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

CANADA TO ENGLAND

Great names of thy great captains gone before,
Beat with our blood who have that blood of thee;
Baleigh and Grenville, Wolfe and all the free
Fine souls who dared to front a world in war.
Such only may outreach the envious years
Where feebler crowns and fainter stars remove,
Nurtured in one remembrance and one love
Too high for passion and too stern for tears.

O little isle our fathers held for home,
Not, not alone thy standards and thy hosts
Lead where thy sons shall follow Mother Land;
Quick as the north wind, ardent as the foam,
Behold, beyond the invulnerable ghosts
Of all past greatnesses about Thee stand.

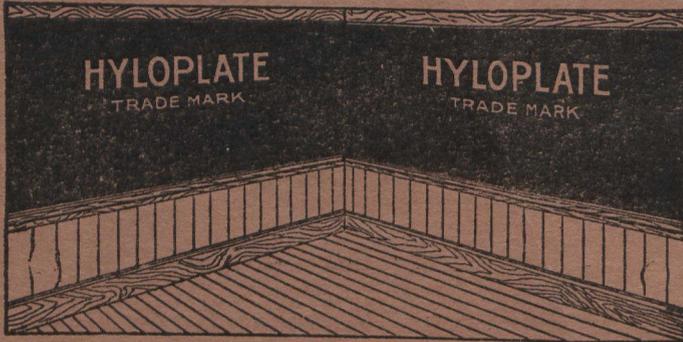
—Marjorie L. C. Pickthall.

Winnipeg, Man.

February, 1918

Vol. XIII—No. 2

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NATIONALITIES

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|------------------------------------|-------------------------|
| 90. Laplander, Sledge and Reindeer | 442. Chinaman |
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Contents for February, 1918

EDITORIAL—

Is It Fair to Children?.....	43
Our Pioneers	43
A Neglected Essential	44
The Junior High School	44

DEPARTMENTAL BULLETIN—

First Class Professional Course—Part C	45
Greek Authors	45
Grade "A" Examinations	45
Distribution of Trees, Shrubs and Perennials	45
List of Successful Students	46
Re School Library	49
Summer Schools	49

TRUSTEES' BULLETIN—

Provincial Trustees' Convention	50
Shell River and Hillsburg Convention...	50
South Norfolk Trustees' Association....	50
Ericsdale Association	50
Local Trustees' Association.....	51
The Manitoba School Trustees' Association	51

SCHOOL METHODS—

Reading, Writing, Spelling, Geography, Grammar, Literature, Composition	55
---	----

SPECIAL ARTICLES—

Mental Arithmetic	53
The Time Table for Eight Grades.....	58
My Most Pleasant Experience.....	60
My Most Useful Experience.....	60
Drawing Course	61

CHILDREN'S PAGE—

Editor's Chat	65
Our Competition	67
The Roman Campagna	67
The Bean Plant	69
Winter Night	69

SELECTED ARTICLES—

The Intermediate School or Junior High School	70
Some Sources of Error in Teaching....	74
The Schools and Conservation	75
Exhibit of Work	76
The Fund for the Agricultural Relief of the Allies	77
A Letter from "Somewhere in France"	77
Another Advance in Rural Education..	78
Roland Convention	81
The Conventions	82

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The Western School Journal

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

VOL. XIII

WINNIPEG, FEBRUARY, 1918

No. 2

Editorial

Is It Fair to Children?

Last week I visited a school and observed a spelling lesson. The average age of the pupils was ten and a half years. The lesson for the day included such words as distinctive, infliction, inflexion, variation, notation, and others of like class. Only one or two pupils appeared to have any idea as to the meaning of the words. These were evidently above the average intelligence, not only for that class, but for classes generally.

The young lady who was teaching appreciated fully the difficulty and was doing her utmost to overcome it. And yet under strong protest, she knew that the pupils should be practised not on words of this kind, but chiefly upon little words they use in their written work from day to day, and in those words they use in daily speech. She would be very content if perfection went this far. But she was not free. There is a great spelling bee ahead and every thing must give way to this. The authorities have so decided it—and who would dare to combat the newspapers and the Trustees' Association?

New let us be fair in this thing. A spelling bee is a very interesting thing—yes, and if properly conducted a very good thing, but when it encourages or compels teachers to emphasize what should not be emphasized in education it is a very bad thing. We are not very certain, indeed, that as at present conducted, it is a good thing for the school life of Manitoba. It is getting better spelling—of a certain kind, but not of the kind most needed, and it is interesting the people in the schools, but it is not creating an interest in the things

really worth while. The thing was well intended, no doubt. It had spectacular features that made it popular, but we can't let it go at that. Hasn't it about served its purpose?

It is only fair to the young lady mentioned to say that she was doing what so many good teachers are attempting, she was explaining the meaning of all the words in the lesson and explaining them carefully. In this way she hoped—mark you, hoped—that the vocabulary of the pupils would be enlarged and enriched. Yet she knew, and every one else knows, that normally, a vocabulary is not increased and enriched in this way.

But what could she do? I leave it with you. Is the thing fair to children and to education? And in these days when new standards are being established—well, let us be serious.

Our Pioneers

All up and down this land there are teachers and others doing heroic work in education—breaking new trails, adapting themselves to new conditions. It is difficult to learn of these, because real reformers are naturally reticent, and professionally teachers object to blowing a trumpet. Occasionally a worker in a backwood settlement does work so striking that his good deeds are heralded abroad, and it is well that such should be the case. All honor to those who have done pioneer service, teaching the strangers in our land how to live and live with us. But there is another class of workers deserving of equal praise. These are the teachers who enter our ordinary rural schools and who infuse others with new life, who make the waste places glad, and

the deserts rejoice. Through visitors and inspectors we sometimes learn of these, and occasionally in private conversation, a teacher speaks of his work to his friends.

The journal is in a position to promise that some of the real experiences of teachers in Manitoba will be printed in these columns from month to month. May they bring comfort and encouragement to others. There is nothing imaginary in any of these accounts, and perhaps on that account they may not savor of the spectacular. None the less they are valuable. One thing they do show, that in some of our schools we have teachers second to none in their initiative, their enthusiasm, and their desire to serve the community. Should any one wish to know the parties referred to in the articles as they appear from month to month, the Journal can supply the information

A Neglected Essential

There are three words we use as if they meant the something—the words pronounce, enunciate, articulate. We have a rough idea what they mean when applied to speech. Using the first of these to include all that is meant by the three, it is fitting to inquire if in Canada, and especially in Western Canada, it is not especially fitting at this time to emphasize in our schools pronunciation rather than spelling, and more broadly, oral expression rather than written expression.

When a young lady enters the social world, what is it that gives her an honored place among her companions? When a man has to speak to his fellows in private or public, is there anything more to be desired than the power of clear and correct utterance? In a land of mixed tongues, is there any higher service the school could render than that of preserving the good old English speech?

It is very annoying to listen to an Englishman who drops his "h's," but it is more annoying to listen to a Canadian who drops his "g's." It is even worse than this, when one is compelled to endure victum, goodnus, servus,

littry, history, watchesay and dunno. It is not uncommon for a teacher of poetical literature "to mouth his words" so that the rhythmic beauty and color tone of the poet are completely lost. Isn't it time that every teacher before receiving a license should be required to read and speak so clearly and distinctly and with such regard for pronunciation and voice production that he will be heard gladly? Let us put emphasis where emphasis is due.

The Junior High School

We have been so long wedded to our present system of organization into Elementary school of eight grades, followed by High School of four grades, and University of four grades, that we are surprised when people suggest the possibility of a better arrangement. Yet on psychological and pedagogical and practical grounds another scheme has not only been proposed, but has been in effective operation for some years in the United States and in European countries. The most usual division is Elementary School, six grades; Junior High School, three grades; Senior High School, three grades; Junior College, two grades; Senior College, two grades. No two of these do the same kind of work nor do their work in the same way. It is not necessary here to set forth the differences in organization, programme and teaching method. The question for us to consider is if such a reorganization would be advisable for Manitoba.

Is it good in a large city for pupils to pass from a single teacher to a large group of teachers? Would it be better in grades VII, VIII and IX to come under control of a limited group? Would it be possible with a limited group, rather than with individual teachers to begin languages and vocational studies earlier? Would this be to the advantage of all? Would the scheme be better in small towns and villages where a full High School course can not be given, but where something can be done in addition to the work of the eight grades?

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

FIRST CLASS PROFESSIONAL COURSE—PART C.

Among the subjects for essays that were named in the December Journal for First Class Professional Part C, was one on the Junior High School. Those writing on this topic should get a copy of Pt. III of the Fifteenth Year Book of the National Society for the Study of Education, published by the Public School Publishing Co. of Bloomington, Ill. The price is 75 cents. At the end of this book there is a bibliography of 173 books, pamphlets and articles dealing with this subject, and in the body of the book reference is made to most of these, so that the stu-

dent will know what to order. Students living near the city will find a number of these articles on file in the Normal School. The following books are suggested for special consideration:—Dewey: *The Schools of Tomorrow* (Dutton & Co., New York); Judd: *The Psychology of High School Subjects* (Ginn & Co., Boston); *The Bureau of Education Bulletin No. 38, 1913*; *National Education Association Bulletin No. 6, 1916*; *University of Michigan Bulletin No. 9, 1915*; the Reports of the Bureau of Education, Washington.

GREEK AUTHORS

The Programme of Studies specifies Chapters 1 to 8 of Book 1 of the *Anabasis* as the work in Greek Authors for Grade XI, while in the University Matriculation Calendar Book IV of the *Anabasis* is prescribed. If it is found

that any classes are being prepared on Book IV the Board will set papers on both Book IV and Book I. Any school which is preparing its candidates on Book IV should notify the Department of Education.

GRADE "A" EXAMINATION

Additional Topics for Theses

(1) The History of Education in Manitoba.

(2) Adaptation in Education with special reference to conditions in Manitoba.

DISTRIBUTION OF TREES, SHRUBS AND PERENNIALS

The Brandon Normal School is in a position to make a distribution of trees, shrubs and herbaceous perennials this year similar to that made last spring. The distribution will be free to the schools of the province, subject to the following regulations:

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- (b) The name and post office address of the person to whom shipment is to be made.
- (c) The material desired.

(d) The express office to which the material is to be shipped.

2. The material will be shipped by express, collect, and the school district will have to pay the charges. No charge is made for the material.

3. If the nearest station has no agent, then instructions should be given to have the material shipped to the nearest station where there is an agent, or else the express charges should be sent with the order.

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Herbaceous Perennials

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The perennials will be put up in the following collections:

Collection 1—Biennials—5 Dianthus, 10 Sweet Williams, 10 Pansies, 5 Shasta Daisies.

Collection 2—Perennials (dwarf)—5 Iceland Poppies, 5 Bridal Robe, 5 Pinks or Pyrethums, 5 Gypsophila, 5 Ribbon Grass.

Collection 3—Perennials (tall)—2 Delphiniums, 1 Dahlia, 2 Columbines, 5 Golden Glow, 5 Sweet Rockets.

All applications should be made to B. J. Hales, Principal of the Normal School, Brandon, Man.

LIST OF SUCCESSFUL STUDENTS

December Examinations, 1917

Arithmetic

Angst, Mabel; Armitage, Mary; Baker, Percy; Balfour, Annie M.; Bell, John A.; Biggs, Balfour; Black, Raymond; Boitson, John F.; Bowyer, Charlie; Bridgett, Bessie; Brinkman, Maud; Buchdreker, David; Buhr, Wm. S.; Cairns, Janet B.; Chase, Evelyn; Carey, V. L.; Conlin, Edna; Course, Hazel Jean; Craig, Elizabeth; Davidson, Gordon R.; Davidson, J. Webster; Davis, Alice; Demchuk, Ignatius; Donaldson, W. A.; Driedger, David F.; Dutchak, James F.; Elliott, Mac; Emerson, Harold; Fewster, H. Milford; Fleck, Mary Carse; Fleming, Allan J.; Fowler, Wm. Ralph; Gardner, Gladys E.; Garvie, Helen; Goreski, Isidore; Gousseau, Caroline Marie; Harris, G. H.; Hayhurst, Alva M.; Hooley, Wm.; Hopper, Doris; Hutzal, George A.; Jack, Vaughan; Leask, Marjorie; Leckie, Robt. Lowrie; Logan, Douglas; McCullough, Hugh; McDole, Marguerite; McDonald, Donald; McKay, Will Oliver; McKinnon, Wm.; McLeod, Daniel; Madill, Mabel; Merrick, Ber-

tha L.; Merritt, Wallace A.; Millar, Willie; Miller, Fred Victor; Moon, Stella; Nevill, Dorothy; Nykyforuk, Stephen; O'Neil, Bertha; Osborn, Lilian Evans; Pengelly, Helen; Penrose, Georgina; Perry, Fred Wakefield; Portugal, Elsie; Potvin, Hilda; Reykdal, Hardis Solin; Roberts, Rose; Robinson, Wilfred; Robson, Wm. G.; Roddie, Eva; Roden, Lilian; Saddler, Neta; Saunders, Clifford; Sheldon, Winnie; Sherlock, Gerald Sheldon; Sianchuk, Wm.; Sigurjonson, Jon; Smith, Mildred I.; Spencer, Mary; Spratt, Willard; Staples, Evans; Strathern, Florence A. D.; Stewart, Russell; Stepler, Arnold; Symchyck, Alex.; Taylor, Ralph Rutledge; Tolton, Morley J.; Venner, Edna; Wall, Jeanette Maude; Webber, Roy; Weston, Winnifred; Williamson, W. E.; Wilson, R. D. Clarence; Windatt, Richard; Wood, Bessie Maude; Wight, Helen; Carter, Elmer; Moffatt, Lola B.; Lemoine, Evelyn G.; Ames, Olive Alexandra; Badger, Emily Dell; Barr, Christina Edna; Barr, Lorne Peter; Black, Alexander Hector; Bingham,

David, Alvin; Block, Louis; Brown, Mildred Jane; Bugghey, Leslie Francis; Bytnar, Walter J.; Campbell, Edith; Clark, Reggie K.; Claydon, Ida Irene; Clements, Victor Graham; Clifford, Willie; Cochrane, George; Copeland, Lena Margaret; Desautels, Solange; Dutchak, Dmytro; Dzioba, Wm.; Eyford, Lara; Ferris, Robert M.; Finglass, Kathleen; Foster, Ida Myrtle; Gillanders, Mary; Gillespie, Tillie; Goodwin, Robt. Clifford; Guppy, Vashti Enid; Guppy, Verna Hermione; Halliday, Irene Elizabeth; Hand, John Warhurst; Hart, Amy Lizzie; Hatch, Wm. Henry; Hawryluk, Alex.; Hawryluk, Jack; Hettle, Evelyn Agnes; Howden, Norman; Hudson, Florence Alicia; Humeniuk, Fred; Humeniuk, Peter; Ingram, Leslie A.; Iverach, Chas. P.; Jessen, George Earl; Keith, Fred; Kenner, Esmeralda Rhoda; Kozier, Paul W.; Leask, Stanley; Lindsay, Hazel I.; Lovie, Frances Mary; Lowry, Ethel Isabella; McAlpine, Helena Isabella; Macdermott, Patricia; McFetridge, Wm. John Moore; McGorman, Marguerite; McIlvride, Reginald Lawson; MacKay, Ernest; McLean, David; McNee, Florence E.; Mabley, Gertrude A.; Marquis, Dorothy Viola; Matchett, Alta, Pearl; Metcalfe, Mary Isabel; Nesbitt, Clara May; Nesbitt, Jewel; McDonald, James H.; Nixon, Mildred May; Orriss, Pearl; Paupst, Marion L.; Raleigh, Fred P.; Rempel, Gerhard S.; Robison, Ivan C.; Rodgers, Robt. Wm. Reginald; Rogers, Howard; Rothwell, Elma; Sanderson, Hugh George; Sanderson, Wm. John; Saunders, Byron; Scarfe, Bruce Henry Edward; Seneshen, Michael; Shaw, Helen Mary; Sigmar, Albert; Sinclair, Ella May; Smith, Wilhelmine; Steuart, Alexander; Stirling, Helen Loudoun; Stryk, Nicholas; Talbot, Frank Martin; Thomson, Elizabeth Isabella; Thorsteinsson, Thorsteinn; Tooke, Nitelle; Tremain, Reta; Turner, Raymond Leslie; Unsworth, Marguerite; Warner, Robt. Cecil; Webster, Marion Elizabeth; White, Norval Clifford; Wick, Agnes; Wick, Alpha; Wiebe, John S.; Wild, Ethel Beatrice; Williamson, Eleanor; Willock, Myra; Witherspoon, Alister Chas.; Sanders, Chas. Hector.

