

The Western School Journal

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TORONTO, Ont.

BRITONS BEYOND THE SEAS

God made our bodies of all the dust
That is scattered about the world,
That we might wander in search of home
Wherever the seas are hurled;
But our hearts He hath made of English dust,
And mixed it with none beside,
That we might love with an endless love
The lands where our kings abide.

And tho' we weave on a hundred shores,
And spin on a thousand quays,
And tho' we're truant with all the winds,
And gypsy with all the seas,
We are touched to tears as the heart is touched
By the sound of an ancient tune,
At the name of the Isle in the Western seas
With the rose on her breast of June.

Come let us walk together,
We who must follow our gleam,
Come let us link our labors,
And tell each other our dreams;
Shakespeare's tongue for our counsels,
And Nelson's heart for our task—
Shall we not answer as one strong man
To the things that the people ask?

—Harold Begbie

Winnipeg
April, 1915

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No. 4

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Contents for April, 1915

The Favorites

We are frequently asked for a list of the best books to be read to School Children in the different grades. We asked a member of the Normal School Staff, **Winipeg**, to compile a list for us, which she has done. We will publish it later for general distribution. In the interval we publish this month a short selection of the **greatest favorites** from her list. If the books are desired by post add 5 to 10c extra for postages.

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The Western School Journal

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VOL. X

WINNIPEG, APRIL, 1915

No. 4

Editorial

The Convention

By the time the readers of the Journal receive this issue they will be getting ready to attend the Convention. According to the report the meeting this year will be a great one, and certainly the programme is attractive. The chief speaker will be Prof. Dale, of Montreal. Let us turn out to do honor to a good Canadian. He is said to be one of the most attractive speakers in the Dominion.

The Coming of the Birds

Spring is once again with us. Our little friends the birds have returned to us. Can we not get acquainted with them as they come? Let us make a date with them—that is, let us register the time of their coming. Let us also build houses for them in which they can rear their little families. Above all let us teach the children to protect them. Down in Cuba this year the cattle are dying on all sides because of the ravages of a little insect that was formerly killed by the birds, but which now thrives since all the birds have been killed to furnish feathers for ladies' hats. This is only one illustration out of many. Have you read "The Birds of Killingworth?" Have you noticed that the English sparrows have chased away most of our song-birds? Soon we shall have nothing but the robins remaining with us unless we look after the smaller pets. So again I say, build houses for the wrens and other birds that they may be induced to make their

homes here. Practically every state in the Union across the border has recently taken action for the protection of game birds. They do not allow killing in the spring time. We must help to create an agitation for like legislation in Canada.

A Suggestion for History Teaching

As the world grows older the young people who attend school will be helplessly insane if they are compelled to remember all the facts of history. I think that the boy of ten years hence who has to learn all about the present war will find in that occupation alone enough to keep him busy for the rest of his life. Even now children are groaning because they have to remember so many detailed facts. Now there is no reason in the world why they should be asked to remember all the facts of history. An historical text book should be used for supplying information and inspiration. It should also be used as a book of reference. There is however an irreducible minimum of facts in the form of names, dates, incidents, which should be known by every child. All these facts will be easily remembered if use is made of logical association in presenting them. For instance, if the whole of English history is thought of as five great movements, it is easy to place all the details of the study, and comparatively easy to remember the chief names. The five divisions referred to are, (a) The struggle for the possession of the soil, or

the coming of the races. (b) The blending of races, and the beginning of government. (c) The struggle for political and religious liberty. (d) The period of extension or colonization. (e) The period of internal reform or modern history. Now if the dates of these were pretty firmly fixed and the chief movements for each period, and the names of chief characters drilled upon by constant reference, there would be very little difficulty in fixing permanently fifty names, dates and movements. This is about all that a child should be required to keep in his mind. The rest he could get at any time by reference to the text book. A common method of teaching history too often fails to distinguish between the important and the unimportant. The pupils do not know parts in relation to wholes. They do not see history as the evolution of ideas. If memory is made to depend upon logical association, rather than upon mere repetition, pupils will have no difficulty in remembering what they have learned.

The Soul or a Dollar

"Manual Training for boys and girls must not be measured by the result in material, but by what is left in the pupil of resourcefulness, of self-reliance, of confidence, of integrity, of responsibility, of faith in the dignity of labor."

One might read for a whole year without meeting a statement that summed up in a better way the purpose of education. Though reference is made here to manual training, it might have been made to any other

subject on the school programme. For instance, it might be said of Nature Study, of History or Literature. The supreme end of education is the welfare of the pupil.

To judge how far such a statement as that quoted is in advance of public opinion, it is only necessary to attend a popular gathering at which an address on education is being made. Suppose, for example, a gentleman is lecturing on Nature Study. He points out how certain knowledge on the part of the pupils might lead to the destruction of insect pests. Immediately the cry will go up that this is the kind of Nature Study that should be taught in the schools. Suppose another gentleman were to point out how children might be ennobled by the study of the beauty and design in plant life, and how they might be rendered more intelligent through a study of relationship. His words are taken as so much theory. The first lecturer looked to the saving of dollars, and the second to the development of soul-power. Might it not be in place to ask the well-known question: "What shall it profit a man if he gain the whole world, and lose his own soul?"

There is a real menace today in education. It is the menace of commercialism. It is so very easy to win popularity by upholding the narrow ideals that but few can resist the temptation. There are in reality only two great classes of teachers, those who think in terms of the pupils, and those who think in terms of the subjects of study. The lady who penned the sentence at the beginning of this paragraph belongs to the former class.

The New School

The school house has become a place where children may both play and study; where they may do things with their hands as well as pore over their books.

Special Articles

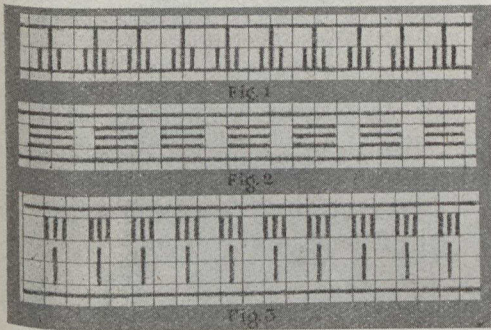
DRAWING, DESIGN AND CONSTRUCTION

Lesson VIII. A Series of Normal Art Lessons for Teachers.

By BONNIE E. SNOW, formerly Supervisor of Art in Minneapolis, Minn.

Squared Paper as an Aid in Elementary Design

Squared paper is one of the mechanical devices used by the designer, to save time and trouble. It is a convenient means of securing accuracy of spacing, rightness of line and parallelism. It may be procured in a great variety of styles, from the paper ruled in inch squares, for use in primary schools, to the cross section paper so indispensable in draughting offices, where the number of squares to the inch is often as many as sixteen. The Prang Gray Cross Section paper is furnished in packages of fifty sheets, in



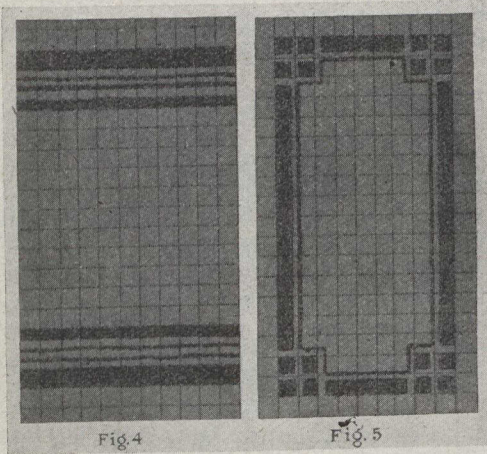
it is usually styled, has become deservedly popular. For first practice, strips one inch wide and six inches long should be prepared for the children. A colored crayon with a well-sharpened point will be more attractive in the eyes of the little people than black. The teacher may draw upon the board several very simple groups of straight lines, such as are illustrated in Figs. 1, 2 and 3. Children should at first copy these groups, and when they have done so successfully, they may be encouraged to invent new arrangements, unlike those drawn upon the board. Many groups should be drawn, and repeated to form borders, before the long marginal bands are added. As the strips of gray squared paper given to the children are only an inch wide, the danger of drawing units too tall is obviated. The illustrations suggest three borders, which would be attractive worked out in black and one bright color, in a decorative border placed near the top of a cover for lesson papers.

Designs for Rugs

sizes six by nine inches and nine by twelve inches. It is ruled in quarter inch squares, and is admirably adapted to first lessons in design. Through its use, all difficulties of drawing straight lines are removed, and its neutral gray color, in middle value, is harmonious with any color or with any combination of colors. It is heavy enough to be used for booklet covers, paper boxes and for many other constructive exercises planned for primary grades. As a straight line decoration, drawn with colored crayons, can so easily be placed upon it, the "gray squared paper," as

Rugs for the doll house may be easily and quickly made if gray squared paper is used as the basis. The ruled lines will keep the bands of even width and the lines straight. The six by nine inch size of paper is a good proportion for the rug, although any size or any shape may be planned, according to the demands of the room or space. Fig. 4 shows a simple pattern of bands of different widths. Black crayon and one bright color, such as orange, green, violet or red, will give a good effect. Here, again, the children should at first draw from dictation, or from the teacher's pattern placed

upon the board, and should afterward be led to invent different arrangements of bands. Discuss with the children the many articles of everyday use that are decorated with bands of color. There are blankets, shawls, rugs, towels, muf-



flers, and many other things that are made more attractive by the use of a carefully spaced and beautifully colored border.

Another kind of rug decoration is shown in Fig. 5. Here, a simple corner unit is used with connecting bands. An inner marginal line helps to give character to the design, and to separate the "field" of the rug from the border. On gray squared paper, this design is beautiful when drawn with orange and black crayons. Or the corner units might be drawn with blue, the connecting bands with orange, and the inner marginal line in black. Red, green and black would make another good combination, and violet, yellow and black still another.

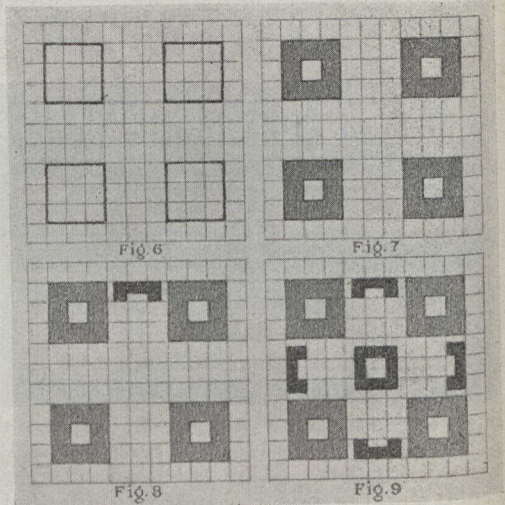
Designs for Square Spaces

Four steps in planning a design to fill a square space are shown in Figs. 6, 7, 8 and 9. The teacher might place these four sketches upon the board, and ask the children to copy these steps, making one drawing instead of four. A four-inch square of gray squared paper will be large enough to make a design exactly like the sketches, leaving one row of squares on two sides to

be trimmed off, after the design is complete. Green and black crayon will give a fine effect, or any other bright color used with black on the gray paper will be good. When Fig. 9 has been neatly copied, the children should each make another design, modifying Fig. 9 so that it shall contain an element of originality. Square boxes may be folded of gray squared paper, and before the pattern is pasted to form the box cover, a design similar to Fig. 9 may be neatly drawn upon the top of the cover. The cover may then be pasted into shape.

