

The WESTERN SCHOOL JOURNAL

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

The school boy whips his taxed top; the beardless youth manages his taxed horse with a taxed bridle on a taxed road; and the dying Englishman, pouring his medicine, which has paid 7%, into a spoon that has paid 15%, flings himself back upon his chintz bed which has paid 22%, and expires in the arms of an apothecary who has paid a license of one hundred pounds for the privilege of putting him to death.

—Seybert.

If all the year were playing holidays,
To sport would be as tedious as to work.

—Shakespeare.

Convention Number

Winnipeg, Man.

June, 1920

Vol. XV—No. 6



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The Western School Journal

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

VOL. XV

WINNIPEG, JUNE, 1920

No. 6

Editorial

A LOST OPPORTUNITY

A year ago the Advisory Board made it possible for Students in Grades IX, X, and XI, to get credit for Musical Study. Those in Grade IX, could get a bonus of fifty marks on the total of the examination. Those in Grades X, and XI, could take music in lieu of Algebra, Agriculture, Domestic Science or Practical Arts. Comparatively few students have taken advantage of the regulation either because they have been ignorant of the new provision or because their teachers in High Schools have not regarded the innovation with favor.

Consider the thing dispassionately for a moment. Will any of the subjects on the programme for which music may be substituted, do as much for the pupil as an individual or as a member of his community? He carries with him into all his life relations his knowledge of music. It delights him and his friends in the home, it is of service to him in social gatherings in the church, and elsewhere. It keeps alive good feeling, it develops friendliness, it cheers and inspires. As a nation we are lacking

in the artistic, and here is our opportunity to remedy our weakness. Our standards are being constantly lowered by the circulation of cheap and nasty productions that are unworthy of Canadians. It is a hopelessly mistaken and mediaeval attitude which places the traditional studies such as Algebra, Grammar, advanced Arithmetic and Latin, above the study of music. A nation must be elevated emotionally as well as intellectually. The study of Art, Literature and Music are quite as essential to individual and community welfare as the study of Mathematics and Science. Pedagogues are too ready to teach what they themselves know, rather than what the pupils require.

It is not urged that all should study music. To make the study compulsory would be criminal. It would be sin against the individual and against society. Music can either soothe or provoke to anger. The plea is that all who have musical ability should be encouraged to develop their talent in right lines. The school should welcome the regulation of the Department.

THE EMPIRE DAY BULLETIN

Reports from the schools indicate that the Empire Day Bulletin issued by the Department of Education this year was of very great value. It was used in many of the schools for purposes of direct teaching and will be placed in

libraries for future reference. It is by long odds the best bulletin prepared by any Department of Education in Canada, and the Journal hopes that something equally practical and serviceable will be issued every year.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

RE SPELLING GRADE X.

The Advisory Board has decided that a student in Grade X, may be allowed to pass into Grade XI. with two conditions this year, if one of these conditions is spelling, otherwise only one condition will be allowed.

THE ADVISORY BOARD

The following were nominated to fill vacancies on the Advisory Board and were elected by acclamation: Dr. D. McIntyre, re-elected to represent the teachers of the Eastern Division; William Dakin, Souris, to represent the teachers of the Western Division; and E. K. Marshall, Portage la Prairie, to represent the high school teachers. They will hold office for two years, dating from August 1st, 1920.

Special

A LUNCHEON EXPERIMENT

To begin with I belonged to that sad brigade of girls and women to whom the lunch hour spells "tea-room" or "restaurant." Of the former there were very few in our city, and the prices were exorbitant, of the latter I need not speak to those who have had experience, but suffice to say I became thoroughly tired of the but slightly varied menus, of the noise, the heavy, unappetizing odor of food, of the indifferent service, and most of all of the high prices for the uninteresting meals. I am a member of the staff of a school which numbers some twelve women, half of whom were dependent daily on down town places, and several of whom at least once a week on duty days, etc., stayed at the school and ate a cold lunch. Two other members of the staff

were as actively dissatisfied as I was, and we three formed the nucleus of what has been all winter a most successful experiment in the hot lunch problem.

We were able to get a minimum equipment in the school, and were fortunate in having a small room of our own which contains a cupboard. We have one electric plate, cups and saucers, plates, soup plates, knives, forks and spoons, a kettle, a tea-pot, and two saucepans. All this equipment might easily be provided if each girl brought her own cutlery and china, and there are few firms which do not provide a rest room or cloak room for their women employees. At first we managed with one table on which to prepare and serve, but later we added a

small octagonal table made in the manual training room. Although it is hardly larger than a card table, it will seat six comfortably and has even seated eight and nine with, to be sure, but little elbow room.

To begin with, each of the three girls undertook to do the cooking for a week, assisted by the others. The cook, however, was entirely responsible for the menu and supplies for that week, but did not have to do any dishes. Later, other members also took their turn in taking charge of the menu. So far we have managed the dish washing in the ordinary stand basin.

We opened a monthly account at a grocery store and ordered weekly. Bread, milk and cream were bought daily at a neighboring store by the cook for the week, who paid cash for these things.

