller (Thorpe & O'Grady); The King's Highway Series, published by the MacMillan Co..

Folk and Fairy Plays

The House of the Heart, The Silver Thread (Constance D'Arcy Mackay).

Stories Particularly Suited to Grades I and II

Prime favorite for kindergarten age. Three Bears, The Three Little Pigs, The Old Woman and Her Pigs.

Repetitive, Accumulative and Rhymed Stories

Three Billy Gruff, Titty Mouse and Tatty Mouse, Johnny and His Goats,

The Old Woman Who Lived in a Vinegar Bottle, The Little Half Chick, The Johnny Cake Boy, in Story Teller (Thorpe & O'Grady); The Cat and the Parrot, Gingerbread Man, Epaminandros, Little Jack Rollaround, The Little Pine Tree Who Wished for New Leaves, from Stories to Tell, by Sara C. Bryant. The Velocipede That Went by Itself. Stories for littlest ones (Sara Bryant); Pony Engine, Christmas Every Day, (W. D. Howell); Little Gray Pony, How the Home Was Built, Mother Stories (Lindsay); The Woodpecker Who Was Selfish—For the Story Teller One Eye, Two Eye, Three Eye; The (Bailey); The Jar of Rosemary—For the Story Teller (Lindsay); The Cat Who Tried to be Stylish.

Folk and Fairy Tales Particularly Suitable for Grades II and III

Best stories from Grimm:

The Fisherman and His Wife, The Star Dollars, The Cat and the Mouse, Snow White and Red Rose, Mother Holle, Tom Thumb, Little Snow-white, King's Son Who Feared Nothing, Little Brier Rose, The Elves and the Shoemaker, Rumpelstiltskin, Hansel and Gretchel, The Skirt.

Best stories from Andersen:

The Ugly Duckling, The Angel, Little Ida's Flowers, Thumbelina, The Tinder Box, The Emperor's New Clothes, The Darning Needle, The Nightingale, The Steadfast Little Tin Soldier, The Fir Tree, The Mermaid (greatly abridged), Shepherdess and Chimney Sweep.

From the Japanese:

The Old Man Who Brought Withered Trees to Life (Edna Lyman); The Tongue Cut Sparrow, Wonder Tales of Old Japan; The Magic Tea Kettle, Green Willow Book, Boastful Bamboo, The White Hare and the Crocodile, Prince Moonbeam, Mirror Matsuyuma (Edna Lyman).

From the Norse:

East of Sun and West o' the Moon (Thomsen); The Princess Whom Nobody Could Silence, in Tales of Laughter; The Pancake, in Tales of Laughter (Dasent); The Boy From the Back of

the North Wind. See Fairy Tales from the Far North (Asbjornsen); Fairy Ring (Wiggins & Smith).

From the Indian:

Red Indian Fairy Book, full of delightful legends of the Indians. Also Margaret Bemister's book of Indian Fairy Lore, and many others.

Modern Fairy Tales

Oscar Wilde—Fairy Tales; Mrs. Rudolphe Starell—My Day With the Fairies; C. S. Bailey—For the Story Teller; Burnett—Land of the Blue Flower; Marizales—Stories for the Story Hour; Maeterlinck—Children's Blue Bird; Barrie—Peter and Wendy; Thorpe and O'Grady—Story Teller Book.

Animal Stories

Uncle Remu's Stories, Nights With Uncle Remus (Chandler); Just So Stories, Jungle Books (Kipling) Little Animal, compiled by St. John; Raggy-lug Seton (adapted), The Lion and the Gnat (Sara Cone Bryant); Wild Animals I Have Known (Seton).

Why the Bear's Tale is Stubby, in Firelight Stories; Aesop's Fables, The Stylish Cat, Tell Me-Why Stories About Animals (Claudy); Little Gray Pony (Maude Lindsay); The Horse Believed H'ed Get There, Story Tell Lib. (Slosson); The Dog of Flanders (Ouida).

Nature Myths

Nature Myths (Florence J. Holbrook); Nature Myths (Flora J. Cooke); How the Robin's Breast Became Red (Lyman); Why the Morning Glory Climbs, The First Pink Rose (Bryant); Mother Nature's Cheerful Children, Eyes and No Eyes.

Symbolic Stories

Where God is Love is (Tolstoi), adapted by Edna Lyman, and in The King's Highway Series.

The Selfish Giant (Wilde), adapted by Carolyn Bailey in For the Story Teller.

Golden Windows, Silver Crown, Five Minute Stories (Richards); Story Tell Lib. (Annie Trunbull Slosson); Parables From Nature (Mrs. Gatty).

Special Character Building Stories

Pig Brothers, in *Stories to Tell* (Bryant), cleanliness; Whimper Whinies, in *Stories for Littlest Ones* (Bryant), whining; Great Dipper, from *King's Highway Series*, unselfishness; Hidden Hands, from *Stories to Tell* (Bryant), helplessness; many of the stories from *Mother Stories*, *More Mother Stories* (Maude Lindsay); *Tales to Be Told to Children* (Donahy); *The Plate of Pancakes*, *Story Teller* (Lindsay), will power; *Necklace of Truth*, in second book of *Stories for the Story Teller* (Coe), truth.

Famous Poems and Stories Suitable for Story Telling

The Christmas Carol (Dickens); Parts of *Les Miserables* (Hugo); Parts of *The Talisman* (Scott); *The Pied Piper* (Browning); *Robert of Sicily* (Longfellow); *The Vision of Sir Launfal* (Lowell); *A Man Without a Country* (Hole); *The Great Stone Face* (Hawthorne), adapted, see *For Story Teller*, Bailey; *Pippa Passes* (Browning); *The Nurnberg Stove* (de la

Ramee), retold by Sara Cone Bryant; *The King of the Golden River* (Ruskin), adapted by Sara Cone Bryant; *Fifty Famous Stories Retold* (Jas. Baldwin), an unusually fine collection of stories of heroism and adventure.

Christmas Stories

Why the Chimes Rang, *The Legend of St. Christopher*, *Golden Cobwebs* (Bryant); *The Christmas Carol* (Dickens); *Pony Engine* (W. D. Howells); *The Fire Tree Became the Christmas Tree*; *Piccola*, *Babouska*, *For Children's Hour* (Bailey & Lewis); *Birds' Christmas Carol* (Wiggins); *Good Christmas Stories*, *Good Stories for Great Holidays*, *Christmas in Legend and Story* (Hazelton); *For the Children's Hour* (Bailey & Lewis); *Tell Me Another Story* (Bailey).

Cycle Stories

Robin Hood Stories, Pyle edition best for telling; *King Arthur Cycle*, Pyle edition.

Many of the best hero stories are taken from the Bible.

William Pitt, Earl of Chatham

(1708-78)

William Pitt was one of our most brilliant orators and statesmen. In 1757 he became Secretary of State, and controlled the affairs of the country during the "Seven Years' War." Under his wise government English power grew very rapidly indeed, for he was a great war minister, and knew exactly which generals to send out to fight England's battles. When he was in power we gained Canada, and it was he who sent the great General Wolfe to his victories over here.

When the dispute arose between England and the American colonies in the reign of George III, Pitt took the part of the colonies, for he thought

they were in the right. This gained him a measure of unpopularity with the king and people, but he bravely kept to his convictions. During the course of a speech which he was making in the House of Lords in favor of the colonies, he fell into a swoon and had to be carried out of the House. This great speech was his last, for he never recovered from the effects of his seizure, and in the course of a few days he died. After his death all Englishmen realized what a great man he had been. If only king and parliament had taken his wise advice, the dreadful war between England and America would never have taken place.

Children's Page

When February sun shines cold,
 There comes a day when in the air
 The wings of winter slow unfold
 And show the golden summer there.
 —Savage.

To February

O Master-Builder, blustering as you go
 About your giant work, transforming all
 The empty woods into a glittering hall,
 And making lilac lanes and foot-path grow
 As hard as iron under stubborn snow,—
 Though every fence stand forth a marble wall,
 And windy hollows drift to arches tall,
 There comes a might that shall your might o'er throw.

