

The Western School Journal

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By War's red evolution we have risen
Far, since fierce Erda chose her conquering few,
And out of Death's red gates and Time's grey prison
They burst, elect from battle, tried and true.

And here to us the eternal charge is given
To rise and make our low world touch God's high;
To hasten God's own kingdom, Man's own heaven,
And teach Love's grander army how to die.

No kingdom then, no long-continuing city
Shall e'er again be 'stablished by the sword;
No blood-bought throne defy the powers of pity,
No despot's crown outweigh one helot's word.

Imperial England, breathe thy marching orders:
The great host waits; the end, the end is close,
When earth shall know thy peace in all her borders,
And all her deserts blossom with thy rose.

Princedom and peoples rise and flash and perish
As the dew passes from the flowering thorn;
Yet the one Kingdom that our dreams still cherish
Lives in a light that blinds the world's red morn.

Hasten the Kingdom, England, the days darken;
We would not have thee slacken watch or ward,
Nor doff thine armour till the whole world hearken,
Nor till Time bid thee lay aside the sword.

Hasten the Kingdom; hamlet, heath and city,
We are all at war, one bleeding bulk of pain;
Little we know; but one thing—by God's pity—
We know, and know all else on earth is vain.

Who saves his life shall lose it! The great ages
Bear witness—Rome and Babylon and Tyre
Cry from the dust-topped lips of all their sages—
There is no hope if man can climb no higher.

Hasten the Kingdom, England, queen and mother;
Little we know of all Time's works and ways;
Yet this, this, this is sure; we need none other
Knowledge or wisdom, hope or aim or praise.

But to keep this one stormy banner flying
In this one faith that none shall e'er disprove,
Then drive the embattled world before thee, crying,
There is one Emperor, whose name is Love.

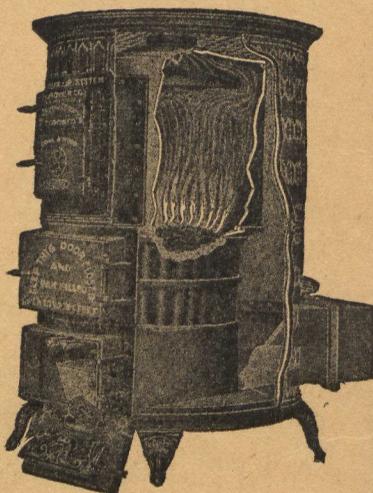
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Winnipeg
November, 1916

Vol. XI
No. 9

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October Western School Journal

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The Western School Journal

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VOL. XI

WINNIPEG, NOVEMBER, 1916

No. 9

Editorial

The Mockery of System.

Last week a gentleman said to me, when talking about his two-year-old boy: "He studies more subjects than you find on the programme of studies. It is all nonsense to talk about the programme being overloaded. It doesn't contain half enough. That is the trouble with it."

This surely is a new point of view, but there is something in it. A little fellow in the course of a day studies pretty nearly everything — nature, people, language, music, drawing, construction, art. He learns to observe and to listen and to express himself in words, deeds, gestures, actions, songs and in other ways. Why, then, should we say that the school overloads him?

The word "overloaded" is a little unfortunate—that is all. Those who use it mean something else. They have a real grievance which it is right to recognize.

The little fellow of two may spend a whole forenoon at one occupation such as playing in the sand, but in that one occupation he follows all the studies just mentioned. When he goes to school his day is arbitrarily divided for him into segments of ten minutes or fifteen minutes each. There is no bond connecting the various activities. He is a reader, an arithmetician, a speller, a writer by turns. He jumps as the string is pulled. At home he was a boy. The one occupation of his boyhood subsumed many activities all interrelated.

At school it is even worse than stated. In an arithmetic lesson the pupil is not usually following one connected study,

but often in the course of five minutes is called upon to answer forty or fifty distinct and separate questions. This the pedagogue justifies under the plea that drill is necessary.

Suppose now the school were to follow in some measure the natural plan of the home, would there be any real loss? Would there not be a great gain? Is our present plan of working by subjects—as named on the programme—too artificial, too mechanical? Wouldn't a pupil gain more by following one big study which included all minor studies, than by dividing up his time after the manner of the time-table? True there are times when drill is necessary, but the drill will be suggested as the main study proceeds.

In the suggested lesson on the movement of the grain on another page it is shown how one absorbing study may include all minor studies, and it is clear that during this study there will arise opportunities for needed drill in many lines. This will provide motive in at least a portion of school drill. There is a possibility that in our attempts to organize instruction we have disorganized it. It is scarcely fair to consider a pupil as a being to be quizzed into shape through the efforts of an animated interrogation mark—known as teacher. He should be rather be conceived of as one capable of realizing himself through purposed self-activity. A pupil should come into school to learn how to solve what are to him real problems—problems connected with experience. We have not always done well to cut a day into lesson-periods and to substitute mock-activities for the real thing under

the plea that we are systematizing instruction.

There is just enough in this idea, which, by the way, is no new idea, to make experimentation possible.

As we think of it the High Schools seem to be in more hopeless condition than the elementary schools because pupils are under so many teachers—most of them working independently. Are the schools developing scatter-brains? That is the way the problem has been put. How will you answer it?

Questions

There is a serious time coming after the war is over. People will require to be strong and true if they are to live and flourish. The people who are to assume control during these terrible years are the people who are now attending school. Do you think that they are being prepared either in school or out of it for the duties that are awaiting them? Do you think that a few lessons in spelling, arithmetic and grammar, a few formal exercises in physical culture and drawing will begin to develop their minds as they should be developed or fit them for the serious years that are ahead of them?

Do you ever become impatient with the programme of studies? Do you ever become so engrossed with the subjects of study that you cannot see the pupils or the society which they are to enter? Do you not sometimes wish that the programme was burned so that you could feel yourself a leader rather than a teacher?

Don't you sometimes lose your patience with the educational theorist—the man who tells you where everything is wrong but who has no definite scheme to right things?

Don't you sometimes lose patience with the pedagogical "methodists"—the men who are ready to take sides in the battle between Tweedledum and Tweedledee, but who are lacking in vision and real purpose?

Did you ever think that there was a pedagogical application to the divine saying, "If the blind lead the blind both shall fall into the ditch"? How can people who know nothing of life and its problems prepare children for life and its problems. Which know the least—teachers, editors or social reformers?

The Finest Words in Educational Literature

And, O brother schoolmaster, remember evermore the exceeding dignity of our calling. It is not the holiest of all callings; but it runs near and parallel to the holiest. The lawyer's wits are sharpened, and his moral sense not seldom blunted, by a life-long familiarity with ignorance, chicanery, and crime. The physician, in the exercise of a more beneficent craft, is saddened continually by the spectacle of human weakness and human pain. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous! We are dressers in a moral and mental vineyard. We are undershepherds of the Lord's little ones; and our business is to lead them into green pastures, by the sides of refreshing streams. Let us into our linguistic lessons introduce cunningly and imperceptibly all kinds of amusing stories; stories of the real kings of earth, that have reigned in secret, crownless and unseptrid; leaving the vain show of power to gilded toy-kings and make-believe statesmen; of the angels that have walked the earth in the guise of holy men and holier women; of the seraph-singers, whose music will be echoing forever; of the cherubim of power, that with the mighty wind of conviction and enthusiasm have winnowed the air of pestilence and superstition.

For the Month

A Day

I'll tell you how the sun rose—
 A ribbon at a time,
 The steeples swam in amethyst,
 The news like squirrels ran.
 The hills untied their bonnets,
 The bobolinks begun,
 Then I said softly to myself,
 "That must have been the sun!"
 But how he set, I know not,
 There seemed a purple stile,
 Which little yellow boys and girls
 Were climbing all the while.
 Till when they reached the other side,
 A dominie in gray
 Put gently up the evening bars,
 And led the flock away.
 —Emily Dickinson.

Bees

Bees don't care about the snow;
 I can tell you why that's so:
 Once I caught a little bee,
 Who was much too warm for me!
 —Frank Dempster Sherman.

The Schoolfellow

Our game was his but yesteryear;
 We wished him back; we could not know
 The self-same hour we missed him here—
 He led the line that broke the foe.
 Blood-red behind our guarded posts,
 Sank as of old the dying day;
 The battle ceased: the mingled hosts,
 Weary and cheery, went their way.
 "To-morrow well may bring," we said,
 "As fair a fight, as clear a sun."
 Dear lad, before the word was sped,
 For evermore thy goal was won.
 —Newbolt.

The squirrel said, "It is growing chill,
 The wind-falls have gone to the cider mill,
 But there's many a chestnut burr
 Ready to burst at the frost's first touch.
 If snow flies soon, I shan't mind much,
 Wrapped in my thickening fur."

SUGGESTIVE STUDIES

In line with the suggestions just made, the Board of Education at Minneapolis has issued a series of 18 bulletins. These will be of the greatest service to teachers and pupils. The bulletins cost 15c each and may be secured by addressing the Department of Vocational Education, Board of Education, Minneapolis, Minn. The following topics are dealt with:

1. Following the Blueprints—Building Trades.
2. Harnessing the Lightning—Electrical Workers.
3. Men of Metal—Metal Trades.
4. Workers in Wood—Wood Trades.
5. In Cold Type—Printing Trades.
6. Feeding the World—Flour Mills.
7. Kneading the Dough—Baking.
8. The Modern Washtub—Laundries.
9. Ready to Wear—Garment Making.
10. Hats, Gowns and Wraps—Dress-making and Millinery.
11. A Thousand Needles—Knitting Mills.
12. Over the Counter—Department Stores.
13. In Perfect Taste—Art in Industry.
14. The Educational Scout in Industry—Method of Survey.
15. Half Study, Half Work—Girls' Vocational High School.
16. Getting Started—Apprenticeship.
17. A Chance of Promotion—Evening Schools.
18. Learning by Hand—Prevocational Courses.

NOVEMBER STUDIES

I. The Movement of Grain

1. The crop.—Amount in the school district reckoned by acres. Tabulated statement showing acreage for each kind of grain. Drawing of a diagram to show this.

2. Condition of crop.—Meaning of rust. Conditions favoring rust. Effect of rust on yield. Probable average yield. Tabulated statement showing yield of various grains. Experiments in seed testing. Exercises in seed selection and seed-weighing.

3. Value of crop.—Variation in prices. Causes of variation. Value per carload. Wealth in school district. Tabulated statement showing what may be sold and what held over for use. Pupils to find value of crops on their own farms.

4. Threshing.—Time taken. Cost. Bill showing cost.

5. Transportation.—Cost of hauling to elevator. Cost of putting through elevator. Dockage. Cost per bushel of hauling to Fort William. What rail-ways will collect. Pictures of terminal elevators. What is done in these elevators.

6. Buyers.—Who are they? How do they finance? What banks are for. How the banks may help the farmers. The foreign markets. What comes back in return for the grain. Geography, showing routes of vessels.

7. Milling.—Where wheat is ground. Evolution of milling process. Visit to a mill. Shorts and bran. Amount of flour to a bushel of wheat. Value of flour. Cause of variation in price. Cost of grinding. Pictures of mills. Samples of flour.

8. Baking bread and buns. The work of yeast. How yeast is made. Baking powder. What bread costs. Saving on home-made bread.

9. Literature, music, drawing, decoration, dramatization. Story of Joseph. Story of Ruth. Pictures of harvesting in olden days. The oxen treading the corn. Poems such as "Miller of Dee." Songs of harvest. Decoration of school with grain. Collecting samples of grain. Thanksgiving exercise.

This outline is merely illustrative. The study can branch out indefinitely. For example, there can be study of evolution of threshing machine and harvesting implements.

During the discussions and talks every branch of study is followed. The pupils will do more of the work than the teacher. They will even suggest most of the topics. Kindly try this in your school and report. Do children take more interest in this connected study than in detached, unrelated lessons? The study will, of course, not be continuous, but spread over the month.

II. Story of the Strike

1. The C. P. R.—The road, its necessity, the ownership.
2. The Unions.—Value of; relation of men to union.
3. Wages and conditions of work.
4. What men are receiving today. Comparison with other workers.
5. Nature of dispute.
6. Settlement.

III. The Snow

1. Moisture—rain, hail, sleet, snow.
2. Snowflakes — shapes, drawings, songs, poems.
3. Depth of snow. Calculations as to amount on half section. Equivalent in water.

4. Use and beauty—on farm and in city.

5. Pleasures on the snow. Tobogganing parties, sleighing parties, hockey and football.

6. Preparing a school rink and building a toboggan slide. Selecting the ground. Planning design, constructing, organizing the forces, raising the funds, making rules, organizing games.

7. It is possible in connection with this to tell about Eskimo, Laplanders, of the ice palaces in Montreal, St. Paul and other cities. Then there are songs and literary gems, collection of post-cards, stories of trenches in winter, glaciers. The subject branches out indefinitely. Teachers are asked to work out the study and report the result.

IV. Other November Studies

1. The vegetable garden.
2. The winter birds.
3. The animals that go to sleep.
4. The home occupations of winter.
5. The people in the Antipodes.
6. The story of a submarine.
7. Making a pair of woollen socks.
8. Making a cotton dress.

There was a little green house,
 And in the little green house
 There was a little brown house.
 And in the little brown house
 There was a little yellow house,
 And in the little yellow house
 There was a little white house.
 And in the little white house
 There was a little heart.
 Can you tell what this is?

(Answer—A chestnut.)

I call education the virtue that is shown by children when the feelings of joy or of sorrow, of love or of hate, which arise in their souls, are made conformable to order.—Plato.

