

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

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Peace! When have we prayed for peace?
Over us burns a star
Bright, beautiful, red for strife!
Yours are only the drum and the fife
And the golden braid and the surface of life!
Ours is the white-hot war!

Peace? When have we prayed for peace?
Ours are the weapons of men!
Time changes the face of the world!
Therefore your ancient flags are furled,
And ours are the unseen legions hurled
Up to the heights again!

Peace! When have we prayed for peace?
Is there no wrong to right?
Wrong crying to God on high
Here where the weak and helpless die,
And the homeless hordes of the city go by,
The ranks are rallied to-night!

Peace? When have we prayed for Peace?
Are ye so dazed with words?
Earth, heaven shall pass away
Ere for your passionless peace we pray!
Are ye deaf to the trumpets that call to-day,
Blind to the blazing swords?

Alfred Noyes.

Winnipeg, Man.

June, 1919

Vol. XIV—No. 6

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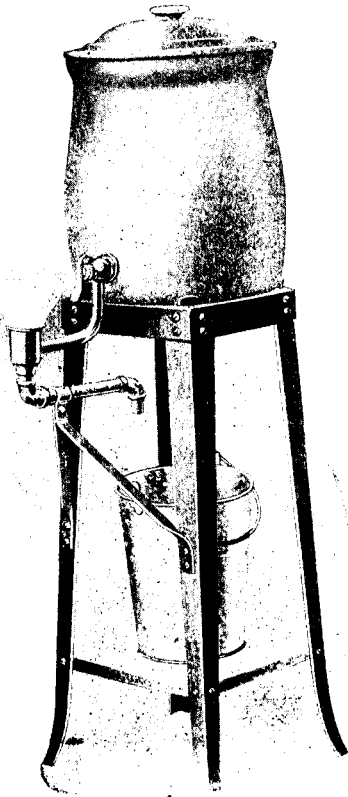
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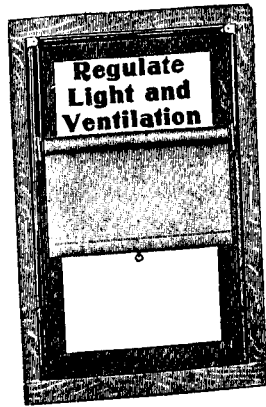


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Contents for June, 1919

EDITORIAL—

The School and Industrial Unrest..... 191

DEPARTMENTAL BULLETIN—

Bulletin 193
 Music in the Schools 193

CHILDREN'S PAGE—

The Grasshopper and the Cricket..... 194
 Editor's Chat 195
 Our Competition 195
 How I am Helping the Birds..... 196
 Some Curious Bird Builders..... 196

CONVENTION REPORTS—

Minutes.
 General Business Meeting 199
 Secondary Education 203

Addresses and Papers.

President J. W. Gordon..... 204
 Hon. Dr. R. S. Thornton..... 206
 Dr. J. T. M. Anderson..... 207
 Mr. W. B. Moore..... 209
 Major C. K. Newcombe..... 210
 Dr. J. T. M. Anderson..... 213
 Mr. J. W. Dafoe..... 216
 Jane F. Yemen 218
 Mr. E. K. Marshall..... 221
 Mr. W. J. Warters..... 223
 Mr. J. H. Skene..... 225
 Professor V. W. Jackson..... 229
 Mr. G. R. F. Prowse..... 230
 Mr. F. Pugh 231
 Mrs. Claude Nash 232
 Miss McCallum 234
 Major C. K. Newcombe..... 239
 Dr. Daniel McIntyre 241
 Miss E. M. Bennett 242
 Miss Mable Cooper 244
 Miss Katherine E. Smythe 246
 Rev. B. W. Thompson 249
 Capt. J. W. Wilton, M.P.P. 250

President - - - A. W. HOOPER
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The Western School Journal

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VOL. XIV

WINNIPEG, JUNE 1919

No. 6

Editorial

The School and Industrial Unrest

The work that is done in school should directly or indirectly affect the life of the people. The programme of studies does not set forth the end of education but merely enumerates the means whereby the fundamental aim is to be attained. This fundamental aim is the betterment of life—physical, domestic, moral-social, religious, political, industrial. The elementary subject cannot proceed by direct effort to reach this complex end. It uses the more effective method of proceeding indirectly. If it cannot teach home economics it can form those tastes and habits which are the surety of success for any housekeeper; if it cannot teach trades it can develop industry, carefulness and honesty, which are essential in every calling; if it cannot because of social conditions teach the forms of religion, it can insist upon reverence and righteousness which are the very essence of religion.

Perhaps the opportunity of the school in promoting right industrial conditions could not be illustrated more clearly than by reference to the late strike in the City of Winnipeg.

This strike had an immediate or nominal cause—a disagreement between the iron-workers and their employers. It had fundamental causes which were not so easily placed but which were undoubtedly much more real than the cause assigned. Among these causes were (1) the unrest produced by the high cost of living, (2) the common belief that profiteering was more or less general and winked at by the government, (3) the further belief that labor is being exploited by capital—a few

men living on the work of the masses, (4) the incessant effort of a set of agitators from the old land, who for various reasons have fanned the flames of discontent. Personal ambition and untempered expression are always in evidence at a time like this, and they probably had a good deal to do with the extreme action taken by the strikers on this occasion.

Now, pedagogically, the way to deal with any fault is to find its cause. The remedy will then not be a matter of difficulty. Is it too much to say that if the causes are as indicated the remedy should be something like this, (1) **a reduction in the prices charged for the necessities of life**—this to be a matter for government intervention. A government which has not the will nor the courage to take action on such a measure should make haste to abdicate. There is absolutely no justification for such prices as wage-earners are now compelled to pay for goods, and a government is criminal in its negligence that does not attempt a solution. (2) **a severe punishment of profiteering**, and this to extend not only to the few men whose names are usually mentioned—the meat trusts and the munition manufacturers—but to all,—whether farmers, manufacturers, middlemen or transportation companies—who have become wealthy because of the war. It is said thousands of millionaires were made in the United States during the war. This may be exaggeration, but one can understand how in the earlier stages of the struggle, there was every opportunity for Americans. But Canada has been in the war from the beginning, and any man here who has

grown wealthy while others have been sacrificing life is a traitor. (3) **A guarantee of a living wage to all honest workers.** But he is not an honest worker in these times who wants to limit his labor to thirty hours a week. The world never needed production so much as now and hours of labor should be increased all round rather than diminished. This is one price we must pay for the war. But men should be well paid. There should not be an increase of about one hundred per cent. in the cost of living and only fifteen or twenty per cent. in salary. Undoubtedly teachers are worse than others in this respect. (4) **The immediate deportation of non-Canadian agitators.** It is pleasing to note that among the extremists in this matter there is not one solid Canadian. This is a tribute to the spirit of Canadianism, and incidentally a tribute to the Canadian school.

This raises the fundamental question as to whether the school is not after all the solution of industrial problems. It can encourage still more than in the past the spirit of fair-play, unselfishness, co-operation, kindness, believing that if this is developed in youth it will assert itself in later years. Those who live together in a friendly way at school, will not fight to the death as neighbors and fellow-citizens. Therefore, let us support the public school and insist that it continue its good work of bringing together all races, classes, creeds to the end that they find a common ground in the fact that they are good Canadians and good citizens.

And should any Canadian-born be so possessed of the spirit of greed as to forget his duties to his fellows, should he be extortionate, tyrannical, or covetous in the extreme, let him be anathema; and should any non-Canadian adventurers seek to cultivate in our midst the feeling of anarchy, or should he be disloyal in speech or action or encourage disloyalty in others, let him be deported. Then shall we settle down to the education of the children—aiming to develop in them such powers and attitudes as are favorable to the promotion of good citizenship and right behavior. Our work can never end with the teaching of subjects of study. It must look to the betterment of life—to-day and to-morrow.

It may be that co-operative industry is coming and should be coming. The way to get there, however, is not the way taken by the Bolshevik. As belonging to the laboring classes themselves, teachers have full sympathy with all labor, and are naturally looking for relief for all workers who have a legitimate grievance. There is, however, a just limit to sympathy, and it would be well for agitators of a certain type to keep this in mind. In the end a cause is not to be won by physical force nor by impetuous presumption, but by an appeal to reason. A great duty as teachers is to make children amenable to reason. If we do our work well to-day there will be no friction in industrial life to-morrow, for people will have learned the art of living together.

It is time for the people of Manitoba to feel alarmed. Teachers are leaving the province for the West in scores and hundreds because they can receive better salaries. We are forced to accept the services of novices. It is a shame that the salaries of teachers have increased only 5 per cent. since 1915. The cost of living has gone up 75 per cent. and income of farmers has more than doubled. The matter is serious not on the teachers' account but because of the children. Is it fair?

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

BULLETIN

The **High School** Examination begin on June 23rd. Thursday, June 26th.
 9.00 11.00—Arithmetic.
 The **Entrance** Examination begin on June 25th. 11.00 12.30—Geography.
 14.00 16.00—Grammar.

Entrance Examinations

The following is the programme for the Entrance Examination:

Wednesday, June 25.

9.00 9.10—Reading Regulations.
 9.10 10.40—Composition.
 10.45 12.15—Geometry.
 14.00 15.30—History.
 15.40 16.10—Spelling.

Friday, June 27.

9.00 11.00—Elementary Agriculture

Note.—

1. No practical test in Music or Reading this year
2. The pupils' writing will be judged from his Composition paper, and valued at 100 marks as usual.

MUSIC IN THE SCHOOLS.

Adopted by the Advisory Board on May 22nd, 1919.

The committee on the recognition of Music in the High Schools met on Wednesday, May 21st, 1919, at 8.30 p.m. in the office of the Secretary. Present: A. E. Hill, Dr. D. McIntyre, W. Iverach, C. K. Newcombe, Dr. W. A. McIntyre and R. Fletcher.

The committee recommends as follows:

Grade IX. That 50 marks be assigned to the subject of Music in Grade IX and that the students be allowed whatever mark he earns in this subject as a bonus on his total in the Departmental examination; that each pupil intending to apply for a bonus in Music under these regulations be required to register with the Department when he enters Grade IX, and to furnish such information as may be called for by the registration form which will be provided for the purpose.

Grades X and XI. That in the Teachers' course Music be optional with any one of the following: Algebra,

Geometry, Household Science, Household Art, Agriculture, and that it be optional with certain of these subjects in the combined course if the University Council accepts it as an option in the Matriculation course, the group of optional subjects depending on the group of options which the University may decide to accept for Matriculation.

Any pupil who has not registered for Music in Grade IX, who wishes to take this subject as one of the options in Grades X and XI, must register at the beginning of his Grade X course and must carry the option through Grades X and XI.

Grades XII. That a student who elects to take Music in lieu of algebra or geometry in Grades X and XI be permitted to take further work in Music in Grade XII in lieu of the subject for which she has substituted this in the previous grades.

Examiners. That there be a board of seven examiners and that the Win-

nipeg Music Teachers' Association be asked to nominate five members of this board for the ensuing academic year, the remaining two to be appointed by the Advisory Board.

That in selecting the board of examiners, care be taken to have representatives of the teachers of vocal music and representatives of the teachers of piano and violin.

Syllabus. That the board of examiners herein provided for be asked to outline and submit for the consideration of the Advisory Board a syllabus covering six or seven years' work divided into units, each unit constituting one years' study (following the plan as worked out in the Indianapolis Schools).

Examinations. That examinations be held yearly and consist of two parts, namely: a practical test and a paper in theory; that the practical test be

given by some eminent teacher to be appointed by the Advisory Board, and that the theoretical examination be conducted by the board of examiners referred to above.

Note.—(1) Theoretical examinations are to be written at the time of the regular departmental examinations in June.

(2) A student taking the Music option must offer not lower than the second year of the course for Grade X. If such a student begins Music at this stage, he must take the first two years of the course in order to secure recognition of his work as an option in Grade X.

Once a student is classified he must take a fresh years' work each year according to the syllabus and according to the work already done as shown by his registration.

Children's Page

The Grasshopper and the Cricket

The poetry of earth is never dead;
 When all the birds are faint with the hot sun,
 And hide in cooling trees, a voice will run
 From hedge to hedge about the new-mown mead;
 That is the Grasshopper's—he takes the lead.
 In summer luxury,—he has never done
 With his delight; for when tired out with fun,
 He rests at ease beneath some pleasant weed.
 The poetry of earth is ceasing never;
 On a lone winter evening, when the frost
 Has wrought a silence, from the store there shrill
 The Cricket's song, in warmth increasing ever
 And seems to one, in drowsiness half lost,
 The Grasshopper's among some grassy hills.

John Keats.

Winter is cold-hearted,
 Spring is yea and nay,
 Autumn is a weathercock
 Blown every way;
 Summer days for me
 When every leaf is on its tree.

Christina G. Rosetti.

EDITOR'S CHAT

My Dear Boys and Girls:

Once more that wonderful month has come—June, the month of roses, the month of which the poets sing—and the month of the year for which boys and girls have longed and waited—the last month of school. To be sure, there is for some of you a tag to June which takes away some of its joy, and that is examinations. How fearsome that word sounds to the trembling, entrance candidates, and to the boys and girls who have perhaps slacked a little during the term, or played too much on the long light evening when books were calling to be opened. However, the end of June will see the end of all such fears and trembling and ahead of us lie two magic months, July and August. For many of us the first of July opens the door into Nature's Fair Land, for it is the beginning of long days out doors, in the fields, on the lake shore or in the garden and cool golden evenings, when we stay up just as long as we dare and when the bedroom seems close and hot and the world of moonlight and dusky shadows outdoors the only place worth while. When you come pressing and crowding through that door that leads into Holiday Land don't leave behind you the sharp eyes and hearing ears and quick brains you have found so

useful in school. Bring them all with you and use them every day. Don't let those sharp eyes miss the beauty of a single flower or the lusciousness of a single berry. Don't let those hearing ears be closed to the bird songs, and the cricket chirps and the busy buzz of all the little insect world! And instead of pages of books and stretches of black board to study from, take the bee, the ant, the squirrel, the tree, the brooks, the rivers and the hills. Have you heard those famous lines of Shakespeare:

And this our life exempt from public
haunt
Finds tongues in trees, books in the
running brooks,
Sermons in stones, and good in every-
thing.

And so as you travel across the magic carpet of flowers under the archway of green trees towards the brown door of September, stop, look and listen, and let Mother Nature teach you her sweet lessons all the holidays, so that you may come back at the end of two months with sharper eyes, keener ears, and busier brains with tanned faces, and bodies full of health and happiness. Here's a happy holiday to every boy and girl!

OUR COMPETITION

The prize this month is won by a very young competitor,—only eight years old. Agnes McCarthy, St. Patrick's School, St. Rose du Lac. Honorable Mention is given to Teddy Fitzmaurice, St. Rose du Lac; Eva Gaudry, Simonet School; Jane Gaudry, Simonet School; Roger Lavallee, Simonet School; Adrien Chartrand, Simonet School; Adelard Carriere, Simonet School; Anna Chartrand, Simonet School; Pierre Lavallee, Simonet School; Emma Lambert, Simonet School; Catherine Lavallee, Simonet School; Florian Lambert, Simonet School; Irene Dumaine, Ile-des-Chenes; Aurore Trudeau, Ile-des-Chenes; Anita

Beauchemin, Ile-des-Chenes; Yvonne Beauchemin, Ile-des-Chenes; Herbert Heisterman, Hamiota; Winnifred Morrison, Hamiota; Jack McLean, Hamiota; Jack Hovek, Hamiota.

Special mention is made of the little paintings of birds which accompanied the stories from Simonet School. They were all well done and very interesting. It was too bad that the stories were more about birds than, "what I did for the birds". We welcome to our page four new contributors from Ile-des-Chenes, four beautifully written stories, and two new contributors from Hamiota.

HOW I AM HELPING THE BIRDS.

Did you ever think that a child who helps the birds is helping his country? This is what I was told a few days ago, and I have made up my mind that I am to do my bit to help the birds. It might seem hard for a little girl of eight but I see every chance for me.

How happy I was when the birds came back this year. It makes such a change around our place. Birds are all nice, but I prefer the Wren and I have reason to. Every year this dear little bird comes to build his nest in our shed. He has not arrived yet, but I am getting ready to welcome him. I did not destroy his last year's nest as I think

he will understand that I want him back. May be my little Wren will talk with me as the birds did to little Bell.

I am not stopping there. The other birds will require my help. I can help by attracting them to our garden where I have placed little houses. Daddy will plant trees in our yard on Arbor Day. I will do my share and make a home for thousands of birds. I think the little birds will like me. I will feel happy to do my bit to help our lovely country.

Agnes McCarthy, age 8,
St. Patrick School.
St. Rose du Lac, Man.

SOME CURIOUS BIRD BUILDERS

If you should waken some morning and hear a "Squeek! squeek!" like the sound of a gate swinging on rusty hinges, it would mean that Mr. Blackbird has returned and is eagerly waiting to welcome the spring. In fact, his shrill, unmusical cry may be a protest against the long stay winter is making, for back he flies when the calendar announces spring, whether or not the violets are showing or winter's snows still cover the ground. Even though he has not journeyed so far as many of the other birds, he seems equally delighted to return.

I heard him, the other morning, just outside my window. "Squeek! squeek!" sounded the rusty hinge, and there he was sitting on the window ledge, while the snowflakes fell fast about him. A few days before spring was almost here; the swelling buds were beginning to open on many a bush, showing touches of soft, tender green; the rusty grass on the meadow was turning to emerald, and then winter, loath to yield its sway, swept back on a high March wind and covered everything with a white mantle. With every hoarse chack, my blackbird ruffled the beautiful blue-green feathers on his head and neck, puffed out his already plump body and said decidedly:

"It is an imposition; I will not stand it! Go away! go away! we have had quite enough of you."

He was looking, I know, for a good place to build a bird city. Perhaps he was the advance guard of a flock and was seeking a grove or clump of trees where they all could settle, for the blackbird is a sociable bird and likes the company of its fellows.

But, perhaps, even before our blackbird arrives, we may see a saucy robin, balancing himself on some branch or fence post, his dull red breast and black cap making decided notes of color in the somber landscape, and drawing our attention immediately to him. We know by his glad, sweet notes that he is happy to get back from the south, where he has been spending the winter. He too, has a busy time ahead of him for, as soon as he arrives, he must look about for a suitable place to build his home. Maybe it will be in a tree or about the house outside, if he can find some secluded corner for his little mud house; but, wherever it is, we may be sure of one thing and that is that he will be very happy doing it.

I am sure we would think it a very great trouble if, every year, after returning from a long winter's trip, we should have to build a home completely

new from start to finish. Probably, when winter came, we might hesitate about taking our usual jaunt and decide to stay where we were, but not so with the birds; those who go to warmer climates, when winter comes on, return joyfully each spring, ready and eager to start their building. Then, if you look closely—but not too inquisitively—you will see what wonderful architects these tiny creatures are, for few nests are fashioned alike. In one thing only are they similar, for, queer as it may seem, their homes seldom have roofs. But this causes our builder no discomfort; as he usually builds in the trees, he has the broad, green leaves to shield him when the sun is hot, and, if it rains, what need has he of a roof, when he always has his raincoat on? Quick and fast though the drops may come, they always roll off his feathers, leaving him dry and comfortable. Then, too, you must remember that he has'nt any furniture to spoil in his little one-room home, and, if the nest should get wet, he has only to fly off to a neighboring branch until it is dry again. But this rarely happens, for he generally sees, when he selects the place to build, that it is safely sheltered.

One house that a little brown creeper built was back of some loose bark, high up on the trunk of a tree. It was lined with feathers and was as warm and snug as one could wish. The home of the thrasher is usually made in the thickest and thorniest of bushes, and, while this little family wishes to be very secluded, they pull the thorns off very cleverly, so as to make a tiny passage for themselves to get to their home. As they tell no one the secret, they are seldom discovered.

A queer little builder is the oven-bird. He builds on the ground in the woods and, with sticks and leaves, constructs a little box exactly like an oven. So well does it match the ground in color, that one can hardly see it. You have heard him, I am sure, in the woods, calling, "Teacher! teacher!"

One of the prettiest homes is that of the vireo. It is a dainty swinging basket, hung near the end of a branch, where it rocks to and fro in the breeze,

an ideal house for this dainty little creature with her modest olive green gown. Another branch of this same family builds an even more decorative home, for the outside is covered with bits of lichens, brought there sometimes from quite a distance, and these touches of dark and light green, yellow and black give quite a festive appearance to it.

Then, have you ever seen, away up under the beams of the big barn, close to the roof, the home of the barn swallows? Like the home of the robins and some other birds, it is made of mud, and this is the way they make it. After they have selected the place to build their home, our two little barn swallows hunt out some near-by puddle where the earth is soft, and, taking a bit of the mud in their beaks, they work it around until it forms a tiny ball. Then they fly off with this and stick it to the beam on which they are going to build their home. Back again they go to the puddle for another ball, and this they bring and fasten to the first bit of mud, then fly away for more. And so they keep busily at it, until the mud cradle grows to be three or four inches high and an inch thick; and all the while their tiny beaks are at work, rounding it off here and flattening it there, much as a potter builds up his jar of clay. When it is done, they line it deftly inside with fine grass and soft feathers, which they pick up in their flights. They are sociable creatures, like the blackbirds, and build together in little colonies. They have much to say to each other and chatter away at a great rate, but their voices are very sweet.

While the barn swallow makes his home in the barn, his cousin, the eave swallow, builds under the eaves outside, wherever they are overhanging enough to afford him sufficient protection. There is another cousin, however, who prefers to have some one else do his building for him, and that is the martin; he would far rather live in a bird house, which some one very kindly has put up for him. But, while this saves him a lot of trouble, I am sure he misses a great deal of enjoyment, for

our little bird friends undoubtedly take as much pleasure in planing and building their homes as we do in homes of our own.

Early in the spring, along with the robins and the blackbirds, and often before either of them appear, comes the song sparrow. His brown streaked coat, just the color of the bare tree branches, and white breast like a bit of snow, almost conceals him from view; but his song betrays him, for when we hear his cheery notes so glad are we to see him again that we eagerly search him out. He builds very close to the ground, in a low bush or even in a tuft of grass.

Another curious house is that of the flicker, who is a member of the wood-pecker family. With his beak for a chisel, he cuts his home out of the wood of a tree, or, if he can't find a suitable tree, he obligingly takes a telegraph pole. If he can find an old one, so much the better, for the wood will be easier to bore through; but bore through it he does, cutting out

with his strong, sharp beak innumerable tiny pieces of the wood. First he cuts a round door, higher up on the trunk than he intends having his room, then he cuts a passage from the door downward, and finally chisels out his room. It is no easy task to do all this, but it is accomplished in a remarkably short time. Once in a while, though, he is glad to make use of an unused loft or garret, chiseling his way to this through the board walls without much difficulty; and, when once there, he seems to be quite as happy as his more industrious cousin, even though his quarters are ready-made.

But whether it is the bobolink who comes all the way from South America, or the robin who has only been a little farther south for the winter, all the birds are glad to return to their homes as soon as the snows have melted. We are certainly happy to see them, for spring would lose half its charm without their glad, sweet songs.

From the Christian Science Monitor.

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

(Continued from page 252)

With a realization of the truth contained in the words in King Henry V., our country would have had no need to resort to conscription to keep her forces up to strength. England's soldiers were battling long ago in France when their leader said:

“We few, we happy few, we band of brothers,
For he today who sheds his blood with me
Shall be my brother; be he ne'er so vile
This day shall gentle his condition:
The gentlemen in England now a-bed,
Shall think themselves accursed they were
not here,
And hold their manhood cheap, whiles any
speaks
That follow with us upon St. Crispin's day.”

I have endeavored, by illustration, to show the rich contributions which History and

Literature may make to the development of citizenship. The primary purpose of teaching these two subjects is to show by the examples of History and by the precepts of Literature three things: the duty, the absolute necessity of obedience to the laws of the land; the duty of taking an active interest in the formation of our laws; and the need for loyalty to our national institutions. The fourth great thing which History and Literature teach is the principle of patriotic service. We must be willing to give freely and unreservedly of our service to the state; if need be to offer our lives, to make the supreme sacrifice in order to pass down our heritage of freedom to the generations yet to come.

Convention Report

Minutes

GENERAL BUSINESS MEETING

Kelvin School, April 24th, 1919.

The annual business session of the Manitoba Educational Association met at 9.30 a.m. After an address on the Thrift Campaign by Mr. D. J. Scott, of the Sun Life insurance Co., business was taken up.

The minutes of 1918 were read and adopted.

The Treasurer's report, showing a balance on hand of \$330, was read and adopted.

Mr. Harris presented the report from the Committee on Retirement Fund. The report recommended the following changes in the plan which had been adopted at a previous convention:

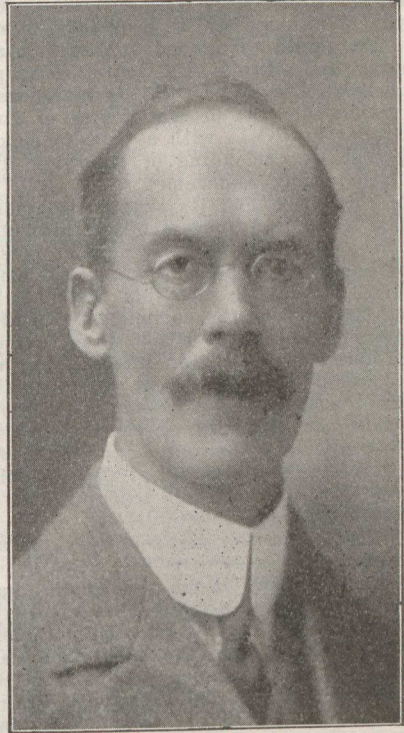
1. That in clause No. 1 the words School Districts be struck out.
2. That in clause No. 3 three per cent. be substituted for two per cent.
3. That clause No. 4 be struck out.
4. That wherever the words two per cent. appear the words three per cent. be substituted.

5. That clause No. 11, sentence No. 2, be altered by striking out all the words after "in cash" and substituting therefor "an amount to be determined by actuarial investigation at the end of five years from the beginning or the operation of this plan."

Besides the above alterations in the plan the Committee recommended that since the plan has been under consideration for a number of years, and will by these alterations become a matter for only the teachers and the Government to agree upon, we therefore urge the Government to put this plan into operation at the next session of the Legislature, and that a deputation of the M.E.A. executive wait upon the Government to urge action.

It was moved by Mr. Harris, seconded by Mr. Willows, that the report be adopted. A discussion followed, in which Mr. Lang questioned whether the percentage was sufficient to continue to pay the proposed allowances to annuitants. Mr. Harris pointed out that the plan had been prepared by Prof. Mackenzie, an actuary of outstanding reputation, and should therefore be soundly based on scientific principles. Mr. Dakin asked if the scheme were intended to include the inspectors, and was informed that it was so intended. Mr. Beech moved that the first sentence of Clause No. 11 be struck out, but had no seconder. Bro. Joseph, seconded by Mr. Gillespie, moved that a committee be appointed to investigate the matter still farther and report to the Government. Mr.

Schofield urged that the scheme as it stands be put before the Government. Much work had already been done, which was of con-



SUPT. A. WHITE, President
Brandon

siderable value. A new committee could not Legislature. After further discussion by Messrs. Willows, Foye, Morrison and Tipping, the report of the committee was adopted as submitted.

Mr. Willows then reported for the committee on minimum salaries. Mr. Willows, seconded by Mr. Cox-Smith, moved that the get ready before the next session of the Association request the Government to appoint a Commission to investigate the whole matter and report. A discussion followed, in which Mr. Huntley took the ground that this matter was one that properly belonged to the province of the new Federation. Mr. Elliott maintained that the report of the Committee was entirely justifiable. Mr. Tip-

ping, seconded by Mr. Saunderson, moved that the matter be referred to the Federation. Mr. Elliott rose to a point of order. He pointed out that we had not as yet any official knowledge of the Federation, and therefore moved that we defer taking any action on the report until later in the meeting. The motion was seconded by Mr. White and carried.

Mr. Hearn then reported for the committee on the revision of the programme for Grades I. to VI. The report is as follows:—

Your committee beg to report as follows:—

The committee, consisting of the following: Mr. A. White, Brandon; Mr. D. J. Wright, Winnipeg; Miss Griffis, Lockport; Miss Macdougall, Winnipeg; Mr. D. S. Woods, Miami; Miss Fitzgerald, Norwood; Miss Cusack, Miniota, and Mr. A. E. Hearn, Winnipeg, was appointed in April, 1918, to make an investigation into the present course of study for Grades I. to VI., with a view to making suggestions for amending or enlarging it to meet present-day requirements.

The committee had its organization meeting last July, and four meetings altogether have been held, the greatest number present at any one meeting being four and the smallest three. It will be seen that there has not been a majority of the committee present at any one meeting. This is not altogether due to indifference or lack of interest, but can be explained by the great distance that separated some of the members. It would seem that the difficulty of choosing a committee conveniently situated to make frequent meetings possible and at the same time representative of the whole teaching body of the province is an insuperable one.

In order to get the views of teachers and inspectors, a questionnaire was sent out in October, and many instructive replies have been received. Only a few replies come from the rural schools, but particularly helpful suggestions came from the supervisors and principals of the Winnipeg schools and from the staffs of Brandon and Portage la Prairie. It has not been possible to acknowledge each communication separately, but the committee wishes to thank all those who have sent in suggestions.

In addition to the questionnaire your committee has been making investigations into the courses of study used throughout the Dominion and the United States. This has involved a considerable amount of study, and much of this work remains yet to be done.