Build high your white and dazzling palaces,
 Strengthen your bridges, fortify your towers,
 Storm with a loud and a portentous lip;
 And April with a fragmentary breeze,
 And half a score of gentle, golden hours,
 Shall leave no trace of your workmanship.

—Agnes E. Wetherald.

EDITOR'S CHAT

Dear Boys and Girls:

What have you all got to say about our Manitoba winter this year? Is there any country in the world can beat it? Have you ever seen such picture-trees as the hoar frost gives us? Even summer with all her beauty cannot match the glory of a tree-lined street, or a little forest covered with the fairy frosting. Shake down the flakes on your sleeve and see the strange forms they take. Watch the snow-flakes in the next snowfall. Why do they come down like stars and flowers from the skies? What beauty there is in the common things like snow and frost, and sun, and moon, and shining stars in winter skies, and waving, marching northern lights, and dark smoke curling up from friendly chimneys against the winter air! What pictures winter paints in our northern land, especially such a winter as this, which does not bring

the terrible cold and bitter winds we often dead. And now St. Valentine is knocking at the door! Away down south spring is preparing for her northern visit, the trees are beginning to stretch themselves after their long winter's sleep, the sun shines brighter, the snow melts in black patches, and the sparrows and snow-birds chirp more cheerfully than ever before. The Victory of Spring is coming.

A year ago this month we had a little talk on national service to help win the war, and how little we even dared to hope that this February the war would be won. And yet here we are, with our great armies once more at peace, the big guns silent and the whole world waiting, waiting for the signing of the papers that will bring peace to all lands, we hope, for ever. While we are waiting would it not be a good idea for you all to spend some time study-

ing about the trouble that Russia is going through, and the reasons why Germany cannot form a government now that the hated Kaiser has gone? These are things boys and girls should

understand, and we would advise you all to get together, fathers, mothers, teachers and pupils, and read all you can about these great and troublesome questions.

ST. VALENTINE'S DAY

Here are a few suggestions to help make St. Valentine's a happy day in the school world: First, get your materials together, white drawing paper, black and bright red cover paper, gold paper, light-weight white cardboard, red ribbon, a crochet needle, two red pencils, some red or white blotting paper, glue, gum and scissors. Cut a black arrow about six inches long, mount it on cardboard, paste three tiny red hearts on the shaft and tie the crochet needle on with red bows; cut an oblong of black paper 8x3 inches, paste four red hearts as a border an inch from each end, and with your red ribbon tie the two red pencils on this little card. Any little gift may be mounted in this way and be a pretty, useful Valentine. For the Valentines that have a message on them, cut a large heart of red paper and one, say half an inch smaller all around, of gold; cut out two small arrows in the same way, one smaller than the other. Paste the gold heart on the red, and through both hearts cut two slits a quarter of an inch apart, stick the arrows through this slit and write your verse on the back of the red heart or underneath the gold one. Make five large red hearts with smaller gold hearts on them. Cut a big black arrow and mount it on thin cardboard. Through each heart cut a slit wide enough to put the arrow then string the hearts on the arrow and write a line or a verse on each heart. Cut a large circle of white blotting paper, on this place a smaller circle of red; on the red circle paste little gold hearts in any design you wish, and, with a wee kewpie in the centre and a bow of ribbon to fasten the blotters together, you have a very attractive Valentine. You will think of

many other designs yourselves for pretty and useful gifts, and perhaps you can use some of the following little verses:

Two little Valentines
Sitting in a tree;
One flew away
And one came to me

I'm a little Kewpie,
And this is really true:
I'm carrying in my arms, you see,
A big red heart for you.

The bluebird is for happiness,
And, so I tell you true,
If I could find a flock of them
I'd send them all to you.

A Kewpie and a bluebird
Met on a February day;
The Kewpie stole the bluebird's heart
And carried it away.

He carried it to you,
And now the bluebird, kind,
Is coming looking for his heart,
I hope you do not mind.

To make an old-fashioned Valentine, get a round paper lace doily, some tiny red hearts, and a little picture of an old-fashioned girl and boy, or a bird or any pretty picture you fancy. From plain white paper, cut a circle the size of the doily. On this circle write your verse and below it paste a red heart. In the centre of the doily paste your picture cut in a circle to fit, and on the lace edge paste bluebirds cut from paper table napkins, or red hearts or gold arrows; paste the lace doily to the foundation at the top and you have an old-fashioned Valentine.

OUR COMPETITIONS

Well, boys and girls, at first we were afraid this month that there were going to be no compositions at all, and on such an interesting subject, too; but all of a sudden down come a shower of good stories, and the editor had pages and pages to read about Germany's crimes and her losses. You seem to have all decided one thing and you are certainly right—that Germany's greatest loss has been the loss of her honor and the respect in which she was held by the other nations of the world. These two losses account for all the others. Had she not lost all sense of honor, she would never have committed the hideous crimes of which she has been guilty; had she not lost the respect of all civilized peoples she would not have been so humiliated by the armistice terms, which we can only hope will be

gentle compared with the peace terms that are to come. She is a nation degraded, and as such will go down in history as long as there is a world. For her hideous sins she has lost not only the place she had in the sun, but her place as a nation among the nations of the world. The prize this month goes to Annie E. Hargreaves, Shoal Lake, and honorable mention to Ralph Manning, Grace Miller, Willow Range S. D.; Jean Dancault, St. Joseph's School; Eva Bruce, St. Laurent; Elsie Baker, Elva Carson, Stonewall, Man.; Louis Abgrall, Laura De Laronde, Leopold Gareau, St. Laurent; W. Last, Jean M. Story, Stonewall; Russel Robbins, Molesworth S. D., Glenella; Marguerite Mougin, St. Laurent; Judith Johnson, Oscar Ellstrom, Carlsborg School.

WHAT HAS GERMANY LOST IN THE WAR?

Hurrah, the great war is over! We are longing to see our dear soldiers again. Of course, many will never come back, but what an honor to have given their lives for country and freedom. I am very anxious to see my father, who has been in France since May, 1915.

Many lives and much property have been lost in this terrible war, but the nation that has lost the most is Germany. Besides all the lives it has lost, it is now obliged to pay enormous sums of money for all the damage it did in Belgium, France and Luxemburg. It must also pay sums of money to England and the United States. It has to give Alsace and Lorraine back to France. It has lost mostly all its

possessions in South Africa and in the Pacific Ocean near Australia, and, last of all, the Kaiser has lost his crown.

There are many things that Germany can never restore. What money can pay for all the ships it has sunk belonging to neutral countries, for the sinking of the Lusitania, for all the women and children it has killed? Germany has certainly lost its good name, and in the future other nations will be afraid to trust it, for by crushing little Belgium, as it did at the beginning of the war, it proved to the whole world that it did not care a rap for the promises it had made.

Marguerite Mougin, age 15,

St. Laurent School, Man.

WHAT GERMANY HAS LOST IN THE WAR

When Germany entered the war the first great loss was the respect of the world on account of the treatment accorded to prisoners and property.

She lost all foreign trade, and as a result most of the people have lost their savings through the government bonds being worthless. They also lost their possessions in Africa and other places,

and the French took Alsace and Lorraine from them. Besides this, they lost sixteen battleships, eight light cruisers and fifty destroyers, besides their submarine fleet. When different countries entered the war they took over all the German ships in their harbors and they will not be returned. They surrendered five thousand guns of

large calibre and twenty-five thousand machine guns. In the railway they surrendered five thousand locomotives and one hundred and fifty thousand railway cars. They lost three thousand aeroplanes by the terms of the armistice.

The indemnity is not settled yet, but France and Italy each want several million dollars. Beside this, Germany will have to pay for the rebuilding of

the devastated areas of the invaded countries.

Perhaps the greatest loss of all is the loss of men and national honor in her disregard of the "scrap of paper."

Russel Robbins, grade 8, age 14,
Molesworth S.D., Glenella, Man.

Next Month's Competition

The March story, "A Fairy Story of the Winds."

The April story, "Lloyd George."

STORY

"Dear child, you are lost, and I have come to find you," said the stranger, taking Effie's cold hands in his, with a smile like sunshine, while every holly berry glowed like a little fire.

"Do you know me?" asked Effie, feeling no fear, but a great gladness, at his coming.