Patience, diligence, quiet and unfatigued perseverance, industry, regularity, and economy of time, as these are the dispositions I would labor to excite, so these are the qualities I would warmly recommend.—Hannah More.

Departmental Bulletin

SCHOOL GARDEN GRANTS

Teachers who hold certificates which entitle them to a grant for work in Nature Study and School Gardening, and who have been carrying on this work during the current year, should report on their gardens and other work promptly to their inspector, in all cases where the inspector has not yet visited the school this term and secured full particulars for himself. The recommendations of the inspectors in the matter of these grants must be received at the Department not later than November 30th, and teachers who do not furnish the necessary information in time cannot be included in the list.

PHYSICAL SCIENCE, GRADE XII.

The following will constitute the work in Physical Science for Grade XII., as contained in the Ontario High School Physics:

Part V.—Wave, Motion and Sound.

Part VII.—Light.

Part VIII.—Electricity and Magnetism.

From these parts the following paragraphs may be omitted: 198, 199, 342 to 345, 400 to 406, and 441 to 462.

TIME TABLE—DECEMBER EXAMINATIONS

Monday, December 18th—

9.00 a.m.—Geography.

1.30 p.m.—Arithmetic.

Tuesday, December 19th—

9.00 a.m.—Botany.

1.30 p.m.—English Grammar.

Wednesday, December 20th—

9.00 a.m.—British History.

1.30 p.m.—Spelling.

2.30 p.m.—Music.

Thursday, December 21st—

9.00 a.m.—Mental Arithmetic.

9.30 a.m.—Drawing.

1.30 p.m.—Canadian History and Civics.

NOTE:—It has been decided that students in the matriculation course, Grade XI., who are carrying one or two conditions from Grade X., may write upon this examination provided the subjects in which they were conditioned are included in the above time table.

Teachers will note that no examination is set in the grammar of any language other than English. In view of the decision not to examine in these languages in Grade X. in future it has been decided that any candidates who have been conditioned in any of them will be allowed their standing in them for Grade X., and their final standing will depend upon their Grade XI. examination.

SPELLING CONTEST

The Executive of the Provincial School Trustees' Association is trying to arrange for an extension of the "Spelling Bee" conducted in the Winnipeg Schools each year by the Winnipeg Free Press.

One candidate selected from each inspectoral division will compete in the next contest. Details will be worked out by the public school inspectors in conjunction with the local Municipal

Trustees Associations. Each school should prepare to enter its candidate in the contest, to select the champion speller in the municipality in which it is situated. The winners of these local contests will compete for the honor of representing the division in the final at Winnipeg. The teachers are urged to take an active interest in this matter and to do what they can to make it a success.

Trustees' Bulletin

THE OFFICE OF TRUSTEE

In Canada, as in other countries where responsibility is divided between central and local governing bodies, the former gets the public attention and the latter do the work. The Dominion Houses get the newspaper headlines, but the Municipal Councils do most of the work of running the country. In educational affairs the Provincial Department of Education may be the storm centre for public interest, but the machine is kept running largely by the local school boards.

A position on a school board is both honorable and an important one, but it is so little sought after generally that the Legislature has thought it necessary to make it difficult for a ratepayer to refuse the honor or to get rid of it after he is elected. It might be thought that the position is considered something of a disgrace like that of scavenger or public hangman, but this is not the case. It is a matter of pure indifference and a lingering of the vague idea that educational matters are for women and schoolmasters and not for practical men who raise wheat or sell groceries for a living. The fact that our schools are fairly efficient is some proof that a large share of public attention is not necessary for the well-being of some public institutions. At the same time there is no doubt the fact that so much of our education is so vague and impractical is owing to the fact that many of our efficient men are not giving it any part of their attention. Any public meeting at which an educational topic is broached affords proof of the amazing ignorance and carelessness of the average voter on the subject. If no personal or religious feeling enters or no party bias, the ratepayer simply waits patiently until something of real interest turns up.

Few school trustees can claim to be specialists in education or even to be fairly abreast of the general progress in

the subject. In considering the question of how to teach any subject he must in most cases give way respectfully to the trained teacher. But in the greater question of what to teach his opinion is entitled to some weight. He may be ignorant of the history and theories of education, but he is in practical touch with the problems of life and is interested in all methods of meeting them with greater efficiency. Occasionally he has ideas on the subject which are worth while, and he is usually willing to express them with freedom no matter whether they agree with accepted educational standards or not. In this respect he has a great advantage over professional teachers, who are carefully taught at normal schools what they are to believe and what not.

It is easy to see that a school board has a much more difficult task than the municipal councillor. The latter deals with matters which his daily training makes him fully competent to handle, but the former deals with a subject of which he must necessarily be more or less ignorant and which is difficult even for the experts. But on the whole he does wonderfully well—as well perhaps as the experts could do, and certainly more economically.

From one-fourth to one-third of the direct taxation in Manitoba and a considerable portion of the indirect taxation is levied and expended by school boards. On the whole this very considerable financial problem is efficiently and honestly handled. No doubt some school money is wasted and some is misspent, but school board financing compares favorably with Dominion, provincial or even municipal records. It is not often necessary to appoint commissions to investigate our affairs, and the campaign funds of school trustees have not yet become a question of public interest.

In fact one of the great difficulties

the average school board has to meet is the economist on the board who pares expenditures not because any particular one is objectionable or excessive, but because in his secret heart he believes that the outlay for education is unnecessary. This is a problem peculiar to

school boards and which municipal councils do not share. In their work there is usually agreement that the bulk of the outlay is necessary. In school affairs there are always voters who will vote for any change which reduces the school tax on their half-sections.

A PROGRESSIVE SCHOOL

By W. A. McINTYRE

We hear so much of educational advance in other lands that we are in danger of overlooking the advance at home. We devote so much time to reading the suggestions of half-informed critics that we have no time left for actual observation of existing institutions. And it is true beyond telling that the only thing which is worth anything for inspiration or guidance is actual demonstration rather than book-talk or imaginative description.

It was my good fortune last Friday evening to visit the town of Stonewall when parents and pupils were gathered in the town hall for the commencement exercises. There I saw and heard things which should be known to all the people of the province. What Stonewall can do others will find possible, and have found possible. Wherever anything worthy is done it surely should be held up for emulation.

A few years ago Stonewall did not differ educationally from any other town in Manitoba. It had the ordinary school building, a high school department, a competent staff of teachers, and the students were doing well at the examinations. Yet this did not satisfy. It was felt by the chairman of the board and others that the activities of the school were too narrow in their range, and too far removed from the activities of life. It was felt that the school was laying too much emphasis on book-knowledge and too little on the development of power and initiative in the pupils. It was believed that with a little effort conditions could be changed for the better.

One of the first steps taken was that of engaging a teacher of agriculture in

the high school. With his coming there was begun a great movement in school gardening. A large block of land was rented and put under cultivation by the children. The lessons learned were applied in home gardens. Then manual training and domestic science were introduced. The playground of four acres was cleared and fitted up with all modern apparatus. It is said to be the best equipped playground in Manitoba. Once every month there is a mothers' day and scores come to see the children at play. Nor is the play haphazard. It is organized in every department.

As a proof of the interest taken in organized play the efforts of the children themselves in the matter of a skating rink is worthy of comment. They cleared a lot, flooded it, kept it in good condition all season. They also built a shack and kept it warmed all winter. They bought 15 sweaters for their hockey players, paid all expenses of flooding and caretaking, and at the end of the season came out free of debt and with a few dollars in the bank. The experiment in self-government under the leadership of the older pupils was perhaps the finest feature in connection with this movement.

Among the gains that have followed from the introduction of these reforms have been more regular school attendance, increased interest and more satisfactory progress in all departments of school work, unity of home and school, and better community spirit. One has only to visit the town to know how deeply the parents are interested in all that pertains to the school.

On Friday evening about 350 children and their parents met in the town hall.

There was a fine programme provided by the pupils, and following this there was the distribution of medals and prizes. Most of these were donated by the citizens of the town, who evidently considered it an honor to reward honest effort. Then there was special honor for the graduating class. Indeed, the whole programme centred in the farewell to the ten young people who finished their course in the school last June.

After the concert was over the class of 1917 tendered a farewell supper to the class of 1916. Appropriate addresses were made and kind hopes expressed. The young people must have felt that they went out into the world with the best wishes of their successors and the citizens of the town.

Now all this may seem trivial and unimportant, but it is only this bare recital of facts which makes it seem so. How much better it is for the people of a town to do things than to sit down and

croak. Active workers are rarely croakers and I am more than glad that the chief reforms in Stonewall originated with the people themselves. I imagine that Mr. Stratton, who was for a number of years chairman of the board, must get a good share of the credit. One thing is clear, that schools will not rise above mediocrity unless parents, teachers and pupils are in perfect unity. One earnest citizen can do more than a dozen teachers.

I have said nothing about the ordinary school studies. The teaching is probably on a par with that in other schools. It may be better because of the goodwill that is ever in evidence. Good teaching alone will not make the school of a town efficient. New activities alone will not bring about better conditions. But when the people are really in earnest and willing to help in every way there is nothing that can stand in the way of progress.

SCHOOL FAIRS

Morden School Fair

I now find time to send you a brief report on the Morden-Stanley Fair.

Over 75 per cent. of our 246 members exhibited something. Very few entered more than two contests. The entries in poultry, potato growing and sewing were very numerous. In poultry raising there were 110 entries out of the 216 dozen eggs distributed. This competition was so keen that Mr. Bergey found five hours necessary for the judging of the poultry. I would like you to convey to Mr. Bergey our appreciation of his services. His awards have met with universal satisfaction, which includes the opinions of 110 boys and girls competing, plus their respective parents. Such an exhibit of poultry, both in quantity and quality, has never been displayed in Morden on any previous occasion. The same is true of the potato contest. The potato exhibit at the Horticultural Society in Morden three weeks in advance has been de-

clared but a side show to that of the boys' and girls' display. There were many entries in the fodder corn; some bundles showed the effects of frost, some bundles showed a growth of over 12 feet, but 8 feet would be about the average. The entries in the pig contest were only 3, but these were fine animals.

In the sewing contests the entries were very numerous and much admired with many comments, but in canning the entries were very few.

In the contests, farm-spelling, farm arithmetic, farm composition, farm drawing, the entries in the last two were very few, but in the spelling and arithmetic the competition was keen, showing considerable interest in these two aspects.

The banner prizes, 1st and 2nd, were well distributed over the respective clubs, each local club being prominent in some one contest only to be defeated in the other contests so far as 1st and

2nd places were concerned. These results will stimulate the efforts of the coming year if the remarks of the boys and girls on Fair day be carried out.

The parents were out in force. Many of them had suspended plowing, some their threshing, some their marketing, something which many of them said they would not think of doing to take in their own exhibition, but to compare the work of their own boys and girls with that of others was strong enough to suspend farming operations for the day.

Yours truly,
(Sgd.) W. J. CRAM.

Treherne School Fair

The first Treherne School Fair was held on the school grounds, Wednesday, September 27th. The large assembly hall was artistically decorated for the occasion with ground cedar, bunting and flags. The pupils showed a deep interest in this their first fair and the display of exhibits was large. Special mention should be made of the splendid exhibit of vegetables, one of the collections consisting of about twenty varieties. The girls should also be commended for the excellence of their needlework. The poultry and stock exhibits were also very good.

The sports commenced at eleven o'clock. Four teams entered the basketball contest and four other teams entered the playground ball contest. During the afternoon all kinds of races were run, three classes gave exhibitions of physical drill, and the judges, Messrs. Parkinson and Kitely, sent out by the Agricultural College, delivered short, interesting addresses.

In spite of a dull, cold day a large and interested crowd gathered to watch the sports and view the work of the pupils. The trustees of four neighbor-

ing schools granted half holidays to permit the teachers and pupils to attend the fair.

During the day the pupils of the school served lunch in one of the classrooms in aid of the Red Cross Society and realized the handsome sum of seventy-seven dollars.

Yours truly,
SARA C. MacLEAN.

Napinka School Fair

The School Fair of the Boys' and Girls' Club, held in Napinka school on September 27th, was larger and better than last year. Three rural schools joined with us this year to our mutual benefit. Our prize list, amounting to one hundred and ten dollars, embraced nearly all the branches of school work as well as poultry and pig raising, home gardening, farm mechanics and domestic science. The competition in nearly all lines was keen. The exhibits in raffia work, essays and map drawing were remarkable. The girls had excellent exhibits in domestic science.

A little weakness was shown in the home gardening and farm mechanics, but with a little more attention to these sections and getting more schools to join with us we hope for larger and better results next year. The attendance of parents from both town and country was most encouraging.

The evening session in the town hall consisted of a spelling match, interesting addresses by Miss Atkinson and Mr. Smith, of the Extension Department of the Agricultural College, and moving pictures. The boys and girls are greatly interested in the School Fair and this we find adds zest to the ordinary school work.

Yours truly,
R. C. E. MAGEE,
Chairman of Napinka School Board.

Empirical methodology binds the teacher down and makes him a pendant; philosophical methodology, especially if enriched with the history of education, gives him the freedom and liberty of the spirit.—S. Laurie.

Special Articles

FOR PRINCIPALS AND SUPERVISORS ONLY

By a Principal

This article is written for principals, supervisors, overseers and inspectors, and all others are forbidden to read it.