Your committee recognizes that the task committed to them is one of considerable magnitude, and involves not only the recommending of different or fuller outlines of the subjects of the present course, but an inquiry as to the title of each subject to a place on the curriculum, having in view the general unrest of the present time regarding the forms of public instruction and the trend of educational thought towards greater scope for self-expression and initiative on the part of the pupils. It is coming to be recognized that

no subject, however venerable, has any right on the programme simply by reason of its age, nor is it altogether certain that the course, however crowded it may be, comprises all that an ideal one should include. There is a general feeling that many of the courses need changing—that some, as arithmetic, for instance, need amending so as to cut away the non-essentials; that some, as music and physical education, need extending and enriching; that others, like nature study and the industrial arts, need to be made more practical and more closely related to the everyday life of the pupils.

For the purposes of organizing the work, the committee have been considering the subjects of study under eight groups as follows:

- I. Arithmetic.
- II. English, including Reading, Spelling, Composition, Literature and Grammar.
- III. Writing.
- IV. What may be called the "social" groups, including History, Geography, Civics and Moral Education.
- V. Nature Study, Science and the Garden, including the subjects comprised in the work of Boys' and Girls' Clubs.
- VI. Physical Education, including physical exercises, lessons in the laws of health, playground and schoolroom plays and games and rhythmic exercises.
- VII. Music and Voice Training.
- VIII. Drawing and the Industrial Arts, including Manual Training, Sewing and other occupational activities.

Sub-committees have been at work on the first four groups, and a beginning will be shortly made on the remainder. The syllabuses in Arithmetic and in English are nearly complete. It is hoped to have these reports published shortly, and through the medium of the School Journal or otherwise to get them into the hands of every member of the Association. These courses are submitted, not as cut-and-dried plans, but as suggestions to be tried out in the schoolroom, and teachers are asked to co-operate with the committee in examining and testing the courses and by sending in criticisms to the chairman of the committee, Mr. A. E. Hearn, or to the Secretary of the Association.

Your committee regrets that there has been considerable delay in connection with their work, but conditions in the fall made it impossible for the committee to get together, and consequently the work was of necessity postponed until the beginning of this year.

In view of the fact that a great deal of work remains to be done, the committee asks to be allowed to continue its work during the coming Association year, and recommends that the vacancies in the committee be immediately filled up.

Respectfully submitted,

MARION MACDOUGALL
ALFRED WHITE
ARTHUR E. HEARN (Convener).

The report of the committee that was appointed to deal with the matter of a teachers' federation was then laid before the meeting by Mr. T. M. Maguire. The report is as follows:

Your committee, appointed at the 1918 meeting to consider the matter of the formation of a teachers' federation, beg to report that in their opinion the formation of such federation would promote the interests of the teaching profession. As, however, since the appointment of your committee, steps have been taken to organize a federation, it is thought advisable that the matter should be presented to this Association for the information of its members by those who are identified with the movement, and your committee recommend that the officers of the federation be requested to explain the purposes and scope of the new organization.

Mr. Maguire, seconded by Mr. Elliott, moved the adoption of the report. The adoption was carried.

Mr. E. K. Marshall then reported for the Federation of Teachers.

Mr. Marshall said that the purpose of the organization was to get the teachers all over the country into a closer organization. Local associations were to be formed in all parts of the province. These would be represented by delegates at a larger meeting held at some central point. He thought that the M.E.A. was for inspiration, and the local associations and the meeting of representatives for more practical purposes.

Mr. Lang wished to know what relation was to exist between the M.E.A. and the new body:

Mr. Marshall said that there was no intention that the new body should clash with the older organization.

The Chairman now announced that a message had been sent by the executive to the executive of the Federation. The message asked the executive of the Federation as to what plan the Federation would consent to become a unit of the M.E.A. Mr. Neelin and Mr. Little had agreed to see that the request was brought before the executive of the Federation. Mr. Neelin presented the following reply from the executive of the Federation:

"The Federation acknowledges the receipt of the communication, and promise to lay the matter before the local associations, to give it due and thorough consideration, and hope to be able to give a definite answer at a future meeting of the M.E.A."

It was moved by Mr. C. W. Laidlaw, seconded by Mr. Garratt, that we appoint a committee to meet with a similar committee of the Federation for the purpose of planning some means of getting the M.E.A. and the Federation together. The motion was carried. The names of Messrs. Gordon, White, Elliott, Hearn and Morrison were accepted by the meeting as the members of the committee.

Mr. Huntley and Miss Stewart both took the ground that there was not necessarily

any antagonism between the two organizations.

The chairman then brought the meeting back to the discussion of the report of the committee on minimum salaries.

Mr. Denike pointed out that if the motion to refer the matter to the Federation were to carry the whole matter would be delayed, and what had been done already would be practically thrown away. Dr. W. A. McIntyre supported this view.

The report of the committee was then adopted.

Mr. Elliott, seconded by Mr. Dakin, moved that the executive nominate two teaching members of the M.E.A. to act on the proposed commission. Carried.

The report of the nominating committee was presented by Mr. Morrison, who moved its adoption, seconded by Miss R. Hall. The report is as follows:

Report of the Nominating Committee—Honorary President, Hon. R. S. Thornton; President, Supt. A. White, Brandon; 1st Vice, A. E. Hearn, Winnipeg; 2nd Vice, Miss J. M. Brown, Winnipeg; Secretary, F. D. Harris, Winnipeg; Treasurer, E. J. Motley, Winnipeg; Auditor, R. H. Smith, Winnipeg.

Executive—J. W. Gordon, Manitou (ex-officio); S. H. Forrest, Souris (ex-officio); H. W. Cox-Smith, High Bluff (ex-officio); W. Beer, Brandon; S. Burland, Stonewall; Miss A. Clarke, Brandon; Miss F. H. Cochrane, Hamiota; R. Goulet, St. Boniface; Miss Yemen, Souris; T. W. Jackson, Agricultural College; Miss M. Johnson, Hazel Ridge; Bro. Joseph Fink, St. Boniface; F. A. Justus, Tyn-dal; S. E. Lang, Winnipeg; E. K. Marshall, Portage la Prairie; W. A. McIntyre, Winnipeg; Miss E. Moore, Winnipeg; T. A. Neelin, Winnipeg; S. T. Newton, Winnipeg; E. D. Parker, Winnipeg; A. J. Perry, University of Manitoba; J. C. Pincock, Winnipeg; Miss Irene Seale, Dauphin; W. J. Sisler, Winnipeg; H. A. Stokes, Selkirk; B. A. Tingley, Brandon; L. H. Warren, University of Manitoba; John Wolkoff, Winkler; D. S. Woods, Miami; D. J. Wright, Winnipeg.

The report of the committee was adopted, and the secretary instructed to cast a ballot. The meeting adjourned about 1.15 p.m. without being able to finish the business.

At the close of the session at the Isaac Brock School business was resumed.

The Committee on Resolutions brought in their report.

The resolutions are as follows:

Resolutions

1. That the Secretary of this Association be instructed to appropriately convey our hearty thanks to those who contributed to our programme, especially to those outside our own ranks: to the Women Teachers' Club, to the Schoolmasters' Club, to the Imperial Order of the Daughters of the Empire, to the Winnipeg School Board and St. Stephen's Church for the privileges and courtesies ex-

tended to our association and to the Press for the publicity given to our proceedings.

That the Secretary of this Association express to His Honor the Lieutenant-Governor, Sir James Aikins, and to Lady Aikins their appreciation of the courtesy extended to the teachers in the reception at Government House on Wednesday, April 23rd.

2. That in the opinion of this Convention, immigration from all countries that were at war with the allied countries during the recent European conflict, except in case of those semi-subject nations who were not in sympathy with the ideals of our enemies, should be prohibited for a period of at least ten years.

3. That members of religious organizations, representing themselves as conscientious objectors, and who refuse to assume full responsibilities of Canadian citizenship, should be classed as undesirable immigrants, and should be forbidden entry into Canada in the future.

4. That the religious organization known as Hutterites, who were permitted to enter Canada during the progress of the European war, who come under the class of conscientious objectors, and who refuse to assume the full responsibilities of Canadian citizenship, should be deported at as early a date as possible.

5. That the incoming executive of the Association be asked to appoint a representative committee to investigate the question of the limiting of the number of pupils per teacher.

6. That this Association place itself on record as strongly favoring the prohibition of the manufacture, sale and importation of all spirituous liquors except for medicinal and scientific purposes.

7. That this Association convey its congratulations to the ratepayers of the Minnota district upon their decision to institute a municipal school board in lieu of the local or district school boards.

8. That this Association should urge on the Government the necessity for providing some adequate means of caring for the mentally deficient children who cannot be cared for in our public schools, and whose presence among us without training or supervision is a menace to the community.

No. 1 was adopted on motion of Mr. Burland and Mr. White.

Nos. 2, 3 were adopted on motion of Mr. Willows and Mr. Parker.

No. 4 was adopted on motion of Mr. Willows and Mr. Cox-Smith.

No. 5 was adopted on motion of Mr. Burland and Mr. Little.

No. 6 was adopted on motion of Mr. Burland and Mr. Shannon.

No. 7 was adopted on motion of Mr. Burland and Mr. Duncan.

No. 8 was adopted on motion of Miss Rodgers and Miss Redmond.

The following resolution was introduced by Mr. Shannon, seconded by Mr. Campbell:

That instrumental music on a credit basis be made optional and included in the programme of studies, commencing with Grade VIII.

That provision be made for such study by the elimination of parts or the whole of algebra, geometry, arithmetic, trigonometry or elementary science.

That in case of entrance pupils geometry and part of arithmetic be eliminated.

That we recommend the adoption of a system such as that submitted by the music teachers of the City of Winnipeg.

The resolution was carried.

Prof. Warren presented a report from a special committee of the executive that had been appointed to prepare some amendments to the constitution. The report had been adopted by the executive, and was brought up at this meeting for final approval by the M.E.A. The report is as follows:



MR. P. D. HARRIS, Secretary

The special committee of the executive appointed to deal with a revision of the constitution recommend:

1. That a nominating committee be appointed by the executive at the December meeting.

2. That this committee prepare a full list of officers and of the executive.

3. That the list so prepared shall be placed in conspicuous places around the Convention halls, not later than the Tuesday morning session of the Convention.

4. That other nominations signed by five bona fide members of the Association, will be received by the secretary up to Wednesday noon and posted by him along with the aforementioned list.

5. That in the event of more than one nomination for any office, the secretary shall prepare ballot papers, and the ballot shall be taken at the business meeting of the Association, the officer elected to receive a majority of the votes polled.

6. That in the event of more than twenty nominations being received for the executive committee, the secretary shall prepare a

printed ballot, and the vote shall be taken at the business meeting, the twenty nominees receiving the highest number of votes to be declared elected.

7. That only bona fide members of the Association be entitled to vote, and that they shall present their membership cards when returning their ballots.

8. That the "Committee on Resolutions" be appointed at the December meeting of the executive.

9. That steps be taken to have the constitution amended accordingly.

The report was adopted, on motion of Prof. Warren, seconded by Mr. Hearn, with an addition to clause 8 by which a time limit was

set for sending in resolutions to the Committee on Resolutions. The time limit is to be one week before the first day of the Convention.

Mr. Blackwell brought up the case of Mr. Emsall. He was of opinion that the Association should do something to assist Mr. Emsall in his declining years. Mr. Blackwell moved, seconded by Miss LePage, that the executive be asked to devise some plan whereby the teachers might help one who had spent many years in useful work, but whose age and infirmity have compelled him to retire from the active work of the school-room. The motion was carried.

The meeting then adjourned.

SECONDARY EDUCATION

1. The General Meeting was held on Wednesday afternoon in the Gymnasium—Mr. J. C. Anderson presiding.

2. Mr. Garratt spoke on "The Rights of Adolescents."

3. Mr. Hodgson reported on "The Junior High School."

4. Mr. Lang reported for the High School Committee. The Committee recommended that the several departments of the Secondary Section be invited to assist in the formation of a series of courses for the High School.

5. The Committee was continued in office, a representative from the Intermediate Schools being added, and also a representative from actual teaching force.

6. Reports from sectional meetings were presented.

7. The resolutions from the Mathematical Department were adopted:

(a) That sub-examiners receive \$10 a day.

(b) That copies of suggested text books be submitted by the Department of Education to the Secretary of the M.T.A. to be placed in the hands of the officers of the various departmental sections of the Secondary Section.

(c) That the resolution relating to the conference between examiners and teachers be passed on without comment.

(d) That a committee be appointed to consider professional training of Secondary School Teachers.

8. Committees were appointed to give effect to these resolutions.

9. The officers were elected as follows: Chairman, Mr. Cumming, Teulon; Secretary, Mr. Geo. Duncan, Teulon.

CLASSICAL SECTION

1. Meeting on the morning of Tuesday, April 22.

2. The programme consisted of a general discussion as to future procedure.

3. Mr. Lang introduced the subject "Relation of Latin to English in High School."

4. Mr. Dobson moved, seconded by Mr. Lang, that the language option be extended to Grade XII. students—the language to take the place of science.

5. Moved by Messrs. Dobson and Pook that a change is desirable in the selections from Caesar and that other selections be made from Ovid.

6. A committee consisting of Dr. Clark, Mr. Dobson and Miss Brown was asked to decide on the selections.

7. The following officers were elected: Chairman, Dr. Clark; Secretary, Miss L. R. Brown.

SCIENCE SECTION

1. Meeting on Tuesday, April 22, 1919—Mr. Robison in chair.

2. Mr. J. W. Shiple read a paper on "Chemistry in its Relation to Schools."

3. Mr. Hamilton gave an address on "The Scope of the Science Syllabus in Schools."

4. Discussion followed both addresses.

5. The following officers were elected: Chairman, W. A. Anderson, Virden; Secretary, R. C. Mulligan, Balmoral.

ENGLISH SECTION

1. Meeting on morning of Tuesday, April 22—Miss Riddell in chair.

2. Miss Yemen read a paper on "Grade X. Literature."

3. Discussion was participated in by Misses Ross, Thomson, Balstreet and Mr. Marshall.

4. Mr. Marshall gave a paper on "Business English."

5. Prof. Aaron J. Perry read a paper on "A Neglected Page of English Grammar."

6. Discussion followed both of these papers.
7. The officers were elected as follows: Chairman, M. McIntosh; Secretary, Miss Garland.

INDUSTRIAL EDUCATION

1. Meeting on Tuesday, in Assembly Hall—Mr. Mulock in chair.
2. Mr. Warters spoke on "Preparation of All Kinds of Boys for All Kinds of Work."
3. Mr. J. H. Skene introduced "The Trend of Manual Training."
4. A business meeting followed. "Resolved, that a teacher's salary should be intact, and that no deductions should be made therefrom for pensions or other purposes."
5. The following officers were elected: Chairman, Mr. Elliott; Secretary, Mr. E. A. Ford.

INTERMEDIATE AND HIGH SCHOOL PRINCIPALS

1. Meeting Wednesday morning—Mr. J. H. Plewes presiding.
2. Committee on "Credit System" reported recommending that such system be extended to music, woodwork and domestic science.
3. The committee was continued.
4. Discussion on the best method of dealing with subjects not on the Departmental Examination.
5. A committee was appointed to report at next meeting on the whole matter of examinations. Members of committee were A. C. Campbell, Hamilton and Struthers.
6. Miss McCallum read a paper on "Responsibilities of Citizenship."
7. Officers were elected as follows: Chairman, Mr. J. R. Hamilton, Portage la Prairie; Secretary, A. Struthers, Macgregor.

SUPERVISORS AND PRINCIPALS

1. Meeting on evening of Tuesday, April 22, at 8.15—Miss Rodgers in chair.

2. Major Newcombe spoke on "The Function of Supervision."
3. Dr. D. McIntyre, assisted by Dr. Crawford and Major Duncan, gave a paper on "Tests and Standards in School."
4. Discussion by Inspector White and Mr. A. W. Hooper followed.
5. Officers for year were elected as follows: Chairman, Supt. A. White; Secretary, Miss M. Sillington.

RURAL SCHOOL SECTION

1. Meeting on morning of Wednesday, April 23.
2. Programme was carried out as arranged.
3. Miss Hambly gave an account of work done among the new-Canadian people.
4. A discussion followed, the chief topic being "Development of Community Spirit."
5. Among those taking part were Messrs. Truesdale, Shallon, Sisler, Dr. Thornton, Inspector Willows and Miss Johnston.
6. Miss Smith gave a paper on "Senior Work in the Donald School."
7. A discussion followed, in which the following took part: Mrs. Miller, Inspectors Hall-Jones and Willows, Messrs. Lee, Higginbotham and Sanford.
8. A discussion on use of the gramophone followed.

CLASSES OF INSTRUCTION

1. In the Drawing Classes 21 were enrolled, of whom eight attended all three sessions.
2. In Paper-folding, 22 enrolled, of whom six attended all three sessions.
3. In Basketry seven enrolled, of whom four attended all three sessions.

Addresses and Papers

PRESIDENT J. W. GORDON

One year ago today, when you did me the high honor of electing me to the position of President, I had mingled feelings; feelings of responsibility and feelings of pride at the honor given to your humble servant from the country. My fears were dispelled by the splendid and loyal service rendered by the executive committee.

During the past year the cloud which has been hanging over all, darkest last Easter, has rolled away. This cloud was the cloud of Prussian militarism; and it has been proved that the best fighters are those who don't want to fight. If all those brave men, none were braver than those from Manitoba, and of those from Manitoba none have done better than the teachers of this province. We honor such men as Major New-

combe and Major Duncan, and we honor the memory of such men as Major MacLaren, of Brandon, who have given up their lives.

Last fall the women teachers had an opportunity to show as great heroism. During the terrible influenza epidemic it was a pleasure to see how nobly the women did the duty thrust upon them.

The relations of the Executive with the Department and the Trustees' Association have been very pleasant during the past year. The Department, indeed, has shown the strength of its feeling by financial support—substantial financial support. This means a great deal, because when a man shows his feeling in dollars and cents the feeling is generally real.

To come to the question, I might call it

the time-honored perennial question, the status of the teacher. It is well known by those who value education that teachers are underpaid and undervalued. On the surface it would seem that the teacher is better paid today than five years ago. But that is not true. Five years ago \$600 would buy 500 bushels of wheat; today \$800 will buy about 350 bushels of wheat. And though some say the teacher's living doesn't depend on wheat alone, still, these figures show that things are not what they seem, and the teacher is no richer now than before. The Department of Education and the Trustees' Association, which is the power behind the throne, both see the situation, the public is being educated to the situation, and the future looks better.

Still, a person underpaid is undervalued. There are cases where teachers are taken into the councils of trustees, but these cases are all too few. There are cases where the teacher figures in the social life of the community, on boards of trade and the municipal councils, but these cases are all too rare. But is it not possible, to quote the words of a very great writer, that

"The fault, dear Brutus, is not in our stars, but in ourselves that we are treated thus."

Can we by higher ideals come to be worth more and appreciated more?

The question is: If the teachers are not rightly valued, should the teachers demand higher pay and recognition? There are those who want drastic action and those—conservative—who feel that

"Freedom slowly broadens down
From precedent to precedent,"

and that it is dangerous to go too fast. I am a member of a club that meets once a week to discuss religious questions, and the motto of the club is: "We may not all think alike, but all must be friends." I think this a very good motto, and so if in our discussion on Thursday morning we do not all think alike, if there are differences of opinion, let us avoid all acrimonious debate.

There is a great deal of talk nowadays about reconstruction, which, as Major Newcombe says, is not reconstruction, but construction. Many have sacrificed much in the past war, many have given all, many are lying under the sod in Flanders and France, for the defence of democracy, and we should not, will not, be considered patriots because of what someone else has done, but as these others, for what we are willing to give.

In the Methodist Church, of which I am a member, there was an old man who, whenever a strange preacher came to church, used to stand up and eulogize the Methodist Church. One day when a strange minister was in the pulpit, this old man, after going

on as usual, said: "It's an economical church. I've been a member for forty years, and in all that time it has only cost me twenty-five cents." The preacher leaned out of the pulpit, looked at the man for a minute, then said "God bless your stingy old soul."

Sometimes I wonder if the blatant patriotism of some of us is not like the Methodism of that forty year member.

When I have seen what is written on reconstruction, and what this statesman and that are saying, it seems to me the only way is that of the Carpenter of Nazareth. A nation will be great according to the number of pure and noble men and women in it, and as the doctrine of the Man of Nazareth prevails.

I would beg the teacher to take humanity into the school room. I was once in a home where there was a little girl, a child surrounded by love and affection at home, and she came home broken-hearted one day because the teacher had doubted her word. The teacher had forgotten that this little tot was an atom of humanity.

At Normal I once knew a girl, a beautiful character, who told me of a sickness she had, of an infirmity caused by it, and of the persecution she endured at the hands of her high school teacher because of this infirmity. Of course, the teacher didn't know—but shouldn't she know? That is why I want humanity in the school room—to guide the teacher in her treatment of those in her charge.

I shall close this address with a quotation of Kipling's that gives a picture of the life of the worker in the next world:

"When Earth's last picture is painted and
the tubes are twisted and dried,
When the oldest colors have faded and the
youngest critic has died,
We shall rest, and, faith, we shall need it—
lie down for an aeon or two.
Till the Master of All Good Workmen shall
set us a task to do.

And those that were good shall be happy, they
shall sit in a golden chair.
They shall splash at a ten league canvas with
brushes of comet's hair.
They shall find real saints to draw from—
Magdalen, Peter and Paul,
They shall work for an age at a sitting and
never be tired at all!

And only the Master shall praise us, and only
the Master shall blame;
And no one shall work for money and no
one shall work for fame,
But each for the joy of working, and each in
his separate star,
Shall draw the Thing as he sees it for the
God of Things as they are.

HON. DR. R. S. THORNTON

I am pleased to meet the teachers in convention again, and especially pleased to see so large a number in attendance. On account of the influenza epidemic, many schools are behind in their work. Therefore it is particularly gratifying, as an indication of great interest, to see so many teachers present.

We meet under conditions which can never be repeated. In a degree this is true every year, but its significance is especially great this year. The celebration of this Easter, this Empire Day, too, mean more, being the first after the storm of warfare which has swept the world during the last four years and a half. It is worth while to look back over all we have come through and address ourselves to the task before us in the light of the added responsibilities and difficulties which the last terrible four years and a half have brought.

Do we realize why we were in the war? We were fighting, not for peoples across the sea, but for our very lives! Not for an abstract issue, however worthy, but for our liberty, our existence as a nation, our lives and our homes! The Germans in August, 1914, started on a campaign against the whole world. Their motto, as Bernhardt proclaimed, was "World Power or Downfall." To gain this power they literally trampled under foot the lives of the people who became for a time in subjection to them. Such would have been our fate had we lost the war. Here, in our beloved Canada, would have been repeated the atrocities of Belgium, Northern France and Serbia. The liberties, the privileges of citizenship which we enjoy as Canadians today have been handed down the years to us as the results of great sacrifice. Our lads have fought and bled and died to preserve them—to hand them on.

Between the spirit of the Allies and the militaristic spirit of the Hun there were three factors of difference, three factors which finally drove the enemy back. Please God, he shall never come out. Germany did not gain world-power. Her downfall was, we hope, complete enough to prevent forever a repetition of the attempt. Why? Because the allies—because we, as British subjects and Canadian citizens fought for ourselves. We did not hold back while others fought our battles. The boys "over there" were our boys, too. They took a place in the army which was second to none and made Canada's name honored the world over.

We used to advertise Canada as the land of opportunity. We used to tell of her wealth of resources, her wheat lands, her minerals, her fish, her timber. But Canada has produced that which is worth vastly more—men and women of such calibre as our soldiers and our nurses have displayed in France and Flanders. They have elevated Canadian citizenship to a place which it never held before.

This year we have planned to make our

Empire Day pamphlets the plain and simple record of the part played by Manitoba's victorious soldiers. In enlistments from Canada, in proportion to the population, the province of Manitoba stands first. There enlisted voluntarily over sixty-one thousand men, one in nine of the population of Manitoba men, women and children. We must remember that these lads, in all the promise of their youth, laid aside everything to fight and to die for you and for me. Manitoba has also great reason for pride in the fact that out of sixty-three Canadians who received the Victoria Cross, eleven, or more than one-sixth of them, were Manitoba boys. Here is the best material for the Empire Day lessons in the schools, formed of concrete illustrations of what freedom cost. Among these V.C. heroes are products of all types of schools. The one-roomed prairie school as well as the school in the country town or city school, contributed members to this glorious little band. These country schools, though lacking many apparent advantages, have been a great factor in our progress. Many a man who has proved an asset to the nation has gone forth from these little schools. Premier Lloyd George received his elementary education in a one-roomed village school in a valley of North Wales. It is not the educational advantages, but the spirit of the man that counts. Some teacher here, perhaps, on reading the record of the lads who won the Victoria Cross, may be able to say "That boy was a pupil of mine for three or four or five years"; may feel that his influence helped in the moulding of the dauntless character that found expression in the deed which won the coveted decoration. To develop such a type of character is surely the highest aim of education.

Education has three aspects. First, the physical. We strive to develop the sound body which is necessary to carry the sound mind. The second aspect is the mental. The ordinary curriculum is calculated not only to give the pupil necessary information, but to teach him to think for himself. And lastly, we must emphasize the spiritual aspect, for the spirit or soul of a man determines his use of the information which he has gained. We strive to train the hand, the head, the heart, and the latter aspect is the greatest of all. The Germans carefully trained the hands and the heads, but they forgot to train the hearts, with the result that the lust for selfish domination filled their souls, and their boasted efficiency became, not a blessing, but a curse to the whole world and to themselves. The spirit we need, then, is the spirit of unselfish service, the spirit that our soldiers and our nurses displayed in France. We must face our new problems with the same indomitable spirit—we must strive to develop a citizenship, a community life worthy of the sacrifice of our boys; we must prove that they did not die in vain. That is the task before us as teachers.

Just what does it mean to be a free-born Canadian citizen? Take that question away with you. Think it over in detail, and when Empire Day comes be prepared to convey to the boys and girls in your care an idea of how much they obtained from those four years of bitter struggle. A Roman citizen of two thousand years ago took great pride in his citizenship. You remember how, when the chief captain learned that Paul was a Roman, he said, "With a great sum obtained I this freedom," and Paul said, "But I was free-born." The freedom of our citizenship was bought for us by the lives of the lads who did not come back, and therefore our liberty is a priceless thing.

Canada has received many people from other lands. In the past we have not been careful of whom we admitted, but have taken in all classes from Germany, Russia, Italy, Austria, and given to them the privileges of citizenship. In the future only those who are physically and mentally fit must be allowed to enter. We have as much right to decide whom we wish to enter our country as to decide whom we wish to enter our homes. To those who come determined to be one hundred per cent. Canadian, who come prepared to identify themselves with this country, we will bid welcome. But if they come determined to stay German, to stay Ruthenian, we want them turned BACK! All immigrants must sign a declaration to obey all of the Dominion and provincial laws as they stand.

We realize the greater rights, benefits and privileges which are becoming ours, but let us remember that every right has its parallel duty; every privilege implies a responsibility. Let us lay not stress only upon the rights and privileges of citizenship, but also upon the responsibilities and duties of citizenship. Eternal vigilance is also the price of liberty. We must allow the entrance of no disintegrating factor from without. Are we capable of feeling humiliation? Think of the groups of people who said, "We do not like this thing and that thing in your laws. If we do not have to obey them we will condescend to come to your country!" And concessions were made, but never again! We will demand that any who come asking for citizenship must assume the burden it carries, too!

Your own work lies in the most hopeful field, among the growing boys and girls. The teacher is the true nation builder. Yours is the glorious privilege of inculcating the spirit of unselfish service. As your chairman has so well expressed, the only effective re-organization power is the spirit of the Carpenter of Nazareth. We must not only strive to maintain the standard of Canadian citizenship, but we must strive to train the men and women of the future to be worthy of the awful sacrifices of that fearful war, that the spirit of Canadian citizenship may be carried on in a greater measure to the generations yet to come.

DR. J. T. M. ANDERSON

THE TEACHER AND RECONSTRUCTION

I am glad to be here today, and to meet the school teachers of Manitoba in Convention assembled. It is ten years since I left the wilds of Northern Manitoba—for wilds they were then—to go to the wilds of Saskatchewan. Prior to that time I had taught school for two years in your province, and consequently I have a warm spot in my heart for Manitoba, and have been watching with interest its progress educationally.

The two splendid addresses to which we have listened this afternoon have covered a great deal of our subject, and surely left little for me to say, but I want to talk to you for a short time as one teacher to another. We have just sung very heartily "Pack up your troubles in your old kit bag," but we as teachers have been packing up our troubles in our old kit bag until the kit bag is nearly worn out, and the time is surely drawing near for these to be remedied.

We hear a great deal in these days of Reconstruction. Now, just what is Reconstruction? We find it hard to define. I am pleased to know that Major Newcombe substitutes the term Construction. The past great struggle, world catastrophe that it has

been, has given to us opportunities which could not have been ours otherwise. It has brought to Canada a national feeling such as she never has had before. It has brought our national and educational imperfections out in bas-relief. Let us set ourselves resolutely to the improvement of these. Let us set ourselves, in the light of the lessons the war has taught us, to the task of laying a solid foundation for a great Canadian nation that the sacrifice of our soldier heroes may not be in vain.

Western teachers, duty calls us as it has never done before. The future of our Canada depends upon the schools of the next ten years. From a population of only eight million, fifty thousand left in France and Flanders is a huge loss. The boys in the schools today must be trained to take their places, and therefore to you, teachers, duty beckons more strongly than ever before. Your work is the most important part in the problem of Reconstruction. We hear a great agitation for improved methods of agriculture, better machinery, better cattle. But what will these avail unless the farm sare owned by proper types of manhood? Yours is the duty

of training the boys for the better farms of tomorrow.

A great part of this work must be done by the rural schools. These have produced many notable men. As Dr. Thornton has mentioned, Lloyd George received his elementary education in a one-roomed school in a little village of North Wales. But what of the eighty or ninety per cent. who might have been of great value to the world had they been given a chance? When I was a boy I attended a rural school five miles from the City of Toronto. When I and three other lads passed our entrance examinations we were the first to do so from that school in twenty-two years! I believe there is going to



DR. J. T. M. ANDERSON, M.A., LL.B.

be no such lack of opportunity in Saskatchewan, but we must attend to our rural schools. They must be kept up to standard.