Grammar

Adams, Florence; Brown, Esther; Balfour, Annie M.; Buchdreker, David; Bowyer, Charlie; Biggs, Balfour; Black, Alex. H.; Barr, Lorne; Boitson, John; Bingham, David A.; Badger, Emily D.; Bytnar, Walter; Bannister, Marion D.; Brown, Wesley; Bergman, Helga; Black, Raymond; Baker, Percy; Bell, Jack; Conlin, Edna; Carey, Valley Lee; Clements, Victor G.; Cheasley, Aleta; Cochrane, George; Craig, Elizabeth; Desautels, Solange; Dzioba, William; Demchuk, Ignatius; Davidson, Gordon R.; Davis, Alice; Dutchak, Dmytro; Dutchak, James; Estell, Harry; Eyford, Lara; Erickson, Emar H.; Fleck, Mary C.; Finlay, Wm. H.; Fewster, Milford H.; Fowler, Wm. R.; Ferris, Robert M.; Foster, Ida M.; Fleming, A.; Foliott, Brien; Garvie, Helen; Gerrand, Roy; Gunson, Maggie; Goreski, Isador; Grier, Mary F.; Gillespie, Tillie; Guppy, Vashti E.; Goodwin, Robt. C.; Hawryluk, Jack; Hawryluk, Alex.; Hutzal, George; Hayhurst, Alva; Hand John W.; Hooley, Wm.; Hudson, Florence A.; Holden, Frances; Hatch, Wm. H.; Harris, G. H.; Irwin, Elsie E.; Ingram, Leslie; Jessen, George E.; Kozier, Paul; Lindsay, Hazel, I.; Lovie, Frances M.; Linnell, Fern Dorothy; Lazeczko, Michael; Milne, Samuel; Mercer, Luella; Marquis, Dorothy; Morrison, Gordon; Monteith, Robert J.; Moon, Stella; Moore, John E.; Metcalfe, Mary I.; Miller, Fred V.; Merritt, Wallace A.; Marengo, Lena; McLean, David; McLeod, Daniel; McKinnon, Wm.; MacKay, W. O.; McIlvride, Reginald L.; McFetridge, Wm. J.; McNee, Florence E.; McLachlan, James B.; MacKay, Ernest; McGorman, Marguerite; McCullough, Hugh; Neville, Dorothy; Nykyforuk, S.; Onofreyo, Hnat; Peden, Martha A.; Paisley, Agnes; Pommer, Edward; Perrin, Margaret; Rome, Lizzie V.; Rodgers, Robert W.; Roddick, Eva; Rekydal, Hardis S.; Raleigh, Fred P.; Robson, Alan V.; Robinson, Wilfred; Seneshen, Michael; Stryk, Nicholas; Sanderson, Wm. J.; Sanderson, Hugh G.; Sherlock, Gerald W.; Sinclair, Ella M.; Scarfe, Bruce H.;

Sigmar, Albert; Smith, Hildred; Sianchuk, Wm.; Smith, Wilhelmine; Sanders, Chas. H.; Shaw, Helen M.; Symchyk, Alex.; Skehar, Harry G.; Sigurjonsson, S.; Sigurjonsson, Jon; Staples, Evans; Saunders, Clifford; Stepler, Arnold; Spratt, Willard; Sadler, Neta; Spencer, Mary; Ross, Lyla Enid; Taylor, Ralph R.; Tooke, Nitelle; Tolton, Morley; Thomson, Elizabeth; Tremain, Reta; Tomlinson, Georgina; Vopni, Magnus; Williamson, W. E.; Williamson, Eleanor; Weatherspoon, Allister; Warner, Cecil; Windatt, Richard; Webber, Roy; White, Norval Clifford; Willock, Myra; Jack, Vaughan; Naisbitt, Mona I; Howden, Norman; Humeniuk, Fred.

British History

Allin, Amy; Armstrong, Hilda; Ayre, Kathleen; Burton, Edna M.; Barlow, Lillian; Baskier, Irene; Bissett, Jessie M.; Bellavance, Cecilia; Black, Myrtle; Burgess, Jack; Calvert, Alfred N.; Campbell, Mary M.; Campbell, Isabel; Carlson, Eunice; Chaffey, Roscoe E.; Clements, Hazel R.; Cole, Ralph; Comte, Theresa; Cope, Frances M.; Cummings, Eunice; David, Maurice; Deacon, Gladys F.; De Witt, Mabel I.; Dingman, Chas. D.; Doig, Jean; Dow, Edith E.; Forshaw, Harold; Fleming, Evelyn; Fisher, Laura M.; Gillanders, Mary; Goodwin, John F.; Gousseau, C. M.; Guppy, Vera H.; Hanley, Norah K.; Hart, A. Lizzie; Hart, Agnes; Henderson, Margaret L.; Henderson, Orville; Henderson, Florence; Hepburn, Freda G.; Jamault, Alice; Jerrard, Muriel; Jickling, James; Johnston, Catherine; Kellman, Annie; Knox, Jessie; Lamb, Florence M.; Lamont, Margaret; Langevin, M. Blanche; Lawson, Wm.; Lee, Evelyn G.; Leveque, Rosa R.; Leckie, Kenneth; Levins, Mary J.; Loughed, Wm. M.; Lund, Hazel A. M.; McCrea, Madge; McDonald, Isabella M.; McGhie, Ella M.; McGregor, Isabel; McKay, Isabelle; McKee, Wm.; McKenzie, Flossie H.; McLeod, Mildred; Mallory, Elmer; Matheson, Lila P.; Melville, Gertrude H.; Miller, Mairie; Millidge, Lauder; Morre, Ruth J.; Moore, Margaret Jane; Morrow, Maude; Morton, Nora A.; Myers, Flor-

ence; Nesbitt, Jewel; Nesbitt, Clara May; Parrott, Myra; Petty, Iva Jean; Pelletier, Marie J.; Pollock, Rosella; Rabe, Isabella F. M.; Robinson, Irene F.; Riddell, Gretta; Sandell, Gertrude E.; Sawyer, Hazel M.; Scarrow, Ellen E.; Sharp, Margaret; Shaver, Ethel Annie; Smith, Thomas L.; Smith, Annie E.; Sparrow, Myrtle I.; Stevenson, Ethel S.; Stirling, Helen L.; Stoddard, Annie; Styan, Winnifred; Taylor, Mary E.; Taylor, Annie I.; Thomson, Margaret; Topper, Beth; Turner, Raymond L.; Unsworth, Marguerite; Vandusen, Jennie; Wall, Jeanette M.; Ward, Violet; Webster, Marion E.; Westaway, Hazel L.; Wheatley, Elizabeth; Wight, Helen; Willson, Marjorie; Wild, Ethel B.; Wilson, Ethel M.; Wood, Ruby; Young, Isabel A.; Lees, Chas. E.; McIver, Ruth.

Spelling

Cornelinsen, Thelma; Goodwin, John F.; Halliday, Irene E.; Loney, Eileen; Moffat, Christina M.; Peden, Irene; Sims, Stella; Sharpe, Willie; Thomson, Adam.

Canadian History and Civics

Clark, Evelyn; Halliday, Irene E.; Jones, Kathleen; Molberg, Reuben; Skehar, Harry G.; Williamson, Eleanor.

Geography

Brown, Mabel L.; Hill, Edith; Wooland, Sarah E.

Drawing

Moffatt, Christina Margaret; Nelson, Esther; Rogers, Howard; Stuckey, Lorna M.; Taylor, Ethel L. B.; Wood, Ruby; Gamey, Crawford Emerson; Harris, Clifford; Cruikshank, Tena F.; Potter, Gladys M.; Stewart, Robert John.

Mental Arithmetic

Bonar, Margaret K.; Burnett, Clifford; Fewster, Milford; Heise, Muriel; Jones, Kathleen A.; McFetridge, Moore; McGregor, Isabel; Potvin, Hilda.

Music

Anderson, Alfred J.; Bissett, Jessie M.; Dickson, Emmeline; Hunt, Eva Emily; Hutchinson, Hazel; Johnson, Catherine; Kerr, Wm. Stanley; Leask, George Stanley; McTavish, Madeline;

Muir, George R.; Robinson, Irene Florence; Smith, Alice Jessie; Smith, Wm. Walter; Wilson, Ethel Mae; Innes, Edna; MacDonald, Archibald C.; Potter, Gladys M.; Stewart, Robert John.

Botany

Abercrombie, Gladys Gertrude; Abercrombie, Frank Edward; Armstrong, Hilda; Bruce, Katherine; Barnett, George; Buhr, Wm. S.; Cranston, Boyne; Carson, Eleanor Jane; Crookshank, Warren; Clements, Hazel; Chariton, Morris; Cavers, Christina; Crawford, Ida; Epstein, Madeline H.; Fargy, J. Ellswood; Fairfield, Laura C.; Forrest, Rilla Beryl; Gardner, Gladys E.; Griffith, Gladys Georgina; Hanley, Norah K.; Ivey, Mildred Ruth; Jones,

J. Melville; Kippen, Jeannie; Rempel, Gerhard S.; Leckie, Robt. Lowrie; Leckie, Kenneth; Lee, Chas. E.; Little, Jean Dunbar; Lang, Viola Uldine; McKnight, Minnie; Mallory, Elmer; McKay, Isabelle; MacDonald, Percy; Moon, Wm. Percival; McLaren, Stewart; Morrow, Maude; Moffat, Christina; McIntyre, Anne; McAlpine, Helena I.; Manson, Wilda; Moir, Marion; Nelson, Esther; Overholt, Maude; Palsson, Indlaug S.; Pommer, Julia Anna; Robison, Ivan C.; Ross, Myrta Claudia; Ross, Lila E.; Smith, Annie E.; Scarrow, Ellen E.; Smith, Isabelle Kennedy; Scrase, Albert E.; Talbot, Frank, Martin; Tanner, Elva M.; Windsor, Edith Olive; Wilmott, Reta; Alexander, Olive.

RE SCHOOL LIBRARY

We wish to remind teachers and trustees that the library expenditure required by the Public Schools Act cannot be made on books included in the list issued by the Department of Edu-

cation, except by getting special permission. This does not refer to districts in which there is a High School or a Collegiate.

SUMMER SCHOOLS

The usual course in Elementary Science, Nature Study and School Gardening for teachers will be given this year at the Manitoba Agricultural College, beginning July 23rd and ending August 17th.

Courses in Arts and Handicrafts, in

oral French for High School teachers and a special short course for teachers working in non-English speaking communities will begin about July 2nd. Full particulars concerning these courses will be given in the May number of the Journal.

There's a wonderful weaver,
High up in the air,
And he weaves a white mantle
For the cold earth to wear.
With the wind for his shuttle
The cloud for his loom,
How he weaves, how he weaves,
In the light in the gloom,

—Cooper.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

PROVINCIAL TRUSTEES' CONVENTION

Remember the Provincial Trustees' Convention at Kelvin Technical, Winnipeg, February 26, 27 and 28, 1918.

Be sure and send in the delegate credentials properly filled in and

signed, to the Secretary-Treasurer, H. W. Cox-Smith, High Bluff, Man.

Spelling Contest, **Thursday afternoon**, February 28, at Walker Theatre.

SHELL RIVER AND HILLSBURG CONVENTION

The annual meeting of the Shell River and Hillsburg Municipal Trustees' Association was held in the Odd-fellows' Hall, Roblin, on Friday, January 25th. Mr. Charles Brydon, the President, occupied the chair. The meeting was addressed by Mr. J. W. Seater, of Rivers, a member of the Provincial Executive, on "The Uses and Benefits of Trustees' Associations." He also dealt with up-to-date topics of interest such as Agricultural Teaching,

Consolidation, and Why the Boy Leaves the Farm. We also had the pleasure of listening to an address on the subject of the District Nurse, which was quite fitting to the occasion, as these two municipalities and Roblin village council have jointly engaged a district nurse to visit the schools within reach of Roblin. The officers for the ensuing year are: President, Mr. J. L. Mitchell; Vice-President, Mr. Charles Brydon; Secretary, Mr. Gibson Ritchie.

SOUTH NORFOLK TRUSTEES' ASSOCIATION

The annual meeting of the South Norfolk Trustees' Association was held at Rathwell on Wednesday, January 16. In spite of the cold and stormy weather there was a good attendance. Mr. W. H. Bewell, of Rosser, attended on behalf of the Provincial Trustees' Association and explained many matters to the trustees that they had not been very clear about before. Professor McMillan, of the University of Manitoba, gave a splendid address in the evening on "The Larger Issues of the War."

The following resolutions were passed at the convention:

1. That Article IV. of the Constitution be so amended that representation to the Provincial Convention shall be from the Municipal Trustees' Association.

2. That the School Act be so amended that the organization of the new school board each year shall not be more than six days after the annual meeting and that the annual meeting be not later than July 10th.

The officers elected were: President, C. Weichman; Vice-President, Victor Collett; Secretary-Treasurer, J. H. Robertson, Treherne.

ERICKSDALE ASSOCIATION

The Ericksdale local Trustees' Association will hold their annual meeting on Thursday, February 7, 1918, at 2

p.m., in the Ericksdale school. Trustees and ratepayers are invited.

