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**WESTERN SCHOOL
JOURNAL**

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The Bulletin of the Manitoba Trustees' Association

In a word, the chief consideration to which all others are to be subordinated, in the opinion of your Committee, in this requirement of the civilization into which the child is born, as determining not only what he shall study in school, but what habits and customs he shall be taught in the family before the school age arrives; as well as that he shall acquire a skilled acquaintance with some one of a definite series of trades, professions, or vocations in the years that follow school; and, furthermore, that this question of the relation of the pupil to his civilization determines what political duties he shall assume and what religious faith or spiritual aspirations shall be adopted for the conduct of his life.

Winnipeg, Man.

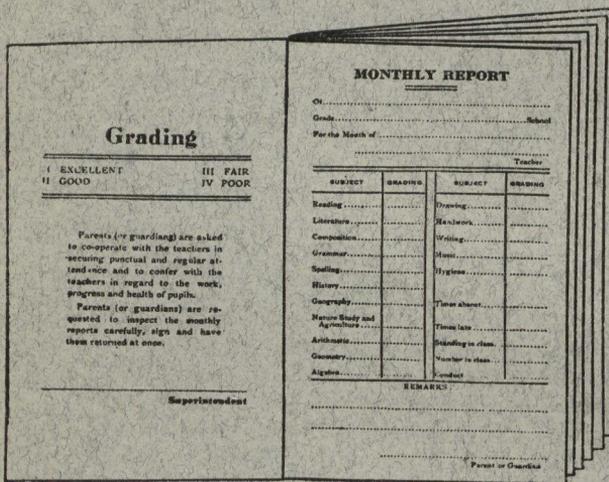
March, 1918

Vol. XIII—No. 3

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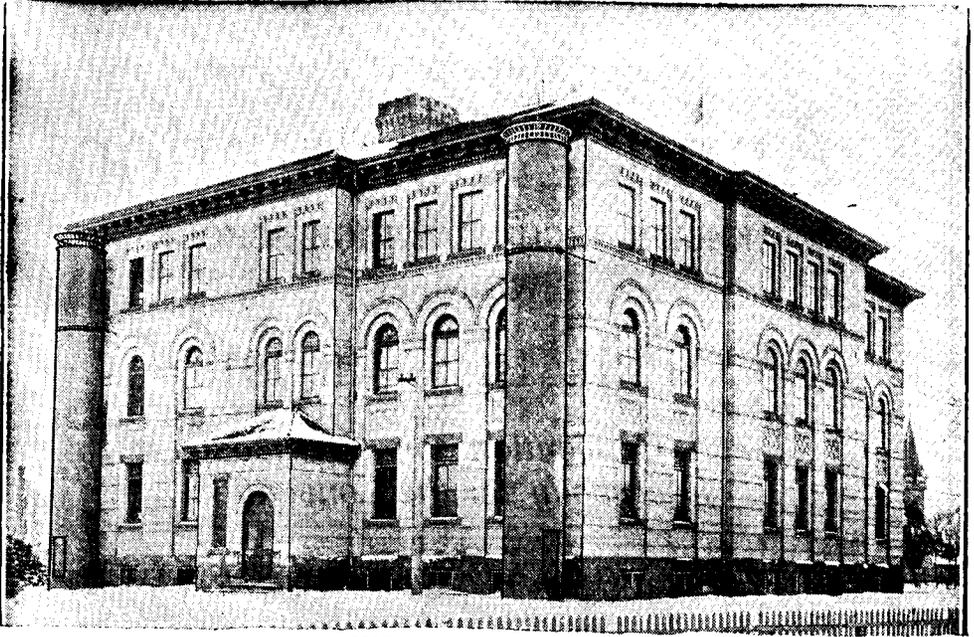
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The Western School Journal

VOL. XIII

No. 3

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be given.

Year by Year

the returns of The Great-West Life Assurance Company become more and more satisfactory.

The essential figures for 1917 are as follows:

Policies issued	\$ 30,309,542
Business in force Dec. 31st, 1917 ...	\$152,643,165
Increase of business in force in 1917	\$ 19,626,717
Total assets Dec. 31st, 1917	\$ 24,385,666
Interest earned on investments over 7 per cent.	

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Head Office: WINNIPEG

The Western School Journal

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

VOL. XIII

WINNIPEG, MARCH, 1918

No. 3

Editorial

Opportunity of the Country School

This month every one has been talking about Abraham Lincoln. He was possibly the greatest man this continent ever produced. He was in no sense a school product, yet he was highly educated. By this it is meant he was well-informed on great issues and capable of exercising calm and unerring judgment, capable also of expressing his thoughts with clearness and precision. More than all this he had a will like iron, and possessed in the highest degree that moral principle which kept him true to his convictions. His character was due to the training in his home and his community, but chiefly perhaps to his own unaided efforts. Thrown upon the world at an early age, he grew strong through struggling. And it is the only way to grow strong. Possessed of the idea that a man must be just, honest and humane at all times, he never stooped to conquer, but he glorified himself by assisting others. He was in every sense a great man, even though he was patterned in no common mould. He had the one thing which counts in a world of real men—he had individuality.

Had he come through the large graded schools of our modern cities he might have missed this. Indeed, had he lived in these days he might have missed it. In the rush and strain peculiar to present day conditions, it is not easy, whether we live in country or town, to grow up alone. We are like so many peas in a bin—each a good deal like his neighbor. Yet if we would attain to power or wisdom or excellence of any kind, we must be capable

of independent action. In a democracy, every one should have some power of self-direction. He should be more than a mere cog in a wheel.

Are our schools encouraging individuality in our pupils? Are they putting a premium on difference rather than upon similarity? Do they, for instance, take pride in a pupil who is a little different from the rest in attainment and aptitude, or do they lose patience with him because he does not passively submit to the course of study and discipline laid down for the mass? Is the country school, in spite of its limitations, not a fairly good place in which to receive an early education—provided the teacher is capable? In the days when everyone is preaching the value of consolidation of rural schools, and rightly so, should we not remember that something may still be said for the little one-roomed school at the cross-roads? For some years yet, we must put up with it, and we can the more cheerfully do so if we realize its possibilities. We shall not find a Lincoln in every rural community, but we may find boys and girls with strong and loving qualities of mind and heart. It is our duty to develop the latent forces in all these. We cannot do it through repression.

The Teachers' Convention

A study of the convention programme indicates that there is much to be gained by attending the sessions. The most distinguished speaker will be Dr. Soares, of Chicago. Those who heard him during his two visits to Winnipeg, agree in saying that he is the clearest and most convincing lecturer on peda-

gogy that has ever come to us from the south. In addition to Dr. Soares there are others who have messages to deliver that are worth hearing. The demonstrations in the various sections will have particular interest for those in attendance.

Our Trustees

It is a fine sign of the times to see the School Trustees of the Provinces meet together in such large numbers at the local and annual conventions. Nothing but good can come out of free and frank discussion of educational problems. The convention in Manitoba this year is in progress and is of unusual interest. Up in Saskatoon over two thousand trustees are having the time of their lives. It is in these days the people are talking.

The Beginner's Viewpoint

When a teacher goes out to her field, she has two constituencies to serve—her little school and her community.

It is the community of tomorrow rather than the community of today that will chiefly better from her services. Many a good teacher will not be fully appreciated until she has left this world.

The best thing a teacher can do for her school is to develop in each pupil the powers and attitudes most helpful in life.

The most helpful attitude is that of service. The school should fit for the service of life rather than the battle of life—unless battle be used in its higher sense.

The service for which pupils should be prepared is as wide as life itself. It includes service in the vocation, the home, the church, polite society and elsewhere. It is as important to have good fathers as good farmers, and as

important to have good mothers as good stenographers.

Mind is more than money,
Manhood is mightier than Mammon.

The two ways of preparing young people for service in any field are by direct training, which aims at knowledge and skill, and by indirect training which aims at character. The indirect training with young children is the more important. "The boy, not the trade, is the aim."

The teacher in carrying out her designs must do both corrective work and constructive work. She must break down wrong habits, tastes and the like, and must build up new ones. Usually the best way to correct an evil tendency is to substitute one that is worthy.

The teacher is not the only force that is operating upon the pupils to develop power and right attitude. For this reason she must be alive to all the other forces and must learn to co-operate with them or combat their evil influence where such exists.

A pupil who is subjected to healthy influences, in school and out, grows in experience and wisdom. He develops, and is happy and contented in his development. Every conscious addition to his stock of information, or his physical and mental powers, every victory over self and over obstacles, every mastery of a tool or of a trade, brings to his soul joy. Real living is delightful. A living school is always a happy school. It cannot be happy unless there are opportunities given within it for pupils to realize themselves.

In every school and every community where real education is being carried on, these are some of the products—knowledge, power, habit, taste, disposition, right conduct, character, practical ability.

She is a poor teacher who thinks in terms of knowledge alone. The end of life is action. Heaven means wider opportunity for service.

Convention motto: "Better teachers for the schools—better schools for the people."

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

TO TEACHERS OF RURAL SCIENCE

No subject in Agriculture is better adapted for presentation to school children than **seed testing**, and in view of the present need for maximum production of food and the importance of seed testing in this connection, it is urged that this subject be presented to your classes during the coming weeks.

The making of a vitality test of some kind of grain by putting 100 seeds in soil in a box or flower pot and keeping it moist but not wet and at living room temperature would make an interesting and valuable piece of home work. The necessity for cleaning out all small, light, and immature kernels from grain intended to be used as seed should be

emphasized. Such kernels are poor seed but valuable feed.

Each rural and village school should form a Seed Testing Club to test the seed grain for the district. Germination tests can easily be made by using blotting paper kept moist and at a temperature from 60° to 70° Fahrenheit. The Department of Education has a supply of Germination blotters for distribution. Full instructions are supplied with each blotter. Teachers may procure from five to ten of these free, and an additional supply at cost, two cents each. Orders will be filled until the supply is exhausted. Apply to H. W. Watson, Department of Education.

IMPORTANCE OF SEED TESTING IN CROP PRODUCTION

The amount of foods, whether meats, dairy products or cereals, that can be produced this year depends on the yields from our fields. All food in the last analysis is derived from plants.

Every lot of grain to be used as seed should be tested for germination now, so that there will be plenty of time to locate a suitable supply should the seed

on hand be found unsatisfactory. If any grain or other seed is purchased it should be examined for impurities. The labor shortage makes weed increase inevitable, but much unnecessary loss results from the introduction of noxious weed seeds through the use of untested seed.

SCHOOL GARDENS AND WAR-TIME PRODUCTION

By H. W. Watson.

In almost every school, children are being encouraged to save food. It would be better still if, in school and home gardens, they can be induced to produce food. They should be taught that vegetables raised at home may save not only wheat, meat and dairy products, but also transportation. To win the war we must as a nation produce more.

Teachers can mobilize the schools of the country in many ways, but particularly for service in "war gardens." They should enlist as "war garden"

workers, instructors and supervisors at the earliest possible moment so that plans may be fully worked out. These captains of the fields should be instructed and trained to take charge of the greater mobilized, yes conscripted army of school children.

Every boy and girl in our high schools and even down to the fourth grade of our elementary schools should be conscripted for service in a greater food production. This army of workers should be divided into companies or clubs, properly officered, equipped

and directed to induce mother earth to produce more bountifully than ever in the past.

The Boys' and Girls' Clubs throughout the province may form the various companies. Each school should furnish a platoon to every one of these comelierly officered by the teacher and other capable men and women of the district. Each school should select the activities and engage in the contests most suitable to the district. The number of activities should be few rather than too varied, the country demands concentrated rather than diversified effort. The teacher should be prepared to illustrate at the school the best means of achieving success in the various activities chosen. The school gardens should exemplify the best means of handling each vegetable, one plot of each.

The teacher should be prepared to rear a brood of chickens, feed a couple of pigs, perhaps even raise a couple of calves on the school grounds as a demonstration for the children. Proper instruction should be given upon each activity, throughout the entire season, but more particularly at the beginning. The teacher may not always be capable, but she can usually enlist the sympathy and secure the assistance of capable men and women of the district. Attention to the school farm should not cease when the holidays begin. The officers should arrange weekly trips for work and observation, in connection with these an automobile run, a pic-nic, a ball game

or a programme of sports could easily be arranged. The volunteer instructors and supervisors should follow up the work to the home farm, visiting the various club members and offering words of encouragement and advice. In centres where several schools form a club there might be a paid instructor and supervisor whose duty would be to visit each member at his or her home two or three times during the season and perhaps at the same time make a judging of the various activities.

Community Gardens.

In many school districts, especially those comprising villages or towns, there may be many children who cannot obtain at home sufficient land for a "war garden." It is quite probable that in such districts there may be vacant spaces of from one to five acres to be obtained and utilized as a community garden. The civic authorities might readily be expected to have this land prepared, and surveyed into sections (four quarters) one-tenth of an acre to each quarter. These plots could be allotted to those boys and girls or even adults who wish to work more land than they possess at home. Greater interest might be aroused and better results obtained if such community gardens were organized somewhat on municipal lines, with a reeve, councillors, road commissioners, weed inspector, etc. By all means let teachers and pupils unite to do their bit by producing during the coming season, to the very utmost of their capabilities.

ROLL OF HONOR

Attention is directed to the List of Names of Manitoba Teachers who have entered for overseas service in the Great War.