I know that the Manitoba Educational Association is addressing itself to the task in hand with enthusiasm. Your ranks have been sadly depleted during the last four years, and the memory of your fallen heroes must spur you on to nobler effort. But you are handicapped by the lack of interest of the general public, by a most discouraging indifference. Will the war rouse the nations to a sense of the all-importance of education? The so-called efficiency of the Germans, the so-called muddling of the British over in Europe has been, in the last analysis, laid at the door of the school teacher. Britain is waking up, and has set seriously to work on improvements of her school system. Canada is not yet following. Public interest in education means a higher status for the teaching profession. When wise and persistent efforts to arouse these have been rewarded, our difficulties, financial and otherwise, will solve themselves.

A prominent Ontario man whose work brings him in touch with men of every class has said that he finds the school master, in

respect to mental and moral calibre, the highest, bar none. Yet who ever heard of a schoolmaster being appointed senator, or even a commissioner? The teacher is paid a salary which would make a professional cook blush. I saw just recently on the advertisement page of a Saskatchewan daily paper a salary of two thousand dollars offered for an ice cream maker. On the same page a salary of nine hundred was offered for a second class professional teacher. Do you know that the superintendent of a lunatic asylum is paid two or three times as much as the superintendent of a Normal school? Our salaries are of little moment, but once we go wrong we provide a high salaried position for someone else. I know a wealthy stock breeder who paid a man twelve hundred dollars a year and his board for caring for his thoroughbreds. The teacher who taught in this district received seven hundred and fifty dollars a year, and this stock man was the most opposed to a raise of her salary. I said to him, "It is worth twelve hundred dollars a year to you to have a reliable man in charge of your cattle. Is it worth no more than seven hundred and fifty dollars to have a good teacher in charge of your children?" He said, "By Jove, I never saw it in that way before." A utilities commissioner receives seven thousand a year. A city official is paid good money. Why are they paid so much better than the teacher? Is it because their work is so much more important? I say most emphatically No! We are going to stay with our work because it is our duty so to do, but we shall not cease to call attention to the need of better salaries.

The reasons for this condition of affairs are possibly three. First, the lack of interest of the public, and second, because it is too easy to become a teacher. Many go out teaching after three, or even two years in the high school. Permits are granted to those who have no certificate at all. We gain nothing by lowering the standard. The third reason is that we have been too docile, been protesting too little about things as they are. The time has come for action.

I should much like to see a uniform salary for teachers, at least in the three prairie provinces, and also the same standard for certificate issued, so that the inducement of one province to teachers would not be superior to that of another. Under the existing conditions I frequently receive letters from Manitoba teachers who wish to come to Saskatchewan. I hesitate to encourage them, for I know you have not too many teachers here. If you would hold your teachers you must make their living conditions satisfactory. A federation of teachers should make such a uniformity as I have mentioned one of its chief aims.

I believe, though, that a new era is dawning. The Trustees' Association has asked a commission to look into the matter of teachers' salaries. A recent survey of the schools of Saskatchewan by an American organiza-

tion aroused much interest. We have instituted in Saskatchewan what is known as "Better School's Day," when the people of each district gather at their schoolhouse to discuss this matter and to listen to addresses on educational problems. This is a definite step forward, which should be taken by all the provinces.

After all, in a great degree the betterment of conditions lies with ourselves. Ask the average trustee "Who was your teacher last year or last term?" and he will have to stop and think. Ask him "Who is the best teacher you have had here in the last three years?" In an odd case the answer will come promptly: "Miss Jones" or "Miss Smith." But nine times out of ten he cannot tell you. The reason thereof is manifest. Teachers are not giving their very best to their work. When I look back over my own teaching days I realize that, although the people were well satisfied, I could have done much more. We, as teachers, must give of ourselves.

We frequently hear the teacher classed as a non-producer. The public must get beyond this before the status of our profession will reach its proper height. What of more importance is there than that which the teacher produces? Men discuss the roads, bridges, and so forth, of their district, but not the

school. Why should this be so? Interest must be awakened in this all-important question. There is nothing creative in the school-teaching profession. Such an attitude indicates a woeful lack of understanding.

There is an especial field for labor among the Ruthenian settlers. What a problem these people present is indicated by the large number of them who are on trial in the criminal assizes at Yorkton. We cannot have our country filled with a criminal class of immigrants. We must use common sense, firmness, judgment in dealing with incoming peoples.

It is the teacher's duty, then, to take a greater interest in school and out. It is his duty to become a power for good in the community wherein he labors. The people are waiting for the leadership, which you can afford. Part of the assimilation process may be accomplished by getting the people together socially and thus overcoming racial antagonisms, for instance, which is so common in the foreign districts. Let us be alive to the necessity of going at our work more earnestly, more loyally than ever before. This attitude of itself will result in rousing the people, and consequently in the betterment of the teaching profession, financially and otherwise.

MR. W. B. MOORE

THE BUSINESS GIRL'S ETHICS

I am going to consider the subject of the business girl in an extremely critical manner this morning. I deplore the necessity of this attitude, but it is important for the girl who expects to enter the business world to know the pitfalls in her path. I have watched closely the relationship of the business girl and her employer during twenty years' experience in the business world in Canada and the United States, and I have yet to find the office which is not familiar with the conditions of which I wish to speak.

I well remember my first experience in employing girls for my office. I placed an advertisement in the paper worded something like this: "Wanted, a high-grade, experienced stenographer. The highest salary will be given to the right person." I had a flood of applicants, for a great part highly decorated with rouge and powder and displaying very sheer silk hose, and with an expression on their faces which said, "I'm here. I'm the one you're looking for." "How much experience have you had?" I asked. "Oh, I'm just from school," or "business college," or perhaps "I have been substituting for two or three weeks." "This position is an exacting one," I explained. "I expect my stenographer to play the part of secretary as well as to be able to take dictation rapidly, to punctuate well, and to correct my mistakes." To correct these mistakes is an im-

portant function of a stenographer, for the hurried business man can scarcely avoid making slips in his dictation. "I may be away for several days at a time," I warned the applicant. "I will probably leave fifty or one hundred letters for you to sign. Do you think you can meet these requirements?" The applicant was willing to try. Not one out of one hundred meet this test! The girls come to apply for a position like that when they are not qualified, and they know it. They waste their employer's time and they waste their own. The average girl, instead of being content to start at the bottom and build up, is determined to have a high position and high salary at once. The inevitable consequence is failure. I can tell this, because I learned it for myself. Fifteen years ago I was holding a small position. I took a three months' course in shorthand in the evenings. Then I obtained a position as stenographer, and naturally failed to make good. I then took a minor clerkship and learned the rudiments of business. That is the one way to success.

I took charge of a noffice once in which was a stenographer doing indifferent work for eight dollars a week. I told her what I should require of her, and promised her thirteen dollars and a half a week if she could meet the requirements. She succeeded, and her salary rapidly grew to thirty dollars

a week. She is now receiving eighteen hundred dollars a year. She was content to start low and develop. The girls who enter the factories are better prepared to fill the positions which they apply for than are the stenographers.

When I came to the office in Winnipeg I found that the stenographers arrived anywhere around nine-thirty instead of at nine. And furthermore, if they wished to do some shopping at Eaton's or elsewhere they would drop their work and go. I said that this must cease and that they must reach the office at nine o'clock. I repeated that order three times, and was finally forced to discharge some of the girls. They felt themselves abused. They had always come at nine-thirty, and could see no reason why they should change. Girls are useless to a firm unless they are willing to do as their employer wishes.

When I entered the Cash Register Company I required that the girls should measure up to my standard. For a time almost all fell short, but at last I obtained the class of workers I desired, and I paid them a salary three or four dollars a week higher than the ordinary wage. It became easier, not harder, to secure stenographers, for the girls learned of the better salary, and were anxious to come to us. And so we established a standard for economics, and also, I might say, for beautification of the building and for the working conditions of the employees. The result is that the scale of wages for girls has advanced in Winnipeg during the last two years.

Yes, we are giving higher salaries in Winnipeg, but we expect a satisfactory return in service. I do not say "The position is yours. I will pay you what you ask or what you are worth to me." I say, "This position will pay seventy-five dollars a month. If you can fill it, it is yours. If you can fill it well you will receive eighty dollars a month."

I have on three different occasions advertised for stenographers in Winnipeg. I have had each time about one hundred and fifty applicants. I have had girls apply for a position in my office who actually took, on

trial, one hour and a half to write a paragraph of four lines! The business man wants the girl to be truthful. It is no use to gain a position deceitfully. A girl cannot hold a position for which she is not fitted. The business man wants his employees to be neat, to be able to fill well the position she holds, and to be able to keep business secrets. A firm might be negotiating for a contract. The stenographer, who naturally knows of us, may casually mention it to her girl friend. The friend perhaps mentions it to a friend of hers who belongs to a competitive concern. The result will probably be that the careless stenographer's firm loses the contract. The business man likes his employee to think, and thus to make herself indispensable to the firm.

Girls, don't try to start at the top. Say truthfully that you are a beginner, but you want experience. You will find the business man ready to help if you approach him so, but he wants no misrepresentation. Be truthful, be neat, be loyal, for loyalty doubles your worth to your employer. I consider that there is no more need for a stenographers' union than there is for an employers' union. If the girls lived up to the standards I have presented this morning, the higher salaries and the better working conditions would be theirs; many problems on both sides would be solved. The business woman, if she would be of value, must have her employer's interests paramount. I have a splendid memory, but I do not rely on it. I say to my employees, "Do so and so." "Yes," but I come back and say "Did you do as I asked you?" "Oh, no; I forgot that!" I forgot once. My forgetfulness cost the company I was with two hundred and fifty thousand dollars. I tell the girls to write the instructions down when they are given, and then to carry them out. I should not need to say "Did you do this or that?" That implies lack of confidence, and lack of confidence is a serious thing.

Let me say to girls who mean to enter the business world, start in a position for which you are qualified and be content to gradually work up. If you do not, you will drop with a thud.

MAJOR C. K. NEWCOMBE

WITH THE HEAVIES IN FRANCE AND FLANDERS

I assure you it is with very great pleasure I come back to meet again the teachers of this province. The talk I am to give this evening was wished on me. It is not at all stirring, simply the story of one lonely Canadian officer who entered the war rather late.

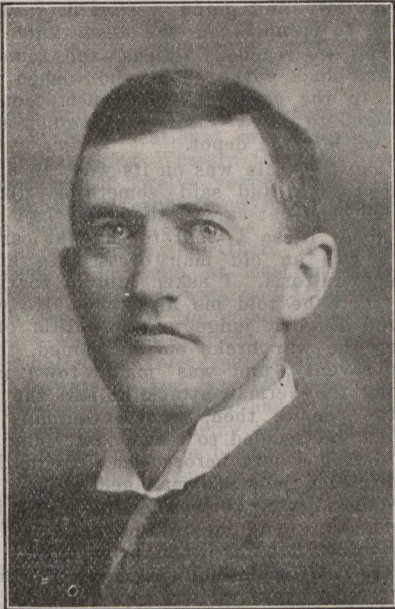
When we left the city crowds of friends bid us "God speed." After that we were not greeted with any great enthusiasm in our trip across Canada to Halifax or when we landed at Liverpool. When I saw how

press agents and diplomats were welcomed and wine and dined my own story seems very tame in comparison.

On arriving at Liverpool we learned that the unit was to be broken up and our occupation was gone. Three or four of us went to London to find out what we were to do. I was shown into the office of the Adjutant-General, and when I asked him what was to be done with us he said, "Why, you go home; your transportation is arranged for."

Now, we didn't understand why we should be like milestones, that always point the way and never go themselves, or like egg-crates that are returned empty when they have delivered their freight, or like the ox in the stockyards that guides others to the slaughter and comes back himself. So we made vigorous representations to the officials. I think we could be court martialled for what we said, and I know we could be court martialled for what we thought.

Finally we were sent to Southampton to cross over to L'Havre. That is the worst crossing to France. We crossed on a small



MAJOR C. K. NEWCOMBE
Superintendent of Education

boat in dirty weather, on a very dark night. Wherever I went I could see several Ontario colonels very sick. In the morning we landed at L'Havre, and were told to report at Harfleur, which was called a rest camp, though I never could see why. When we arrived we were asked who we were, and when we told them they said, "We haven't heard of you. No rations have been issued for you." We finally got tea, and then came the question of sleeping quarters. There were no tents ready, but tents were pitched for us on the side of a hill. The tents were holey and had no floors, and it was raining. The worst off was an officer who had bought an East Indian sleeping bag. It was of very light cotton, which, when wet, emitted a most unpleasant odor.

We got up early the next morning—if you want to get up early go to bed without your supper. It was Christmas Day, and Christmas dinner was at 2 o'clock. The dinner was for the regular officers, not for us. We

had to wait till the others were through. They had a great many long speeches, and we were only able to sit down at 4 o'clock. There was no supper for us, but two or three broke bounds and had tea at an estaminet.

Next afternoon we were ordered up to the line and left in old French coaches, and the following morning arrived at Rouen, a beautiful city. I saw the cathedral, a wonderful old place, where I saw the tomb of La Salle and other famous men. When I came down to lunch I met an Imperial colonel, and we started chatting together, for you must know that the Englishman in France is not cold and reserved as he is here, but kindly—human. This colonel asked me what I had been before the war. I told him, and he asked if I were a university man, if I had taken mathematics, and I told him. When I was getting up to go he stopped me and said, "We are short of officers for the Heavies. We can make an officer in six weeks. When you are tired of this comic opera affair go to London, give in this card, and ask for A. G. 6. I took the card and thanked him.

We left next morning at the depot for the Canadian troops. When we arrived at the depot staff officers busily sorted us out. I was told to go to Col. Dyer with three others as supernumerary officers. Col. Dyer was a splendid old man of sixty. He went over with the first contingent, and was continually in the line with the Canadians except when convalescing.

We officers spent a month here. I saw my position as a supernumerary officer very fully. I was twice as old as the rest of the lieutenants, and only keeping back the others. When time was up Col. Dyer sent the others back and said he would keep me, but I saw that he was doing it out of kindness to me. It reminded me of the old, old days when I was a youngster and a family of puppies arrived. I was feeling very happy and playing with them when my father came along and picking up one of them said, "I think we'll keep this one." I knew then how that puppy must have felt.

So I told Col. Dyer that I was going to join the heavy artillery, and went to London. I went to the War Office, a cold, grey stone building, and asked for A. G. 6. I finally, after being led through many corridors, had a talk with a major in the hall, who explained to me that after training I would write on a competitive examination, and, if I passed, be an officer of the artillery.

Artillery requires a great many calculations. One must take into account the weight of the shell, the pressure of air, the direction of the wind, and every four hours we received from the General Headquarters a message telling us the temperature. The temperature has a great effect on the passage of the shell, because the colder the air the denser it is, and the more inactive the molecules.

We must make all these calculations, then take into account the temperature of the charge which is to drive the shell. We watch

the temperature of the cordite as a nurse watches a sick child, because the warmer the charge the quicker it will explode.

Then comes the placing of the gun. We must aim at what we can see, then get the angle between it and the target. A high object such as a church spire is generally chosen.

After some experience in command of a battery, I was ordered to pick out eighty men and go to Newcastle. There was an old firm that had made guns for the navy ever since there was a navy. There were some light guns waiting there for some method of transporting them, and finally a Mr. Lee devised a way. First came a flat car, then a turret, like the turret in a battleship, which could turn in any direction, then on the turret was the gun itself.

After staying at Newcastle for some time I was ordered to Portsmouth with my men. We crossed to L'Havre, and were ordered to take the train to a place back of the Ypres salient. From there we drove up in cars on the splendid old French roads to a position nearer Ypres. I saw the wonderful Cloth Hall at Ypres, and we took up our position back of Paschendaele. The battle of Paschendaele was our first battle, and we covered the Canadian troops as they went into battle. You all know the story of that battle.

After that, in the fall of 1917, I was sent south. We heard that a wonderful attack was being prepared. Looking back, I think that that was the most wonderful effort of the British army. At that time everyone was saying that the line could never be broken. Lloyd George called it a war of attrition or exhaustion. But a change was coming. Col. Mills told me afterwards that they peddled the tanks like commercial travellers. They had been offered to every general and been refused—by General Gough, General Plumer, and all of them, till General Byng decided to use them.

On the 20th of November, 1917, at six o'clock in the morning, the attack on Cambrai commenced with fire from our guns. A few weeks later I read in the Free Press about the British guns shelling Cambrai. As a matter of fact, the Canadian guns shelled Cambrai. In a little while we heard that the British were marching up the road in fours. But there was a hitch in the working out of the plans. The cavalry corps did not advance when they should have. The bridges were destroyed, and the tanks and the cavalry were stopped at the Canal du Nord. A small detachment of cavalry—the Strathcona Horse—managed to cross, but were forced to retreat.

Then the Germans broke our line and sent everyone flying before them. Many of the fugitives came past the guns. A short time later we read in the Times that it was stated in the House of Commons, in answer to a question, that there was "no surprise."

General Perkins said to me—he had been forced to flee in his pyjamas, in his limou-

sine—"MacPherson may not have been surprised, but, by God, I was!" After a time everything was quiet. Then came the iniquitous peace with Russia. I was ordered to Montdidier, and while there I heard at headquarters that they were not expecting an attack so soon.

Next morning a most terrific bombardment was started by the Germans. The line was smashed; and finally I was ordered to get the guns out to retreat. I will never forget the awful sights along that road. Old men and women staggering along with loads of household goods, women burdened down and carrying children, some had babies at the breast; donkeys and the stout little Normandy cobs, all laden down and going westward, westward, trying to escape from the unspeakable Hun. At last we reached Amiens, and found the station black with people who wished to escape to the coast. After much trouble I managed to get a train for my guns, and at last we left the depot.

When the train was on its way, an orderly came to me and said something about a colonel on a flat car. I thought I had better see about it, so I went to the flat car, and there was an old man dressed in an old French uniform. I asked him in for lunch, and there he told me his story. He was a retired English judge and a militia officer. When the war broke out he joined, though over seventy, and was made town major. During the German attack he saw the flight of the people; then, as the Germans were coming, he decided to leave. He found that his staff had left before him. He gathered up his belongings and managed to push them to Amiens, where he was looking for a train. I took him with me on the train, and was able to let him off when he wanted. It is the spirit of men like this man that makes the Empire what it is today.

After that my guns were drawn back to garage, as they called it, because they hadn't time to plant the guns in their concrete beds. Only movable guns could be used; the line was not stable enough for the others.

I would like to give you an idea of how we fight. As to our communications, there are the telephones which connect us with the central army and other divisions; then there is the wireless, by which we talk in code to the aeroplanes. When we are ready for a shoot we call up the air squadron, and if it is not too misty they send up a plane. We receive all messages and make all the calculations. Then the airplane signals "G," meaning to fire. We fire, and have to wait seventy seconds for the shell to land; seventy seconds is a long time when you're waiting for anything. Then the plane tells us in code where the shot has landed. Then we fire another gun, and go through the same process. Then we fire No. 1 gun, and so on, for fourteen months—and yet people ask us if we can concentrate!

Whenever we had to move we called in the Engineers, a truly noble band. I was the only

Canadian in the battery, but the British would never move without saying, "Pray God we get the Canadian Engineers." They were the best fellows in the world. The air-men were good to us too, and would take us up in the air whenever we wanted to go. I have been up several times, on the condition that we did no "stunts." Yet, although the Canadians are splendid fighters, are always made the spear head of a rush, I wish to say a word for the British Tommy. For 2s. 6d. a day, his wife often out working,

for they have no Patriotic Fund, he did his job cheerfully and enthusiastically. The reason that the Empire is so great is that it has men such as the British Tommies, who did their lives out for 2c. 6d. a day. "

I have just heard that a municipal school board is started in Miniota which will make better education possible. It behooves us, who have the responsibility, to build up a nation of boys and girls worthy to follow those who defended the Empire.

DR. J. T. M. ANDERSON

CANADIANIZATION

I want to talk to you for a short time tonight on the educational work among the foreign peoples of Western Canada. During the past ten or twelve years which I have spent as school teacher and school inspector among them, I have seen a great improvement in conditions, but there is a mighty work yet to be done, at least in my own province of Saskatchewan, and I think I am safe in saying that the same holds true in the other western provinces.

The public mind has been greatly agitated by the events of the last four years. For the state of things which has existed in a great many districts during the war the educational authorities are blamed, but I think that all may plead guilty to negligence in this matter, which is of vital interest to the future of our country.

In Saskatchewan 46.5% of the population are non-English. Of this 46% non-English, there is not 46% where no assimilation, no racial fusion has taken place. The great majority of these are willing to fall in with Canadian customs. Many of them have become good Canadians.

There is no problem with the Icelandic people. These have rapidly taken their place as a superior class of citizens. Am I not right in saying that the Attorney-General of your province is Icelandic? There is, I think, an Icelandic professor in your University. These people stand head and shoulders above the other immigrants. Their young men responded nobly to the call to arms. None proved braver soldiers, and many laid down their lives in the cause of freedom.

My oft-expressed appreciation of this people has led some to believe that I am Icelandic myself. A certain German trustee board was at one time angry with me for opposing the attendance of their children at a German private school. One of the members, in discussing me, said, "He is an Icelander anyway." "Yes," said another, "and Scotch, too."

The Swedish and Norwegian settlers present no problem, nor do the Finlanders or Poles. One of the most brilliant students in the University at Saskatoon is Polish. I had

the privilege of teaching that boy his first English ten years ago. The Hungarian peoples present no great problem. A large number of their young men volunteered for service during the past war. They contributed liberally to the various patriotic funds, the Victory Loan, Belgian Relief, Red Cross, and so on. The Bohemians, Roumanians and Serbians have also proved their loyalty. I was at a gathering among these people recently where fifteen or twenty of their boys and girls entertained us by singing patriotic songs and by reciting and speaking on Canadian citizenship and other such topics. The W.M.S., the Y.M.C.A., and other kindred organizations have been doing good work among them. There is no problem there.

It is among the Doukhobors, Mennonites and Ruthenians that the problem lies. In Saskatchewan there are six thousand Doukhobors. There were until recently nine thousand, but Peter Veregin wearied at the restraints of Saskatchewan, and moved to British Columbia with three thousand of his countrymen. Many of those who remain have broken from the community yoke. Their children are attending our public schools and are making good progress. Peter Veregin, who is, as I have said, the leader of the Doukhobors in British Columbia, and whose influence over them is unbounded, is bitterly opposed to the attendance of their children at the public school. I say it is a lasting disgrace to our Canada that Peter Veregin and men like him have been allowed to come into our country and to guide the destinies of these people! We are hearing a great deal, in an emphatic but very general way of deportation. And deportation we should have, not for the boys and girls in our schools, but for Peter Veregin and his kind.

I was conducting a night school in Yorkton, with forty or fifty pupils of several different nationalities. I remember well how, on a certain night, a boy and a girl of fourteen or fifteen came in. They were Doukhobors. I learned afterwards of the hot dispute the teacher had had with Peter Veregin to persuade him to allow them to attend. I shall never forget the scared, hunted look

on those children's faces. It made me more determined than ever to offset the workings of Peter Veregin and those like him! Some say they do not wish to openly protest for fear of causing a stir. Let me tell you, we shall have need to cause quite a few stirs before we are through with this thing. Our duty demands that we speak out and expose such influences. Our duty demands that these people shall be made one hundred per cent. Canadian.

We should blush when we see the recent announcements made by the Great War Veterans of the flaws in our methods. One thing which they have brought to public notice is the conduction of private schools by the German Lutherans among their own people while the public schools were closed because of the influenza epidemic. I knew this thing was going on, but was powerless to prevent it. I told one of these teachers that the public school would shortly be opened the year round. His answer was that when that time came he would keep his school open the year round too. That man has left the country since under the pressure of the Mounted Police. We must have yearly public schools among these people. There must be instilled into their boys and girls the principle of Canadian citizenship.

Manitoba is now, I believe, dealing rightly with the Mennonites. There is great need here for teachers to go out to their schools. An appeal has gone forth for these workers, and I hope, yes, I know it will meet with a generous response. But in Saskatchewan the Mennonites have their own private schools, and there are practically no public schools among them. And, more than that, they want to have no English teaching. What are we doing about this? As yet, nothing. The Order-in-Council of 1878 gave to these people the right to their private schools. For this reason many feel that these should not be interfered with. I think there should be no leniency toward an inefficient system of education. That old order must not bind all future generations.

In Saskatchewan we have no such obnoxious piece of legislation. The Honorable Mr. Martin, Minister of Education, has declared that the Mennonites shall have no private school rights. One Mennonite settlement has been divided into three public school districts. Schools are going up in each. Teachers' residences will be built. Then three teachers will be sent to them on a good salary. Their task will be to overcome the prejudices of this people, to make good on this risky experiment. The Mennonites say that if they are not allowed to have their own schools they will go to South America. Let them go to South America. We do not want them unless they are willing to become one hundred per cent. Canadian! But I believe that if the ringleaders were deported the people without these leaders could be easily dealt with. They live in constant fear of the head man's disapproval. I be-

lieve that in this respect the Hutterites are very similar.

Of the German settlers in Saskatchewan, the majority have played the game during the years of war. In one district of which I know the Canadian teacher whom they had had for years enlisted. He was given a great send-off, a presentation, and the assurance that his position would be awaiting him on his return. A large number of their young men enlisted early in the war. Among these people private schools still exist, but in decreasing numbers. An effort is being made to stamp them out by the introduction of yearly public schools.

How many of us know just who the Ruthenians are? I recently asked this question of four hundred Normal students. Only one could answer correctly. He was himself a Ruthenian. Someone said they were Galicians. The term Galician is as general as the term Canadian, which includes people of English, Irish, Scotch, Welsh and various other parentage. The Ruthenians come from Austria, but they hate Austria, hate Russia, hate Britain. They want to be called Canadian. But they must go further. They must be satisfied with the British institutions and the British flag!

During the last four years many Ruthenian districts have proven loyal. One battalion which went overseas from Saskatchewan was sixty-five per cent. Ruthenian. But these boys came from districts where Canadianizing influences had been at work during the last ten years. In the districts where there had been no schools opened, no such work done, the boys took to the bush to escape the draft. We must not rest until we have placed these Canadianizing forces everywhere.

A certain young Ruthenian who had seen service in France recently wrote to a countryman of his in the University, asking how he could change his name to an English form. The university man indignantly told him to keep his own name. "If anyone asks you who you are, tell him you are a Ukrainian who fought for Canada!" That is very commendable, you may think; but I see danger here. We don't want Ukrainians who fought for Canada. We want Canadians who fought for Canada!

In the old people of this nationality, as of any other, we cannot look for change. Our hope lies with the children, and, as any teacher who has worked with them will tell you, these children are exceptionally bright, and quickly respond to his efforts. But how few of them are getting an opportunity, because of the great lack of workers! Teachers must come forward, must volunteer for service in these districts. We need many teachers, strong, mature types of men and women. Are we going to get them? I say we are.

Of course, these schools will be lonely ones. They will be no place for young people, and even the older teachers should not go alone.

Most of those now at work are accompanied by their mothers, sisters or wives. To overcome this difficulty, married men would be the best type of teacher for these districts. It is our duty, therefore, to see that they are offered sufficient salary, say \$1,200 a year, with free house and fuel, to enable them to engage in this work. These people must have leaders, and the leaders must come from us. They, of course, look for Ruthenian leaders, but such have proven far more apt to mislead!

We have in the past made serious mistakes. We have induced Ruthenian boys of grades five and six to prepare for the teaching profession. We have helped them through, that they might go back to teach their own people. This was entirely wrong. What we must send is earnest, efficient Canadian teachers, if we would have these children become Canadian. Then what is to be done with the Ruthenian teachers? Are we ready to take them into our schools? I am afraid not. But this is the only logical solution. Personally, I do not care to what nationality the efficient teacher of my child belongs. We take Icelandic teachers on to our school staffs without hesitation, but it matters little how beautifully an application may be written or what the qualifications of the applicant if the name at the bottom be "Murczyzk."

Before the war corrupt politicians had taught these people to regard their vote as an article of commerce, to be bartered to the highest bidder. This state of affairs must never be allowed to exist again. How could we hope to teach to those obsessed with this idea the very rudiments of Canadian citizenship?

During the last election campaign, prior to the war, a teacher whom I knew was holding a social gathering in the schoolhouse. A certain politician intruded himself into the meeting and asked permission to speak to the people. He told them that if the party of which he was not a member were to be elected it would take away the farms and the stock of the Ruthenian people. His simple audience, with tears streaming down their cheeks, said "Yes, yes. That right. We vote for you."

One great obstacle in the way of Canadianization of these foreign peoples is their clergy and the great domination which the priest holds over them. I have myself heard, at the funerals of two different German children, the clergyman tell the people that any child who was in attendance at a Canadian public school before its death was unfit to enter heaven.

Some zealous Canadian women in a town in Saskatchewan at one time formed a Home-makers' Club among the Ruthenian wives and mothers. The club had gathered for its first meeting when word came that the priest wished the members of his flock to come to his house immediately. Of course, they did not return, and one more commendable effort had resulted in failure. But the people are

growing restless under the yoke of the priest, and in ten years such an incident as that, I hope and believe, will be impossible.

As I said yesterday, there has been no decrease in crime among these people, as the Yorkton Assizes show. Turner's Weekly advises that their sentence be deportation instead of jail. Would more severe penalties tend to decrease the amount of crime? Their own conception of the enormity of these offences and their respect for the workings of justice were expressed by the young Ruthenian who gleefully said "That fellow guilty. He pay lawyer lots of money. He get off."