LOCAL TRUSTEES' ASSOCIATION

The following Local Association meetings will be held in February:

- Feb. 5 — Glenwood Association at Souris.
 Feb. 6—Cornwallis, Whitehead and Elton, at Brandon.
 Feb. 7—Woodworth-Sifton at Oak Lake.
 Feb. 8—Wallace-Archie at Elkhorn.
 Feb. 5—Ashern Association at Ashern.
 Feb. 6—at Moosehorn.
 Feb. 7—Erickdale Association at Erickdale.
 Feb. 8—Coldwell Association at Lundar.
 Feb. 9—Rosser Association at Rosser.
 Feb. 5—Swan Valley Association at Swan River.
 Feb. 5—McCreary Association at McCreary.
 Feb. 6—Ethelbert Association at Ethelbert.
 Feb. 1—Langruth Association at Langruth.
 Feb. 12—Rhineland Association at Winkler.
 Feb. 13—Stanley Association at Morden.
 Feb. 14 — Pembina Association at Darlingford.
 Feb. 15—Louise Association at Pilot Mound.

Feb. 12—Whitewater-Riverside Association at Minto.

Feb. 13—Morton Association at Bois-sevain.

Feb. 14—Turtle Mountain Association at Killarney.

Feb. 15—Roblin Association at Cartwright.

Feb. 12—Birtle-Ellice Association at Birtle.

Feb. 13—At Shoal Lake.

Feb. 14—At Strathelair.

Feb. 15—Harrison, Sask., Association at Basswood.

Feb. 12—Westbourne Association at Gladstone.

Feb. 14—Roland Association at Roland.

Feb. 15—Dufferin Association at Carman.

Feb. 16—North Cypress Association at Carberry.

Feb. 19—Thompson Association at Miami.

Feb. 20—Lorne Association at Somerset.

Feb. 21—Argyle Association at Baldur.

Feb. 22—Stratheona Association at Belmont.

Feb. 15—Portage la Prairie (Rural) Association at Portage la Prairie.

THE MANITOBA SCHOOL TRUSTEES' ASSOCIATION

By "Old-Timer."

In the October issue of the Western School Journal, Trustees' Section, under the heading, "What is the policy of the Manitoba School Trustees' Association," appears a clever, but slashing criticism of the Association, by "A Trustee," who declares his conviction "that it is time the question was put to the Trustees;" intimates that it will take "heart-searching and brain-digging" to answer it; claims that "very few Trustees could give more than a hazy idea of the aims and objects of

their Association"; loudly affirms that for reply "a beautiful generality, conveying some high-sounding platitude" is not sufficient; and having thus impaled (so heartlessly) the poor, unsuspecting Trustees, and their nondescript association, upon the horns of a dilemma, and so ruthlessly cut off available avenues of escape, he proceeds valiantly to knock this seemingly ill-devised and rudely-constructed edifice to "smithereens." He attacks the resolutions discussed as "material,"

and lacking in "finality," and assumes the utter hopelessness of a stranger visiting the Trustees' Annual Convention seeking information, regardless of the fact that frequently strangers have attended the Annual Conventions and, seemingly blissfully ignorant of their hopelessness, have complimented the Association upon both its conduct and its usefulness. Even some Departmental officers and Public School Inspectors, presumably in "a moment of weakness," not having passed through sufficient ordeal of "heart-searching and brain-digging," and of course, previous to publication of that light-bearing, if crushing, criticism, have, in their guilelessness, spoken of the benefits resulting from the work of the Association. Now that such erroneous impressions have been dissipated, however ruthlessly, and the shortcomings and inefficiencies of the Association laid bare to the gaze of a cold, hard world, we can but humbly accept the situation so revealed, and in order to do so as gracefully as possible, and with as little "jolt" as may be, respectfully ask "Why should a stranger attending the Annual Convention assume that the various resolutions, from all sources, submitted to the convention for discussion, indicate the policy of the Association? Why should a discussion upon superintendence of departmental examinations, alterations to School Act, control of school lands, Municipal School Boards, etc., etc., be unworthy, and lead to the "inevitable conclusion" that "the monetary point seemed to predominate," or tended to "spread abroad the fact that we were more material than educational"? Or why should it be emphasized that "there is a lack of finality about the resolutions that is striking"? Why "striking"? and why should they attempt "finality." We do not expect finality even from our legislators; why should we seek to exact it from a body that is only advisory? The laws of the Medes and Persians affirmed their finality; they failed to justify the claim. The Draconian Code assumed finality, but Draco, throughout the ages, has been

remembered as a tyrant, while Solon, the progressive, has received the admiration and esteem of all times; the Prussianism of our own day assumed, and undertook to enforce, a finality, which brought about the greatest war of all history. Growth, development and progress, to ordinary mortals at least, would seem to be fully as important as finality, with the further advantage that they are attainable, and are being attained. In the main, the resolutions submitted aimed at advancement, and were direct in form and definite in purpose.

Again, why should such practical subjects as hot lunches in schools, erection of teachers' residences, schools in unorganized districts, the extension of the Normal course, etc., etc., be treated lightly or ignored, while the Trustees in annual convention, in order to solve the financial problems of education are invited to pass resolutions of "protest against fanciful extravagances such as the erection of the proposed Mall in Winnipeg"? Why attack the fanciful? If it be the special function, or the paramount duty, of the Trustees to attack extravagances, why not attack those that are real rather than fanciful? And just how would such a resolution aid in supplying the money needed in carrying out "in a comprehensive manner our educational schemes?" The attendant clinching remark that "That's the same thing as a father keeping his child from school to build a house," may contain the necessary explanation for the mastery of such problems, but humiliating though it may be, the present writer is compelled to admit that his "heart-searching and brain-digging" capacity is insufficient to discover it.

We are told, and trustees will scarcely dispute, that "one thing stands out very clearly in connection with our school problems, viz.: that the trustees themselves require education," but it is more than likely that many trustees will demur when it is stated that "the business of the School Boards has become merely 'check-signing.'" The marvel is that "A Trustee," having given the "heart-burning and brain-

digging" necessary to accomplish such sweeping criticism of the Association, did not, as a wholesome and effective example to trustees less highly favored, offer some clear-cut, live suggestions as to the resolutions, or class of resolutions, which the Association might advantageously entertain; but we look in vain for such. Why should "A Trustee" confine his "heart-searching and brain-digging" to the destructive alone, when upon his own estimate the constructive suffers so greatly from want of exercise? If the proper function of the Association is to propound policies, evolve ideals, or formulate comprehensive educational schemes, why did not "A Trustee," with such a vision, lead the way, and submit to his less favored compeers examples of worthy constructive policies, ideals or schemes? It may be that the Trustees are too obtuse to adopt such, but it is scarcely consistent or fair to decide until at least the opportunity has been given them. The only subject even indirectly suggested by "A Trustee," for consideration, is that of high school control, maintenance and extension; an important subject, truly, yet one that has been discussed at nearly every annual convention, and at many locals, as yet without solution, but one which will continue to engage the consideration of the Association, and doubtless of the Department also, until an adequate and equitable solution be found. It is understood that a special committee of the Executive of the Association, comprising its members connected with high school management, are at the present time giving attention to this important question. If "A Trustee" is in possession of information, suggestion or fact that would be helpful in the solution, there is ample opportunity to make it known, and possibly earn the undying gratitude of many now living, and it may be of generations yet unborn.

Having perused hopefully, if humbly, columns of "A Trustee's" criticism, it is with a feeling of disappointment that we find no remedy proposed to overcome, or even alleviate, the assumed shortcomings and delinquencies of the

Trustees' Association, except that "more time will have to be devoted to resolutions at the convention" (despite the showing that such resolutions are "more material than educational"), and that "the time so devoted will be more scrupulously used if prior to the convention, the Trustees have had an opportunity of going over them." This, if it means anything, means that practically all important resolutions should be laid over for a year, after being submitted to the Annual Convention, in order that all Local Associations have the opportunity to consider them. If that be the proposal involved or intended, then permit the present writer to say that, in his opinion,, it is a very commendable one, and worthy of a fair trial, as it is commonly felt that in the stress and rush of Convention procedure, resolutions are too frequently given Convention approval prematurely, and without due consideration as to their scope, purpose or effect.

It might be well to consider whether the Manitoba School Trustees' Association is so utterly devoid of policy, ideal or scheme "to arrive at that high tableland," as the vigorous criticism of "A Trustee" would imply. Even at the risk of incurring the stigma of recklessness, the present writer ventures to assert that the Association is not without policy or ideal or scheme for progress. Its policy may not be found in definite formularies, or in unchangeable terms of finality, but we find the Constitution of the British nation in similar position, and also, indeed, that of the British Commonwealth, at least so far as are concerned the vital forces cementing together this great "company of nations," more closely and firmly than could written promises, treaties, contracts or bonds, and yet the great Celtic-Anglo-Saxon people do not dispute the fact of the British Constitution, nor of the British Commonwealth of nations, merely because these great realities, in their detail of government, are not formulated in rigid, written terms. The Association may not have deemed it necessary nor wise to formulate its aims, purposes, objects

and aspirations into express terms bearing the stamp of finality and labelled "policy;" yet from its formation onward it has been consistently guided by a strong and intelligent, a growing and constantly developing desire to improve the educational interests of the Province through helpful action and sympathetic co-operation, and in the opinion of many in position to judge of results, its efforts have not been fruitless. Space will not permit even a summary of what has been attempted or accomplished within a few years. Let one instance suffice: In the early years of the Association, there was in evidence, quite outspoken, a somewhat widespread attitude of antagonism towards the Department, the Inspectors, etc., but through better understanding and closer co-operation, that feeling long ago practically disappeared, to the decided advantage of all concerned.

The resolutions to be submitted to the Annual Convention cannot be foreseen, but, in addition to the high school and resolutions topics, already noted, there are several subjects which deserve discussion by our Local Associations. Among them, the erection of teachers' residences, schools in unorganized districts, extended Normal Course, Municipal School Boards, hot lunches, etc., etc., may be discussed to advantage. "Food Conservation," although outside our ordinary programme, merits attention. The duty and the necessity, as also the privilege, of every School Board subscribing for three copies of the Western School

Journal, with its Trustees' Section, upon the liberal terms arranged between the Executive and the Publishers, and approved by the Annual Convention, should in no case be lost sight of. The inter-relation of our Public Schools, High Schools and University is a broad subject demanding much study and discussion. The relation of the Agricultural College to the Education Department is a question which cannot be long deferred. The real need and practical utility of research work, and likewise of extension work, both by the University and the Agricultural College, should be carefully studied. A retirement fund for teachers who have spent their lives in training the youth, the hope of the nation, cannot long be delayed without national loss. The question often asked "Are our Public and High Schools fully filling the place and function for which they are designed," deserves every consideration. Financial problems, even if "material," must be considered, not that fewer dollars be expended, but that a dollar's worth in value be received for every dollar expended, and that the ever widening range of usefulness may be utilized. Ever-changing conditions of modern life and activity constantly bring new problems to the front, or require consideration or restatement of old ones. There is ample room for the best that each can give in thought, judgment, action or advocacy, and we welcome "A Trustee" with his trenchant criticism and burning desire "to provoke discussion."

"What can you do with me Raney, or a hundred thousand other low-flying, unimaginative class-conscious souls, steeped in materialism and taught from childhood to repress emotion To get rid of selfishness and muddle. to make us alert and sympathetic, you must change human nature—set the world in the part of one of Wells' comets—"

"And can't you see the comet approaching?"

"We shall fight to preserve an ideal side by side, with disregard of class-consciousness. We shall fight to maintain our toleration and justice, and so that no man may ever fight again. Do you think we can come back with the scream of shell in our ears to take up the old narrowness and futility? Shall we re-establish the social barrier between men who have made the same charge?"

—From "Sonia," Stephen McKenna.

School of Method

Reading

The lesson was from a First Reader. It was as follows:

Here are Harry and Kitty.

They are going to school.

It is Kitty's first day at school.

She is very happy.

She has some flowers in her hand.

She will give them to the teacher.

She knows the teacher.

The teacher will be glad to see her.

The method of taking up this lesson was very simple:

1. The picture was studied, the children telling what they saw, and what they imagined the story to be. The names of the children were known from previous study, and the story was pretty well guessed at.

2. A pupil read the first sentence silently, then aloud.

3. The teacher aroused anticipation by asking, "What is the next picture?"

4. A pupil read silently and then aloud the second sentence. The reading was somewhat dead. The teacher said: "You did not make me see that." The pupil read again with more feeling.

5. Another pupil read the third sentence. The teacher asked, "What was the important thing in this story?" The pupil read again with fine expression.

6. The other stories were completed in a similar way; the teacher sometimes asking a question, sometimes asking the class to make a suggestion. Her aim appeared to be to make the pupils see the pictures, and feel the situation. There was no word drill as such.

7. Two pupils read the whole story through, trying to make the rest of the class see the picture.

8. There was a further examination of the picture at the top of the page.

9. The teacher anticipated the next lesson by asking the children what it should be. They said that it should describe Kitty's experience at school.

She told them they were right, and might read the story for themselves.

Writing.

In teaching children of Grade I to write I pay little attention to movement, but I am very careful as to form. I take the letters in order of difficulty, that is, I begin with the small letters i, u, w, m, n, and proceed by carefully graded steps to the more difficult letters such as p, q and f. While teaching the forms of the letters I encourage children to write such words as they have in their reading lessons, even though their attempts are very crude. An alphabet is always on the board to help them. I also, during the writing lessons, give short words based on the letters studied. For instance, when I have taught the five small letters mentioned above I give for practice such words as win, nun, mum, in, inn.

When the pupils reach Grade II. I introduce movement drills, to develop freedom and lightness of touch. I do not expect children to write with the muscular movement at this stage, but I try to prevent those cramped positions of body, hand and arm which make it so difficult later on to acquire a free muscular movement.

In Grade III. I introduce the pen and give further attention to movement exercises. I do not expect, however, that pupils will use the muscular movement in their ordinary exercises until Grade V., and even then I expect lapses. As a matter of fact, there are few schools in which all the pupils, no matter how carefully taught, will use the muscular movement insistently in Grade V.

When emphasizing movement, I again go over the letters of the alphabet in order, following, however, a different order from that adopted in Grade I. I present first of all the letters based on the direct oval, that is, the letter o, and the slanting straight line; this includes o, c, u, l, b, w, O, A, C, E and some others. These can be

used in combination, such as ewe, cull, Albert, little, etc. Then I take letters based on the reversed oval, as m, n, x; then the group a, c, d, g, to be followed by the upper and lower loop letters. Here, in every case, I precede the making of letters by the corresponding movement exercise. Every movement exercise should, in my opinion, lead to the making of some definite letter form.

Although the letters and figures are presented in this way, I give drill on letter combinations, such as A, W, E; E, W, M, and in the writing of proper names. This I find to be the most interesting exercise for pupils.

Every week a pupil puts to one side a sample of his best writing, and on parents' day the writing for the term, so preserved, is put up for inspection.

We have contests with neighboring schools. We also use the copy books as a place in which to record progress from day to day, but we use much paper in addition to the copy books

Spelling.