Teachers, Trustees, and others who observe any omission or error therein are requested to forward correct and full information to the Department of Education at the earliest possible moment. In the case of those who have fallen, it is desired to secure pictures which may be inserted in the Annual

Report or in the Empire Day Booklet. F. A. Alden, Winnipeg; Bro. J. Arasus, St. Boniface; Wm. J. Arnold, Winnipeg; George Askin, Dry River; Roy Askin, Kelvin; D. Atkinson, Brandon; H. Barr, Brandon; George W. Bartlett, Gladstone; Jack Baldwin, Reston; G. E. Barker, Goodlands; B. Barker; Harold Bearisto, Osprey; Wilfred T. Bewell, Winnipeg; B. J. Bjarnason, Fair Valley; John Bennett, La Riviere; P. B. Bennett, Rosser; A. Black, Bran-

don; Wm. A. Black, Winnipeg; Archie Browne, Manitou; Oliver Brown, Oak Point; R. R. J. Brown, Winnipeg; H. W. Gregor Brown, Spurgrove; T. H. Billman, Winnipeg; C. S. Bryan; S. S. Bryan, Greenridge; Allan S. Bulmer, Swan River; J. S. Campbell, Sinclair; James Hilmes Cathcart, Stonewall; P. Chaballier, St. Boniface; Andrien Cleux, St. Norbert; R. C. Clinch, Ninette; W. H. Clipperton, Winnipeg; C. D. Carleton, Brandon; Roy Catt, Manitou; Walter J. Cuntz, Russell; J. Currie, Brandon; T. R. Curtis, Portage la Prairie; Lewis Dalgetty, Manitou; R. B. Delmage, Virden; J. H. Dietrich, Ebor; John Dixon, Martin; W. A. Dunbar, Napinka; Verne Essery, Harding; Frank Fargey, Manitou; M. T. Fidler, The Pas; E. Foreman, Brandon; Jesse C. French, Treherne; Thos. Gerrard, Brandon; L. A. Grogan, Shellmouth; H. W. Gordon, Dauphin; Geo. Hanley, Brandon; Arthur Hensley, Birtle; L. Hebrard, St. Boniface; James Henderson, Lyleton; G. E. Hocking, Clanwilliam; Louis Hobbs, Winnipeg; J.S. Hollies, Brandon; Arthur Irvine, Treherne; Wesley W. Irvine, Glenboro; J. H. Irwin Macaulay; E. Jarvis, Brant Jennings, Blue Bell; H. Jonsson, Manitou; Edgar J. Jarvis, Winnipeg; A. L. itou; Jonas T. Jonasson, Brandon; M. V. Jude, Winnipeg; Leslie W. Keith, Norway House; Charles Kester, Brandon; W. J. King, Glenboro; Jacob Klassen, Morden; Andrew Kopec, Narol; E. A. Koons, Narol; Joseph Kwiatkowski, Erickson; Emile Leaumorte, St. Norbert; G. Loremy, St. Boniface; Henry A. Lye, West Kildonan; E. Little, Brandon; Jas. F. Lumsden, Winnipeg; W. L. Logan, Winnipeg; J. S. McGeown, Gunton; Joseph McGill, Holland; Joseph McLaren, Brandon; T. D. McMeekin, Willow View; A. McMurchy, Brandon; John McNaught, Pilot Mound; E. S. Mahon, Arawana; W. J. Marsh, Oak Lake; Ralph Mayes, Antler; J. B. Mitchell, Winnipeg; W. A. Moon, Winnipeg; Andrew Moore, Clearwater; J. D. Morrow, Brandon; John W. Morris, Stony Mountain; G. Moxley, Brandon; Ralph E. Moyes, Pearson; J. H. Mulvey, Winnipeg; W. C. Muller, Walderssee; Harold Murphy, St. James; R. Palmer, Winnipeg; R. G. Pannell, Deerhorn; W. M. Pecover, White-water; E. Garnier; Bro. Paul, St. Boniface; W. G. Pearce, Bowsman River; Howard Poole, Carberry; H. F. Reynolds, Elgin; John R. Reid, Winnipeg; William Roberts, East Transcona; Harold T. Rogers, Grandview; Walter Russell, Manitou; R. C. Sargent, Minitonas; A. M. Simpson, Brandon; Wm. Skidmore, MacGregor; Leo. Arthur Slater, Napinka; Joseph Spearling, Valley River; Ed. Stockley, Newdale; Geo. Smith, Winnipeg; G. Somerville, Brandon; Wm. Stocker; D. Street, Brandon; C. Douglas Street, MacGregor; J. D. Sutherland, Holmfield; F. H. Short, Ideal; Lawrence Simmonds, Somerset; Norris Stewart, Manitou; Sidney H. Sutton, Roland; H. Sweet, La Riviere; O. Thornsteinson, Lundar; James Tod, Crystal City; U. Urquhart, Winnipeg; G. Ban Tausk, Sperling; James M. Wallace, Swan River; Robert A. B. Walton, Glenlyon; A. G. West, Hartney; Roy Watson, Brandon; M. H. White, Ethelbert; C. W. Wharton, Winnipeg; Harry J. Winton, Brandon; William Winstone, Wynona; Wm. H. White, Winnipeg; J. J. Wilkinson, Winnipeg.

RE SCHOOL LIBRARY

There was an error in last issue. The word "not" was omitted. The notice should read as follows:

"We wish to remind teachers and trustees that the library expenditure required by the Public Schools Act can-

not be made on books not included in the list provided by the Department of Education; except by getting special permission. This does not refer to districts in which there is a High School or a Collegiate Department.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION
--

Trustees' Bulletin

THE ANNUAL REPORT

The report of the Department of Education for the year ending June 30, 1917, has just come to hand. I have not had time yet to do much more than just glance through it, but I have already found a number of things of interest to all who take an intelligent interest in education. In Inspector Best's report I find the following: "Without any intention of reflecting on the management of the schools, I am persuaded that it is highly advisable that the mothers should be represented on the School Board." This reminded me that a resolution recommending that the wives of ratepayers be made eligible to sit on the School Board, simply by virtue of the fact of their being the wives of ratepayers, was defeated at the last convention of the Manitoba School Trustees' Association. The arguments in favor of this course seem to me so strong and those against, so weak, that I cannot understand the defeat of the resolution. Our aim ought to be, as in filling all public offices, to secure the services of those best fitted for the work. It is beyond question that there are very many women who by virtue of their sympathies and their own educational attainments, are eminently qualified to serve as school trustees. No one has proposed, so far as I know, that there should always be a woman on the School Board. A rule to that effect would lead to situations as absurd as the present one. The proposition is simply that a woman otherwise competent, shall not be disqualified because she has no property assessed in her name. Why should a single woman with a few hundred dollars worth of taxable property be considered a fit

and proper person to sit on the School Board, and the wife of a large land owner be debarred because some of the property has not been transferred to her? The objections all spring from the old idea that the trustee is simply the trustee of the ratepayers' money. There are still too many trustees who regard it as the Alpha and the Omega of a trustee's duties to save all the money possible and forget that they are also trustees of the children's welfare. Who has more interest in the child's welfare than the mother?

Another interesting report is that of Inspector Lang. I confess to something of a shock at the analogy drawn between certain studies for "mental discipline" and the old dope of brimstone and treacle for "purifying the blood." I notice that Mr. Lang uses some other expressions that bear a very strong resemblance to "mental discipline." He speaks of Latin as an "instrument of education," and of the "disciplinary value and advantage" of certain studies in French Grammar. However, I should like to do a little more thinking on the subject before committing myself too far. Mr. Lang gives us one thing that is too good to be hidden away in a departmental report. Page 213 of report: "One of the provincial staff of high the school teachers, well and favorably known for his excellent educational record as a hard-working and successful teacher, sends to me from the trenches the following reflections upon educational theories as they appear in the light and the fires of war: 'This war gives one a good many angles of vision. You know how the orthodox in educational ideals wavers and veers, partly from local

influences, partly in response to the trend of modern thought. Out here we have a chance to see the training of young Canada tested severely enough to show all the flaws and weak spots in the fabric. I think the greatest weakness so far shown in the moral training, which in its widest sense is the real ultimate test, is the failure of our schools to train the young folks up in the idea of individual responsibility. They do too much pattern work; that is to say, the work of one pupil is the same as that of any other in the class. If one has neglected his work, no matter, the class goes on; he

is not essential to it. What we need is some sort of correlation of parts, each pupil to be responsible for one, all of which should be essential to the whole; his work really matters; it must be done, or society (the class) will be the losers. Out here we find that the lack of such training has made the war a very expensive and often a disappointing business. A few millions rightly used for the proper training of our youth during the past years would have reduced the war bill of Canada so as to yield 1,000 per cent. financially and even more in more vital costs, on the investment.

* RUSSELL TRUSTEES' CONVENTION

The annual meeting of the above Association was held in Russell on the 30th January last. On account of the extremely cold weather the attendance was small, but notwithstanding this, a very pleasant and successful session was held. The minutes of the last annual meeting were read and adopted. The financial statement showed a satisfactory balance on hand. The matter of the employment of district nurses for the schools was fully discussed and the meeting was in hearty approval of the idea and a resolution was passed "requesting the Secretary to communicate with the different Councils the desirability of employing a district nurse for schools in all municipalities."

The idea of holding a summer meeting was fully discussed and it was de-

cidated to hold two meetings a year, one in the winter and one in the summer during the month of June. The Provincial Association was represented by Mr. I. A. Glenn, of the Executive.

The election of officers for 1918 resulted as follows:

President—J. Allison, Glenn-Russell School.

Vice-President—R. A. Coulter, Stratford School.

Executive—J. A. Collin, Silver Creek School; Jas. Stevens, Boulton School; H. R. Barry, Endcliffe School; F. McPherson, Binscarth School; P. H. Spencer, Millwood School.

Auditor — C. W. Thom, Russell School.

Secretary-Treasurer — H. V. Bailey, Crescent Ridge, School.

H. V. BAILEY, Secretary.

BIRTLE AND ELLICE ASSOCIATION

The annual meeting of the Birtle and Ellice Trustees' Association was held on February 12th. There were about 200 adults present and about 50 children. The convention did not open until 5:00 p.m., to accommodate delegates and

visitors who arrived from the west-bound train.

Registration of delegates gave impulse to the interest people are now taking in Education, Consolidation of Schools, Co-operation, by Extension

You will miss much if you miss the Convention.

Lectures, Manitoba University, Agricultural College, etc., etc. Address of welcome from the President Local Trustees' Association; reply by Dr. Frank Smith, Birtle.

W. H. Bewell, Rosser, member of the Provincial Executive, was present and gave an address which was listened to by an appreciative audience. He commented on the beautiful school, congratulated the promoters re accomplishment, eulogized on the grand turnout of people, hoped that there would be a good representation of trustees at the Provincial Convention in Winnipeg, gave instructions to delegates re credentials, also representation, referred to the spelling contest to be held at close of convention in Winnipeg on the 28th and arrangement for meeting contestants at depot, taking them to the Free Press Building to register and from there to billets provided for them. He said that each member of the School Trustee Boards should have a copy of the Western School Journal so that they could get better acquainted with school work. A resolution was passed confirming

Mr. Bewell's appeal. The speaker touched on several other phases of organization work, which was very much appreciated.

Dr. Stewart Fraser, of Manitoba University, gave an excellent address on the subject: "Public Health and Citizenship, Public Health in Relation to Rural Problems, the right of a child to live, Health of the Child in School." The professor's address was pronounced a great treat. Thanks to Manitoba University and its Extension Lectures.

W. R. Roberts, B.A., District Agent of M.A.C. Extension Work, gave an address along the lines of greater production of foodstuffs and other subject matter associated with his extension work.

Other features of the meeting were violin duets, solos, club swinging by school pupils, report of resolution committee, election of officers, etc., resulting in the best convention of Trustees ever held in this district.

W. J. BENTLEY, Sec.-Treas.
Birtle-Ellice Trustees' Assn.

COLDWELL ASSOCIATION

The fourth annual meeting of the Coldwell Trustees' Association was held in the Lundar school house on Feb. 8th, 1918.

The meeting commenced at 3 o'clock in the afternoon.

Mr. Charles Breckman was elected chairman of the meeting in the absence of the President, Mr. R. Seaman.

Mr. Brunet, Inspector of Schools, spoke a few words about the work of the association, and the relation between that and the work of teachers.

Next, Mr. H. W. Cox-Smith, the Secretary of the Manitoba Trustees' Association, had a very good speech

about education, and how important it was for teachers and trustees to work in co-operation. Mr. Cox-Smith read two resolutions that had been adopted by other Local associations.

The meeting endorsed both resolutions by a great majority of votes.

Officers elected were:

Mr. Charles Breckman, President.

Mr. D. J. Lindal, Vice-President.

Mr. S. E. Johnson, Secretary-Treasurer.

Directors: Mr. S. Sigurdson; Mr. A. Hogue, Mr. H. Danielson, Mr. J. Lindal, Mr. W. A. Tedlock.

Meeting adjourned.

CORNWALLIS ASSOCIATION

The Third Annual Convention of the Cornwallis, Elton and Whitehead Trus-

tees' Association is being held today, commencing at one o'clock, in the

Council Chamber of the City Hall, Brandon. Mr. H. H. Simpson, President of the Association, presiding. About seventy-five people were present from Brandon and the municipalities named, and great interest was displayed when the winners of the spelling bee in each municipality were presented with bronze medals supplied for this purpose by the trustees. President Simpson made the presentations. The winners were: Isabella Griffith, Oakland; Edythe Mitchell, Rivers; Myrtle Cox, Whitehead; Gladys Mason, Souris; Margaret Cann, Cornwallis; Marjorie Mooney, Wawanesa; Trenna Hunter, Elton; Florence Stewart, Glenwood; and John McLellan, Daly. The winners then competed for the right to represent this inspectoral division in

the grand final at Winnipeg, the winner being Myrtle Cox, of Beresford, representing Whitehead. Little Miss Cox is but twelve years of age and is a pupil in Grade Seven.

President Simpson in his address, gave a most interesting account of the work accomplished in the past year and suggested some improvements for 1918.

Addresses were to be made this afternoon by Mr. J. W. Seater, of Rivers, Man., representing the Provincial Trustees' Association, "The School as a Community," by Mr. B. J. Hales, Principal of the Brandon Normal School. Round table discussion, "The Value of the Hot Lunch," by Miss M. L. Kelso, and the election of officers will also take place.

MOOSEHORN CONVENTION

The annual meeting of the Local Board of Trustees' Association for the district of Moosehorn, was opened by Inspector Brunet at Moosehorn School on February 6th. Mr. Brunet opened with a short speech concerning the Trustees' Association, and then the reorganization of the officers followed. Mr. Cox-Smith was then introduced, and gave a splendid speech on the subject of Education. He spoke of the importance of a good education to the

children, of obtaining and accommodating the teachers, as well as the cooperation of the trustees in all districts and at all trustee conventions and conferences.

The resolution of the district nurse and the study of the Bible being taught in the public schools, were two subjects strongly recommended by members, Inspector, and Mr. Cox-Smith.

Yours truly,
WM. GATES, Sec.-Treas.