"I know all children, and go to find them; for this is my holiday, and I gather them from all parts of the world to be merry with me once a year."

"Are you an angel?" asked Effie, looking for the wings.

"No; I am a Christmas spirit, and live with my mates in a pleasant place, getting ready for our holiday, when we are let out to roam about the world, helping to make this a happy time for all who will let us in. Will you come and see how we work?"

"I will go anywhere with you. Don't leave me again," cried Effie, gladly.

"First, I will make you comfortable. That is what we love to do. You are cold, and you shall be warm; hungry, and I will feed you; sorrowful, and I will make you gay."

With a wave of his candle all three miracles were wrought,—for the snowflakes turned to a white fur cloak and hood on Effie's head and shoulders; a bowl of hot soup came sailing to her lips, and vanished when she had eagerly drunk the last drop; and suddenly the dismal field changed to a new world so full of wonders that all her troubles were forgotten in a minute.

Bells were ringing so merrily that it was hard to keep from dancing. Green

garlands hung on the walls, and every tree was a Christmas tree full of toys, and blazing with candles that never went out.

In one place many little spirits sewed like mad on warm clothes, turning off work faster than any sewing-machine ever invented, and great piles were made ready to be sent to poor people. Other busy creatures packed money into purses, and wrote cheques which they sent flying away on the wind,—a lovely kind of snow-storm to fall into a world below full of poverty.

Older and graver spirits were looking over piles of little books, in which the records of the past year were kept, telling how different people had spent it, and what sort of gifts they deserved. Some got peace, some disappointment, some remorse and sorrow, some great joy and hope. The rich had generous thoughts sent them; the poor, gratitude and contentment. Children had more love and duty to parents; and parents renewed patience, wisdom, and satisfaction for and in their children. No one was forgotten.

"Please tell me what splendid place this is?" asked Effie, as soon as she could collect her wits after the first look at these astonishing things.

"This is the Christmas world; and here we work all the year round, never tired of getting ready for the happy day. See, these are the saints just setting off; for some have far to go, and the children must not be disappointed."

(To be continued.)

Inspectors' Section

TRANSPORTATION OF PUPILS IN RURAL SCHOOLS

By W. C. Hartley, Inspector of Schools, Carman

During the past decade, many of the leading educationists of the world have brought much thought and effort to bear upon the endeavor to bring the efficiency of the rural school up to the standard of the urban or city schools. Eliminating details, there are primarily three cardinal principles involved in the successful issue of the rural school, viz.: Teacher, Pupil, and Plant. Of these generally the emphasis has been placed upon the first named. No doubt the inspirational mainspring of the school activity is the teacher, but equally obvious is the fact that the life essence and the spiritual 'etre' of the institution is the child.

Recognizing the ultra importance of the necessity of the best teacher, every effort is being put forth to provide the highest training and to instill the loftiest aims, as well as to reduce the number necessary and thus eliminate the weakest. Regulations are compiled to make the plant as perfect as is humanly possible to supply every essential need, such as heating, lighting, ventilation, cleanliness and equipment. But more thought and effort is necessary to the securing of the regular and punctual attendance of the children in a mentally and physically fit condition to obtain the greatest good.

Regulations for the compulsory attendance, regular and punctual, cannot break down the almost insuperable obstacles of bad roads, inclement weather conditions, remote situations, and parental indifference.

It is with a view of making some suggestions to meet these real drawbacks to the efficiency of the rural schools that this paper is written.

Many of our commonest notions are tinged, narrowed in scope, and prejudicially affected by our inheritances from the past. Until established in

grooves of thought and action, we are unable to see the possibilities of changing conditions. However, at present the whole world is tossing in the melting pot of a Democratic Renaissance, and it behooves us to bestir ourselves for the amelioration of those unfortunately situated regarding school facilities. The fundamental principle involved is that of equal school privileges for all. At present fully twenty per cent. of our rural children are so situated as to make regularity of attendance difficult, if not impossible, without aid or re-arrangement. They may satisfy the law as to attendance, but their education is meagre and unsatisfactory. This is a serious menace to the well-being of our democratic state. To overcome these obviously unsatisfactory conditions it may be necessary to uproot many preconceived notions, to involve much cost, but, with the costly tragedy of the past four years of misery as an object lesson, we may assume that even the high cost of prevention will be little compared with that of cure if not that of penalization.

Yet, not all the waste and retarded progress can be laid at the door of irregularity or non-attendance. Frequently the retarded pupil is most regular in attendance. But his condition upon reaching school is often such that he cannot apply himself with energy to mental labor owing to his decreased vitality resulting from conditions caused from his mode of reaching the school. It may be a state of weariness, it may be cold, it may be heat, it may be a wet condition, from which for the time the pupil is incapacitated from active mental effort for some time. The first two hours of the school day is recognized as the period of greatest mental activity, and the scholar should be in the prime of condition for this

period. In short, the mode of reaching school for those living at a distance is mainly deplorable in the maintenance of that mental condition of the pupil so necessary in the earlier, busier hours of school life.

I believe three-fourths of the cases of poor progress at school can clearly be laid at the door of one of these three causes: Non-attendance, Irregularity, and Unfit condition upon arrival at school. And all three may be cured by one and the same prescription—Co-operative Conveyance of all children over a mile from school. This is the crux of the whole matter. It involves progressive road-building.

Transportation is no longer an experiment. Many of the states of America have adopted it largely, and everywhere it has grown in popularity with the experience. And Manitoba is not behind in this mode of progress. Last year nearly two hundred and fifty vans operated in Manitoba, and many more will be in operation the coming term. It is no longer an experiment. In southern Manitoba, where roads are graded, automobiles are largely replacing the horse-drawn van, and last year and again this winter they ran up to the Christmas holidays. Where the roads are graded high they may be operated the whole year. This means cutting the time on the road into less than half, and in some cases the automobile may take an extra short route after operating a longer one. It is said that the cost of the auto is less than that of the horses, chiefly because the morning and evening trip makes practically a full day for the team, and largely so also for the driver. But the auto is free to continue in operation after the trip is over and less than half of the time of the driver has been taken. With an approaching period of great automobile construction, lessening of prices, greater certainty of service

depots, the auto will become a common carrier.

In these days when the conservation of health is so much preached, the value of transportation should only need mentioning to be accepted. Can he, who once was a country school boy, not recall the long tiring walk to school? Can he recall the wind and rain, sleet and hail, dewy grass and rain-soaked road, oppressive heat and freezing cold, snow-banks to mount and ponds to wade? What a contrast to regally riding to school in an auto, or in a ventilated, lighted and heated van, arriving warm, rested, dry and comfortable, prepared for the energetic toil that should be observable in the early school hours.

What a relief it must be to a parent to consign her children to the care of a competent van-driver for conveyance comfortably to school, rather than to start them out on a lonely march to the distant school with nothing but their own feeble strength to protect them from lurking dangers on the way. Even immoral companions are robbed of the opportunity for evil when conveyed.

No deep foresight is necessary to foresee the advent of agricultural schools dotting our prairies, with demonstration farms in connection. Then the power used in transporting may be put to use on the farm. Enlarged vision must characterize and stimulate us in the economic race in the new reconstruction period we are just entering. We must not only tax our wealth to pay the costs of the great war, but we must tax our ingenuity to devise ways of enabling our soil to greater productivity and our people to a greater realization of their destiny.

Our brightest hope is in the future happiness of our children. Our highest endeavor to prepare them to reap to the fullest the unlimited wealth Nature has so lavishly bestowed. "Equal privileges for all" is but yet a dream that devolves upon us its realization.

"Much of our teaching may evaporate, but the impressions of the good which we make by means of the beautiful will never evaporate. The teachings of the heart remain for ever."

THE RURAL SCHOOL AND THE COMMUNITY

By G. Hunter, Inspector of Schools, Deloraine

I.

There never was a time in the history of democracy when the responsibilities of citizenship have been greater than they are today.

Never in our history has it been our duty to realize more vividly the full measure of responsibility which citizenship has placed upon us. In the citizen relation in this country there lies the very foundation of democracy.

Citizenship plays the leading role in the moral and social relations of life. On every hand we enjoy the privileges of citizenship, but these privileges bring with them heavy responsibilities which we cannot escape.