In a certain American city the superintendent or supervisor has directed that the study of each country be made after the following order: 1st, Location. 2nd, Size and shape. 3rd, Mountains and plains. 4th, River systems. 5th, Important cities. 6th, Climate, industries and products. 7th, Form of government and condition of people. 8th, Exports, imports and trades. In presenting this subject this order is to be followed by pupils and teachers.

One teacher, who revolted at this plan, followed a different order of her own, and placed it upon a large card. In order to satisfy her district superintendent, however, in case he should appear, she placed on the other side of the same card the outline that she knew he might want. On appearing one day he called for the "chart" and by mistake the wrong side was exposed to view without his observing the fact. When the children had begun to recite from it, however, he looked up with surprise and, seeing the unexpected substitute, he expressed his disapproval in unqualified terms. He had charge of approximately 800 teachers and it was his duty to give each one a rating that was a prominent factor in determining promotion and salary.

In this same city the method of procedure in everything is laid out for the grade instructors by those higher up. For example, there is a general plan consisting of three steps "for the appreciative reading of a masterpiece" in literature; another plan consisting of three steps in composition, "for a study of a specimen of narration, description or exposition and familiar letters selected from literature;" another plan consisting of eight steps in arithmetic "for

learning the combinations of each table." There is even a plan for the memorizing of a poem. Here is what a visitor says about it:

"A visit to one of the rooms—a third grade—in which the pupils were memorizing a poem had helped to illustrate the plan. To the visitor the young teacher had seemed to be doing reasonably well. But the principal, after perhaps two minutes of observation, appearing to be dissatisfied himself, took charge of the class and taught for ten or fifteen minutes. Afterward, when asked by the visitor why he had taken the class, he replied in substance: "Did you not observe that the teacher was standing in the back part of the room? A teacher when a class is memorizing should never stand in the back of the room except (a) (b) (c). (The writer remembers that there were three exceptions, though what they were he cannot recall.) Then did you not observe that the stanza had not been written on the blackboard? It is one of my rules that the gem to be memorized shall be placed on the board in front of the class so that all eyes can be looking in the same direction at the same time." (Each child had the poem in his hand in print in the text book at the time.) The principal on taking charge of the class had immediately placed himself in front of it, had asked the teacher to write the stanza on the board and had then proceeded through six to seven more "steps" which could be included here did they not take up too much space. A typewritten copy of the entire procedure—the same as had been furnished to the teachers—was handed to the visitor before his leaving the building.

Of course all this happened in an American city, but it might just as well have happened here. What do you think? Are our teachers not quite as

open to "suggestion" as the teachers on the American side? For in the city cited all that the programme does is to suggest, but it is all a teacher's life is worth in some cases to depart from suggestion.

We say that unless there is some definite system things will go to pieces. That is just what they say in the American city. And that is the city in which things have evidently gone to pieces under a system which discourages initiative in both teachers and pupils.

We say that under a system which consults the needs and interests of children at every step the children will become irreverent, unmannerly and bold, and we point to American children as the awful examples. Yet is it not strange that if the American children have these undesirable qualities, it is not the consulting of their needs and tastes which accounts for it, since the school has done nothing but wilfully ignore the interests and needs of childhood in order that the system should run smoothly?

We may as well admit it first as last. We who are principals or overseers are just as likely to be mistaken as others, and we are never so likely to be mistaken as when we are cocksure of ourselves and our methods. If we are to get any place in our work we must be more than dictators of method. For, after all, method is largely a personal affair. What is good with some teachers and some children will not work with others. The fact that one has systematized instruction does not justify the application of his system to all schools and with all teachers. A system stands for what is considered to be a logical order of presentation. The psychological order—that is the order which is suited to the mind or experiences of the pupil—is far more important. The real order of study should be dictated by the pupils—that is by a study of the abilities and needs of the pupils—rather than by principals, overseers or inspectors.

Where, then, are we who are principals to come in? What is our function? Well, leaving out the fact that we are to act as business managers of

the schools, we are to do the work of trained educators. As such we are to do for our teachers just what good teachers do for their children. We are to help them to grow professionally. And if any of us think that teachers grow professionally by following slavishly and even without conviction the dictates of those higher up, then we have no right to assume the offices of leaders in education.

The way in which we can find out what we should do as leaders of teachers is to study what teachers must do as leaders of children. So shall we be perfect.

Now there is one way to test the ability of teachers. Those are good who impart the knowledge and power and form the tastes, habits and dispositions necessary to a well-ordered daily life. A school that carries on its operations as if the subjects of study are all and the daily life of the pupils as something apart is woefully out of order. All study, all occupations are but the means for cultivating those qualities that are necessary in a rightly-developing or a rightly-developed life.

Now the gentleman who acted as critic of the schools mentioned above quite rightly laid down four necessities as fundamental in a well-ordered life. 1. Every life must have a motive or purpose. 2. There must be power to weigh values—to distinguish between good and bad, valuable and trivial. 3. There must be power to organize truth into systems. 4. There must be power to initiate.

These are the four standards by which school work are to be measured, and it is nothing less than pedagogical ignorance for us to test a school by the faithfulness or unfaithfulness of the teachers in following our pet plans in teaching and government. The fact is that a teacher who can eliminate herself and her own reasoned convictions ceases to be a teacher. She becomes merely a mechanism. At any time one's individuality is her greatest asset. It should be the function of a teacher to preserve individuality in her pupils, and

the function of a principal to preserve and develop individuality in his teachers. Let us for a moment consider the work of a school, measuring it by the standards mentioned.

Pupils should all the time be at work that is connected directly or indirectly with some natural or acquired life interest. This is surely axiomatic. The pedagogy of the last fifty years has been one great attempt to assert this truth. Yet, how much in our school is still wooden, mechanical, or to change the figure, accepted by pupils as medicine is! How much of school activity, especially in the middle grades, is repulsive because so foreign to experience! How much carried on that is unconnected with desire and purpose! How often for this reason pupils leave school! Think of any of the following as we have seen them at their worst—muscular movement exercises in Grade I; physical drill exercises according to numbers; exercises in singing intervals when pupils are totally unaware of the purpose; drill in arithmetic; learning names and dates in history; looking up words in a dictionary; parsing; reading books on agriculture by girls who have never seen a farm. Do we not know how every one of these exercises could be made rich with life? Then clearly our duty as principals is not to add a little more mechanism or add a new mechanism where the mechanical already predominates. Our duty is to encourage life—and this we shall do by allowing all freedom to teachers both as to method and as to selection of subject matter. Uniformity is death. Variety in unity is life.

Take the second factor mentioned—power to weigh values. Do we not know how often this power remains dormant in pupils? It is not so in life. There essentials must be seized and unessentials ignored by those who would be preeminent. Outside of school children are making judgments of value all the time. They should be doing so in every lesson. The programme should be near enough to life to make it pos-

sible for pupils to distinguish values. Consider the possibilities in history, literature, composition, physical education. Clearly our duty as principals and supervisors is to assist our teachers in this task of developing power in pupils to choose, to think for themselves, to judge. Our first work is not to find out what facts pupils chance to remember, but to inquire into their attitude to these facts.

The third essential emphasized is the need of organization. How important this is in life! How important in an age when people prefer the pellets in Tit-Bits to the satisfying nourishment of the standard magazines! In a class a teacher puts twenty questions in two minutes. We know what this means in mind-building and we know what it doesn't mean. Isn't it one of our great duties to teach our teachers how to present matter in great wholes rather than in unrelated detail? Isn't it our duty to discourage the rapid fire method and to encourage a plan that will develop in pupils power to think connectedly?

One thing every one needs is power of initiative. Well, how much of this is there in school? How often do pupils suggest lines of study? How often are they the leaders in investigation? Do they select their own topics for composition? Do they read at home the things they choose—after they have been trained to choose the good? Is everything doled out for them? Surely our duty as principals is to encourage originality and initiative in our teachers, just as they will do this very thing with their pupils.

In the city to which reference was made in the opening paragraphs there was found a table with seventeen headings. This was to be a guide to principals in determining the work of their teachers. Nearly every point had the teacher in mind rather than the pupil. The one great question was left unasked—Is the school developing the qualities essential in a well-ordered every-day life?

If we keep this question before us all

the time and help our teachers to answer it in loving deed, surely we shall be of some service.

Now nothing that has been said is to be construed as an argument for slipshod procedure. No teacher can succeed who is indefinite in her methods.

But a method that does not consider times and circumstances, that does not consider individuals and conditions, is no true method at all. And a thousand times worse than a fixed method is a fixed programme of studies. But that is another question.

EDUCATION AFTER THE WAR

Writing chiefly of the needs of England, Arthur C. Benson, of Magdalene College, Cambridge, one of the prominent educators of Great Britain, expresses in a measure the needs of Europe. The very first indisputable point, he says, is "that the old division of ancient and modern subjects has died of inanition." There is no longer room for both the classical languages. Greek is relegated to the specialist; Latin, if retained at all, is only "for boys of linguistic gifts." Precedents are thus ruthlessly swept away, for the older universities have always held so firmly for compulsory Latin and Greek that they have set the tone of all British secondary schools.

Everything points to modernization of the course of study, to a curriculum in which the all important thing is that man and woman should know "the actual conditions of the modern world," and should be acquainted with national ideas, life and activities. The basis of this new curriculum, as Dr. Benson reports it for the "Nineteenth Century," is: English thoroughly taught, both the are of clear expression and a knowledge of English literature; at least one modern language, taught to the point of use; science, on general lines; geography, carefully and fully; history, in outlines; mathematics, including arithmetic, "for practical utility," and algebra, "to initiate the pupil's mind into symbolic handling of problems."

Modern languages, he says, will play a much larger part in education than in the past. The one foreign language that should be taught is French. The study of German will, for a time, be discredited, though, "in the interest of future harmony, it would be desirable to encourage a knowledge of it." Boys of definite linguistic ability should have an opportunity to study both Russian and Spanish.

Histories will have to be rewritten for school use. It will be best done upon economic and biographical lines, with special attention to the growth of political institutions and to the development of the ideas that lead to that "peaceful combination and corporate grouping, that is known by the name of civilization." The geography of the future will aim to give a real picture of the world as it is and to give definite ideas of commercial matters.

Education after the war in Europe will, in short, be extremely practical. "We have mortgaged our national resources for some time to come." The result will certainly be the lopping off of luxuries; it may be more.

One thing is certain, that we must, if possible, increase our commercial efficiency if we mean to liquidate our debts and insure a peaceful expansion of activities.—Extract from "School and Society," August 26th, 1916.

The price of retaining what we know is always to seek to know more. We preserve our learning and mental power only by increasing them.—Henry Darling.

STAMMERING.

One of the most noted articles on stammering is that of John M. Fletcher in "Journal American Medical Association," April, 1916. In this article he shows that one of the most important factors in children particularly is imitation. This conclusion is borne out by Dr. Liebmann and Dr. F. A. Bryant. Dr. Ernest Tompkins, of Los Angeles, asks one very pertinent question, "Will the schools tell society why the stammering child is required to stand up before the class and spread his defective speech about the room, when it has been known for decades that this practice is a serious menace to every other small pupil?"

Dr. Gutzmann, in his book on stam-

mering, says that anxiety in the presence of the teacher, shame in the presence of other children, increases the trouble extraordinarily and in a short time. Dr. Denhardt, in his work, says that the apprehension of making an exposure of their impediment before comrades, and becoming a welcome prey to ridicule; the anxiety regarding the opinion of the teacher; the harsh treatment of stammerers by the teacher; the withholding of the right of promotion, all of these combine to engender a feeling which contributes to the increase of the impediment. Dr. Tompkins again asks, "Will the school tell society why stammering school children are daily subject to injustice and injury?"

MANITOBA EDUCATIONAL ASSOCIATION

Statement of treasurer for 1915-16:

Receipts			
Balance on hand June 30, 1915		\$ 376.10	
Membership fees received per cheque from Secretary	1,320.00		\$1,696.10
Expenditure			
Printing, advertising, etc.	146.68		
Postage, stationery and supplies	93.60		
Fares and expenses connected with meeting of Executive in December	61.50		
Western School Journal	182.50		
The Rosery—wreath and flowers	10.50		

The Convention:

Fitting rooms for exhibits	11.50		
Work on exhibits	67.75		
Prizes for exhibits	50.00		
Cartage	6.75		
Children's fares	10.25		
Framing diplomas	3.00		
Caretaking	20.00		
Teaching at convention	37.00		
Assistants to secretary	44.50		
Transportation to the Agricultural College (including Dr. Stewart's fare from Ninette)	81.26		
Honorarium to Secretary	250.00		
Balance on hand in Bank, audited and found correct, June 27, 1916	619.31	1,696.10	

E. J. MOTLEY, Treasurer.

AN APPEAL

We have undertaken to raise a platoon of School Teachers for Overseas Service.

In resigning my own school to take up this work, I felt a lady could take my place. We teachers have been teaching patriotism and duty, and it is only fitting we should practise what we teach. Though many individual teachers have enlisted, still it remains for us to supply a platoon, or even company, that is distinctively our contribution.

To any teacher before whom this appeal comes who hesitates because he is throwing up a good position and splendid life prospects, I would say that I feel I have done just that thing, but there are scores of others who have made much greater sacrifices.

For the present please write, phone or wire to

ANDREW MOORE,

Clearwater, Man.

High School Section.