LANGFORD AND ROSEDALE ASSOCIATION

January the twenty-fifth was a day long to be remembered by those interested in educational matters attending the meeting of Langford-Rosedale Trustees' Association in the Court House at Neepawa. Promptly at eleven o'clock our highly esteemed inspector, Mr. A. B. Fallis, opened the spelling match in connection with the Free Press Spelling Bee. We had nine contestants from Langford and ten from Rosedale, many of whom could

put their elders to shame in spelling, as the contest proved. The winner for Langford was Miss Hollie Cumming, from Oprey S.D., while the victorious one for Rosedale was Miss Leila Fraser, of Eden S.D., now in a consolidated district. Miss Fraser was a previous winner. The afternoon meeting consisted of organization of the local association and also the Boys' and Girls' Club, which, according to the high hopes of the president, Mr. Robert

Habkirk, will be a powerful factor in increasing production.

Later in the afternoon we listened with pleasure to Mr. Bewel, of Rosser, representing the Provincial Association. His remarks were, to say the least, instructive and encouraging.

A few of the main features of the afternoon meeting which were encouraging, was the live interest taken in discussion, the volume of business put through in the allotted time, and the progressive indications, best brought out by looking at some of the resolutions which were passed at this meet-

ing: one the desire for more up-to-date medical inspection of schools, and one requesting the department to make a survey of the province in view of future consolidation.

We were fortunate also in not overlooking a night meeting, which all who attended pronounced very educational as well as interesting, and showing the power the extension work of the colleges will be when in full operation. We were favored on this occasion by Dr. McLean, President of the Manitoba University, whose ability none can gainsay.

ODONAH AND MINTO

The annual meeting of the Municipal Trustees' Association of Minto and Odonah was held in Minnedosa on Feb. 24th, at 2.30 p.m. The day, though not cold, was very stormy, which no doubt prevented a number from a distance attending. However, there was a large gathering of Trustees, representing a number of the school districts, in attendance, who listened to matters of great interest concerning problems which confront almost every school, be they town, consolidated or rural.

The chair was taken by the president of the association, Mr. M. A. Johnson, who called upon Mr. Ross, Bethany S.D., to give his report as delegate to the last Provincial Association conference held in Winnipeg last March, after a trustee of long experience in connection with educational matters, and whose advice is much sought in this line, addressed the audience.

The speaker dealt with the rural nurse problem in a very capable manner, having himself listened to Dr. Frazer, the provincial health supervisor, address the Social Welfare Congress, held in Winnipeg lately, on the same subject, and showed the great advantage to be gained to our school districts, towns and province by the appointing of same, and considered it

would be more beneficial to our children than the present form of inspection now carried out by our rural health officer. He also considered the hot lunch problem a decided improvement. It proving in his own district to be entirely satisfactory, and considered it one means whereby children who were not taught table etiquette at home would have the advantage of the same under the supervision of the teacher.

Mr. Beatty, Moore Park consolidated school, then addressed the meeting, following the same lines as the former speaker. He considered that not only should the children have the benefit of the rural nurse, but that some steps should be taken by the province to provide medical and surgical treatment for all children who were in need of same, and gave figures from districts where the rural nurses were now working showing the large percentage of children who were examined and found defective in many ways from various causes.

The addresses of these two speakers brought out lengthy discussion, many points being cleared by the Inspector, Mr. A. B. Fallis, after which the following resolutions were carried:—

1. That this convention approves of the appointment of a Rural Nurse for

the rural municipalities of Odanah and Minto, also the town of Minnedosa, and that we appoint the President, Secretary and Mr. Rose a committee to interview the municipal officers concerning the same, and that we appeal to the ladies of the Home Economic Society to co-operate with us in this most important undertaking.

2. Resolved, that this convention ask the Provincial Government to take such steps as would provide medical and surgical treatment for all children of school age requiring same at the expense of the province.

3. That we petition the Odanah and Minto Councils to appoint a Truancy Officer for said municipalities, the ex-

pense of said officer to be borne by the School District requiring his services.

Mr. Harvey Tremaine, S.D., then spoke, condemning the school house being used for public dances, and a resolution was passed asking that a clause be added to the School Act making it illegal for the public school to be used for this purpose.

We believe that this meeting held by the Association was a decided success, and feel assured that much good can be done through these local organizations.

The following officers were appointed for the coming year:—M. A. Johnson, president; Jas. R. Gugin, vice-president; J. Rd. Borthistle, secretary.

ROSSER MUNICIPAL SCHOOL TRUSTEES' ASSOCIATION

The Annual Meeting of the Rosser Municipal School Trustees' Association was held in Westfield Schoolhouse on Saturday, February 9, 1918.

President, W. H. Bewell presided.

Mr. H. W. Cox-Smith, of the Central Association, and Mr. Inspector Parker were present and there were also delegates from Little Mountain, Rosser, Westfield, Prairie Star, West Rosser, Kensington and Brooklands Schools in attendance.

Messrs. Parker and Haddow were appointed auditors. The financial statement showed a substantial balance to the credit of the Association.

Short addresses were given by President Bewell, Mr. Cox-Smith and Inspector Parker, all dealing on subjects of interest to the Trustees and were appreciated by those present. Votes

of thanks were tendered the gentlemen at the close of the meeting.

The officers elected for the ensuing year were as follows:—

Honorary President: Walter James.

President: W. H. Bewell.

Vice-President: A. E. Ryan.

Secretary-Treasurer: E. R. James.

The Municipal Spelling Match was conducted by Inspector Parker with contestants from Meadows; West Rosser, Kensington, Westfield, Rosser, Prairie Star and Little Mountain Schools. George Little of Westfield was declared the winner.

A number of resolutions were passed. Some of these were of purely local interest. Others having a wider field have been forwarded to the Provincial Executive.

It was decided that in future at least two meetings would be held each year.

CYPRESS-CARBERRY CONVENTION

The annual meeting of the North Cypress-Carberrry Trustees' Association was held in the Municipal Hall on Saturday. There was only a fair representation of trustees, but the attendance of the general public was sufficient to make a satisfactory attendance. Dr. Waugh presided.

The financial statement showed a balance in favor of the Association of \$38.65.

It was agreed to defray the expenses of the runner up in the spelling contest to Brandon. Miss Velma Caithness, Wellwood, has therefore another chance for the silver medal.

The resolution calling for such changes in the School Act as would permit special levy to be from 10th July instead of for calendar year, was unanimously endorsed by the meeting.

Officers for 1917-8 were elected as follows:

President—Dr. R. J. Waugh.

Vice-President — M. Mackie, Well-wood.

Secretary-Treasurer — John C. Anderson.

Executive — Messrs. Dunlop, Johnston, Cowan, J. Muirhead, Switzer and McLaughlin.

Delegate to annual meeting of Provincial Association—Mr. McFee.

Dr. Waugh gave a short but practical address on medical inspection.

President Reynolds delivered a most suggestive address on "The Present Business of a Trustee" with emphasis on the word present.

School of Method

THE STUDY OF SPELLING

Grade I.

The study of spelling in Grade I will include phonic analysis of words, study of family groups, study of selected irregular words, study of the sentence.

I: Phonic Analysis. — Shortly after pupils begin the study of reading they may be asked to pronounce words slowly. For example, they say mat—m-a-t, giving the letters first of all, then phonic values and then their common names. This is oral spelling. It is translation. A little of this work may be done every day in connection with the systematic study of phonics. It is an aid to reading, and is at the same time the natural introduction to all spelling.

II. The Study of Family Groups.—

When pupils have been at school six months or a little longer, they will be studying the diphthongs and irregular vowel sounds in a systematic way. For instance, one day they will in their phonic drill be studying the ai family, and will meet such words as pain, rain, fail, train, strain, afraid, etc. Another day they may have the aw family and will make out and spell orally such words as paw, raw, saw, awl, shawl, dawn, etc. Or it may be that the irregular vowel sounds are

being studied and such a list as ball, call, small, etc., will constitute a lesson for the day. This grouping of words may lead to the study of dozens of families, but if one family a day is studied there is no confusion, and continued interest. This kind of study should be carried on right through Grades I and II.

III. The Study of Selected Irregular Words. These words will be found in the readers studied during the term, and include such words as night, eyes, ought, other, etc. Every teacher should make out her own list, even although a fairly satisfactory list is given in the Handbook to the Manitoba Readers.

IV. Study of the Sentence. Children during their first year at school learn to write a little. Part of their work consists in copying sentences, and in writing proper names. Here they become acquainted with the capital and the period. It should be second nature to them to use the capital and the period.

Grade II.

The work in spelling for this grade includes study of the text, exercises in words used in every day speech, exercises based on the reading book, exercises in punctuation.

I. Study of the Text.—Here there are words to be used and sentences to be written. The problem arises as to the manner of the assignment, the preparation by the pupils, the recitation, and the afterwork.

The assignment of the lesson during this grade is exceedingly important. The teacher writes a word on the board, pronounces it, and calls for correct pronunciation from the pupils. She explains the meaning of the word where necessary—by using it in a sentence, by showing an object or illustration, or by some other device. There is little to be gained at any stage by spelling words which convey no meaning to the mind. Then the word is pronounced again, being carefully looked at. If there is an irregularity in form it should be singled out for observation. Where possible, a word should be classed with others similar in form.

Then the pupils prepare the lesson by pronouncing the words as they look at them. Pronouncing and looking go together. Some pupils who appear to do best work in this way might write out the words once or twice, but not more than twice. They write the words as a whole, from memory. They do not copy letter by letter. When a pupil thinks he knows his lesson he will do well to have some friend test him. If he succeeds perfectly, he is ready for the class test. If he fails, he knows that further study is required.

In the recitation the teacher dictates clearly, the pupils repeating the words before writing. Careful pronunciation is the key to good spelling, though not the only key. Then after the words and sentences are written the teacher corrects the exercises. She keeps a record of the errors made by each pupil—in a notebook used for this purpose. On Friday of each week she has no class lesson, but tests the pupils one by one—orally—on the words missed during the week. At the end of the month she has a great oral and written contest on the words of the term.

II. The Words in Daily Use. Here the teacher spells the schoolroom, the

kitchen, the garden, the store, etc., using words children should know. This work is both interesting and practical.

III. The Words in the Reader. It is not to be expected that pupils will be able to spell all the words in the reader, but there are often suitable and profitable exercises that may be found. For instance, children love to write out verses of poetry or to compose short stories.

IV. The Study of Punctuation.—As pupils copy from the reader or write little stories, they may understand and may use without any error the capital, the period, the interrogation mark, the hyphen, and the quotation mark. They will also learn about paragraph margin and indentation.

V. Homonyms.—Growing out of the lessons in spelling there should be a careful study of homonyms. This should run on into Grades III, IV, V and even into the senior grades..

Good spellers are made in Grade II.

Simple Assignment of Lesson in Grade II

Suppose the lesson consists of the words and sentences on top of page 19 in the authorized speller.

The teacher says "carry." The pupils look at the word and repeat after her—"carry." The teacher says: "Note the two r's. It is like Harry and Larry. Now look at it again and pronounce it.

The next word is basket. This calls for no comment.

The next word is tie.—It is like what other words? The pupils give die, pie, lie, fie. Pronounce it again as you look at it.

The next word is shoe. What is the strange thing about the spelling of this word? Look at it again and pronounce it.

Look at the word sew. I can sew a button on my dress. What other words sound the same? **So** and **sow**. He is **so** late. We **sow** the grain. Look at this word again.

Here is the word cent. A cent is a piece of money. Look at the **c**. If **s** were in place of **c** the word would

sound just the same, but the meaning would be different. I was sent to the store. Will you know when to use the form cent?

And so the assignment continues. The sentences are read over, the teacher making comment as she reads. The moral of it all is this—that pupils cannot be merely told to prepare their spelling. They must be helped to see and to hear and to make distinctions. The assignment of the lesson is the important part of it.

Grade III and Upwards

The work here consists of drill on the words used in the daily written exercises of the pupils, words used from day to day in conversation, words found in the reader and other texts. There should be perfect spelling in the first case, almost perfect in the second, and in the other cases mentioned there should be reasonable accuracy. Then there should be lessons in punctuation, syllabification and literary form.

I. The Daily Work of the Pupils. It is not difficult to find out what words pupils in the various grades use in their regular composition. Among the writers that have explored this field are O'Shea. Their book, "The Child and His Spelling" is worth study. The Quincy Word List is useful in this connection. Best of all, however, will it be for the teacher to keep a record of the errors of her own pupils and to drill on these. If a pupil can spell correctly all the words he uses in his ordinary work, there is little ground for complaint in the matter of spelling.

II. The familiar words of life.

III. The words of the Speller.

What has been said about the method for Grade II will apply here. The method of assignment and study deserves a chapter for itself.

IV. The words of the Reader and other texts. There is need for drill on words in Geography and History. Matches among pupils are very interesting. Each pupil may select a number of the words.

V. Literary form.—Pupils should be taught the use of the capital and the chief punctuation marks. They should be taught also how to divide words into syllables. Then there should be lessons in writing poetry, in making out topical analyses, in arranging written work of all kinds, and in proof-reading. All of this is practical and full of interest. Pupils have gone through Elementary and High School without receiving a word of instruction on indentation in poetry, division of words into syllables, and with only one or two lessons on the use of capitals. This can not be justified.

It is quite true that spelling is not so important a study as some would make it, but so long as our language is what it is, the school must be prepared to sacrifice time and energy to give pupils reasonable command over written form.

Teachers who are particularly interested in the spelling problem will do well to read the chapter on this subject in Gregory's "Better Schools." It is probably one of the most suggestive articles written on this subject.

THE STUDY OF HISTORY

By T. Toille.

In two articles in the January issue of the School Journal is the subject of History discussed.

In both articles there appears to be the spirit of defence—even though the role of defender is disclaimed by the writer.

Our university professors are impressing upon the teachers of History

in secondary schools, the necessity of teaching the relation of cause and effect in the development of nations; and this of course means a final departure from the unrelated facts and dates on the one hand and the undigested "Notes" on the other.

Have I been specially unfortunate in that I have met many pupils, whole

classes, in fact, that unhesitating admit having a distaste for History; or are there others who have had a similar experience? And yet from the same homes I met children of less experience and fewer years, who ask many pertinent questions that indicate a love for true history. Further, the very pupils who say they dislike History, are, I find, intensely interested in historical questions.