During the past four years the very foundations of our present civilization have been shaken. Citizenship in this and practically every country in the world has been severely tested.

It seems to me that this is the proper time for asking ourselves whether our ideals of citizenship have kept apace with our national, political, economic, and social development during the past decade.

The catastrophe in Europe, terrible as it is, has been productive of at least one good result. It has closely shown the truth of the theory of mutual dependence. It is imperative that we realize this in every phase of our national life.

The solution of most of our problems lies within ourselves. What we need just now is to take stock of ourselves as a nation; to find out what our weak points have been; to find out the good in other systems, and then to adapt all this information to our needs and to progress by broad, disinterested, patriotic action.

Only as we grow in stature as citizens, realizing in full measure the responsibilities which are ours, only by virtue of the privileges which we enjoy, shall we develop as we should.

We need an enlarged and improved outlook in education, which is in reality "the conflux of three tributaries: the home, the school, and the church." These three centres of thought develop

man's various powers and faculties into the ways of manners, culture, and good citizenship.

The best man is the most intellectual man. We cannot prepare too quickly, too earnestly, or too thoroughly to develop that man. The generation which must encounter the first shock of the future is already in danger. The disruptions of war have exposed it to a hundred perils. The world will never be safe for democracy until all its citizens are equipped for its responsibilities, and Canada will not have done her full duty by her citizenry until the country boys and girls have as good an education as those in the cities and towns.

The great progress made in city life is not a full measure of our civilization, for our civilization rests at bottom on the wholesomeness, the attractiveness, and completeness as well as the prosperity of life in the country. The men and women on the farm stand for what is fundamentally best and most needed in our Canadian life.

Today our boys and girls are learning or unlearning their ideas or ideals of citizenship from the apathy of the average citizen.

Where are the bulk of our future citizens of this country moulded? In the High Schools or the University? No. Eighty-five per cent. of our children receive all their education in the grades.

A noted German writer said, "Whatever you would have appear in the life of a people, you should put in the schools." Germany, like other nations in history, has died from the heart, not from the head.

Education is our foremost industry. From whatever point of view it may be regarded it has made less progress than any other of our industries during the past thirty years.

Education has more to do with feeding, sheltering, and clothing the world than manufacturing, commerce, or transportation; for education has to do with the souls of human beings whose

muscles carry on the mere brute work of making things, trading in things, and carrying things about. With every pair of hands there goes a brain. Just how expert the hands may become is dependent upon the brains behind them. To the strength of the hands there is a limit; but the resources of the brain are illimitable.

II.

Our most difficult problems lie in the rural communities. Are our rural schools doing their part in making life in the country desirable?

Ambitious people will go where education can be had for their children. There is no sense in talking of 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 plough.

The old-fashioned one-room school-house with fifteen or twenty pupils, having but a single teacher, who knows nothing but books, is not a modern institution. It may be all that the country can afford where many schools are maintained, but it is not all that the country can afford if the schools are grouped and grade instituted.

We have many schools of this character wherein the teachers are paid less than competent farm hands; and this brings to mind the co-relative thought that one needed reform in the school system is in the elevation of teaching into a real profession as in the 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 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 should the schools of a country be co-ordinated and combined as to make them efficient tools? What should be the standard for a teacher's qualifications? How can a boy learn that there is adventure in farm life as well as in the city? To what use may the school-building be put as a community

centre for the neighborhood dance, lecture, or picture show, or perhaps as the home of a co-operative buying or marketing organization?

These are practical problems and in many instances successful experiment has been made.

In this regard rural leadership is necessary. Our aim should be to identify the school with the farm and the village, and to develop a new respect in fathers and mothers for the school as a practical and not a mere scholastic agency.

To many teachers the country school is simply a place where they must teach long enough to get experience that will qualify them to fill a town or city position. I know of one school where there has been only five teachers in twenty-five years, and it is the very heart and life of the community. I know of another school where there has been five teachers during the past year.

All things are possible in a country district where the right kind of teacher will give her life to leadership in the school and community. To retain such teachers in the country schools the people must appreciate their work and be able and willing to pay for their service.

Any school which does not serve all the legitimate needs of the community should not be considered efficient.

The efficient country school is not an imitation of a city school set down in the midst of the fields. Such schools as this, as well as those which have not awakened to the chance to do anything, have a big share in turning boys and girls from the country. In fact, the training of the country school of today should aim to conserve all that is best and richest in a country type of mind and life. The possibilities for intellectual growth, literary culture, and social enjoyment are as great, or will be, among the clover blossoms of the fields as among the flowers blooming in the city parks; in raising high bred cattle as in practising law.

The country school-house and grounds should reflect the beauty of the open country. In fact they should be the most homelike and attractive place in the district.

In some districts efforts have been made to re-vitalize the rural school by improving conditions, where the trustees have a little better conception of their functions, and where good community service is being rendered. Progress made one year with much effort is often lost the next by failure to retain the teacher.

The most potent cause of inefficiency in the rural school is the frequent change of teachers. The great majority of the young women pass from one district to another every year. They do not remain long enough in one school to become acquainted with their pupils, and many of them make no effort to confer with the parents about the needs, capacities and character of their pupils.

Practically every rural school in the older countries provides the teacher with a comfortable home, a well-planned garden, and sometimes with large tracts of land. The natural results are that the schools are taught by professional trained teachers of long tenure in the same community, four out of five being men.

The real root of the matter is that the district system of school administration and school financing is a system which is wasteful of effort and funds, results in great educational waste, and is unprogressive in a high degree.

We need schools which will provide the kind of education needed by rural people and a re-arrangement of expenditure which would provide sufficient funds to maintain the necessary number of good schools, and attract teachers to them. High school advantages of a kind suited to rural needs, now largely lacking, should be provided for all.

The efficiency of a public school depends very largely upon its surroundings and supporting influences. The public school should be the recognized community centre, and, if it is to fulfil its purpose, from it will go out young men and women trained and educated to grasp their opportunities and to become a definite integral part of the

community, and as such to feel and realize individual interest and responsibility. It would eradicate indifference and neglect which freeze the very life out of some of our schools.

III.

Parents sometimes complain that the average school is a sort of mill or machine into which their children are placed and turned out so fast.

The school is just what they make it. They should frequently visit the school. This would bring the teachers and parents into closer touch socially and intellectually, militate against professional isolation of the teacher, disperse fogs of misunderstanding, and inspire closer co-operation. A realization of these factors would create an atmosphere in which the home and the school would be brought into a closer and more sympathetic relation. It would add to the proverbial three R's the things that constitute health and human efficiency, and go a long way to training the men and women of tomorrow for the battle of life.

All meetings which relate to the general interest and social welfare of the community should be held in the school-house. Such meetings bring together persons of all beliefs, occupations, and walks in life. Acquaintances are made and friendships formed. The social stagnation that follows the usual round of business and work is dissipated to a large degree by having an hour of entertainment or social enjoyment at the school, which is the natural social centre because it is owned by all and patronized by all.

The school should be the chief agency for upbuilding the country community and making country life enjoyable. The teacher, as director of the only community institution and guardian of educational interests in the neighborhood, is the natural community leader.

While we are in our present state of arrested development we should not fail to make the most of the agencies at our disposal.

The Boys' and Girls' Club and School Fair movement is doing much towards developing a new respect in parents for the school as a practical and not a mere scholastic agency. The problem is only one of popularization. If the boys and girls are to be trained for leadership in the open country, they must be trained in those formative years when life's deals are formed.

An education that fails to make for usefulness is sadly lacking. The old idea was that education makes a man accomplished. The new idea is that it makes him useful, and hence stands for the larger and completer man. In olden times the school was a supplement to the home. Now it tends to take the place of the home. Our schools should be for the parents as well as for the children, and with their experience and ripening judgment to help, the intellectual life of the country would be quickened as it could never be quickened with merely an appeal to the children. Hence we appeal to leaders of thought in the community and every-

one interested in the welfare of the child to encourage and help in our efforts to bring about a better community spirit and to make our schools real, living, humanizing institutions.

The school-house is the temple which we erect to the God of childhood. The school-room is the home of the child during the most important hours of the most important years of its life. The school-room, the school-house, and the school grounds constitute the best index to the degree of civilization and to the ideals of a community.