Design Motives from Insects

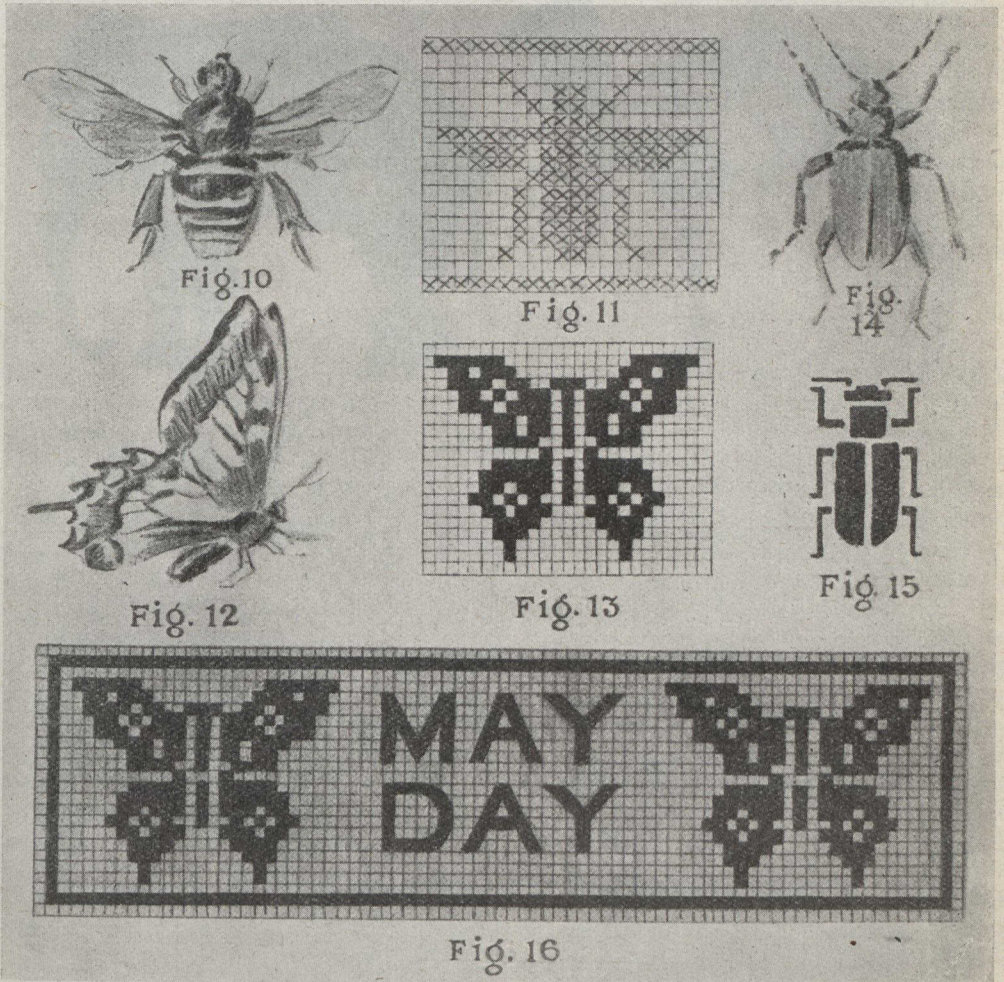
Bees, butterflies and many other insects provide interesting shapes for design motives. If the living specimen is not available, sketches may be made from some mounted collection of insects. After the drawing is carefully



made on plain paper, and studied as to correct proportion, shape, size, etc., it should be drawn again on squared paper, and the curves reduced to straight lines. Certain minor elements may be omitted in this process. Compare the realistic drawing of the bee in Fig. 10 with the decorative sketch in Fig. 11, and see how the realistic or pictorial sketch has been simplified into a few flat shapes, showing no roundness, nor light and shade, nor life-like

effects of any kind. This adaptation of a natural form to make it fit for use in decoration is what we mean by "conventionalizing" nature. Fig. 12 is the naturalistic treatment of a butterfly.

shows a decorative sign or announcement, drawn on squared paper. Black and intense greens and blues would be an attractive color scheme for this arrangement.



Through making a sketch of this kind we learn the natural beauty of the insect, and we see the many adaptations that are possible. Fig. 13 is only one of the several design motives that the butterfly suggests. Figs. 14 and 15 show a naturalistic and decorative treatment of the beetle. Squared paper was used in securing Fig. 15, which might be used as a stencil decoration, applied to cloth or paper. Fig. 16

Designs for Cross Stitch Embroidery

It is an easy step from designs made on squared paper to cross-stitch embroidery. The girls in grammar grades will enjoy using their own designs for work of this kind. The gray cross section paper, ruled in quarter inch squares, may be made usable for such work by ruling lines in light lead half way between the printed lines. This

will give us a basis of squares one-eighth of an inch on a side. Draw in light outline the shape of an animal upon these squares. Figs. 17 and 18 are suggestions. Modify and change

The design is to be worked by counting the stitches or crosses in the design, and repeating them by cross-stitching the canvas with colored cottons (Fig. 20). When the design is

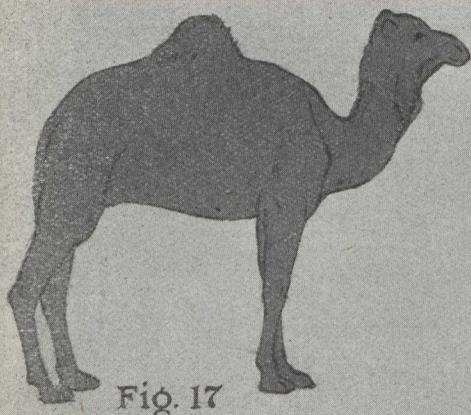


Fig. 17

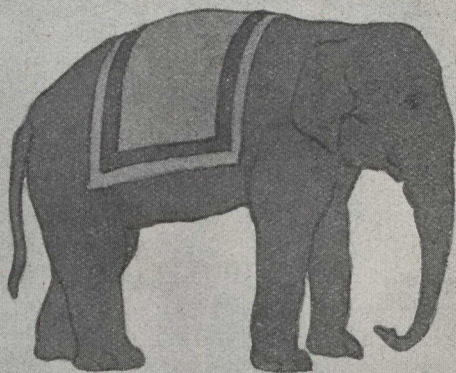


Fig. 18

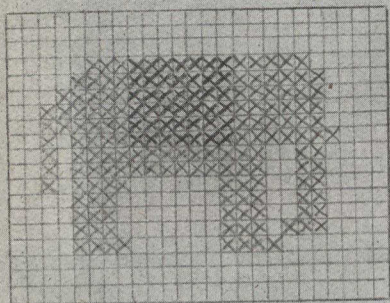


Fig. 19

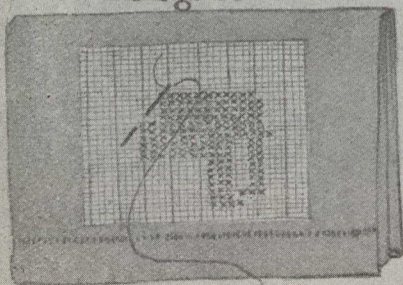


Fig. 20

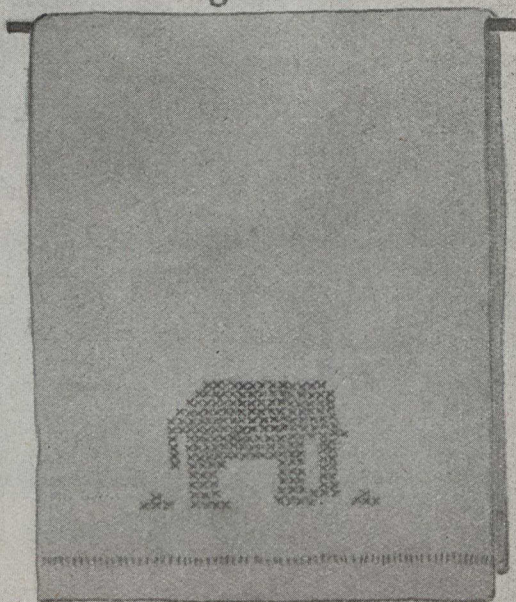


Fig. 21

the outline until the form is expressed by straight lines. Fill the shape with crosses (Fig. 19). Baste a piece of Penelope canvas firmly in place upon the towel-end or other fabric upon which the decoration is to be placed.

completed, the basting threads are cut and all the threads of the canvas are pulled out. The guest towel shown in Fig. 21 was hemstitched and decorated with the elephant design, worked in gray and red cottons.

AN ESSAY THAT TELLS A STORY

The following essay is printed for two reasons, first, because it is well written and gives valuable information. Second, because it is the direct result of an experiment in education. For a number of years night schools have been carried on in the city of Winnipeg, both in the Secondary and the Elementary schools. Those attending the Secondary schools receive vocational training and insight into at least twenty occupations. Any course given furnishes no mean preparation for those entering upon any of these occupations. In the elementary school many classes attend. First there are the foreign born who attend for the purpose of learning English and simple arithmetic. Incidentally these foreign-born are becoming Canadianized. In addition to this there are many English-speaking students who have not been privileged to receive elementary education, and who, after many years, are returning to these evening classes. The writer of this essay is one of this latter class. He had been out of school for probably twelve years. One evening he was sent to attend a lecture on "Explorations in Manitoba." He was then asked to write a summary of the lecture. How many pupils of the ordinary day school Grade VIII could do as well? The composition is particularly striking when it is understood that in ordinary branches this young man would not qualify for more than Grade VI. It will be interesting to teachers to read this essay, and no doubt some of them will get information new to them.

Explorations in Manitoba.

A very interesting lecture was delivered last evening in the Industrial Bureau by Prof. Wallace. A good attendance was recorded. The lecture was given by the Orkney and Shetland Association, and was well illustrated by some splendid lantern slides.

This address was especially interesting to those who have come from the home land to settle and assist in the

great work of developing our western civilization, as many of the Hudson Bay Co.'s most trusted employees who have lived and died in the service of this pioneering company, have been Orkney men. But the subject of exploration in Manitoba is one that closely concerns us all, as Manitoba is the province we live in and therefore we ought to seek to know as much about it as possible.

Manitoba is an inland province almost the size of Germany and noted for its three great lakes, namely, Lake Winnipeg, Lake Manitoba, and Lake Winnipegosis, and numberless other small lakes and countless rivers. Manitoba is generally spoken of as the prairie province when almost the reverse is true, almost three-fifths being rocky, mountainous and very woody. That land which lies along the Assiniboine River and south of it only being prairie. The northern portion of Manitoba covers as large an area as England and Wales. It is spoken of by surveyors as the granite country, as it is very rocky, especially so round the Rice Lake district, where until lately mining operations have been carried on, being stopped now owing to shortage of funds. No railways have penetrated this region at all, except a few small branches of the C.N.R., which is ever struggling northward in the arduous attempt to open and develop the economic resources of this northern part of the province. The country around Lake Dauphin is rapidly becoming opened up. The people are flooding into this very fertile district, the railroads having a good hold there, two C.P.R. and two C.N.R. lines having been built. As for transportation on the rivers and lakes, canoes are not used to a great extent. The Indians are dropping the use of canoes altogether and adopting a form of sail boat which has proven very unwieldy and hard to handle. The canoes are best, though, for surveying purposes, as there is so much portaging to be done, that is carrying the canoes and supplies on one's back when falls

or dangerous rapids are encountered, till such obstructions are passed and navigation is again possible, and then resuming the journey again only to be constantly repeated as the traveller proceeds. You can quite see that this sort of thing would not be at all possible in the case of sail-boats, as a sail-boat would be rather a heavy load to carry on one's shoulders. Prof. Wallace said the day was not far distant when aeroplanes would be used to great advantage by surveying parties, as the work would be done much quicker and with less difficulty arising out of the journey by foot across the terrible muskegs.

Dog sleighs are used in the winter time, a team of four dogs being used to draw the sleigh, one man drives the dogs whilst the other man treads a path on snowshoes about fifty yards ahead. Very poor impressions of Manitoba scenery are obtained around Winnipeg. There is splendid scenery in Manitoba, though nothing quite so grand as the Rocky Mountains, it is indeed lovely. It was always being referred to by explorers as very beautiful. The countless basin shaped lakes fringed on every side by spruce trees, whose green tops are perfectly reflected in the clear waters of the lake; and then there is the Swan River district, with the Swan River flowing through, big ferns growing right down to the water's edge. This portion is really beautiful in the late summer when all nature undergoes a change of color, when the mosquitoes cease from troubling and the horseflies are at rest, the bright autumn tints of golden and red leaves harmonizing perfectly with the gray granite cliffs and the placid waters of the lakes. There is a lake known as God's Lake, though the devil does make a call there once in a while in the form of mosquitoes and other troublesome insects. Indian tepees are dotted along its shores. The animal varieties are found in great abundance near here; the moose are very tame, and the brown bears though numerous are not all ferocious, the young cubs being

easily caught and tamed. For the more fur-bearing animals one must go further north, the mink, elk and caribou being about the only fur inhabitants in these parts. The Hudson Bay Co. are abandoning their old posts in favor of the more northerly ones, where furs are more easily obtained. Lake Winnipegosis, which lies about fifty miles west of Lake Winnipeg, is noted for its quantities of ducks. An expert in the duck line from Massachusetts discovered no less than thirteen different varieties of ducks here. Also the fishing industry is one of the leading resources of this northern country. Whitefish, sturgeon, pickerel, pike, and jackfish are among the most important in the fish industry. At one time the Red River was known to have sturgeons in, but for some reason or other they have sought a more northerly climate, only being found around the Nelson River district now. The fish are mostly caught in winter and conveyed by dog team across the ice on the frozen lakes to their destination. To prevent the fishing industry from becoming exhausted the Dominion Government has placed certain restrictions on the catching of fish and has also built some large hatcheries, which are filled with water which is at the same temperature as the waters of the lakes, and kept in fresh and in constant circulation. When the fish are ready to leave their incubators they are sent through a pipe into the lake to increase the fishy population.

Around Split Lake, and half way between Le Pas and Lake St. Mary's, Shakerism abounds in all its fulness. The Indians there are over religious, they meet every evening and sing till four o'clock in the morning. They used to be fairly well off, but they have sold off nearly all their cattle and seem to have lost nearly all interest in life. The Indians prove very useful as guides, although their word has proven of little value as security. They have a magnificent church there. It is built all of granite boulders. This stone must have

been collected many miles away, as there is no granite around that district; the hauling of this splendid stone must have meant quite a lot of self-sacrifice on the part of the Indians as they are not known for their love of hard work. We also find Galician settlements here, in religion Greek Orthodox. Their churches have a mosque-like appearance, being built with a large dome at the top.

The eastern and northern part is largely composed of granite and limestone, which is the best for building purposes. And then there is the manufacture of gypsum, which is becoming an important factor in the building trade. Shale formation is found nearer south, and it is used extensively in the manufacture of sewer pipes. There is also the salt springs. This is one of the earliest industries of the province. The salt is obtained by evaporation. No vegetation exists around these springs.