I find little interest in the "moots" of Saxon times, but much interest in our own methods of government; little interest in the battles of a thousand years ago, but much in the daily record of the boys who "go over the top" for us; little interest in King Alfred's fleet, but much in King George's fleet; little interest in the effect of the Black Death on the Labor problem, but much in the effect of the present war upon the same question.

Does not this teach us that we, or at least the majority of us, are asking our boys and girls to study that which is comparatively uninteresting and to regard the interesting facts of history as something to be considered after we leave school.

I do not think I am overstating the case when I say that many of our boys and girls will, and do leave the elementary school, having gained there, very little knowledge of the early days of our own province. They will have but a faint idea of the dramatic incidents in our national experience in which the fur-trader, the buffalo-runner, the whiskey tracter and the Mounted Policemen have influenced the life of the prairies. He will have received but little help in deciding how to meet the rival claims of Labor and Capital, in concluding what his position shall be on the questions of Customs Duties and Direct Taxation. We are told that these are controversial questions and we cannot touch them. Of course not, we must leave that to the special pleader, the rabid partisan, and the street corner "statesman"—they will take care that the questions we avoid shall at least be answered.

In short, lest I become too prolix, let me suggest that we begin our study of History at the known and proceed to the related unknown rather than, as too often, I fancy, at the unknown and through devious ways try to reach the known.

GEOGRAPHY IN THE HIGHER GRADES

By Beatrice McPhail, Belmont

If there is one subject that is often presented in a meaningless, dull manner, it is that of geography. The only ideas that some children get are vague ones. I can remember being taught lesson after lesson in this subject when I heard only of rivers, lakes, mountains and cities. They were abstract things to me. This is a subject, however, which no teacher can afford to go by with light thought; it deserves special attention because its social value is so great. When children learn of other lands, and of their dependence upon other people, there is developed a sympathy which is essential to genuine culture.

One reason why the subject may be taught in facility, is because of its re-

lation to other subjects and because it can be so mingled with them. Its relation to history is well understood, and compositions may be based upon facts of geography.

I am assuming that the necessary foundation has been laid for the subject in Grade IV. If such has not been the case, it is up to the teacher to begin with what Grade IV. should know. The study of the world as a whole is necessary to the study of a single continent, and constant study is necessary to the detailed examination of any district. So, in the first place, let us not forget that geography is not a collection of facts, but it is a science in itself, based upon certain fundamental principles. We must endeavor, then, to

give the child some of these laws and enable him to grasp ideas for himself. If he knows the heat belts of the earth, we should try to show him that plant and animal life is more or less the same in each belt.

After he has learned these laws we must give him a chance to apply them, and also lead him to see how certain conditions control human activities.

To give you some idea how I treat the study of a continent, I am going to take South America as an example. This year I am teaching Grades 5, 6, 7, and 8, and on account of little time, I take the geography lessons so far altogether. When we finish the study of South America, Grade 5 go over what they have learned and the other grades go on. I begin with a review of Grade 6 by asking some such questions: What hemisphere? Find equator and tropics—what do you infer? Look on the map for mountains, rivers, lakes. What do you see? What about its coastline? Are there many harbors? Do you see many railroads or cities? Why do we study South America after Europe? Why not before? Look for British possessions. Then I ask if anyone can tell how South America was explored. Generally there is some one in the class who can tell you about almost anything. This study is from the physical map. Turning to the political map they look for names of familiar countries. I ask which is the largest—smallest—mountainous, etc. until they become familiar with the new names. They should look for the directions in which rivers run, also the mountain ranges. In the first introductory lesson the pupils should have a fairly good idea of what the industries, productions and conditions of the continents will be. The first seat work is to read the part of text-book dealing with climate, coastline, drainage, etc. They will see how it agrees with what we already have said. The reason I take class-work first is obvious. Many pupils are not prepared for the text, and as Grade 5 at least is a transition period from primary to text, better prepare the book for them. Perhaps

also I write the names of rivers or mountains on the board and ask them to learn to spell them correctly by writing them down.

There are few things which I ask them to commit to memory. Before next lesson, children are acquainted with South America, so they are to bring post-cards, pictures or stories from South America. We begin our scrap book at recesses, but show pictures during class. A scrap book for each continent is a good plan, but this year we have only one book and we filled it with pictures of Canada. Pictures are plentiful when twenty pupils are searching everywhere for them. On composition days I either read or tell stories based on some country in the continent we are studying. After several days of study like this, we are in a position to get more into detail.

Two great helps on this line which I own are the Books of Knowledge and Stoddart's lectures. I bring the books bearing on these subjects, to school. The Books of Knowledge are especially good, as everything is in story form, while Stoddart's Lectures have excellent pictures and no end of facts. Often it is hard to secure real facts. We learn and teach of the greatness of Gibraltar, etc., but look to Stoddart for facts of the bigness—also the British Parliament Buildings or the Westminster Abbey.

The first and practically only thing which the pupils memorize are the countries and capitals. They have these also for spelling instead of their regular lesson. The following are compositions, essays or paragraphs which we wrote on South America:

1. How Trinadid Got Its Name.
2. Brazil—the Land of Monkeys.
3. A Trip Up the Amazon.
4. Our Hunt for a Jaguar.
5. Quito, the City of Perpetual Spring.
6. A Boys' and Girls' Fair in Rio Janeiro.
7. A Christmas in Buenos Aires and A Christmas in Winnipeg.
8. The Story of a Panama Hat.

9. The Boat That Travelled in Pieces.
10. How Rubber is Obtained.

Not all wrote on these subjects together, but I divided them up to suit the grades and read each one aloud when correcting them. They were learning geography while doing this, but doing so unconsciously.

I encourage the boys and girls to make a study of the pictures in the text, and become familiar with them almost at sight. I gather together all important pictures, and often on Friday afternoons for ten minutes we have a "Picture Contest." I hold a picture before the class for a few seconds while they write the name of it. After our study of Europe they knew the following pictures at a glance:

London Tower.
London Bridge.
Westminster Abbey.
Nelson's Monument.
Giant's Causeway.
North Cape.
British Museum.
Cologne Cathedral.
Reichstag.
Colliseum.
Rock of Gibraltar.
Rheims Cathedral.
Leaning Tower of Pisa.
Acropolis.
Matterhorn.
Mt. Vesuvius.
Pictures of Venice and Strassburg.
Eddystone Lighthouse.

In South America, pictures were not so easily obtained, but Cotopaxi Volcano and the Statue of Christ in the Andes served as two.

Other days we have geographical spelling matches and other contests, such as finding places beginning with a certain letter. Also sometimes we play a game we invented. A ship left Rio Janeiro for Canada. Its cargo was? Pass from side to side until one person cannot think of a product or article which might be on the vessel.

I think type study is good. That is if the Mississippi or Red has been made a type of a river in North America, then it will be easy to study the Amazon. Cotopaxi will be more real if

Mount Vesuvius in Italy has been properly studied. Often many things are attempted in geography but little is accomplished, and it seems a waste of time.

History and geography may be combined a good deal. Argentine was a republic. That introduced a new form of government, but we had studied France and the United States, so little time was spent on that fact. We also found that Trinidad was a Crown Colony. We talked about the early Spanish explorers and the Conquest of Peru.

For seat work, some days I have the grades write short but definite notes on certain places, giving their position, products and importance. It is a good way to test their knowledge.

Map drawing comes towards the latter part of the study. Children like to draw a map of the school yard because they know all about it. So they would take more interest in drawing a map of South America after they knew something about it. Also they would be more liable to place the proper mental pictures behind the symbols. In drawing the outline, first we make quick inaccurate sketches rather than to take several days to finish a map. But nevertheless we finish one or two maps with care. To prepare for memory map-drawing we start with the first map. I draw on the board and they draw on their exercise books. We study a certain piece of coastline and then we draw what we have seen without looking and gazing at the map. Thus we find out where the main difficulties are.

In connection with each country, we study its men and take biographical sketches of each. Walter Scott and Burns are great men of Scotland, and after reading the story of William Tell, the story of Switzerland becomes full of lively interest. The text-book encourages this, for in several places we read: "Ask your teacher to tell you of Garibaldi, or Tell, etc." If the teacher goes on without mentioning this, the boy or girl will naturally think she knows nothing about the person.

The text-book is a splendid guide. But imagine a teacher assigning twenty pages of it to a grade four class for review one night for home work! This I know was what one teacher did. The book is meant for a guide, and there is not enough material in it to satisfy the ordinary child, nor indeed can there be found between the covers of any book, too much for the range of a pupil's thought. Let us not have our pupils

of geography as a "book we study," nor give the situation of Saskatoon as being "in the middle of Saskatchewan, about one inch from the bottom." In few studies are there more means for securing expressions and making impressions. The difficulty, then, of teaching geography may be fairly overcome by resolving never to take a lesson which is devoid of spirit and interest.

MENTAL ARITHMETIC

Here are a few further devices for saving time and effort in mental calculation:

1. $18625 \div 25 = 745$, which is obtained by multiplying by 4 and striking off two cyphers.

2. $975 \div 75 = 13$, which is obtained by multiplying by 4 and dividing by 300.

3. $1826 \times 15 = 27390$, which is best obtained by direct multiplication by 15, or thus: 5 times 6 are 30. Put down 0 and carry 3; 5 times 2 are 10, and 3 are 13 and 6 are 19. Put down 9 and carry 1. 5 times 8 are 40 and 1 are 41 and 2 are 43. Put down 3 and carry 4; 5 times 1 are 5 and 4 are 9 and 8 are 17. Put down 7 and carry 1. 5 times 0 are 0 and 1 and 1 make 2.

4. $9234 \div 18 = 513$, which is obtained by dividing by factors, if the 18 times table is not known readily. If the 18 times tables is known, short division is used.

The greatest help in mental arithmetic is not a knowledge of the tables, but ability to see the shortest route to

a solution. Here are a few illustrations:

1. If $3\frac{1}{2}$ acres of land are worth \$280, how much is land worth per acre? Here one can see that it is wise to get rid of fractions, and so he says, twice $3\frac{1}{2}$ is 7 and twice \$280 is \$560. The land is therefore worth \$560 for 7 acres or \$80 for one acre.

2. A plot of ground is $5\frac{1}{2}$ yards square. Find its area. Here the question is to multiply 5.5 by 5.5, which according to formula of last month is 30.25.

3. A boy earns a dollar and a half in a day and a half. What would he earn in six days? Here the relation of $1\frac{1}{2}$ to $1\frac{1}{2}$ is the same as 1 to 1, therefore the question is the same as if a boy earned a dollar a day.

4. If 60 lbs. of meal are worth 90 cents, find the value of 70 lbs. Here the rate is $1\frac{1}{2}$ cents a pound or 15 cents for the extra 10 lbs., giving a total of \$1.05.

DRAWING

Grade II

March.

5. (a) Free-arm exercise on objects with a circular or curved outline, viz.: orange, egg, ball, football, eye glasses.

(b) From observation make a brush drawing (in mass) of an orange.

(c) Review.

6. (a) From $4\frac{1}{2}$ " x 6" paper folded lengthwise, cut the shape of a toque with tassel or ball at top. Decorate in color with simple border.

(b) Review.

(c) Make a brush drawing of a potato.

7. (a) From observation, draw any

object with a rough surface, shading to show texture, e.g., muff, scarf, fur coat, mat, mitt,, cap.

(b) Make a brush drawing of any vegetable, carrot, beet, etc.

(c) Review texture lesson.

8. (a) Easter cards. Tint paper for Easter cards. Make simple cards with envelopes.

Grade III

March

5. (a) **Freehand objects.** From observation draw a pen nib twice as large as the model, in a vertical position. Use centre guide line. Each pupil must be supplied with a nib.

(b) Review the above lesson.

(c) From observation draw in pencil a knot on a piece of rope, coarse string or raffia. Each pupil to be supplied with material.

to illustrate a lesson in grade 3 reader. See appended list.

7. (a) Oral lesson on cylinder, seen vertically. Careful observation of elliptical appearance of circular top when seen below eye level. Practice drawing ellipses or varying widths and equal lengths.

(b) From observation draw a cylindrical object, e.g., tumbler, sealer, jar, etc. Have as many objects as possible distributed throughout the class. Use a centre guide line.

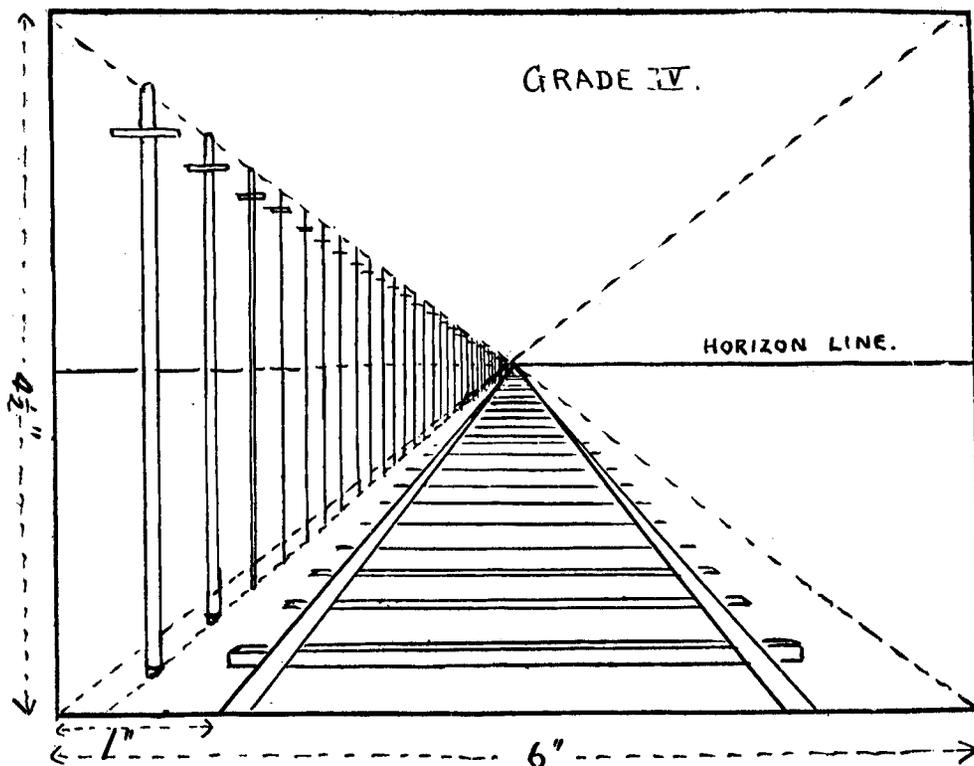
(c) Make a brush drawing of a fruit or vegetable.