During the war the Ruthenians became convinced that to keep a boy from the army all that was necessary was to bribe the authorities. I do not say that this "buying off" ever actually happened, but the people thoroughly believed it. A woman, with tears streaming down her cheeks, told me through an interpreter that the son of a wealthy neighbor went to Regina, but he came back. "They have lots of money; but my boy, he go to Regina and he not come back. We have not much money." One Ruthenian teacher who boasted that he was a little king among his people said to me, "It costs lots of money to buy the boys off." When I took him to task for this he was much surprised, and said, "I thought that was Canadian way."

We know that at the present time in non-English settlements a great deal of liquor is being made privately. A Ruthenian told me here in Winnipeg how a neighbor of his in a Manitoba district had been fined two hundred dollars twice for operating a "still," "but he go right on." It is the duty of every right-thinking Canadian to report such a thing, if it comes to his knowledge, to the proper authorities.

Just a word more in connection with the part possible for us to play in the betterment of these conditions. Let us not cease to strive to arouse the interest and sympathy of the public. I was much pleased to receive recently a letter from a girls' club, which, with its activities released from war work, wished for the names of two or three backwoods schools that its members might take them under their special care. There is a great field for endeavor. Work of that nature by any ladies' organization would be helpful and much appreciated.

Let us go earnestly and carefully about this matter of deportation. It need not be wholesale, but of the nationalistic agitators. I think that if some two hundred men out of all Canada were to be deported the foreign problem would be solved. Let us find out the ringleaders and rid the country of them.

To obtain more teachers we must have better inducements. I have always believed that the giving of permits to unqualified teachers in order to meet the need of our schools was a poor solution of the difficulty, unfair alike to teacher and pupil. I believe that if one thousand schools were fitted up, good living quarters provided, and a salary

of fifteen hundred dollars a year offered to qualified teachers to take charge of them, we should easily obtain our teachers.

In conclusion, I ask you to think seriously of this great work. If you feel called to enter upon it, apply to Mr. Ira Stratton, Official Trustee for Manitoba, or to your Minister of Education, Hon. Dr. R. S. Thornton. I know that they will be more than pleased to receive the offer of your services. We seem to have a natural aversion to this kind of work. I might never have become interested had I not been stranded in a foreign village on one occasion ten years ago. I started my school there with forty children who spoke six different languages. Ever since that time that village has had a qualified teacher and a yearly school. The village

has made wonderful progress. It has introduced the telephone. It has a flourishing Ladies' Aid, and evinces a fine community spirit. I visited the place in 1917 and found that of my original class of forty the great majority of the boys had volunteered for service in France. Had there been teachers at work among all of these peoples during the last ten years I question whether conscription would have become a necessity.

But there are many, many of these foreign communities to which the influences of Canadian life has not yet penetrated. God help us all to see our duty clearly. Let our motto ever be:

"Young Canada, we stand on guard for thee."

MR. J. W. DAFOE

THE LEAGUE OF NATIONS

The eyes of the world have been turned to Paris the last two or three months; but never with greater intentness than at this moment. Very dramatic and sensational events have occurred in the last twenty-four hours. What has happened is this: The new wine of new international order, in the old bottles of the old international order, has caused an explosion. The immediate consequences will be serious, and I think there is no way of avoiding them. And I am not sure that in the long run it would be of advantage to avoid them. The new ideas of international order of the last two or three years cannot hold the field with the old ideas of order. One of them must give way.

The idea of a League of Nations is a modern idea, though men of other ages have dreamed of it. The poet, the seer and the prophet have dreamed of the time when the lion and the lamb shall lie down together and the sword shall be beaten into ploughshares. Still, the idea has not got farther than the student. The men of action, the statesmen, have until now regarded the idea as idle dreaming.

Some are saying that the modern proposal of a League of Nations is not different from that at the Congress of Vienna, called "The Holy Alliance." The difference is fundamental; the Holy Alliance wanted the peace of Europe because the map had been divided as they wanted, covering up their aims with pious expressions. They had no consideration for the feelings of the people or the feelings of nationality. They simply sat down with ruler, pencil and map and divided the land according to their ambitions and the counsels of military advisers. Austria had lost some provinces, so received part of Italy. Sweden gave Finland to Russia and Pomerania to Prussia, so took Norway from Denmark. These are examples of the settlement of the map as carried out by The Holy

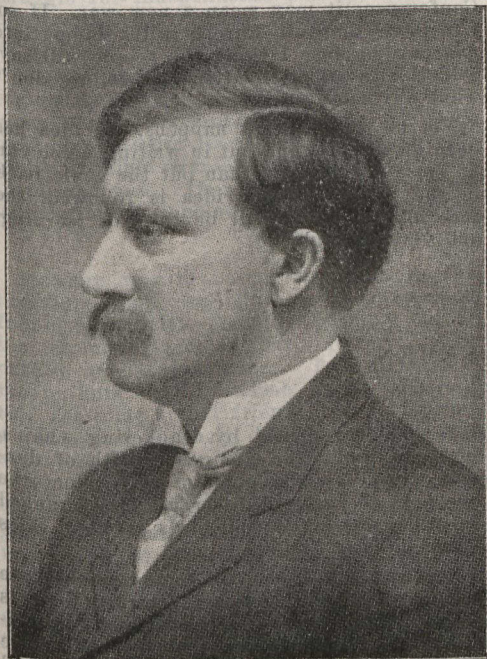
Alliance. This map, according to oaths taken by the members of the Alliance, was never to be changed. The events of today show that nothing will stay put unless it is put right. Italy, for example, later got her nationality. It took the war to bring home to public men, as opposed to scholars and students, that this method of division could not be permitted. So far as I know, the first man to think of a League of Nations is ex-President Taft. The idea of a league to enforce peace was answered from all parts of the world. It was endorsed by that magnificent type of Englishman, Viscount Grey, by Viscount Bryce, and President Wilson made it part of his policy. Well, the war was won and the armistice signed. The powers in the war, some thirty in all, sent delegates to Paris, and the question instead of being an academic one became a practical one: whether we would follow the "League of Nations" idea or have a peace made by a division of the map, according to what pressure each power could exert.

The issue of the Paris Conference is the issue today. Whether boundaries are set as a reward for past services or whether, on the other plan, we hope that any questions arising can be settled without appealing to the sword. Human nature has its good points, but it has its bad points too, and one of these bad points is selfishness. The selfishness of one man is magnified a hundred times in the selfishness of a nation.

General Smuts was a general in the Boer forces during the Boer war, but now is one of the greatest statesmen of the Empire, and holds a position in Paris of remarkable influence. In December, General Smuts, feeling that the idea of a League of Nations should take form, wrote a treatise on that subject. This was the first attempt to reduce it to concrete form, and the scheme which he proposed for a League of Nations

was subsequently adopted. Smuts and Lord Robert Cecil, two British delegates at the Conference, were the most important advocates of it.

Of course, the proposal had much opposition. There was a political campaign against it. M. Clemenceau admitted that he had no faith in a League of Nations. He wanted an alliance of the great powers, but the League of Nations couldn't be resisted. The people who had suffered in the war could not look on



MR. J. W. DAFOE

while the world was carved anew on traditional lines.

It was a fact that the League of Nations was to be formed. The first duty, that of guaranteeing nations against future aggression, brought on a crisis. Article Ten of the League of Nations covenant says that the frontier of every country, as drawn by the Peace Conference, is to be protected by the power of the League. Many nations saw the advantages of getting the boundaries just where they wanted them, so that if they were not respected, the whole power of the League could be invoked. This is one of the reasons that, in the adjustment of boundaries, where two nations have their boundaries drawn, each nation wants its own way—they think it will be the last chance. This is true of the small as well as of the great powers. Not only Italy, but little nations just emerged from hundreds of years of slavery, have developed the appetite for territory overnight. It has become necessary for the League of Nations to issue warning that the mere possession of territory taken by force

could not keep the land. This should prevent nations sending armies to overrun countries near them. If we have the new order, we must have it; if we have the old order, "Every man for himself and the devil take the hindmost," we must have it. When the covenant was made public there was an outcry of rage from those who expected too much. Some wanted a federation, with a super-national parliament. This is an idle hope. The war showed clearly that the greatest factor is nationality. When you read the covenant, composed by nineteen men, under President Wilson, you must remember that they had to step very gingerly to avoid stepping on national corns of this nature and that. That is why the provisions are so obscure; they have added a clause here and a clause there to meet national prejudice. Take Article Eight of the covenant: "We, the high-contracting parties, receive the principle of maintenance of peace and the reduction of armaments to the lowest possible amount consistent with national necessity and considering the geographical situation of the boundaries." (Note to Editor—I am unable to state this exactly as quoted. This is a high-sounding article which means nothing at all. The High Council can advise the nations as to their armaments, but every nation can decide for itself. The covenant is full of articles like this, yet, in spite of this, the League of Nations represents a new page in history. There are advantages in the League of Nations. I might point out some of the obligations on the sovereign state now as opposed to the old order of things. A state is advised about its armaments, but not ordered, but if the state rejects the advice of the Council the people will know. The whole idea is that if the people had the facts of the case, it could often keep the nation out of war. If any nation adopts the limitation of armaments, it can never change its armaments without the consent of the Council.)

Another thing is that one country must supply information to the others, if required, as to the strength of its army and navy. That was very different before the war. For instance, no one knew about the big guns the Germans had until these guns battered in a day forts like Liege and Namur, which everyone thought were impregnable.

Every country must respect the boundaries of others, and, if need be, go to the defence of others. This article was very much opposed in the United States, but it was for the purpose of making it dangerous for any Germany to invade another country.

Then, as to arbitration, if two countries in the League of Nations have a dispute, they may settle it themselves or by arbitration. If they agree to arbitrate, both are bound to accept the award. If they do not wish to arbitrate, they may say to the executive council, "We have here a dispute which may cause war." The executive must make a report. The countries must not fight for three months after the report. If there

is a disagreement about the dispute in the Council, the nations may go to war. If the Council is unanimous, the countries must fight. This is a great advance since 1914, when there were twenty-four-hour ultimatums. If Sir Edward Grey had succeeded in his plans to keep the matter open, there would have been no war. Suppose a nation refuses to abide by the award—the country will be boycotted, not a partial blockade, but a full blockade. She will be economically choked. And there is the possibility of going to war with the other countries of the League. So it is not likely that Germany or Russia or any other country will rashly plunge into war.

And there is, finally, this other advance. No treaty made is valid unless it be made public. The great trouble now is with secret treaties. There are secret treaties turning up every day—a treaty with respect to the Rhine, a treaty between Italy, Great Britain and France respecting the Adriatic, a treaty

with Britain and Japan with regard to China, all made with the idea that, when the war was won, there would be a division of spoils. Since these treaties were made, our ideas have changed. We think there can be no peace along these lines, so all treaties must be made public, and if any secret treaties are made they are not valid. The peace will be settled on lines looking to the future. Many different nations wanting territory cite secret treaties made in the past. This may lead to great trouble; it may break up the Peace Conference; it may mean a new war. If so, I believe that all Europe will slump into anarchy, because I think the people will say, "If this is all civilization can do, we don't want any more of it."

Yet no matter what happens, the idea has been given form and put in writing. You can no more put it aside than put the genie back in the bottle. If the idea is followed, the face of the world will be towards morning, not towards night.

JANE F. YEMEN

GRADE X. LITERATURE, 1918-9.

The Prisoner of Chillon.....Byron
 Enoch ArdenTennyson
 Treasure IslandStevenson
 The Lay of the Last Minstrel....Scott

Four pieces of literature, four great writers, thirty pupils, and no departmental examination—how to make the most of the opportunity was my question. The atmosphere at the moment was favorable for reading Byron's poem. In September we were all anxious and concerned about the war and its outcome. In European prison camps our men were suffering physical and mental tortures. It mattered not that the narrative of the poem was not historically correct; we were filled with the passion of liberty and it was of our own men we were reading.

I was the eldest of the three,
 And to uphold and cheer the rest
 I ought to do and did my best
 And each did well in his degree.

The youngest, whom my father loved,
 Because our mother's brow was given
 To him—with eyes as blue as heaven,
 For him my soul was sorely moved.

The other was as pure of mind,
 But formed to combat with his kind;
 Strong in his frame and of a mood
 Which 'gainst the world in war had stood
 And perished in the foremost rank
 With joy:—

Types are these of brotherly men, noble-minded men, Josephs, Benjamins and Gala-

hads done to death by cankering chains, darkness, and "the accursed breath of dungeon dews," while outside in freedom the sun rose and set, the deer and wolf ranged the hills, waters rippled, birds carolled, skies were blue and earth was gay.

Enoch Arden seemed to come next because our eyes and our hearts were turned towards England. It promised pleasure and broadening out of sympathies to watch the three English children play together in their novel playground, build their characters, and take their places in the busy working world. We should see two heroes in the making—Enoch strong and daring, developing industry, initiative and business enterprise, Philip, gentler from his more kindly environment, growing up to meet disappointment unchilled, working out a character of mingled tenderness, strength and generosity. Even in the sad and depressing end, hearts must leap in glad surprise to acclaim Enoch's heroic self-sacrifice.

After two rather painful studies, what better tonic could be given than "Treasure Island," with its daredevil characters, its rollicking songs, the breath of the great world, the wonder and beauty of the sky and the sea, its startling turns, its abandon, its laughter and its youth! This narrative needed no preparation for mental attitude. Any day, any hour, we might begin it.

Then should come the "Lay of the Last Minstrel," for which months of unsuspected preparation should have been going on to enable us to read with appreciation what Sir Walter Scott had been amassing for nearly thirty years with eyes and ears and brain of

insatiable avidity. In our history class we were learning of the monasteries and their thousand years of usefulness to England, the feudal system that bound men to their chiefs, the feudal castles, the homes of chivalry, the minstrels, the expression of religious fervor in cathedrals and churches, with marvellous stone work, rivalling flowers, foliage and lace in their intricacy and fineness, with stained glass windows, gems of beauty for their graceful groupings of figures and splendid colors, and something of Scotland's long struggle for independence and the resultant Border warfare, frowned upon alike by English and Scottish monarch.

"High and enduring pleasure, however conveyed, is the end of poetry. 'Othello' gives this by its profound display of tragic passion, 'Paradise Lost' by its religious sublimity, 'Childe Harold' by its meditative picturesqueness, 'the Lay' by its brilliant delineation of ancient life and manners."

Prof. Alexander.

Pleasure was to be my first aim in this literature course, and close in its train would follow instruction and the pushing out of the circumference of our interests, sympathies and acquaintances. Two at least of the authors should become living personalities, for some actual friends, if not assigned a place among their heroes. These two should be Stevenson and Scott.

We read our poem first with what speed we may, stopping only for necessary explanations, which someone in the class is always eager to give if possible, and the four narratives prove vastly entertaining. On our second reading there are a variety of performances. We may travel to Lake Geneva "to view the mountains high," and "their wide, long lake below and the blue Rhone in fullest flow," to hear "the torrents leap and gush o'er channelled rock and broken bush," to see "the white-walled distant town and white sails go shimmering down."

Who knows, this little journey may become real for some of us!

"Paris, April 11.—Geneva, Switzerland, has been chosen as the seat of the League of Nations, according to announcement made here.

"Geneva is centrally located, it is one of the most attractive cities of Europe, and it was ostensibly neutral during the great struggle. It will combine convenience with magnificent surroundings and an equable climate. From its site at the corner of one of the most beautiful lakes in the world, Lake Geneva, it commands a view of the Alps, including Mont Blanc and the Jura."

The Free Press, Winnipeg.

At length the Prisoner of Chillon is coming into his own.

On another occasion we should land on Enoch Arden's tropical island "wooded to the Peak" to watch

"The lightning flash of insect and of bird,
The lustre of the long convolvuloses
That coiled about the stately trees"
and listen to
"The myriad shriv of wheeling ocean fowl,
The league-long roller thundering on the reef,"
and marvel at
"The sunrise broken into scarlet shafts
Among the palms and ferns and precipices."

We should follow Jim Hawkins every inch of the way from the first word of the book to the last, but our sigh of regret that the story was done would be checked when we entered Branksome Hall.

Another source of pleasure is the great picture gallery of our four authors, all great word painters, portraits and landscapes in infinite variety, "The Brothers in Chillon," "Nutting," Philip's dwelling, "Black Dog," "Silver," "The Cruise of the Coracle," "The Man of the Island," "The Hispaniola," "The Monk of St. Mary's Aisle," "The Ruins of Melrose Abbey," etc.

Grade X., though they may not be able to express their pleasurable sensations, can enjoy and appreciate the movement, rhythm, and music of Byron's verse and Tennyson's. Some, at least, will delight in the flow and melody of Stevenson's beautiful prose, and the majority will find enjoyment in Scott's stanzas echoing the gallop of his moss-troopers. When four o'clock drags a little in coming we read stanzas in unison in chanting style, and we are all freshened up.

The following extract from "A Reader's Notes" in the Free Press, Winnipeg, encouraged us in our exercise:

"While looking into Lockhart I ran across the account of Woodsworth's first visit to Scott. It was after the poet's tour with Dorothy in the Highlands. The two left their carriage and walked down the valley to Lasswade, where Scott was living. They made friends at once, and Scott read to them, partly chanting it, the first four cantos of 'The Lay of the Last Minstrel.'"

Sometime, somewhere in pieces, I give a sketch of the author's life for the sole purpose at first of getting the class interested in him, and then of making them intensely interested in him. Occasionally at the end of a first reading of a study some pupils close up their books as if to say "We are done with that, there is no more." We had just reached the close of "Treasure Island" when a girl remarked in a hesitating, meditative tone, "Was not Conan Doyle influenced in his detective stories by Stevenson? I think I heard my father say something about it, or was it that Edgar Allan Poe had influenced Stevenson?" A boy who had closed his book with an air of finality sat up and offered a very good opinion and was ready for business. "Have any of you," I asked, "ever read any of E. A. Poe's stories?" Nobody—so I read aloud "The Gold Bug." They were struck with the peculiar similarity between it and "Treasure Island," and we

spent two or three days comparing the two stories. The parchment with its code was of absorbing interest, the mystery and superstition in both was delightful. The humour was entirely different, there was no resemblance there. In two columns on the black-board we arranged the marked points of resemblance.

The hiding-place of both treasures was islands, one the imaginary Treasure Island, the other Sullivan's Island, near Charleston, S.C. Capt. Flint was one buccaneer, Capt. Kidd the other. Both Flint and Kidd appear to have killed the men who helped them to bury the treasure. A much-coveted chart disclosed the situation of one treasure, an accidentally discovered piece of parchment with a death's head sketched on it, the other. The buried treasure was in both cases very large and in the coin of many nations. Silver had a parrot, Legrand a dog. Flint's pointer was a skeleton's hand, Kidd's indicator was the left eye of a skull nailed on a lofty branch of a tall tree. There were a number of minor resemblances, but we were all limbered up and ready to talk freely. One declared he became interested in "The Gold Bug" only when Jupiter began to climb the tree. Another asserted that there were more surprises in Stevenson's tale. Each one made a list on paper of the incidents which surprised him or her most in "Treasure Island." That brought on a discussion of the characters Black Dog, Jim Hawkins, The Blind Man, The Squire, The Doctor, Ben Gunn and Silver, whom everybody more than liked, and they voted to a man that "Treasure Island" was away ahead of "The Gold Bug."

Now they were quite ready to hear anything about Stevenson, and they were deeply impressed by his heroic struggle against ill-health, his indefatigable labors, his humour and unflinching cheerfulness, and the love of the Samoans for their Tusitala. Some day they will think more about his attitude towards life contained in these sentences: "It is better to lose health like a spendthrift than to waste it like a miser. It is better to live and be done with it than to die daily in the sickroom. By all means begin your folio; even if the doctor does not give you a year, even if he hesitates about a month, make one brave push and see what can be accomplished in a week."

Sir Walter Scott's biography is the torch which lightens up the mirror given us in the "Lay," where so much of the poet's personality may be found. Just what I needed I got in "The Scott Country," by Crockett, who, being a gifted Scot, can appreciate the Wizard of the North as well as any man. We were glad to have Tennyson's lines:

"O great and gallant Scott,
True gentleman, heart, blood and bone,
I would it had been my lot
To have seen thee, and heard thee, and
known."

Scott's life can be readily studied in four sections:

- I. Sandvknowe.
- II. Kelso.
- III. Ashestick.
- IV. Abbotsford.

The little lame lad, not yet three, sent to his grandfather's Lowland farm to save his life is taken to the heart of every boy and girl. The old grandfather at Sandvknowe was "wearing done," but the winsome prattle of the bairn brought sunshine into his closing days. Was ever child surrounded with such a retinue of story-tellers, grandmother, aunt, and the old shepherd, Sandy Ormiston!

This home was in the very heart of a romance-haunted region. No spot could have been better suited for the "makin' of the man." Before the child could read he "deaved" the minister with spouting the vigorous ballad "Hardicanute," already memorized. At seven he was "careering about the fields and even over the rough crags about the Tower, to the horror of his relatives, on his pet Sheltie, Marion."

Kelso, at the meeting of the two superb rivers Teviot and Tweed, exerted an inestimable influence on the boy of twelve, who attended the old Grammar School. "There he traces the awakening of that delightful feeling for the beauties of natural objects." Even then Scott had all the charm of a story teller, and among his rapt listeners was one James Ballantyne, whose career was destined to be so strangely interwoven with his own; but why should I go further? I have outlined my method. Adversity was to him, as he said, "a tonic and a bracer." Rather than great riches he chose a good name, and his farewell to Lockhart rings true: "My dear, be a good man; be virtuous, be religious, be a good man."

In the intervals of biography the reading of the "Lay" went on quickly. The thirty like the "grainarye" and haste and noise. A map remains always on the board, with Deloraine's ride plain to be seen. There is a rivalry in explaining unfamiliar terms and archaic forms. A second reading furnishes the exercise of finding the topics for the stanzas, and at the end of each canto, the subject or subjects for the canto.

We have a plan in the end something like this:

THE LAY

- Canto I. Errand.—Feud affects lovers.
- II. Done.—Lovers' tryst—The Goblin.
- III. Duel.—Young Buccleuch enticed away.—Preparation for enemy.
- IV. Gathering.—The boy again.
- V. Tournament.
- VI. Betrothal Feast. Goblin disappears.

Deloraine, the bonny boy, and the freakish goblin are a joy forever. Watt Tinlinn and Mrs. Watt, "stout, ruddy and dark-brow'd, of silver brooch and bracelet proud," finds many friends among our crowd. Watt's nonchalance in the hour of calamity is equal to Silver's

"They crossed the Liddel at curfew hour,
And burned my little lonely tower:
The fiend receive their souls therefor!
It had not been burnt this year and more."

and the canny Scot is seen to great advantage in

"Black John of Akeshan and Fergus Graeme,
Fast upon my traces came,

Until I turned at Prieststhaugh Scrogg,
And shot their horses in the bog.
I had him long at high despite;
He drove my cows last Fastern's night."

Stevenson's raiders on the sea have not so very much on Scott's raiders on the land.

Much might be written on portions for memorization, but all teachers and pupils have their favorite lines, and I might say, "Let us memorize as much as we can."

Byron in a passion for liberty laid down his life for Greece, Tennyson out of his anguish produced "In Memoriam," Stevenson in his "inch of life" made this old world gladder, and Scott from the wreck of his dearest hopes and ambitions bequeathed an unsullied name. These are our leaders!

MR. E. K. MARSHALL

GRADE XI. PROSE AND BUSINESS ENGLISH.

This title is rather more ambitious than I desired. I had in mind, when I suggested it, the development in our students of powers in the use of English that would make it truly an instrument of thought; and I wished to think of it in its use in the ordinary affairs of life rather than its employment in lengthy essays and learned discussions—however delightful and necessary these might be at times.

The ability to express one's thoughts clearly and forcibly and with a degree of elegance—that is, the ability to write good English—is perhaps the highest test of mental cultivation. It must be kept clearly in mind that success in the business world depends to a large extent upon the power to express attractively and persuasively our thoughts and plans. Accomplishment in the legal and political spheres of life depends upon the ability to give effective and convincing utterance to thoughts and ideas. The citizen who is comparatively dumb has today reduced power everywhere in public life save before the ballot box, but his presence there and the powers that he is about to exercise depend in a large measure upon some utterance—spoken or written. Hence, the power of utterance or expression is a first consideration. Fluency is to be sought for as well as brevity; freedom and spontaneity as well as accuracy; power and attractiveness as well as truth.

Generally, the student should not be hampered by attention to penmanship, spelling, and so forth, during the period of composing. Swift thought and rapid writing must go together. The real hard work, the slavish work, comes later with the task of correcting, revising and re-writing from the first rapid draft. There is a time for expression which is not necessarily that for grammar, a time for fervid utterance which is not necessarily that for criticism. Bishop Brooks used to say that when he had a

thought to express let the Lord look out for the grammar. It is only the full bucket that slops over.

In my experience, the difficult thing with composition-teaching is to get students to revise what they write. They take delight in the expression of thought, in the effort of composing; but when it comes to that most essential thing, revision, our troubles begin. I like to remark, when we are studying a particularly good sentence or paragraph in literature, how the author worked to get it so well. I like to discover the traces of the chisel. I believe that students soon appreciate that what is well written is the result of not only native ability but particularly hard work. I like to emphasize the care that business men take in composing their letters, particularly their circular letters, and the care and caution observed in leading editorials of the best daily papers—how some of these short articles, after being at first written at a white heat, are re-written two, three, or even six times before going in to the composing room.

In our English teaching we are to avoid the divorce that sometimes occurs between theory and practice, between thought and expression. Business men frequently complain that our students think in one compartment of their minds, so to speak, and write from another; that is, there is no unity. Our study of Prose and Composition should aim at avoiding this. They are meant to go together. Writing and reading go on at the same time, so to speak. Whilst we have Prose Literature space and Composition space, they are really one. We write when we feel like it and read when we want to. The main purpose of our Prose selections is not to secure a knowledge of these particular pieces: it is to study the relation of thought and expression, and by much use of them to acquire unconsciously a similar power. The mere reading of these passages

with comments as to happy expressions must lead to better composition, a sense for good literary expression.

Again, we can never hope to teach our students to write well and speak properly so long as we entertain the idea that composition can be learned from a text-book alone. It is something else than a "study": it is an art. A painter or musician knows his technical rules and his science, but neither his technical rules nor his science can take the place of technique in execution. It by no means follows that a mathematician is good at figures. A student might be able to analyze rhetorically an essay of Addison's and yet be unable to write a good business letter, report a meeting or compose a short article on some subject of common interest.

It is important, then, that we see clearly the end in view in our lessons in English; skill or knowledge; intellectual grasp or practical application. There is a unity in these that is desirable, but at the same time, in the ordinary tasks of life certain definite things are demanded by the exigencies of our mundane existence.

We possibly can get some light on our teaching of prose if we ask ourselves what is likely to be required of these boys and girls when they leave our class-rooms. Many of them will be teachers, some farmers, others go into business or pursue some profession, and a few go to the university. But what are they all likely at some time or other to be called upon to do? Write long essays, or learned discussions? Not a bit of it. As private citizens they will be called upon to express ideas in conversation, write letters, make reports and compose articles or orders.

Will you pardon a personal experience, showing how a knowledge of considerable book learning may count for little? Many years ago, whilst teaching in a little rural school in this province, I attended the annual meeting of the ratepayers of that district. I was asked to act as secretary the meeting, and I can safely say I was never so much at sea in my life. I know nothing about wording a motion, recording minutes and writing a readable report. I was able to write a fair essay, but could not compose a paragraph recording a meeting of trustees! After that ordeal I determined to get something which I could use in the rough and tumble of life, and it gave me an insight into the needs of students which I have since tried to keep before me.

Again, as citizens, these students after they leave us will be called upon to write letters of a public nature, outlines, briefs, papers, articles, notices, reports of various kinds. Grade XI. students must have a familiarity with these things as far as we can lead them. They must have practice in writing letters about things of everyday life and ordinary experiences. They must possess a feeling of confidence, of security, of familiarity. They will be called upon to do much of this sort of thing, and only rarely shall they have to

write a long essay. And, by the way, it is the experience of all those who have done any writing for public journals that it is far more difficult to compose a brief article or paragraph of 150 or 200 words than a long article of 2,000 or 3,000 words. Whilst this is a plea for frequent writing of paragraphs or short articles, it must not be understood that they are to take the place of the longer composition. Short, choppy paragraphs are no substitutes for essay-writing. They are, however, a preparation for the longer essay.

Most of our boys and girls will be just ordinary citizens. Our aim will be, then, to give them a love and a taste for good reading and an ability to write good prose, to write correctly, clearly, confidently and with a fair degree of fluency. There shall be produced a taste for good reading and a capacity for expressing thought powerfully and attractively.

I have jotted down two or three points which I think should have been developed in this paper, but which I had not time to arrange. So I shall just add them as suggestions:

1. There should be a closer co-ordination between the English subjects and Latin and French, as pure language studies. The time is coming when we shall have greater unity than we have now. Also, the relation between the English subjects and Science and History, etc. We teachers of English are in a measure responsible for poor and slovenly answers in other branches. We at the same time recognize that clarity of thought goes hand in hand with good English, and poor expression in History or Science may possibly be owing to hazy notions as well as to faulty composition teaching. It is in the same class as the complaint of the business man: the student's ideas are not clear and familiar to him.

2. It might be well to have specimens of letters, newspaper reports, articles, editorials, etc., to examine in class as well as the ordinary prose selections. I find students today take keen interest in such topics as League of Nations, etc. Why not assign paragraph topics?

3. How read and correct? These shorter pieces of writing, of course, can be readily read and discussed in class. The longer cannot to the same extent.

4. Linking composition with topics of current interest make it a living topic. The last topic I assigned our Grade XI. students was "Value of Waterpower to a Modern City." It was limited to 150-200 words. The subject was a live one to our town at the time, and the students did some good thinking and writing. It was clear and vigorous. I put it to them this way: The editor has asked you for a good essay on this subject: "hop to it." We talked about the topic for a short time, then they read that evening, and next day wrote a half hour at it. The following day or so they were handed

in and then read in class—some of them. I read the remainder myself.