Speaking of sunsets, there are some unexampled specimens of rare beauty

to be seen here, although not outrivaling the beauty of the sunsets at home, where it has all the effect of the ocean to set it off. The sunsets are exceedingly beautiful, the soft hazy mist which seems to arise from the prairie, giving it the effect of the sun setting in a fiery sea of glory. In closing, Prof. Wallace quoted the lines of a well known poet of the homeland, describing the beauties of the rocky coastlines in which the poet says although they love the new land of their adoption, they must love their native land best:

“Land of the whirlpool, torrent, foam,
Where oceans meet in maddening shock:
The battling cliff, the shelving holm,
The dark, insidious rock;
Land of the bleak, the tireless moor,
The sterile mountains, seared and riven;
The shapeless cairn, the ruined tower,
Seathed by the bolts of heaven:
The foaming gulf, the treacherous sand:
We love thee still, our native land.”

Stanley Gordon Collier.

A BIRD CENSUS

The following census sent in by Mr. W. G. Scott, of Winnipeg, the most enthusiastic bird lover in Western Canada, is published in the hope that some teacher or pupil may assist in the work suggested.

**United States Department of Agriculture,
Bureau of Biological Survey,
Washington, D.C.**

April 25, 1914.

Dear Sir,—The passage of the Federal law placing migratory game and insectivorous birds in charge of the Department of Agriculture makes it desirable to obtain more detailed and definite information concerning the distribution of bird life in the United States, and for this data we must look mainly to voluntary observers. This Bureau desires to obtain a series of bird censuses, beginning with this summer

(1914), taken during the breeding season, with a view to ascertaining how many pairs of each species of birds breed within definite areas. Such censuses will serve as a basis for determining later whether the present State and Federal laws are effective, and whether game and insectivorous species are increasing or diminishing in numbers. In this undertaking you can materially aid by taking a census of the birds breeding this summer on some area or areas selected to fairly represent the average character of the country in your immediate neighborhood. The ideal tract of land would be one that exactly represents the average conditions of the neighborhood in the proportions of woodland, plowed land, meadow, etc., contained in it. As this idea is practically unattainable, an area should be selected representing fairly

average farm conditions, but without woodland. It should not be less than 40 acres—a quarter of a mile square—nor more than 80 acres, and should include the farm buildings, with the usual shade trees, orchards, etc., as well as fields of plowed land and pastures or meadow.

The area should be selected not only with reference to the present summer's work, but should if possible, be chosen so that the physical conditions will not be much changed for several years; if succeeding annual censuses show changes in the bird population, it will be known that they are not due to changed environment.

What is wanted is a census of the pairs of birds actually nesting within the selected area. Birds that visit the area for feeding purposes should not be counted, no matter how close their nests are to the boundary lines.

It is practically impossible to make this census on the scale of 40-80 acres in a single day. A plan which has been used with advantage for several years is to begin at daylight some morning the last of May, or the first week in June, and zigzag back and forth across the area, counting the male birds. Early in the morning at that season every male bird should be in full song and easily counted. After the migration and the birds are settled in their summer quarters, each male can safely be taken to represent a breeding pair.

The census of one day should be checked and revised by several days of further work, in order to insure that each bird seen is actually nesting within the area, and make certain that no species has been overlooked.

The height of the breeding season should be chosen for this work. In the latitude of Washington—latitude 39 degrees—May 30 is about the proper date for the original census. In the latitude of Boston the work should not begin for a week later, while south of Washington an earlier date should be selected.

The final results of the census should

be sent to this Bureau about June 30, and should be accompanied by a statement of the exact boundaries of the selected area, defined so explicitly that it will be possible 25 years hence to have the census repeated. The name of the present owner of the land should be given, together with a careful description of its character including a statement whether the area is dry upland or moist bottom land, the number of acres in each of the principal crops, or in permanent meadow, pasture, orchard, swamp, roads, etc.; the kind of fencing used, and whether there is much or little brush along any fences, roads, or streams, or in the permanent pasture.

If there is an isolated piece of woodland, conveniently near, and comprising 10 to 20 acres, we should like to have in addition to the size and the exact separate census made of the birds nesting therein. In which case the report boundaries of the wooded tract, should state the principal kinds of trees and whether there is much or little undergrowth.

Still a third census desired is that of some definite area—as 40 acres for instance—forming part of a much larger tract of timber, either deciduous or evergreen. While the number of birds on such an area would be far less than on an equal area of mixed farm land, their correct enumeration will require considerably more care and time.

The above are three kinds of bird censuses considered desirable, and it is hoped that you will volunteer to make one or more of them this season. In this connection we shall be very glad to have a statement from you concerning any changes you may have noted in the bird life of your locality, especially if your observations extend over a considerable number of years.

Should you desire further information in regard to the matter, we shall be glad to furnish it at any time.

Yours very truly,

H. W. Henshaw,
Chief, Biological Survey.

THE WEEKLY LETTER IN THE SCHOOL-ROOM

It has been a rather difficult matter, I find, to choose a subject for the intermediate grades to write a letter on each week. If the subject is left to the pupils, the letter is generally an account of the weather, which, if written weekly, grows wearying.

In grade III., therefore, I found that after studying the lesson about Dilly-Dally, the pupils were pleased to pretend they were Uncle Jack in Switzerland, writing to Dilly-Dally about the country he was in, and the shops he had visited. (We had talked a little about Switzerland in taking up the lesson.) Then, later, they wrote as Dilly-Dally to a friend, describing the beautiful clock Uncle Jack had brought. After the lesson on "Boys and Girls of Japan," they

wrote from a town in Japan to a little white friend, describing the house they lived in, and asking for a return description of a Canadian House, which was written the following week. In the spring, when the pupils have seen the first robin, they like to write a letter to a robin still in the South, telling him of the weather here, the welcome they had, etc., and signing their names—"Robin."

The grade IV. pupils, after studying "Tom the Water-baby," wrote as a water-baby to a land-child.

In writing on subjects like this, the children, because they are interested in "pretending," express themselves freely, and the weekly letter writing is something to look forward to.

THE EDUCATION OUT OF SCHOOL

By W. A. M.

If it is true that education comes through experience, then it is clear that the hours of class instruction are not always the richest in opportunity. The hours of play, and the spare hours of the week may be so employed by teachers and pupils as to yield a wonderful return. They may be hours rich in impression, in thought and expression. They may be filled to the full with life, and that is more than can be said of many hours of school activity.

Among the activities outside of school that in a large way attract young people are camping out, hunting, fishing, sailing and boating, bird study, plant study, collecting, keeping pets, drawing and painting, working with tools, Boy Scout activities, first aid, winter sports, fairs and festivals, drilling, roaming the woods. It is inherent in the nature of boys and girls to desire the physical activity, the freedom, the novelty and inspiration and above all the social experience that accompanies all such activities. The natural versatility of childhood demands experience in most if not in all of the lines indicated.

It is not unusual to find people who in their childhood have been deprived of their rights and opportunities in this respect, and who seem on that account to lack something in human quality. It may be that they are unsociable because they have never known the delight of companionship in early years; it may be that they have no friends in sticks and stones and running brooks; "they may hear no anthems singing from the sea and sky," they may know nothing of the delight of making and creating things; they may never have lost themselves in the pursuit of a hobby, nor grown excited in the chase, nor indulged in friendly rivalry on the field of sport. In short, they may be imperfectly educated and they may show it in their manner, their speech or their actions.

As teachers we are likely to magnify the importance of mere knowledge. There is something of Gradgrind in all of us. It is when we meet some distinctly human person—someone with feeling, intuition, unbounded sympathy and toleration, and above all, the charm

of originality, that we feel the littleness of the work done in the class-room and the greatness of the education that can be given out of doors. And when we hear the sordid money-seeker, the so-called practical man of the world, railing against the course of study in the schools because it is too extensive, when we hear him urge for little children something more of agriculture, and book-keeping and business arithmetic, and something less of music and literature and the study of heroes and heroic deeds, we can but feel that he is lacking in some of the essentials of manhood, that he is betraying his own narrowness and meanness of culture. It is because a course of study even at its best is so altogether mean and insufficient, that we must round it out by a thousand and one activities in which every human being should rightly engage. There was an old fisherman who said he educated his boys by teaching them the art of fishing and the duties of truthfulness and kindness. Was he essentially wrong? The old Persians taught their children to ride on horseback, to tell the truth, and to eradicate weeds. Was it not essentially a wiser course of study than that which would limit attention to the three R's? Our duty as teachers is primarily to do something to develop life and power in the pupils, and if the school does not give all the opportunity we require, we must encourage activity outside.

Now, it is impossible for any teacher to supervise or even to direct all the activities mentioned, but it is wonderful what she can do by encouragement.

Let anyone look back over the list of occupations just given and it will be clear that there are several lines along which every teacher may exercise leadership. Suppose for example a teacher sets the example of making a collection—say of native flowers. Suppose she encourages collections of the same or different kinds from her pupils. When they meet together to compare their specimens and to tell where each was obtained and how it was prepared, or when they go on a quest together, will there not be established a friendship, a

personal bond, that could not have been developed in any other way? Or suppose it is a matter of scouting or hunting or fishing. Well, is there anything else in the whole world that will so draw a teacher to his boys and give him power over them? Incidentally, is there any time during which boys learn so much, or during which they can under wise direction form so many useful habits, and develop so much power of thought and feeling? Indeed it almost seems at times as if the school were the subsidiary educational agency and the real world outside the great educator. Is it not so?

But apart from the great activities mentioned, there are special activities peculiar to the school grounds which have special educational significance. Games and plays are the medium through which many personal and social qualities may be developed—qualities that cannot be secured through efforts in the class room.

There are first of all games for outside and of these many varieties. First of all are the ball games, represented by lacrosse, baseball, football, volley-ball, basketball, tennis, croquet, and kindred games such as hockey, shinny, and the primitive nobbies. In their origin some of the ball games date back to the age of combat, or the age of fear. They belong to the childhood of the world and they yet appeal to children and all who have children's love of activity and delight in conquest. Then come the racing games and other derivations—running, jumping, vaulting, prisoner's base, I spy, hounds and hare, storm-the-fort, pull-away, some of which are more ancient than the ball games, and all probably derived from the activities of the people. Next come rhythmic games and dances, also derived in part from the daily activities of the grown folks, such as spinning dances, and weaving dances, or from religious ceremonial. It is when play and song combine that the exercise represents most of primitive life and has most meaning for developing childhood. There are other outdoor games not mentioned, such as the win-

ter games,—skating, tobogganing and curling and the summer game of bowling, the last two being very ancient. The reference to the origin of games as having great significance is not to be regarded lightly. The view of Groos that play is but practice for future adult activities is superficial and partial. True play does not practice what is physically new, and modern industrial activity is always demanding the new; but “it exercises many rudimentary and alavistic functions, a number of which will abort before maturity, but which hoe themselves out in play like the tadpole’s tail, that must be used as a stimulus to the growth of legs which will otherwise never mature.” The non-initiative plays of children are the most spontaneous and exact expressions of their motor needs. If owing to inventions or change of conditions the activities of men were to change, the plays of childhood would remain practically the same. Stage by stage we reenact the lives of our ancestors. That is why our hearts go out to play as to nothing else. It is why play is so much more than gymnastics, also why it cannot serve the same part as gymnastics. “Not only is all musele culture at the same time brain-building, but a book-worm with soft hands, tender feet, or an anaemic girl prodigy is a monster. Play at its best is but a school of ethics.

It gives not only strength but courage and confidence, tends to simplify life and habits, gives energy, decision and promptness to the will, brings consolation and peace to the mind in evil days, is a resource in trouble and brings out individuality.”

There are days when the outdoor games are impossible. Then the teacher must find such activities as—bean bags, crokinole, checkers, chess, jacks, tic-toe, nations, count out, charades, kingdoms, and a few of the well-known ring games which can be played without danger of dust and undue accompaniment of noise.

With regard to these games, and some that are played outside, notably marbles and the pea-nut game,—it is well that the moral effect should be seriously considered. The more one sees of playing marbles for keeps the more one is convinced that it keeps alive in the race something that should have sloughed off long ago. Greed, tyranny, theft, are unlovely attributes of childhood and they are too often fostered through a five-cent investment at the corner-grocery. The spirit of play is its essential feature. For this reason it must be carried on under supervision. The modern playground movement is rich in promise and performance because it recognizes this important fact.

THE MANITOBA THIRD READER

Following the article of the last few months, there begins this issue a series of suggestions for handling the lessons of the Third Reader. Only typical lessons will be taken. The leading thought is that no two lessons can be treated in the same way, and that the same lesson can not mean the same for any two classes.

My Country

Get a statement from the children in which they attempt to set forth the glory of their country in a few short sentences. Then let them compare their

own thought with that of the author here. If they find their own ideas reproduced it will give them pleasure, if they find something new they will also be pleased. Next have them read this poem in such a way as to magnify the greatness and beauty of Canada. It can well be read in concert after it has been read by individuals. It is needless to say that the words should have a meaning. The actual seas, planes, mountains, lakes and rivers should be named to show that the reading is more than word-juggling. After the lesson is read, there is much appropriate after

work. There is time for the reading of parallel selections and for the singing of a patriotic song.

There might also be a post-card display, or a series of talks by pupils on such topics as:—A trip through the Rockies; A visit to the Pacific; A summer on the Great Lakes; With the cow-boys.

This lesson furnishes a good opportunity for word-study. Consider for example the choice of such words as sea, plain, clear as crystal, sweep, vale and height. Even children can be led to appreciate the difference between these and the more common terms.