8. (a) (b) Easter cards.

Lessons in Grade III Reader suggested for illustration:

1. Land of Story Books, page 100.

2. What He Had in His Pocket, page 126.



6. (a) From observation draw a paint brush in a vertical position, using 6" x 3" paper.

(b) Dictated drawing. See February Western School Journal.

(c) Make a brush or pencil drawing

3. The Old Brown House, page 131.

4. Wynken, Blynken and Nod, page 183.

5. Spring Heralded, page 159.

6. Pussy Willow, page 160.

See page 147 for sample of illustration.

Grade IV.

March.

5. (a) Lesson on the cylinder (vertical) and constructive memory drawing in outline of cylindrical object, jar, bottle, sealer, spool, roll of films. Use a centre guide line.

(b) Construct from memory an object based upon the cylinder but having sloping sides, e.g., flower pot, pail.

(c) Color the above. (Do not attempt lettering.)

6. (a) Draw from observation any object having sloping sides, e.g., flower pot, pail, thimble.

(b) Review lettering practiced in December. (See Graphic Drawing Book No. 4.)

(c) Review lettering.

7. (a) **Railway track.** Rulers required. (See diagram). First lesson in perspective. Draw diagonals and find centre on $4\frac{1}{2}'' \times 6''$ paper. Draw a horizontal line across paper through centre for horizon. Construct rails, erect telegraph poles, draw wires.

(b) Review.

(c) Review.

8. (a) Draw in pencil outline from observation a key. Each child must have a key from which to draw. Make drawing larger than original.

(b) Review.

Grade V.

March.

5. (a) **Cylinder** in a vertical position below eye level. Note proportions. Make an outline drawing, using construction lines.

(b) Draw a cylinder from memory and convert into an object.

6. (a) From observation draw any of the following—tumbler, sealer, jar, pail, bushel basket.

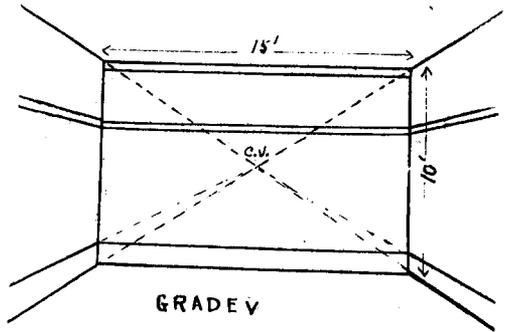
(b) Criticise and review.

7. (a) End of room. Near the centre of $4\frac{1}{2}'' \times 6''$ paper draw with ruler a horizontal oblong $3'' \times 2''$ to represent the end of a room. Use centre of oblong for centre of vision. Draw the necessary lines to represent part of ceiling, floor and side walls, show boards

in floor, skirting board, picture moulding, cornice. See diagram.

(b) Review.

8. (a) Make a drawing upon $6'' \times 9''$ paper to represent the end of school-room. Note proportions of wall se-



lected. Place centre of vision to one side of the paper, on childrens' eye level. Draw ceiling and floor lines. Add blackboards, mouldings, etc. Use rulers.

(b) Review.

Grade VI.

March

5. (a) From memory make a drawing of a square prism as in last lesson, convert into an object.

(b) Review.

6. (a) Chair. From observation draw the square prism in a vertical position, two vertical faces equally visible below eye level. Convert into a chair.

(b) Criticise and review.

7. (a) From observation draw the front or back view of a book opened at right angles and standing on edges on the desk ahead.

(b) Criticise and review, aiming for an artistic finish. Do not attempt lettering except very suggestively.

8. (a) From memory draw any object based upon the vertical square prism below the eye, e.g., wooden pump, small table, music cabinet, phonograph, coffee mill, gate post, newel post, safe, etc.

(b) Review.

Grades VII and VIII

March

5. (a) Make a large drawing of a

spool (from observation) lying horizontally. (Each pupil must have an object).

(b) Review.

6. (a) Draw from memory any one of the following:—roll of paper, garden roller, music-roll, flower-pot, pail, tumbler, rolling-pin, funnel, etc., in horizontal position.

(b) Review.

7. (a) Draw from observation an open umbrella (based on hemisphere). Note number of ribs, their distance apart, position, length, etc. Note that handle is at right angles to long diameter, and that diameter of ellipse and diameter of circle are **not** coincident.

(b) Review.

8. (a) and (b) Review the work of week 7.

Special Articles

THE TEACHER AND THE COMMUNITY

A lady writing from a rural district in Saskatchewan says, among other things:

We pay our teachers good wages here on the prairie, from \$75.00 to \$90.00 per month for country schools. Hence we feel that the teacher is, in a sense, a servant of the community. And those of us who are striving for the general uplift and betterment of the lives of the people naturally expect that the public school teacher will willingly and gladly be our ally and assistant, but we do not find it so in any but exceptional cases. Our teachers seem to feel that their responsibility ends with their work in the school-room, and that they have no obligation to assist in any way with the moral or intellectual uplift of the ratepayers of the school. Hence, when we ask one of them to teach a class in the Sunday School they usually reply that they have quite enough teaching to do through the week. If we ask them to attend the church services or sing in the choir, or to help a little with the work of the town literary and debating society they are full of excuses, and almost invariably refuse to do any of these things. But most of them that we get out here are strong on dancing, and do not object at all to working at that all night long every time there is a dance arranged for.

If our teachers could only be made to see the great need of cultural influences here in the west, and could be made to feel that the advantages of education which they have had obligate them to do all that they are able to help in every way possible, we might hope for better results, and feel that the wages paid them was money better spent. We do not need teachers out here to cultivate our children's heels; they get that training fast enough in these rural communities. But we do sadly need some one to train them intellectually, aside from the mere book work of the schoolroom, and to give them a broader outlook on life than their home folks are able to do, and if our school teachers fail us to whom are we to turn for help in this work?

On looking over the report of the Department of Education for Manitoba, I find some reference to this question. For example:

From the report of Inspector J. Boyd Morrison—

“While I can say that all teachers are willing to aid any movement of benefit to the community, my estimate is that 15% of the teachers are real social leaders in the sense that they inspire and in some degree direct local leaders. This is the leadership to which teachers should aspire, because the advancement of any community must

come through the development of forces within itself."

From the report of Inspector A. B. Fallis—

"A very large percentage of the teachers take an active and sympathetic interest in the affairs of their districts, and the more mature and experienced teachers occupy positions of real leadership in the communities in which they are serving."

From the report of Inspector M. Hall-Jones—

"A very small proportion of whom at present, principals included, make any effort to occupy a position of real leadership in the community, their efforts as public servants being largely confined to the classroom and the schoolhouse."

From the report of Inspector E. H. Walker—

"I regret to say that the proportion of teachers whose activities are confined to the schoolroom is greater than it should be."

From the report of Inspector Parr—

"Too many of our teachers are giving their services to the few children who attend school rather than to the whole community."

From the report of Inspector H. W. Watson—

"The majority of the teachers are young and inexperienced, yet I found

many were trying to enliven rural life by holding socials, concerts, picnics and other social affairs for the adults as well as the children. The instruction given in the Normal School on "The teacher's place in the community" seems generally to be having good results."

From the report of W. A. McIntyre, Normal School—

"The work done in the Normal School classes and more particularly in the Model School has aimed at equipping all students for social leadership in the only way in which such leadership can be exercised. To send out a young girl to a school district and label her "Community leader" is to invite the opposition of every well-disposed ratepayer, but to send her out as a teacher of the children with power to develop in them (and through them, in their homes) a kindly, loving spirit is both possible and necessary. To equip teachers for such a duty has been one of the main aims of the Normal School."

Now the questions are these: (1) Are our teachers assisting in building up community life? (2) Should they be doing so? (3) Is this what the people expect from them? (4) If a teacher works all week should she teach on Sunday? (5) Why are inspectors' reports so varied?

MY MOST INSPIRING EXPERIENCE

By a Manitoba Teacher.

There is a district in the north country which is divided into two parts. If a river had run through the district it could not have been more noticeably divided, for on one side lived English-speaking people and on the other side were foreigners. The two sides had nothing in common. They never met in their social life. Indeed, the only connecting link between those of foreign birth and the English-speaking was the school. Strange as it may seem, these people who never met or mixed, had very strong opinions about the members of the other class, and

these opinions were far from complimentary. Such conditions in the homes were not very likely to produce harmony and unselfishness in the school where the children had to meet on an equal basis.

One day during the recess time, I heard the sound of quarrelling outside the school. I just reached the door in time to hear one child shout in the face of another, "You're a Galician," and saw how the foreign child crimsoned at the insulting tone in which the other had mentioned her nationality.

The dispute was then settled inside

the schoolroom, and after the children had calmed down a little, the one apologized to the other. The hardest part was to explain to the children the meanness of their conduct without seeming to criticize the parents before their children, but at last the school decided not to refer to the difference in nationality at all in future.

That evening I saw the question of nationality from a different and far broader point of view. When school was dismissed the little foreign girl stayed in her place, fumbling amongst

her books. She seemed to be arranging them over and over with particular care. At last I asked if she had lost something. She looked up for a moment rather embarrassed but very earnest, and said, "I'm not a Galician; I'm a Canadian." Then bolted through the door.

Surely with material of this class to work upon, it is our own fault if we have a "Foreign Problem" in Canada. Many a one with better opportunities could not declare as truthfully, "I'm not a Galician; I'm a Canadian."

MY MOST INSPIRING EXPERIENCE

By a Manitoba Teacher.

It was my first school and I had discovered, that the parents, though interested in the children's work, left the school and the teacher absolutely alone. So I set to work to plan my first Parents' Day. It was a doubtful, though not a hopeless outlook. Many people of the district had never been inside the school since it had been built, two years previous to this time.

However, I planned a programme consisting entirely of different forms of the children's school work. It was made up of songs, choruses, memory gems, compositions, readings, and drill. The children were soon greatly interested in the preparations and the result was that they did very much better work than usual. The enthusiasm spread to the homes, and many and varied were the reports brought to school as to who would be in attendance on the eventful afternoon. One little boy wanted to know if he could be permitted to invite anyone he wished, as he had two aunts who lived some ten odd miles distant, and who were very anxious to come. His delight was quite evident when he found that he might bring as many of his relatives as could be induced to come along.

The afternoon came—one of those bright afternoons in February when one feels the charm of the out-of-doors and longs to be out. We had planned to commence our programme at three o'clock. The school was decorated with flags, and around the walls were specimens of the children's work in writing, drawing, arithmetic and all work that could be shown in this way. The children, with their best clothes and manners very much in evidence, were prepared to enjoy the afternoon.

Just as I was feeling rather anxious as to the result of my experiment, a sleigh passed the window. I went to the door and there was one of the trustees and his wife, with a sleigh-load of supplies. He proceeded to take in a number of chairs for the accommodation of the visitors, and then had to get assistance to carry very large clothes baskets, which proved to be full of dishes, cakes and other dainties which only the imagination can picture. This sleigh was soon followed by another and another, until, in a very short time almost everyone in the district had arrived.

The programme passed off very well and was followed by a good, social time, when the parents inspected the work, and we all became much better

acquainted. Then a dainty lunch was served, which was really "quite up-to-date," as one of the ladies kindly supplied the ice-cream.

Late in the afternoon the gathering broke up, with evident satisfaction on many faces and a desire to come again most heartily expressed by all. The

parents appeared to grow more enthusiastic over the school and its work from that day on, and, as that was by no means the last social event of the year, I had many an inspiring experience, which comes to the teacher only through the heartfelt interest of the community.

INCREASED FOOD PRODUCTION

In the face of the most serious food situation which has ever existed in the world, the question of increased food production is the most important, one with which the people of Canada, and of the world at large, have ever been confronted.

It is not only a patriotic duty to produce more food, it is a vital necessity, for the neglect of which not only we and our children may suffer, but all the peoples of the known world. For lack of food the terrible sacrifice of life and treasure made in this war may be made useless and of no value. For lack of food the ideals of the world may be changed from those which we are upholding, and are pledged to uphold to our last man and last dollar, to those for which Germany and all her brutal military forces have fought and struggled for three long years. It is the obvious duty of every teacher in every community to make themselves preachers of this doctrine—there should be no vacant arable land anywhere on which it is possible for private individual, school board, trustee association, or municipality, to grow grain of any variety, potatoes, onions, beets, carrots or other food which might be stored for future use or shipped immediately to the countries of Europe. Adequate storage accommodation should be arranged for beforehand by the building of proper root houses, and every effort should be made to conserve the crop grown in this way.

In this connection we would like to quote extracts from a letter appearing recently in the Press. This letter, writ-

ten by a Victoria man, should impress on every reader the extreme seriousness of the situation. What Germany has been doing in intensive farming and food conservation since 1914, we are only beginning now, but a late beginning will be no excuse for present slackness, but should rather act as a spur to our effort:

"As I am convinced that but few realize the seriousness of the present situation; though patent to any thinking observer or reader, I ask you to publish what the Canadian Food Bulletin issued fortnightly from the food controller's office at Ottawa, quotes from the two greatest authorities. Lord Rhondda, the English food controller, says: "The food wanted by mankind does not exist. The word 'shortage' is not strong enough for the situation. To put the matter bluntly, the whole world is up against a nasty thing, familiar to the people of India, called 'famine.'" Again, regarding the wheat situation, he said: "The position in two or three months may be serious indeed." He said that if the farmers of England could only get a million acres of potatoes under cultivation this year, there would be no fear of starvation, and by starvation, he said, "I mean starvation which is followed by disease and death." Sir Edmund Walker, the Canadian banker, said: "The danger of famine is very real."

Mr. R. E. Prothero, president of the board of agriculture, England, says: "England is in a much more critical condition, and approaching the rapids.

If the farmers do not assist him and Baron Rhondda, the food controller, the country would be swept over the rapids. He was afraid all the carriage horses which had not been put to grass would have to be killed.

No words of mine can add weight to the above. Joseph in Egypt took precautions while there was yet time, and saved many lives. Soon it may

be too late to save. Remember that it will be your little ones who will suffer first and most. We may have enough food for ourselves, but we must share that with those in other parts of the world who have none. We are building ships to carry it. Subscriptions and tag days will not make food.