I had an interesting time last week in spelling. My pupils kept a list of the words misspelled in their written work and we had a match on these. I find that the words used in the various grades corresponds closely to that given in the child's speller by Hunt, or to the list published in O'Shea's book on spelling. We had another match last week called the "farm-yard match." Any pupil could ask any word suggested by the farm-yard. It was very interesting. The word that finally floored the class was *surcingle*. I find that the oral spelling match preserves interest in spelling.

We intend this year to spell the kitchen, garden, bed-room, school-yard, woods, fields, army, navy and everything else that can be suggested. No word is allowed that is not used in conversation by people generally.

Every pupil keeps a list of his own misspelled words. These lists are used for individual drill. On review days we have individual rather than class teaching.

Geography.

My pupils were weak in map-drawing. I helped them by drawing mathematical figures of the general forms of the continents and by filling in from these, I found a great improvement.

Then we had memory matches on names of physical features. With this as a foundation we began to study causes and effects. I found that the pupils followed one another better when they had a good knowledge of location to begin with. For instance, one pupil in explaining the climate of North America used his pointer, and such words as this river, this peninsula, etc., while another held the attention better when on pointing he used the words Mississippi and Florida.

One of the most helpful ideas in geography teaching is that of assigning a lesson individually. When each brings his contribution, the whole forms a connected description. The social value of this exercise is not to be overlooked. I find that on parents' days a geography exercise is one of the most interesting exercises. The pupils, of course, draw maps and show productions, as well as give oral and written descriptions.

Grammar.

The best order for presenting the sentence so that pupils may understand the structure, I have found to be as suggested by the following sentences. Each sentence in its order, presents a new idea.

- A. 1. Birds sing.
2. The birds sing.
3. The little birds sing.
4. The little birds sing sweetly.
5. The birds in the tree sing.
6. The birds in the tree sing sweetly.
7. The birds sing in the morning.
8. They sing in the early morning.
9. The birds which are in the tree sing.
10. The birds sing when they are happy.
- B. 1. The birds sing, but the sheep bleat.
2. The men are happy and contented.

3. The men are old but the ladies are young.

C. 1. The birds sing.

2. The birds are singing.

3. The birds are pretty.

4. The birds are our friends.

5. He is old.

6. He is an old man.

7. The old man is ill.

8. The old man is ill today.

9. The old man, who is ill, is my uncle.

10. My uncle is here.

11. My uncle is ill.

12. My uncle is owner of the mine.

D. 1. He broke his arm.

2. He hit the dog yesterday.

E. At this stage of the work is reviewed, the sentences being presented in unusual form, i.e., the last sentence given put in the form, "Yesterday, he hit the dog."

F. Now the work is all gone over again with interrogation and imperative sentences.

G. There is a special drill on the complement:

1. He is handsome.

2. He is a carpenter.

3. He painted the house red.

4. He can write a letter.

The order from this point on is easily determined.

Literature.

The lesson in mind is "Where go the Boats?" The central picture here is a boy standing beside a brook, then playing in the brook, then allowing his imagination to follow his boats, till they reach other children. The great beauty of the poem lies in the phrase "Other little children shall bring my boats ashore." With this in mind, I begin by asking the pupils to follow the pictures as they are sketched by the writer. First, the wonderful river,

then the pretty boats, then the ride of the boats down the stream, then the anxiety about the boats, then the solution in the discovery that there are other children who will participate in the fun. The looking at the picture, coupled with the reading of the poem several times as the discussion proceeds is all that is needed. All the rest is in the sympathetic attitude of teacher and pupil. There can be no such thing as a fixed method in a subject of this kind. Yet it is a great thing for pupils to see and hear the river, and to find in it a friend, and above all, to find friends in all children. And not the least value is that they hear the poet sing. When it comes to the teaching of literature, how I wish I could read well.

"Lend to the words of the poet
The music of Thy voice."

Composition.

I always assign five or six topics and even let the children supplement these I do not expect any two pupils to write on the same topic.

When the pupils write, I always find time for them to read aloud what they have written. Then I begin by calling for favorable comment, first as to thought and second as to expression. The unfavorable comment I keep for private instruction. Usually the whole of the compositions suggest some one topic for class instruction. The class instruction grows out of the compositions. It does not follow the order of the text-book.

I find that it pays to have pupils comment favorably upon compositions in the reading books. They learn much in this way as to thought arrangement and form. It pays to preserve the best and to print some of them in the local newspaper.

Mist in the valley, weeping mist
Beset my homeward way,
No gleam of rose or amethyst
Hallowed the parting day;
A shroud, a shroud of awful grey
Wrapped every woodland brow,
And drooped in crumbling disarray
Around each wintry bough.

—Alfred Noyes.

Special Articles

MENTAL ARITHMETIC

Here is an exercise for Grade VI.
Time, 5 minutes.

1. $84 \times 25 =$
2. $725 \div 25 =$
3. $16 \times 16 =$
4. $16 \times 15 =$
5. $24 \times 12\frac{1}{2} =$
6. From 98752
Take 13987

7. If 18 oranges are worth 72 cents, find the value of 17 oranges.

8. A box is 8 ft. by 4 ft. by 2 ft. Find its volume.

9. A horse eats one-half a gallon of oats in a day. How much will it eat in a month, and what will the oats cost at 80 cents a bushel?

10. The telegraph poles on a railway line are forty yards apart. How many poles are there every mile?

11. If a team goes a mile in $1\frac{1}{2}$ minutes, how fast is it running per hour?

THE TIME TABLE FOR EIGHT GRADES

One of the supreme difficulties of the young teacher is to make a time-table that will go more than half way around. There may be only twenty pupils in the school, but these are divided among the eight grades. When allowance is made for every subject, there is so little time left for each lesson that the passage of pupils to and from class makes up a continual procession.

It is impossible to make up a general time table that will fit all schools. Local adaptation is always necessary. Power of adaptation is gained only through experience. Hence it is not considered marvellous if some young teachers have a difficult time. The real wonder is that so many succeed.

The following suggestions may prove helpful to some who are wrestling with the time-table problem. They are the outcome of experience in a large and ungraded school.

Assuming that the day is made up of six teaching hours—9 to 12 and 1 to 4, it is divided in the following way:

9.00-10.00—Opening song and Arithmetic.

10.00-10.45 — Physical Exercise and Reading.

11.00-12.00—Nature Study, Geography or History.

1.00-2.00—Opening song, Composition and Language.

2.00-2.45—Physical Exercise, Reading and Current History.

3.00-4.00—Art Work and Miscellaneous.

During the first hour there are sung, perhaps, two songs. Then the rest of the time is given as follows:—Grade II., 5; Grade III., 10; Grade IV., 10; Grade VI., 10; Grade VIII., 10 (the other grades being unrepresented). This will leave ten minutes of the hour for free distribution. As the classes are small the time is quite sufficient in each case for a good lesson. A single pupil or two pupils beginning number in Grade II. (and this is the place to begin number study) can do a great deal in five minutes. It is understood all through that the most of the time is taken up in all the grades in oral and mental work. Written work and paper calculation are reserved for seat exercises. Occasionally the free ten minutes is given to quick work for all grades from 4 to 8.

During the second hour the time is divided as follows: Grade I., 10; Grade

II., 10; Grade IV., 10; Grade VI., 10. The senior grades read during the study of History and Geography during the lessons on Composition, and every alternate day between 3 and 4 o'clock is given to Literature.

During the third hour the Nature Study work is taken in two classes. All the children from I. to III. constitute the junior division and the remainder the senior division. History and Geography are taken alternately, and in this the two senior grades work together and the two intermediate together.

The work in the afternoon is planned for in the same way. The pupils are not always divided in the same way. Sometimes Grades I. and II. are together, sometimes Grades II. and III., and so on. But as one hour is never confused with another in the allotment of time, rigid classification is not necessary.

Now, the time so far represents only the teacher's time. Provision has to be made for seat work. The ruling principle here is to make seat work prepare for or follow class work. It may run into the following hours. There is no objection to that. Much of the seat work is based on text-books. Other seat work has to be prepared at home and placed on the board before school or at the noon period, or if there are only two pupils in a class, a carbon pad may be used.

It will usually pay to give an extra reading lesson for Grade I. during the last period, and to give a longer Art or Hand-work lesson on one or two days of the week. Also in the senior grades, one afternoon or one whole hour may be given to hand-work. Pen-

manship is taught just before recess in the afternoon. In this subject not much time is needed for teaching, but the teacher can exercise supervision over all writing if she teaches from the centre of the room rather than from her desk.

The time given to oral reading may be considered short, but it is all that is given in the best schools, and it is all a good teacher needs. Those who say, "You must give from four to five lessons a day to young classes," don't know how to teach reading. The great thing is to get the pupils in a position to teach themselves at seats. They may reach this position easily in half a year; that is, if they begin in September and attend regularly until Christmas. They may read Bass and another primer or two and master their phonics during the class periods—that is if there are only two or three pupils in the class. At seats they will do much for themselves if the teacher has a supply of supplementary readers, and these she can get or make if she wishes it with her whole heart.

It would take a long time to tell about the seat work for primary grades, but that is not the purpose of this short statement.

It is assumed that instruction in gardening and play will be given after 4, and that the actual gardening will be done during seat-work periods. The same will be true of much of the hand work. In other words, the teacher's class instruction is for the purpose of putting pupils into a position to work alone. Often a teaching period is given over to supervision.

MY MOST PLEASANT SCHOOL EXPERIENCE

By G. S.

It was in May that I arrived at the little village of some twenty odd families, among whom I was to remain for about six months. I found there quite a few young men and women who had been working in the city during the winter and who were now home for

the summer to help on the farms. For amusement the young people would have a dance once every two weeks, if possible, or else would go to the town dance.

The 24th of May, Victoria Day, was drawing near, and so I decided that we

would have a big celebration at the school, and towards this end called a meeting of all the mothers, fathers, sisters, brothers, and friends of the various pupils. It was determined to have a picnic in the afternoon, with games for the little ones and big folks, too, supper, and then a concert in the evening at the school house. No one thought it would be too much, if they were to have anything, it was to be something "big," regardless how much work would be involved.

No matter how tired the men were after their work in the fields, they still found time to clear off a few of the stumps, and stones from the grounds just across the school yard, and a splendid spot for baseball was made. The girls organized themselves into a team and practised every day so that they would have no difficulty in beating the boys. Suitable prizes were obtained for the races and quoit tournament, and everything was got in readiness for the great event. I might say here that they had never had a picnic in the village before, but had always depended on the town for their fun.

It was marvellous how everybody worked and helped. The school children learned a number of patriotic songs and recitations, and the main part of the programme was a little sketch over which six of the younger folk and myself worked every night

for two weeks. Well, I do not think I shall ever forget that sketch. Everything went splendidly until about two days before the eventful day—the stage had been erected, the school suitably cleaned and decorated, and the costumes prepared, when one of my leading characters, without any warning, decided to drop out, and nothing could persuade her to change her mind.

Almost in desperation, I memorized the whole part myself, but the hope of displaying my dramatic ability was never realized, because, at the last moment, she changed her mind and asked to be given her part again.

In the meantime — since good news travels rapidly—all the people within a radius of twenty miles, had heard of the coming entertainment, and on the 24th such a large and happy crowd gathered on the school grounds as had never been seen before. And what a time everybody had! At the concert, a collection was taken—there were so many outsiders — and a sum realized sufficient to be set aside as an instalment towards an organ for the school.

There was not a person there but had had the time of his life, and the result was that the picnic became an established custom, and one followed another in rapid succession, making for desired communal spirit, and affording pleasure to many a tired father and mother.

MY MOST USEFUL SCHOOL EXPERIENCE

By V. E.

It has been my experience in teaching, that that idea is most beneficial to the school, that goes beyond the school and appeals in a practical way to the community at large.

The incidents I shall relate occurred in a small village where a two-roomed consolidated school had recently been erected.

I had been teaching Physical Drill according to the plan outlined in the syllabus provided on this subject. I had not proceeded far when a number of boys became so interested in the

work that they asked to be allowed to form a club with the object of drilling at least one evening in the week. This idea developed and we soon organized a Gymnasium Club with a membership fee of fifty cents in order that we might secure some simple apparatus such as dumb-bells and swinging clubs. In less than two weeks the membership rose from twelve to twenty, and besides our work in school we spent two hours, one night a week, on which occasion we admitted the general public. Very shortly some of

the older boys from the village and country became interested and asked to join the club. In less than two months we had forty-eight active members, the School Board had given us a grant and we had all the apparatus of a modern gymnasium, from boxing gloves to horizontal bar. We had two meetings a week and a visitors' night every second week. On these latter occasions the women of the Ladies' Aid brought lunch, and a short social evening was enjoyed after our drill. The attendance soon became so large on visitors' night that it was found impossible to provide accommodation, and we found it necessary to split the class and have one section "carry on" in the second room under charge of one of the older boys.

The minister became interested, visited the school and soon after arranged to preach a special sermon to the gymnasium boys on certain Sundays, on

which occasion the boys marched from the school to church in a body.

There were a few complaints at first from some parents, who claimed that the school boys were wasting too much time on drill and had not enough time for study at home or in school. These murmurings, however, soon subsided when it was found that, of the boys who wrote on final and departmental examinations, one hundred per cent. were successful, with forty per cent. of these in the honor roll, and that the only failures were among girls who had taken no drill outside the regular course.

The following year this idea was extended and a girls' club was formed, with equally splendid results. This year, out of the proceeds of entertainments given by both clubs, a splendid school library of over one hundred volumes was established.

DRAWING COURSE

The following drawing course is followed in the Winnipeg Public Schools. It is offered as a suggestion to teachers. From month to month the programme will appear.

Grade II

Drawing Cut Lines

N.B.—Pupils must sign **name, school** and **grade** on back of work. Use $4\frac{1}{2}$ in. x 6 in. Manilla paper.

Aim—To secure proportion, good placing and cleanliness. Drawing pencils are supplied.

February.

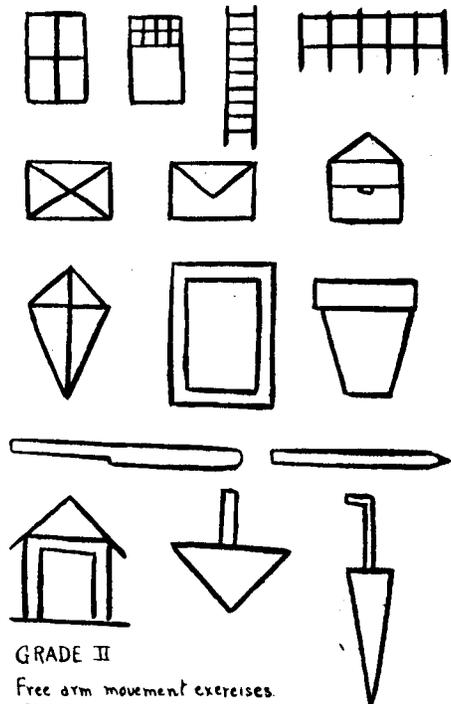
1. (a) Review free-arm movements on varying directions of straight lines (see diagram supplied).