September

The same idea with regard to preparatory talk may be employed here as in the last selection. Then will come a study of the pictures—one by one. A picture becomes the clearer from being amplified by personal reference. Some children may have seen the corn turning yellow, others may have visited the orchard, others may know the gentian, and so on. The pupils should not only hear the words, but see the colors and hear the sounds. Then will come the oral reading, each pupil giving his thought of the whole selection. Then will come the reading of other selections in prose and poetry. They need not exactly parallel the poem. It would be a good time for instance to read a little of Burrough's chapter on apples, or Bryant's poem to the Fringed Gentian. The afterwork in drawing and in composition is suggested by the selection itself.

The Dog and the Image

Here there is nothing to do but to have the pupils read the story so as to get the thought for themselves. Next they may tell the story in their own words. Then will come the reading. Most stories that contain a moral do not require to have it togged out at the end. With fables of the class here given the standard form is that given in the text. It is a good exercise for children to invent fables of their own to illustrate moral truths, such as

“Idleness is the mother of want; Good manners are sure to win respect; A stitch in time saves nine; If you want anything well done do it yourself; Pride goeth before a fall.” Though the fable of the Dog and the Image has little in itself, it contains a suggestion for much valuable work in oral and written composition. The emphasis should of course be on the oral.

The Hayloft

Here again there must be a recital of personal experience before the lesson is studied. Where children have never had any experience of the kind, they can tell what fun they enjoy most, and then can be informed that the writer of the poem about to be studied spent part of his childhood in the country and that in the poem there is an account of his pleasure in a hay-loft. Then for a change the teacher may read the poem through appreciatively. She may read it through twice or three times. Then will come from the pupils a statement as to their understanding of the selection. If such expressions as Mount Rusty Nail, or Mount Clear are not understood, it is easy to draw a picture and mark in the elevations and depressions, giving them suitable names. Then the poem may be read again until everything is clear. So much for understanding. Next must come the reading, to feel the joy of the thing. There can be pictures of the beautiful meadow, the mowers at work, the wagons with their loads of scented hay, the big loft with its mountains and valleys. Then come the children to play. They name the various elevations; they climb them and roll down again; they enjoy the exercise, the sweet odor. To put this all into reading is to get closer to the spirit of the poem, and closer to the man who wrote the poem. Here again is a selection full of suggestion. There are countless opportunities on the farm for fun and frolic. The children can supply the illustrations if they are encouraged.

The Pea-Blossom

This is a good reading lesson, that is, it furnishes an opportunity for train-

ing pupils in thought-getting. Where the pupils are backward they may get the thought in class, the teacher leading them along section by section. As the thought is gathered it may be expressed in the pupil's own words and in the words of the book. The latter exercise is known as oral reading, and at this stage pupils should have much practice in it. Later on there can be more emphasis on silent reading. When pupils are ready readers the teacher does not require to help them to get the thought. She may tell her class to read the story over at seats, so as to get familiar with it, first as a whole and second in its divisions. When the story is read through and reviewed so as to get the general plan, it can be studied somewhat in detail, section by section, each part being made vivid by questioning and otherwise, e.g., See the pod with the peas in it. Describe. How did the peas feel? What change occurred in the pod? In the peas? In the feeling of the peas? What change next occurred? And so on. As the lesson proceeds the story of sympathy and desire for service will unfold. The peas will be seen to be very like people. What does it mean by saying, "The pod was green, the peas were green and so they thought the whole world was green"? When does a person really make something of his life? What other objects might have been used by the writer instead of a pea-pod? Consider an acorn, a pin, a cent. Write out, or better still, tell a story of any one of these. Have you ever planted peas to see them grow? Plant some in the schoolroom window. Put them in a tumbler under cotton-batting and watch from day to day. Tell about other objects in nature that have made you happy. Tell the story of your geranium plant or your school garden. Here is a picture of a sick little girl and her poor mother. How little it took to

make them happy! Can you read over Part II to show how much the little girl appreciated the plant. There are many nature readers with lessons of like kindred to this. The names are mentioned on the authorized library list and every teacher should have a copy.

Wishing

After silent reading, tell the four wishes. The writer sees a primrose growing. Have you seen one? If not get a picture of one. If you have neither think of some other spring flower like a violet, that grows near the moss and ferns. It is the next best thing. Why did the writer love the primrose life? What is the loveliest flower picture you ever saw in the fields or woods?

As the writer looks from the primrose to the elm-tree, what new wish does he have? Why should he wish to be an elm? What did he like in the elm? Do you agree with him? Where is the most beautiful tree you know? The most beautiful elm-tree?

As Allingham looked into the tree he sees the robin's nest. What wish did that make them have? What is there to be descried in a bird's free life? What do you think of this wish? Is the robin's life richer than that of the elm or the primrose? Read over the three stanzas now to show your three feelings as you imagine yourself to be primrose, elm, or robin. Have you really expressed three different feelings? Try again.

As the writer thought of the bird and its life, what dread possibility arose in his mind? What wish followed? What do you think of this wish? What advantages has the little child? Do you really believe there is no place like home? Read this so as to show it. Now read the whole poem so as to show the changing feeling. A lesson like this should not be spoiled by any after work.

With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive to finish the work we have begun.

—Abraham Lincoln.

COMPOSITION

By B. HODKINSON, Principal Central School, Selkirk

This subject is one that, by the evidence of our annual examinations, requires far more care and attention; to say nothing of the correction of errors repeatedly made, than appears to have been devoted to it.

The requisites for good, simple composition are:

(a) Readiness and clearness of thought.

(b) Some degree of fluency of expression.

(c) Correctness of language.

In most continental schools of Europe pupils are much more assiduously trained in composition than is usually the case with us, and, as a consequence, they are able to maintain long, continuous oral narrations with comparative ease and enjoyment.

Oral composition should form an essential part of most lessons in every class. The primary object of the teacher should be to encourage freedom, and to avoid checking the flow of thought by substituting without comment the necessary corrections in grammar or in the choice of words.

Answers should always be given in complete, but not pedantic, phrases or sentences.

In the special lessons for composition, at any rate in the lower grades, the work will also be chiefly oral, and although the exercises will, or should generally be short, to allow of practice for as many children as possible, some lessons should be set apart for narration at length. To avoid repetition of the teacher's language, it will be well sometimes, to set up pictures or objects before the class, or to suggest some familiar operation for description. This, too, will of necessity bring out the pupils'

Powers of observation and Imagination.

Grasp of Language.

Ability to Describe and Narrate.

In the written exercises, correction will need more and deeper treatment. With skill and ingenuity, there will be

no difficulty in correcting all the errors during the lesson in the lower grades, in the higher grades as little as possible should be left for future revision.

Some of the written lessons should have the definite purpose of building up, little by little, by practical illustration, an appreciation of the laws of grammar. Grammatical terms will, however, always occupy a subordinate place, and only be introduced in so far as they are necessary to fix ideas already fully realized. In all grades, from the lowest upwards, lessons should be devoted to sentence making in order to teach either (a) "Variety of construction," or (b) Development by means of enlargements and extensions, or (c) Combination in compound or complex sentences.

The lessons in analysis given in the higher grades, should aid the pupils in realizing the force, fitness and grace to be gained, by (a) A judicious arrangement of the parts of a sentence; (b) A proper subordination of clauses.

When the teacher has indicated the idea to be expressed, the pupils might be encouraged to state it in different forms and trained to appreciate which sentences are better, and why. A good stimulus to this plan is found by placing the sentences given by the individual pupils on the blackboard and thus form if possible a continued narration. The plan works well in an oral lesson and I would strongly recommend it, as, under the guidance of a skilled teacher, both point and continuity are maintained, and the reproduction thus obtained stamps its own mark of merit on the result, lending both appreciation and encouragement to both pupil and teacher.

Careful graduation is essential at all stages; it is sometimes lacking between the making of a sentence and the development of a theme, more frequently between the former and the composition of a narrative. After the sentence comes the paragraph; the next object after sentence practice will therefore

be to bring out the higher unity of thought in the paragraph. The observant teacher will have found by experience that the narrative interest is naturally strong in the majority of children, and this knowledge will suggest that the first attempts in extended composition should be made in this particular field. The preliminaries will deal with:—

- (a) The orderly and complete sequence of ideas.
- (b) Characteristic touches of detail.
- (c) Aptness of expression.

The aim of the pupil should be, not to remember words, but to find expression for the thoughts arranged in his mind. Here again, the oral lesson—used to this end—will be found to be of incalculable benefit.

Theme writing is essentially and distinctly more difficult than narrative.

The first necessity here will naturally be knowledge, and the second arrangement.

Given something to say, the next step should be to plot out the various divisions of the subject under brief heads in suitable order. This will bring the pupil into an attempt on his work with a due sense of form, and with some clearness of thought. Each point will be fully developed and completed before proceeding to the next, and at every stage he will have a definite aim which ought to be effective in checking loose, inconsequent writing.

Broadly speaking, I would advise two varieties of theme writing in all grades above VII to be practised.

First, the incidental theme, arising out of Geography, History, Nature-

Study, the set Literature, or other knowledge the pupil possesses—these would thus need no special preparation, and at the same time would give the pupil a certain amount of self reliance in his or her own powers.

Second, the "Special" theme on a subject of paramount importance which requires more careful preliminary study. This latter should be written at considerably greater length, and should approximate more nearly to the standard of an essay.

The chief faults in extended composition are:—

1. Absence of order in the course of thought.
2. Excessive use of conjunctions.
3. Misuse of pronouns.
4. Break in tense.
5. Repetition of ideas.
6. Omission of detail.
7. Lack of development by
 - (a) Means of full statement.
 - (b) Clear explanation.
 - (c) Apposite illustration.

Pupils in the higher grades again, should be also practised in the converse of theme writing, that is, they should learn to write in clear connected form, terse abstracts of the pertinent facts contained in a chapter of History, Geography or Literary work, preferably one of those prescribed for the year. With regard to what I term the commercial side of composition, i.e., Letter Writing with proper headings, etc., and its attendant exercise of addressing envelopes in a proper manner, I have not dealt in the least, as I think that these can be fully taught by constant practice and transcription.

NEW ZEALAND

The Teacher and Teaching.

The subject of how best to train the teacher is one which has occupied the minds and thought of New Zealand's educationalists and statesmen to a very great extent, and the system now in operation is of some years' standing.

The future teacher matriculates from

one of the High Schools and applies for a position in the district in which he wishes to serve. When he receives his appointment, he begins his duties as a pupil teacher, in which capacity he serves for two years. During this time he teaches in the room and under the supervision of a certified teacher usu-

ally in the room where his services are most required, and each day he continues his own studies under the tutelage of the Principal of the school. And usually at the end of his pupil-teacher-ship he gains his teacher's certificate, which is known as the D certificate. The examination which awards this certificate is set by the Department and is the same throughout the Dominion, a doctor's certificate of physical fitness being required before the certificate is granted.

The student then proceeds to one of the Normal Training Colleges of which there are four—two in the North Island and two in the South Island.

Students living in the country may go to whichever Normal they choose. Here he spends two years, during which time he receives \$150 a year if his home is in the city and \$300 a year if living away from home. This is paid by the Department, which also gives each student in training the opportunity of attending university classes, by paying his fees in at least two subjects at the university in the city.

By taking advantage of these classes every student may leave the training college with his C certificate, which is the next highest teachers' certificate, and if he so desires may have the first section of his B.A. Some students try to take first year extra-mural classes before going into the training college, in which cases they leave the normal with B.A.

For the C certificate there is a good choice of subjects, but "The History and Principles of Education" and English are compulsory. Other subjects usually taken are mental science, physiology, hygiene or agriculture, botany and one of the languages, Maori, the language of our natives, very often being the one chosen. In the training college itself there are first-class instructors in physical culture, singing, elocution, agriculture, domestic science and sewing for the girls, and wood-work for the boys, and several classes in the School of Art are free to them. I think this shows that the Depart-

ment of Education is doing all in its power to have a class of educated men and women in its service.

Our student is now ready to take charge of a school or a room, and the inspector of the district where he has taught, classifies him according to his opinion of his work as a pupil teacher. The lowest classification is 5 and the teacher works upward to 1, receiving promotion according to teaching ability and length of service. A student therefore usually leaves the Normal classified as a D 5 or C 6. It is possible for the student to enter the Normal direct from the High School without having been a pupil teacher, but this always counts against him in future appointments, preference being given to an applicant who has had training as a pupil teacher.

Vacant positions and their accompanying salaries are advertised by the Secretary of each district, usually at the beginning of the month, and applications are received by him from all teachers wishing to fill these positions. These applications with enclosed testimonials are placed before the Education Board at its next meeting—the relative suitability of the applicants for each separate position is discussed, and usually three or four names are placed on a list, the inspector placing them in order of his preference. This list is sent to the committee of the school which requires the teacher, and the committee has the privilege of choosing from the list, though it is usual to accept the one whose name has been placed first.

The schools are graded according to the average attendance and are staffed accordingly, the largest schools having perhaps fourteen certified teachers and twelve pupil teachers. Each position in the school carries its own fixed salary, and has its own maximum and minimum. No teacher receives less than \$500 even if teaching without a certificate.