This is the real call to arms to every teacher in the Dominion of Canada.

A DISTANCE LIMIT FOR SCHOOL VANS

The following letter has come to the Editor of the Journal, and it may lead to a profitable discussion:

"Knowing that you are deeply interested in the welfare of the children, I would like to call your attention to what seems to me, an evil in the consolidated school districts (some at any rate), and that is the distance children are compelled to drive to school.

If a child has to drive nine or ten miles to school, that means he must leave home soon after seven, sit in the van until 9.15, sit in school during school hours, and again in the van until he reaches home. This means that a child gets practically no exercise for

five days in the week. Does not this mean sooner or later injury to health?

I well remember you impressed forcefully on the Normal students the importance of "a sound mind in a sound body," but can a child possibly have a sound body under such conditions?

Then it seems, too, to be placing our country children at a great disadvantage. They have their school lessons, also their long drive in their days work and a long day it is, while the town, or near to town, child has a long recreation time. Would it not be well to have a distance limit, say about five miles, for vans to travel, and then no child would be overworked?

The Winds

(Kathleen Anderson, Stonewall Public School.)

Winter

The wind is whistling, blowing,
And the fires inside are glowing,
While the snow-drifts fast are growing,
As the wind goes howling, blowing.

Spring

The white clouds sail across the sky,
The birds begin to northward fly,
The grass, the leaves begin to grow,
As gentle south winds softly blow.

Summer

The summer winds do scarcely stir,
Nobody thinks of wearing fur,
Gaudy flowers are all aglow,
When sultry winds do gently blow.

Autumn

The leaves are all a pretty glow,
But soon the boistrous winds do blow,
The leaves go flut'ring, lying low,
There to await their blanket of snow.

Progressive teachers will be at the convention.

Children's Page

March breezes sharp and chill,
Shake the dancing daffodil.

The golden sun goes gently down
Behind the western mountain brown;
One last bright ray is quivering still—
A crimson line along the hill—
And colors with a rosy light
The clouds far up in heaven's blue height.

Go gently down, thou golden gleam!
And as I watch thy fading beam,
So let me learn, like thee, to give
Pleasure and blessing while I live,
With kindly deed and smiling face,
A sunbeam in my lowly place.

EDITOR'S CHAT

Dear Boys and Girls:

So swiftly the months fly that no sooner have we finished writing "Happy New Year," than we seem to find ourselves planning for summer holidays. Only think, already two of these shining new months of ours have been spent! How have we spent them, wisely or not? Have they been wasted? What are you going to do with the ten that are still left to you of 1918?

Here to begin with is March, the great blustering, bustling house-cleaning month. Like a rough giant with a loud voice, he roars at us in a blizzard, snapping off the branches of the trees and howling down the chimney; and then feeling sorry for us, he speaks gently through the warm south winds, sends the sun to shine on us, melts the snow, fills the ditches with water, brings out the first brave little pussy willows, and sends us happy, chirping little birds. Such a month of hopes and fears! One day we may wake to find ourselves snow-bound in our prai-

rie homes, with the white drifts over all the fences, and the next week we may be racing to school through the mud puddles, chasing our hats along the roadside, and looking on the hilltop for the first little crocus to show its welcome woolly head.

And how busy things are at home! The bright March sunshine is showing up all the dirt and dust that has succeeded in hiding during the dark winter days. How dingy the windows look! How welcome the pot of tulips that the sun shines on in the schoolroom! How mother polishes and cleans, and how many scoldings she must give for the great muddy footmarks on the clean floors! A row of muddy rubbers stand outside the schoolroom door. The cows come blinking in the bright sunshine out into the straw-covered stable yard. The dogs frisk and run happily over the fields. The cheerful cackle of chickens, and the crow of the lordly rooster tells of warm brown eggs in the hen house nests.

Out in the barn brother is painting the rabbit hutch, and making some comfortable little nesting houses for the spring guests that are coming up from the south day after day. Don't forget those little guests! Remember that the birds of 1918 need your loving care just as they have in other years. They need the great army of all kind people to help feed them, to keep away their enemies, to build them houses, and to be their friends, so that they in their turn may do their work in the world. Can you tell what a little bird's work is? Suppose you write a composition on a bird's work, and really try to learn what the busy little creatures do for us, and why.

Have you planned your garden this year? March is the month to do it in. Remember, everyone who plants a garden and grows food is helping to win the war just as surely as if he or she were fighting in the trenches. Grow potatoes for ourselves and starving France and England. Grow every kind of vegetable to eat so that meat may be saved to send our soldiers. Study the seed catalogues and plan so that when March with his bluff and bluster has blown himself over the edge of the world and gentle April has crept in, we may be ready to put in the magic seeds that may help us to win the war.

A LITTLE STORY OF AN AUSTRALIAN SOLDIER

All of you wise young people will know without being told, that when Great Britain entered the war against Germany over three years ago, Canada was not the only country that rushed her men by boat and train and ocean liner to England's aid. No, all her great colonies, like the children of one mother, spoke and said, "We are coming." And they came—great hosts pouring from north and south, east and west. Away down in the south seas lies the great island of Australia, and from her ports ships filled with men came plowing across the ocean, and those brave fellows who have been nick-named Anzacs, have left their names on many a great battlefield and have won and helped to win some of England's greatest battles. These two little stories that follow are taken from "The Little Paper," which is a children's newspaper printed in England by a clever man, Arthur Mee, who is the editor of the wonderful Book of Knowledge you all know so well.

A German trench had been captured by the Anzacs, and when the German officer who had been in charge had time to look around and study the badges of his captors he said, "What Australians! We have no quarrel with

you!" "Oh, haven't you," retorted the men from the Southern Cross, "you've attacked the old bull dog, and we're some of his pups!"

Well, Lieutenant Thomas Arthur Bond, of the Australian Naval Reserve, is "one of the pups" of whom England and Australia may well be proud. When the Australians swooped down on German New Guinea, they landed under the protection of the guns from their own ships, but as they penetrated inland and got further away from these guns their danger became much greater. Lieut. Bond, however, led his men with great courage, but the capture of the wireless station was a masterpiece of daring. Accompanied by only one other officer and an interpreter, he sauntered on to his goal, and caught there eight armed Germans quietly eating their dinner, with twenty German native troops drawn up at arms. Before they could strike a blow the lieutenant coolly demanded their surrender, and astonished at his sudden appearance and thinking he had soldiers with him, the Germans and native soldiers handed over their weapons. It is told of this officer, that while on his way to the wireless station he was observing with delight the beauties of the

flowers along the road, and the butterflies that fluttered over them. Lieut. Bond now wears the Distinguished Service Order, and the story of his

sauntering to victory, talking of flowers as he went, will long be remembered.

SPECIAL MARCH DAYS

March 31st, Easter Sunday—Christ is risen! He is risen indeed! In the days many years ago, when people were very likely to say the beautiful things they felt, these were the words which people used to each other at Easter, just as naturally as we say "Merry Christmas" at Christmas time. It was the greatest time of the Christian year, for Christ had died on the dreadful cross on Good Friday, and every one in the world thought they would never see Him again, and perhaps never even hear of Him again. And yet on Easter Sunday His tomb was empty, the great stone was rolled away, and Christ talked once more with those people who loved Him.

As Christ rose from the tomb of stone which was so carefully guarded by the Roman soldiers, so the little spring flowers rise every year from the earth, so closely guarded by the frost and snow. And out of the cold and darkness of winter comes the beauty and sunshine and the flowers of spring, just as when Christ rose He came to take away the sorrow and darkness that filled the hearts of those who loved Him. And so in the coming of spring each year we see again the wonderful resurrection of Christ, which all the world remembers at Easter time.

March 17th—St. Patrick's Day. Last month it was St. Valentine's Day, and this month St. Patrick's Day. Such a jolly saint this—at least his day is a jolly day—when all the decorations are shamrock leaves, little green pigs, tiny potatoes, paddy hats, and all the other Irish things we can think of. But there is another side to St. Patrick's Day much more important than all the fun. That is, in the history of the

country for which St. Patrick lived and died. From Ireland have come some of the greatest writers, musicians, actors, soldiers and statesmen the world has ever known, but Ireland has had a sad history, and every boy and girl should try on St. Patrick's Day to learn something of this country of romance and happiness, legend and sadness. There are so many things to talk and read about,—the great men of Ireland, the cities of Ireland, the beauties of Ireland, the fairy stories and songs of Ireland,—that it will keep you all busy. We would suggest that two or three boys and girls be grouped together in each class, each group to find out some interesting thing about Ireland and work it into a composition, or learn a song that will tell it, or give a reading. Learn something about Ireland on this St. Patrick's Day that you will never forget.

March 7—Birthday of Luther Burbank, the wizard of the garden. The man who has made new fruits and flowers to grow by his magic work with them. Get your teacher to read about this clever man from the encyclopaedia or the Book of Knowledge.

March 19 — Birthday of David Livingstone, the great Scotch explorer. The boys will be particularly interested in reading of this man and his work.

March 21—Birthday of Robert Bruce. Both boys and girls will find much interest in reading the story of this brave Scotchman. See "The Day of Bruce," Grace Aguilar; "Scottish Chiefs," Jane Porter; and "In Freedom's Cause," Henty.

Are you a member of the M.E.A.? If not, enroll.

OUR COMPETITION

The subject for April—"The Picture I Love Best and Why I Love It." All stories to be in by March 15th.

The subject for May—"Our Spring Birds." All stories to be in by April 15th.

This story should include the names of as many birds as you know that come here in the spring, and a little information about their appearance, their nests, their food, and their eggs.

The prize this month is won by Peter Stewart, Willow Range S.D., and a special prize is given to Sadie Wier, Victoria School, Portage la Prairie.

Honorable mention is given to: Tom

E. Bremacombe, Petersfield, Man.; Ralph Manning, Willow Range S.D.; Robert A. Moffatt, Ethel Porter, Dunara School, Petersfield; Eleonore Gooler, Timothy Donahue, St. Joseph's School, St. Joseph, Man.; Arthur Doland, Wentworth School; Sydney Cassidy, Norah Cook, Clanwilliam School; Gertie Abbott, Pearl Abbott, Kilmory School; Elsie Coltart, Roland; Lily Sims.

Special mention is given to Herbert Brown, Roland; Beatrice Cassidy, Agnes McFarlane, Clanwilliam School; Kathleen Anderson, Stonewall.

Oh Wind!

Oh Wind! that bloweth on our prairies
wide,

Oh Wind! that ruffles the ocean's tide,
Wind that howls 'mid snow and ice,
Wind whose breath smells strong of
spice,

Oh Wind! where do you come from?
Where are you going?

To the land of flowers, or where it is
snowing?

Oh Wind! that whirls the snow flakes
white,

Oh Wind! that carries our kites from
sight,

Wind that blows down a giant tree,
Wind that hums the song of the bee—
Oh Wind! where do you tarry, where
do you rest?

Is it on our prairies wide, or ocean's
breast?

Oh Wind! that travels the wide world
o'er,

Oh Wind! that visits each distant
shore,

Wind that rocks the nests on high,
Wind that sweeps each western sky—

Oh Wind! where is your home, where
do you sleep?

Is it on the mountain's crest or the
briny deep?

Peter Stewart.

Willow Range S.D.

MANITOBA EDUCATIONAL ASSOCIATION

The following is the abridged programme for the convention which opens on April 1:

Monday, April 1 (Normal School)

8.00 p.m.—Executive Committee.

Tuesday, April 2 (Kelvin School)**A. Grades 1, II, III—(9.30):**

Oral Reading, Oral Expression and Dramatization, by Tache School, Norwood; Written Composition—an exhibition; and Use of Pictures—a demonstration.

B. Secondary Division (9:30):

Classics—to be arranged.

Science—Address by Prof. Parker; Discussion on Principles of Teaching, by G. R. Twiss—introduced by W. Sadler.

Course in Literature, H. McIntosh; Composition Difficulties—

English—Extension of High School Miss R. Riddell; The School and Community Drama—Mr. D. L. Durkin.

Home Economics—Boys' and Girls' Clubs—Miss Atkinson; Practical Arts, Education and Economics—Dr. Triggerson; Connection between History and Geography—a conference.

C. General Session (2 p.m.):

Addresses by Mayor of Winnipeg, President, Dr. W. F. Clark, Hon. Dr. Thornton, Dr. Soares — with music.

D. Inspection and Supervision (8 p.m.)**Normal School:**

Conference of Inspectors, Supervisors, Principals and Normal School Teachers. Subjects: (1) Waste in Teaching—Supt. A. White; (2) Standards of Teachers' Efficiency; Supervision—how and what kind?

Wednesday, April 3 (Kelvin School)**A. Grades VI, VII, VIII (9.30):**

Mental Arithmetic—Miss Sanders (a demonstration); The School Spirit—Dr. W. A. McIntyre.

B. Teaching of Non-English Pupils (9.30):

The direct Method — Madame Murray (a demonstration); A

Pioneer School—Miss M. Baker, of Ralph Connor School (with discussion); Use of the Blackboard — Mr. P. C. Federowicz; The Public Health—Dr. M. S. Fraser.

C. Secondary Division:

History—What am I doing?—Miss Fox and Mr. Reeve; The One Thing Needful—W. D. Bayley; Public Opinion — Prof. Chester Martin; Sidelights in Canadian History—Prof. Harvey; Discussion on reference books in English and Canadian History, and the Grade X British History Syllabus.

Modern Languages—Dramatic Interpretation of French Stories—a demonstration; Summer Courses—Miss Rowell; Round Table Conference — Matriculation French.

Mathematics—Vocational Algebra —J. G. Johannsson; Address by Prof. Warren.

Industrial Education — Vocational Guidance, by W. J. Warters; Advantage of Opportunity, by Thos. Foye; Some Aspects of Manual Training, by Arthur Beach.

Conference of Intermediate and High School Principals — Junior High School and Small Town; High School After the War; Credits for Out of School Work.

Elementary Division (2 p.m.):

Grades IV, V, VI—

Play—a class demonstration — Mr. W. G. Pearce; Geography—Miss Lily Harrison.

Rural School Conference—

Boys' and Girls' Clubs — Mr. J. H. Pleeves and Mr. A. M. Headlam; Home and School Gardening—T. S. Rudy, J. R. Wolkof, J. W. Doubleday; The School Van—H. J. Everall, E.L. Cusack; The Short Course—M. F. Pringle and A. L. Bridge; Night School—J. F. Kasperski.