LATIN CULTURE

Joseph Kennedy, of the University of North Dakota, gives in "School and Society" a most interesting account of an experiment made with a number of university students who had been studying Latin for from one to six years. The following Latin sentence was submitted to various persons with the request that after a few minutes' thoughtful consideration they give a fairly literal translation in good English: "**Studium descendendi voluntate quae cogi non potest constat.**"

Mr. Kennedy's thought was that a Latin student who had put two, four or six years at the study should feel the meaning of this sentence at once. Here is the result of the test:

First person, a one-year student, said the sentence meant nothing to him. Of the second-year students three did not attempt it at all, and the fourth gave as his interpretation, "Students who are not able to know constructions." Fifth, "He does not know how to do any voluntary study." Sixth, "The zeal of involuntary learning what is not considered possible to be forced."

Of third-year students the first said, "Study," but got no further. The second, "The study stands by—of descent which is not able to—" The third, "The study consciously goes down which does not know constant power." The fourth, "Study descends to liberty, which does not stand with power."

Of fourth-year students the first said, "I cannot force a desire which does not exist (in me)." The next three did not offer a translation. The fifth said, "Study from the desire of learning that which cannot be understood, remains." Another translated it as follows: "Be able to know by what zeal you cannot." Another, "Studium willingly agrees to what he is not able to understand," and still another says, "Knowledge learned voluntarily stands with that which is not able to be known." Another says, "Find out by study what cannot be learned otherwise." Another, "Study consists in learning willingly what cannot be forced." There are five more translations which are equally lucid.

Of fifth-year students the best translations are: "The desire of teaching freely what cannot be known is fitting." "The study of learning which is forced by the will cannot endure." "It is evident that the desire of learning which cannot be forced comes voluntarily." A teacher of Latin gave the meaning as "Study consists in the desire of learning, which cannot be forced." Mr. Kennedy says, with reason, "Surely such a functioning of Latin study and such a result may well give us pause." He says he believes in the study of Latin provided it functions, but he doubts if most of the Latin teaching does function. Is it not about time that we were through with this talk about the disciplinary value of the study of classics?

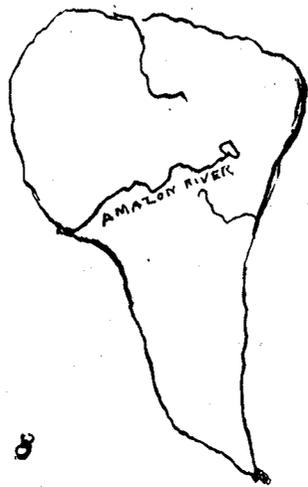
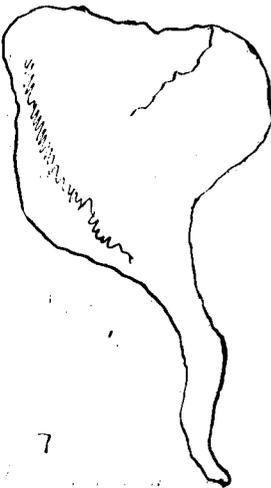
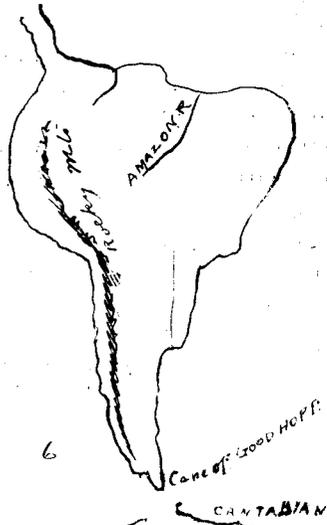
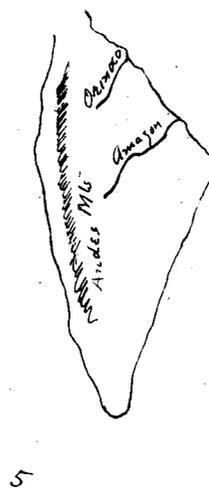
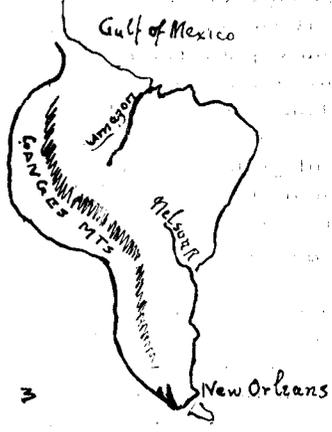
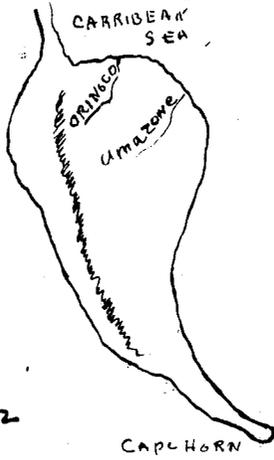
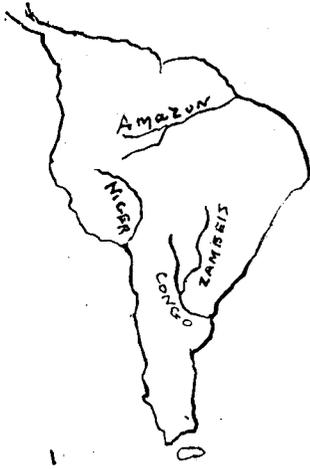
WHAT IS THE MATTER WITH THE HIGH SCHOOL?

By The Phillistine

The memory maps on the following pages were drawn by High School pupils. If you think they are bad make a test in your own school. Many of these pupils, in the natural course of things, will go out as teachers. Study

the maps and then give your judgment on one or two points.

Are these people qualified to teach geography in the elementary school? Why weren't they taught some geography some place? Why wasn't



geography taught during the high school course?

If you are a high school teacher will you explain this? Of course, we know the standard explanation. You will blame Grade VIII., and the teachers there will blame Grade VII., and so it will go back to Grade I., and even beyond that. This thing will not wash. It is surely a great oversight for the high school to give to teachers-in-training a course which ignores so completely an important subject of study, and a study which is necessary to general intelligence. If the high school teachers are not to blame, then the course of study for teachers is faulty, or the examiners who test the teachers-in-training do not know their work. There is fault somewhere.

You know the teachers in the elementary school cannot teach this subject unless they know it. It stands to reason that unless the high school gets busy the matter will grow from worse to worse.

You say that the high school should not have to trouble itself with such

childish studies as spelling, geography, oral reading and the like. The dignity of the high school doesn't figure in this matter. These people come to you to prepare themselves to teach in the schools. You do not give them that preparation, but use up much of their time in studies which are to them of secondary importance. The course of studies for teachers should be vocational as well as cultural. More and more it becomes apparent that, in spite of the efforts of many good souls engaged in high school work, some of them teachers at that, the whole tendency is to make the high school merely a hand-maid to the university, rather than a ministry to all the students. Nobody is asking that all students study geography, and writing and the like, but why, in the name of goodness, shouldn't prospective teachers study these branches? For years, in season and out, there have been appeals made to the high school to take this matter seriously. Are things ever going to improve?

Next month another subject will be dealt with.

THE HIGH SCHOOL COURSE OF STUDY

Summary of address delivered at Western Teachers' Convention, Brandon, 3rd October, by S. E. Lang, Inspector of Secondary Schools.

The fact that only 6½ per cent. of the pupils enrolled are in the High School grades indicates that there is room for improvement in the High School course of study. It is true that this figure is about the same as that for the United States. It is higher than that for North Dakota. But it is lower than that of the states of the north Atlantic division. Massachusetts stands at 10.88. A comparison of our percentage with that of Massachusetts shows that whereas young people in that state reach 33 per cent. of an ideal enrollment in the high schools, the youth of our province avail themselves of their high school facilities only to within 23 per cent. of an ideal enrollment. One of the ways to improve this state of things is to offer a better and more attractive educational bill of fare. There are naturally certain fea-

tures regarding school courses of study upon which there is likely to be general agreement.

One of these is that the high school should be free to develop its own courses to suit its own constituency. that its courses should be formed and framed with reference to the students who attend, rather than the very small percentage who go to college; that, in short, the high school should be regarded as a finishing school and not as a mere preparatory school. In the natural course of things it would follow from this that it will be necessary for the university to open its doors wide and afford generous and ungrudging recognition to the work of the high schools in all solid courses of study.

Another point upon which there is

general agreement is that every course of study in the high school should include a fair mixture of general and vocational education. By the latter is meant such training as prepares the individual to earn his own living, whereas the former should help him to a sympathetic understanding of how the world gets its living. A general or liberal education is not to be confused with a literary education, which is frequently purely vocational. A liberal education should include the humanities, science, and economic studies. The chief emphasis should be placed upon the liberal studies. Vocational work must always be subsidiary to liberal in the high school.

In the third place it is generally held that the day of one fixed course of study for all students with no provision for individual choice has gone by, and, accordingly, the varying interests and capacities of students should be recognized in manual and industrial training, commercial branches, homemaking, science and art, and agriculture.

A considerable number are in favor of lengthening the high school course. The best way to do this is to admit students at the end of Grade VII.; in other words, stiffen up the course and make Grade VIII. a high school grade. Much has been said lately in favor of a reduction in the language requirements of the university. It is hoped that before long the university council will agree to the representations made on behalf of the high school teachers in this respect. The Educational Association have laid down carefully constructed programmes for teachers, arts and combined courses which should be adopted without further delay.

The movement begun over two years ago by the Provincial Educational Association looking towards a reorganization of the high school course was inaugurated by teachers and others who are in favor of a wider field of usefulness for the high school. The committee appointed by the Association made an effort to lay out courses which should

include a fair representation of the various branches of human knowledge, and it was at this point that difficulties arose. It was at once seen to be necessary, if comprehensive courses of study were to be established, to reduce the disproportionate amount of time given to foreign language study. The student taking languages was absorbing from 25 to 33% more of the time of the teachers in the ordinary high school than the student in the other courses. Not only so, but the student preparing for the university was in some cases spending from 33% to 50% of his entire time in the study of foreign languages. The following allotment of time for a combined course was recommended: English, 21%; Mathematics, 16%; History, 10%; Science, 10%; Foreign Language, 12%; Physical Education, 8%; Music and Drawing, 4%; Manual Training, 6%; Review of Elementary Branches, 11%. On this basis it would be possible in a small high school where the teachers', the matriculation and the combined courses are given to cover 75% of the work in classes composed of students of all three courses, and in schools where only two courses were given fully nine-tenths of the studies could be taken up without separating the classes.

There is a feature of high school education which should be carefully considered by the teachers, namely, the matter of home work. Home work is good in so far as it is voluntary on the part of the student, and no doubt a teacher may greatly assist an enthusiastic student by directing his studies outside of school. But compulsory homework is of very doubtful value, and a student who is required to spend several hours every evening preparing work for next day is deprived of his social rights and opportunities. Seventy-five young people of a high school grade recently gave their opinions as to why pupils drop out of the high school. Thirty-seven of these mentioned "homework entailing loss of freedom in the evenings" as one of the chief causes.

Art Lover's Page

A WOMAN'S WORK IN ART

By Art Lover

As many people have been interested lately in the country fairs and stock parades that have been held throughout the Dominion, it seems fitting that our art study this month should be of a celebrated French painter of animals, and her great masterpiece. The artist is Rosa Bonheur, and the picture is "The Horse Fair."

Rosa Marie Bonheur was born in Bordeaux in March, 1822, and was of Jewish origin. She was the eldest of the four children of Raymond Bonheur, and used to be known by the name of Rosa Mazeltov, the Hebrew term for "good

able to hire models, she used those to be found in public places, and became a student of the tragic, dramatic, and pathetic life among animals, which elements she found to be as interesting as in human life. She possessed the gift of accurate observation, and her drawing of the anatomy of animals was faultlessly true, the work being firm and manly rather than feminine in handling.

In 1848 she visited in Nivernais and made studies for the splendid picture, "Ploughing in the Nivernais," which was exhibited in 1849 and created a great sensation. The picture now hangs



"THE HORSE FAIR"—Rosa Bonheur

luck." As early as four years of age she showed a decided passion for drawing and was instructed by her father. The Bonheur family moved to Paris in 1828, and Rosa began her art studies by making copies in the Louvre. Afterwards she made sketches and studies of animals at every opportunity, frequenting horse fairs and cattle markets about Paris, and even going to the slaughter houses to secure models. Not being

in the Luxembourg at Paris. Her fame dates from 1855, when her work was much sought after by English collectors and directors of public galleries, who competed eagerly for her pictures.

By 1858, Rosa Bonheur had become rich enough to buy a country seat at By, near Fontainebleau, and retired there to live quietly and work early and late painting the animals that she loved to study. She bought animals of

every species to use as models, and her collection at By included sheep, goats, deer, horses, bulls, cows, wild boars, lions, monkeys, various kinds of dogs, squirrels, ferrets, a yak, an eagle, and other birds. There she lived for nearly half a century, close to the romantic forest of Fontainebleau, surrounded by the animals that she loved, and there in the Chateau of By she died in 1899, after seventy-seven years of work and study. She was buried by her own request in Pere La Chaise, the great city of the dead at Paris, and lies surrounded by the artists, musicians, writers, and actors who have made France famous. In a quiet street at Fontainebleau there stands a grey stone monument, surmounted by a large figure of a bull, and bearing on its face a bust of Rosa Bonheur. The monument is sheltered by trees and serves to remind the passer-by that a great lover and painter of animals lived and died nearby.