A teacher straight from the Normal receives the salary of the position to which he has been appointed—he is

not forced to begin on the lowest salary. I think it is best for a young teacher to begin as an assistant in a town or city school rather than as a head teacher in a country school. In the city he has the advantage of being among other teachers, of comparing work, of hearing work discussed and of having a head master who is usually a man well up in his profession, and who is, as a rule, of the greatest help and assistance to his staff. In this way, his teaching should improve, and in a little while he will be more fitted to take charge of a country school.

Our schools are visited twice a year by our inspectors. The first visit is unannounced and is paid really to the teacher. The inspectors watch us at work and it is largely on their observations during this visit, that they give promotion—raising a D 5 to a D 4, a C 3 to a C 2, and so on. This promotion is later gazetted by the Department. The second visit is announced about a fortnight beforehand, and this time the inspector takes charge of the class, finding out from the class what has been taught and judging, from the results, the efficiency of the teaching. A teacher, especially a young teacher, may learn a great deal during these visits, especially in the matter of skilful questioning. After this second visit the chief inspector sends in his report on the work of each teacher, and of the school in general. Later the report is forwarded by the Board to the school, and each teacher then knows the inspector's estimate of his work.

The schools are divided into two departments—an Infant Department, which corresponds to grades 1 and 2 here; and 6 standards.

The Infant Department is always in the charge of the most experienced and highest salaried lady teacher on the staff. The number of her assistants depends, of course, on the number on her roll. In a large school she would have certified assistants as well as pupil teachers. The headmaster has the power of placing his teachers as he considers best for the school. Thus, if one

of the lower standards is unusually backward or dull, he may think it best to put it in the charge of one of his senior teachers.

We are struck by the small percentage of men teaching here. We in New Zealand think that the profession does not attract a sufficient number of men, and yet I should think that about 40 per cent. of our teachers are men. I have never known a school of more than two teachers to have a lady as a principal, and in the city schools it is usual to have the headmaster and two assistant masters, as well as one or two male pupil teachers, the men having charge of the cadet drill.

We have no supervisors. The teachers teach all their own sewing, singing and drawing, which are all compulsory pass subjects of the teacher's examination. We also teach our own physical drill, the same syllabus being in use there as here.

Our school year begins in the first week of February, and closes about the middle of December, in time to allow teachers to get to their homes for Christmas. The year is divided into three terms, with holidays after each—the long holidays being the latter part of December and all January, our midsummer months. A syllabus of work is arranged by the Department, and at the beginning of the year the headmaster makes out a scheme of work for each class, for each term, and at the end of each term he examines on this work, allotting marks in all pass subjects to each child. At the end of the year the children are promoted on the marks earned in these three examinations. Thus no child can hope for promotion unless it attends regularly and works earnestly and well, and the children all know this.

All children who pass their entrance examination before they are 15 get free education at the high school for two years, so that it is very seldom that we have a pupil over 15 in our primary schools. At the end of this two years of high school, the pupils must satisfy the teachers that they are making good

before a continuation of free tuition is granted.

Attendance is compulsory, a child being required to be present every time the school is open, unless he himself is sick. Cases of bad attendance are reported to the truancy officer, who investigates the cases and brings them before the court, which fines parents who have been negligent.

Each month a school journal of reading matter is issued by the Department, and a copy placed in the hands of every child in the Dominion. This journal is issued in three parts—junior for standards 1 and 2, intermediate for standards 3 and 4, and senior for standards 5 and 6. These contain articles suited to the grade, on matters of interest—local, geographical, historical, etc., and are read in school as supplementary reading. The schools are also well supplied with continuous story readers suited to all grades, and which are simple enough to be read and understood without being studied in detail as the class reader is. This extra reading adds to the vocabulary, improves composition and nurtures a taste for reading which the stiffer and more difficult matter in the class reader might not induce. Spelling we study from the class reader. We long ago gave up the teaching of spelling from a list, except in standard 6. Word-building is used as an aid to spelling in all classes up to standard 4, and at the end of the year the child is expected to be able to spell every word in his class reader. The words are picked out from the context; thus the spelling, the meaning and the use of the word are learned at one time.

Arithmetic is a much heavier subject at home than here. The decimal coinage is so simple, and you have simplified the weight table by using 100 instead of 112 lbs. to the cwt. and 2,000 instead of 2,240 lbs. to the ton. Only those who have toiled to teach $\frac{1}{4}$ d., $\frac{1}{2}$ d., $\frac{3}{4}$ d., the changing of these to pence, of pence to shillings and of shillings to pounds—that 20/ make £1, and 21/

make a guinea, can know what a boon and a blessing are dollars and cents. It takes a while for the average child to become proficient in money work; but the poor dull child! and the poor teacher! When you begin money rules you find dullness and stupidity where you have never suspected it before.

The child begins to learn formal grammar combined with composition in its third year at school. Our children in standard 1 are taught what a sentence is and how to make one, and are expected to write correctly a few simple sentences about some familiar subjects, and to pick out the naming and telling part of their sentences. Usually, too, they are taught what a name word is, and we find that this subject is one of the favourites in these grades—the children taking a real pleasure in finding name words and naming parts in the simpler sentences of their readers. No technical names, of course, are taught till later on.

The syllabus requires all the standards to memorize and recite a set number of lines of suitable poetry. The teacher chooses the poem, interests her class in its author, studies it with the class, explaining any difficulties or allusions, and then teaches it as a recitation.

In the teaching of writing we aim at legibility, neatness and style. We have been interested for a long time in muscular movement. We have read of it and seen examples of it in magazines, etc., and on arriving here were anxious to see it in practice. But I must say that we are disappointed. I have taught, for longer or shorter periods, in eleven different schools in New Zealand and have seen the work from still other schools, and I have taught in only one school here. I don't say that you won't find any poor writing in New Zealand, but I have never seen such untidy book work and such badly formed, illegible writing as I've had to put up with here. You certainly gain speed; but as far as I have seen, it is gained at the sacrifice of all

neatness and care. And this careless haste seems to be reflected in other subjects. We are all agreed on this point.

Singing, we teach from the tonic-solfah. The syllabus does not require the staff notation, though I have known teachers to teach it. I think the combination of both methods is good. We teach a great many breathing exercises and voice-production exercises in connection with our singing. These are begun in the lowest grades and continued throughout, in form suited to the age and development of the class.

Our teachers, recognising that union is strength, have formed a union known as the New Zealand Educational Institute, and having a branch in each educational district. Each district branch holds a meeting once a month. At these meetings papers are read on different branches of school work or on matters of importance to teachers; discussions are held and recommendations for improvements are made to the executive of the New Zealand Educational

Institute, at whose annual convention these recommendations are discussed in an assembly representative of the teachers of the Dominion.

I don't know how long the Institute has been in existence, but I'm sure it must be more than 20 years, and it has issued a monthly journal for over 16 years. A copy of this journal is sent to each teacher. On the cover are the words, "Devoted to the cause of Educational Progress," and it has as its working motto, "Educate, Agitate, Legislate," and, following out this policy, has been instrumental in bringing about the Dominion scale of salaries, more liberal staffing and superannuation. It does not always see eye to eye with the Department, and in these cases has no hesitation in expressing itself very strongly. Every teacher in the country has unbounded faith in the Institute, and knows that always the executive and the journal will fight a long and a strong fight for the good of the teacher and the betterment of his condition.

Brandon, Man., Oct. 15th, 1914.

REVISION

By B. HODKINSON, Principal Selkirk Central School

There is no educational principle of more importance than that which insists on the need for repeated renewal and re-impression of mental ideas, if they are to become a very real and lasting possession.

The time which the average elementary scholar spends under good educational influences is woefully short.

No lesson should be given that leaves a result that is not worth keeping.

No teacher can afford to throw time or work away, and, besides, there is moral harm in promoting exercise which

is, or may be, regarded as unproductive.

Although reiteration is essential, the skilled teacher will never give a lesson over again in exactly the same form. He or she will devise new methods of approach, new aspects, new experiments, new illustrations, new groupings, and so add freshness to this very necessary exercise. Such a teacher develops faculty, not in skimming over an extensive field and leaving little trace behind him, but by extracting as much good as he can from whatever he undertakes.

"The pupil, to correct his deed, must see its relation to the school and then must decide to act in harmony with the school."

In the Schoolroom

A WINNING WAY

Gideon Hawley performed a mighty service for the cause of popular education in the state of New York; he was fond of telling a story to illustrate the need of effort to draw pupils to the school:

"I had been in the school awhile one winter, and felt little interest; I wanted to stay out. I told the teacher I should not come any more and he merely said, 'All right.' This decided me and I began to pick up my books. The assistant saw this and mentioned it to the master, who said, 'He says he isn't coming any more.' The assistant called me to him, and said, 'Why, I can't agree to this; I want you in my class; it isn't necessary for you to stay out, I hope.' 'No, sir.' 'Well, then you must keep coming as long as I am here.' That decided me to stay. I would come if the teacher wanted me to come."

In the lives of a great many school-children, the majority probably, their staying in school, their progress in study, their natural development depends on the heart there is in the teacher's way of dealing with them.

There is a great deal in school life and work that is repulsive—there are many repelling elements in the associates that are met, so that there is an absolute need of attraction as well as teaching. Children do not like to go where they are not wanted; they "seem possessed," to use a New England phrase, to go where they are welcome; they will go among bad people because they are made to feel that they are liked.

A lady whose writings are before a wide public, says: "I remember the first day I went to school; I had learned to read at home and it was felt I must have a teacher. A school was opened and I was sent. I ventured to the door.

A lady sat at a table, and turned with a smile to me. I was completely surprised. I supposed I should see a sour-faced person. I sometimes think I loved that teacher as much as I did my mother, I could not be hired to stay away."

What very many lack is a personal interest in their pupils. They are wholly taken up with the subject matter—the geometry, the chemistry; the pupil is a human being, who is, for the time being, to give attention to geometry or chemistry, and that is all. But the human side is larger than the scholar side; and yet no attention is paid to the human interests, the affections, the hopes or disappointments. In many cases the key to advancement hoped for lies in the teacher's comprehending what is going on in that part of the child's mind not reached by the arithmetic or grammar.

There is something in us that can repel, there is something in us that can attract; the teaching process is not complete without an effort to win the pupil over to our standpoint. The teacher stands for a good deal more than $4+6$; or $7-2$, etc. Not only is he to inculcate these, but he is to make it appear that it is better to know them than not to know them; he is to show them that those knowing them are lovelier to live with. The great end of education, unquestionably, is to make the world better; does the teacher exemplify the fact that he is one of the best ones in it—made so by education? Is not this expected of him by the pupil?

While it is certain that goodness always has a winning way, the school-master's kind of goodness cannot always be so described; it is often repulsive.

In a town in the state of New Jersey, there was a small academy that had varied fortunes; the attendance had be-

come so small that the income did not warrant the teacher in continuing his service, and he left. The next applicant was particularly told that he must have "a winning way" with boys, if he attempted to teach there. Under his sway the deserted building was filled, became too small; an addition was made, then another building of equal size, and finally another. Now it is probable that the scholarship under this teacher was equal to what it was under the others; the results of his teaching was not less because he had a winning way. It will be agreed to by all who consider the matter, that a manner that impresses the pupil favorably is a necessary qualification of the teacher.

The great conquest made by the kindergarten never could have been made if its disciples had not had a winning way. The first thing that strikes the visitor in the kindergarten, is the effort of the teacher to attract the child. Very much of the procedure is planned to give an opportunity to the teacher to show the child that she aims at his happiness.

If a journey is made to the colleges, an almost total absence of personal interest of teacher in pupil will be noted; and thus, too, is the institution

marked by "scrapes" that are too often too disgraceful to speak of. President Hopkins, of Williams College, explained them as arising from the lack of the centripetal influence exerted by the family and friends. The student, heretofore, has felt moral and social forces operating on him; there was someone to please, someone who felt a personal interest in him. A student who has had President Harper, of the Chicago university for a teacher, feels at once he is not satisfied with the correct repetition of a declension, but that he has a heart in his breast that wishes him well, that admires him because he is a student in search of knowledge and is trying to do his best.

The old day when the master went round with a whip or a ruler under his arm, has gone never to return; the new day is marked by an extraordinary effort to render the school-room attractive and all the school hours delightful. "Wisdom is better than rubies, and all things that may be desired are not to be compared to it." The new effort is to show that we practically believe this to be true. We cannot make school-rooms and school exercises too attractive.

THE BOY WHO LIVES IN A TENT

A fact story of Morocco, bringing to children ways and customs of little folks of another land
By ROSALIE DE WOLFE

Tsammani is stirring earlier than ever this morning, for it is the day that he is going to drive the donkey to the nearby town with a load of vegetables. He has been often before with his father, but to sell the vegetables quite by himself will be far nicer. So, eager to be off on this new adventure, he hurries into his clothes as fast as possible. At any time this does not take very long, for he wears only a loosely fitting suit of coarse cotton covered with a sort of apron, and on his feet a pair of yellow slippers. No time is lost in wash-

ing his face; water, so this little Moor's mother thinks, is far too precious to be wasted in bathing. As for brushing his hair, that is unnecessary, for Tsammani's head is smoothly shaved except for one tuft of hair left standing on the very top.

Breakfast is just as simple a matter as dressing. Tsammani without stopping to sit down devours a cake made of corn meal and water. His mother ground the meal for this cake herself in a queer, clumsy stone mill made exactly like those that the women of the Old Testament used. Sometimes Tsam-

mani and his brothers and sisters find in their cakes a bit of stone chipped off from the mill, but they think nothing of that. They are perfectly satisfied so long as the supply of cakes holds out and there is plenty of goat's milk to drink.