5. I have jotted down the following from my note book topics taken since September:

- Letter to Dept. re marks.
- Letter to Dept. re spec. exam.
- Letter to Minister of Interior for his annual report.
- Letter complaining re paper not coming.
- Their reply.
- Letter of application for a school (written twice).
- Letter to daily paper protesting against a dangerous sign.
- Peace at Last.
- Fire Losses.
- Fire Protection.
- Christmas Greetings.
- Use of a Library.

- Value of Good Health (re Dist. Nurse).
- Henry V.
- Your Last Book.
- Cheap Electric Power.
- Macauley's Confidence.
- Notice of School Banquet.
- Debate: Studying alone is in company.
- Lost in the Woods (a Night in the Woods).
- A Night at the Rainbow.
- How Marnes Lost and Won a Treasure.

In conclusion, our work in prose should be real and vital to these boys and girls. Where possible their interest must be secured both in subject and in neatness of expression and form. After all, the peculiarity of the impression these students have of the world will in a measure be derived not only from what they get from the school itself but from the personality and genius of the teacher himself. As we teach so shall the harvest be.

MR. W. J. WARTERS

"THE PREPARATION OF ALL SORTS OF BOYS FOR ALL SORTS OF PURPOSES"

The period of reconstruction through which we are passing calls for deep thought, new ideals and a reorganization of the means of preparation for future citizenship. Matthew Arnold, the apostle of culture, who disturbed the foundation of the then existing order, speaks to us out of the past:

"Your creeds are dead, your rites are dead,
Your social order too;
Where tarries He the Power who said,
See, I make all things new"?

Yes indeed, "the times are out of joint, and this old world must be re-modelled to meet new conditions, and of the first importance is the school wherein the youth of today is moulded into the adult of the future. Reform is in every mind, and we hear rumors of agitations whose rumblings take the form of confederations, unions, Socialist schemes and other demands for reconstruction.

Hitherto our wide supremacy has been the result of our maritime and colonizing genius. It will now have to be based upon an educational equipment at least equal to that of most of our advanced neighbors. Our schools and colleges must renew their vigour. Literature and Science, together with the Practical Arts, must be brought to the highest standard. Never were such grave problems flung forth for educator's consideration. Bodily labor is no longer regarded as a thing to be escaped from and lowering to the status, or thrift a mean and despicable habit. Self-mastery and service shall in the future be our aim, and take the place accorded to "easy circumstances." "Not by getting, but by divinely giving, will life and good and all be manifest."

Once upon a time every question of moment, sacred and secular, was settled by authority; the individual had no part to play. Some questions may still be left to sound and well informed reasoners, but the passion for analysis is so strong that men and women discuss the most intimate relationships between human beings openly and often with unbecoming levity. It is far from easy to safeguard our young people from evils suggested from such exposures. The responsibilities of parents and teachers grow heavier daily. To cultivate firmness without obstinacy, to remain patient and forbearing under provocation, are priceless virtues in those confused times, for old barriers have been broken down and convictions long held to be impregnable are shaken to their bases. We are finding out that our ignorance is bottomless, that our possibilities greatly outstrip our actual attainments.

Amid the chaos we find a crying need for breadth of outlook. No two individuals are quite alike, and in many instances there are profoundly important differences. Unless we give to youth the knowledge that discloses to them the main facts of living, how can they play their part as citizens? Wealth of knowledge must accompany breadth of outlook. We must dare to look with candour and honesty at every side of any question that demands our attention. The value of this or that form of instruction must be determined, not by our personal prejudice or liking, but by its real value in a curriculum moulding the destinies of the human race.

Education is no longer a luxury. It has become a necessity for the doing of the world's work, and I believe the schools should prepare for all the things the com-

munity needs to know. Do not let us lose sight of the fact that we are not fitting a generation to live a life like that of ours of today, but for such a life as has never been lived anywhere on earth yet. Before the youths attain manhood, conditions will be greatly changed. Think what industrial, economic and social changes are pending even now. Universal education is needed. The proper blending of theory and practice is necessary to efficiency. The curriculum has much to do to compensate the children for taking them from the real life of the home into an artificial world we call school.

What are the objectives of all education? The priest given education of the Jew aimed at the inculcation of the national conscience in the individual. The principle of the Persian system is summed up by Xenophon as: "Keep youth fit, and active, and honorable." The Greeks worshipped beauty, moral, intellectual and physical. The Romans aimed at citizenship, and it was an essential part of their system that for seven years a child should be in his mother's keeping. The expert teacher of the young should be a specialist co-operating with the mother. Gradually the church took the form of motherhood. Montaigne wrote later: "We toil only to stuff the memory and leave the conscience and understanding void." So on through the ages great thinkers enunciated truths. Comenius, the father of manual training, Bacon, Quick, and a host of others. "We stamp the seal of our own image upon the creatures and the works of God instead of carefully searching for and acknowledging the seal of Creator manifest in them." These words are still true of much of our secondary education of today. Science teaching is barely beginning to emerge from its preoccupation. We continually hear about the danger of overcrowding the curriculum. It is the business of the curriculum to combine the things that are necessary to be learned, and the number and diversity of these things are continually increasing in keeping with man's activities and interests. We need a sound literary training that makes for intelligent reading. Comenius said: "Teach everything." Encyclopaedic teaching, however, is neither practical nor desirable, and he would guard against this by not making the student an inexhaustible mine of information, but by making him capable of wisdom in his regard for any subject. The faculty of interest is a creation of a desire for knowledge with the development of every sense to its highest pitch in order that it may not only seek but can assimilate all knowledge. All children have an instinctive desire to understand the universe. Intelligence is needed to combine teaching through words and teaching through things. Machinery replacing the craftsman has eliminated the craftsman's training and outlook, and the vital energy thus set free has to be turned to a higher expression in the Arts. Science demands recognition and co-ordination the

workshop, and there must be freedom for the teacher to think a plan, for our teaching has to prepare the mind to accommodate the knowledge of today, but to group the possibilities and adapt itself to assimilate the further knowledge of the coming age. We teach theory and ideas about facts without the unity that comes of tracing the relation to each other.

Opportunities are denied the children of many communities to participate in the easier stages of the vocational activities of their elders. We therefore, as educators, must consider the provision of a curriculum of the largest amount of elasticity which is consistent with the administrative problems. Co-operation must be the keynote of our efforts. We would not lose one iota of the cultural advantages of the academic subjects, but we would combine and co-ordinate the system of instruction that they may produce a boy or girl adaptable to any purpose, a creature of intelligent foresight, fitted to fill every possibility of development the future may offer. It would be a fatal mistake to think that industry united with talent, or ability in the right direction is sufficient to ensure success. They are useful, but also much more is needful, a whole man with deep feelings, strong principles, firm will, generous impulses, fully alive to every obligation and faithful to every trust, who will unconsciously infuse into his work a value never attainable by the most urgent efforts of a different character. This, then, is our problem, to provide such a curriculum that its objective shall be general up to such an age as vocational training will be necessary.

Let us take advantage of the wisdom and experience of those who have gone before, wisely remodelling our system to provide for new conditions. Re-valuation is essential. No system comes down from the past ready-made to our hands. We need, first, teachers who will command the confidence of the foremen and employers, because of their knowledge of industrial conditions, who will secure the interests of the boys by their enthusiasm and skill in instruction, and who at the same time meet all the demands as to scholarship and character. Second, the provision of a sound literary training in our schools as a foundation for intelligent reading. Third, to develop a civic sense and an understanding patriotism. Fourth, that science shall receive its due recognition and be found everywhere in the curriculum. Fifth, to replace the craftsmanship now lost to the home by activities which shall give our boys and girls the full advantage of learning by doing. Sixth, a system of wisely administered vocational guidance in which the principal broadening out his duties shall co-operate with parents and employers in advising the final choice of life occupation. Seventh, vocational and part time schools to co-operate with the industrial organizations and establishments in properly fitting and framing our youths for their calling. Eighth,

evening continuation schools where those who realize for the first time the value and purpose of the instruction so often despised may know that they have a motive (the putting of their knowledge to practical use), may become interested and intellectually awakened.

Co-operation is the greatest lesson of the

war. It is the only slogan. It shall save democracy from destruction. Let us get together and give earnest consideration to the solving of these many problems. And with a wise spirit of inspiration let us test our daily work with our students with Pestalozzi's questions: "To what good have I pointed? Towards what good am I learning him to reach out?"

MR. J. H. SKENE

TREND OF MANUAL TRAINING

Manual training is so recent an arrival upon the stage of the educational world that there is no necessity for us to grope back into the dim vista of past centuries.

So far as an historic movement is concerned, two or three decades covers its existence. It was first recognized as a possible feature of school work in European countries. Somewhere around 1838 or the early sixties of last century it had its inception as a regular part of school work in Finland, of all places in the world. We do not mean to say that this was the first outcropping of the idea of manual work forming part of an educational system. Long before that time such an idea had been formulated and incorporated in the writings of the English Lord Bacon, the German Froebel, and the Swiss Pestalozzi. Yet, as we have said, it remained to Finland to first put to practice the idea in her school system. However, it was Sweden that did most in a properly organized way toward the early development of manual training. The government of that country about the year 1872 introduced a system of manual work which later developed into what is now known as the Lloyd system, perhaps one of the most scientific methods of educational woodwork which is in vogue today. At any rate, whatever may be said against the Lloyd system in its entirety, the fact remains that it has acted as a sort of foundation stone upon which has been built up all our other systems and courses of educational woodwork.

The reason for its inception in Sweden was purely hygienic. The physical and moral health of the nation were declining perceptibly owing to the great tendency to concentrate in cities and the consequent falling off of the old rural home industries. To offset this and combine the idea of physical exercise with the element of productivity, the system of educational woodwork was evolved.

The schools as at first established dealt mainly with the old rural home industries, such as carpentry, turning, wood-carving, brush-making, bookbinding, coopers' and wheelwright work, etc., and, of course, as can be easily seen, soon showed much more of an industrial or vocational than cultural idea. However, in a very short time the preponderance of this aspect of the subject was con-

siderably weakened. It was early apparent that such hand work had quite a beneficial effect on the intellectual development of the pupil, and once this fact became established the further progress of manual training rested much more on its cultural aspects, which, at any rate, looms largest in the minds of educationalists of repute, if it does not in that of the general public.

In France and in Germany the inception of manual training in the schools followed close upon Sweden in point of time. South of the line here in America its acceptance as an educational feature dates back very closely upon that of those European countries.

Britain, then the most industrially developed country in the world, was perhaps a decade later in taking up this modern form of education, and the reason for this is perhaps explainable on the ground that it was the industrial or vocational aspect of manual training which constituted its main appeal to the people of Europe and America. This same appeal was not so made to the British people, because throughout Britain there obtained the apprenticeship system, which was almost entirely lacking in Europe and America.

In America it was the teen age boy, the boy in the high schools, who was specially concerned in the manual training scheme of work. It is but lately that work in the lower grades has been entered upon. In Germany today, although it possesses perhaps the best equipped technical and manual training schools in the world, there has been little done toward introducing the work into the common schools.

From a short synopsis of the history of the movement, such as this, we deduce the following: that the vocational idea was by far the most prominent factor in the early stages; that this idea has taken firm hold, and remains rooted in the minds of the general public, despite all the endeavours of the educationalists to bring into prominence its cultural rather than its vocational aspects; that it is owing to the prevalence of this idea that manual training, especially in Western Canada, suffers in comparison with other educational features. This latter statement may be thought to be somewhat extreme, but just let us analyze it.

How often do we teachers of hand-work meet with the indifferent pupil, and hear his little plaint that "My father does not wish me to learn to be a carpenter; he does not wish me to do smith work," etc., etc. Western Canada has in the past been the El Dorado of the get-rich-quick, and a great many have done so without contributing much to society in return. The result has been that there has been produced an unhealthy attitude toward labor or anything that savors of hard work. This has been evidenced by the grown-ups, and, of course, reflected in the attitude of the young. The average youth has his eyes wide open (skinned, I think, is the term used) looking for a soft job.

Speculation and the speculative element has done much to populate Western Canada, but it has also brought about a serious defect in the moral vision of its people, and is to blame to a great extent for that burden of false values under which our society suffers. So we see that this attitude toward industry and the almost unconscious classifying of industry and manual training together has resulted in the fact that the status given to manual training is much lower than that given to other branches of education.

This is shown in a variety of ways. In a time of sheer financial stress, when it becomes necessary to reduce current expenses in some form, then manual training must be cut out, presumably because it is of least importance, and can therefore be most easily be dispensed with.

Compare the salaries given to teachers of classical subjects and those given to instructors of manual work, and the comparison shows the comparative value which is placed on the two subjects. I am not so well posted on conditions as they exist in Winnipeg, although I have reason to believe they compare favorably with other places in the west; but I know that in Brandon the school board placed the maximum of the manual training teacher in the public schools at less than 50 per cent. of that of the teachers of classical subjects in the high school. I also know that only two of the members of that Board, who so adjudged the wage-value of the manual training work being done, were ever in the class room while the classes were in progress. Let me digress from the subject for a moment to remark that it seems to me that education in all its branches stands a very poor show of progress as long as it is left to such an extent in the hands of men with no vision, blind leaders of the blind, bigoted reactionaries, such as constitute the majority in our municipal school boards.

So much, then, for the present status of manual training as reflected in the minds of men who in the realm of education hold but the temporal power of administration. Let us see what is the attitude toward the work as expressed by the practical educationalists, who bring to bear upon the question the wealth of trained minds enlightened with

the desire for human service. After all, it is in these leaders we find the hope and the future of manual training. Nay, more than that, it is in these men and their attitude today toward the work that we judge its present status, notwithstanding the many discouragements we meet with. It is in this respect, then, that I turn to Frank Lexvett's book on Industrial Education. In his chapter on Manual Training he uses quotations from many outstanding leaders of education, such as Runkel, Lyman, Abbot, Woodward and others. I lay before you a few of these gems in the crown of manual training. It is but fitting I should do so, seeing that I have spoken somewhat of its cross and the nails used to crucify it.

"Manual training is needful for every individual, irrespective of his calling or professional career. The boy in the grades or in high school is sent to the school shop, not because he is to be a carpenter; he is sent there though it be already clear that he is to be an attorney or a physician or a clergyman.

"Clear reason, self-control, stability, equilibrium of character, strong will and wise accommodation of the thing wished for to the conditions of life are the characteristics by which all human efficiency is attained. Psychology has recognized with perfect clearness the conditions under which these characteristics can be developed; when this knowledge has once gained a victorious entrance into pedagogy, then the old motto will become a motto for every educational institute: 'Train the eye. Exercise the hand. Strong will be the will, clear the understanding.'

Again:

"Simply as an aid to co-ordination, manual training would justify itself, were that the sole point of its educational bearing. As a matter of fact, however, this is its most elementary utility. It serves much higher uses in bringing out individuality, in awakening desire for learning, in stimulating the will to take complete and wise command."

Still again:

"It is only when one has experienced the shock of misfit between what he has thought will hold, on the one hand, and what he finally finds to be true on the other, it is only then that one is really sharpened to the point of developing good judgment. Leave out the test of practice, and people can think all sorts of things and be entirely wrong. Manual training, because it provides this test, is superior to many other subjects. A well educated man is one, therefore, who can do as well as know, and efficiency is a good term for the statement of the aim of education, because it includes these two factors."

And yet again:

"Manual training gives the individual more complete command of himself and a keen sense of physical realities, more practical control of 'things' and physical pro-

cesses, a sense of the social significance of industries, more social intelligence and social enthusiasm, and the capacity to sense accurately, to think truly, and to judge logically."

And so on ad infinitum.

I have quoted enough to show that the true status of manual training is not what we are sometimes led to think, not what conditions in Manitoba sometimes force us to think. I hope I have quoted enough to enable us once again to take heart of grace, to renew our faith, and once more to take up our work with the assured hope of a brighter tomorrow.

Now, before going on to discuss what may possibly be the trend of manual training, that is, what the future may hold out to it in the way of possibilities, power, encouragement and scope, I would like to give in as few words as possible my opinion of what may be done now, what, in fact, is lying at our hand to do.

It is a lamentable fact that our Canadian life is choke full of spuriousness. In all walks of life we are daily confronted with the shoddy instead of the genuine article, in politics, in church life, in education, in architecture, in public administration. We have lost sight of the old adage, "What's worth doing is worth doing well." It has become too old-fashioned to suit us, and we have substituted the Canadian motto, "Get it done, and get it done quickly." It seems to me that the spirit of the craftsman and the artist is much less common here in Canada than in the more industrially developed countries of the old world, where one would naturally first look for its decadence.

Look around at the eyesores we behold in the shape of public buildings; at our town planning, where in certain districts it would seem that the houses had dropped from the heavens above, or rather let me say, been pushed up from the earth beneath; at the railways running right through our cities and over our thoroughfares, to the endangerment of the public and the utter destruction of the beautiful. In a hundred and one different ways we find that in our mad hurry to get on and become a people we have substituted spurious for eternal values and bombast for a properly balanced self-confidence. I have said that the spirit of idealism, the spirit of the artist, is lacking among the fundamental assets of our national life. In education, for instance, and that is the phase of public service which we are primarily interested in. Is our educational life as clear of defects as is that of the Old Country? Are not our methods rough and ready and lacking in the purity and poise of idealism? I never heard slang expressions used by a teacher in the Old Country in the presence of pupils, and yet such are of common occurrence here.

The other week I had occasion to be in a room in a high school where the teacher was taking a period in English. The subject was a quotation from Tennyson's *Enoch Arden*. At length she spoke, "Oh, Enoch, you are

wise; and yet for all your wisdom well know I that I shall look upon your face no more."

The teacher paraphrased it thus: "Enoch, you are a wise man, and yet for all your knowledge it avails little, for I have a hunch that I will never see your face again." Sublimely beautiful and elegant.

Thus it is, the teacher of history who ought to be teaching history wastes his time and plays havoc with the impressionable young mind of his pupil by informing him that Shakespeare never wrote the plays, poems, nor lyrics imputed to him, but that it was one much better equipped mentally to do it, viz., Lord Bacon. These are digressions in a way, without doubt, but they serve to show the pitfalls that even a teacher may fall into, and there are, oh, so many pitfalls lying right across the path of the unwary instructor of manual training.

Yet what a scope for the imparting of knowledge lies to the hand of the teacher of hand-work, more especially to those who teach woodwork. As a general rule the mind of the pupil is plastic, with no definite knowledge of art; to him that line of infinite beauty, the curve, has no existence. It is for the teacher to point it out, to describe its beauty, to teach the pupil to recognize it when he sees it, to be able to put his finger on any defacement for departing from it. It is for the teacher to explain the beauties of true form and how an article can be marred by a lack of proportion, carelessness in spacing, or disregard of balance.

By putting a few adroit questions to the average pupil it is wonderful to observe how quick he will be to detect any great departure from those truths laid down for us in the *Theory of Design of Principles of Ornament*. Again, the work that lies to the hand of the teacher of woodwork is the nursing of the creative impulse, the fostering of the true spirit of craftsmanship, when one takes joy in the work and a deep pleasure in beholding the growth and development of the article in the process of making.

When you have inculcated that spirit in the pupil, then you may be sure that as the work prospers under his hand and one by one process follows process, there is a still greater progress going on within the pupil, and although the product of the endeavour, as far as the article is concerned, may be of little material value, the real product, the mental development, and the aesthetic training given to the pupil cannot be measured, for "though we travel the world over to find the beautiful, we must have it with us or we find it not."

I have sometimes heard the statement that less manual training and more tuition in handwriting would be good for the boy, and upon this point I wish to state that I never knew a boy who was capable at woodwork but was an exceptionally good writer. Train a boy to be an artist in any one thing and he is more or less of an artist in everything. So we come to that particular phase of our

subject which is conveyed to us by the title given to this discourse.

What has the future in store for manual training? What does the forces we see at work all around lead us to believe will be the lines along which its future development will follow?

I have already conveyed to you the idea that manual training will be used extensively to foster and perhaps regenerate the true spirit of craftsmanship, which is in danger of utter extinction, through the specialization and socialization of our present system of production. Time was, and not so very long ago, when a worker was his own architect, builder and furnisher, and the whole production was the embodiment and process of a specific scheme of strength, or durability, or in a more fastidious age, mere ornamentation and aesthetic values. But the artisan in those days was a creator, who evolved in the course of his work a complete product, one who saw in the course of his daily work some object grow from start to finish. Today it may take the combined effort of a social group of a hundred men to produce what formerly fell to the lot of one. Men as workers have become, as it were, parts of a great machine. We have learned to distinguish between a mechanic and a skilled mechanic. The results have been, without doubt, beneficial to the race in the elimination to a considerable extent of the body-racking and twisting elements of hard labor, yet at the same time the great defect of this system of work is the destruction of the creative impulse and the utter loss of soulfulness which the majority of workers experience in the employment by which they gain their daily bread. I have used the word employment advisedly, because I consider that a great gulf yawns between the employment of the modern factory hand and the work of the artisan of a few decades past.

We can never turn back the hands of the clock nor the wheel of progress, but to my mind it will be a sad loss to the world to lose that joy in creation which dominated the soul and guided the hand of the artist and craftsman.

This is a loss that the world cannot afford, and salvation in this respect lies in the fact that educationalists realize it and intend to prevent it.

To this end, then, I believe that work in the manual training school will be utilized in the future much more than it has been in the past.

Although it was the vocational idea which gave incentive to the birth and early history of manual training, and although this aspect of it ultimately came to take second place in the thought of educationalists, and although today it is the cultural aspect of the work which looms largest to those who know most about it, still we cannot shut our eyes to the fact that in the near future the vocational aspect is to assume once again a great controlling interest in its development.

By what particular method it will do so, by what particular disposal of the different elements which are working toward that end it will ultimately be achieved, it would be hard to say.

There are so many different forces veering toward it, starting from antagonistic points, that it becomes confusing to the mere spectator, and he wanders, as it were, in a maze. You have in the industrially developed countries of Britain and of America a newly arisen impulse which will bring about a phenomenal growth in technical education. Without doubt manual training in the schools will be used as a sort of adjunct in that scheme of technical work. It is almost safe to say that Canada, with certain modifications, will in her educational system be a reflection of those other countries. The movement for industrial or vocational education is coming from many and conflicting sources, but in the aggregate the demand is so influential that it is bound to have a great effect in the modification of our future educational policy.

I think that we will all agree that, giving the highest meaning to the term, the aim of education is toward the complete unfolding and developing of the human powers, that its ideal is the perfecting of the best that is in human nature, that its desire is to make the most of, to conserve the pupil's best powers and resources. In a word, let us say that education at its best stands for conservation.

Now, shut our eyes to the fact as we may, yet it cannot be denied that most of the stimulus given to industrial education in the past was from the viewpoint of exploitation. The aim of industry itself is that of material production; the mainspring of its development is its desire to produce more and better goods at decreased cost, and this last, taken in its narrowest sense, has been the motive mainly responsible for what has as yet been done in the realm of industrial education.

Today we are face to face with a much more complicated problem than has faced us in the past. You have on the one hand the demand for industrial education coming from the manufacturers, in which the predominant motive is frankly and avowedly that of exploitation. On the other hand you have organized labor, who also wish to produce a better article at decreased cost to the worker; it also puts in a strong claim for industrial education. You have also the demand from educationalists themselves, who wish to revise their educational ideals and formulate something more approximately practical and in keeping with the lives of the people. Also you have the demand coming from the social workers, who claim that much of the misery and degradation of the people are traceable to the numbers of misfits produced by our present system, and which could largely be eliminated by a course of practical education. Lastly, you have a loud outcry, incoherent, it is true, and vague, largely vague,

from the great body of the people themselves, who somehow or other feel that, after all the money spent on our school systems, the child leaves school largely unprepared and unfit to cope with the trials of life.

How a system will be worked out which will appease or satisfy all these rather conflicting elements, I cannot definitely say; but one does not need to be a prophet to forecast that manual training in this respect will be greatly taken advantage of.

Just before I stop and draw to a close this rather confused statement on the outlook of manual training, I would like to quote one or two passages just to show how insistent the public demand is for a somewhat more practical form of education in our schools.

Let us first take one or two statements from the manufacturers. In response to the question, "Why do you believe in industrial education?" the following answers were given:

"Because my company employs about one thousand men and we need men of better skill." "Because we employ a large number of boys, and the present school system is turning out boys who do not want to work with their hands." "Because 85 per cent. of the pupils now getting their schooling are being crammed, well-meaningly, with a mass of knowledge which is not practical."

Now, these statements contain nothing of an utterly antagonistic element to what might be put forward by any organized labor body regarding practical education. Yet the following from the American National Association of Manufacturers puts a different complexion on the matter, and clearly defines a source of future trouble:

"This association has for a number of years strongly advocated a system of manual and technical training as part of the general educational system of the country. But it has not, nor does not now, overlook the dangerous tendencies incident thereto; and by this we mean the danger of such a system falling under the domination and guidance of the labor agitator.

"Militant unionism is the bitterest foe that industrial education ever had, yet under the

impetus which the movement has attained, and its apparent necessity, we find some of the labor leaders, who are most responsible for the curtailment of our supply of skilled mechanics, taking a hand in and coming to the front in the movement for industrial education. It is an absurdly false and erroneous idea that these men, with their persistent antagonism to the vital principle of industrial education, are essential to its advancement.

"Whatever may be said and whoever may take part in this problem of industrial education, it is the manufacturer who must steer it to a practical solution; without him it can amount to but little more than a delusion and a farce. It is the Associations of Manufacturers that have given the subject its present impetus."

I make no statement regarding the above. Its contention is plain, and the wayfaring man, though a fool, cannot err therein.

That organized labor is not unaware of this desire of the manufacturers to keep under their own supervision the scheme of practical education is clear from many resolutions passed of late years favoring a system of practical education that will be incorporated into the public school system of education, to be provided for by general taxation and kept under the control of the whole people, so that the danger of the manufacturers obtaining control of this new system of education and using the product to defeat the aims of organized labor be eliminated.

That this desire of the manufacturers was definite and clearly outlined is easily seen and read in many of their published statements.

Matters stood thus, and the two forces, labor and capital, thus contested for supremacy in the educational realm, both in Britain and America, when the Great War came, and in the throes of a still greater crisis matters of difference were laid aside and all forces united in the supreme struggle. And now, what has been born in the suffering and travail of the past four years—a new conception of values, a vastly greater idea of human service, or shall we hark back to the old order of things, the dog to his vomit, the sow to its wallowing in the mire?

PROFESSOR V. W. JACKSON

HOW THE PEOPLE LIVED DURING THE MIDDLE AGES

One of the common mistakes likely to be made by the child, looking at the pageantry and peculiar dress of the Middle Ages, is that the people were entirely unlike those of today, whereas human nature has changed very little; it was the things that were different: but the likes and dislikes, the loves and the pleasures, were much the same in the Middle Ages as now, and this ought to make history easier to understand. Behind all expression of the people in their dress, their crops, their

shelter and their art, there are the same practical problems and the same earnest desire to conquer these problems; the same pleasure in mastering difficulties. There was as much joy brought to humanity by the first plow as by the first binder; by the first lamp as by the incandescent light; by the first printing as by colored photography. Joy is relative—the uplift of our former selves. The 13th century found its happiness of expression in dress; the 14th century in shelter; the

15th century in travel; the 16th century in travel, and the 17th century in literature, but always happy in this or that pursuit; living all the time, not romancing; a serious people like ourselves; the words they used were just ordinary words, not quaint ones; "ye" and "thee" were "you" to them; they knew no other.

The Gothic arch did not supersede the Norman arch for reasons of beauty, but for advance in stone construction. The Gargoyle was a water-spout in the 15th century—an ornament now. We wonder why it is that we cannot, with all our science, make beautiful things. The reason is plain; we are too serious now. They may be beautiful to some other generation, softened by the enchantment of time.

Let us, therefore, read into history the common elements of humanity; the inherent struggle to live better, to realize more fully, to enjoy our handiwork. The change with time, then, has been the change of things, not the change of emotions or desires. Let us have the history of some of these common things—the tools, the crops, the clothing, the instruments, that we may better understand how former ages struggled; the loves and the joys they had, and the happiness in every accomplishment and improvement.

There is something that makes for the betterment of the race that is not born of constitution. It is the personal struggle for domestic comfort; for better food, better clothing and better shelter. Our politics may be inferior to those of Aristotle, but our life is fuller and living better. One thing is steadily improving—the standard of living. Our school histories have failed to present this vital fact. Pageantry, chivalry and battle form too large a part of our school history, and the extravagant costumes and retinue of servants during the Middle Ages give an utterly false standard for that time. A courtier in the time of Richard II. might

spend \$1,000 on an embroidered leather coat, and, to the child, seem a greater grandee than the dandy of today who dresses for \$50, forgetful of the fact that a jailbird of today has better food, light and comfort than the courtier of the Middle Ages. He goes to jail by motor ambulance, to a cell lighted with electricity; his milk is sterilized, and every sanitary precaution for health and comfort taken; whereas the courtier of six centuries ago had nothing better than a wooden cart for an ambulance, rushes for carpet, candles for light and fingers for forks.

One of the mistakes of history is to paint the transitory glamour of the age and lose sight of the general upward movement and steady betterment of the race. Nothing has been more steady in its advancement than the improvement of food, clothing and shelter; yet this factor in civilization is not given by Buckle, Smollet, Freeman or Froude, and even Dickens, in his "Child's History of England," tells principally of nobles, priests and kings.

It is to call attention to this unwritten page in history, and to give agriculture its proper place in world betterment, that this short account of the history of British agriculture is given.

Then followed an outline of the development of agriculture under the feudal system; the gradual improvement of crops and living conditions; the neglective live stock and the scarcity of winter fodder; the scarcity of vegetables and variety in foods; the reason for the formation of the East India Company to get spices; why roads did not improve under the feudal system; why money was in little use; why agriculture was almost the only industry; when root crops were introduced and woollen cloth made; when glass windows were first used; the introduction of forks, sugar, chairs, horses, and the common things by which a steady improvement of the standard of living was affected.