(b) From observation, draw in pencil (showing mass) a mop, closed umbrella, bannister brush or paint brush.

(c) Make a memory drawing of any one of the following: dish mop, lighted match, or lighted candle, whisk, broom, floating flag.

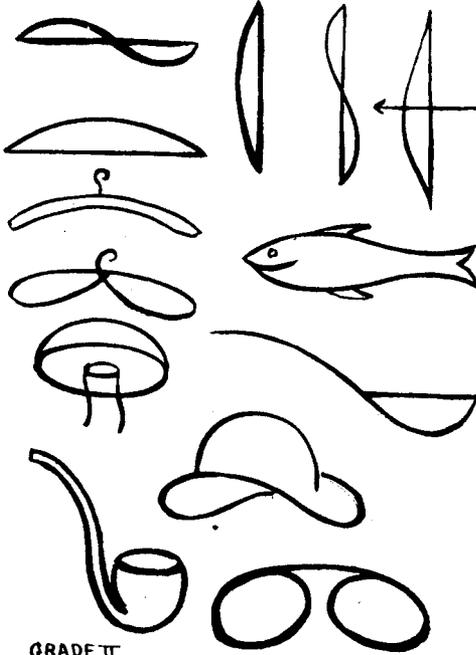
2. (a) Valentines. Tint paper, cut

shapes and make valentines and envelopes for same.



3. (a) Free-arm movement exercise (curves, see diagram).

(b) From observation draw with pencil or brush an outline of any one of the following: coat hanger, lacrosse stick, hockey stick, scythe, sickle, skipping rope, bow and arrow, banana.



GRADE III.
Free arm movement exercises.
Curved lines.

(c) Review above lesson from memory.

4. (a) Paint a blue sky wash with foreground of white chalk to represent a winter landscape.

(b) Free-arm movement exercise.

(c) Review landscape.

Grade III.

N.B.—See end of programme for finished work required. Pupils must sign name, name of school and number of grade at lower left hand corner.

Use 4½ in. x 6 in. paper except where otherwise specified.

Aim of work. — Careful observation of form and proportion. Good rendering in outline. Neat and clean work.

1. (a) Dictated lesson from sheet.

(b) Teach shapes, square, oblong, circle, semi-circle, triangle.

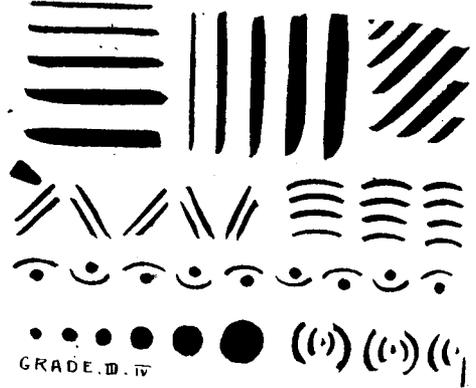
(c) Construct a square, oblong and triangle to dictation. Find centre of each.

2. Valentines.

3. Teach tints by making a graded wash.

(b) Dictate the drawing of two oblongs 3 in. x 2 in. on 4½ in. x 6 in. paper.

(c) Paint graded washes of different colors in each.



GRADE III. IV

4. (a) Oral lesson on the sphere and memory drawings of spherical objects.

(c) Make a brush drawing of an apple or orange.

(b) Brush work exercise from paper of exercises.

Grade III—Dictated Drawing

1. Dog Kennel.

At bottom of space draw a horizontal line A B 3 inches long.

One-half of an inch from each draw up lines 1½ inches long, making right angles with A B. Find point C half way between A and B. Put on roof by finding point D directly over point C and drawing oblique lines forming an angle on the top. Draw in the doorway of the kennel.

2. Church.

At bottom of space draw a horizontal line AB 3½ inches long.

At A draw up a vertical line A D 1 inch long. At B draw up a vertical line B F 2½ inches long. Find a point C 2 inches long on line AB. From C draw up a vertical line C E 2½ inches long. Join E F. From D draw a horizontal line D W to touch C E. From D draw a line D H. 1 inch long, making an acute angle with D W. Join H by

a horizontal line E W. Draw in door, 2 windows, and a spire to this church.

3. Candlestick.

At bottom of space draw a horizontal line $3\frac{1}{2}$ inches long.

From each end draw up lines $\frac{3}{4}$ inch long, making obtuse angles. Join ends by a horizontal line. On the top horizontal line in the centre draw an oblong $1\frac{1}{2}$ inches high and $\frac{3}{4}$ inch wide. Put in extinguisher, handle, and candle in candlestick.

4. Gate.

At bottom, draw a horizontal line $4\frac{1}{2}$ inches long.

At both ends draw up a vertical line $3\frac{1}{2}$ inches. Then $\frac{1}{2}$ inch inwards from these draw two more verticals of the same length. Join the tops of these with two arcs. At equal distances of 1 inch from the bottom draw 2 double horizontal bars $\frac{1}{2}$ inch wide from one

lines $\frac{1}{2}$ inch toward the right. Join by a vertical line.

6. Sign Post.

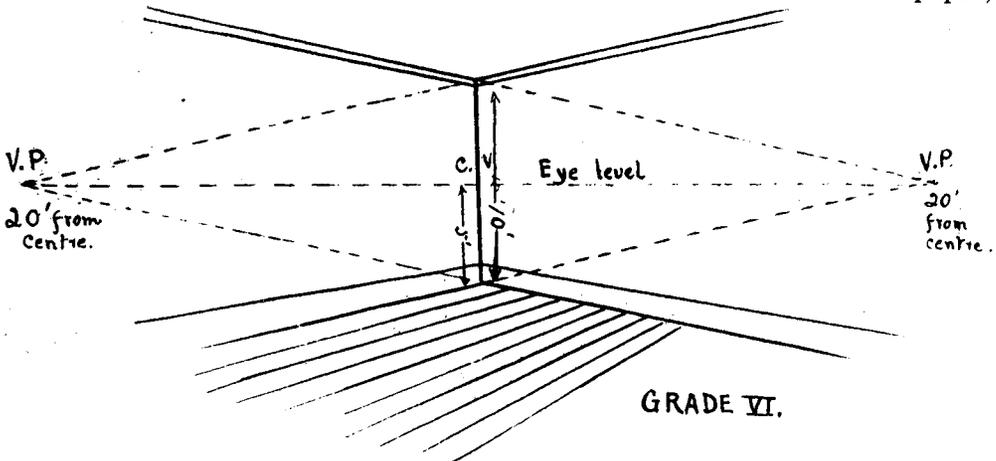
Near the top of space draw a horizontal line 3 inches long.

Let this be one side of the oblong, with short sides of 1 inch. On the centre of the top line draw a square $\frac{1}{2}$ inch. From the centre of the bottom line draw down two parallel lines 4 inches long and $\frac{1}{2}$ inch apart. To form props to the sign post draw two oblique lines $\frac{1}{2}$ inch apart each side of the verticals.

Grade IV.

N.B.—Use $4\frac{1}{2}$ inch x 6 inch paper except where otherwise directed.

1. (a) Draw in pencil, outline from observation a pair of scissors closed. Make drawing half as large again as the original (use 6 in. x 9 in. paper).



post to the other, and an oblique bar across them to finish the gate.

5. Letter "E."

At top of space draw a horizontal line $1\frac{1}{2}$ inches long.

From left hand end draw down a line 2 inches long at right angles. Call the end A. From the right hand end draw down a vertical $\frac{1}{2}$ inch long. Call the end B. From A draw a horizontal line A C $1\frac{1}{2}$ inches towards the right. From C draw up a vertical line $\frac{1}{2}$ inch long. From this line and from B draw horizontal lines 1 inch toward the left. From the ends of these lines draw towards each other vertical lines $\frac{1}{4}$ inch long. From these draw horizontal

Each pupil must be provided with a pair of scissors. Use a centre guide line.

(b) Draw in pencil outline from observation a pair of scissors open. Make drawing larger than original.

(c) Review (b).

2. (a) Practice drawing horizontal ellipses of different widths.

(b) Lesson on foreshortened circle. Use a circle of cardboard or paper for demonstration.

(b) Lesson on hemisphere. Note proportion. Make a drawing using construction lines.

3. (a) Paint half an orange. Light pencil outline may be used.

(b) Review.

(c) Review.

4. (a) Review smooth texture lesson, e.g., school bag, purse, moccasin, cup, half an apple.

(b) Draw from observation half an orange. Shade to show texture.

(c) Review.

Grade V.

N.B.—Freehand work throughout. Rulers must not be used except for end of room. Use 6 in. x 9 in. paper except where otherwise directed.

1. (a) Foreshortened circle. Practice ellipses of equal lengths and varying widths.

(b) Hemisphere. Note proportion and appearance. Make outline drawings of hemisphere on eye level, above, below, and in a tipped position. Use constructive lines.

2. (a) Make outline drawings of hemisphere in an inverted position on eye level above and below.

(b) From memory draw a hemisphere below eye level. Convert into an object.

3. (a) Paint half an orange or half an apple from observation. Light pencil outline may be made.

(b) Criticise results and review.

4. (a) From observation draw a tea cup seen below eye level.

(b) Criticise and review.

Grade VI.

N.B.—Use 6 in. x 9 in. Manilla paper. All drawing to be **Freehand** except in the case of weeks 1 to 4.

1. (a) Corner of room (see diagram).

In the centre of 6 in. x 9 in. paper placed horizontally on desk, draw with a ruler a vertical line 3 in. long to represent the corner of a room. Draw a light line the entire length of the paper at right angles to this through its centre. With ruler touching left extremity of long line and upper end of vertical short line, draw a line from latter point towards the right, to mark junction of wall and ceiling. Repeat on left side. Repeat at bottom to show floor, add skirting board, dado, picture-moulding, floor-boards, etc.

(b) Review.

2. (a) **Color Scheme for room.** Towards the left side of Manilla paper 6 in. x 9 in. arrange a series of five oblongs 3 in. x 1 in. half an inch apart. In these paint colors to indicate a scheme for use in a room in the shades, curtains, walls, woodwork and floor. To the right of each oblong print the name of each part of the room where the color is to be used.

(b) Review.

3. (a) Construct a corner of a room and color according to the scheme already planned.

(b) Review.

4. (a) **Study of the square prism.** Foreshortened square lying horizontally and viewed so that farthest corner appears directly above nearest. Use squares of paper or cardboard with diagonals drawn upon them for demonstration. Practise drawing the appearance of a square seen thus, varying the distance from the spectator.

(b) Draw the square prism with three faces visible, vertical faces appearing equal (below eye level).

Grades VII. and VIII.

N.B.—Use 9 in. x 12 in. Manilla. Freehand work throughout except in plan of room or basket.

1. (a) Practice lesson on square prism lying horizontally below the eye, seen at an angle.

(b) Review and convert into an object.

2. (a) Make a drawing of a chalk box (from observation) with lid partly open, seen at an angle. (About six boxes will be required).

(b) Review, aiming for artistic finish.

3. (a) Construct from memory any one of the following: chair, desk, lounge, bedstead, bureau, table, stool, etc.

(b) Review the above lesson. (Do not attempt shading in any memory work).

4. (a) Practice lesson on the cylinder, lying horizontally, below eye level.

(b) Practice lesson on cone, horizontally, below eye level.

Children's Page

Winter

The frost is here,
 And fuel is dear,
 And woods are sear
 And fires burn clear,
 And frost is here
 And has bitten the heel of the little year.
 Bite, frost, bite!
 You roll up away from the light
 The blue woodlouse and the plump dormouse,
 And the bees are still'd, and the flowers kill'd,
 And you bite far in to the heart of the house
 But not into mine.
 Bite, frost, bite!

The woods are all the searer,
 The fuel is all the dearer,
 The fires are all the clearer,
 My spring is all the nearer,
 You have bitten into the heart of the earth
 But not into mine.

—Tennyson.

EDITOR'S CHAT

My Dear Boys and Girls:

Once more the baby month comes around, the little month, the short month, the dull, cold, gray month. No 29th day this year to do Red Cross work on, as there was in 1916, and we will have to wait until 1920 before there is another Leap Year, by that time we will have a brand new way for you to spend that day. Well, the one great thing to discuss this month is—what do you think? Why, Valentines, of course. And while we are talking about valentines, we want to tell you of a discovery we made not long ago. Perhaps you will remember that there is a pretty story about good St. Valentine, a kindly old man, whose birthday came on February 14th, who gave flowers to children when they passed his house and did many other kind deeds, and so in his memory the day

for sending loving messages was kept always. Now the editor finds that there is still another story about the beginning of this day. We will tell it to you briefly, and also some of the curious customs that have arisen on this day.

Many years ago, about the year 200, when the City of Rome was only a very small village, savage wolves lived in the forests all around and came out and did great harm to the people. The man who killed the greatest numbers of these animals in a year was considered quite a hero, and on a certain day in February he was given a prize. This day, which was called Wolf Day, was kept as a holiday, and games were played and people gave feasts. Now, when Rome became a Christian city the priests wanted all these old days changed to Saint's days, and so Wolf-Day, which happened to come

near February 14th, had its name changed to Valentine Day. St. Valentine had been killed by the heathen some years before, and this day had been quietly kept in his memory ever since, but when Wolf Day became St. Valentine's Day, all the games and fun were kept up.

In some parts of the world, even today, boys and girls play very quaint old games on the 14th of February. In one little village in England all the children gather and march to the home of the Mayor, and he throws down to them wreaths and bows of ribbon. They take the smallest boy and dress him up in these things, taking only one small thing each for themselves, and then they march through the village singing:

Good morrow to you, Valentine,
Curl your locks as I do mine,
Two before and three behind,
Good morrow to you, Valentine.

In another place the boys and girls get up before sunrise and go out to try and catch an owl and two sparrows. If they get the birds they are supposed to be lucky all the year. In still another place the boys write valentine verses and pin them to an orange or an apple and throw them in the window of some girl's home.

From all these and many more strange customs we have St. Valentine's Day as it is now. As it is a day for sending hearts and little cupids, it is naturally a day for Love, and no one should send an ugly or cruel valentine because there should be no such thing, for a valentine means a message of love.

Do you know that hundreds of boys and girls and men and women are employed every year making valentines, painting the pictures, making prints of them, making paper lace and putting them together on one card, writing the little verses and doing all the things necessary to make the pretty cards you get in the mail? We expect your fingers will all be busy this month making valentines for mother, for your teacher, for other boys and girls, and your friends. We will give you a few verses that will help you in this work.

O yellow moon in the blue sky,
You're gone so soon it makes me cry.
Please come again with a message true,
To my friend, "That I love you."

I send a line to say, "I love you dearly,
Come rain or shine,
Sweet Valentine,
I am yours sincerely."

This dear little rabbit
Is so in the habit
Of playing nice jokes
On good happy folks,
That I send him to you
With a Valentine true.

The Kewpies gay have come to say,
Be glad and gay on Valentine day.

These Kewpies so dear
I send you this year
To tell you I love you
And wish you were here.

If you make a blot
Don't grow hot and hotter,
Just soak it up
With this valentine blotter.