Tsammani waves a goodbye to the brothers and sisters who today must attend to driving the goats to pasture without any help from him, and climbs upon the donkey's back along with the baskets of vegetables.

Early as it is, there are already some people gathered at the village well, waiting to draw their daily supply of water in the odd goatskin bucket. Tsammani's neighbors like to get their work done before the fierce burning sun of Morocco is too high in the heavens.

Merrily enough the little boy clatters along past the cluster of huts and tents that make up his village. Tsammani likes living in his goatskin tent very much, for it is the only kind of home that he has ever known. His father and mother prefer it to a stone hut, because if the Kaid, the ruler of their district, should make the taxes too high, or if the harvest should be poor, they can pull up the wooden stakes, roll up the skin cover and easily move to some other place. Tsammani is also very well satisfied with his coarse clothing. Even when his father has had a successful harvest and can well afford to buy him a better suit, he doesn't do so. If the Kaid should hear that Tsammani's family were wearing fine clothes, he would at once conclude that the father could afford to pay higher taxes.

As Tsammani nears the hedge that encloses the village, he catches a glimpse of the old man who stands guard with his musket over the village treasure house. The little Moor remembers how, after the corn was harvested and the officer of the Kaid had come and taken a lion's share of it in taxes, Tsammani's father and all the neighbors had brought what corn there was left to be stored in the matamora. He

had peeped into this great hole with its clay covered walls to see the heaps of corn and money before the opening was closed with a stone. Tsammani is very glad that the old man with the musket has been hired to keep robbers away from the village treasure.

Although the donkey is in no hurry, Tsammani reaches the town just as the gates are being unlocked to admit the crowd outside. The townsfolk of Morocco are suspicious of strangers and like to think of their towns as fortresses in which they can lock themselves at night. Tsammani sees a long line of camels laden with burdens of every shape swinging along the narrow, dirty streets. He jogs along behind, finding so much to look at that the donkey is left to choose his own direction.

As it is still too early to expect the best customers, Tsammani gets off his donkey and strolls down between the two lines of booths called the bazaar. The shopkeepers are just opening up for the day; they let down the lower of the two shutters which close their shops at night, and prop up the other to serve as a kind of awning. Tsammani wonders how there is room for the cobbler, so tiny is his booth and so filled with bright colored slippers. Tsammani gazes longingly at the pair of yellow ones to which he is stitching a pair of flaming red soles. He knows very well that he can have no new slippers until the Feast of the Sheep. If Tsammani's father were a rich man, he would fit him out with new garments from top to toe for this great feast, but as it is he must content himself with a pair of new slippers.

Tsammani turns to watch the gun-maker, who seems to have more trade than any of the other merchants. He hopes some day to have a gun of his own and to be able to use it. But it will not do for the little Moor to leave his load too long outside in the burning rays of the sun; the vegetables would soon lose their freshness. So he reluctantly leaves the pleasant shelter of the covered bazaar and once more

he clambers on his donkey. There are more people on the streets now; women hiding their faces behind folds of their loose white robes; handsomely dressed countrymen on their donkeys; and many tall, dusky-skinned men whose comfortable clothes show them to be servants of rich households. Tsammani knows that they are out to do the family marketing, but he does not try to attract their attention. He thinks that very wicked. If it be right a customer will come, he says to himself.

Presently a big, well-proportioned man stops Tsammani and begins to bargain for his load. The servant is satisfied and guides Tsammani and the donkey to the door of the house where he is employed. Taking out a key, he unlocks the door and bids the little Moor follow him through a long, narrow passageway which leads into a courtyard. Tsammani stares with all his eyes, for he has never seen so beautiful a place. There are sweet smelling flowers, a splashing fountain and blooming fruit trees. Tsammani follows his guide through rooms which he thinks scarcely less beautiful than the courtyard. The walls are bare and white, but Tsammani does not miss pictures. He has been taught to believe that they are wicked, too. But there are broad, low divans and soft cushions of silk and satin. In one room on a brass bedstead stands a row of clocks. The servant tells the wondering little boy that his master bought them from an English merchant and that he isn't quite sure of what use they are, but a rich man must have such ornaments in his house.

Tsammani's eyes open so wide at the wonders of this house that the good-natured servant tells him that if he will keep out of the master's eye he may stay a little while and watch the serving of the meal.

From behind a curtain the little country boy sees the slave women carry

a big brass bowl and pitcher into a room overlooking a garden. The master of the house, his sons, and their guests, who are all seated with crossed knees on cushions, wash their hands in the water and then dry them on soft damask towels. Then he sees a servant bring in platters of bread, and a great bowl of steaming chicken. Tsammani has never smelled anything so good. Each one takes a piece of bread in his left hand and with his right dips into the bowl. Another dish follows of more chicken prepared with rice; and then another and another. The country lad had never seen so much food at one time. Finally the slave women appear again with the basin and pitcher, and after the diners have washed their greasy fingers they sip tea from tiny glasses decorated with beautiful patterns in gilt. Tsammani's friend gives him a taste left in one of the cups. He finds it very, very sweet and flavored deliciously with mint.

Before he says goodby to the kind servant, Tsammani has a taste of the chicken, too. As he is being led once more through the long tiled passageway to the only entrance, he catches a glimpse of a little girl who peeps shyly at him from a half-open door in the women's quarters, and he hears the music of a lute that one of the ladies of the house is playing to while away the time that often hangs heavily on the hands of well-to-do Moorish women. Tsammani says to himself that he would not change places with this little girl for all the beautiful home. He knows that in a few years she will be almost a prisoner behind these walls and never be allowed to show her face in public.

Very contentedly, then, does this little Moor from the country jog along homeward, thinking how pleased all the family will be to hear of the good bargain he has made with the vegetables and of his kind treatment in the rich man's house.

WHY THE FLAG FLIES

The flag flew on the Canadian Club pole at the corner of Main Street and Burrows Avenue on February 25th, in commemoration of the birth of John Graves Simcoe, whose work during several years in Canada was considered of sufficient merit by the writers of the "Makers of Canada" series, to justify them in placing his name upon that Canadian Roll of Honor.

The first lieutenant-governor of Upper Canada was Lieutenant-Colonel John Graves Simcoe. He was born at Cotterstock, England, February 25th, 1752, or one hundred and sixty-two years ago, and was educated at Exeter, Eton and at Merton College, Oxford. Through friends of his mother's he was able to purchase his commission as ensign in the 35th Regiment. He entered his military career in 1771 but it was only after his arrival at Boston on June 17th, 1775, that he saw active service, although his ambitions in that direction must have been fully satisfied at the end of the war, October 19th, 1781. He was at the battle of Brandywine, with Tarleton in the various engagements on Long Island and in the Jerseys, at Monmouth, June 27th, 1778, Spencer's Ordinary, etc., etc., and was taken prisoner while lying unconscious at New Brunswick, N.J. At the surrender by Cornwallis, Simcoe was too ill to be present, but over three hundred of the "Queen's Rangers" of which he was in command laid down their arms. Simcoe was sent to New York and thence to England on parole, which brought his military career to a close. His release was signed by Benjamin Franklin, January 14th, 1783.

He was married December 30th, 1782, to Miss Elizabeth Posthuma Gwillam, was elected to represent St. Maw's, Cornwall, at Parliament on November 25th, 1790, and on December 23rd made the only speech that has been preserved in the parliamentary records.

The "Canada Act" which was to divide Canada into Upper and Lower Canada (practically the present Ontario

and Quebec) was introduced by Wm. Pitt on March 7th and became law by the King's assent on June 10th, 1791.

Lieutenant-Colonel Simcoe had taken part in the debates in committee on the Canada Act and it was apparent that he was to be appointed Lieutenant-Governor of the Upper province. He sailed for Canada on September 6th, 1791, with his family, on board the "Triton," reaching Quebec on November 11th. Proclamation of the Act was made at Quebec on November 18th and it became effective on December 26th.

There being no members of the "Queen's Rangers" in Canada, Simcoe's military authority could not take effect until May 28th the following year, nor did he begin the exercise of his official position as lieutenant-governor until another six weeks had passed. There not being in Canada a quorum of the Executive Council (which had been appointed by the home government) the council could not meet. On the 8th June, Simcoe, his family and other members of his council, left Quebec for the west, reaching Montreal nine days later and Kingston on July 1st, where he took the oath of office together with the other members of the Council seven days later. The first session lasted until the 21st, and two days later Simcoe left for Niagara, where they landed on the 26th.

The first session of the Parliament of Upper Canada was opened with considerable formality and display on September 17th, 1792, and continued in session for twenty-eight days, during which time eight useful acts were put into effect.

Five sessions were held at Niagara, over which Lieutenant-Governor Simcoe presided, and it was during the spring and summer of 1796 that buildings were erected at York (Toronto) to which the seat of government was moved that year.

While in Upper Canada, Simcoe made various journeys through the country surrounding the provincial capital, by

this means acquiring an intimate knowledge of the country and the people, the needs, difficulties, possibilities and the conflicting elements, and thus was qualified to present the claims of the country to the home government with confidence.

In the summer of 1796 Simcoe left on a visit to England. Soon after his arrival he was appointed to Santo Domingo, where he arrived in March, 1797, but after a residence of only six months he returned home owing to continued ill health, the climate and the critical

conditions existing in the island rendering his recovery apparently impossible.

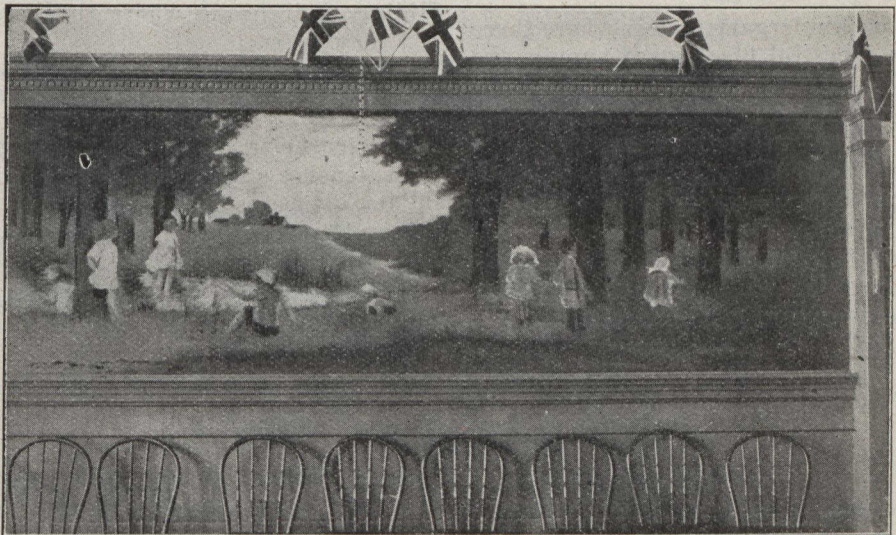
He was appointed commander-in-chief to India in 1806 but before leaving for his new field he was sent on an important mission to Portugal. He had only been in Lisbon a few days when he became critically ill and was sent home on one of the swiftest ships in the squadron, the "Illustrious" man-of-war. He never reached his home, "Wolford Lodge," but passed away at Exeter on October 26th and was buried at Walford on November 7th, 1806.—H.S.S.

DECORATIONS FOR PRIMARY ROOMS

We have been in class-rooms where the pictures were anything but things of beauty. Sometimes those belonging to a former teacher have been left hanging for fear of offending the children.

We have even seen pictures in school-rooms that have been obtained by sav-

terpieces at very reasonable prices, and lists of these may be obtained from any book-seller. The best thing for a teacher to do when she is assigned to a class where the decorations are not in good taste, is to make a clean sweep of them. Then to buy, one at a time, some real



ing up soap wrappers. Old frames have been produced from attics, and the pictures considered "quite good enough to hang in a school."

There is no excuse, in these days, for any teacher having poor pictures. The Pery pictures include many of the mas-

good pictures so that when her turn comes to leave, her successor will not be ashamed to inherit them.

By all means have many Union Jacks in the room. They are bright as decorations, and they mean a great deal to us as Canadians, especially in these war

times. The flag salute should be recited each morning while one pupil holds aloft the standard.

Nearly every month of the year has some special occasion that will serve as a reason for fresh decoration. January bells ring in the New Year. In February the valentines that the children make, are pinned up around the room, and what a lot of sunshine those red hearts can make.

The 17th of March calls for green decorations, not only in the drawings, but in the paper cutting lessons. Booklets with shamrocks cut out and pasted on the cover, are taken home after their purpose is served in the class, to be admired by brothers and sisters.

In April when the grass is coming up, and the buds on trees are expanding, and all Nature is awakening, there is no lack of subjects for decoration.

Empire Day of course calls for special flag decoration. Many of the newspapers print colored flags in their advertisements. These cut out and used at top of all work done on that day make a bright spot of color.

In one kindergarten class where there was a plentiful blackboard supply, the teacher, who was an artist, drew a very pretty summer scene. It has given so much pleasure to the children that they will not allow her to erase it, although it has been on the board for quite a while.

But all are not so gifted. If a teacher is only a fair artist, it is much better to change the pictures frequently.

In the autumn, leaves may be drawn, colored, and cut out, then pinned on the green baize that so many of the classes now have at the back of the rooms, instead of blackboards. Autumn fruits done in the same way, look very well.