Rosa Bonheur's masterpiece, "The Horse Fair," was painted in 1852, when the artist was thirty years of age, and exhibited the following year in the Paris Salon. It was then shown at Ghent, but did not find a purchaser. In 1855, Rosa Bonheur exhibited the picture at her native town of Bordeaux, and soon after sold it to Mr. Earnest Gambart for 40,000 francs. Gambart sold it to Wm. P. Wright of New York, and finally it was bought by Mr. Cornelius Vanderbilt for the sum of \$53,000, who presented it to the Metropolitan Museum of Art in New York, where it still hangs.

The picture is 16 feet 6 inches wide by 7 feet 9 inches high, and is the largest canvas ever produced by an animal painter. In it you see an animated scene at a horse fair, with numbers of gray, brown and sorrel animals. A bronzed hostler is holding a nervous horse, and a blue-bloused groom is trying to control a pair of Normandy

grays. The charm of the picture lies in its realism. The horses are not thoroughbreds, but have the rounded backs, heavy hoofs, and thick necks of horses that might be sold at any horse fair in France.

Among the pictures painted from the animals at By are the "Family of Lions," and "Deer in the Forest of Fontainebleau." During a trip through Scotland the artist painted "Highland Sheep," and while in the Pyrenees Mountains she painted "Cattle and Sheep in the Pyrenees." All four of these pictures are in private collections, as are the majority of her paintings. The Wallace collection of London possesses the "Wagon and Team of Horses," and the Luxembourg of Paris has the "Haymaking at Auvergne," both beautiful with the breath of out-of-doors, and rich in the coloring of the brown earth and the delicate hues of the sky.

Rosa Bonheur received many decorations in recognition of her splendid work. In 1848 she was director of the Paris Free School of Design for young girls, which she founded. In 1865 she received the Legion of Honour from the Empress Eugenie, and the Cross of San Carlos was sent her by Maximilian and Carlotta. In 1867 she was elected a member of the Academy of Fine Arts at Antwerp. In 1880 she received the Leopold Cross from the King of Belgium, and the Royal Order of Isabella from Alphonse XII. of Spain. In 1884 she was given the Order of St. James by the King of Portugal, and in 1894 was made Officer of the Most Noble Order of Santo Jacobo. And so kings and countries united to honour this quiet little woman, somewhat below medium height, with dark eyes and silvery-grey hair, whose small, delicate hands wrought such wonderful pictures of animals.

"Promotion should be based not on what a pupil has learned, but on what he needs to learn."—Portland Survey.

Children's Page

Lady Icicle

Little Lady Icicle is dreaming in the north-land
 And gleaming in the north-land, her pillow all aglow;
 For the frost has come and found her
 With an ermine robe around her
 Where little Lady Icicle lies dreaming in the snow.

Little Lady Icicle is waking in the north-land
 And shaking in the north-land her pillow to and fro;
 And the hurricane a-skirling
 Sends the feathers all a-whirling
 Where little Lady Icicle is waking in the snow.

Little Lady Icicle is laughing in the north-land,
 And quaffing in the north-land her wines that overflow;
 All the lakes and rivers crusting
 That her finger-tips are dusting,
 Where little Lady Icicle is laughing in the snow.

Little Lady Icicle is singing in the north-land
 And bringing from the north-land a music wild and low;
 And the fairies watch and listen
 Where her silver slippers glisten,
 As little Lady Icicle goes singing through the snow.

Little Lady Icicle is coming from the north-land,
 Benumbing all the north-land where'er her feet may go;
 With a fringe of frost before her
 And a crystal garment o'er her,
 Little Lady Icicle is coming with the snow.

Pauline Johnson.

EDITOR'S CHAT

Dear Boys and Girls: That Old Man Winter, who last month was just "around the corner" has turned the corner now and with rapid strides is coming towards us. Over his head trail heavy gray clouds, behind him lies a carpet of snow, cold winds whistle around him. All is dull and gray and cold. The flowers are gone, the birds have flown away. The snow in patches only makes the world look more desolate, but this is one time of the year when neither weather nor clouds nor bare trees make much difference to us, for off in the distance glowing like a tiny crimson star through the grayness

is Christmas! Three short years ago, and most of us began to get ready for Christmas about the first of December, but now, with parcels to go to our soldier boys in far-off France and Flanders and Egypt, Christmas parcels begin to haunt us while October days are still crisping the last of the leaves. And by the time our little Journal arrives in your school and homes many parcels will be on their happy way across the seas to gladden the hearts of our brave boys so far from home. Think of those wonderful parcels! Thousands and thousands of every shape and size, and holding every gift that loving hearts

can think of! But let us warn you all, and you boys and girls will perhaps carry the warning to fathers and mothers, don't send anything that can't be used immediately. Last year some soldiers wrote home of the Christmas gifts that they left piled in the trenches, gifts they could not carry with them on their long marches. You will laugh when we tell you that one old lady sent ash trays for her Christmas gifts! You all know about sending gum and chocolate, Oxo tea cubes, cocoa, wrapped candies, salted nuts, jam, cheese, etc., but here are some other suggestions of things that have proved most welcome that perhaps you have not all thought of: Shoe laces (strong tan ones), candles (for the dugouts), throat lozenges, soap, tooth paste and brush, shaving soap, healing salve, a few big safety pins, linen thread and needles, handkerchiefs, playing cards, raisins, bacon, and, last but not least, light insoles to put inside the heavy boots for

warmth and protection. Don't send cholera belts, don't send heel-less socks, don't send fresh fruit that will decay, or meat that will spoil. Don't send jars of fruit that will leak out and spoil your parcels. And don't send anything useless or ornamental. When all your things are collected, put them in a box (tin preferably), tie the box strongly with twine, cover with heavy paper and tie again, address it; cover with a second well tied down paper and address again; put on the customs declaration you can obtain at the post office, and be sure your parcel does not weigh more than seven pounds. Then off it goes, and may it reach a homesick boy for Christmas Day and cheer him with the thoughts of home! And now we think you will all agree that with our minds full of such things we have no time to notice that November is here, but we realize sometimes with a gasp of dismay that time is flying so, and there is still so much to do.

PRIZE STORY

Prize story received too late for publication in this issue. It will appear next month.

And now, in the spirit of our little talk, this is the subject we have chosen for our story for December, "The Story of a Soldier's Christmas Parcel." Here

is a subject to make your imagination work! No hard, cold facts or dry dictionaries or encyclopedias here, but just imagination helped with love. We shall expect an avalanche of well-written, neat, interesting stories.

MOSCOW

The three words "Our Old Capital" have a magic influence over the heart of every Russian, who regards Moscow as the sacred centre of the Empire; and, indeed, it is often called the "Holy City." To its churches and relics flock thousands daily, and those who, in other towns, speed departing friends to Moscow, often commission them to "burn a taper of forty kopecks' value at the shrine of the martyr St. Philip in the Cathedral of the Assumption" or at that of "the little St. Dmitri in St. Michael's."

Moscow is a city of irregularities, a bewildering mixture of old and new.

In the centre is the fortified hill—the famous Kremlin—and outside this, the streets wind hither and thither, up hill and down dale, with quaint mixtures of houses, courts and gardens. In one place it is empty as a desert, in another crowded as a town; in one it resembles a wretched village, in another a mighty capital.

If you go into one of the little quiet, deserted streets in the early morning you may be startled at the sight of a cow coming out of a garden gate belonging to one of the red or yellow wooden houses. She takes her way calmly and thoughtfully along the

street, and greets an acquaintance with a whisk of the tail. At one of the city gates she will find a number of friends waiting, and when all the herd are gathered, a sheepskin-coated peasant leads them to some pasture outside the town. At eventide he brings them back to the gate, whence they disperse, each to her own garden and little painted house. No one ever interferes with these cows; they are allowed to go their ways unmolested through the streets.

The Chitai Gorod still shows that it was the part occupied by the Tartars when they pushed the Russians outside, and is surrounded by a wall and gate. Outside the wall all is deserted, inside the gate all is bustle and confusion and traffic, crowds of droskies in the roads and walkers on the pavements, separated by rows of shouting street vendors selling grapes, cucumbers and what not.

A regular market of booths lines the inside of the wall, and higher up is all that remains of the old Gostinnoi Dvor—the Great Bazaar of all Russian towns. The new "Rows," with their stone arcades of shops, replace the more picturesque bazaar. Here everything is more Asiatic than in St. Petersburg, the shops or stalls of gold and silver brocade telling of the East. Whether in the "Rows" or in the outside markets the merchant and his boy use every art to persuade you to buy, and the

method of purchase is Eastern—you offer the merchant at most half what he asks; the more Asiatic he is the less you offer him. He brings his price down, but not to yours; you continue the bargain for a little, but never show that you want the article. Walk away and he will follow you; the thing is yours. But watch carefully to see that the article you take away is really the one you bid for, for these Russian merchants are the most plausible cheats in the world.

There is a recognized thieves' market in Moscow, where many curious things are to be found, but it is well to venture there unadorned with jewellery, as a man has sometimes lost a finger to provide some rascal with a coveted ring.

One quaint memento of Peter the Great can sometimes be picked up in these markets. It is a Beard Token. Peter objected to beards, and ordered all his subjects to cut them off, but Peter had not quite appreciated the regard of the Orthodox for their beards. They refused to cut them off, and said it was sacrilege. Peter compromised. They should wear their beards on payment of a tax of fifty-two kopecks, and to enable the bearded to show that they had paid the money they wore a copper token. This had on one side in relief a nose, lip and long beard, on the other was the inscription, "Beard money paid."

THREE WATCHWORDS

The watchword of China was, "Education through passivity." In modern times this means "Sit with your arms folded, sit quiet, take the allotted to you and look happy."

The watchword of Persia, Greece, Rome, was "Education through activity." In modern speech this is translated, "Do the things prescribed and do them with your might. If you dislike them do them anyway, and do as you are commanded."

The watchword of Froebel and all

his kind was "Education through self-activity." In our tongue this means, "Let everything the child does be to him the very thing he would have chosen to do."

If the spirit of the kindergarten contains the true spirit of education, then our chief work consists not in assigning lessons, but in developing attitudes of mind. To make a child wish to study arithmetic or write a composition is the big thing in teaching. And it is the easy thing as well.

Selected Articles

THE TEACHERS' FAVORITE PUPILS

Read at the Bi-lingual Teachers' Convention of Southern Manitoba, held at Altona, November 11th and 12th, by Amelia C. Winger, teacher, St. Peter's S.D. No. 1031.

Among men, as well as among animals, birds or flowers, and even stones, the natural man has his favorites or pets. And these play no small part in influencing and building up and shaping his character and habits of living. Furthermore, there is scarcely a family circle—a father, mother and children, where one would not find someone, the favorite of the rest of the family. If this is an evident truth, how can the teacher, who in many respects resembles a parent, resist loving one child more than another? I do not venture to say that this is the case with every teacher, and in every school. There may be some exceptions. But as a rule every devoted and normal teacher has his likes and dislikes even among the pupils. And this is no wonder. Because a person chooses to devote his life to the development of human beings this is no reason why he should cease being a human being himself. Were such a transformation possible, we should consider it highly undesirable. In such a condition he would lose sympathy with the failings of those in his care, and, through a feeling of superiority he would be inclined to look down upon those whose progress should go hand in hand with his own. Would it not be a pity, therefore, if a teacher could reach such cold heights whereon he could feel no affection for those who are particularly kind to him, but whereon all, who came within his ken, received the same treatment—the gentleman and the boor, the man and the cad? Certainly it would. Therefore, so long as the teacher remains human (and the moment he ceases to be human, he ceases to be a teacher) he should expect to find his affection stretching out

towards those of his pupils who, by their attitude towards their work and towards the teacher, elicit admiration for the one and demanding a human affection for the other.

Unfortunately, however, there are teachers whose discrimination is so near-sighted that it cannot distinguish between the interested and affectionate pupil and the hypocritical fawning one. To have children cluster around you, popping their various interesting questions in a rapid firing fashion is often the subtlest flattery, and many a teacher succumbs and creates a teacher "pet," upon whom he will lavish all his affections. That consequently will create a dislike of the teacher in all the other pupils and a distrust for all his well-meant helps. He will lose the love of the school as a whole, and that means more than "a house divided in two." A school in which the love for the teacher has been allowed to grow cold is a most pitiable affair, and to keep order and have discipline in such a school is almost impossible.

A further result of the teacher's near-sightedness, is that he allows himself to be hoodwinked by the sycophant to his own self-degradation. For, if one's heart becomes attached to an unworthy thing, or, if one be attracted by a false exterior, there must some day follow shame and confusion. Truth will prevail.

However, the idea of teachers' favorites is not to be condemned too strongly, because there is also much to be commented on the practice. To run to the other extreme would be equally harmful.

Since it is in the nature of human beings to respond to affection and self-respect, and since the teacher is generally a human being, we may as well accept the conclusion that it needs must be that "favorite pupil" exists. That

it is generally regretted is admitted. That it need not be regretted may be averred with reason. Children are hero-worshippers, and their teacher is their hero; he or she is their guide and counsellor, and they therefore look up to her with due respect and love. But some children will cling more fervently to the teacher than others. Some will constantly be around her, thus enjoying privileges denied to others, and children are quick to notice unfairness and resent it strongly. That is why those favorites are branded: "O, you're the teacher's pet!"

Now, the evil is not in the feeling of affection. That is a good thing in itself. Moreover, a natural thing. The reason why some children are favorites is because they are by their nature more pleasing and satisfying, and obey not because they are forced to, but because to do that is just exactly what they like; it is their nature to obey and behave themselves.