If of me you do not think,
My heart will shrink and shrink and
shrink.

Let this little boy with wings
Say to you most loving things;
Everything I'd like to say,
If you weren't so far away.

On this big red heart you'll see
LOVE is printed there by me.
I only want to tell you true,
I printed it myself for you.

Cupid has a little bow
And arrows to shoot from it I know;
If he shot and wounded you,
I only hope he'd wound me too.

A wee little bird carries my heart
Over the miles that we're apart,
It may be a sparrow, a robin or dove,
But whatever it is, it carries my love.

OUR COMPETITION

Well, so far we can see most of you like the Children's Page just the way it is, or else surely we would have heard from more boys and girls. As it is, we have had just three letters, all very good ones, and we have much pleasure in awarding the prize to Emilienne Berard, St. Joseph's School, and Honorable Mention to J. Eugene Berard and Eleonore Gooler, St. Joseph's School. It was hard to decide which of these letters were the best and we are glad our little French friends take so much interest in the page.

The March Competition—a poem on "The Wind. All poems to be in by February 15th.

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

Address letters and stories to The Editor, Children's Page, Western School Journal, Normal School, Winnipeg.

We are sorry to say that eight or ten stories for the January Competition came too late to compete for the prize.

St. Joseph's School,

Dear Sir Editor:

Allow me to wish you first of all a Happy and Prosperous New Year. I hope that your friends, the little children, will not be the last nor the least in giving you a little pleasure and happiness during the year.

I am glad to have the occasion to tell you what I like and would like to see in the "Children's Page."

I like the "Editor's Chat" very much; I do hope you will never miss to put it. It will be a pleasure to me if you put always the name of the child who won the prize and to print the story for which he won it because it must make that child happy; also the names of those of Honorable Mention and Special Mention.

I would like to have some pretty little poetry that we can learn to recite in school to visitors or even at home. Some stories of the great war would interest me very much, too.

I hope, I have not asked too much. Thanking you for the interest you take in us.

Your little friend,
Emilienne Berard.

THE ROMAN CAMPAGNA

Let us leave Rome by its oldest and most famous road, the Appian Way. This splendid road is formed of immense blocks of stone laid with such perfect exactness that after nearly two thousand years of traffic the time-worn pavement is still sound and good. On either side of the causeway stand tombs, for the old Romans buried their dead and raised monuments to their memory beside the most frequented ways, as if to keep thoughts of the departed in the minds of the living. Most famous of these tombs is that of Cecilia Metella, wife of Crassus, Caesar's Legate in Gaul. It is a noble tower, 90 feet high, and resembles a castle-keep. "The stern round tower of other days," as Byron calls it, is not merely one of the finest, but also one of the best preserved of these ancient monuments.

The Appian Way runs on, and, as we follow it, we find ourselves entering a very lonely and desolate stretch of country. This is the Roman Campagna, the country about Rome. There are no trees, no human habitations, save here and there a little village whose people are white and sickly, worn with fever and consumed by disease. This sickness and desolation are caused by the malarial fever which haunts these wide swampy stretches of country.

Yet once there was no malaria to fear, and the country was smiling and fertile. It is dotted everywhere with ruins, which show that in Roman times seventy cities were scattered over the plain, and that the land between them was covered with farms and villas, the country seats of Consuls, patricians, and Senators. Excellent roads threaded

the land, and inns stood at the crossings of the ways, while shrines, monuments, temples, and aqueducts were seen on every hand.

Of aqueducts we must say more, not only because their remains are the most striking of the Campagna ruins today, but also because they had a share in the desolating of the great plain.

No city in the world was ever better supplied with fresh water than Ancient Rome. By means of viaducts and huge stone embankments, the rivers and springs of the Sabine Hills were conducted to Rome in such abundance that there was a supply of 230 gallons daily for each inhabitant. From the city the lines of these aqueducts can still be traced, spreading across the Campagna like the threads of a spider's web, and miles of the arches still stand. Upon these arches were carried tunnels of stone, through which the water flowed to a vast reservoir, whence the fountains, baths, and private houses of Rome were supplied. One aqueduct is in use to this day, but the rest were partially destroyed by the Goths in the sixth century.

The cutting of these vast aqueducts turned the water on to the plain and flooded the Campagna; hence arose the marshes and the malarial fever which is the pest of the region. Then the raids of the barbarians drove the farmer and the vine-grower from the land, and it became still more and more a swampy desert. For there flowed down into it from the hills a thousand little brooks and rills which had been of great service for irrigation; but when the land was neglected, the streams were no longer used to good purpose, and overran the soil.

The people of the Campagna today are farmers and herdsmen. They watch sheep, cows, goats, and buffaloes, as the latter feed over the hills and below the ledges, where the wild-fig shows its clusters of bloom. They till the vine and tend olives, and the vintage season is the most important time of their

year. The vines are grown in close groups, and the clusters of grapes are gathered in wooden vessels which narrow toward the base. The grapes are flung into a press fixed above a great cask, and the juice is driven out by treading with the bare feet as in Bible times.

The second great harvest is that of the olive in November or December. The fruit is gathered and pressed for its oil. The finer oil is used for cooking purposes, the coarser goes to feed the lamp, and olive logs, when the trees come down, make a splendid winter fire.

When the wine and oil are ready, they are carried to Rome in small hooded carts. Beneath the hood of linen or leather sits the driver, while his little savage dog is perched on top of the casks, and is a watchful guard both over the goods and his master. At the back of the cart there is always a tiny barrel of wine fixed crosswise. This is for the refreshment of the driver, and becomes his property when the journey is ended.

As he jogs on, he passes fields where the peasants are at work. They sing as they toil, chanting some old folk-song for hour after hour as they bend to their task. Or across some wild, lonely upland he sees one of the butteri trot along—one of the herdsmen—a picturesque fellow on his rough pony which he sits with the ease and grace of a born horseman. They are wonderful men in the saddle, these herdsmen of the Campagna, and when Buffalo Bill's cowboys challenged them to a trial of skill in rough-riding they bore away the palm.

Now the wine-cart rolls by a cross hung with flowers, and the driver bends his head, for at this spot one of his comrades was killed under the wheels of the cart. Such accidents are not uncommon. During the long, lonely journey under the hot sun a man becomes drowsy, falls asleep, rolls off his cart, and is crushed under the heavy wheels, while the animals plod steadily forward on the well-known way.

THE BEAN PLANT

I am a little bean plant. At first I was a nice, white bean. One day a little boy saw me. He said: "I will put this bean in a cup. Then I will take it to school. The boys and girls will like to see it grow."

It the cup were soft cotton and a little water. The cotton was there to keep me warm. Every day the little boy gave me clear water to drink.

Soon my skin was too small for me. Then my nice white coat was split in two. Looking into my soft, warm coat, the little boy saw a pretty little baby bean plant.

Then the boy put me in the ground. It was very dark under the ground. Beans like to be where the warm sun

can kiss them and make them grow.

Soon the little baby bean plant put fell from the white bean. Then the out a white root. Then the old skin boy saw two leaves peep out of the ground.

The good little boy gave me more water to drink to make me grow. Soon he saw more leaves.

One day the boy saw white blossoms on me. Then he said, "How pretty the blossoms are!"

In the blossoms he saw little green pods. Soon many little beans were growing in the green pods.

If I am a little bean plant, I can be good for something. I can grow, and I can bear beans for little boys to eat.

 Winter Night

Blow wind, blow!
 Drift the flying snow!
 Send it twirling, whirling overhead!
 There's a bedroom in a tree
 Where, snug as snug can be
 The squirrel nests in his cosy bed.

Shriek wind, shriek!
 Make the branches creak!
 Battle with the boughs till break of day!
 In a snow cave warm and tight
 Through the icy winter night
 The rabbit sleeps the peaceful hours away.

Call wind, call!
 In entry and in hall!
 Straight from off the mountains white and wild!
 Soft purrs the pussy-cat,
 On her little fluffy mat,
 And beside her nestles close her furry child.

Scold wind, scold!
 So bitter and so bold!
 Shake the windows with your tap, tap, tap!
 With half-shut dreamy eyes
 The drowsy baby lies
 Cuddled closely in his mother's lap.

—Mary F. Butts.

Selected Articles

THE INTERMEDIATE SCHOOL OR JUNIOR HIGH SCHOOL

By A. C. BARKER, Former Supt. of Schools, Oakland, Cal.

Twenty-three years have past since the classic report was made by the Committee of Ten on Secondary School Studies, of which ex-President Eliot of Harvard acted as chairman. Its recommendations, so far as they pertained to the elementary school, were revolutionary, as the Committee advocated the introduction of foreign languages, concrete geometry, elements of physics, chemistry, natural history, ancient history, and physical geography as part of its curriculum.

The intermediate school retains the traditional studies of the elementary school, often with a reduced time allotment, and endeavors to teach them more effectively by the departmental method with better-trained teachers. But the plan also admits to the curriculum of the seventh and eighth grades such subjects as general history, science, and modern languages, heretofore reserved for high schools and colleges. The intermediate school endeavors to combine in one institution the common school and the lower classes of such higher European schools as the French Lycee and the German Realschule. In other words, it partakes of the nature of both the elementary and the high school. Though originally established as an academic or school of general education, of recent years several variations have appeared, as boys' industrial or prevocational, girls' trade or home economics, commercial, and cosmopolitan, which combines in one school all the foregoing types.

The establishment of the intermediate school means an abandonment of the existing system and substituting for the present elementary and high school a threefold division with six years for the elementary, three for the intermediate, and three for the high school. It demands also a redistribution of the school population at least of the

seventh, eighth, and ninth grades, and a more extensive building programme with new structures planned after the models of high schools, with locker systems, science laboratories, auditoriums, shops, gymnasiums. It requires the adoption of the elective principle and the departmental method of teaching, a new and enriched curriculum for the seventh and eighth grades, new teachers with special preparation in the subjects they are to teach, higher salaries for seventh and eighth-year teachers, and a very considerable increase in per capita cost of maintenance.

It is apparent that these changes can only gradually be effected, even if the board of education and the community favor them, because of the outlay involved in new buildings and the very obvious difficulty of securing an efficient intermediate-school faculty and at the same time making a satisfactory disposition of the existing faculties of the seventh, eighth, and ninth grades. Most cities desiring to establish intermediate schools will face problems similar to those that confronted Oakland, Cal., in 1913. The majority of the Board of education favored establishing independent intermediate schools, but this could be accomplished only by constructing new buildings, or by remodelling and using some of the elementary buildings for intermediate schools. The former method was impossible then, as several million dollars had been already expended for buildings for the traditional type of schools, and also as at that time there were enough classrooms to accommodate all the pupils in the city. The latter method, approved by the board of education, was opposed by a large majority of both elementary and high school principals because it would reduce the size of their schools, and by civic and improvement

clubs of the community on the grounds that it would be necessary for many small children to travel longer distances from home, that it would require considerable expense in remodelling elementary buildings, and finally that it would involve a breach of faith with the people, as the bonds had been voted for elementary and not intermediate schools. Owing to the serious opposition encountered, the board of education abandoned the plan just before I became superintendent of schools.

Realizing the necessity of adopting a modern practice in training seventh policy that would conform to the best and eighth-grade children, I decided to introduce as much as possible the spirit, methods, and curriculum of the intermediate school into the upper grades of the elementary schools and wait until the growth of population would justify submitting a bond issue for separate intermediate schools.

There are two things that the intermediate school stands for that seem to me to be fundamental: first, opportunity, or a richer and broader curriculum, providing not only prescribed but elective subjects; secondly, specially trained teachers and the adoption of the departmental method of instruction. Acting upon this conclusion, it seemed best to revise the curriculum, introduce departmental teaching, and secure as in high schools specially trained teachers.

Curriculum.—Before introducing the new plan the following time allotment, with five daily periods, two of which are fifty minutes in length and the remaining three, sixty minutes, was adopted as the standard course of study for the seventh and eighth grades.

Required subjects

Subject	Periods per week.
English	8
Music	2
History and Geography, seventh grade	5
Civics and Hygiene, eighth grade.....	
Mathematics	5
Manual Training or Home Economics alternating with Drawing.....	5
Prescribed for all pupils.....	25

Elective Subjects (Optional)

(Offered in one or more schools, sometimes as an overtime subject from 8:00 to 9:00 a.m.)

Subject.	Periods per week.
Foreign Language	5
Typewriting	5
Extra Drawing, or Music, or Hand Work, or for backward pupils, English, Arithmetic, etc.	5

Physical training and playground courses, to which attendance has been voluntary, are given after school.

That the opportunity for choosing an additional subject has been readily accepted is shown by the fact that of the 3,623 pupils enrolled during the past year in the departmental classes 2,712 have taken one or more elective courses, viz.:

Latin	133
German	274
French	202
Spanish	271
Instrumental Music.....	576
Extra Drawing, freehand	108
Extra Manual Training	477
Extra Vocal Music	206
Typewriting	115
Science	90
Prevocational courses	260
Total	2,712

Departmental teaching.—In order to carry out the plan successfully it was necessary to adopt the departmental method of instruction. Five classes of the seventh and eighth grades have been recognized as the minimum number justifying the introduction of departmental teaching.

The following has proved to be the most satisfactory distribution of subjects to the teachers of five departmentally organized classes:

- 1 teacher, English.
- 1 teacher, English and music.
- 1 teacher, History and Geography. or Civics and Hygiene.
- 1 teacher, Mathematics.
- 1 teacher, half-time Drawing.
- 1 teacher, half-time Manual Training.
- 1 teacher, half-time Home Economics.

As the program on page 229 provides for four full-time and three part-time teachers, it has seemed better to seat

the five classes (usually numbering from 150 to 175 pupils) in four classrooms for the roll-call and attendance records, the drawing, manual training, and home economics teachers having no responsibility for the records except for their own classes. The part-time teachers usually teach in two schools, two or three hours per week for each class. Though the schedule provides that one teacher shall give instruction in music two periods per week and in English three periods, in practice it has been found advisable to divide the period with twenty minutes daily for music and the remainder for English.

study to pupils under fifteen years of age, the periods of the daily programme are divided into two parts, one for recitation and one for supervised study. The following is the procedure in the supervision of study in one of the schools, and the method here pursued is fairly typical. Each period is divided into twenty-five or thirty-minute halves. The first half is devoted to oral discussion of work studied in the second half of the period of the day before and to the development of new work arising therefrom. The second half of each period is given to study which is supervised by the teachers with as

TYPE PROGRAM FOR SEVENTH AND EIGHTH GRADES

	8 to 9 A.M.	Period I 9 to 10 A.M.	Period II 10:10 to 11 A.M.	Period III 11:10 to 12 M.	Period IV 1 to 2 P.M.	Period V 2:15 to 3:15 P.M.	3:15 to 5:15 P.M.
8B	Elective Courses in Foreign Lan- guages, Hand Work, etc. Optional	English	English and Music	Hist. and Geog.	Math.	Hand Work	Physical Training or Play- ground Optional
8A		Hand Work	English	English and Music	Hist. and Geog.	Math.	
7B		Math.	Hand Work	English	English and Music	Hist. and Geog.	
7A		Hist. and Geog.	Math.	Hand Work	English	English and Music	
7A		English and Music	Hist. and Geog.	Math.	Hand Work	English	

Where the demand for foreign languages or other elective courses has been sufficient to justify the employment of additional teachers for full time, it has been necessary to increase the length of the daily session to six hours or to increase the number of periods by shortening them, in order to include these additional subjects; but the seven-period plan has not been so satisfactory, as it has not permitted sufficient time for supervised study.