Secondary Division (2 p.m.):

Report of Special Committee on the programme for the upper ele-

mentary grades — R. F. Hodgson,
Chairman.

Public Meeting (8 p.m.) — Place un-
decided:

Music by High School Pupils.

Win the War Now — Dr. T. G.
Soares.

Thursday, April 4 (Kelvin School)

Elementary Division (9.30):

A musical morning—demonstration
by pupils of Winnipeg Schools;

Folk Dancing—a demonstration by
junior pupils, Winnipeg Schools.

Secondary Division (9.30):

The Moral Value of the High
School Curriculum — Dr. T. G.
Soares.

General Session (1.30 p.m.):

Business, Music, Addresses to be
arranged.

Classes of instruction conducted as
usual, and also the usual exhibits of
school work.

The Winds

The north wind had whistled and
whooped and had sung,
And peeked down the chimneys of
everyone;
And now he is ready to go far away
To some distant land, very cold and so
gray.

The east wind is blowing so gently, just
here,
And bidding us all be of very good
cheer,
For spring has come round and now all
things are gay,
For no other months are like April and
May.

The south wind is murmuring through
the treetops,
And blows from the grass all the glis-
tening dewdrops;
The flowers are tossing their heads in
the breeze,
While round them are fluttering hun-
dreds of bees.

The west wind is blowing the leaves of
the trees,
And making the earth very clean, if
you please,
A blanket of snow will be spread on
the ground
And then we'll have snowshoeing
ev'rywhere round.

Sadie Weir.

Gr. VIII, Victoria School, Portage
la Prairie.

Selected Articles

A NEW EMPHASIS IN EDUCATION

By Louise M. Wade Barnes.

We are living in a practical age in a time when the educational forces of our country are trying to bring our schools into closer relation to the everyday problems of our work-a-day world.

We are coming to see that:

1. We need to realize that changed conditions, socially and economically, demand a change in our curricula.

2. To do this we must choose a simpler curriculum, getting at the elements of things and adapting them to the elementary character of childhood.

3. To be able to meet this new demand, teachers must read the available literature on the subject and attend summer school courses. Financial aid should be extended teachers by local School Boards to enable them to do so.

Uniformity for each school is not desired nor advised, but each school must adapt its courses to meet its own local requirements. The severest critics of our present system are found among the teachers' ranks. Some years ago, in a series of educational lectures, President Eliot, of Harvard, scored the public schools severely. He noted the fact that there are many things which indicate failure in achievement, after a hundred years of free common school education in America. The masses of the people read Sunday newspapers and trashy literature and seem to have no desire for good reading. He indicted the lack of discriminatory judgment in the exercise of the franchise. He urged that our schools will never be what they should until we are willing to spend as much per capita on each child in the public schools as is now expended in the best private schools. We now average only \$17.46 per year on each child, while we should spend and can afford to spend \$100 per child.

The attitude of the layman business man toward the schools shows a desire to have a few practical usable things

well taught, and especially to have good habits of work and thought well established.

The attitude of the government is seen in the fact that, a few years ago, Roosevelt appointed a committee to study the conditions of rural life and its relation to rural education.

In New Jersey, an educational commission has been appointed to study the industrial life of the state with a view to adapting the curricula to it.

Recently, a Bankers' Association discussed the problem of the betterment of our rural schools. They said, "We loan money to farmers and we have a common problem in seeing that a greater degree of intelligence prevails among them, that the farms may be more valuable, and we are willing and glad to furnish money to back up any educational improvements to that end."

The great commercial firm of Sears, Roebuck & Co. of Chicago, has recently given a million dollars to pay teachers to teach the people how to make a closer and more vital connection with the right kind of education.

New Jersey is only waiting to find the right man to appoint an Industrial and Agricultural Commissioner to help in that state.

The North Dakota Schools have issued a circular which shows their determination to adjust their schools to their own peculiar needs.

Is this so-called "new education" merely another fad? "A fad is a good thing overworked." This subject is conceded by all thinking people to be too vital a thing to be considered a fad.

The question of retardation among pupils is receiving much needed attention. Studies of pupils three years behind the grade are being made, and special courses and schools arranged for them. Meantime, we are studying causes. Our high school attendance is dropping down; only one-sixth graduate and only one-third remain longer

than two years. While we try to hold them, the fact remains that our big problem is in elementary education. One-half of our public school children do not get beyond the fifth and sixth grades. Does it pay to spend the largest sums upon the smallest proportion of our pupils?

Dr. Talcott Williams, head of the new Pulitzer School of Journalism of Columbia University, in a recent address, gave the following significant statistics. Out of 200,000 boys, graduates of high schools:

23,000 are engaged in agriculture.

8,000 are engaged in professions.

44,500 are engaged in factories.

24,000 are engaged in day labor.

15,000 are engaged in miscellaneous business.

8,000 are engaged in smaller trades.

What are our schools doing to fit boys and girls for these activities? In the high school of a great industrial centre, there are 1,700 pupils, and a study of its curriculum failed to identify the school with any interests of the life of the city.

Man is a social creature. We need to conserve our young people. The rural church and the rural school must meet their needs in such a way that they will not be obliged to go to the great cities to find larger opportunities.

A large private commercial school in New York stated that 85 per cent. of their students were drawn from the public high schools. This is an indictment of our educational system! Indeed, in the United States, 95 per cent. of our children wear misfit educational clothing! Ten millions of our citizens are engaged in agriculture. How little attention is given to the study of this line of man's activity in our public schools!

In Illinois, the right effort is being made. Frequent Farmers' Institutes are held; a conference on Home Economics is held at the same time and on these programmes the County Superintendent and teachers have a prominent place.

The school at Tuskegee is one of the best worked out plans for the uplift of an entire race that we have seen. The work of the head and the hand is perfectly correlated, and we are beginning to see the admirable results in the products of this school and others of its kind.

Schools must make a most careful choice in their programmes of studies in order to fit local needs.

The United States Commissioner of Education has recently sent out a book of essentials in geometry with "applications." This is not learning geometry by soft and easy stages, but getting down at once to the practical side. Our corn-growing contests can be woven into our work in arithmetic and English.

One Superintendent selects "the constants" or essentials for each subject for each grade and bases promotion upon a knowledge of these. Another teacher found he had a "between class" between his seventh and eighth grade who would probably leave school. He formed a preparatory trade class with a carpenter-teacher over it.

In history, trace the economic reasons for the discovery of America; show in connection with the recent struggle in France and Spain the development of religious toleration in our own country; teach that immigration complicates our political problems and western migration has made many problems move in that direction. In other words, our standpoint for history now is that, like our religious life, it is no longer an individual but a social problem.

Teachers can now find considerable literature on the subject of vocational and industrial efficiency.

Summer schools are specializing on this subject. Cape May, New Jersey, has a "School for Industrial Arts and Science" which had two hundred students and twenty-two teachers last summer. Teachers' College, Columbia University, offers courses in Industrial and Household Arts during both summer and winter courses. In conclusion, the words of Mr. Arthur D. Dean sum

up the aim of this new emphasis on education:

"Education means one continuous and increasingly well ordered relationship with the body of knowledge and the activities involved in the sciences, arts and resulting philosophy of life, which the subjects of agricultural, household, mechanical and decorative arts comprehend and create. It rests

largely with the teachers of these subjects to impress upon their students the inferences to be drawn from this work as to the economic and social values of their processes and results, the ethics involved in points of view regarding work and workers and the historic development of vocations leading to an intelligent interest in present and future conditions."

CHARACTER AND FITNESS IN EDUCATION

Educational Review.

Without doubt the greatest development of our time has been the systematic study and promotion of efficient methods, or in other words, making a number of blades of grass grow where one grew before.

It is not, therefore, surprising that so many establishments exist under conditions of which the following is not an exaggerated description:

First. Raw material is received without specification and no more examination that to determine that it is material.

Second. Sixty-five to seventy-five per cent of this raw material is thrown out during the process of manufacture, after having been more or less worked upon or, in the language of the shop, spoiled during the process of manufacture.

Third. Each foreman or head of department, selected with little regard to his capacity for the work in hand, doing what he likes in his own line, having little regard to the character of the material, or to the work which others are doing; frequently with no knowledge of the qualities required in the finished product, and often undoing the work of some other department, more frequently duplicating the same.

Fourth. Where the attempt is made to put all of the material into the same form of machine, regardless of the kind of material, be it brass, steel, cast iron, or concrete.

Fifth. Where the men who use the finished product usually consider it a failure and generally work it over when they do not kick it out entirely, except in those few cases where the product happens to fit.

Sixth. Where no systematic study is made as to the suitability of the finished product for the work it is intended to do.

One would say that should such a plant be subject to the ordinary laws of business, failure would be a question of time only, and yet the description does not inaccurately portray the conditions which obtain in the average school of engineering, probably to a great extent in a modern university, and accounts for the all-pervading educated misfit.

This condition was tersely described in a recent inaugural address of a university president as follows:

"It is a sad commentary on the educational institutions of the country that those upon whom are showered their choicest honors are seldom if ever those whom anyone would care to resemble."

When we realize that in the old academic type of education the matter of utility of the subject was not only ignored, but was most studiously avoided (see the toast to pure mathematics), and when we consider that utility is the final test of technical education, we begin to see that modern technical education has caused a big step in ad-

vance of the culture of the civilized world, and when we take into account the condition of our technical schools as described above, we can understand why it took over 2,000 years from the university at Athens to the university of the present day to do what comparatively little civilizing was done, and when, as someone remarked recently, the growth of civilization in the last forty years has been greater than in the previous 2,000 years, we can appreciate more completely the possibilities of engineering education.

A member of the faculty of one of our universities was heard to boast that his university was founded on the university of Athens. Would we be so far wrong should we feel that the university has not grown much above its foundation? Many of our universities have grown far above such a founda-

tion, are veritable sky scrapers, but the student is too apt to find that the elevators are not running today.

How many students start on their college work who are both mentally and temperamentally unfit for the course they are trying? The writer has seen numerous cases where a very cursory examination would have shown that the boy could do better at almost anything else than what he was attempting, and in many cases has sent civil engineers into medicine or law, or mechanical engineers into agriculture or business, or men who were delving hard towards the domain of pure science into executive work, and had them come back afterwards and thank him from the bottom of their hearts.

How often we are attempting to make a silk purse out of a sow's ear, or use a razor wherewith to open oysters?

THE GARY SYSTEM IN NEW YORK

The School Review.

An educational tragedy was enacted in Chicago when the first school board of reasonable size was inaugurated under a weak and scheming city administration. Now New York, about to inaugurate a board of seven members, has fallen into the hands of Tammany. The irony of the situation in both cities is not unsimilar to what occurred in Des Moines a few years ago. In that city the first city commissioners elected were the very leaders of petty politics who had opposed the adoption of the commission form of government. Only a very unintelligent citizen would allow himself to be prejudiced against a small board by what is happening in Chicago and what may happen in New York. The best plan of organization known cannot rise far from the level of the officials chosen to run the machine. It is only fair to add that friends of Mayor Hylan assert that he is vigorously championing a strict divorcing of the board of education from interference on the part of the city administration. Of course this is a consummation devoutly

to be desired. We shall suspend judgment, hoping to be compelled to apologize.

Mr. Wirt may no longer be needed, and Mayor Hylan may change his mind when he really forces the placing of 20,000 children, now on full time under the Gary system, back on part time. New York simply cannot keep pace with her school population. Moreover, Mayor Hylan and his new board would be blind indeed to ignore the almost unanimous approbation of the school executives.

One district-school superintendent of the Bronx, who confesses his initial skepticism of the system, has today this comment:

I have now been for more than two years engaged in reorganizing some of the schools of my district in accordance with the Gary plan, and here are some of the results I note, as shown in a report of mine which has just been published by the Board of Education:

1. One-half of my children, 30,000 in number, are in Gary schools.

2. So well are the parents pleased with the schools that during the first year of operation scarcely a dozen complaints against them were registered in my office from the parents of all these children, while scores of requests were made for transfers from regular schools to Gary schools. The recent opposition to these schools originated in the lower Bronx and in parts of Manhattan where there are no Gary schools.

3. Not long ago the so-called Federation of Parents' Associations secured permission to hold an anti-Gary meeting in one of my Gary schools, where 3,200 children are registered. There were eight or ten anti-Gary shouters who appeared to conduct the meeting, and the audience consisted of four parents, all of whom are in favor of the Gary plan. The organizers of the meeting forgot to publish a report of the proceedings, so I am doing it for them.

4. The duplication of eleven schools has had the effect of giving 13,079 children who formerly had a four-hour day a school day ranging from five hours to six hours and twenty minutes. If we had not adopted the Gary plan, twelve of my schools which now have only 9,252 on short time would have had 22,331 on short time. We have increased the capacity of the buildings about 40 per cent, at the same time that we have greatly improved the equipment, enriched the course of study, and lengthened the school day for the child without lengthening it for the teacher.

5. The total cost of this short-time reduction and improved education for the eleven schools to date is \$368,-

373.60. The cost by the old plan of providing a reserved seat for each child would have been \$1,733,472, without improvement in equipment and instruction.

6. A uniform graduation test given to the 8B classes of all the schools of my district last January produced the following results:

Average Percentage of Groups of Schools

Subject.	Duplicate.	Regular.
Arithmetic No. 1.....	85.3	80
Arithmetic No. 2.....	74	68.4
Spelling	89	82.2
Composition	84	80.7
Reading	71	72
Grammar	74.1	74.4
Total English	75.7	75.3
History	77	77.7
Geography	77.7	79.8
	707.8	690.5

On the basis of the total number of points scored, the duplicate schools are 2.5 per cent better than the regular schools.

7. A comparison of the results of my personal classroom inspections in every class of the district (1,500 in number) during the last scholastic year with the results of the preceding year shows these results:

Gains and Losses (Points)

	Duplicate.		Regular.	
	Gain.	Loss.	Gain.	Loss.
Reading	0.9	.....	.....	1.0
Spelling	0.5	.....	.....	0.7
Etymology	22.0	.....	.....	2.1
Mean. and use.....	2.3	.....	1.7	.....
Grammar .....	.....	0.3	.....	.....
Arithmetic	0.3	.....	.....	1.3

Total	26.0	0.3	1.7	5.1

NATIONAL EDUCATION AND WORLD POLITY

Here are selected sentences from an address by President Sisson of the State University of Montana. Do they appeal to you? Do they indicate the need of a new emphasis in school edu-

cation? Is the message for Canada as well as the United States?