It is natural and so much easier to love pretty children, and one cannot help loving beautiful children such as Browning paints in his *Pied Piper of Hamelin*:

"All the little boys and girls,
With rosy cheeks and flaxen curls,
And sparkling eyes and teeth like
pearls,
Tripping and skipping ran merrily
after."

It is easy to have such as these your favorites, to love them and help them through every trouble. But the teacher must have the whole school at heart and not a few favored ones. He must have the power to love an unlovable child—the untidy, poorly clad, coarse, vulgar, deceitful, sullen and cruel. They have never loved because nobody ever loved them. And it is from these that most troubles arise—troubles so many teachers have. If teachers could make it their principle and would strive to make these unloved ones their pets, if only for a while, things would soon look different and make for the better. No normal child is entirely irresponsive to the loving care of a true and sincere

teacher. It would not be an easy matter, however, for any teacher to love an unlovable child, but there is his or her trial and opportunity.

It is neither possible nor could it be just to treat all pupils in a school alike, to make no distinction between the lazy and the industrious, the careful and the careless, the faithful and the faithless, the obedient and the rebellious. And yet the teacher must make each and every one feel that they are loved. And to say that a child resents the love of a sincere teacher would be the same as saying the rosebud resents the caressing warmth of the June sun. No, love performs miracles, but it must not be withheld from the majority to be directed on a few.

If it be possible, the teacher should have the entire class as her favorite one. Unfairness to a pupil is always resented. The favorite pupil is no less under the law of discipline than any other child in school. He can not do as he pleases and get only a mild shake of the head, where others would have to suffer a strong rebuke.

As we have said, the evil is not in the feeling of affection. It is in the show of affection, or rather in the extravagant show. Affection may be so pure and unselfish that no exterior manifestation is ever shown—only silence and retirement; but affection given to an unworthy object, or elicited by fawning flattery or other low means is generally loud in its showing: it clamors and parades. Its object has been dubbed "pet" by the most discerning of human beings—"children" and the teacher with a "pet" has discounted his influence by a large percentage, if he has not destroyed it altogether.

Such favoritism is utterly condemnable. The teacher whose weakness takes that form should either reform himself or quit the profession. The knowledge that he may possess he will be unable to impart for want of a respectful hearing; his influence on the character of the pupils cannot be good, for he has shown himself weak, who should be strong; he has shown himself susceptible of being ignominiously led,

who should valiantly and gloriously lead.

A most vital factor in teaching is the home influence. That will usually tell who will be the teacher's pet. Whether the child feels that the family is in sympathy and pays homage to the authority of the teacher, or whether he knows that the actual school is treated at home but as a negligible quantity, makes a great difference. This phase of it makes it all the more difficult for the teacher to love all alike. It is essential that the teachers work hard to get the co-operation of the home. A feeling of unity between school and home is one of the strongest auto-suggestive influences on the minds of the pupils.

Father and mother can help immensely, not merely by taking an interest in the studies of their children, talking kindly about their lessons, their teacher and the general life of school, but by loyally supporting the discipline of the school.

It is quite natural that the teacher will frequently visit the homes of her favorite pupils, but she must take the same attitude towards all the other homes of her pupils. Now and then she may find foolish parents who will take the child's part, when and wherever he imagines he has a grievance. A normal mother loves her child better than she loves herself, better than she loves life, and nothing fills her with more delight than to hear the child make a good record in school, and nothing gives her more pain than to have the child fall into disgrace. The parents can show the utmost tenderness towards their offspring and yet staunchly support the rules of the school, if they are justly applied.

No teacher should ever expect that a mother will believe her child to be wilfully bad, or will admit if she does believe it, and we must admire her when she comes to us and says that her boy or girl has been weak, but surely not evil; if a mother will not stand up for her boy, who will?

If the teacher does what she can, what a transforming power can she be in the

community. Parents being on good terms with the teacher will, in the interest of their children, not only support school discipline in general but they will do so even when their own lamb is gored. It is true that one of the greatest difficulties teachers often have to contend with is an irate father bringing the child and insisting on better treatment. We are told that in Germany when a boy gets a whipping at school he receives another at home, but we are also told that in America when a boy gets a thrashing his father hurries to school and tries to thrash the teacher. This may not, when and wherever it may happen, be without the teacher's fault. Unfairness in praise or punishment on the part of the teacher may have been the cause. And this leads us to the question, How should the teacher justly deal with his entire flock, the liked ones as well as the unliked ones?

Great teachers have advised us never to praise an individual in the presence of the class. Why not? It would be fatal, for the teacher must not be suspected of having favorites. And it is hard on the one praised, as he will soon find out. But this is a difficult task for many teachers. There are times when the recitation drags abominably, or when a succession of failures or utterly stupid answers make the teacher's head ache. Then he calls on the one who is always prepared, always attentive, always intelligent. A brilliant answer is balm to the soul, but not much comment should be made on it.

The best way to encourage good pupils, stimulate their interest and get the very best out of them, is to ask them singly to remain after school or seize an opportunity when it presents itself, and then express admiration and appreciation for their efforts. Suggest a good book to read or let them see in some way that they have attracted your attention. A deserving pupil never forgets an encouraging private word, when it is given with sincere respect and admiration.

There are teachers who love it extremely well to have a few favorites.

who will do the least whim, the least wish and inclination of the teacher, for which services they always receive a loud comment, while these same teachers, on the other hand, make fun before the whole class of a dull child or a bad recitation. It must be an absolute rule for every teacher never to use sarcasm towards an individual pupil. This may become a dangerous habit—and what is the teacher doing? He is doing a cheap and utterly contemptible thing—raising a laugh at the expense of a child who is at his mercy. It may arouse a momentary laughter and admiration for your wit, but it is probable that you have killed forever the chance to influence your victim. Sometimes it is difficult to avoid sarcasm and ridicule—children leave such wonderful openings and give such golden opportunities for your wit—but resist the temptation.

If a pupil cannot become a favored one and does systematically bad work, stupid recitations, then take him alone and speak to him privately. A little private conversation cannot do any harm, but in many cases has done much good. One thing is that the pupil will be free from any suspicion that the teacher is down on him, or as the children say,

“The teacher ‘pecks’ on him.” The pupils know furthermore that the teacher is not indifferent, but really anxious that he do better.

Now, we have seen that a loud clamorous praise of the teacher’s pet, as well as an open scorning of the stupid non-favorites are alike to be condemned.

On the other hand, a due and respectful manifestation of appreciation for duty discerned and done by the pupils; a modified praise when praise is given; is justice to all, an encouragement to the deserving and a spur to the dilatory. Such favoritism will certainly be kept within bounds, because it is administered only by such as are masters of the emotions. It will be an encouragement to those who first receive it, and an incentive to others to deserve it. It will raise the teacher in the estimation of the pupils, and thus insure his success—for *esteem is the key to success*.

This favoritism, or rather affection for those who deserve affection, has been shown by all great teachers, and above all by Him who came to teach the world—Jesus, our Lord. He so loved all mankind as to give His life; but the Apostle John was privileged to rest his head on the Master’s bosom.

SCHOOL GARDENING

By INSPECTOR A. KENNEDY

“When a farm boy carried wood for the kitchen stove, wood was a bore: carrying ball-bats for a game down on the flats was a privilege eagerly sought. Stove-wood and ball-bats may have come from the same tree. The man is an alchemist who is able to place the same halo about stove-wood duties that is found in ball-bat pleasures. The promoters of school gardens are alchemists of this sort. They are teaching children the fun there is in working for specific results. They have cast the spirit of competition, of a game, into garden tasks; they have made a play of work. This teaching of the joy of accomplishment, this injection of enthusiasm into work, is bound to produce

far-reaching effects on the national life of the future.

“But gardening for children goes farther than this. It produces that contact with the soil, that comprehension of the source of our national wealth, that makes good citizens and happier and more normal men and women.”

The last quarter-century has seen many wonderful evidences of development and progress, and the field of education has shared largely in the general improvement. To those who are sincerely interested in the continued upward trend there is the inspiration of those who have sought and found opportunity under existing conditions;

who have not waited until radical changes could be effected; and who are strong in the faith that progress will be best assured if moving, like the ceaseless ocean-roll, with patient might and power.

Perhaps many of the members of this convention have read, as I read lately, a series of articles entitled "If I were Boss." The point lies in the never-satisfied spirit of the man who failed to make the best of present conditions. No matter what promotions were thrust upon him; there remained always the cry "If I were Boss."

However, a new spirit has been awakened in recent years, thanks to the very rapid spread of the school garden movement. In expressing this opinion, the Superintendent of Public Instruction for the Province of Quebec gave expression to the convictions of all progressive educational leaders.

School gardens not only tend to greater efficiency on the part of the pupils, but also afford one of the greatest opportunities for cultural development.

In the Philippine Islands a three-year campaign to promote the production of corn and its uses as human food resulted in 1914 in the participation of 44,000 school-boys in corn growing, and of 11,000 school-girls in the preparation of palatable corn foods with such equipment as is available in the average home; 500,000 people attended the various corn exhibitions and demonstrations and tasted better food than they thought it possible to prepare. It is a remarkable coincidence that during this three-year period the acreage increased 38%, the amount of production 61%, the average yield 81%. In 1914 the corn crop was worth \$4,700,000 more than in 1912.

In Portland, Oregon, a pioneer rancher, examining the forage plot of a twelve-year-old boy, stated to the Superintendent that the boy had developed a forage crop that the ranchers had failed to find and that would mean millions to the ranchers and farmers of that state.

In Ohio in the past three years the bankers and the business-men have contributed more than \$100,000 for several different contests. The main one is that of growing corn, of course. The results have been marvellous. The ten-year average of corn is 35 bushels per acre. The boys, under all kinds of soil conditions, weather conditions, averaged 85 bushels per acre. Governor Tener said: "I like to meet and shake hands with and talk to boys who are fifty bushels better than the men."

Some of the business-men of Massachusetts got together and endorsed the movement by offering to loan money upon the note of the child, without endorsement. Up to the present moment there is not a single record where the child has failed to pay the claim. The movement has grown until it has reached 300,000 club members, with a record of achievement not only in crop production but in net profit on investment, unequalled in the various activities represented by this club work. Three years ago nearly 900 boys made over 100 bushels of corn per acre. Over 40 boys at the present time in the Southern States have made in the neighborhood of 200 bushels of corn to the acre.

Experience under such a system in Dayton, Ohio, Valley City, North Dakota, New York City, St. Paul, Minnesota, Chicago, Portland, Oregon, and Cleveland, and a rapidly increasing list of communities from one end of this continent to the other, has established the educational value, from a character-building standpoint, of school gardens. If you will pardon my mentioning Weyburn with this list of communities I can give first-hand evidence of the educational value of school gardens in connection with those schools that have seriously and judiciously undertaken this phase of educational work. The results include:

1. Increased pride and interest, on the part of the community, in the school life and work of the children; with a consequent increased interest on the part of the children themselves and the development of a new school spirit.

School gardens are teaching the children the fun there is in working for specific results; they have cast the spirit of a game, of competition, into garden tasks, making a play of work. This teaching of the joy of accomplishment, this injection of the enthusiasm into work, is bound to produce far-reaching effects on the national life of the future.

2. Improved attendance — from a 72% standard to a 92% standard; with a consequent increase in the returns; 654: 1914; 204 days; 33 pupils enrolled, 18 children of school age; of the 33

pupils, 7 attended more than 150; of the 18 children, 3 failed to attend 100. 670: 1914; 203 days; 39 pupils enrolled, 26 of school age; of the 39 pupils, 17 attended more than 150 days; 44%; of the 26 children, none failed to attend 100 days.

3. Improved class-work.

4. Satisfaction: to the teachers; to the pupils (willingness to undertake new phases of the work); to the parents; to the ratepayers (re tax rate); to the trustees; to the Inspector; to visitors, including the Premier.

THE MOTHER'S DUTY TO THE DISTRICT SCHOOL

By W. L. BODINE, Supt. of Compulsory Education, Chicago Public Schools

In a Pennsylvania school district with which I am familiar, thirty odd children assembled every day in a tumbled-down shack. The teacher employed at forty dollars a month was trying to do her best with the physical condition of the structure. The district school trustees thought they were doing their best by maintaining the ramshackle and keeping down the taxes for school expenses.

The teacher knew that she was uncomfortably situated, but she did not think as much of that as she did of the painful conditions under which her pupils were compelled to seek education for their future citizenship. She knew, even if mothers did not, that the future of citizenship rests in the hands of the child of the hour. The honor or dishonor of the future is within the control of the apparently helpless child of this moment.

About the school there was nothing pleasing for the eye of the child except the personality of a loyal teacher—loyal to her duty, no matter how small the compensation she received. The building was unpainted. Gruesome cracks opened in its clapboarding and inner walls. The scant space allowed for yard or playroom was destitute of trees, grass or flowers. Drinking water could be obtained only by sending a child from the school to a farmhouse half a

mile away. The provision for the ordinary needs of nature was a disgrace. Some ancient patriots had set up a flag pole and from that there flapped the rags of what had once been the national colors. Respect for the colors! No child will respect a rag.

The heating apparatus of the school made the one room too hot in cold weather. In warm weather the windows brought in all the dust of the country road in front. When the children found recess time, there was nothing inside this decayed structure nor outside of it to invite them to better thoughts and actions. School, inside and outside, was to them a prison from which, but for the will of their parents, they would gladly escape. They knew where running brooks were, mossy stones, spots where the wild-flowers grew and the birds sang, but to these they could not turn without the charge of truancy. An unkept yard, unclean walls, unpictured walls, unwholesome water, and a dull routine of book knowledge, were the sentinels about their prison.