Children should be encouraged to put their best work on the board. It may be the writing of a lesson from their Readers, a story, or the making of good figures, but it helps to make the room beautiful, for it represents their best work.

A verse written on the blackboard, with here and there an illustration, looks attractive. Such a verse as the following may be used effectively, for there are many places in it where a drawing may appear instead of a word.

“Under the green hedges after the snow

Hiding their modest and beautiful heads

Under the hawthorn in soft mossy beds.
Sweet as the roses and blue as the sky,
Down there do the dear little violets lie,
Hiding their heads where they scarce
may be seen,

By the leaves you may know where the
violets have been.”

The teacher's table, always facing the class, teaches a silent lesson on neatness or its opposite. Children absorb the atmosphere of the schoolroom unconsciously, and are made better if the whole arrangement of it is artistic and elevating.

PRIMARY LANGUAGE LESSON

Dramatization.

Go from the simple to the complex and to the more complex until you reach a goal.

The easiest way to begin work in dramatization is:

1. Character Sketches—Whisper to child something to be, as a drummer boy; soldier boy; newsboy; messenger boy; shoemaker; seamstress; cook; mu-

sician; teacher; stenographer; animal.

Device: Let pupil go to front of room and act as he says: “Have you ever seen a laddie do this way, and that way?” Let other pupils guess what he is acting.

2. Portrayal of Moods:

1. Crying child.

2. Cross child.

3. Happy child.

4. Frightened child.
5. Lazy child.
6. Lonesome child.
3. Tableaux: From stories: Cinderella; Sleeping Beauty.
4. Dialogue Form.
5. Dramatic Art. (Don't have the same star all the time).

Language.

Lesson on irregular verbs. (For second and third grade pupils).

Form Conversation:

Teacher—You may go to the door.

Teacher—What did I tell you to do?

Pupil—You told me to go to the door.

Teacher—What did you do?

Pupil—I went to the door.

Teacher—What have you done?

Pupil—I have gone to the door.

Teacher—Who was it that went to the door?

Pupil—It was I who went to the door.

It was he who went to the door, etc.

The following verbs may be used:

Break, choose, come, draw, fall, go, etc. Urge frequent use of this method. Do not keep it in singular. Have two or three pupils perform act.

Composition work in dialogue form is an excellent method to teach good English and punctuation.

Have pupils tell story in parts, while teacher writes on board in dialogue form the story as told by pupils.

Another good method of language: Have pupils take a journey. Aim to get definite sentences not connected by "and," as:

Pupil—I went to the city. I saw street cars, hotels, etc.

To teach "can" and "may." Pupil asks the teacher a question, as: May I skate? May I drink? etc.

Have a pupil ask another one if he can do something, as: Can you ride a horse? Can you write a letter?

Have answers in complete sentences. as: I can ride a horse. I can write a letter.—Louisiana School Work.

STORIES FOR DISCIPLINARY PURPOSES

A wise use of the story will prove most effective in cases where discipline is needed. Many little faults, easy to correct if taken in time, but which grow into giant-like dimensions, unless handled in time, may be eradicated by an appropriate use of the story. Every teacher in the elementary grades should have a repertoire of carefully selected stories, with which she is perfectly familiar.

One doesn't have to moralize. Children are very quick to make applications.

If selfishness is beginning to be prominent in a boy's conduct, the story, "True and Untrue," from Dascent's "Popular Tales from the Norse," told in an interesting, effective way, is a fine corrective. For dishonesty, "The Lad Who Went to the Home of the North Wind," would do silent but efficient work. To illustrate the trite saying that "pride goes before a fall," nothing is better than the story of "The Princess Who Lived on a Glass Hill."—Texas School Magazine.

HAVE A "GOOD TIME" THOUGH TEACHING

Can you throw off the stress and strain of your work and have a thoroughly good time? If you can't there is something wrong with you. Of course, there are many different ways of having a good time. You may have

it by losing yourself in the reading of a book which has no earthly connection with school teaching. Fortunate you are if every once in a while some good book takes you by the hand gently or by the collar roughly and leads

or drags you away off from the noise and pull of your daily task. How it refreshes and recreates you! Are you located in a district so commonplace and vacant that you are starving for companionship and social enjoyment? The reading of a few books will fill the year with richness and every day of it with a good time.

Do you like social life—do you enjoy mixing with the folks in their social and neighborhood affairs? If so, you are sure to have a royally good time wherever you may be located. And you can do it in such a way that both you and your work will be the better for it.

Can you make and keep a few real friends in a new community? Such friendship may transform what would otherwise be a dull and lonesome year into a season of solid enjoyment. Noble

companions and friends can be found in almost any community if you have the right kind of lantern to hunt them with.

No teacher can teach a good school unless she is living a happy normal life. If she is constantly bent under the load of her daily programme if she is bored and annoyed by the dull, coarse community into which a cruel fate has thrown her, she can never be a big, whole-souled teacher. While school teaching must be the main thing, it is well for us to lose it occasionally in order that we may find it bigger and better. The teacher who can have a good time ought to have a good school, and her pupils ought to get something out of it over and above "reading and writing and 'rithmetic."—State Superintendent F. G. Blair, in Educational Press Bulletin.

THE NEW TEACHER

Recently a small boy came home to his mother, radiantly happy after his first day in the new class in school to which he had recently been promoted. He had been through as many trying experiences previously as he had passed through grades in school, for he was a headstrong little chap, full of life and fun and mischief. One teacher had pronounced him incorrigible, another vicious, still a third said that he was dull.

But the New Teacher—"Oh, she's a brick, mummy!" he shouted as he burst into the house. "I had my pocket full of marbles. I really didn't know they were there—honest—till one dropped on the floor. It rolled and rolled and rolled, just as if it was alive, down the aisle and stopped in front of Miss B's desk. She picked it up and we fellers didn't breathe, for we knew what she'd do. She'd chuck it into her trash basket like all the rest.

"By golly, she didn't, though! She just turned it round and round in her hand as if she liked the feel of it, and then she said, 'Why, it's a real coffee agate James, isn't it? I don't know when I've seen such a fine one—and without a chip. Don't lose it, my boy. It's sure to bring you luck.'" and then she walked 'way down and gave it back to me.

"Gee! you better believe I got busy at my spelling. So did the other fellers. We're going to ask her to umpire our ball-game next week. She's all right, Miss B is!"

The teacher who is most successful is the one who carries to the little red schoolhouse—not many rules and methods but the ability to put herself back to the child plane and fit in the little gold key of kindness and sympathy that unlocks the child heart.—The Associate Teacher.

The Children's Page

April Rain

It isn't raining rain to me,
 It's raining daffodils;
 In every dimpled drop I see
 Wild flowers on the hills.
 The clouds of grey engulf the day
 And overwhelm the town,—
 It isn't raining rain to me,
 It's raining roses down.

It isn't raining rain to me,
 But fields of clover bloom,
 Where any buccaneering bee
 May find a bed and room.
 A health unto the happy,
 A fig for him who frets,—
 It isn't raining rain to me,
 It's raining violets.

EDITOR'S CHAT

Dear Boys and Girls.—Do you know what the old Easter greeting used to be, the one that corresponded to "Merry Christmas" at Christmas-time? It was "Christ is risen," and the answer came, "He is risen indeed." We do not use the beautiful old form of greeting now. And Easter will be over before you read these words, but we hope you had a happy time on the beautiful day itself and during the holiday week following. Although our poor old world is under a cloud of suffering, trouble and gloom, the beautiful seasons come and go as before, and now that April is here we can feel the hot sun, enjoy the beautiful blue of the sky, watch the buds bursting on the trees, and hear the gentle tinkling of the showers that come to freshen the earth. At night we can look up and see the sky covered so thick with stars that the Indians call this month "The Moon of Starry Nights." We can hear the birds calling to each other; hear the robin's high note from the tree-top.

And later we can look for the crocus and buttercup snuggling in the prairie grass. All the happiness of wakening nature reminds us of those well known lines:

"God's in His heaven,
 All's right with the world."

While we feel the joy of spring ourselves, let us give a thought to those other boys and girls in far-off Europe. To them this spring means some relief from suffering. They will not be cold any more. And perhaps because they are not so cold they will not be so hungry. And to live outdoors or in ruined houses will not be so hard for them, but there is a terrible summer ahead of them, and we must do whatever we can to help them all, because we are so happy ourselves.

This month we have a treat for you, a story written by a Manitoba girl who is now in Serbia. She has written a number of stories of the war time in

English newspapers, and as she is a friend of the Editor's we have been able to print this one for you, and perhaps later we may have another one. This young lady once taught school in Winnipeg; then she became a nurse,

and went over to France to nurse there. When the war broke out she had many exciting adventures, and she has now gone with a Red Cross party to Serbia. We hope you will enjoy this true war story.

PRIZE COMPETITION

In the month of May we are going to make a change. Instead of giving a prize for a story, we are going to give the same prize, \$1.00 for a poem, written by a pupil. Now how many poets have we in the Children's Page? Let us hear from you all—Annandale, Balmoral, Woodlawn, Pierson, Teulon, Vivian, Wellwood, Neepawa, Beverly, Crandall, Virden, Binscarth, Burnside, Otter, Deloraine, Nesbitt, Glen Ewen, and all our other contributors.

We would suggest that you write on "Spring," but if you fancy any other subject more we shall be glad to hear all you can tell us about it in poetry. Try your best, and remember the rules: 1st, neatness; 2nd, your own unaided work; 3rd, your own ideas; 4th, to have the poem in Winnipeg before the 15th April.

The prize this month is won by Margaret Ruth McDonald, grade VI., St. Louis Guilbert, Man.

Honorable mention is given to Beatrice Grantham, Silver Stream School, Mayfield (whose story was excellent, but too long); Walter Tod, Jean Tod, Nora Tod, Gordon Tod, Wilfred Davis, Fred. Tod, Aleta King, Woodlawn School, Norwood; George Wonnacott, Balmoral, Man.; Eunice Grantham, Edith Brown, Eva McGowan, Silver Stream School, Mayfield; Frank H. A. Taylor, Chater School.

We have discovered that through an error we omitted to give hon. mention to Elsie Letterby, of Oak Crossing School, in October. Her story, marked for honor, was mislaid, and was only found this week. It is a good story.

OUR PET OWL, SAMMY

By MARGARET RUTH McDONALD, St. Louis Guilbert, Man., Age 11 years, Grade VI

One evening when my sister was bringing the cows from the pasture, she found a nest of owls in the long grass. She brought one home, and we kept him for a pet. We kept him in a slatted box for the night, and next morning a neighbor said he would make a cage for him. This cage was about two feet each way, with a nice little door and perch. Sammy; as we called our pet, did not like his cage, but would sit on the perch and scold till we let him out, or else came and talked to him. We soon let him out of his cage for the day, and he was quite willing to go back at night. The one that got up first in the morning would let him out, and he would sit on the beam of the outhouse and waken the rest of us by his screams. One

morning I was a little late in getting up, and Sammy was getting hungry. He flew on a tree under our window and scolded till we got up and spoke to him. Then he was quiet till we fed him.

Before Sammy was old enough to hunt for himself we girls trapped mice in the granary and my brother caught mice in the field while at work there. These mice Sammy would swallow whole, head first, and he would roll up the skins and spit them out. He also ate raw eggs, every kind of fresh meat, sweet cakes and sometimes fruit, and he would drink milk as readily as water.

But our cunning pet soon grew tired of captivity and one day he flew away and never came back. I never see an owl but I wish it were our old pet Sammy.

SPARROW FRITZ

In Germany boys are taught to tip their hats to all older people, especially to strangers and to the officers of the town.

One day little Fritz caught a great many sparrows; so many he could not carry them. Fritz filled his hat with sparrows and quickly put it on.

Very soon he met a stranger, but did not tip his hat.

"That's a rude boy," thought the stranger. "I wonder his parents do not teach him politeness."

A little farther on the boy passed the Mayor of the town and one of his officers. The Mayor noticed that Fritz was very impolite.

"It is very queer," he said, "that little Fritz should forget. Go, officer, and see what ails the lad."

The officer turned back and spoke to Fritz, but still he did not tip his hat. The officer seized the hat, and then, to the amazement of all, there was a rush and a whirl and a great number of sparrows flew into the air. The Mayor smiled.

Ever after, when the boys wished to tease, they would call, "Sparrow Fritz, Sparrow Fritz." Now, when a boy in that village forgets to tip his hat people say he must have sparrows in it.

DARCEY'S BROTHER

Somewhere the other day I read an interesting account of the French Foreign Legion, in which so many Americans and English have enlisted since the war began.

It ran: ". the third day, the first English volunteer to die, was James Patter. He was killed by the bursting of a shell, which also wounded two other English lads, the Darcey brothers"

Today I have seen and spoken to the Darcey brothers, in a hospital on the Champs-Elysee, known as "Claridges"—I had entered the ward, and was just beginning to admire the lovely Xmas decorations, when quite suddenly a long and awful yell—loud, deep, and ear-piercing—transfixed me where I stood.

"What is that?" I gasped. A nurse glanced up at the clock—

"Ah, it is just five!" she said calmly.

"The patients are yelling for 'Darcey's brother!'"—and she told me about the Darceys.