We look forward hopefully to the time when the rural school will have the atmosphere of a happy, healthy, self-respecting farming community, when healthy bodies and clear brains will be the rule, when the teacher will be a real rural school expert, and a settled resident in the community: a potent and recognized force for good. Then, and not until then, can we hope for results which will have an abiding effect upon community life.

THE SCHOOL PLANT AND PUBLIC HEALTH

By J. S. Peach, Inspector of Schools, Swan River

In discussing this topic, I am sure we all agree that one of the greatest assets any boy or girl can have and acquire is a strong, healthy, vigorous, active body—in other words, a good physique. The time in which this is acquired is during the growing and developing period of life, a large part of which is spent on the school grounds, and in the school room. It thus behooves the state, trustees and ratepayers, and all those who have any responsibility in connection with our schools to provide and maintain a school plant which will be conducive to this end. Since the state demands that boys and girls attend school up to a certain age, parents have

the right to expect and demand that their children's physical welfare will be properly looked after. We often hear that the young people constitute the greatest asset of the state, and hence it would be poor business on the part of the state to compel boys and girls to attend school where they have to drink impure water, breathe vitiated air, sit at desks which are not properly adjusted, strain their eyes to see the blackboard work; in short, where conditions are not tending to the development of the physical body as well as those of the mental and moral powers of the child. Let us discuss a few of the necessary requirements.

The grounds should be large and well kept. Boys and girls need plenty of room for play and exercise. Land in the rural districts is comparatively cheap, and there is no excuse for trustees not acquiring plenty of it. The minimum size now demanded in new districts is three acres, and in consolidated districts, trustees would do well to have them much larger. It is scarcely necessary to say that they should be kept in good shape. Those of us who spend a great deal of time in travelling around from one district to another notice that the interest taken by trustees and ratepayers in this particular part of the school plant is varied. Frequently, after the long mid-summer vacation, the grass is a considerable length; and when such is the case the grounds are practically of no use as a place of recreation for the balance of the season. If left in this condition during the winter, they become covered with deep snow. Grounds in the rural districts should have the mower and rake run over them just before the school reopens for the fall term. If this is done, they will present a much more pleasing appearance to the eye and will serve the purpose for which they were purchased. A few shade trees are much appreciated by teacher and pupils during the noon hour.

In building and equipping a rural school the comfort and health of the pupils and teacher should always be kept in mind. A building should be large enough to provide plenty of air for each pupil. I believe 200 cubic feet of air space is what medical men consider satisfactory. It is well for trustees and ratepayers to build a little larger than is necessary, because a little additional floor space can always be used to good advantage. The extra expense is neither here nor there, and it is easier to keep up a uniform temperature providing, of course, the building is well constructed. Those of us who have taught in rural schools know that the most difficult and last part of the building to heat is the floor and the air just above it. Hence great care should be taken to see that the floor is air-proof and thus avoid cold draughts across its surface. Doors should fit

snugly, especially along the door-step. Frequently I have noticed that they are the cause of a cold draught. If the foundation and floor of the school are poorly built, it is almost impossible to have a comfortable room, especially during the first period of the day; and this, after all, is the most valuable one, because pupils are fresh and eager to work.

The windows of the class-room should fit snugly and should be in the wall to the left of the pupils—the first one being back a considerable distance from the front wall. This arrangement provides against pupils writing in a shadow, and also against a strong light directly in front of and across the surface of the blackboard. Class-rooms should be bright and cheerful, and never should pupils or teacher have to strain their eyes to read from the blackboard. The color of the walls should be such as to absorb the least light. Light grey walls and white ceiling are very satisfactory. The white ceiling will reflect the light. Needless to say, walls and ceiling should be painted or cal-somined frequently, but the materials used should not give too glossy a surface. If a choice between the north and south walls for the position of the windows has to be made, the writer would recommend the south side. Some claim the north light to be the better, but I would not sacrifice the sunlight on any account. Sunlight, besides destroying disease germs and removing the dampness, has a great tendency to make the room cheerful. Little children like the sunlight and enjoy it. A few plants in a school room is a good thing, and these are scarcely possible without sunlight. If the sunlight be found too troublesome, light colored window shades may be used, and will be found efficacious, especially if they are arranged to roll from the bottom upwards. In arranging the windows, care should always be taken to avoid cross lights in the class-room.

The heating and ventilating of the schools is a big problem, and teachers, because of their own health and that of their pupils, would do well to pay special attention to this matter. If a ventilating system has been installed, the

teacher should make it a special study. It is not necessary to mention the effects of breathing bad air, but suffice to say that pure air, properly conditioned, is absolutely essential to good health, and thus for mental work. It is scarcely possible to discuss the heating and ventilating of a room separately, as the two are so closely connected. Fresh air will always circulate, when heated, more readily than foul air, and it thus behooves those erecting school-houses to pay special attention to the ventilation of their building. The windows should be made to come down from the top, as well as go up from the bottom. During mild weather the windows should be kept open, and in cold weather they should be opened periodically and the room flushed out with pure air. Two or three of the storm windows should be made to swing open, and these should be removed when the warm spring days come. Window screens and screen doors should be provided to keep the flies on their own side of the line. The screens should be screwed on the windows promptly after the storm windows are taken off. If screen doors and windows are good for dwelling houses, why are they not just as essential for our public schools? I remember visiting a school one warm spring day, and the mosquitoes were so bad that during the lesson period it kept us all busy defending ourselves. The day was warm, the windows had to be up, and there was no way to keep out the flies and mosquitoes. A temperature of from 65° to 68° F. will be found very comfortable, and should be as uniform as possible throughout the class-room. One or two thermometers suspended from the ceiling will assist in this respect. Fires should be lighted in plenty of time in order to have the room comfortable when school is called. In all schools provision should be made for having the necessary amount of moisture in the air. Hot, dry air is not healthful to breathe, and a temperature of 60° with moisture is much more comfortable than the same temperature without it. A number of our schools are heated by a standard heating and ventilating system, but we have yet a large number of schools heated by the

ordinary stove. I would strongly urge that these stoves be surrounded on three sides by a metal jacket, a few inches from the floor. This jacket will have a tendency to assist the air to circulate, and also protect those pupils sitting near the stove from becoming uncomfortably hot.

The seating of the school-room requires careful study. Generally speaking, our rural schools are built to take three rows of double desks. Each row should contain desks of one size, and there should be at least three sizes in each school. Small desks should never be placed in front or behind one of a different size. The ideal, of course, is where the chair and desk are adjustable, and independent of the one in front and behind. These are not found in many of our schools, and my remarks must be in accordance with those in use. The seat should be of such a height that the thigh of the pupil, when seated, will be perfectly level, the lower leg being in a vertical position, and the foot resting wholly on the floor. The seat should be somewhat concave, and project under the desk about an inch. The desk should be high enough for the arm to rest comfortably, without resting much on the elbow, and not low enough to cause the pupil to stoop over his work. A fifteen degree angle for the desk top is recommended. Some school have the desks loose. This I consider a poor plan. They are continually being moved about, and thus the pupils annoy and disturb each other. They should be fastened either securely to the floor or to slats of boards in sections of three. The latter plan permits them to be moved to one side as occasion requires. The proper sitting posture of the child is very important, because he is at his desk the greater part of the day. Stooping over the desk tends to short-sightedness, contraction of the chest, interference with free breathing, and development of round shoulders. The proper seating of the pupils in our public schools needs to be especially emphasized and watched by all those in authority. It would be well for teachers to make a special study of this matter and see that the pupils are comfortably seated.

I do not care to say definitely how often a rural school should be thoroughly cleaned. It depends on circumstances. However, I would suggest three times as a minimum, during the three vacations—summer, Christmas and Easter. This would be a big improvement on what many of the schools of today receive. A disinfectant placed in the water would help to purify and sweeten the atmosphere of the classroom. The sweeping and dusting need careful supervision. I believe the better way is for the trustees to pay someone to do the sweeping after four o'clock. The dusting could be done before school is called the following morning. If the sweeping must be done during the noon hour, it should be done in plenty of time to permit the dust to settle before school is called. It is very injurious to the health for boys and girls to sit in a dusty school-room. One of the best preventatives of dust is a good hardwood floor, and such a one will be the cheaper in the end. Pupils and teacher have the right to demand a clean place in which to work, and it is their duty to do all they can to keep it in this condition.