One day the teacher happened to meet a mother of one of the pupils who was of a receptive turn of mind. She said to her:

"We can't give the children the best thoughts and inspire them to the best actions if we do not give them proper

environment. Children move upward under wholesome surroundings. Proper sanitary conditions, cheerful rooms, fresh air, playgrounds that are not barren, appeal to them. I have no power with the trustees of our district. You have. Your husband is the heaviest taxpayer of the district. Can't the children have a school home which will appeal to their better nature? I do not believe it will cost much. I think the result would show a handsome profit."

So the seed was sown in this mother's mind, she being willing to listen, and from her it was passed to the husband, and then to other mothers. The result was this: When the following fall the school opened for regular work the children found a new building in the place of the tumble-down. It had been constructed on the lines of giving the children the best ventilation and light possible when at their desks. A yard of future flower gardens with room for romping play surrounded the structure. Young trees had been set out. A fence enclosed the place. A gravel walk led up to the entrance. Sod occupied appropriate places. On the inner walls of the school there were pictures; the windows were curtained. A well had been sunk in the rear and pure water was to be had. The outhouse was a sanitary model. All of this was changed in three months time.

Five mothers, with their personal appeals based upon facts, produced the change. The additional tax charge to the entire district for the new improvements was not over five hundred dollars, and the gain in the new enthusiasm the children revealed in a second school they could be proud of, could help keep wholesome, was worth a hundred times that sum.

What Effected the Change

The first mother appealed to by the school-teacher carried the message to her husband, who was not a district school trustee, but an influential property owner. Until his wife spoke to him in an earnest manner he had never thought but that the "old schoolhouse was good enough for anybody." In his

day he had been educated under even worse conditions and succeeded, but times change. What was good enough for yesterday is not sufficient for today.

He talked to one or two school trustees and they consented to have the mothers of the district talk to them "if no outlandish, modern-fangled expense" was to be incurred. The original mother in the case found four others who agreed with her. They invited the school-teacher to be with them. She was not the spokeswoman of the occasion; but when appealed to for authority as to what the value of the change would be she could answer. When a trustee bluntly asked her:

"Isn't the expense too much for our district?" her reply was: "You raise fine cattle. Do you worry about what it costs to give them proper shelter? Are not the children worth more than your blooded stock?"

The trustee twisted about in his seat, looked out of the window, and then got up and stretched his hand out to her and the waiting mothers with the reply:

"I never heard it put that way before. I think you are right. I will stand my share of the expense and a little more to give the children a real school home."

On that victory rose the new school-house. The teacher purposely spent her vacation in the district. Where taxes could not help out on the little needed things to make the school attractive to every child and to give it pride in education work, the mothers filled the gap. They made window curtains. They framed pictures. They suggested this and that about the playground until on the dusty Pennsylvania road there stood an attractive object of educational beauty, something that every taxpayer and every child wished to keep useful and beautiful.

Not a farmer, even a childless one, drives today in front of that spot of cleanliness, order and beauty, who does not say in his heart:

"That's my school district. I'm glad I'm helping to pay for it."

All brought about through mothers uniting with a teacher, not to chide or attack district trustees, but through moral force and the force of facts as to benefits derived, inviting the controlling power of the district to give the children what they are entitled to.

In spite of all of the false argument that is repeatedly made against its life by those of the country who do not understand, we spend hundreds of thousands of dollars every year to give the children pure water, pure milk, well-lighted rooms, fresh air and playgrounds that are not deserts. The board of education with which I am connected and which is sustained in its efforts to aid the child by thousands of city mothers, expends more than a million dollars a year in a praiseworthy attempt to give the child in its recitation and study hours pure, uplifting environment.

In the country districts, as has been pointed out by such able investigators as Orville T. Bright and Doctor Nightingale, it would require much less than three hundred dollars expenditure to give the child in the average country school district a school home which

would be its especial pride. New England already appreciates this fact, for the mothers of that large area, joining their forces with the district trustees, are producing some of the most beautiful school tracts in the world. They are backing up the future public success of their children with a district school that encourages, not discourages.

The New England movement of mothers along this line has extended into Rhode Island, New Jersey, New York, and even got as far west as Ohio. The farm mother is as much entitled to have a well-painted, strongly-built, sanitary schoolhouse with pleasing grounds as the mother of the city.

I know only one fact that holds back the country school districts in this respect—the country mothers have not yet asked the district trustees for what the children are entitled to.

However, recent statistics show that east of Chicago and north of the Mason and Dixon line there were in 1910 more than 15,000 district schoolhouses which were models, inside and out, of sanitation and beauty, secured through the influence of country mothers.

THE LECTURE METHOD

By JOHN BOVINGDON

If we must formulate an aim, what is it that society requires of its members? What are the tasks men should be able to do in their life among men? For here is the arbiter of educational activity. Society supports the various organs of education to build its young members into a capacity which is desirable. Capacity to do what? Life seems to be a series of decisions. The history of mankind reveals the development of the power to make decisions and to act upon them. We must make decisions because we are beset with problems. And are not these problems of two sorts? Some decisions we must struggle for, alone; some we make with others; some problems are individual primarily; some are social.

The two great demands the state makes upon the schools seem to be these: teach the pupil how to make decisions by himself and with others. We are under a plan of life that aims to give freedom of opportunity to every individual, teach him therefore how to attack difficulties in which his chief concern is himself. We are also developing a plan of life that requires men and women to get together in working out problems of group policy, upon the decisions of which depend the future of American democracy, therefore teach them to work together.

How does the lecture system meet these two requirements—first, that a man shall be able to solve his own problems, and second, that he shall be able

to co-operate with his fellows in solving the community's problems? Because the lecture method seems to fail in both of these tasks, a better method of teaching must be found. Because the discussion method affords much larger opportunities of doing these two things, I believe it should be substituted. Are these conclusions based upon sufficient evidence?

The lecture really subverts a man's capacity to solve his problems in a scientific way. In life a man meets a difficulty, a situation which is confusing. This is a problem. With the question in mind, he gathers evidence. He weighs it and places various values upon its parts. He decides when he has enough. On the basis of the evidence he draws up a temporary conclusion. He tests with more evidence, strengthening or revising the conclusion. The mental process is complete and he has the basis of decision. The scientific way to work, then, is to have a problem, get evidence, judge its value, and reach a decision. This process seems to be present in every rational part of human conduct. Thinking starts with a purpose. To it memory is an aid. Information is a means, is tools—raw materials to conclusions which a man must find for himself. Those prepared by another can not safely be substituted.

The lecture, however, starts at the wrong end of the thought chain; it is a fountain of desirable things to know: information, conclusions, "the last word," the truth, facts, history, and what not. The lecturer tries in vain to fill up the empty heads he thinks sit below him. As a rule he puts up no problems. He selects what information shall be given. He sets his value upon conclusions and expects his value to become the student's value. The lecture tends to ignore the first simple rule of work,

that work must be purposive, must have an aim; that the student, to be eager and looking for knowledge, must have problems urging him forward.

If the problem is not in the student's mind, will not words fall on desert soil? The mind which is not ready, not searching, may burn your words by sheer "rote memory" into itself for an examination. But have you touched the growth? Have you not stunted it by the wasteful and superficial habits you have attained? My first misgiving regarding the lecture method is found in its ignoring of the way the mind works.

I think we must admit that the lecture does not teach men to think individually. Can we say that it teaches thinking co-operatively? How do we do this in our lives? Is it not by talking, and listening, and compromising together? Each person brings his experience and judgment to bear. A social construct is born. Individual opinion learns to merge into a coherent public opinion. This is the great task of society. If co-operation is the key to the future, then it behooves us to learn to co-operate in our common social problems.

What does the lecture do for this? Co-operation means give and take, but here the student only takes. There is no enthusiastic matching of ideas. To listen is the task of the student. Naturally inattention seizes him; the law of diminishing utility operates to make the monologue a bore. Not only is there no problem solving; there is the additional sin of being no social problem solving. We get little or no practice in working together. We grapple with no evidence in the effort to find its social value. And the ominous feature is that this is the very core of America's task in self-government—deliberation under competent leadership.

THE SCHOOL LUNCHEON PROBLEM

By MARY MASON WRIGHT

There are many children who live too far from school to enable them to get home for the noonday meal, and their mothers find it quite a problem to put up suitable luncheons for them each day, since they strive to make these

luncheons as wholesome, nutritious, appetizing, varied and dainty as possible; and a wise mother is ever on the alert to find out anything that will help her to do so.

Need of Nourishing Lunches

There is much more consideration being given to the preparation of the children's school luncheons than formerly, for we can well remember the day when the lunches consisted chiefly of thick slices of bread spread with butters or jams of some sort, chunks of meat, hard-boiled eggs, a piece of pie, cake and a pickle or two. The result was that the children, especially the younger children, often came home at night with a headache, or perhaps had to miss several days of school on account of impaired digestion. Not only was the food unsuitable for the children, but it was scarcely ever varied. This sameness caused the appetite to lag, and often the children did not eat enough to nourish their bodies properly, for when they did eat part of the lunch, it was usually the most indigestible part, such as the pie, cake and pickles. But since mothers have commenced to make more of a study of food values, the school luncheons have improved wonderfully.

Wrap Sandwiches in Paraffin Paper

When we consider the fact that the lunch must stand several hours after it is prepared before it is eaten, we will see that it is very necessary that the contents of basket or box should be carefully packed. To simplify this the mother needs to keep on hand a supply of paraffin paper in which to wrap the different articles of food, thus keeping them apart. This paper is invaluable for sandwiches, since it will keep them fresh and moist for a long time. Besides the paraffin paper, there should be a supply of plain white paper napkins (several hundred can be purchased for a few cents), and one or two should be placed on the top of basket or box, so that they can be spread on the lap before the lunch is brought out.

To Carry Canned Fruit

Small glass jars with screw tops are very useful in which to carry a little canned fruit. Often children will relish a bit of custard, or some wholesome pudding, such as rice or tapioca, which is good eaten cold. These can be nicely carried in the little jars. If the mother feels that she can afford it, a stock of paper drinking cups should be kept in the house; these take up no room in the lunch box and are sanitary, since they are to be used only once. If bought in quantities they will cost less than a penny apiece. If you feel you cannot afford this extra expense, then procure a collapsible drinking cup of aluminum for each child. Teach the children to keep these cups for their own private use, and not to share them with anyone; teach them the reason for this, so they will think it an unselfish act, and for the good of the other children as well as for themselves. A delicate child often needs something warm with its lunch, such as cocoa or a nourishing soup. In such a case, if there are not facilities in the school for "warming up" such things, it is a good idea to buy a Thermos bottle—the smallest kind. These bottles will keep liquids hot for twenty-four hours.

Well Ventilated Lunch Baskets

A light, open basket is the best thing in which to pack the school luncheon, since it is not only much more easily packed than a box, but has much better ventilation. They are not so convenient to carry as a folding box, and for this reason many children object to carrying them. There are little Japanese telescope baskets that are much handier to carry than the open baskets with handles; then there are the papier mache box, and those of Japanned tin which fold up. When choosing a box, select one that has holes in it for ventilation.

A Good Foundation

Sandwiches should be the staple article of the lunch box. These sandwiches may be classed under three heads: the substantial sandwiches, which should

be the basis of the lunch, and the fillings of which can be made of meat, egg, fish or cheese; the salad sandwiches, which are not only wholesome, but serve as appetizers and take the place of pickles; and the sweet sandwiches, which nicely take the place of cake. In making sandwiches, a sharp knife is necessary, since the bread should be cut into thin slices. White bread, whole wheat bread, and graham or brown bread can all be used in making sandwiches, and will help make a variety. When meat filling is to be used, white bread is best.

Meat Sandwiches

Any cold meat that has been passed through the meat chopper, seasoned, then mixed with a little gravy or melted butter to form a paste that will spread, makes a nice filling for sandwiches; this can be prepared the night before, and packed down in a bowl or jar until morning. If liked in the morning a little chopped celery can be added to the meat, or a little mayonnaise or made mustard. Beef loaf made out of round steak and cut into very thin slices, makes fine sandwiches which are generally liked. Cold roast beef or boiled beef can be cut into thin slices and used for sandwiches. Butter the bread before putting on the meat. A little bit of made mustard added to chopped ham makes a tasty filling. Chopped ham in combination with hard-boiled eggs makes a good filling, and not so strong a one as when the ham is used alone. To half a pound of chopped ham add three hard-boiled eggs that have been minced fine. Use enough cream, melted butter or mayonnaise to make a paste, then spread thinly on thin slices of bread. It is best to omit ham sandwiches from the lunch of delicate or small children. Chicken sandwiches are general favorites.

Put some of the meat through the meat chopper; add enough butter or gravy or mayonnaise to make a paste, and spread on the bread. For a change a little chopped celery can be added or a few chopped nuts. Salmon and all other kinds of fish make good fillings for sandwiches. Salmon mixed with a

little mayonnaise dressing, or a few drops of lemon juice is nice. Any cold fish can be flaked, creamed, then spread between slices of bread.

Egg Sandwiches

Eggs are one of the most nutritious and dependable fillings for sandwiches, since we usually have them in the house. To make them, boil the eggs until the yolks are dry and mealy, then rub these to a paste with a little cream or melted butter. Chop the whites very fine, and add to the yolks. The egg can be simply seasoned with salt and pepper, or with a little chopped celery, parsley, or a little mayonnaise can be added as liked.