MR. G. R. F. PROWSE

SOME DIFFICULTIES IN HISTORY TEACHING

1. Our Methods—Are we as keen on improving our technique as the primary teachers are? As teachers of teachers are we taking full advantage of modern publicity devices and co-operation? Suggestion: A club to exchange monthly mimeographed notes on methods, etc.

2. The Grades Below—What are we doing to secure greater continuity in the work from grade to grade? Query: Has a map of history—a unified syllabus—with the work of each grade marked by distinctive type, any value?

3. Our Distance from the Scenes of Past History—Where are we to find substantial apperceptive centres to build out from?

4. History is First an Art—Are we trying

to teach history too much as a quasi-science for knowledge, instead of as an art for skill—inverting the pyramid? Which method will equip pupils best for real life?

5. Skill Comes from Repetition—A Jewish teacher said two thousand years ago that if he told a fact 400 times and his boys did not know it then, that he would repeat it 400 times.

6. Repetition—One way of securing repetition is by a series of stereotyped questions like those in Bostock.

7. Stereotyped Sets of Questions Arranged in Numbered Lessons—

Advantages:

a The assignment is easy and categorical;

- b The lessons are short, sharp and definite, allowing time generally for supplementary questions and discussion;
- c Reliance on the text-book is reduced;
- d The same questions are used over and over again, and so are kept more in view than notes can be;
- e Investigation and collateral reading arise more naturally from questions than from notes;
- f Specific want of preparation and weaknesses of the class are more quickly detected;

g Pupils acquire confidence in their own powers sooner.

Disadvantages:

- a A fixed form, giving an equal value to all questions;
- b The relation of any lesson to the whole may be overlooked;
- c Not suitable for large classes, and better for Gr. 9 than Gr. 11;
- d Give little definite instruction in note-taking and using.

MR. F. PUGH

INDUSTRIAL CHEMISTRY AS A FACTOR IN RECONSTRUCTION

My subject, Industrial Chemistry as a Factor in Reconstruction, is a very broad subject, but I will deal with it as well as possible.

The war has shown the importance of chemistry, and it will be still more important. Prior to the war chemistry helped the steel industry especially. In fact, the total output of steel before the twentieth century equalled the annual output now possible.

I have just returned from a five-and-half weeks' trip in the east, and have visited many places to learn what has been done along these lines.

I visited Dr. McCallum at Ottawa. He is Chairman of Industrial Research, and I was glad to learn that they are not asleep. \$620,000 has been set aside for putting up a building and equipping it so that chemists may make use of the laboratory for analysis or research work. Then later it is planned that branch laboratories will be established throughout Canada. Toronto and Montreal are both anxious to have the first laboratory located in their own city, so it will probably be established in Ottawa, so that no jealousy will be aroused.

I also visited many of the manufacturers while in the east. The big industries under what is known as laboratory control produce the best goods. This is acknowledged by the public and other manufacturers.

One thing to notice is, that a knowledge of chemistry is not the only essential, but common sense is also needed. A chemist requires plenty of good common horse sense, with a knowledge of chemistry as a basis.

During my trip I visited in United States, and noticed that many big mail order houses are under laboratory control. Sears Roebuck, for instance, have a big chemical staff, and so have Montgomery Wards, a mail order house you may have heard of.

I expect now that the large retailers will need to employ a staff of chemists, because the modern methods of adulteration are such that no one can tell by simply picking up a piece of cloth what it is made of. The other day we showed a piece of goods to contain

waste silk instead of cotton to a man in the store who thought he knew all about dress goods. Waste silk, of course, is an adulteration, but would give the goods a springy feel.

We used to say that any man who can make two blades of grass grow where one grew before is doing a good thing for humanity, and so, I think, is any man who can use up the by-products. Very often the difference between success and failure consists in using what was formerly thrown away. Indeed, many manufacturers get the cream of the profits—what is called the "velvet"—from what was formerly considered waste.

Analysis is very necessary today, so that we can know just what we are getting. For instance, there has been a fertilizer advertised lately, "Nature's Plant Food" it is called, and it has been found that an acre of land with the fertilizer grew less than an acre without it. So people have been paying for stuff that did them harm.

In United States, where they have such things as the "Honest Advertisers' Club," it is necessary for merchants to use laboratory analysis so that they may know what they are advertising. In St. Paul I was pleased to see that they already have a Research Laboratory. They got the idea from Winnipeg only a short time ago.

Many merchants now buy goods "on specification." For example, telephone wires bought must stand so many dips in nitric acid for so many seconds each dip. Railways now buy their paints in paste form, because it saves so much room in transportation, and it has been found that the paint now costs less than one-half the price of their former paint—and is quite as good.

One thing about chemistry I notice is, that the more you know of chemistry the more you realize you don't know. I realize that myself. I always thought I didn't know very much, but the more I see makes me think I know nothing. We cannot get all our knowledge from books. Books are a great education, but the practical knowledge can only come from experience. I have seen many things done that from my book know-

ledge seem either wrong or impossible. For instance, in my trip I found them making worsted wool of wool and cotton yarn. The cloth made would deceive ninety per cent. of the people. They can also spin wool and cotton in one thread—a thing thought impossible. The way of doing it was discovered by accident. No one knew what had been done differently till it was found that two rollers had been left out of the machine.

Many of our neatest inventions have been stumbled upon in accident. For instance, take mercerization. The process was discovered in 1850 by John Mercer, but wasn't very generally used until a way was found accidentally of giving the cloth a higher lustre. They were using this process in Germany when one day one of the jaws got stuck. Something had to give way, and so the cloth was torn and the web was ruined. On examination of the cloth, it was found that all around the tear there was a higher lustre caused by the stretching or tension it had undergone. So now we give tension to the cotton while making it.

There is a good deal of adulteration going on today. Paints, for example, are the

greatest opportunity for the manufacturer to make money. I know of one manufacturer that advertises several different brands of paint. Analysis shows what these paints are really made of. The last grade, a No. 1 paint, has no lead in it at all, and when you pay out money for paint you expect some lead. The Government is doing a little in this regard with the Pure Food Law. Dr. MacGill, at Ottawa, told me of a case that had just come up; how "spent cloves" were being sold to the people as the real thing. "Spent cloves" are cloves that have had the oil of cloves, a valuable essence, extracted. Two carloads of these were refused at Philadelphia, and were then shipped to Halifax and so into Canada, where they were discovered. If the old proverb, "Set a thief to catch a thief," holds good, I think we may now say that it takes a chemist to detect adulteration or the sin of another chemist. There is a motto at Washington which says "Science is common sense applied." The great trouble is to convince the manufacturer that you know something he doesn't, and in that task tact is very necessary.

MRS. CLAUDE NASH

VOCATIONAL OPPORTUNITIES FOR GIRLS

In my preparation for what I have to say this morning I had in mind the children, and not so much the teachers. You teachers are constantly studying this matter, and are constantly in touch with the subject, and therefore my message is to the students.

I have been chosen to speak to you today because for the past eight months I have been engaged in finding out what business girls are doing, and under what conditions they could do the best work for the community and for their employers. I have been investigating the number of hours for which they work, for they must not be required to work overtime. And, most important of all, I have been striving to discover, not if they are being amply paid for the work they do, but if they are paid enough for a decent living. They must be enabled to live decently—not to indulge in luxuries, but to live as Canadians should live, with proper food and clothing, occasional recreation, a doctor when they need one, and a holiday now and then.

Mr. Moore has told us what a business man expects from the girls under his employ. We all know there is trouble in store for those who neglect their work in school. In business the same fault means dismissal. It is fortunate for business girls that such high standards are presented, but it is necessary to be prepared to measure up.

Statistics show that the majority of children in Winnipeg leave school before they are fourteen years of age. One hundred years ago, in England, the children were con-

sidered to need no education. They would not work in the factories if they were educated. Fifty years ago children must go to school till they were ten years old; twenty-five years ago till thirteen. Recently Mr. Fisher has brought in a bill which provides that children who have had no opportunity of a higher education must spend so many hours a week at school till they are eighteen. Thus they will be gaining an education and still learning of the life outside of the school.

Suppose that away back a thousand years ago someone had asked a girl, "Why don't you go out and earn money for yourself?" She would have looked up with startled eyes. "I? I must spin and weave and prepare for the home which will be mine some day. I must learn to card and weave and spin and dye. I have no time to go out and earn." But times have greatly changed since then. The girls should still have the home aim, for the home life is the happiest life after all, but there are many reasons why all girls cannot stay in the homes. One of these is that there are more women than men in the world. During the war years women had to work outside of the home as never before. This has shown the necessity of being prepared to do such work. In the old days the high school offered two courses, one for prospective teachers and one for those who wished to enter the university. After a girl had finished the course she chose she could either teach school, or after a few more years of preparation become a nurse. Now

the vocational training opens the way to much wider opportunities. There used to be a social barrier, too. Custom said that when a girl had completed her education she must stay at home and help her mother. This is very nice and very true, but the result was often that five or six girls in one family stayed at home and amounted to nothing. Now the girl can enter any profession.

There is a great danger in leaving school too soon. In the stores and factories are many women who left school at fourteen. In Massachusetts recently compiled statistics show that out of one hundred pupils who left school at the ages of fourteen or fifteen years sixty-three never got out of an unskilled trade. The men of this number sweep the streets or work for the street railway. The women go out to day labor, work in pickle factories or vermicelli and macaroni factories. Sixty-three out of a hundred never got past such labor. Sixty-three out of a hundred never were paid more than ten dollars a week. Thirty-five of them did a little better than that. The women of them ran power machines in factories, perhaps, or the men operated the machinery in laundries. Two of the number attained a large measure of success, but these two were of exceptional ability. These figures are well worth remembering. According to the Fisher Bill, pupils between fourteen and eighteen who have had no chance to pass their matriculation examinations shall go to school three hundred and twenty minutes each week for forty weeks of the year. This part-time education is the keynote of the times, but as yet we have nothing like this in Winnipeg, and the need is very great.

The two occupations which are the very best for girls, and in which a worker of exceptional ability has an opportunity to find herself, are dressmaking and millinery. In these trades we have no apprentices in Winnipeg, and the workers are drawn from the Old Country. The principal reason for this is the high wages the dressmaker has to pay to the expert workwomen she must have. In order to make money she cannot afford to pay girls while she is teaching them, and therefore we find no apprentices in her shop. This is hard on the dressmaker, for it makes trained help scarce, and it is hard on the girls, because they are deprived of the opportunity to learn the trade.

Girls leave school at fourteen and go behind a counter, perhaps at a wage of seven dollars a week. As they gain experience their salary raises to twelve dollars, perhaps, and there it remains fixed, because the girls lack the training for more important work. That alluring seven dollars has led them into a blind alley. It were better to take girls at no wage or a very nominal one and prepare them for better work. The fourteen-year-old earns seven dollars a week and thinks that that is fine. And so it is—much too fine, indeed! It is too much money for a girl of her age. But by the time she is twenty

she can advance no further. She has nothing to offer. To succeed in the business world she must—in slang parlance—"have the goods."

Education is a preparation for life. Its purpose should be to lay a good, solid, sensible foundation. At one time the fourteen-year-old, having completed the public school course, was considered to be sufficiently "schooled." The parents felt that they had given such a child a good chance. That day has gone. Today we realize the importance of going on for more English, more arithmetic. We must make the foundation strong. In this country during the early days houses were rushed up without spending time to build foundations. Those houses which should have stood for decades are wrecks today. The foundation is all-important, and therefore the girl must be given the fundamentals—before she can become such a business woman Mr. Moore speaks about.

You girls of the high schools of Winnipeg are the fortunate ones in having the opportunities you have. You are also the sensible ones to take the chance and make the most of it. It is hard to raise the money necessary to keep a girl in school, I know, and the new hats and dresses may have to be very occasional, but what matters the sacrifice of hats and dresses in such a cause? Make sure of your foundation.

What is the superstructure going to be? Are you going to be a teacher? The teacher needs in this time of reconstruction a better preparation than ever before. Perhaps you want to be a nurse. Then, too, you will need special preparation. There is a great opening for a girl with a high school education in the stores and jewellery shops. Her superior training should help her in acquiring the art of salesmanship. There is a great demand for expert saleswomen. Such a person will be rapidly advanced, and her employer will be very loth to part with her.

I recently inquired of a jeweller, "What have you to offer to girls who have passed the matriculation examinations?" He replied that they were anxious for such girls in the design department. This work is well paid. Then there is a great field open to the girls in the designing of mail order catalogues. You know that some of these are far from artistic, while others are really beautiful. One young woman in this city draws a salary of one hundred and twenty-two dollars a week for arranging the advertising matter on one page of a newspaper. I understand that the Jewellers intend to ask the Department of Education to introduce a course in watchmaking into the school. The workers before the war were largely Swiss, but the war greatly reduced their numbers. Jewellers believed that girls will be better able to do this work than the men are, as they have a finer touch.

There are also growing opportunities in chemical work. In many of the larger American cities there are chemical laboratories

which would afford such opportunities. In all probability there will be such institutions here before very long. But if the vocational trained girl is to have an opportunity in either dressmaking or millinery, such an opportunity must come from the school. The part time schools are the logical solution of this big question. Under such a system the girl can learn literature, mathematics and dressmaking, or whatever she wishes to study, for a certain number of hours each week. The dressmaking she must be taught either in the shops or the schools, and I believe the schools to be the better. Experts should be engaged to teach the girls the methods of the shops; but the working conditions in the schools are better than in the big shops, where everything is pushing, pushing, pushing! Canada is on the highway towards making things better for girls. The schools are for you; your opportunities are great.

Make the most of them. And, teachers, by all the means in your power strive to keep the girls in school!

I have here a table which traces the business success of a group of one hundred girls who left school at fourteen to go to work as wage earners. During the first year the average wage was four dollars a week; at fifteen their average wage was four dollars and fifty cents a week; at sixteen it was five dollars; at seventeen six dollars; at eighteen, seven dollars; at nineteen, eight-fifty, and at twenty-five, twelve-fifty. A second table deals with a group who left school at eighteen. They started at ten dollars a week, and at twenty-five their average weekly salary was thirty-one dollars.

Girls, don't be tempted to leave school. Stay with it at whatever cost. You will be paid a hundred times over.

MISS McCALLUM

EMBRYO CITIZENSHIP

I received an apprenticeship of a little more than seven years in your profession, and feel that I have a first-hand knowledge and appreciation of your work, of its difficulties, and of the handicaps under which you frequently work; and today I intend to present to you, not something that will add to your work, for you are already overburdened, but I hope something that will make your work a little easier and perhaps a little more abundant.

One might criticize our educational system, and we all know that it is not above criticism, but I personally have not given the matter sufficient thought to be able to build up again, once I have torn down. The movement now on foot to call a national educational conference to discuss the teaching of morals and citizenship, and to which many of Canada's noted educationalists are giving their endorsement, is sufficient evidence that there is a national awaking to those deficiencies. I have only to turn the light of inquiry on my own case to see a product of our system, and a believe a typical product. For nearly 20 years I knew nothing except school and educational institutions. I was a part of that system. I was trained from the system's point of view. I passed from that period of training to one where I trained others. During those entire 20 years I was as clay in the hands of that system. I entered the system under the most favorable circumstances, and remained in it under those same circumstances. And yet I am compelled to admit that I have learned more of the fabric of our citizenship, have been more inspired to a greater and more active citizenship, have learned more of the life of which you and I are actually a part, in the three years since I closed my class room

or, than I did during those whole 20 years. The fault may have been mine. I am willing to take three-fourths of the blame upon myself, but the other fourth I feel impelled to lay at the door of our educational system.

But I cannot build up, and shall not further tear down, except to point out that if in the last analysis an educational system has failed to create within one a consuming desire to be a citizen of the world, to accept the full responsibilities of that citizenship, and to prepare one to take one's place in that citizenship, then we must look for a revitalizing of that system.

I hesitate to dwell longer on the personal side of the question, but I am referring to myself as a typical product of the system. Might I say that any inspiration I had to become a citizen in any broader sense of the word than I had hitherto known came from an active membership in a woman's club which was organized for the study of public affairs? When an opportunity came to leave the teaching profession, I welcomed my escape as from prison walls. And that opportunity came not because of any merit which I may have had in my profession, but rather for what merit I may have had other than in that profession.

Does it not seem reasonable to you that the persons most sought after to fill responsible positions in every line of life should be our teachers, persons who have spent their entire lives from six years of age under our educational system? And yet I venture to say that 99 per cent. of the teachers facing me agree with me that the very reverse is true. It should be an indication of weakness in our educational system if, when men and women are required to fill responsible

positions, those men and women are not first sought from amongst our teachers.

But you say, Look at all our prominent men and women. They began their careers as teachers. That is true. But you will observe that as they grew able to take a place in what I am pleased to call, for the time being, a broader citizenship, they left the teaching profession. It is significant that men and women in almost every other line of work are inspired to take a very active part in public affairs while engaging in the teaching profession, and taking an active part in public affairs does not seem even remotely compatible.

This is something on which I feel very strongly. I liked the teaching profession. There is something in the constant contact with little children that cannot be found in any other profession. But I irked at the rigidity of the system. I am jealous for the profession to which I gave the seven best years of my life, and which to me, in my eagerness for a wider participation in citizenship, seemed to offer me a stone when I asked for bread, which seems now, in the light of my later experience, an empty husk from which the meat had been dried by the ages of conventional, stereotyped, bookish education to which we have all been subjected.

Our teachers are not trained for the broader and more active citizenship, which today is calling, almost hopelessly, for men and women. And the call must go on until we have a citizenship alert and alive to the conflicting forces which seek to build up and tear down the very fabric of our civilization.

But I said I would not tear down. I am here to present an outline of the active co-operation which might and should exist between our movement and your profession. The ground on which we as an association address you, the teachers of the province, is that we, as you, are community servants, engaged in assisting the individuals of the community toward fuller self-realization and completer social efficiency in our life together. There may be many here who think of the movement I am proud to represent, if indeed they have given it a thought, as merely an organization of farmers which has to do with tilling the soil and planting and harvesting the crop, or as an organization which merely has to do with bargaining for better prices for our products on the Grain Exchange.

Perhaps this paragraph, written by John A. Stevenson, a noted Canadian journalist, and one of Canada's most lucid writers on politics and economics, and whom most of you know as "Bystander," gives one clear definition of our organization by an outsider. He says:

"The cold truth is that the Grain Growers of the West and their Ontario allies are not engaged merely in an economic struggle. They are embarking in an effort to re-establish the proper functions of representative

institutions for the people of Canada and to renovate the whole system of national life. The root of the evil lies largely in our economic system. It corrupts our political system. Our political system corrupts and degrades the public administration, and the corroding influence extends to the social system and business life until the disease permeates the whole community. Every thinking man realizes the existence of gross evils in the body politic, and would fain end them, but sees no feasible method, and contents himself with waiting until the trail is blazed. This service the farmers' organizations are purposing to perform for the community at large."

That paragraph was written in 1910 by Mr. Stevenson.

The movement was organized some seventeen years ago to win for the producers on the land a just proportion of the wealth which they create. Seventeen years ago the founders of the movement realized, just as those who are engaged in its work today realize, that there is only one way by which that happy situation can come about, and that is by educating our people to an understanding and a knowledge of the unsound economic conditions under which they labor, and to educate them further to a propounding and a setting forth of the economic principles, the adoption of which would revolutionize social life and build the structure anew on a sound economic basis.

I want to read to you this pledge, which was introduced and unanimously adopted as a resolution at our annual convention in Brandon a year ago, and which will show better than anything I can say that our ideals and your ideals are similar, that the only difference, if indeed it is a difference, is that you look upon all training through the eyes of professional educationalists, while our point of view naturally is that of the vast laity. This is the pledge:

"Since the strength of the nation lies very largely in the character of its citizens, in the integrity and happiness of its homes and in the social and economic efficiency of its local communities; and since the course of our development as an organization has opened to us doors of unique opportunity for influencing and moulding rural life;

"We, the Grain Growers' Association of the Province of Manitoba, accept loyally the moral obligation with which such conditions confront us, that we set ourselves with purposeful endeavor to the development and expansion of the life amid which we move, in order that the people who live and labor on the land may take a larger and worthier place in the life of the nation. And to this end we urge the officers of every local branch to take counsel among themselves and with their membership as to how best they may—

1st—Unify and inspire the local community for its fullest self-consciousness and its most efficient activity.

2nd—Enlist the sympathetic co-operation

of all the best elements. the finest moral spirit, the best trained intellect in the community for the cause.

"3rd—Promote the education of the people, and especially the youth, in the spirit and principles of democratic citizenship.

"4th—Encourage the development of effective community workers and leaders."

In so far as we are true to these aims are we an educative body. It is my opinion that there has been no finer pronouncement of purposeful endeavor and aim than that of the Grain Growers' Association which I have just read.

To further elucidate the lofty aims of our association let me read the objects of the association as propounded in its constitution:

1. The all-round development of rural life with a view to making it as satisfying as possible, and the establishment of right relationships between rural and urban communities.

2. To forward in every honorable and legitimate way the interests of the rural population, not in antagonism to other elements of our population, but in cordial co-operation with all.

3. To establish libraries, literary societies, reading rooms, to arrange for lectures, and to further extend knowledge along economic and social lines with a view to elevating the standard of living in rural communities.

4. To give careful attention to the development and training of leaders in rural life, and generally to educate and stimulate the populace to fuller exercise of the powers of citizenship.

5. To promote independent personal thinking upon the questions of the time, to create public spirit and to quicken the public conscience in regard to evils that persist in our present life in order that so far as possible they may be abolished.

6. To watch legislation relating to the farmers' interests, particularly that affecting the marketing, grading, and transportation of their grain, livestock and other products. To suggest to Parliament from time to time through duly appointed delegates, as it may be found necessary, revision of existing laws or the passing of new legislation to meet changing conditions and requirements.

7. To promote the securing by local country and village communities of suitable halls or meeting places and the equipping and furnishing of such as social centres.

8. To foster and encourage the co-operative method of distribution of farm products and supplying staple commodities.

9. Making more adequate the educational facilities of the rural boys and girls, and the securing of more intimate relationship between the school and the other units which make up the community.

Just a word here about the Women's Section. Might I say that the Women's Section is merely convenient machinery within the association for carrying on those special features of the work in which women are

specially interested, and for which they are specially fitted. Perhaps the clearest characterization of the Women's Section is that which regards the Women's Section as a permanent committee of the association specially constituted for a special line of activity. Three special advantages are realized by taking this view:

1. There is no tendency to regard the members of the Women's Section as excluded in any way from the interests and activities of the association.

2. The general association is kept closely in touch with all the proceedings of the section, and the fullest understanding and sympathy is maintained.

3. The section secures not only the assent, but also the cordial backing and co-operation of the association in the realization of its ideals.

Thus we can rightfully regard our association as a true community organization. Two bodies working independently would be one more example of segregation and weakness. The ideals of the Women's Section are those of the association as a whole, with some additional features regarding the special work in which the women are interested.

Can there be any doubt that your aims and ideals and ours are identical? We feel that there can and should be a large measure of co-operation and mutual understanding between us. Very occasionally we yet hear it said that ours is a sort of trade or class organization, and that perhaps it would not be wise for the teacher to connect himself with a particular sect of the community. We wish particularly to repudiate that idea. In the rural community, which includes the average small town, the Grain Growers' Association stands for the entire community. In our membership we number, besides those engaged in agriculture, the banker, the lawyer, the doctor, the preacher, the teacher, the merchant; in fact, we find the entire community in the Grain Growers' Association, and that is as it should be. It seems to me then, if there is any community organization ready to co-operate with the teachers in the community, that organization is the Grain Growers' Association.

Perhaps a word as to the machinery of our organization. Let us begin at the smallest unit, the local. There is no definite description of the territory covered by a local. It may, however, be said to be comprised of those persons who naturally congregate in certain centres. Those centres may be the small town or village or the school district. The next unit is the federal constituency. This is the district association, and is comprised of all those locals within that constituency. The next unit of organization is the provincial association, with headquarters in the Bank of Hamilton building in Winnipeg, where may be found the office of the president, Mr. Henders, the provincial secretary, W. R. Wood, the secretary of the Women's Section, Miss Mabel E. Finch, and

their respective office staffs. There is one other unit of organization, the Canadian Council of Agriculture. This is comprised of representatives from the various provincial associations throughout Canada, the various women's sections, the various farmers' commercial companies, and the Grain Growers' Guide. This is a unique organization, and is absolutely without a parallel. I should like to go into detail on the Council of Agriculture, but time will not suffice. Questions relating to federal affairs come up through the various units of organization to the Canadian Council of Agriculture, which body, representing some 120,000 men and women, makes such presentations to the Parliament of Canada as are in the best interests of the farmers of the whole nation.

So much for the machinery of our organization. We have now ascertained that our ideals and objects are so identical that there is a community weakness if you go your way without seeking and winning our help, and if we go ours without the knowledge that you are lending us your active co-operation.

We feel somewhat that our movement is a continuation school. But we do feel that the schools might better prepare our young people to enter our and other continuation schools. We feel, as the great majority of us feel, that there is not sufficient and proper presentation of public affairs in our schools to fit pupils for an active participation in citizenship when they leave school. Hence the great need of so many educative organizations.

"Mental discipline" has permeated our educational system to the exclusion of everything savoring of "vital purpose." We need both, but, above everything else, in these days when a century's progress is committed to a single year, we must work with a "vital purpose" our standard of judging a subject.

Too many people have the mistaken idea that boys and girls burst into full blown citizenship at the age of 21 years. They are boys and girls until they are 21, and then by some mysterious transformation they are to become responsible members of the state. When there became a possibility that women would be given the franchise, men, on the platform, through the press, everywhere, rose with one accord in pronouncing upon the seriousness, the responsibility, the sacredness of the ballot and citizenship generally. It hadn't particularly occurred to them before that every year thousands of young men entered the sacred portals of 21 and no fuss was made. All this furore from the male fraternity was a splendid thing in this, that it directed as never before the public mind to the seriousness and the responsibilities of citizenship. The war has further augmented this responsibility. If citizenship is so sacred, and exacts such responsibility, then surely those who are about to enter citizenship in its fullest sense, that is, to exercise the right of the ballot, should have some training for it.

I presume that the boys and girls who attend the classes of those here are teen age children. Many of them are in school for the last time. A very few will be able to go on through high school and college. What preparation are they getting for the citizenship which they must very shortly enter?

What in their study of history has helped them to face their new citizenship intelligently? What in it has given them the proper background upon which to base their citizenship? To illustrate, let us take this incident in Canadian history. When I went to school it was merely one of a series of incidents which I learned, and when I taught it I did so as I had been taught. I refer to the transaction between the Canadian Pacific Railway Company and the Government of the day, when that Government handed over to that corporation millions of acres of agricultural land stretching from one end of Canada to the other. How many teachers realize that that incident is at the back of our whole despicable system of land holdings for speculation? That it created an iniquitous precedent which today is bearing down upon the common people of this country? There is this to be thankful for, that the C.P.R. did not ask more, for it would most certainly have been given if it had they insisted. So millions of acres of the best agricultural land have been held out of use, and are still held out of use of our most desirable home-seekers, because of that short-sighted transaction on the part of the Government of the day. It has meant this, there has been allowed to grow up in this country such a wealthy, influential railway corporation, which controls governments, press, and public institutions, and exacts toll from the common people, as is without parallel in the history of civilization. Do we ever give any social interpretation to the study of history?

Our papers are filled with news regarding nationalization of railways, land settlement, fiscal policy, deportation of aliens, expulsion of Hutterites, Mennonites, etc. Does the condition of unrest everywhere today not point back to an unsound past? Does it not make one curious to know what in the world was the matter with the policies of the past, that we have precipitated on our hands today this "confusion worse confounded?" What training do we ever give them, what inspiration, to relate present conditions to past history, to know that the future of this nation, of the world, depends on the building we do today?

The teaching of history has largely been a recital of facts in chronological order. No effort has ever been made to get at "motive." Never do we hear in our public and high schools any reference to the significance and the influence on national affairs of such organizations as the Association for the Promotion of Canadian Industries, the National Policy League, the Canadian Manufacturers' Association, and today the Canadian Reconstruction Association. Canadian Govern-

ments since 1858 have largely been the tools of these various organizations. Yet we go on feeding our children historic facts apart from the motives which made these facts, and without thought as to who and what are behind our governments. The development of Canada's fiscal policy has been and is of far more vital influence on the lives of the people of Canada today than has any other one phase of her life, and not the remotest attention is ever given to it in the study of history in our schools.

I have thus emphasized history because it is the most mistaught subject on our curriculum. Instead of fulfilling its proper function of giving one a background for a better present and future citizenship, it leaves one entirely unequipped.

It seems almost necessary here to say something regarding the formal study of civics. I don't feel competent to make a pronouncement either in favor or against such formal study. There is this weakness in teaching civics formally to be guarded against, the stereotyped, formal method which today makes arithmetic and history so uninteresting and machine-like. The whole purpose of the work is thus defeated. Any teaching of civics, I am rather inclined to think, should deal with motive and effect rather than placing an over-emphasis on the details of the machinery of our Government. There is much to be said in favor of teaching civics and public affairs in an occasional or incidental way.

As I pointed out, the children in your classes, except a very few, are almost done with school. This year, next year, they will be called upon to bear a man's or a woman's burden as a self-supporting and responsible member in a community. What can the schools do in the remaining months of the child's school life to make those children valued citizens? After all, the measure of one's citizenship is the measure of one's ability to add to the harmony and the happiness of those human beings with whom one comes directly or indirectly in contact. In so far as we are our brothers' keepers are we good citizens.