For the sake of the health and comfort of the pupils, a liberal supply of good fresh water is essential. Active growing boys and girls require this, and feel better and do more satisfactory work when they have a drink as nature demands. The common drinking cup is not conducive to good health. A fountain or the individual cup is much better. The hot lunch movement is a worthy one, and a hot drink at noon with his cold lunch is very acceptable to the pupil. It makes his meal more palatable and enjoyable.

The outhouses constitute one of the big problems of the rural school,

especially during the winter months. They should not be too far from the school-house, nor too close. The two buildings should be as far apart as possible. The doors in all cases should be screened. This screen keeps the snow from drifting in and half filling the building. It also breaks the wind and thus makes the building more comfortable. The closets should be kept clean, and a disinfectant frequently used. Perhaps some plan may be devised by which inside closets may be installed in the rural school, but for the present the outside ones should be made as habitable as possible. Frequently I have found this part of the school plant sadly neglected.

Where the pupils are driven to school, the van should be warm and comfortable. Usually there is a period between seasons, if the snow is late in coming, when the pupils are very likely to suffer a good deal unless great care be taken. A bountiful supply of robes and foot warmers is essential for these few weeks, until the heated winter vans may be used. A big responsibility rests on the drivers of the vans, and trustees should see that adequate provision is made for the keeping of the pupils comfortable while coming to and going from school.

In closing, I would say that there is scarcely any part of the school plant which does not directly or indirectly deal with the health of the pupils, and, because of the great value which is placed on health and physique today, we should endeavor to construct and maintain school plants and premises which will tend to build up strong, active boys and girls in order that they may take their place as men and women in the work of the world later on in life.

History for Grade XI

GRADE XI MATRICULATION—GENERAL HISTORY

II.

The Empire of Philip II.

In 1556 the Holy Roman Emperor Charles V, of the "Illustrious House of Hapsburg," his great mental and physi-

cal powers wholly exhausted, retired to end his days in the calm of a Spanish monastery. He had hoped that his dearly-loved son Philip would succeed to all his dominions and to the imperial

crown, but he had already discovered that Philip's Spanish training made him unacceptable to the German Electors. He had, therefore, used his powerful influence in Germany to secure the election of his brother Ferdinand as Emperor. He had, however, separated the duchy of Milan from the Empire to add it to Philip's already long list of possessions.

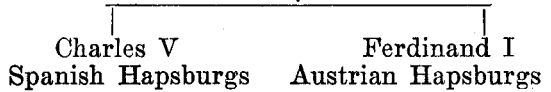
Philip II was sovereign of Spain with its American possessions, of the Burgundian inheritance (the Netherlands and Franche-Comte), of the Aragonese* inheritance in Italy (Naples and Sicily), and of the duchy of Milan.

The following table will explain how so vast an aggregation of states came by a series of ingenious political marriages to form a single empire:

Ferdinand=Isabella
of Aragon | of Castile
Joanna the Mad

=

Maximilian=Mary, heiress
Emperor | of Burgundy
Philip the Handsome



*Peter III of Aragon (1276-1285) had married the heiress of Naples and Sicily.

Philip's Dominating Position in Europe

His vast possessions and great resources made Philip easily the most powerful ruler of his day. Silver poured into his treasury from his American possessions; Spain, united in 1479 by the marriage of Ferdinand of Aragon and Isabella of Castile and the almost contemporaneous conquest of Granada, the last of the Moorish states, was passionately loyal to him even in the gloom of the closing years of the reign, and placed at his service her matchless infantry and unrivalled navy; the Netherlands, with its fine harbors and rich industrial centres, owned his sway; the possession of Milan, Naples and Sicily made him arbiter of the Italian peninsula; he was the logical leader of the Counter-Reformation, a movement then in full blast and threatening to overwhelm the struggling Protestant churches.

Philip succeeded to the greatest heritage that Christendom had ever seen, with universal domination apparently within easy reach: at his death he left his dominions distracted and ruined, his treasury empty, and his country's prestige shattered.

This stupendous collapse was due partly to Philip's character, partly to his methods, partly to his policy, but mainly to the folly of Charles V in leaving the Netherlands to his Spanish instead of his Austrian successor.

Character of Philip II

Philip was born in Spain, brought up in Spain, and after 1559 never again crossed the Spanish borders; he was a Spaniard through and through. His early education was neglected; he was

incapable of appreciating the beauties of either art or literature, and his native Spanish was the only tongue he spoke fluently. He had a distaste for all outdoor sports and exercises; and, though his reign was marked by incessant wars, he never saw service in the field. His lofty destiny had been instilled into him from his earliest years, and he grew up grave and self-possessed. The political instruction that he received from his father with his natural disposition led him profoundly to distrust his councillors and to make his own decision on every point that cropped up. He was firmly convinced that in all he did he was the agent or junior partner of God; to such a pass did long use of absolute power bring him. No blame could fall to him if things went wrong; it was God's interests not Philip's that suffered, for, according to his theory, Philip never consulted his own interests in anything that he did. As was becoming in a person who had something semi-divine about him, Philip cultivated a marvel-

lous immobility of expression, and could listen absolutely unmoved to the news of the glorious victory at Lepants and of the irretrievable disaster of the Armada. In his short hours of leisure Philip was a kind husband and fond father. Of the sincerity and depth of his piety there can be no doubt. He had very considerable powers of mind, a strong sense of justice (except where his absolute authority was at stake), and worked ceaselessly at the business of governing. He very rarely found fault with his ministers, so rarely that when he did, the reproof proved too much for the delinquent who usually died of a broken heart the same day—there are certainly three or four prominent instances of this occurrence. Yet Philip failed ignominiously.

System of Philip II

Much of the blame for this ignominious failure must be laid on Philip's method of government. He developed to a fatal degree that system of centralization which was in the long run to choke Spanish administration. From all parts of his dominions, viceroys, governors, ministers and spies sent their contribution of papers to Madrid. Everything came under the eyes of the king, who toiled early and late at his work in his cabinet at the Escorial, his stately palace on the heights outside Madrid. And here comes into play that utter lack of any sense of proportion that was the curse of Philip's manifold activities. He would keep ambassadors waiting and important despatches unanswered while he spent hours in deciding on the wording of a sentence or on the details of a religious procession. Though Spain produced many men of first-class ability in his reign, Philip regarded all of them with veiled suspicion, gave his full confidence to none of them, and in the end broke their spirits by his monumental slowness. Nothing could be done without his express sanction; his ambassadors and generals alike must sink their independent judgment and let slip many a golden opportunity because they cannot get definite instructions from Philip in time to be of use.

The Domestic Policy of Philip II Spain

(a) Political—

We have already seen that the political unity of Spain had been achieved by the marriage of Ferdinand and Isabella and the re-conquest of Granada by Ferdinand. The wily Ferdinand also introduced a series of measures which aimed at increasing the power of the crown at the expense of the nobles, towns and church. His efforts in this direction met with very considerable success, and his policy was further developed by Philip II. For centuries representative institutions, called the Cortes, had existed in Spain, drawn from the nobles, clergy and towns. But the Cortes had never any legislative power and Philip ceased to keep up the pretence of consulting them in issuing his laws. The sole function of the Cortes was to grant money; and, since the nobles and clergy (being exempt from taxation) had no vote, the power to grant taxes was vested in the representatives of the towns. Owing to the widespread indifference of the Spanish citizens, only 18 towns sent representatives, and even these were appointed by the town councils and paid by the crown; certainly they were in no position to act as a check on the royal power. In financial matters Philip established the rule that, until new taxes had been granted, the old should be considered as having been granted forever and as forming the fixed revenue of the crown. The nobles were excluded from all share in the administration which was in the hands of boards (*juntas*) of lawyers and men of the middle class. On one occasion (in 1588) the feudal nobles of Aragon supported one of Philip's ministers, who had escaped to Aragon from prison, and claimed the right to be tried in the courts of that province. The nobles were in this action defending an ancient legal right of their province. Philip said nothing about taking away their privilege, but he inflicted so fierce a punishment on the ringleaders of the movement that this right was never again made use of in his reign.