Since the California state law prohibits the assigning of work for home

much attention to individual needs as is possible in the time. The plan of supervised study has the unanimous endorsement of the teaching and supervising force.

Teachers.—The revision of the curriculum and the introduction of electives and departmental teaching necessitated that the teachers be selected as in high schools by subjects and not by grades. At the present time one-half of the teachers in the seventh and eighth grades, where the departmental

method is employed, are college graduates with sufficient graduate training to meet the California state requirement for high-school certification.

Of course, the superior qualifications of the departmental teachers have resulted in more intelligent and more thorough instruction. Many of the graduates in the eighth grade enter the high school with one or two high-school credits and frequently enter second or third-term high-school classes in drawing and foreign languages. The instruction in seventh and eighth-year foreign language corresponds to the first year of the high-schools, and uniformity of results is obtained by providing for the same supervision for language teaching in the elementary and high schools. The scope of the teaching in English, music, drawing, and foreign language represents about the equivalent of the instruction usually provided in the first year of the high school. While a limited number of electives is offered, the instruction in the departmental grades is as thorough and advanced as usually given in similar grades of independent intermediate schools.

The elective system, one of the possibilities of departmental organization, in my opinion marks a distinct advance in the elementary school. As has long been recognized in the best schools of Europe and America, it is the only method of securing teachers with special training for each subject in the curriculum. Obviously, no teacher can be equally well prepared to teach all the subjects in the course of study nor to attack difficulties in the teaching of all these various subjects with equal skill and enthusiasm. Perhaps the largest but least tangible effect of the departmental school upon the pupil is the opportunity for contact with well-trained teachers. It is inevitable, nevertheless, that no one instructor, however capable, will make a corresponding appeal to all her pupils, or be capable of arousing equal interest in all lines of work. Hence the departmental school affords a wider horizon, and thus ren-

ders possible more general interest and larger enthusiasms.

Course of study. — The course of study now in use is not an ideal one. It could have been greatly improved by requiring elementary science and physical training, but for these subjects neither laboratories nor trained teachers have been available. Though credit has been given many pupils entering the high schools with one or two years' study of a foreign language, it has not always been possible, on account of conflicts in programmes, for them to enroll in advanced classes. After several years' trial 95 per cent of the principals and teachers have been enthusiastic in commendation of the results obtained. As a result of three years' experience, I would recommend that the session be lengthened to provide six or seven daily periods, and that the course of study outlined below be adopted for the seventh and eighth grades. It would, however, require an increase of 25 per cent in the teaching force or approximately the same per capita cost for instruction as an economically organized intermediate school of the academic type.

Recommended Course of Study.

Subjects	Periods per week.
English and Penmanship.....	5
(Pupils deficient in English should be required to take five periods extra in place of the elective.)	
Music	2
History and Geography, seventh year	} 5
Civics and Hygiene, eighth year.....	
Mathematics	4
Physical Training	2
Elementary Science	2
Manual Training or Cooking and Sewing, alternating with Drawing	5

	25
Elective	5
	—
	30

In the traditional organization a teacher is required for every class, and one-tenth of the time of two additional

teachers for home economics and manual training, or twelve teachers for ten classes. Under the departmental plan as operated in Oakland ten classes require only eleven teachers, or twelve teachers of an elective is offered, viz., three for English, one for music, two for mathematics, two for history and geography, one for art, one for manual training, one for home economics, and one for an elective subject. The course recommended for the future will require three additional teachers, one for science and two for physical training, but the physical-training teachers would be able to devote part time to other classes in the school. To secure the best results one room should be properly equipped for science and

two for gymnasiums, though in the California climate the latter, although desirable, are not a necessity.

In establishing separate intermediate schools there would be distinct additional advantages, such as superior housing facilities and equipment, even a wider range in choice of subjects, a discipline and spirit closely approximating that of the senior high school, with the consequent greater independence and individuality of action on the part of the pupils. It has been my purpose to show what has been possible of accomplishment in the elementary schools under present conditions and limitations and without additional expense.

SOME SOURCES OF ERROR IN TEACHING

By B. Hodkinson, Principal, St. Andrews.

It is an every-day axiom in good teaching, that whenever possible the actual object, or objects, should be displayed, for nothing so impresses the mind, and particularly the mind of the child, as the concrete. Yet, in spite of the use of the actual object in a lesson, success has not always resulted, and not even half a measure of success has been attained. It is evident to the most thoughtless teacher, that often, the majority of children have sometimes, "eyes which see not" and "ears which hear not." This blindness enters into the commonest concerns of life. How many of our pupils know the color of their parents' eyes; how many can whistle the notes of our commonest song-birds; can tell how a cow lies down, or how a horse gets up? One might go further and ask how many grown-up persons observe anything correctly of the everyday happenings going on around them. If exemplification is needed of the slipshod way in which people see and hear, the nearest courthouse will supply any amount of evidence in the hopeless and absolute contradiction between the various witness-
nesses.

Most lessons, however, are actually given without the first-hand aid of objects; and models, pictures, diagrams and the like take their place, if error enters in, and the observation is imperfect or altogether wrong when the actual object is present, what will the result be when imperfect substitutes are used? And what shall we expect as a result, when neither object, model, picture, or diagram is used. Surely, then, the pupils will imagine a vain thing.

A celebrated Frenchman once remarked that "Language was given to man to conceal his thoughts." Satire though this be, it is frequently true of teachers, who by their unconsidered use of words, hinder their pupils from obtaining any adequate idea of the subject under discussion. Even with adults it is very seldom that a word suggests quite the same shade of meaning to different individuals. What is more common than to find two persons arguing "in a circle" because some word or expression bears a different meaning to each of them. Then how careful teachers ought to be when dealing with children! Children cannot

lay claim to the same range of experience as adults; their experience of words is, indeed, most limited, and this limitation is further intensified in a non-English-speaking family or community. This point is perhaps best illustrated by the story of a child who was asked, along with others, what hymn she liked best. She answered, "The one about the baby bear." The questioner was somewhat puzzled, but by some side-track enquiry discovered the child was referring to the hymn which contained the two lines:

"Can a woman's tender care
Cease towards the **child she bare.**"

The remedy for all the foregoing sources of error lies in the application of one sentence, which, like the word "Calais" with Queen Mary, should be engraved on the heart of every teacher: "Pupils should be regarded, not as receivers, but as **discoverers.**"

Why is memory teaching, in the main, so useless in affecting the intelligence? It is simply because good teaching deals with **ideas**, not words; because ability to reproduce exact words is no guarantee of knowledge, but rather a cloak which conceals the fact that there is no knowledge. Such teaching fails, in short, because it makes of a child nothing but a passive receiver.

The mind of the child seems to be regarded as a vessel into which the energetic teacher must pump unceasingly, streams of information more or less useful.

A much truer analogy is that a child's mind is a sensitive plate ready to receive impressions if only the light is suitable and the focus true. The teacher may be responsible for the light, but it is **interest** which adjusts the focus and renders the image sharp and clear, instead of blurred and indistinct.

Interest is an absolutely necessary

condition of success in teaching. Unless the subject of a lesson arouses sympathy in the mind of a child, it is foredoomed to failure. For it must be remembered that knowledge does not always awaken sympathy; indeed, it often breeds disgust. Why do so few of our pupils continue their studies after they have left school? Simply because school life has robbed them of **interest** in the subject. It is scarcely an exaggeration to say that this is the common result of much of our teaching.

At the age at which a boy is sent to school, he is so full of questions as to drive his intimates nearly frantic. When he leaves school, he is unable almost to frame a question, simply because he has been made to submit himself to **teaching** rather than encouraged **to find out for himself.**

A common proverb says, "First impressions are most lasting." If this be so, how very important it is in our teaching that such first impressions should be both correct and favorable! If not correct, they will be more than difficult to eradicate; if unfavorable, they will be responsible for a most deplorable lack of interest.

Three principles, then, should guide the really earnest and conscientious teacher, both in the preparation and presentation of his or her lesson, viz.:

1st. How to arouse and sustain interest.

2nd. How to stimulate self-activity so that a pupil may find out, and find out correctly, for himself.

3rd. How to express himself or herself correctly, and in an easily understood manner.

These three are "bed-rock" principles, and without them all efforts will be in vain, for without interest there will be no effort, without clearness on the part of the teacher there will be no understanding, and without self-activity there will be no permanent result.

THE SCHOOLS AND CONSERVATION

We are fast becoming an urban people. We have an unjust economic system. We are extravagant and waste-

ful. We have been rudely awakened. We require more than we can produce. In addition we must supply the Allies.

Conservation and increased production are the needs of the hour. Can the schools assist?

We know that the boys of our high schools assisted on the farms last year. We know that they put under cultivation many plots of land. Hear what they have been doing elsewhere:

In California 37 districts have put in 2625 acres. Hundreds of school grounds have been cultivated. Leave has been granted for school work—10,000 hours in all. In one city 95 out of 118 pupils have gardens. In another case the boys cancelled athletics and gave themselves freely to gardening.

In Illinois high schools boys have gone to work on farms and have received credit while away. In Indiana, 80 teachers supervise the activities of boys and girls in their farm projects. County agents organize production clubs. The work is educational in the highest degree.

In Detroit, Michigan, there are 1200 gardens and 715 potato plots, with a system of credits for pupils who work.

In New Jersey there is a state-wide

organization — the junior industrial army. Every school kitchen is organized for emergency service.

This might be continued indefinitely, as all the states are doing something. After the war there will be a different Europe and a different America, and Canada. We must prepare. We must adapt our schools to meet the new conditions.

Agricultural teaching must not be reserved for the agricultural college. Nor will Boys' and Girls' Clubs furnish a substitute for agricultural teaching in rural communities.

All intermediate and high schools must offer work in home economics. Intelligence will provide against waste. A premium must be set upon thrift and economy.

Running through all efforts at reconstruction, one must be able to recognize the thought that moral stamina rather than commercial greatness, is to should be the chief goal of our ambition. Moral stamina is to be had largely through the appreciation and practice of economy and thrift.

EXHIBIT OF WORK

The Manitoba Educational Association desires to follow up the practice of a number of years back in having an exhibit of work done by school pupils. The exhibit, for competitive purposes, is divided into two classes:

(1) Rural schools of one room.

(2) Graded schools, town or country, of not more than four rooms.

In the first class, cash prizes of \$25.00, \$15.00 and \$10.00 respectively are offered, the prizes to be accompanied by framed diplomas.

In the second class, framed diplomas will be awarded to the three best exhibits.

The rules governing the competition are as follows:

Rural Schools of One Room

1. Exhibit shall not occupy more than 60 square feet.

2. Exhibit shall include work of at least five grades. Any five may be chosen.

3. Exhibit shall include work typical of each branch of handwork done at the school.

4. Exhibit shall include samples of drawing, color and art work.

5. Exhibit may include any special work taken.

6. Teachers shall accompany the exhibit by a brief note on the conditions under which the work was carried on, and as to the number of children in each grade.

7. Prize money shall be devoted to the school and shall be accompanied by a diploma.

Graded Schools

1. Prize shall be offered for graded schools of not more than four departments.

2. An exhibit shall not occupy more than 120 square feet.

3. Exhibit shall include work of all grades in the school.

4. Exhibit shall include work along each line specified for ungraded schools.

5. Prizes in this section shall be in the form of diplomas instead of cash. Exhibitors are requested to send in exhibits to the Secretary, Mr. P. D. Harris, Collegiate Institute, Isaac Brock School, Winnipeg, not later than March 28th. Express or postage will be paid both ways by the Association.

THE FUND FOR THE AGRICULTURAL RELIEF OF THE ALLIES

The peasant farmers of Belgium, France, Serbia, Russia and Roumania whose farms were in the immediate areas of battle have lost everything. Their houses and machinery have been destroyed and in some places the land is torn beyond any possible recovery for use in growing crops.

Our farmers in Canada have lost nothing through the War but in some cases have made money because of the increase in prices, and we ought to help our stricken brethren as soon as the enemy is pushed out of their countries.

A British Empire fund is being raised by voluntary contributions for first aid in the restoration of agriculture on these farms in the devastated regions. This will be done by gifts of seed, live stock, implements, etc., to enable them to make a fresh start. The French Government has assumed responsibility for the carriage and equitable distri-

bution of each shipment on its arrival in France and it is expected that similar action will be taken by the Governments of other countries when the time for distributing relief in them arrives.

A Canadian Branch has been formed with a committee in each Province. The Provincial Committee invites the co-operation of existing organizations of farmers such as the Grain Growers' Associations, Women's Institutes, and similar bodies.

Our farmers are invited to regard February as the Relief Month for their brother farmers in the devastated regions. Teachers should secure all possible information concerning this fund and place the matter before their pupils and before the adults in their communities.

For information write to Mr. J. H. Evans, Acting Deputy Minister of Agriculture, Winnipeg.

A LETTER FROM "SOMEWHERE IN FRANCE"

Many readers of the Journal will be interested in these paragraphs taken from a letter from Major C. K. Newcombe, formerly Superintendent of Education for Manitoba, now serving overseas with a Heavy British Seige Battery.

"The weather has been clear, cold and bright, just such as we might have in early November in Manitoba. I have a fire-place in my dug-out and it gets pretty cold when the fire goes out. The cold, however, is infinitely better than the mud, which is everywhere whenever there is a thaw. Just now the moon is nearly full and every night we have bombing raids. The shelling has not been nearly so bad of late, however, but as I write, the Hun is crumpling over to our right, which is hardly

the decent thing to do on Christmas Day. I hope he wont shift his activities to this quarter. Late in November he got a direct hit on our group headquarters, killed the doctor and orderly officer and wounded the colonel. I had to take over the command, which included my own and five other heavy superheavy batteries, as they call them, and carry on until a new group commander arrived, which he did some three weeks later.

We have had a very decent time in this battery, and after one show got a special telegram of congratulation from the G.O.C. artillery for our work. The boys are for the most part Tyne-side chaps, and though I can't speak their language, we get on remarkably well together.

"I have had exceptional opportunities of seeing the front, as the super-heavy guns are what is known as army troops. I have motored the whole length of the British front and have done a good deal of reconnaissance work with army engineers, picking out good locations for railway mounted guns. A great many of the engineers I have met here are Canadians from

the C.P.R. Needless to say, we are always glad to meet. I was brought up once oddly enough to back up an attack the Canadians were making, but I came and went and didn't get time to get in touch with any of them. Out here I am away from my own people and often feel like a member of the Foreign Legion."