The diplomatic documents of 1914 give a shocking picture of nations hurried into mortal combat without a sin-

gle clear cause and against the ardent desires and prayers of the vast majority of all most deeply concerned; each protesting its own innocence and its own devotion to peace. But there was no basis to be found for peace; instead of mutual confidence and good faith there was nothing but the quicksand of distrust and suspicion; each felt compelled to strike lest the other should strike first. No one can read these documents and the history of carnage since written without feeling that the world as it existed then was hardly fit to live in, and offers no safe foundation for the further evolution of human life; it is a world that stands in need of radical and immediate change.

The present war has at least torn off the veil and exposed the total depravity of war. The world has fooled itself with pleasing phantasms of international law and rules of warfare; it even dreamed that modern war at least was noble and almost humane. The rape of Belgium, the shrieks of drowning women and children, the bombing of quiet homes in undefended towns, and other horrors new each day have provided a rude awakening. All these are merely the inevitable result of the logic of war applied without ruth; worse will come just as soon as worse can be found. The very hymn of hate, abhorrent to every human ideal, fits perfectly into the system and spirit of war. Germany has simply played the terrible role of frightfulness in becoming the last champion of war as the final arbiter of human affairs. To have been chosen by the forces of history for this role is in itself punishment enough for any national crimes. Under the pressure of their situation in the middle of Europe, Germany chose, or rather its rulers chose for it, to be aligned with the past and against the future; for this reason is the defeat of the Germans so indispensable, for their victory would set back the clock of progress five hundred years; and Germany herself, in the midst of Europe, would be the most tragic sufferer.

The world is ablaze with war because in 1914 it was an inflammable world

charged with high explosives, material and spiritual. With the material explosives, from the bomb at Sarajevo to the Krupp guns in Germany, we are not much concerned; they are but the tools of the spiritual, and of them neither make nor prevent wars. If two men live side by side they are pretty sure to quarrel sooner or later if they are quarrelsome men or if they believe they have cause to quarrel; this regardless of whether they have bowie knives or sixshooters or not. They can get sixshooters if they really want to kill each other, or if no six-shooters are to be had they can do damage enough with fists, clubs, or stones: lack of weapons is never a safeguard against war and disaster.

Of the spiritual causes of war, none is more striking than a sort of exaggerated national ego, of which Pan-Germanism is probably the most terrible example. With the Germans this characteristic can be traced far back in their history.

But Germany is not alone in her exaggerated national ego and ill-concealed contempt of other peoples; she is only the extreme case of a general rule. Every nation considers itself the Chosen people of God: not only Germans, but French, English, and of course, we Americans; also Russians, Italians, Serbs; even Turks and Mexicans. If they but felt chosen to serve, which is perhaps the only choice made by God, all would be well; but they feel chosen to rule, and then trouble comes. Fichte told the Germans they were chosen to bear light and truth to all mankind; but the Germans conceived that they were chosen to rule the rest of the world.

Even the idea of God is still clouded in petty nationalism: we profess to worship the father of all mankind, the Lord of all nations; but we cannot break away from the idea that He is peculiarly our God and we His favored people, and that He must fight with our armies and against our enemies. Here again Germany is the horrible example; scarcely a single speech or army order or battle report omits God; only

a people exceedingly short of the sense of humor could tolerate such endless iteration of the divine name in every war document.

The schools have had a large share in fostering this false idea of national superiority and of the inferiority of other peoples. In every controversy we are right and our opponents wrong; all the honesty and fair-mindedness are on our side, and all the meanness and treachery with our opponents. In every war all the heroism and splendor are attributed to our troops, and all the flight and defeat to the enemy. We are always outnumbered and win by incredible valor and prowess; the troops of the enemy are overwhelmed in spite of all their advantages. All this is so unutterably false and silly that one would never believe it could exist except that it does exist and is common to all peoples. It is the pernicious remnant in civilization of the grotesque war-dance of the barbarian, in which he brags and boasts of his achievements and derides his antagonists. One of the healthful signs today is the protest against the falsehoods and evasions of our own American school histories, and the demand that the plain truth be told as to our diplomacy and our wars, even when it is not entirely to our national credit. Let the good work go on: we shall know the

truth and the truth shall make us more and more free.

Just what changes must be made in our education to produce men and nations and a world which shall be at least reasonably conflagration-proof? The briefest answer is that we must foster a new sense of the unity of the world; we must take seriously that splendid resolution passed with enthusiasm by this convention proclaiming a great new aim—World-Citizenship!

After all, the error in our education has not been so much in what we have done in overfeeding our own national ego as in what we have omitted in teaching our children a decent respect and regard for our fellow-peoples.

We need not less, but more and wiser patriotism; but we need also more and wiser and broader humanity. In a word we need to establish between nations what is already practised between individuals and between the states of federated nations like our own.

The American school, whatever its weaknesses, is yet the leading example of a great democratic system of education, quite unequalled in its national unity and yet quick in its responsiveness to new truth. Thus may America and American education lead the way in the new world-order, but always in the spirit of humility and service.

WHY NOT TEACH PRONUNCIATION

By J. W. Abernethy, Burlington, Vt.

It is a singular freak of human nature that leads us to be extremely particular about the correctness of our written language and leaves us comparatively indifferent about the habitual incorrectness of our spoken language. Everyone who has a conscious regard for the fundamental proprieties of social intercourse scrupulously minds his P's and Q's in writing, though he may perpetually blunder in pronouncing common words of daily conversation. A man will be inexpressibly chagrined by discovering that he has misspelled a single word in a letter that

will be seen by only one person, yet with perfect equanimity he will mispronounce a score of words before a room-full of people whose good opinion he is solicitous to command. A business man will sharply rebuke his typist for omitting a letter or misplacing a comma, and maltreat half a dozen words in expressing his displeasure. Indeed this anomaly is one of the commonest facts of daily experience.

This meticulous painstaking with which we torment ourselves to secure perfection in the written form of words, accompanied with a comprehensive in-

difference to the spoken form, is more singular when one reflects upon the utilitarian drift of theories and methods of education, the ultimate goal of which is the number of dollars a child may grow to win rather than the kind of man he may grow to become. It is difficult to see why an extra l in parallel should have a greater economic value than o in history. "Economic efficiency" would seem to be served quite as well by the spoken o as by the written l. Why, therefore, infinite time, patience and pedagogic energy should be expended in compelling pupils to write parallel with three l's, and no energy whatever expended in compelling them to pronounce history with an o, is a question that finds no answer in common sense and must probably be referred to psychology for a solution. The practical fact seems to be that a superior importance of correct spelling is a delusion, a venerable prejudice that has no substantial basis in linguistic history.

Some attention is given to pronunciation in the primary schools, very little in the high schools, and none at all in the colleges. The primary teacher can not entirely escape responsibility for the oral speech of young pupils. The reading book compels it. But such attention hardly extends beyond enunciation; pronunciation is quite another matter, a large requirement, for which the teacher is generally inadequately equipped. And so misplaced accents, corrupt vowel sounds, and bungled consonants are fastened upon children's minds as life habits. And the pity of it is that these slovenly habits of a life time might be prevented by a very little systematic effort in the schools. But here the monumental paradox lifts its overshadowing presence. Thousands of dollars will be willingly expended to save the written l in parallel, while not one dollar will be expended to save the o in history. Teachers and pupils alike are subjected to rigorous examinations to avoid the disgrace of bad spelling and are made to pay heavy penalties for their blunders, but are allowed to proclaim to

the world, without shame or rebuke, their ignorance of pronunciation.

With the high school rests the final responsibility for such refinements of speech as are likely to prevail in a community, yet there is no official recognition of this responsibility whatever. There is elaborate drill in the technique of rhetoric, the architecture of paragraphs, and the subtleties of punctuation—all the devices of artistic written expression, long before the student feels any natural craving for artistic expression, which alone can make this sort of instruction useful. There is some study of literature, and even the delicacies of Shelley's lyrics and Tennyson's idyls are discussed, but in a language often befitting a backwoodsman. As one listens to these performances, conducted with careless unconsciousness of any requirements of artistic oral expression, one comes clearly to understand why foreigners speak of our language as the "American dialect" of the English tongue.

But the college furnishes the most open and free field for orthoepical vagaries and vulgarities, for within the college domain there are no abatements or abridgments of free speech. Our "young barbarians at play" may convert language into a barbarous jargon of slang and slouchy pronunciation, and yet they become Bachelors of Art—yes, even *cum laude*. Alma Mater is too tender-hearted and too timid to offend her children by correcting their faults. I have seen a sedate professor drilling a college class in the elements of punctuation, with earnest and scrupulous thoroughness, while the students in rendering an oral account of their comprehension of his rules for the use of the comma were drawling and mumbling and mangling their words almost to the point of unintelligibility. And the professor seemed to be quite unconscious of the incongruity. But the free and easy use of language is not confined to the students. I have heard in college class rooms, within the space of half a day, three different pronunciations of the same word by as many professors, and all of them wrong pro-

nunciations. The natural inference drawn by the students from this indifference to correct speech on the part of their instructors is that "any old way" of pronouncing words is good enough. Indeed, this view of the matter is quite in harmony with the utilitarian and scientific tendency of all instruction. I once made an appeal to the members of a college faculty for aid and support of the English department in securing good English for all departments, and a professor of physics at once responded: "I don't care a rap how students express themselves, if they only get at the facts." I surrendered to the enemy, as the English professor always does, in these conflicts between the ideals of culture and the ideals of the immediate fact and the ultimate dollar.

It is a conspicuous evidence of new standards that the college, under the dominance of this don't-care-a-rap attitude toward the cultural elements of education, instead of being a community of refined scholars influenced by ideals of culture, is rapidly becoming a community of coarse and awkward vulgarians, especially in respect to the graces and amenities of oral speech. But the most significant aspect of the matter is that this disregard for refinement is elevated to the dignity of a principle, a fundamental axiom of educational processes. Education is always more or less in a state of reform flux. Like a volcanic region, the pedagogical field is in perpetual danger of seismic disturbance. Just now the whole educational system is quaking with the "practical efficiency" reform. The demand is made of every element of education that it shall prove its worth by its "ultimate productiveness" in "economic contributions to life." This is called "enriched" education, as distinguished from "liberal" education, which is regarded as effete and useless. When the efficiency stalwarts have stripped off all the refinements and elegancies of education, everything that does not make a direct, concrete contribution to the "eternal problem of getting a living," then there will be

no use for poetry, esthetic ideals, and training in the humanities; especially there will be no tolerance for such foolish affectations as correct punctuation, spelling and pronunciation.

The teacher in school or college who habitually says wich, wen, wile, wip, wite, instead of which, when, while, whip, white, often entangling his meaning for his auditors, ought to be correspondingly slovenly in his dress—his hair tumbled, his necktie askew, trousers bagged at the knee and shoes run down at the heel. But on the contrary, he is quite likely to be carefully dressed, everything about him being immaculate except his speech. Such an instructor will daily hear his students say abl'tive, nomnative, labertory, eloqunce, status, data, apparatus, compeditor, tejus and bekus, without the slightest disturbance of his sense of educational fitness. Educated men and women, graduates of colleges and leaders of society, are constantly perpetrating such blunders as hundurd, neuraligy, cupalo, Toosday, Febuary, fornit, sacriligious, wes side, for west side, dont choo for don't you, lawr and sawr for law and saw; and they commit these vulgarisms, unblushingly innocent of an offense against good taste and conduct, although they would be sorely distressed by finding a fly-speck on their clean linen.

In our social relations, there is perhaps no shock quite so cruel as the disillusionment that occurs when a beautiful woman, dressed in exquisite taste, opens her mouth with a cacophonous mixture of slangy and slipshod language. Whether just or not, the common judgment of character is by external manifestations. One's ideals of culture are revealed, unconsciously but emphatically, by dress, by manners and chiefly by speech. "Perhaps no more delicate test exists of the grain of an educated person's culture than that of pronunciation," says Horace E. Scudder. "It is far more subtle than orthography or grammar, and pleasure in conversation, when analyzed, will show this fine sense of sound and articulation to be the last element."

School News

PORTAGE LA PRAIRIE

The teachers of the public schools of this city have organized themselves into an association to be known as "The Portage la Prairie Public School Teachers' Association." The following officers were elected:—Hon. president, Mr. Maguire; president, Miss Bannerman; vice-president, Miss Ormond; treasurer, Miss Home; rec.-secretary, Miss Craig; press and corresponding secretary, Miss Bickle.

The members of the executive committee are the elected officers and Mrs. Oliver, Miss McCarthy, Miss Gill, Miss Angus.

The society has also affiliated with the local Council of Women. The dele-

gates to the Council are the President, Miss A. Sanders, Miss Roxburgh and Miss Francis.

Among the points brought up at the meeting on Monday, Feb. 4, were:—

1. The photo study method of teaching civics.
2. Medical inspection of schools.
3. The spelling contest to be held in the near future.
4. The drawing up of a prize list for the fall school fair, if one is to be held.

The Association would be pleased to have this report published in the Western School Journal.

WINNIFRED BICKLE,
Corresponding Secretary.

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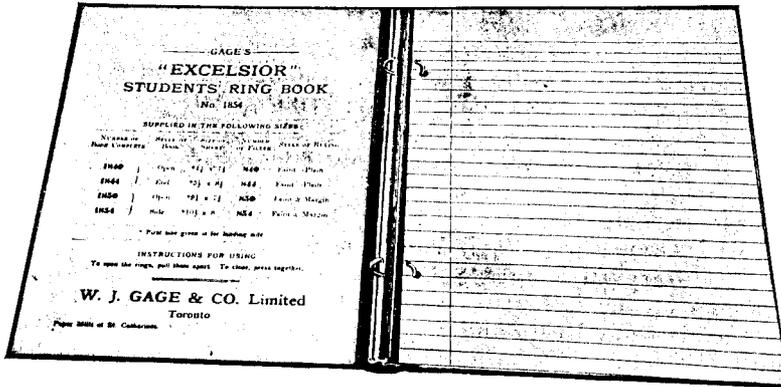
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