(b) Economic and Social—

State interference in industry was very marked and very unsuccessful. The production of merino wool was encouraged to such a degree that agriculture almost ceased in many parts of Spain, and the consequent emigration to America seriously depleted the population of the country; bounties were placed on the construction of large galleys, with the result that no one would build small ships; fixed prices were ordained for everything, and every workman was told exactly how to do his own work. The great resource of

the treasury was a tax of 5% or 10% on an article each time it was sold—on the ox when sold to the butcher, on the hide when sold to the tanner, on the dressed hide when sold to the shoemaker, and on the shoes. These regulations were enforced by a swarm of ill-paid corrupt officials, who wholly frustrated the realization of the idea that lay behind the royal schemes. This economic policy had by the close of the 17th century made Spain one of the two "most beggarly nations" in Europe—the other was Portugal.

(To be continued.)

"The true aim of teaching is one with the true aim of life."

"The root and basis of character is in the heart, in the depths of the sensitive and emotional nature; hence there is no such thing as character-building in teaching which does not address itself to the heart as well as to the head."

"The aims of intellectual education are three:—Utility, discipline, and pleasure."

"In the school, the child should have opportunity for choice at every step of the way. From the teacher he should have opportunity, counsel, direction and encouragement; but from himself must come the initiative which is to produce results."

School News

CANADIAN CLUB PRIZES

The following from the annual report of the Winnipeg Canadian Club will be of interest to the schools of Manitoba:

A.

As in former years, individual and class prizes for proficiency in Canadian history have been awarded to scholars and schools throughout the Province. The successful pupils and schools this year are:

Individual Scholarships of \$20.00 Each

Barney Osteno, Winnipeg.

Olive Bissett, Deloraine.

Class Prizes of Pictures or Books to the Value of \$20.00 Each

St. James School District.

Norwood School District (Tache School).

Portage la Prairie School District.
Deloraine School District.

B.

To recall to memory the outstanding events in the history of Canada and of the Empire, the flag was raised on the Canadian Club flag staff on the following anniversaries:

27th February, 1918—The loss of the Birkenhead, 1852.

11th March, 1918—The entry of the British into Bagdad, 1917.

19th March, 1918—The Relief of Lucknow by Sir Colin Campbell, 1858.

6th April, 1918—The entry of the United States into the Great War, 1917.

9th April, 1918—The capture of Vimy Ridge, 1917.

23rd April, 1918—In honor of St. George, the patron saint of England, and of the winning of the first Victoria Crosses by Canadians.

29th April, 1918—The Rush-Bagot Treaty between Great Britain and the United States, 1817.

24th September, 1918—In honor of La Verendrye, the first white man on the Red River, 1738.

Winnipeg pupils and teachers contributed to Citizens' Christmas Gift Fund for Children of Soldiers Overseas \$2,136.00

FEDERATION OF TEACHERS' ASSOCIATIONS

The Journal has received a copy of the Constitution and By-laws of the Federation of Teachers' Associations of Manitoba. The preamble and the objects as stated below give some idea of the purposes of the Federation. The president is W. E. Marsh, of Belmont, and the secretary, J. M. Nason, of Deloraine. Teachers wishing further information should write to either of these gentlemen. There are many ways of improving the status of the teaching profession of which the formation of the Federation is one. It is no doubt true that the profession of teaching will be strengthened and honored when teachers take themselves and their work seriously. It is unfortunate that teaching is not taken very seriously today; indeed at times one might get the impression that in the opinion of the public Jacotot's paradox was true, namely, "Everybody can teach, and, moreover, can teach what he himself does not know."

The Journal commends to teachers the study of the Constitution and By-laws of the Federation.

Preamble

We believe in democracy and the school as its chief agency.

We believe that the schools have in a measure failed of their fullest attainment and lack responsiveness to the

needs of the community, and that the teachers must find the remedy, if it is to be found.

We believe that servility breeds servility, and that, if the schools are to produce free, unafraid men and women, Canadian citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect.

We believe that the teacher is one of the most productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community—upon whom the future of Canadian citizenship must depend.

Objects

Its object shall be to bring into relations of mutual helpfulness the various associations of teachers throughout the province, and to make combined action possible when deemed expedient; to obtain for teachers conditions essential to the best professional service, to secure the maintenance of a proper standard of efficiency and compensation, the enlightenment of the public as to the possibilities of the profession for community service, the promotion and maintenance of proper educational laws, and, in general, the advancement of the interests of the profession.

WINNIPEG SCHOOL NEWS

The following resolutions adopted by the Winnipeg School Board will be of interest to readers of The Journal. What is true of teachers as nurses in Winnipeg is true of teachers generally.

That the Board, on behalf of the citizens whom it represents, record its ap-

preciation of the spirit of service manifested by so many of the women of the teaching staff in coming voluntarily to the aid of the community during the epidemic of influenza, and exposing themselves, without regard to consequences, to privation and danger in

their desire to save life and alleviate suffering. That it is the opinion of the Board that the presence of such spirit among the teachers guarantees the existence of an influence invaluable in the development of character in the children attending our schools. Carried.

That a letter be written to the parents of Miss Anna Gibson, a valued member of the teaching staff, who died of influenza contracted while giving voluntary service as a nurse, conveying the deep sympathy of the members of the Board to the family in their bereavement and their sense of the loss sustained by the schools in the death of a teacher so competent in her profession and possessed of such a lofty sense of duty.

That the Board desires to place on record its sense of loss to the school service in the death of Miss Ruth Brady, a woman of rare gifts as a primary teacher, who had endeared herself alike to the teachers with whom she was associated and the children over whom she presided with such gentleness and love,

and further, that a copy of this resolution be sent to the family of Miss Brady with an expression of deepest sympathy of the Board with them in their bereavement.

That the following teachers be appointed to positions on the staff under Agreement Form "A", appointments to date from the time of assignment of classes: Misses J. Axelrode, H. R. Wilson, H. Stewart, A. Brady, L. Brown, R. Kernaghan, M. Miller, B. Ferguson, Elizabeth Cruickshanks and Mrs. E. M. Cook.

That in order to promote education and thrift through the opportunity given by the Dominion Government scheme for sale of Thrift Stamps, the secretary-treasurer be authorized to purchase and supply to the principals of the public schools a sufficient quantity of such Stamps to meet the demand created, provided that the funds temporarily advanced by the Board for the purchase of such Stamps does not at any time exceed the sum of \$1,000.00.

The Canadian Bank of Commerce

HEAD OFFICE, TORONTO

ESTABLISHED 1867

Paid-up Capital \$15,000,000

Reserve Fund \$15,000,000

SIR EDMUND WALKER, C.V.O., LL.D., President
 SIR JOHN AIRD, General Manager H. V. F. JONES, Asst. Gen. Manager
 V. C. BROWN, Supt. of Central Western Branches

SAVINGS DEPARTMENT

Interest Paid on Deposits of One Dollar and Upwards

Branches in Winnipeg:

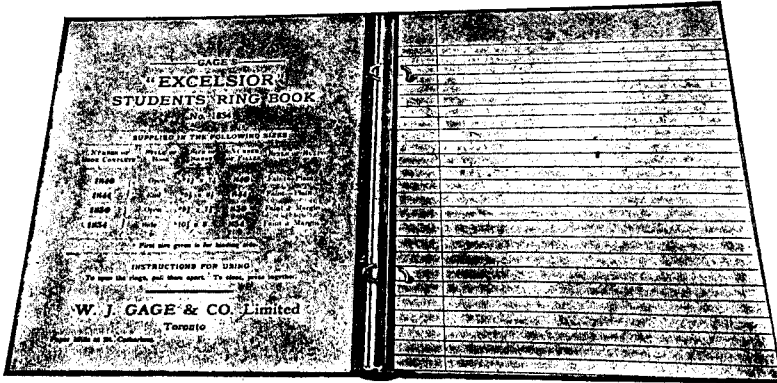
MAIN OFFICE: 391 MAIN STREET { C. W. Rowley, Manager
 C. Gordon, Assistant Manager

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

FORT ROUGE, Corner River Ave. and
 Osborne Street
 NORTH WINNIPEG, Cr. Main & Dufferin
 PORTAGE AVE., Corner Carlton

A Boon to Teachers

GAGE'S "EXCELSIOR" LOOSE LEAF STUDENTS' NOTE BOOKS



CONVENIENT—ECONOMICAL—SYSTEMATIC

A high-grade Loose Leaf Note Book. The metal parts are nickel-plated, and the ring mechanism is the same as used on expensive Price Books. Each book contains a Filler of 50 leaves, ruled both sides.