To Claridges, several weeks ago, came Darcey, big, blond and handsome, grievously wounded. He waited impatiently while the doctors examined him. He had something which he wished at-

tended to before his wounds were dressed. He told the doctors what it was, slowly gasping for breath, his face bathed in the perspiration of suffering.

His brother had joined the Foreign Legion with him. They had fought side by side until the explosion of a shell had wounded them both. Darcey's brother had been struck deaf and dumb by the shock of the bursting shell, therefore he could not tell anyone that he wished to go to the same hospital for treatment as Darcey. He had been sent on to Normandy, while Darcey himself had been carried, protesting, from the train at Paris. Could not the doctors please send and get him back from wherever he had gone, and put him right in the next bed? Then they could get well together so comfortably.

Now Dr. Murray is a very humane doctor. She inquired into the affair at once, but it took her three weeks to locate Darcey's brother in a little Normandy town.

Darcey's brother was brought to Paris. Pale, thin and tall, he arrived at Claridges at supper time. He came in on crutches and searched the ward with alert eyes for Darcey. He hobbled up to his brother's bed and sat down

on the edge. Darcey sat up, then Darcey's brother took Darcey by the shoulders, and shook him until his bones rattled. He was smiling all round his head—white, even teeth gleaming.

"Old man!" said Darcey, saving his life by grasping the strong brass bars of his bed—for he was not yet quite strong.

Everybody in the ward was smiling and some eyes were wet. Everybody who could, sat up to "look"—then quite suddenly it occurred to everybody that perhaps it would be better manners to appear unconcerned. So they all became deeply interested in other affairs.

In the kitchen, suppers were being served, and soon the supervising nurse began to hear insistent voices at the door.

"Darcey's brother has no soup."

"Darcey's brother has no bread."

"Darcey's brother has no fork!"

Everyone in the kitchen began carrying forks, bread and soup—and when the nurse entered the ward a minute later, where Darcey's brother had been put to bed next to Darcey, she saw on his bedside table, six bowls of soup,

and what looked like a mountain of bread surrounded by an army of forks, while all the "up patients" had gathered around the two beds to watch Darcey's brother eating.

Now Claridges is quite the most interesting of hospitals and the Darceys are quite the feature of Claridges.

"Darcey's brother must hear by Christmas!" said all the other patients; but alas Christmas came, and still the big handsome boy turned sadly away from the piano where he had been trying to hear the jolly ragtime music which the Baroness de Bronoka was playing especially for him. He could not hear a note.

Then the patients put their heads together and arranged for the long and awful yell which had frozen my blood at the door. The yell was fixed to occur at five o'clock. Darcey's brother was not in the secret; but at five o'clock sharp, he suddenly threw his hands into the air. A beaming smile lit up his sad face. He had heard a sound for the first time since the shell burst over him in the trench. The terrific yell had done its work. And now his recovery is an assured thing for the near future.

THE WAR OF 1914-15

When the Crown Prince of Austria was assassinated by a Servian, fuel was added to many hatreds already existing between the several European countries. Austria demanded satisfaction from the Servian Government for the rash act. The Servians said, "Yes, you may look into the matter but you cannot have your officials pry into our private affairs." Austria at once declared war. The conquest of Servia would result therefrom and this would give Austria an outlet to the Mediterranean as she would be head chief in the Balkan States.

Russia could not stand this, she too wanted a share in Southern seas, and as blood is thicker than water she felt

clannish enough to help her kinsmen, the Slavs. Germany on the other hand was bound in a close Alliance to help Austria, and France was tied to support Russia and had hard feelings towards Germany since she lost the provinces of Alsace and Lorraine in the Franco-Prussian war of 1870.

How could Britain now keep out of this life and death fight for power? With the navies of France and Russia crushed; with Holland and Belgium in the grip of Germany, Kaiserism would rule the world. Britain is fighting not only for defence of her provinces and keeping the balance of power, but also for freedom, honor and justice. It was

honor that caused her to come into this war. She knew that Germany had promised to let Belgium remain neutral but when it suited her own selfish ambition the Emperor broke his word and would have crushed everything con-

trary to his ideas if he could, but he cannot. Britain is in the right and is sure to win in the end, no matter how cruel the Kaiser may try to be.

Aleta King,

Grade V., Woodlawn School.

Selected Articles

EDUCATION

It is certain that the educated man and woman must possess a marked tenderness of heart. This must guide the logic and color of the vast stores of information. Education must lead to sympathy, to gratitude, to pathos, to joy, to tears, to benevolence. It is, indeed, leading thitherward, but not in volume great enough, nor with current swift enough. It would be sad indeed if our young men should slight the perfect health of the body, but it seems evident that all our schools should have less of the foot-ball and boat race and more of that kind of learning and study which filled up the past with poets, essayists, historians, and orators. Exercise is worthless when it becomes an ardent pursuit.

The old college course contained much good. It was composed chiefly of Latin, Greek and mathematics. It seems now like a narrow path but there was in it a vast amount of loving kindness. For Latin and Greek are only early means for literature. All literature is one and the same thing, namely: The utterance of the human heart. Let its name be Greek or German or English it abounds in religion, pathos, sympathy, loving kindness. It always has been and always will be the portrait of man's inmost feeling. Those studies were not great because they were Latin and Greek, but because they were literature; that most divine throbbing of the noblest hearts. The modern student should travel through it and through

it until he shall have become as sensitive as the noblest ideals, who adorn its pages. Literature properly is the gallantry of spiritual ideals. There we meet Antigone and Hypatia and Evangeline; there we meet all the dream-faces which have ever stood before the soul of genius; and there we meet such blessed realities as Christ himself.

Recently a citizen of this place, before starting on a short vacation, gave a million and a half of dollars for the public good. To the generous gift was attached a reason more beautiful than even the gift. It was this: "The West has been kind to me." Ah! here comes that answering of the human heart to its world. The blossoming vine was kind to me. It gave me its beauty every summer, and now that it has fallen I will fasten it to its wall again.

Such language and deeds are not for the rich only. Every educated being can give his heart to the world and can say to the earth: "Thou hast been kind to me. I wish to thank the grass, the trees, the blossoms, the seasons for being here when I came and for staying so long." If you cannot sell what you have and give to the poor, since you may have nought to sell, you can lend the world your sympathy; you can pour out upon it your poetry; you can speak to it in art or science; you can carry a soul full of joy or pathos; you can smite its vices and fasten up to the wall its fallen virtues.—Prof. Swing.

School News

CANADIAN CLUB COMPETITION

The following from the report of the Executive of the Canadian Club, Winnipeg, will be of interest:

Your Executive continued the policy of previous years of giving scholarships for proficiency in the subject of Cana-

Gladstone School, Gladstone, Manitoba.

Teulon Public School, Teulon, Manitoba.

Sarahville Public School, Miniota, Manitoba.

Gimli Public School, Gimli, Manitoba.

Following out this award, pictures have been donated to the winning schools or classes, as follows:

Teulon Consolidated School—"100 Years Ago," Nelson picture, Mme. LeBrun.



100 YEARS AGO

dian History to students taking the Matriculation examinations conducted by the University of Manitoba, and also to students taking the Third Class Teachers' examination conducted by the Department of Education. The awards for 1914 were as follows:

Individual Scholarships of \$20 each—

John Yakimischak, Teulon, Manitoba.

Gabrielle M. Dickson, Winnipeg.

Robert G. Knight, Winnipeg.

John A. M. Edwards, Winnipeg.

Class Scholarships of \$20 value each—

Kelvin Technical High School, Room

36.

Wesley College, Winnipeg.



MADAME LEBRUN AND DAUGHTER

Sarahville Consolidated School, Miniota—"The Lion's Cubs," Nelson picture; "Age of Innocence," Sir Joshua Reynolds.

Manitou High School—"The Wreck of the Birkenhead."

Gladstone High School—"The Coming of the White Man—Champlain."

St. Anne's School—"The Coming of the White Man—Champlain."

Kelvin Technical High School—Picture not yet selected.

Wesley College—Picture not yet selected.

(All the pictures were purchased through Richardson Bros.)

Merridale held a very successful concert and whist drive in the Merridale Consolidated Schools on Friday evening, 12th inst., in aid of the Patriotic Fund realizing therefrom the sum of \$70.20.

The pressure on the attendance at the McPhillips school has been relieved by the transfer of the senior classes to the King Edward school; pupils so transferred have been provided with transportation to and from school on the street railway.

BOOK REVIEWS

One of the best magazines that reach the Editor's desk is the Round Table, published by Macmillan & Co., London.

The Round Table is a co-operative enterprise conducted by people who dwell in all parts of the British Empire, and whose aim is to publish once a quarter a comprehensive review of Imperial politics, entirely free from the bias of local party issues. The affairs of The Round Table in each portion of the Empire are in the charge of local residents who are responsible for all articles on the politics of their own country.

Among the interesting articles of this issue are:


The Politics of War—The Dominions and Settlement—The Schism of Europe—Niezsche and the Culture—State—and the articles from Canada, Australia, South Africa and New Zealand.

The articles from Canada deal with war measures and policies; increased production in Canada; finance and war. Although the articles on Canada have particular interest for Canadians, they are not any more interesting and informing than the general articles. Could anything be more to the point than this:

"Those who think that Pacific Islands and other minor Colonial acquisitions will constitute the sole interest of the Dominions in the coming

settlement are making Lord Morley's mistake of thirty years ago—with much less excuse. Canada has no acquisitions in view, but she has entered the struggle as wholeheartedly as ourselves, and will be as deeply concerned in the result.

"The principles which we hope to see applied in it will commit the Dominions as completely as Great Britain, and commit them for all time, unless our partnership breaks down. What we fight for as a united people, we must remain a united people to defend. Whenever an Imperial Conference meets in future to discuss our joint responsibilities in diplomacy or defence, the terms of the coming settlement will lie before it as the basis of debate. Is it possible, then, to maintain that the future of our partnership, and of that unity which the last seven months have so splendidly brought home, will not sooner or later be prejudiced or even jeopardized, if the obligations which we contract in the settlement after the war are not fully understood and agreed to in advance by the representatives of all?"



HOME STUDY

The Arts Course may be taken by correspondence, but students desiring to graduate must attend one session.

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June Examinations

The examinations for Grades X, XI, and XII, will begin on June 8th, and the examinations for Grades VIII, and IX, on June 15th.

APPLICATIONS—Applications for Grades VIII, X, XI, and XII, must be received at the Department **not later than May 8th**. Applications for Grade IX, will be received up to May 24th.

Application blanks for the various examinations are now ready, and teachers should write the Department of Education immediately on receipt of this Bulletin, stating what application forms they require. Teachers are requested to specify the number of blanks required for each grade, and for each course, according to the following list:

- (a) Grade VIII.—Entrance Examination.
- (b) Grade IX.—(1) Teachers' Course.
(2) Combined Course.
(3) Matriculation Course.
- (c) Grade X.—(1) Teachers' Course.
(2) Combined Course.
(3) Matriculation Course.
- (d) Grades IX, and X.—(NOTE: Some few students have received permission to write on Grades IX, and X, and a separate application blank is provided in this case.)
- (e) Grade XI.—(1) Teachers' Course.
(2) Combined Course.
(3) Matriculation Course.
- (f) SUPPLEMENTALS—(1) Matriculation.
(2) Teachers' or Combined Courses.
- (g) Grade XII.—Teachers' Course.

SUPPLEMENTALS—The attention of teachers is called to the requirement that all students in Matriculation Courses (including those writing on a regular grade examination) having to write a supplemental must file a special application on the supplemental blank. Where a student is also writing on a regular Grade Examination, the two applications should be fastened together, and no fee collected for the supplemental.

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Agreements of Sale Purchased Real Estate
PHONES M. 5004 and M. 5005

Science Apparatus and the European War

As all Science-Teachers are aware, Germany has for years been the largest manufacturer of Science Apparatus, particularly Glassware and Chemicals. The War in Europe has thus entirely cut off the chief source of supply for such materials, causing a temporary shortage.

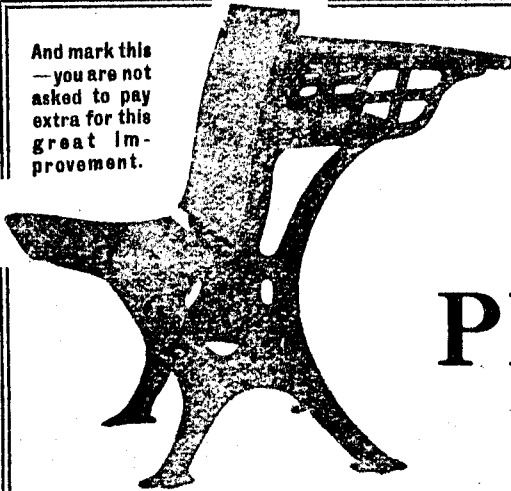
While it will be some time before everything can be satisfactorily replaced—in fact, some articles may never be—you will be pleased to know that we are manufacturing a considerable number of lines right in Toronto, and have located firms in other countries who can supply Apparatus of a quality suitable for use in Canadian Educational Institutions.

We are, therefore, in a position to take care of your requirements, and shall be glad to receive your orders or to furnish quotations. You are assured of prompt and careful attention to your orders, and the utmost consideration in regard to prices.

Make up a list of the equipment you wish to obtain, and give us an opportunity of proving our service. If you have not yet obtained our 1914 Catalogue of Physical, Chemical and Biological Apparatus, write for a copy at once.

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