There are scores of books on rural sociology on the market which treat with the development of young people to take their place in the community, and with the individual's contribution to the life of that community. The great majority of them are written with entirely the wrong end in view. In nearly all of them we find the community pivoting around one or two persons who are purported to have brought community life from something that was decadent to a new and unprecedented revitalized force. Any teacher who goes into one of our rural districts and directly or indirectly sets himself or herself up to be a community leader, will agree with me when I say that communities are more apt to frown upon and discourage such presumption. Communities do not want up-lift workers. A good community is not a

one-man community. If there are one-man communities there have already been sown the seeds of future decadence. I have just finished a new book by the author of the "Brown Mouse," in which a rural preacher and a new kind of hired man are pictured as revolutionizing a rural community in the corn belt. That sort of thing might go over there, although I have my doubts that it is anything but a fantastic hallucination of the writer's brain, but I am sure that such persons as the unnatural preacher and the supernatural hired man would be wished back on the ethereal regions from which they came should they plan an invasion of a Western Canada community.

What we want is an all-round participation in community citizenship, where each member of that community leads in the particular phase of community work for which he is by inherent native ability fitted. We want a community where all the boys and girls play baseball and where John Jones is captain because a small majority thought his ability in that line just a little more marked than that of his competitors for the honors—a community where everyone belongs to the literary society, and where Elizabeth Smith is president, not because of a pre-eminence of ability as a leader, but because she is one of the young people who make good when given responsibility, and the honors are passed around—a community where everyone belongs to the local Grain Growers' Association, and where everyone takes his or her turn in debating or giving an address on one of the planks of the Farmers' Platform—a community where everyone goes to the one church, and where everybody works in all the church's activities. While we urge a training for leadership, that must presuppose everyone a potential leader in some particular capacity.

This can only be done by producing within the school the community spirit, and in welcoming any co-operation between the school community and the larger community of which not only the pupils are members, but all the households from which those pupils come.

Only last week I heard of a community where there were no young people over 19 or 20 years of age. At that age and much younger they are married. My informant asked why they were married so young, and she was calmly told that it was because they had nothing else to do. Those children, who had never learned to read the daily newspapers, who would not know a debate if they attended one, and who had no love of good books, who could not tell you the name of the premier of Canada, and who couldn't tell you why President Wilson and Lloyd George are in Paris, if, indeed, they knew they were there, who do not know what the Canada Grain Act is, who have no conception of political economy, have embarked upon the great Adventure of Marriage and Parenthood, simply because they had nothing else to do.

I have in mind another community, and I think you would have received more help had I read to you an article published in my special woman's spring number, by Mrs. Walter Parby, a member of the community to which I refer, president of the United Farm Women of Alberta, and one of the finest democrats our movement has ever produced, than from the rambling remarks I am making. I had the pleasure of visiting that community last fall. They are particularly fortunate in getting good citizens in their teachers, but then well organized communities usually are. They had a live United Farmers' Association, and an equally alive United Farm Women's Association, as well as a Junior U.F.A. and several good rural schools. The Junior U.F.A. was simply a continuation school for the pupils who had left school and a club for the larger pupils still in school. They debated, gave papers on the questions of the day, had organized sport, and all belonged to a sort of Community Sunday Club. The Sunday Club, for purposes of convenience, was divided into two, one meeting in the west of the district and the other in the east. The U.F.A. and the U.F.W.A. were continuation schools again for the Junior U.F.A. In fact, juniors nearly all belonged to the senior organizations and took an active part there. There were no outsiders. Everybody belonged to everything, and they were the most up-to-date, well-informed rural community I have ever visited. The rural teachers there were inspired to take their full share in all the community activities, and they were inspired to carry on the community work within that school, not as outstanding leaders, but rather as members of that community.

I shall not dwell on the teacher's contribution to the life of the community. Since early in January I have attended seven conventions of women, at all of which this question received more or less attention. I take its prominence at those conventions as an indication that there isn't a teacher here

who could possibly have escaped hearing her duties to a community from the laity point of view.

Might I say, in conclusion, that the Grain Growers' Association, which is a true community organization, stands ready to help you in every possible way? In this city there are the offices of the Provincial Association, the Canadian Council of Agriculture, and the Grain Growers' Guide, all of which will be glad to give you any help and information at their disposal. In these few desultory remarks I have tried to give you some of the ideals and the aims of this great movement, which in 17 years has grown from a handful of men in Indian Head to a body of 120,000 men and women, a movement that is growing in numbers and scope each year. I have tried to show you that we are ready and eager to co-operate with you in your work of making boys and girls the best Canadian citizens.

During the war we dwelt long on the seriousness of the times—times absolutely unprecedented. But now that the period of reconstruction is upon us, our individual responsibilities **have increased manifoldly**. For on our ability to build aright depends our very existence as a nation. While as much of the burden as is possible of the recent past should be removed from the shoulders of the citizens of the future, it is inevitable that they must bear greater responsibilities in their citizenship than we have hitherto in ours, and our paramount duty seems to be a preparing of those citizens of the future for their place in their citizenship. It has been a national calamity that so great an apathy existed between the people comprising our nationhood and the government. Such apathy must be destroyed, and that destruction must take place in the school, and in its place the **liveliest interest and activity** in all public affairs, whether of the community, the province or the nation, must take its place.

MAJOR C. K. NEWCOMBE

SOME FUNCTIONS OF SUPERVISION

I am to speak to you for a few minutes tonight on "Some Functions of Supervision." The term supervision includes the system of inspection carried on in the town and rural districts.

The art of war sets great store by inspection. In the British army each unit undergoes two inspections daily during the year. On the first occasion the unit is notified in advance of the coming visit of the inspecting officer. Then great excitement prevails. Everything about the camp and grounds is straightened with the utmost care. Buttons are shined, arms are cleaned, and in the general bustle of preparation the diligence of

the orderly officer, the cunning of the sergeant-major find full scope. The second inspection is unannounced, theoretically, but some kind friend who happens to be on the "inside" usually warns the officer in charge. As a consequence, this system of inspection "breeds deception, and is the father of lies." We learn from this that while it is expedient to make a good appearance during an inspection it is easy to slip back to careless habits.

But the value of inspection lies in the mental standard created. While inspections are so rare they only provide, as it were, an occasional push toward better things, where-

as supervision turns on a continuous current. We must aim at uniformity in the standard of the workers. We realize that "As is the teacher so is the school," and it is equally true that "As is the supervisor so is the system."

The supervisor must steadfastly hold to that which is good. We must not fail to demand excellency in the teaching of reading, writing and arithmetic. The old three "R's" are the foundation subjects, and it is by the boy's or girl's advancement in these accomplishments that the public judge the whole school system. We must exercise a wise conservatism in what we introduce into the schools, for the school has long been the brunt for the faddist. We must be on our guard, with a wise vision concerning ultimate possibilities. The teachers themselves are less responsible in this matter than the supervisors, for they are, as it were, too close up to the work, just as were the fighting men in France, who knew less than most of the doings about them.

There is a wide field for the labors of the supervisor. In the school system there are constant adjustments needed. It is not long since the study of household science and manual training were added to the curriculum, and they have well proved their worth. The supervisor must insist on the careful teaching of music and drawing, which are so often woefully neglected where no supervision is possible. This neglect is perhaps not wilful, but the grade teachers are overworked and need an impulse from without. The supervisor should devote time and effort to the creation of the wholesome public sentiment towards educational matters, which is necessary for the really effective functioning of the school itself.

Rural inspection is a more difficult problem, for there are many factors which tend to prevent it being easily made effective, the chief among them being the distance between the schools and the extent of territory to be covered by each inspector. The municipal school system presents a solution to these difficulties, and efforts are being made to organize municipal school boards in various parts of the province. In one municipality in Manitoba—and it is a type of many—there are fifteen school districts, which are carrying on no correlated or corroborative effort. The people are content to allow the municipal council to handle the roads and bridges—everything, in fact, but the schools. One school board could conduct the fifteen schools within its borders. Would it be reasonable for Winnipeg to have one school board for the Gladstone school, another for the William Whyte school, and another for the Luxton school? Why would not a centralized school board be as effective in a rural municipality?

The advantages of this system are obvious.

At present rural trustees are so numerous that it is hard to get men of the proper mental and moral calibre. With a municipal school board the different schools can work together. A qualified music teacher, an art teacher and a manual training instructor could spend so many hours a day in each of the schools, thus leaving the regular teachers free for better work in the other subjects, and greatly increasing the efficiency of instruction in these important lines. The municipal school board would evidently, then, be as much ahead of consolidation as consolidation is ahead of the one-roomed country school. The adoption of this system would, I am convinced, be the greatest step forward educationally that the province has ever taken.

The whole problem of rural school supervision is bound up in the problem of the larger administrative unit. One inspector with one hundred or more teachers under his supervision, with the schools perhaps seven or eight or ten miles apart, finds it impossible to keep on a continuous current of inspiration and encouragement which tends to the progress of the schools. In the rural school, as in the army unit, the teacher usually knows of the inspector's imminence, and preparations are made accordingly. Another flaw in the present system is that the teachers farthest from supervision are those who need it most, for the beginner is seldom found in the city or town school, but in the school of the outlying rural district.

The municipal school board, with the municipal supervisor, would obviate these difficulties and make the continuous current possible. This is surely the best solution of the rural school problem. Let us be diligent in promulgating the idea. Fifteen States of the Union have adopted this system and report favorably upon it. Ohio testifies that the adoption of municipal school boards has raised her from forty-third to sixth place among the states on the scale of educational efficiency. The system, as I have said, makes possible the enrichment of the curriculum by the addition of specialized instruction in music and art, and subjects other than the "three R's." From our observations in England we have learned that on this side of the water we are in comparison woefully deficient of education in art and music.

I repeat that "the whole problem of school supervision is bound up in the problem of the larger administrative unit." As a result of the efforts of the last ten years, we have now one hundred consolidated schools in our province. That is fairly satisfactory, you say; but there are two thousand school districts in Manitoba, and at that rate two hundred years will elapse before consolidation becomes general. Let us not relax our efforts to promote the adoption of consolidation and the municipal school board system.

DR. DANIEL McINTYRE

EDUCATIONAL TESTS AND MEASUREMENTS

Since I consented to speak on this subject I have found that there are two, at least, who have done more work on the question and can present the matter more fully than I. However, I will proceed as best I can.

The subject, "Standard and Intelligence Tests," is divided in two parts. I shall explain the first, Intelligence Tests, with the aid of Dr. Crawford.

The tests are efforts to find the ability of abnormal and sub-normal children, and state it in terms as of the age of normal children. For instance, a child whose chronological age is ten may have a mental age of seven years. I will now call on Dr. Crawford.

Dr. Crawford gave a demonstration of questions asked and operations required from children of different ages. The tests, she said, were worked out by Binet, a French physician, and Simon. Though the tests have only been worked out roughly, they were on such a good basis that they have only been changed to suit American instead of French children.

There are so many questions asked that it takes an hour to test any age, even if the child answers all correctly. There are eight different tests for each age.

Inquiries made in the last few years show that many pupils in our schools are retarded. The reasons for this retardation may be home, absences of pupil from school, and so on. But there are some cases of retardation unaccounted for. The child is said to be dull, and is put into a grade where it seems fit, and left there, sometimes for years.

There is generally very little idea of the causes and degree of retardation, so classification is necessary. As to the question of tests among the brighter children used in United States: the tests are valuable, as they enable us to understand the degree of advancement.

The value of the tests is shown in two cases:

X was the son of educated parents, well-to-do, and intelligent, yet he was very backward, and his play-life was not normal. X was put through the Binet tests, and it was found that his mental age was two years younger than his chronological age. His quotient was .75. He had as yet had no school life.

Later, after attending school, X was examined again, and his mental efficiency was .73. The mother was pleased because the child had learned to read. But the tests showed that X was hopeless; he was mentally deficient.

B, on the other hand, was the child of illiterate parents. She had two dull brothers. The tests showed that in the eight-year-old tests she was perfect and good in the nine-year-old. Her vocabulary was four times

that of X. She was in Grade 4 at school, but as a result of the tests was promoted to Grade 5.

W. H. was mentally two years older, and physically older than his chronological age. He passed through nine half-grades in two years without apparent difficulty, and was fond of sports.

A class of children of the highest grade intelligence was formed. If children of lower abilities have special attention, surely those highest in hope should have enriched curriculum. The class consisted of W. H. and five others who had an enriched curriculum and finally entered the High School, attaining the standards of the classes successfully.

When we consider what the saving of two school years means, children who are needed can secure an education when otherwise they would get no high school life, we realize the importance of these tests.

One thing to be remembered is that the personal education cannot be classified; thus a girl of average ability was able to defeat a boy of abnormal ability; this is the one limitation of the tests. The chief use of them is to show the degree of retardation or advancement of the pupil.

Now to come to the standard tests. The intelligence tests are tests of mental ability. The standardization tests are tests of the training of the pupil or of the ability of the school. Into either test enters elements of the other. These tests were first worked out by Prof. Edgworth, of Oxford. He inserted in a newspaper a sample of Latin prose, and asked that anyone who was competent mark the paper. The paper was written by a candidate of the Indian Civil Service, and was to be judged as such. Mr. Edgworth was anxious that the examiners be unbiassed. Twenty-eight marked the paper, and the marks ranged as follows: One gave 45%, one gave 59%, one gave 67%, one gave 67.5%, two gave 72.5%, six gave 75%, one gave 77%, four gave 80%, two gave 82%, two gave 85%, one gave 87%, two gave 90%, and one gave 100%.

On discovering the divergence, Edgworth went into experiments and came to this conclusion: "I find the element of chance enters so largely into these examinations—such as the Indian Civil Service, Army, etc.—that only one-third to two-thirds of the successful candidates might pass if different examiners were set.

The result of the experiments of Edgworth and others is that we have now eighty-four tests or scales for elementary and twenty-five for high schools.

The chief use of these tests is to detect weak places to strengthen and to find accurately the progress of the pupils for a certain period.

MISS E. M. BENNETT

AIMS IN TEACHING HISTORY AND CIVICS

I. The first aim in teaching history is one common to every subject on the programme, viz., to gain the interest of the pupil; and it seems to me that there is no other subject which lends itself so easily to the accomplishment of this aim.

Every child loves a story, and history furnishes us with stories to suit the taste of each individual child—true stories, more fascinating than any fairy tale ever written; stories of beautiful ladies and brave warrior knights, stories of fierce conflicts, of strange adventure, of highway robbers, of kings and queens, stories of cruel tyrants, noble heroes, fearless martyrs, stories of progress in the face of almost insurmountable difficulties, the invention of the printing press, the steam engine, the telescope, the submarine, the aeroplane. Truly history is one long series of stories!

II. Our second aim in teaching history is to teach the truth, to give our children a right perspective, and this, I confess, is more difficult.

Nearly all historians and most lovers of history are men and women of strong feelings, and therefore probably of strong prejudices. They are hero worshippers, and are apt to endow their heroes with all the virtues and their opponents with many, if not all the vices.

As an example of this, we may take the case of Charles I. and Oliver Cromwell (Cavaliers and Roundheads); even today a heated argument can easily be started in many British homes on this subject. We are influenced, perhaps, also by inherited instincts, and it is wonderful how small a thing may serve to bias a child's mind. A tone, a look, may be sufficient. I remember asking my mother, "Which side should we have been on, Charles I.'s or Cromwell's?" and her answer, "On the King's, of course. Our family has always stood for Church and State." decided the matter for me for ever. I did not understand Church and State," but the tone of her voice gave me the impression that to be a Roundhead savored of disgrace, whereas the title "Cavalier" betokened honor. I know now that the impression was not really a true one; it was prejudiced, and it is exactly this sort of thing we must seek to avoid in our teaching. We must present facts to our children, plain, uncolored facts, and try to lead them to form their own opinions from them. And these opinions are worth hearing; the children often become the teachers; their instincts are usually true. I must confess that I have often been obliged to revise my own ideas somewhat since I began to teach history, when listening to the views of my pupils. It is a great pity that our large classes and crowded programmes prevent us from having more free discussions.

III. Thirdly, I know of no better medium

for teaching manners and morals than the study of history. Children share in common with ourselves a strong dislike for direct moral teaching; we none of us take great pleasure in the society of those who say too plainly to us, "Thou art the man." We all prefer the indirect method. A child is quick to realize that the miserable death of Edward II. was a fitting end for an undutiful son, and that a man who disregarded his dying father's wish and allowed his selfish passions to overcome him could not expect to conquer the Bruce.

That the harvest is the result of the sowing is plainly taught all through history—dirt and bad sanitation lead to the "Black Death" and the plague, the ignorance and inability of the people to read lead to oppression by the Church and State, and oppression in its turn leads to riot and rebellion. Then, turning to the brighter side, we see that the undaunted courage and perseverance of the Bruce results in a victory over the invader, the wise and just rule of such men as Alfred the Great and Edward I. bring prosperity both to themselves and to their people, and coming to our own day, we find that, on account of our just treatment of the Jewish people, we have been privileged to deliver the Holy City from the hands of the unspeakable Turk!

Yes, we certainly can make it plain to our children from history that "We reap our sowing,—that we are the captains of our fate," or if we fail to do so, there is something radically wrong with our teaching.

IV. Fourthly, history should teach us patriotism. "Love thou thy land with love far brought from out the storied past; and used within the present."

If the great deeds performed by our ancestors do not make our hearts throb with love for the land which produced these heroes, then I know of nothing which can. When we realize the part our Empire has played in the history of the world, when we think of the name we have gained, the reputation for justice and fair play given to every man, irrespective of creed or race, we surely should be less than human if a wave of love and pride did not come over us.

But here there is also a danger to be avoided. We read that the ex-Kaiser was greatly influenced by history, but always by the wrong type of hero, viz., by those who sought self-aggrandisement at the expense of those weaker than themselves—the great conquerors, Alexander, Julius Cæsar, Napoleon, were his favorites. Fortunately, our British heroes are not of this type. We prefer to honor a Nelson, a Florence Nightingale, a General Gordon, an Edith Cavell.

"But," we may ask, "what is true patriotism?" It is love of one's native land and devotion to its welfare. An unselfish

love—a love which calls for sacrifice, may even demand our life, as so many of our friends and brothers have found in the last four years. And in our teaching we should seek to inspire our children with this spirit of sacrifice and service, to make them burn with a desire to follow in the footsteps of our predecessors, to maintain unharmed the fair name and great traditions of our land.

V. Lastly, the study of history should prepare for citizenship. And this aim includes all others. As we trace the progress of our race, we see how many of our laws and customs have grown out of the laws and customs of our ancestors, and it is here that we see the relationship between history and civics. We are apt to regard the latter subject as dull and uninteresting, and if we simply study it from our little text-book perhaps it is. But when we compare our present methods of government with the methods existing hundreds of years ago, when we look back and trace the growth of freedom, religious and civil, from its earliest beginning to its present stage, following its progress through the ages—when we see the wonderful struggle that our ancestors made, and realize the faith and hope which could inspire such tenacity of purpose, surely civics becomes a study of absorbing interest, and this study should be the greatest and best preparation for citizenship.

We see the day they longed to see. They fought and struggled in the dark; we reap the benefits of that struggle—see what led to failure and what gave success, and if we are wise, avoid the pitfalls. History repeats itself—human nature is eternally the same; all our political and industrial problems have been faced and handled before by those long ago people of history, sometimes successfully, and at other times with disastrous consequences, and it is for us to try to teach our children how to order their own lives from the example of our forefathers.

At this time, and in this province, with its large alien population, any subject which helps to make good citizens is immensely important. For, believe me, these people realize the importance of history. They seek by all means to keep alive the traditions and customs of their own land. We cannot blame them for this; it is natural, it is right; it is their only means of preserving their own individuality. What is it that has kept the Jew separate in every country of his exile? Simply his knowledge of his own race and his strict adherence to his own traditions and customs. But this has not made him disloyal. Far from it!

We must try to help those children to distinguish between the true and the false, so that they may be able to blend the truest and highest ideals of their own and of their adopted country, and it seems to me that the study of history is the subject on our school programme best calculated to do this. These people are fully aware of their material improvement in this country. We want

to show them that this improvement is due to the high ideals of the British race. History is the story of the triumph of the ideals of a nation. The Briton has held before him an ideal of justice, fair play, undaunted courage, perseverance and self-control, and to a large extent he has lived up to his ideals. But many of these people have not these high ideals; they belong to crushed and subject races; they will never quite reach our standard. Our hope lies in the children; we must try to make them realize what an honor and a privilege it is to be a free-born British subject and what a responsibility is theirs to keep that great name untarnished.

And, in closing, may I say a word as to the methods of teaching history, in order to realize, at least to some extent, our aims?

In the lower grades there is no doubt that the story method is the best. It is quite useless to give a child the text-book and assign a lesson—the book is too difficult, and the result will simply be to give him a distaste for the study. But tell the stories, making them as interesting as possible, making the characters live, and very soon the child will ask for the book which contains these wonderful stories. And do not wait until the children reach Grade IV. or V. to begin telling the history series; start in Grade I., choosing stories suitable for little children: the boys and girls of history, King Alfred and cakes, King Canute and courtiers, and many others.

Secondly, the dramatic method of teaching is very successful, particularly in the lower grades. Let the children play the parts; they will then be so impressed that the stories will never be forgotten.

Thirdly, with the elder boys and girls direct their attention to the historical novel and biographies, supply them with a few copies, books such as "Ivanhoe," "The Tower of London," "Windsor Castle," "Harold Kenilworth," "In the Golden Days" and "To Right the Wrong," and many others can be obtained at a small cost, and are well within the comprehension of the children of Grades V. and VI.

Fourthly, keep a few history books on the desk and allow the children to read them when they have finished their work or are indoors during recess. It is astonishing how pleased they are to find some new information about the reign they are studying which is not in their own history class book. This leads to the expression of those opinions previously mentioned, and is a great help to oral composition. But perhaps the chief road to success lies with the teacher. Learn to love the subject ourselves and study it; then we shall have but little difficulty in making it interesting to our scholars. For there is really no other subject so well worth study or likely to bring us such great reward for our labor; nothing which can so fire our zeal and enthusiasm or make us more thankful that we have been born citizens of the great and glorious British Empire!

MISS MABLE COOPER

HISTORY AND CIVICS: GRADES VI., VII. AND VIII.

There are three things must be considered, among others, in a discussion of the History and Civics of Grades VI., VII. and VIII. Why do we teach History? What should we teach? How shall we teach it?

The first question is of supreme importance: Why do we teach History? What is its value? For upon its answer depends the answer to the other two, or perhaps I should say the basic principle upon which the answer to the others must be worked out. For the purpose we have in our work as teachers of History must inevitably determine what we shall teach and how. The question has added interest to me because I have so often heard it asked by wearily little people who, after having bravely and patiently struggled through eleven pages of the Napoleonic War, or through the involved details of a dead and gone Quebec Act, or some other Act, have feebly protested by asking, "Why do we have to study History? What good is it?" And it behoves us as teachers to pause sometimes in our planning and ask ourselves just what good do we expect to gain for the child from our efforts in teaching History.

As I see it, there are at least three definite ways in which the study of History may be a lasting benefit: First, there is an ethical and moral value; History is a record of the human experience of the ages; it is the story of the slow working out of laws of human growth and human development of the peoples of the world, and it teaches its own clear lessons; it is a sign-board warning of pitfalls and pointing to safe paths. It illustrates the truth of that inevitable law of life: "Whatsoever a man soweth that shall he also reap," which is equally applicable to nations as to individuals. If some of our recent European monarchs had read the warnings of history they might perhaps have learned, before it was too late, that the way of despotism and oppression is in the end disastrous to the despot and oppressor, and Europe would not be bathed in blood today if certain European statesmen had really studied History.

Second: History is an inspirational subject:

"Lives of great men all remind us
We can make our lives sublime."

Do you wish to develop patriotism? What of the patriots of History—Savonarola, Gladstone, Peel, Canning, and the long line that through the pages of the story of the nations? Do you wish to develop daring and courage? What of our own pioneers who opened up the wide-flung prairies of our own land, or what of our intrepid missionary heroes who served her early needs with so much sacrifice? Or the countless and uncounted hosts who in obscurity patiently worked for the world's betterment? History

should carry inspiration and high ideals on every page.

Then, lastly, History is the great broadening study of our schools. Nowhere else can we learn the patience necessary to the slow working out and development of the hoped-for things. Nowhere else can we learn so thoroughly that change must come, inevitably and surely. What is it narrows human thought and forms the strongest opposition to all needed reform? Lack of knowledge of world changes in the large. As knowledge grows so breadth of mind grows. A view of world history teaches that changes come, that in a world of life they must come, that—

"New occasions teach new duties,
Time makes ancient good uncouth,
They must ever up and onward
Who would keep abreast of truth."

And when history, as a living, vital record of truth, not as a bare, cold memorization of unrelated facts, is taught in our schools, the world will at last waken to a day when all reforms are not ushered in by the way of a Calvary.

And so as a guide, inspiration and broadening element, history ranks as a subject deserving of our careful consideration.

If this, then, be the aim of History teaching in Grades VI., VII. and VIII., what shall we teach? We must remember that here we have the beginning of the study which should last as long as the child's life lasts, and that we either in those grades develop a love for or a dislike for History. And knowing this, we must be very careful that we begin in a way that will ensure a real and lasting love for it. To do this we must know what the ages are of the children we teach. The children in rural schools who enter at five should be in Grade VI., counting a grade a year, at eleven, and the town and city child at twelve. As a matter of fact, they are usually younger.

I have in my room, in Grade VIII., children ranging from eleven to sixteen, but the most of the grade are twelve or thirteen. That means that the greater number of them were in Grade VI. at nine or ten. Let us take, then, the basis that Grades VI., VII. and VIII. cover usually the ages ten to fourteen. Children of these ages are very young. Their vocabulary is more limited than we really think. Their power of reasoning is only in its initial stages. They are fond of stories and ready for hero worship. Now, our task is to develop in those little people a love for history that will be life long. How is it to be done? By dragging them through experiences which they cannot appreciate, couched in language they cannot understand? Surely not! What of the work prescribed in history for those grades? What of the text-books in both English and Canadian History? The work of Grade VI. contains

in one hundred pages of Canadian History fifty pages of war, the last twenty-five pages giving in detail the seven years' war. This is for children of ten or eleven. Grades VII. and VIII. have much more difficult work, as wars, while they are difficult to remember, are certainly easy to understand, while constitutional history is very difficult. Thus in one block twenty-five pages are devoted to the question of the trouble over responsible government, which cannot be understood by children of eleven or twelve any better than they would understand a foreign language. The work of those two grades in English History is also chiefly wars and bills, eleven pages being devoted to the struggle with Napoleon. Perhaps some of us will decide to leave the profession before the present war is added in detail. Then not only is the work of the three grades difficult, but they are made doubly so by the difficulty of the language in which the text-books are written. Let me illustrate:

On page 202, section 179, in our Canadian History Text Book, we find this interesting statement: "It remained for Robert Baldwin in one comprehensive statute to establish the entire system of local government on the democratic basis of popular election." Think over it again, and remember that this is for children of eleven and twelve. And the rest of the book is like it in language. Anyone that has ever used the book will admit that I didn't have to do any particular hunting for that gem. Of course, there will be the usual objections. Already I can hear someone say: "Why place so much emphasis on the text-books; don't be tied to them; don't use them." Then, what are they for? As for using them very much, I don't, and my class doesn't either; but then I have only one grade in my charge, and it's comparatively easy for me. But let me say a word for the rural teacher, for I spent nine years teaching in country schools, and know something of the conditions. In my last school, principal of a Consolidated School, I had thirty to thirty-five pupils, and taught as best I could Grades IV., V., VI., VII., VIII., IX. and X. In many of my other schools I had one grade less at the top and three added on at the bottom. The most of rural teachers can tell you the same story. Now, would those who object to the use of text-books explain what they would do in such a case? Text-books, if suitable, have a real value and a real place. 'Tis true we use a spoon to feed a baby, but the day comes when we give the child a knife and fork. So with the child in history; he should be taught to help himself. Then someone will advise us that although Bills and Acts and Wars form a large part of the work prescribed, we need not take them seriously nor spend our time on them. And yet the Grade VIII. examination paper of last year had three questions on that work, and difficult ones, carrying forty per cent. of the marks on the paper.

And this question was on the 1917 paper:

"Give a brief account of the Napoleonic wars, showing the part played by the British Navy in these wars." And it was the first question on the paper at that. Now, I can't see that we can lay any blame on the men who set the papers, for the work was prescribed. And if it's prescribed we can't avoid teaching it, the bulk of our time, too, for we'll be compelled of necessity to do so. It is too much to ask for a new text-book in both English and Canadian History? The work to be a series of stories and biographical sketches written in the very simplest of language. This to be used as a basis for the history of Grades VI., VII. and VIII.

We now come to our third question: How shall we teach History?

The teaching of any lesson naturally falls in to three parts:

1. The assignment and preparation.
2. The recitation.
3. After work given on the lesson.

In the assignment it is well to group the different sections dealing with one subject together. For example, you are about to teach a lesson to Grade VII. or VIII. on Political Reforms. Both these grades deal with the 19th century. Then group for one lesson all the sections dealing with such reforms in all the work to be covered. You can do the same with Social Reforms, Literature, Education, etc. In the preparation of the lesson Grade VI. will be able to do little because of the difficulty of our text-books. But Grades VII. and VIII., if careful planning is done, can assist themselves somewhat. One way of insuring careful study is to put on the board a list of questions on the details of the section or sections of the lesson, and ask that the class read to find answers to these questions. Or the class may be asked to write ten questions answered in the lesson. Or they may be asked to break the section up into topics. All of these things insure a careful, thorough reading of the lesson, which could not be obtained by simply asking them to read it over.

Then comes the recitation period. The first step here is to clear up the difficulties in the lesson for the boys and girls, getting from them the information they have obtained from the preparation of the lesson. This may be better impressed by topical work from the blackboard or maps, but emphasis should undoubtedly be placed on the understanding, not on the memorization of the lesson. For to understand and to link it up with life is the only way in which the ultimate aim of history teaching can be reached, as well as being the only way to insure the retention of it in the memory.