Cheese Sandwiches

Cheese is one of the most concentrated of our foods, and makes an excellent and nutritious filling for sandwiches. It is nice used with graham, brown or rye bread. Cheese and chopped nuts make a good combination. Equal quantities of cream cheese and chopped walnut meats can be mixed into a paste with the addition of a little cream or mayonnaise and spread on thin slices of bread. A few chopped olives added to cream cheese is also good. An excellent filling for sandwiches is made as follows: Blend together in a double boiler, one tablespoonful each of butter and flour, then add one cup of milk and stir until smooth and thick; add a half cup of grated cream cheese, add salt to taste and a little pinch of red pepper. Boil until the cheese is melted, then add a half cup of nut meats that have been passed through the meat chopper. When cold spread on thin slices of bread; this should be made the evening before, then in the morning it will take only a few moments to prepare the sandwiches.

Nut Filling

Nuts make a good filling for substantial sandwiches, since they contain much food value. They are nice combined with other ingredients or used alone. Peanut sandwiches are generally relished. Peanut butter spread on saltine crackers make nice sandwiches.

English walnut meats chopped and mixed with mayonnaise dressing make a good filling, or any kind of nuts mixed with a little cream are nice spread on whole wheat bread.

Salad Sandwiches

Salad sandwiches can be made in various ways. Chopped celery mixed with a good mayonnaise dressing makes a good filling for these sandwiches. Slices of sandwich that is nutritious as well as bread spread with butter, then with mayonnaise, and small, crisp lettuce leaves or sprigs of water cress placed over them, make appetizing sandwiches. A salad appetizing is made with baked beans. To a cupful of cold baked beans, add a tablespoonful of chopped parsley, a half cup of chopped celery, a teaspoonful of onion juice, and a little made mustard. Mix this with enough mayonnaise dressing to make it the right consistency to spread. The parsley or onion juice can be omitted if desired. Olives chopped fine and mixed with mayonnaise makes a good filling for a salad sandwich.

Sweet Sandwiches

Raisins, dates and figs are all excellent for making sweet sandwiches, and are wholesome as well. Equal quantities of chopped nuts and stoned dates blended together into a paste, and mixed with a little thick cream and spread between thin slices of bread, make nice sandwiches. A good way to use figs in sandwiches is to boil them until they will make a smooth paste, flavor with a little lemon juice, and then spread on thin slices of buttered bread; these can be sprinkled thickly with chopped nuts before the slices are placed together. Raisins run through a food chopper and a little sweet cream added make a good filling for sweet sandwiches. Nuts and raisins are nice combined. Occasionally a little orange marmalade or jelly can be used in making sweet sandwiches. Candied fruits, such as candied lemon and citron, finely minced, make delicious sandwich filling.

Don't Forget the Fruit

Fruit should never be omitted from the lunch box. As we said before, a little canned fruit or stewed dried fruit can be carried very nicely in a screw-top glass jar, yet nothing takes the place of fresh fruit. Peaches, pears, apples, and grapes should all be used in making up the lunch when in season; don't put in more than one or two kinds at a time, so you can have a change as often as possible. Bananas, oranges and apples are the fruits one has to depend on the most during the winter months. Once in a while for a change a few figs, dates or a bunch of raisins can be added. Large prunes soaked over night in water, then dipped in powdered sugar and wrapped in parafin paper are generally liked by the children, and are wholesome.

A Substitute for Cake

Sweet sandwiches will make a good substitute for cake once in a while, but there should be a variety in the sweets of the lunch as in everything else. Sweet rolls, such as those made of currants and raisins nicely take the place of cake. Graham crackers with a little jelly spread on them and put together like sandwiches are healthful. A few cookies, such as the drop fruit and nut cookies, are nice for children's lunch, also the spice drop cookies. These can be made by following a simple sponge cake recipe, adding spice, and then dropping from a spoon into buttered pans. Squares of gingerbread or ginger cookies are wholesome. A slice of bread fruit cake might be added.

A Little Surprise

Always have some little surprise for the children in the lunch box. It may be a bit of homemade candy, or a bit of candied fruit, or a new kind of sandwich. It doesn't matter what so much, so it is a surprise. Try to plan the lunches some time ahead, so that as much time can be saved in their preparation as possible, also as economically as possible.

THE STOP-GAP

By O. M. DELAHAYE

Robert Grant's face looked a little white when he came out of the recruiting station, and his friend clapped him encouragingly on the shoulder.

"Cheer up, old chap," he said. "There are worse things than not going to war, you know."

Robert tried to smile. "It's a big disappointment, Jack," he said. "But I wasn't thinking of that. It's what the doctor said. It gave me something of a shock to be told I must get busy in the fresh air, or go to a sanitarium—a big, stalwart chap like me. Of course, I knew that I was a little run down, but I never thought it was much."

He turned a troubled face to his friend, "What am I to do?" he asked. "It's too late to begin my medical course and, anyway, the doctor said I must take a year off—be out of doors, and that sort of thing. I haven't anyone to support me, and I'm up against it, Jack. Of course, I have a little money, but I need work, too."

Jack was silent a minute, then he burst out enthusiastically, "I've thought of the very thing. Take that school out west that I had one summer. They're advertising for a teacher; wrote me to see if I'd take it. The salary is small, but the work is easy. It will set you up."

Grant made a wry face. "A year among foreigners—not likely," he said. "However, I'll think it over; and thanks for the tip."

He squared his shoulders and looked at his friend apologetically. "I shouldn't be worrying you," he said. "I feel a bit of a coward."

"Not you," said Jack heartily; and he added, wistfully, "I wish you would go to Mayfield, Rob. It's the place you need."

This speech was in Robert Grant's mind the first time he walked up the long, straggling, unattractive main street of the little town. Everything he saw in it aroused his instinctive antagonism. The idle men around the door of the little hotel, the young boys

lingering in the yard of the livery stable, even the women talking in the general store, seemed to him so different from the people he had always known, that he could not help wondering what had been in Jack's mind when he said so emphatically, "Mayfield is the place you need."

Even the children repelled him at first. Not too clean, they seemed also stupid and dull. He could take little interest in teaching such unpromising pupils. In fact, his whole attitude toward his work was expressed by an indignant citizen, who exclaimed:—

"Oh, yes; he is another of those 'stop-gaps.' Comes here to get money to do something better; and doesn't care a pin about his pupils or the town."

When this speech was repeated to Grant, he smiled cynically, and made no effort to change his ways.

"How could such people be expected to understand," he reflected, bitterly. To understand that his heart was over in Flanders with his friends, that he couldn't care for trival things like teaching little Galician children their letters.

Several times during the first month in Mayfield, Grant received visits from the minister, who made tentative suggestions about a club for the boys, but to these Robert turned a deaf ear.

"Who could do anything with such people?" he said, impatiently; and after that Mr. Fenton left him to his own devices.

It was a letter from Jack which finally roused the young teacher from his lethargy.

"I suppose you've found a chance to do your bit in Mayfield," he said. "It seemed an awfully rough little place when I was there—but a troop of Scouts for the boys, English classes for the grown-ups, and a nice club for the girls, would set things right. If you are well enough; it's up to you."

Very thoughtfully, Robert laid the letter down. For the first time he realized the intellectual destitution of

the people among whom he lived. Memories came to his unwilling mind of Galician laborers who had asked for English lessons, of big boys who had lingered around the school eager for companionship. He contrasted their home life with the privileges which he had enjoyed—the books and music, concerts and lectures—and suddenly he felt unutterably ashamed.

"I will see Mr. Fenton, this very night," he said to himself. "He will suggest something.

It was a very astonished minister who opened his door to Robert a little later. But, after the young teacher had talked enthusiastically for a while, Mr. Fenton interrupted happily,

"What has happened to you? I have wanted your assistance all along, but you were so indifferent I gave you up."

Robert looked troubled.

"I am afraid," he said, frankly, "that I was thinking so much about what I couldn't do that I didn't even see my opportunity here. There is only one thing," he added, doubtfully. "We will need some money."

Mr. Fenton smiled. "I have a friend who will be only too glad to help. No, I won't mention his name. He prefers to remain anonymous."

June came and found Robert Grant well again. His resignation was in the hands of the school board; and he was waiting impatiently for the last day of school, when one evening he had a caller—such a caller, a little, wizened, old man, whom he vaguely remembered as the author of the "stop-gap" epithet.

The visitor sat down abruptly in the easiest chair in the room, and asked gruffly, "You are going to leave us?"

Robert nodded.

"Why?" the old man demanded fiercely. "Why, just when you have them started—the Boy Scouts, and the Epworth League, and the manual training classes?"

Robert smiled at the way in which his classes were grouped, and said quietly:

"Well, you see I am going to be a doctor; and it's time I went to work."

"Have you any particular gift?" asked the old man, adding as Robert looked puzzled, "I mean, have you shown any sign of medical talent, or is it just a whim on your part?"

Robert laughed. "Well, no," he said. "To tell the truth, teaching is as much in my line as anything, but medicine is a better profession, and so"—

The old man leaned forward, and shook a finger menacingly in Grant's face.

"You are all the same," he said, bitterly. "All you young students! You come from the east and take our money; you breathe our fresh air, and regain your health; you instil into our minds a desire for something better, and then you leave us, with never a thought."

Robert made an effort to interrupt, but the old man refused to listen. "When you came, I thought you would be different," he said. "They had told us that you wanted to enlist—and I thought you would be big enough to see what you could do here. Here, in this settlement, we have Austrian and Germans, Russians and Poles. Their children go to school. We could make good Canadians out of them if we tried; but everyone who comes wants a bigger job. They don't see how great this one is."

He stopped for breath, and then Robert succeeded in finding words.

"Do you mean," he asked, in utter astonishment, "that you would advise a young man like me, just out of college, to make the school here his life-work?"

His visitor shook his head. "Not quite," he said. "But to make education his life-work. Think what could be done. To reconcile contending elements; to fuse conflicting systems; to obtain one which would suit an evolving nation; to make of the children Canadians; yes, and Christians. Is that a little thing?"

In spite of himself Grant was moved, and his visitor pressed the advantage.

"Teaching may seem trivial," he said, "if you see no farther than reading, and writing and arithmetic; but I know

how important it is. I tell you, I know. I have seen the boys here grow up. I have seen my own boys grow up," his voice broke on the words. "Grow up and run wild, because there was nothing else to do. I tell you," he leaned forward, and spoke in a whisper, "I tell you it breaks a father's heart to see his son led off in handcuffs because one didn't understand his needs, and didn't care."

Robert shrank back appalled, but his strange guest continued, "Yes, it's true enough—though nobody knows. He died soon after, and so it was easy enough to keep it secret. But ever since I've been trying to save the boys for Dave's sake. 'You couldn't help me, Dad,' he said. 'It's too late for that; but maybe you can help the others.' Well, I've tried; but I'm an old man, and I never had much educa-

tion, and so when you came I hoped for great things—but now you're going away!"

Robert rose and went to the window. He thought of Jack in the trenches, fighting, suffering for a Canada he loved; he thought of the quiet little school and the life which lay ahead of him there. He recalled the little groups of boys bent eagerly over their manual training work, and he thought of the dull-eyed laborers tracing letters on their slates. For what seemed a very long time, he stood quietly, fighting within himself, old ambitions, old desires. Then he turned with a new light on his face.

"I'll stay," he said, "if they will have me. I'll stay in Mayfield, and together we will succeed."

"Please God," said the old man, reverently.

School News

The teachers of Inspector Parker's division will hold their annual convention on Thursday and Friday, November 16 and 17, at the Brooklands School. (Logan Avenue West car line).

Social Congress

The Moral and Social Congress of Manitoba meets in the First Baptist Church, Winnipeg, November 30-December 3. All interested are welcome. Teachers are especially invited.

List of Kindergartens in the City of Winnipeg

Private

113 Sherbrooke St., Miss Edna Crawford.

500 Basswood Place, Mrs. Rankin, graduate Toronto Normal School.

Fort Rouge Methodist Church, no directress at present.

Oddfellow's Hall, Fort Rouge, Wallock Primary School.

St. George's Church, Fort Rouge, English directresses.

Montessori School, Osborne Place, Miss From, graduate Dr. Montessori's School, Rome.

Havergal College.

St. Mary's Academy.

Public Kindergartens

Free Kindergarten, Alexander Ave., Miss Ella Aikman, graduate Michigan State Normal School.

Free Kindergarten, Ellen Street, Miss Helen McLean, graduate Oberlin Kindergarten School, Oberlin, Ohio.

Alfred Avenue Mission.

Robertson Memorial.

Day Nursery, 378 Stella Avenue.

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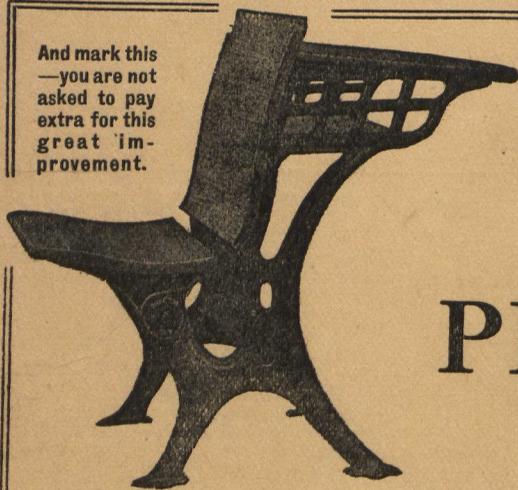
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