ADVANTAGES

1. Having in use one book instead of a number of Note Books.
2. Having on file, classified and indexed, all notes on one subject.
3. Being able to revise, expand or discard parts without re-writing the whole.
4. Providing an easily held Note Book in convenient form for lecture room.
5. Enabling teachers to inspect work on detached leaves without retaining books.
6. Permitting teachers to see that notes are properly kept and arranged, not possible with ordinary loose sheets.
7. Saving waste of partly used books.

EXTRA BLACK CLOTH BINDING

- No. 1840. Open end, 50 leaves, ruled both sides, faint, size $4\frac{1}{2} \times 8$.
 No. 1844. Open end, 50 leaves, ruled both sides, faint, size 6×9 .
 No. 1850. Open side, 50 leaves, ruled both sides, faint and margin, size $10 \times 8\frac{1}{4}$.
 No. 1854. Open sides, 50 leaves, ruled both sides, faint and margin, size $10\frac{1}{2} \times 8\frac{1}{4}$.

Extra Fillers Always Procurable.

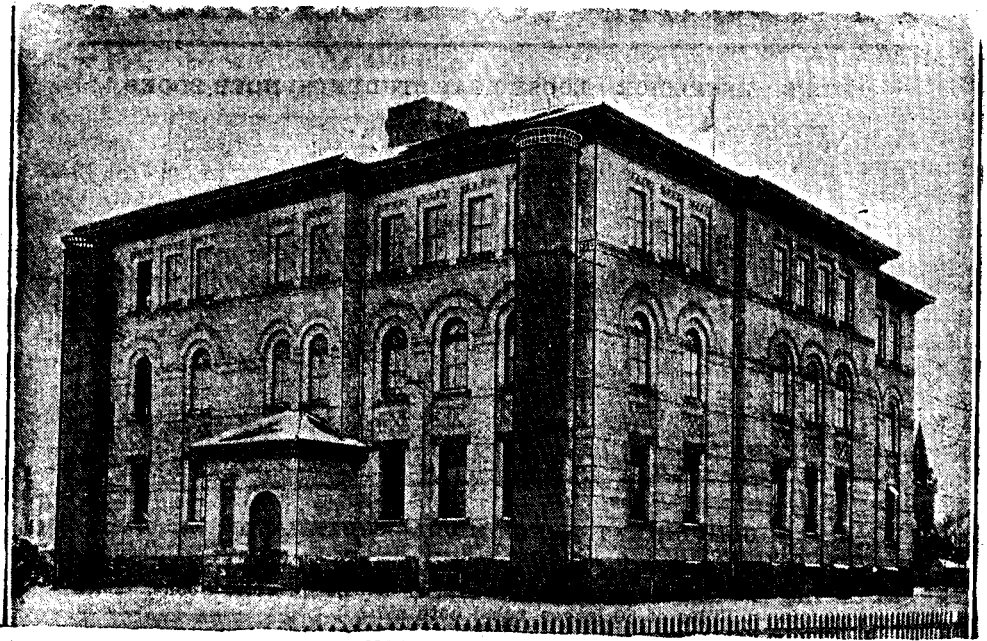
Supplied through the Trade at reasonable prices

W. J. GAGE & CO. Limited

181 Bannatyne Avenue, East

WINNIPEG, MAN.

WHAT VALUE DO YOU PUT ON HUMAN LIFE?



NORQUAY PUBLIC SCHOOL

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

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

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

No Stamping
No Stumbling, No Falling.
Everybody Slides

**KIRKER
BENDER
SPIRAL
FIRE
ESCAPES**

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

Agents for
Sovereign Radiators
Sovereign Boilers
for Steam and
Hot Water

The Vulcan Iron Works, Limited
WINNIPEG, MANITOBA

Kindly mention the Western School Journal when writing to Advertisers

THE HOUSTON CORRESPONDENCE SCHOOL

(JAMES HOUSTON, B.A., Principal)

MATRICULATION, TEACHERS' CERTIFICATES, BOOKKEEPING, SHORTHAND, ETC. WHOLE or PART COURSES.

Solutions of problems in ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, PHYSICS, ETC.

Let us prepare you for that supplemental examination required by the University or the Department of Education.

Write us, stating subjects in which you are interested, giving full particulars as to your present educational standing.

398 VICTOR STREET, WINNIPEG

Telephone Sherbrooke 440

Established 1906

R. LAWSON & CO.

Insurance and Financial Agents

101 Farmer Building

WINNIPEG

C. H. Enderton & Co.

Real Estate Investments
Mortgage Loans
Fire Insurance

228 Portage Ave. Winnipeg

Phones: Main 4138-4139.

ALLAN, KILLAM & McKAY LIMITED

INSURANCE
BONDS
RENTAL AGENTS
MORTGAGE LOANS

WINNIPEG - MAN.

384 MAIN STREET

PHONE MAIN 7600

DAY, MARTIN & PETTIGREW INSURANCE AGENCY

Insurance, Loans and
Investments

300 Sterling Bank Bldg.

WINNIPEG

Ryan Agency, Limited

FIRE - ACCIDENT - LIABILITY

INSURANCE

Fidelity Bonds

603-606 Confederation Life Bldg.

Phone M. 6138

WINNIPEG, MAN.

BRYDGES & WAUGH, LTD.

BANK OF OTTAWA CHAMBERS
363 MAIN ST. : WINNIPEG

FIRE, LIFE, ACCIDENT
PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS

RENTAL AGENTS

REAL ESTATE

PHONES: MAIN 5004-5005

Change of Address

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

WESTERN SCHOOL JOURNAL CO.

Every teacher who is interested in Primary class work
should subscribe to—

KINDERGARTEN AND FIRST GRADE MAGAZINE

the most helpful and instructive school magazine
published anywhere

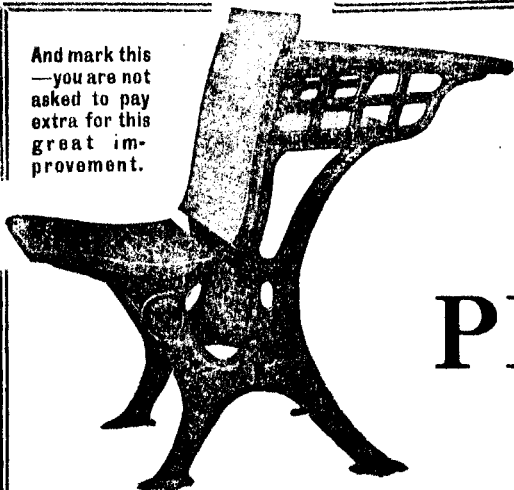
It presents new ideas in pleasing and condensed form and saves your time—
special emphasis is laid upon elementary construction and hand-work —
*it is an ideal publication for all who have an interest in the
training of young children.*

**Price, 20c per single copy,
or \$2.00 yearly (for 10 issues)**

The GEO. M. HENDRY CO., Limited
Educational Equipment - 215 Victoria Street, Toronto, Ont.

Headquarters for Primary Material and School Equipment
of all kinds.

And mark this
—you are not
asked to pay
extra for this
great im-
provement.



NOTE THE NEW
Sanitary Standard

— of the —

PRESTON DESK

This is the most important innovation of recent years in connection with school desks and does away with the fancy dust-catching and unsanitary standards of the old style. It places the Preston Desk on an equality with any sanitary school desk made, with the added advantage of considerably lower price. Write us, stating your requirements and we will gladly furnish a quotation.

The Canadian Office and School Furniture Co., Ltd. - Preston, Ont.

Western School Supply Company, Regina, Sask., Representatives for Alberta and Saskatchewan.