After a thorough understanding the work may be erased from the board and taken orally. This oral work has three advantages:

1. It accustoms the child in the use of language in public speaking.
2. It aids in getting the work firmly fastened in the memory.
3. It is rapid work, practically all the

members of a class being enabled to take part.

A little written work is also advisable afterwards. Of course, in the ungraded school there is much of the enthusiasm created by a large class lacking in the oral work, and the lack of class time will necessitate more written and less oral work. Still, I think the oral work should not be altogether neglected. Reviews should be numerous, and in almost all casts should be conducted orally.

What do you do with the numerous questions asked by a class? I mean, of course, questions bearing on the lesson. Do you discourage them? At first I found in a class of thirty to forty pupils that they did want to know many things about the subject not found in their text-books, so I conceived this plan: Any question asked may be answered at once by any member of the class who can do so. But if not, we have a question book kept each week by a different pupil, who enters into it the questions asked by any members of the class during the recitation period. The book is open to all the class at any time, and any member who brings the correct answer is credited with it when it is entered in the book. The next lesson period both question and answer is given by that pupil. We tried this plan a year ago, and found both help and enthusiasm in it.

As for the work in Civics, its purpose is to acquaint the boy or girl with the system of Government under which they must live and work, and to develop a love and admiration for the institutions which have grown through the years. But the very knowledge

that they are the product of growth should emphasize the other fact that they are not the final goal of all good in government. A love for what we have gained, with the desire for further improvement, should be our aim. What we teach in civics should be linked up with the life of the boys or girls in Grades VI. to VII., and so could not very well go beyond the scope of our local or municipal government. A really well-informed student of local affairs is prepared to face intelligently the work of Provincial and Dominion affairs in the grades of the High School. The question of local improvements, roads, schools, bridges, etc., are interesting to the child, and can be linked up easily with his everyday life. The members of the local governing body are men he knows, the tax papers come to his home, etc. Beyond this his interest is lacking. This work in civics can be done by careful explanation and by oral and written work.

In concluding, I would like to add that in all our work in history and civics we not only teach prescribed subjects, but, most important of all, we teach children. Children with their lives before them, with their generous impulses, their childish hopes and plans. They are our future citizens, and whether our world will be better or worse in the days to come to a large extent rests with us. If we are narrow they will be the same. For this Canada, whose name we love, it is for us to develop citizens who will be intelligent and inspired by high motives to great deeds. Let me repeat again, as teachers we teach children.

MISS KATHERINE E. SMYTHE

THE SENIOR CLASS IN THE NON-ENGLISH SCHOOLS

The problem of teaching English to the non-English has been discussed by the most eminent educationists in this and other countries that I feel there is very little I can add with the limited experience I have had in the work. Generally speaking, from a national point of view, there should be no such problem. This is a British country. In this province the official language is the English language. Our present school law recognizes only the one language, the English, as the language to be taught in the schools of the province, consequently there is only one thing for the teachers to do, and that is to teach it.

I take it for granted, however, that the object of this paper is to discuss the best method of accomplishing the work. I may say right at the outset that in my opinion, if the work of the junior grades is satisfactorily done, the work in the senior grades should present no special difficulties, and should differ in no respect from that in schools in which the pupils, or the majority of them, come from English-speaking homes.

The schools in non-English speaking communities are still suffering from the curse of the so-called bilingual system of teaching, in vogue some years ago. Many of the pupils now in the senior grades were taught their initial English under that system. As a result, their English is very imperfect and their enunciation and pronunciation faulty, and in some instances actually vile. This is all the result of imperfect methods of teaching, and reflects in a great measure the knowledge of English that the teacher in charge of the school at that time possessed. My experience has always been that it is far more difficult to eradicate a bad habit than to inculcate a good one. Most of the teachers will, I think, agree with me when I say that the primary pupils receiving instruction under our present system speak English with a purer and clearer enunciation than do the senior pupils taught under the old system. Granted that this is true, and there is no doubt in my mind about it, there is only one thing for the trustees of these schools to do, and that is to secure the very

best teachers, preferably those who, from the very beginning of their school life, were taught in English or Canadian schools by English speaking teachers. I advocate no discrimination against Canadian teachers on account of the nationality of their parents. I have always abominated the hyphen when speaking of Canadians. Our efforts in the schools should be directed against the elimination of the hyphen. All the heterogeneous races that have made Canada their home should be welded into one united race, and it should and must be the work of the schools to bring this about.

In the past a number of agencies have been at work to hinder and delay the Canadianization of the non-English settlers in our midst. Too often there has been an antagonism between the Canadian born and their new neighbors, that prevented a proper understanding between them, and consequently hindered assimilation. Political agitators also contributed their share of obstruction towards bringing about a proper understanding among the various elements. The greatest obstacle of all, however, was the dilatoriness of the authorities in providing a system of education that would give these strangers within our gates a knowledge of our language and our form of government. The franchise was thrust upon them before any effort was made to educate them in our method of self-government or to give them a knowledge of our language. Instead of providing them with English schools and qualified teachers, the so-called bilingual schools were established among them, and in many cases inferior and totally unqualified teachers were permitted to take charge of the most important work in the building up of a united Canada. Too often these teachers were themselves ignorant of the true ideals of Canadian citizenship. Need we wonder that a generation or more has elapsed since some of these people first came to our country and that many of them are no more Canadian in spirit today than their forefathers were when they landed here? Is it their fault that this condition has been permitted to prevail? By no means. The fault is our own. It is our business to see that every man, woman and child who comes to our country and intends to make Canada his or her future home, is given an opportunity to become a Canadian in every sense of the word.

We have overlooked far too long the fact that there can be no united national spirit without a unity of language. If there is ever to emerge from the thirty odd nationalities now represented in the population of Canada, a strong and united Canada, such as we visualize in our dreams of the future, the schools, particularly the public schools, must assume a greater responsibility in the future than they have done in the past. The public school must become the great melting pot in which all the various elements are brought together and moulded into one united

Canadian people, proud of their Canadian citizenship.

Over in France and Flanders, during the recent great world conflict, 60,000 of our boys, the flower of this nation in embryo, gave their lives that this world might be safe for democracy in the future. They have written the name of CANADA in letters that can never be erased on the annals of History. Their sacrifice demands that we, who are left, carry on the work which they so nobly began. We dare not neglect it. The making and moulding of a Greater Canada than that for which they sacrificed their lives is a duty which they have bequeathed to us, and we dare not shirk it.

Under the old bilingual system a very small percentage of the pupils attending these schools advanced beyond the fourth grade. Many left school in Grades II. and III. You can readily see that these graduates were very imperfectly equipped for the battle of life, as far as our language and our form of government was concerned. I have always maintained that every child should learn something about the government of the country before leaving school. Our Programme of Studies prescribes History and Civics for Grade V. Under the old system, and even at present, more than 50% of the pupils have left school before they reach this grade, and unless the teacher has taken matters into her own hand, as she really should have done, these children begin life under a handicap, and are not equipped to take their places in life as Canadian citizens. Just recently a book was published by J. O. Miller, Toronto, entitled "The Young Canadian Citizen," which should find a place on every school library. It is a study in ethics, civics and economics. The language is simple enough for a Grade IV. pupil to understand. With a few changes in regard to municipal government, this will make an excellent book to replace "Jenkins" in the lower grades. A few copies of this book in every school library would supply a long felt want along this line, and would place in the hands of the younger teachers a book which would give them a great deal of information they cannot obtain elsewhere. The book is not yet on sale, but is expected to be before long.

Another obstacle to more rapid progress in the non-English schools in the past has been the heavy attendance. I have been informed that many of the one-roomed rural schools have been attended by from 50 to 75 pupils. The Donald school, of which I am principal, had 180 registered pupils in 1918. These were in charge of three teachers. Arrangements are under way to erect a modern four-room school during the present year. Our primary teacher has had from 50 to 70 pupils throughout the greater part of the year. With such large numbers in charge of one teacher, progress necessarily must be slow. Recently, I believe, it has become the policy of the authorities to provide a second teacher wherever the attendance averages more than 45. This

will materially aid the progress and enable the primary teacher to do more effective work.

There is no reason why the pupils in the non-English schools should be placed in the so-called "retarded list." Under favorable conditions, and under a capable and sympathetic teacher, I have found them able to keep up to their grade without any difficulty. In exceptional cases I have found them ahead of their grade. The youngest successful entrance pupil in Manitoba in 1918 was a little girl of non-English parentage who had just reached the age of ten a few days before the examination.

Granted, then, that in the primary grades the teaching has been properly done, and the progress has been normal, so that a fair percentage of the pupils reaches the higher grades, should their teaching differ in any respect from that of the pupils in other schools? At first thought I would be inclined to answer this question in the negative. There are, however, a few points in connection with this question that require a little more consideration. Education, if it is to have any value, must prepare a child for citizenship, which in this particular instance means Canadian citizenship. It must be remembered that all of these children come from homes in which no English, or at least very little, is spoken. Their family ideals, their conception and standard of morals, is entirely different from ours; such knowledge of a form of government as they possess is different from ours; their manners and customs and ways of living are different. If they are to become Canadians in reality, and not only in name, many or all of the things mentioned above will have to be modified to some extent or changed entirely. Where are they to learn our standards of living, and where are they to receive instruction in our ideals, if not at school? Here, then, is the place, if there is one at all, where the ordinary programme should be varied. In order to make this point clear to all of you, you will pardon me for referring to the work that is being done in some of the schools in the vicinity of our own as well as in Donald. I wish, however, to point out at the outset, that in order to be successful in this work the teacher must be sympathetic, and must under no consideration put on what might be termed "patronizing airs." Such an attitude would naturally be resented. The children are willing and anxious to learn. None are more so than those with whom I have come in contact. The mothers and fathers and the older brothers and sisters of the pupils are equally willing to learn if you can prove to their satisfaction that you have something useful to teach them.

This, then, must be the basis on which you begin your work. You have something worth while to teach and you are anxious that as many as possible in the community should benefit by your teaching. You begin with the children, and the older people will soon

hear about it. In our schools we have introduced sewing, cooking, canning and preserving fruit and vegetables. In several other ways they have gone farther than this. They have taken up manual training, millinery and a number of other branches. You will say that all this is equally necessary in purely English schools. True, but most of the things I have mentioned are either absent entirely in the homes of these children or else their way of doing them are different from our own. The hot school lunch is one of the best means of imparting a number of the branches mentioned above. This should be adopted in every school, non-English and otherwise. I know several schools that have been completely revolutionized during the past two years. If you visited these schools today, and had a conversation with the pupils, you would have difficulty in detecting their non-English origin. Their speech shows no trace of foreign accent. Their dress is typically Canadian. They have adopted Canada as their home, and will tell you with a ring of pride in their voices that they are "Canadians."

This additional work in no way detracts from their interest in the regular school studies. Slowly but gradually our schools are working up to the standard of the other schools in the province. In our school six pupils successfully passed the entrance examination in 1918, and we have a fairly good class this year. Gonor, East Selkirk, Tyndall, Beausejour, Ladywood, Elma, and a number of other schools I might mention, in which all or more than 75% of the pupils are of non-English parentage, can tell the same story. All have successfully overcome the obstacles, and are now doing Grade VIII work. Beausejour has classes in Grades IX. and X. as well as Grade VIII. This year Grade VIII. pupils are coming from a large number of the one-roomed rural schools. Once the standard of public schools has been reached, there will be no difficulty in maintaining it.

What I have said above proves conclusively the statement I made at the beginning, that the teaching of the upper grades in the non-English schools should not be a special problem, in so far, at least, as the teaching of the subjects of the programme of studies is concerned. I believe, however, that every teacher who has charge of a school in which all or a majority of the pupils are of non-English parentage must possess certain special qualifications. These are (a) a sympathetic preference for the work; (b) a deep conviction that this work is essential to the building up of a united Canada; (c) the true missionary spirit of sacrifice and service.

There is no greater work than this for any person to do. We all bow our heads in thankfulness that Canada produced half a million men who fought in a righteous cause, that we might continue a free people. These men sacrificed their all in a cause they believed

just. Are we teachers less patriotic than these men? Here is a cause equally essential. Every fifth person in Manitoba is of non-English origin. Most of these people have larger families than our Canadians. It is therefore safe to say that more than one-fifth of the children of Manitoba come from non-English homes. It is our duty to see that these children are educated in our language, our ideals, our manners and customs; in other words, that they are educated as Canadian citizens. For this work we require teachers

who feel their responsibility, teachers who are ready and willing to make the same kind of sacrifice that their fathers and brothers made when they felt the call of duty, teachers who are imbued with the highest type of Canadian citizenship and who bring to their work that spirit of devotion and service that are absolutely essential to success. If we succeed in getting a sufficient number of teachers of this type, the non-English problem will disappear before the expiration of the next five years.

REV. B. W. THOMPSON

EDUCATION FOR THE RIGHT USE OF LEISURE

I speak to you this afternoon on "Education for the Right Use of Leisure," but before I begin I will digress a moment to express my conviction of the importance of the teacher. The great reforms do not come from the legislative halls, but the greatest influence in any country comes directly from the schools.

I am not preaching because I am a preacher, but I take every opportunity of impressing that if the men and women of tomorrow are not as they should be it is the direct result of the school teacher. The system may be at fault, but the children in the formative time or period of their characters spend most of the day in your presence. You may not graduate a boy in arithmetic or a girl in something else, but they show the influence of personality and will over personality and will.

The children now spend more time at school than at home. They do not get home from school till late—are kept in, perhaps, by you. Then they have to work at home work assigned by you—they are made drudges because, I think, you try to teach too much.

But that is all by the way. To return to education for the right use of leisure. What is meant by education? I think, but am not sure, that Herbert Spencer said that education is a preparation for complete living. I do know that education is a preparation for right living. That is the function of education—if it fails in that it fails in everything.

What do I mean by leisure? I mean the time you are free from school. If I mean by leisure that time when we have nothing to do, we have no leisure. No woman ever has, and I don't think any man has either.

By education for the right use of leisure I mean that you so educate and direct the student that any time off work—we all have some time off work, whether teacher, preacher or mechanic—be properly spent. Every one coming out of school should have that power and self-control to know how to use his leisure time. The great problem in twenty-five years will not be how best to labor, but how to spend the spare time?

There will be more people than now who will have spare time. I do not mean the plutocrats, those who can do nothing all day if they wish. I hope that God Almighty will spare us more of these. I am thinking of the labor unions, with their demands for fewer hours, of teachers' federations, of housemaids' unions, and many others, all demanding that we must have more time to spend with ourselves. The problem, how to spend this time, is, as the danger will be, increasing; and the men and women of tomorrow must have right way to spend their leisure.

What is the right use of leisure? What is the right use today is not the right use of tomorrow. You cannot say what is right. All the teachers can do is to give such powers of self-control that the boy or girl will know what is right, not by rule, but because of the training received.

It is not so easy to keep life free. It is so easy to crowd out the legitimate gratification of the tastes of your soul and mine by the utilitarian standards that govern today.

When a boy is nearly ready to leave school you ask him what he will be. You find out, give him special efficiency in that direction.

The greatest things in history and art came to men as inspirations, not when they were busy, but when they were alone. As long as we teach men how to make a living, not how to live, so long will the land be without the great poet. We are all busy; many men and women are busy twenty-four hours in the day—doing the wrong thing. It is the greatest art and education that enables personality to express itself.

Remember, it is not what we do that matters. I am preaching every day; you have your work. I preach because of those who come to hear me. Some doubtless come to criticise, some perhaps to sleep—but if any man went to sleep when I was preaching I would throw a book at him. You teach under the driving power of the effort to make good. You are under a strain. The real "you" is only shown when you are at your ease away from home. Some men, for instance, who are very respectable in their own

town or church go to another town and think, "Now I am where no one knows me; I can do just as I like."

For instance, I went fishing with four men one year—if you want to know a man go on a fishing trip with him—and we used to catch minnows for bait in the evening and keep them in pails of water for fishing in the morning. This man—I was almost calling him the name of a small animal—this man would get up at three o'clock and pick out all the big shining minnow and put them in his pail. That man would steal anything. He hides his nature in business as the ethics of business demand, but on a fishing trip the real man comes forth.

Take another case. A minister came to me and asked me for the loan of my summer cottage for himself and some others. I said "Certainly," and gave him the key. They stayed there for a while. I went out there. While I was walking in the yard I found a piece of paper. It was a bill from some liquor house. I asked the minister if it was addressed to one of the men—by the way, he was an Anglican minister. He laughed, and said, "By George, that man is the leader of the Temperance society in my church!"

Character is revealed in daily work, but the real revelation is in leisure time.

I have just one thing more to say. The way we spend our leisure time is not only an index to character, but the leisure hours give great opportunities for new visions. Say I have from five to eleven o'clock free. The question is, "Will I go to the moving pictures or to hear a lecture? Will I go to the piano or think? Will I read the works of Carlyle or other great writers? I sometimes wish that every book of every author but one be burned. We are too anxious to find out the thoughts of others.

This is the final word. You dare not say you should spend so many hours at this or that. I might be under an apple tree and discover the laws of gravity. I might be in the kitchen and by watching the kettle find a law of steam. But to do this the mind must be first in the right condition. So, in the formative periods of character which the children spend with you, it is your duty to teach so that the boy will say how he will spend his leisure for the benefit of the race and of the land he lives in. Yours is the great challenge and opportunity to train the boy in the right use of leisure.

CAPTAIN J. W. WILTON, M.P.P.

THE INFLUENCE OF LITERATURE AND HISTORY IN TEACHING CITIZENSHIP

I can well remember when I was a boy at school how I used to be occasionally brought to the front and compelled to stand before the teacher. Those of you who can recollect such an experience will possibly have a faint conception of my feelings as I stand before so many. I appreciate the honor that has been conferred upon me by educationalists in inviting me to speak to them this afternoon.

I was very much impressed with the beautiful voice of the laddie who has just sung for us, and much more by the song which he sang. It recalled to my mind the numerous times I have heard it sung in France, and of the profound feeling with which the soldiers sang it—"tenting on the old camp ground." Many of those singers will never return to us. We hear of plans for the erection of a memorial for them. I do not condemn such an idea; but the greatest memorial possible would be the development of a class of citizens who would maintain the principles for which our heroes died. A patriotic, devoted, enlightened citizenship would indeed be a worthy memorial, and in producing this the most potent power is the teacher.

In considering the relative value of any subject on the curriculum we ask, "To what degree will it develop citizenship?" It is to that I wish to apply the subjects of His-

tory and Literature for a little while this afternoon.

It is always wise to define one's terms. What is the meaning of the word "citizen"? It is a corruption of the French word "citoyen," which etymologically signifies a city man as opposed to a country man. It is used so still in England, but the meaning in more general use is that of the Latin word "civitas," a member of the state. A citizen, then, is one who owes allegiance and fidelity to the state. Till the revolution of 1688 all persons, upon taking the oath of allegiance, must promise loyalty to the king and his heirs, and vow to defend him from even verbal attack. Since 1688 true allegiance to his majesty implies to the modern mind allegiance to the state, of which the sovereign is merely the representative.

Just what does true allegiance, true citizenship involve? First, it involves obedience to the laws. In the absence of this we should have the anarchy and chaos that reigns in central Europe today. If a law is outgrown or in any way unsuitable it is the citizen's duty to press, urge, make every possible effort for the amendment or repeal of that law. But till a law has been amended or repealed it is the citizen's duty to obey it. We must impress on the minds of the rising generation the necessity, the duty which devolves on all to obey the law of the land.

This necessity is emphasized by our study of History. The whole of our history is a story of the struggle to make supreme in the state the law of the land, to prove that from the highest to the lowest—from the king on his throne to the humblest subject in the land, all were bound by law. The occasions on which the principle triumphed have become the land-marks in English history. In the old Charter of Henry I., given away back in 1100 A.D., the king promised "to restore the order and laws of Edward." About one hundred years afterwards, in 1215, came the Magna Charta, and one of its most significant articles was, "We will not go against any man, nor send against him save by the legal judgment of his peers or by the law of the land." So then the mediæval mind recognized the all-important principle of the absolute supremacy of law. In the Petition of Right of 1628 we find this clause: "That your Majesty would be pleased graciously for the further comfort and safety of your people to declare your royal will and pleasure, that in the things aforesaid all your officers and ministers shall serve you according to the laws and statutes of this realm." In the Bill of Rights of 1689 we find the supremacy of the law of the land over the king finally vindicated. In the memorable words of Green, the historian, "An English monarch is now as much the creature of an Act of Parliament as the pettiest tan-gatherer in his realm." So we find the supremacy and binding nature of the law of the land taught throughout history.

The second obligation of citizenship, and one to which we must all attend during this period of reconstruction, is an active and intelligent interest in the framing of the laws. Many of the most iniquitous laws which ever disgraced the statute books of our Canada were placed there by the forces of evil while the honest citizen's attention was occupied elsewhere. "Eternal vigilance is the price of safety."

Gibbon teaches these principles in his incomparable history of The Decline and Fall of the Roman Empire. It was that public interest with which the citizens upheld the government under which they lived that among the ancients was denominated patriotism. Surely this was much preferable to the mere shouting, hurraing type. The history of Greece shows that in its early days every citizen loyally thought only of the welfare of the state. The result was that Greece achieved immortality. The same was true of Rome, and as a result the honor and glory of Rome reached throughout the length and breadth of the world. But evil days came upon her. Her nobles hardened into an unfeeling oligarchy, her people degenerated into an unthinking mob. And because of this the magnificent structure of the great Roman Empire tottered and then fell.

We must so pursue the study of History as to impress on our pupils that it is our duty, our privilege, our sacred responsibility to

build up the laws under which the future generations must live.

Our third obligation as citizens is the defence of our institutions. I used to read at school the story of Leonidas, but I failed then to catch the real significance of the episode. This has been driven home to us by the awful sacrifices of France and Belgium. Leonidas and his brave three hundred died in the Pass of Thermopylae to preserve the free institutions of Greece from the Persian tyrant who was bound to destroy them. So the Canadians at the second battle of Ypres died to preserve the free institutions of Canada from the Prussian tyrant who was bound to destroy them. Why did Wellington and his men suffer at Waterloo? Why did Nelson fight and die in Trafalgar Bay? To save the institutions of Britain and to pass them on to us. History should be taught with the view of impressing this lesson also.

It is permissible, nay, often necessary, to urge the amendment of a law or the improvement of our institutions. Laws which were wise and just a hundred years ago may easily be not suitable now. We must not stagnate. There have been justifiable revolutions. If a needed change cannot come without it, a revolution must come. The revolution of 1632 was justifiable. Cromwell may have been a hard man, but he did more than any other one man has done to preserve British institutions and British liberties. You will pardon me for stating my belief that the rebellion of 1837, led by William Lyon Mackenzie against the Family Compact, was justifiable.

The fourth obligation of a true citizen is a willingness to devote his abilities and energies to the service of the state—if necessary to lay down his life for the state. In this age of selfishness, when everyone is for himself and his party; in this age of "every man for himself and the devil take the hindmost," as the soldiers say, this spirit of service to the state must be carefully inculcated. In history we will find many men who were actuated by this spirit. From the story of Greece we have the heroic figure of Solon. At one time he had the opportunity to become supreme in the state, but he sacrificed his own advancement to what he conceived to be his duty. He devoted his life to the preparation and adoption of an enlightened code of laws. William Pitt, the great Commoner, is perhaps the most inspiring character in English history. After he had grown old in the service of his country, after he had saved her from the corruption and miserable incapacity of the Duke of Newcastle and made of her once more a self-respecting, self-confident nation, after he had achieved a position of well-deserved power, he placed in jeopardy all that he had won by stating his sympathy with the revolution of the thirteen American colonies. "If I were an American as I am an Englishman, while a foreign troop was landed on my soil I would never lay down my arms—never, never, never!" The study of such a character

holds inspiration for young and old. History abounds with such heroic characters. Therefore, the study of History makes a direct contribution to the development of true citizenship.

I do not wish to criticize, and indeed I am not in a position to do so, for teaching methods have changed since I was a boy, but some of the old methods of teaching history certainly did not appeal to me. We used to be required to learn great long lists of the names and dates of kings. This provided great mental gymnastics perhaps; but I submit it was not learning history. There was far too much attention paid to sovereigns who from time to time graced or disgraced the throne of England. We heard far more of King John and his vices than we did of the grand old patriot, Stephen Langton. In Westminster Abbey are beautiful statues of dissolute kings, but one must search long to find the modest tablet inscribed to Tennyson or to Carlyle. As Green quotes: "Foul as it is, hell itself is defiled by the fouler presence of John," and still, as I said, he is emphasized far more strongly than is Langton. It is much more important to know what Simon de Montfort fought for than to know when Henry III. came to the throne and when he died. We were taught too much of the Stuarts and too little about Pym and Hampden. From my school days I carried a prejudice against Cromwell and sympathy for Charles I. If this is to be the result of teaching history, history had better not be taught.

History tends to too much emphasize failure and to lightly pass over triumphs. Gibbon said that "history was a register of the crimes, follies and misfortunes of mankind." It must not be so, but rather the register of the glorious achievements of mankind! History tends too much to glorify material success. What schoolboy does not know the story of William at Hastings, of Marlborough at Blenheim, and of Wellington at Waterloo? Why should he not be as familiar with the story of John Howard and his prison reform, with Wilberforce and his life spent in an effort to abolish the slave trade, with John Bright and with Richard Cobden? We extol, and rightly, our soldier-hero, Sir Isaac Brock, and our statesman, Sir John A. McDonald, but we should honor, too, William Lyon McKenzie, who fought for Canadian freedom, and George Brown, who sacrificed his party to make Confederation possible.

Now let us apply the test to Literature. What place does it hold in the development of citizenship? Literature was a special bugbear of my school days. We took a number of lines, tore them up, analyzed them, scanned them, forgetting that the chief function of literature was not to provide exercises for mental gymnastics, but to inculcate principle. Literature is the best product of the best minds preserved for our edification and instruction. How much do we owe to Shakespeare or to Tennyson? Their works are a precious reservoir of inspiration and

instruction for all. History teaches by example, literature by precept. The teacher's duty is to search out the material which will aid in the development of the young mind.

The works of the two great poets, Shakespeare of the Elizabethan era and Tennyson of the Victorian era, are notably rich in such material. In these days the great crying need of our country is men of high ideals and noble purpose to be placed in charge of the government. Tennyson expresses this sentiment when he says: "Deliver not the tasks of might to weakness." We hear much of the inequalities of the social system. Tennyson points this out in these memorable words: "There among the glooming alleys Progress halts on palsied feet.

Crime and hunger cast our maidens by the thousand on the street."

Then with the vision of a seer he speaks to instil determination into the hearts of men to haste the day which he sees must come, "When the schemes of all the systems, kingdoms and republics fall,

Something kinder, something holier—all for each and each for all.

Earth at last a warless world, a single race, a single tongue—

I have seen her far away—for is not Earth as yet so young?—

Robed in universal harvest up to either pole she smiles,

Universal ocean softly washing all her warless isles."

Let us consider what Shakespeare, who wrote away back in the Elizabethan era, has for us today. From Julius Cæsar come these words of Brutus:

"Who is here so base that would be a bond-man?

Who is here so rude that would not be a Roman?

Who is here so vile that will not love his country?"

Mr. Chairman, I would that every boy and girl were taught to so love his country the institutions of his native land.

There is a restlessness manifest in the land at certain unsatisfactory conditions. Shakespeare says through the lips of that unadmirable character, Iago, in Othello the Moor, "Tis in ourselves that we are thus, or thus. Our bodies are our gardens, to which our wills are gardeners: so that if we will plant nettles or sow lettuce; set hyssop and weed up thyme; supply it with one gender of herbs, or distract it with many; either to have it sterile with idleness or fertilized with industry; why, the powers and corrigible authority of this lies in our wills."

To those of the foreign population of our land whom we have degraded and debauched by the buying of their ballot we have yet to teach the words of Brutus:

"Shall we now contaminate our fingers with base bribes

And sell the mighty space of our large honors For so much trash as may be grasped thus?"

(Concluded on page 198)

The Canadian Bank of Commerce

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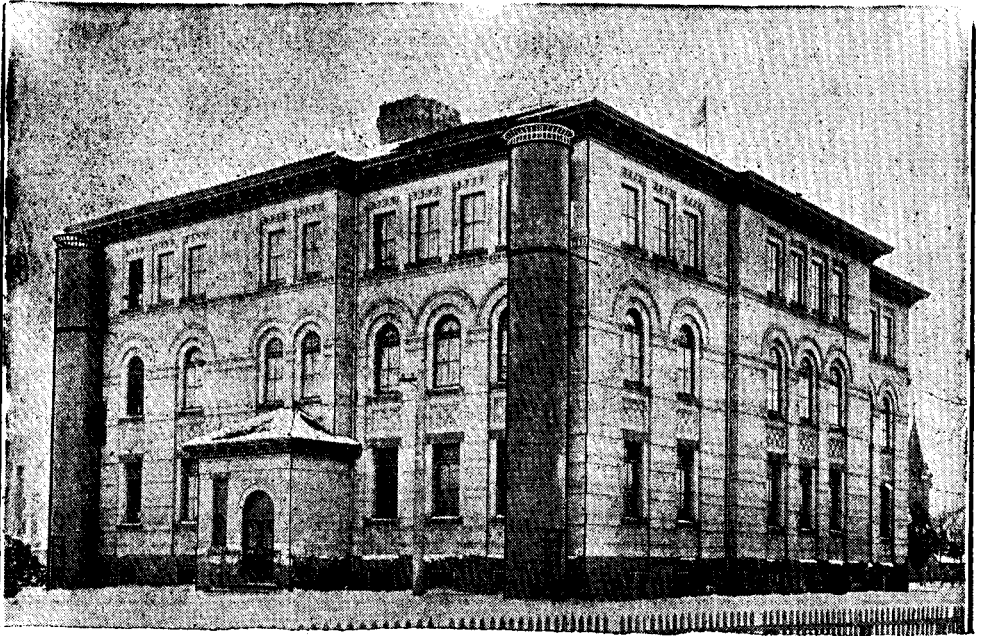
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