ANOTHER ADVANCE IN RURAL EDUCATION IN MANITOBA

Opening of Foxwarren School

"A landmark in the history of education in Manitoba."

"An inspiring example to school trustees and ratepayers throughout the province. What Foxwarren has done others can do."

"The newest and finest and most complete public school in the Province."

The above are but a few of the remarks of the Hon. R. S. Thornton, Minister of Education, on the occasion of the formal opening of the new Foxwarren consolidated school on Wednesday, December 19th. This brought a glow of pride and satisfaction to upward of 400 of the residents of the new consolidated school district assembled in the magnificent auditorium of the school. Foxwarren is a live town in the midst of a farming district which vies with the best and most prosperous in Manitoba, but it boasts a population of little more than 230 and is, therefore, more than ordinarily proud of its new school, built of solid brick, lighted by electricity, heated with steam, fitted throughout with the most modern sanitary plumbing and ventilation. The new school cost \$50,000 and sits proudly in a school plot of ten acres which will be used for playgrounds and gardens. It cost money to build and it will cost money to operate, but trustees and ratepayers of the district are practically a unit in the belief that it is worth the price, and in the determination to live up to it. Their action in building such

a school on their own initiative is the latest and most striking proof of the new interest in education which has been a marked feature of the life of the province of Manitoba in the last few years. It came about quickly when the advantages and possibilities of consolidation were realized.

The formal opening of the school on Wednesday was the biggest event in the history of the Foxwarren district. Residents from every part of the district came to town in the afternoon and inspected the building prior to the delicious chicken supper served by the ladies. The opening exercises included an excellent musical programme and speeches by local and visiting educationists. The meeting was presided over by the Rev. T. W. Bird, of Foxwarren, and opened immediately by a hearty singing of "Praise God from Whom All Blessings Flow," followed by a dedicatory prayer by the Rev. Mr. Annan, of Binscarth. J. Boyd Morrison, the veteran school inspector of the district, was appropriately given the first place among the speakers. He contented himself with a short message of congratulation to trustees and ratepayers and some kindly words of advice to teachers and pupils. He predicted that it would be but a short time before the school would take full high school standing, when, he declared, his cup of thankfulness to the district would be full. E. Graham, chairman of the trustee board, followed with a short resume of the events leading up to consolidation, and argued that as Foxwarren is

one of the best farming districts in Manitoba, it was but fitting that it should have a school as good as any. He thanked architect and contractors for the fine work they had done on the building.

The Hon. Dr. Thornton was the chief speaker of the evening. He declared that the opening of the magnificent new school marked not only a new era in the history of the district but was a landmark in the educational progress of the province. He congratulated everyone concerned on having the newest and best school in Manitoba. Winnipeg and St. Boniface and Brandon might have bigger schools, but they had none better or more complete. He hoped that the same spirit of co-operation that produced the school would continue and combine to get the fullest value out of it. He praised the far-sighted method that decided on so solid and lasting a building and argued that it might well be looked upon as a long term investment in the light of the fact that it should last on condition for upward of one hundred years. The first cost might appear large, but he was sure that the ratepayers would find in the end that it was really cheap after all. The school, he said, was so large a part of the life of a child that it should really be looked upon as an annex of the home, and for that reason should be made as comfortable and as attractive as any home. He was glad to observe that with its beautiful finish and surroundings, its electric light, steam heating, modern sanitation and ventilation, Foxwarren school lived up to this idea. Dr. Thornton then gave a special talk to the children, illustrating the value and the necessity of co-operation by stories which were enthusiastically received. He urged the pupils to think of the school as "our school," to think and act not "me" but "we," in both work and play, and he congratulated them on their start in this direction by their action in combining to pay for "our" piano. He told of the traditions and memories that are the most valued part of scores of public schools hundreds of years old

in the motherland, and urged the children to remember that it was their privilege and opportunity to lay the foundations of just such traditions and memories for the new school. Already they had one such foundation in the honor roll of the old Foxwarren school, which listed the names of former pupils who had gone to do their bit as Canadians and Britishers in the greatest and most important struggle for freedom and democracy which the world has ever known.

Speaking to the teachers and trustees especially, Dr. Thornton declared that the important thing, in fact the only thing, that matters in education is the spirit in which the pupils in after life make use of the education they receive. They must never lose sight of the part that the public school plays in building the spirit of the nation. It was an inspiring fact that the first thing done in rehabilitating the devastated portions of France recovered from the Hun was to rebuild and to reopen the schools. Today teachers and pupils were assembling daily within sound and sometimes almost within range of the roaring guns—all to keep alive the spirit of France. Schools like the Foxwarren school, he declared, would keep alive for all time the true spirit of Canada. Dr. Thornton concluded with the remark that to him the best thing about this school was the fact that it was entirely the idea and the work of the trustees and the people themselves, without suggestion or urging from the Department of Education. He thanked the trustees and ratepayers for their valuable contribution to the progress of education in Manitoba, and held that Foxwarren school would prove an inspiring example.

Robert Fletcher, Deputy Minister of Education, congratulated the people of the district on the school as an evidence of their faith not only in their own community but in their country and in the boys and girls. He urged that the teaching should be linked up with the Boys' and Girls' Clubs and also suggested that a manual training circuit could be organized to take in

Birtle, Russell and Binscarth, thus making it possible to get the services of an expert instructor. He closed with a tribute to the fine community spirit which made such a consolidation and such a school possible.

William Iverach, of Isabella, Chairman of the School Trustees' association, was the last speaker. He gave an earnest and practical talk, concluding with a strong plea for higher agricultural education, which, he declared, had its assured value in dollars and cents to every member of the community.

The school building, which, because of its lone position on the prairie, removed from other buildings of the town, presents an unusually impressive appearance, is of solid brick construction, buff color, and is practically fire-proof. It is two stories and full basement and hall floors are of smooth finished concrete, and all stairways are of the same material. The whole building is finished with a high wainscotting of lin-crusta, the halls being in light buff and the class and public rooms being in a mottled green tile effect, which is most uncommonly attractive and quite unique in school rooms, at least in Manitoba. On the main floor there are four commodious rooms in addition to the principal's office and public reception rooms. The top floor has two more classrooms and a magnificent auditorium with full stage. The auditorium is so designed that when required it can be converted into two additional classrooms by the simple building of a partition. The brick construction of the walls was so arranged as to allow for the full complement of windows for classrooms, but already it is pretty well understood in Foxwarren that the big auditorium is to remain in its present useful beauty, and that if more classrooms are needed in the future than the six now finished, an additional story will be added. The foundation and wall plans make full provision for such an addition. Adjoining the auditorium and giving separate entrance to the stage from the main hallway is a trustee's office and reception room which can also be used for a dressing

room when the auditorium is used for public meetings, concerts or dramatic performances. Across the hallway is a spacious library with separate private office. The stage has two enclosed stairways and has a modern curved front with cleverly arranged footlights. It is already complete with dainty curtains and boasts a brand new piano bought by the pupils of the school and to be paid for by themselves with money to be raised by entertainments and other activities. The basement has a playroom the full length of the building and thirty feet in width, which is soon to be equipped with all usual gymnasium apparatus. It is to be the banquet hall of Foxwarren for many years to come. Across the hall from the playroom are large rooms for manual training and domestic science. The latter is already equipped with a fine eight-hole range in addition to coal oil stoves, and has a full complement of tables and cupboards. It will be used at once for the preparation and serving of hot lunches to the pupils, and it is expected that the regular domestic science instruction will be commenced within a short time. The furnace room houses the big twin steam boilers, the Delco electric lighting plant and the gasoline engine which operates the water pump and ventilating fans. The ventilating system is of the most modern type, taking air through a large shaft from the outside and passing it through a series of steam-heated beds which send it to the rooms at a temperature about equal to that of the rooms. Heating and ventilation are entirely separate, the former being supplied by regulation steam radiators throughout the building.

The lavatories are commodious and of the most modern type, and resemble more the kind to be seen in the largest business buildings in Winnipeg than anything to be found in public buildings or schools. Sewage goes to a big septic tank some distance from the school, and an ample water supply is got from a well which opens into the boiler and pump room. In addition to

hot and cold running water in the lavatories and kitchen, sanitary drinking fountains are placed in the halls on every floor. In fact, there is not a modern convenience of any kind that is not to be found in this most complete building.

The class rooms differ in several respects from the conventional type. The blackboards are unusually large and are framed in heavy panels of hard-wood. The windows, which are of the French type, opening inward in two heavy frames, give ample light from the left in all rooms, and in addition there are large transoms, which will furnish all needed ventilation in summer. The cloakrooms are unusually large and well fitted. Desks and seats are of the newest type, those in the principal's room being of the adjustable pattern.

Plans of this school were furnished by Mr. E. Green, a Winnipeg architect, and the contractors were the Progress Construction Company of St. Boniface. Foxwarren consolidated school district comprises about 87 sections, and is composed of the whole of the former small districts of Foxwarren, Bayfield and Moresby, and parts of Dunston and Crew. The school at Foxwarren is situated very close to the centre of the district, and at present the arrangement is for eight van routes. The new school will open after the New Year

with an attendance of about 160, which it is expected will soon increase to 200. The longest van route at present is about ten miles, and owing to the time taken when on this route there is already an agitation for the use of motor vans. It is more than likely that an experiment will be made in the near future.

The history of consolidation at Foxwarren is interesting. As far back as 1906 there was talk of consolidating the town and Bayfield district, and a meeting was held, but the difficulties appeared too great and the matter was dropped. Three years ago a far sighted member of the Bayfield board re-opened the question but failed to get a single supporter. A little later, however, sentiment toward consolidation grew quickly, with the result that the necessary formalities for the joining of Foxwarren and Bayfield school districts were completed. The intention at that time was to add to the old Foxwarren school. Plans to this end were under way when someone suggested that if this small consolidation was a good thing a larger one might be better, and out of this suggestion quickly grew the present consolidation which was completed less than a year ago. Today the outward sign is the magnificent school which stands on the outskirts of the little town of Foxwarren.

ROLAND CONVENTION

Almost all the teachers of Inspectorial District No. 14 attended the fifth annual convention held in Roland, October 25th and 26th. It was a convention which differed from former conventions in the intensely practical and timely nature of the papers and in the consequent liveliness and readiness of the discussions. Even topics often discussed were treated in an unusual manner. For instance, Mr. Purcell, of Rosebank, discussing Agriculture in Rural Schools, demonstrated the use of the hand machines, loaned by implement companies; instead of a formal

paper on Public School Music, Miss Evangeline Martin, of Roland, gave a very pleasant as well as an extremely illuminating lesson to about thirty pupils from her rural school. Some of the topics were fairly new to many. School Attendance, as treated by Principal Ebborn, of Oak Bluff, provoked a discussion of the causes and remedies of the low percentage in some schools. Miss Fraser, of Carman, speaking of Medical Inspection of Schools, emphasized the value of the work of the school nurses and the imperative need

for the extension of this service. But some of the subjects were unusual in teachers' meetings, such as Mr. G. M. Black's talk on the Victory Loan. Perhaps the most vital, and without doubt the most effective address of the Convention was that of President Reynolds of the Agricultural College, on Food Conservation. In two splendid talks, Inspector Woods summed up the duty of the teacher of today.

At the business meeting on Friday, Carman was chosen as the meeting place for next year, and the following

officers were elected: President, Miss Fraser, Carman; Vice-President, Mr. Purcell, Rosebank; Secretary, Miss McKee, Carman.

Resolutions were adopted favoring the teachers' pensions and the assistance of all teachers in encouraging food conservation and the victory loan. Resolutions were also adopted thanking President Scott, his assistants, and the people of Roland for their kindness and hospitality, and for the luncheon and delightful entertainment Thursday evening.

The Conventions

At the end of the month there will be held the Trustees' Convention. Forget it not! There is every hope for a country in which the trustees are interested in the work of the schools. The best schools are none too good for our

children. When trustees wish it they can have the best. Come and learn.

At Easter, remember the other convention. Teachers this year may expect a treat. Save up. Come for inspiration, and information. Nothing is too good for the children.

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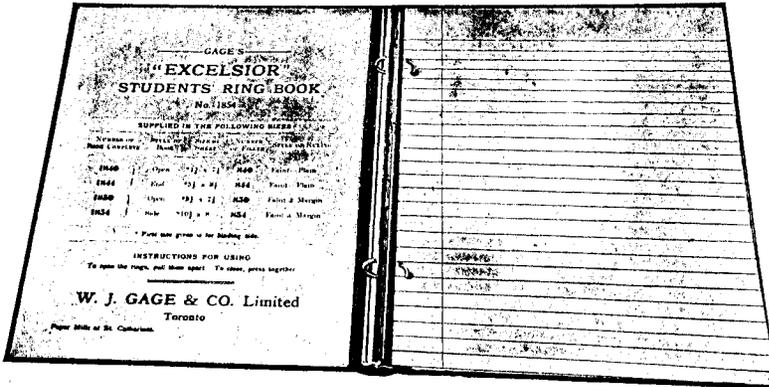
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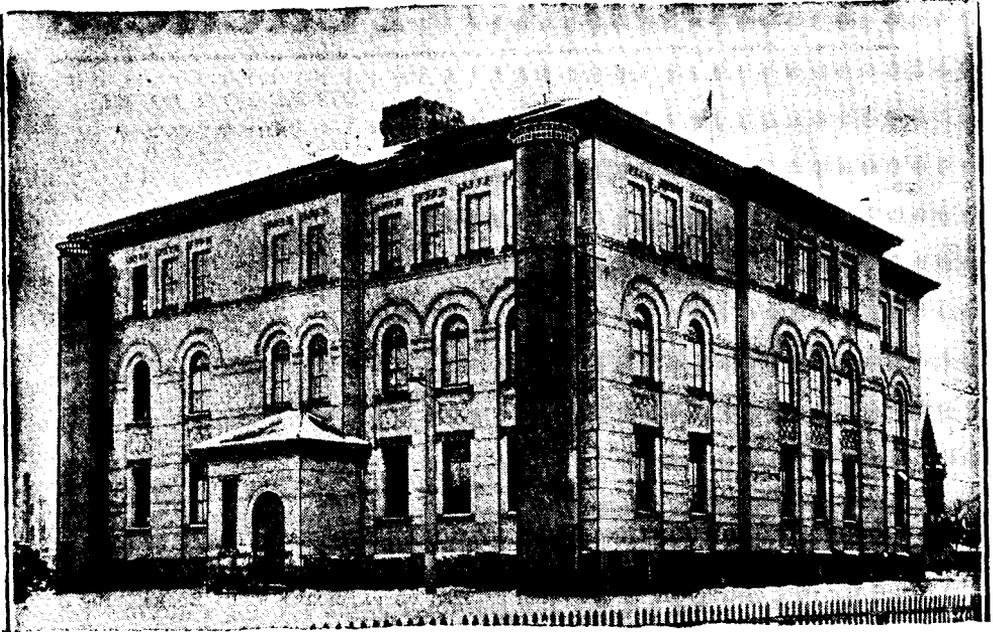
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