Each girl who stayed was asked to notify the cook and the secretary kept count of the number of lunches eaten by each person for the month. At the end of the month the petty cash spent by each cook was totalled, the amount of the grocery bill added and the expenses thus arrived at. This amount was divided by the total number of lunches eaten and the unit price obtained, for example:—

Grocery Bill for February.....	\$15.45
Petty cash for February	6.37
<hr/>	
Total	\$21.82
Total Number of Lunches Eaten..	117
Unit Price, 18.6 or (.19c)	

An individual account would read:—

Miss Blank, 15 Lunches @ 19c.	\$2.85
Petty Cash Spent by Her.....	1.50
<hr/>	
Amount of Account for	
Month	\$1.35

Lately the unit price has increased to approximately 24 cents as we have been indulging in more elaborate lunches, but it is possible to get not only a nourishing lunch but a tasty and delightful one for the smaller amount. Any one who has made a practice of

eating down town knows that 25 cents will not only not provide daintiness or tastiness, but it will not buy enough food to satisfy a healthy appetite, and I can assure you that we had abundance every day. The by-products of our experiment have also been most interesting. A closer friendship and better esprit de corps have been the result of the daily noonday chat. Several girls with but limited experience in cookery have learned many of the small essentials from those more experienced. In addition, a friendly competition has arisen as to which cook will produce the most varied menu from our necessarily limited supplies and equipment.

Sample menus which have never all winter become monotonous are as follows:—

- Cream of Tomato Soup
- Apple, Celery and Walnut Salad
- Instant Coffee
- Bread, Butter and Biscuits
- Cold Ham
- (or other cooked meat)
- Cream Potatoes
- Jam
- Biscuits
- Tea
- Canned Spaghetti
- Toast
- Sliced Bananas and Oranges
- Cocoa
- Combination Salad
- Rolls
- Doughnuts
- Coffee
- Poached Eggs on Spinach
- Jelly
- Biscuits
- Tea

We found that by boiling a few potatoes at home we could have a delightful salad, cream soup, or creamed potatoes with very little trouble. We usually made our salad dressing at home, too, but have also made it at school after hours. Because we were able to use an oven in a gas range downstairs we were able to have such dishes as scalloped tomatoes, baked potatoes, hot baked apples, etc., but I have left these off the menus and only put in such dishes as we were able to cook easily on the

one electric plate. Of course, these menus are only suggestive, and may be added to with all the varieties of canned and prepared foods.

We always arranged to put the kettle on early so that there was boiling water ready at twelve o'clock. Our staple groceries consisted of salt, pepper, paprika, onion salt, sugar, tea, instant coffee, cocoa and "Carnation" cream, and

each cook added her own favorites in the line of prepared fruits, meats, etc.

The preparation of our lunch in this way has really passed beyond the experimental stage and has become an assured success, and there is no one who would be willing to revert to the old haphazard, unhappy and expensive restaurant way again.

AN EXPERIMENT IN A CROWDED SCHOOL

Having been requested by Dr. W. A. McIntyre to write an account of the work accomplished by two teachers occupying the same class room, under the best conditions thereby afforded, we submit this article.

This, we understand, is not a new idea to many, but for those to whom it is new we shall relate our experience and the result thereof to the best of our ability.

The necessity for such a condition arose in the Manitou Consolidated School by there being two grades in the primary room, almost fifty pupils, consequently too many classes.

The work, of course, might be covered indifferently by any one teacher, but to do it thoroughly and to give individual attention, (which every teacher realizes is of vital importance,) it is impossible. The more backward child cannot receive his due amount of attention and this is the child upon whom the teacher's genius is shown. The school board realized this and obtained an assistant teacher.

The ideal condition, of course, is separate rooms, minus congestion. But when congestion is already present, this seemed the simplest method.

The arrangement of the work is not so complicated as a casual observer

might think. Each teacher had her own distinct classes. While one teacher had her class on the floor the other teacher supervised the seat-work and gave individual attention and vice versa. If necessity demanded that two classes be on the floor at the same time, one teacher used one side of the glass room while the other used the remote corner, grouping her classes about her, causing as little interference as possible. This served a very good purpose, that of thinking of the other students in the room, i.e. (consideration of others.)

A number of lessons may be taken together, such as, opening and closing exercises, nature study, songs, stories, hand-work and drill. Each teacher is responsible for the conduct of the whole room.

When the time came for promotion at Easter, all classes were up to the proper standard of efficiency. No pupil had been neglected; the work had been covered thoroughly, not a single child can escape when two teachers are on the alert.

Thus the desired result was obtained and we found the work congenially pleasant throughout the entire period.

Kate E. Pollock,
Edith L. Thomas.

TECHNICAL, AGRICULTURAL AND COMMERCIAL EDUCATION IN CANADA

By Miss Margaret Tidsbury

Technical education seems to have centred in the east, the largest and most efficient engineering department being

that held in connection with the University of Toronto. McGill University, Montreal, provides for technical train-

ing. In connection with King's College, Windsor, there is an engineering department, and at the Royal Military College, Kingston, has been established an excellent School of Mining. The degrees, B.A.Sc., M.A.Sc., may be obtained. Technical training is also being given in the Royal College of Dental Surgeons of Ontario, Mount Allison University, Polytechnique School of Javal University and twenty-six such schools in Nova Scotia. In Winnipeg we have St. John's and Kelvin Technical High Schools.

Today the engineer must be more than a technical expert. The growth in complexity of modern life demands that he have a broader training and many students of engineering are taking a partial if not a complete university course.

Agriculture being still the basic industry of our country, greater attention is being paid each year to agricultural education. Our best type of agricultural college is at Guelph, Ontario, for men, the Macdonald Institute for women being in connection with this.

Agricultural education may be divided into three parts: First, agricultural courses at the College; second, agricultural and nature study course in secondary and primary schools, and third, agricultural extension work.

At the College the following courses are offered: (1) A graduate course for advanced students, original investigators and special well-trained students:

(2). A long course which offers scientific training in agricultural chemistry, agricultural physics, horticulture, animal husbandry, dairying and agricultural bacteriology.

(3). A short course of a practical nature.

(4). A dairy course for young men.

(5). An adult farmers' short course.

(6). A housekeeper's short course.

The short course includes lectures on subjects that are of vital interest to farmers, such as feeds and feeding, plant life, dairying, a course in farm book-keeping, etc.

The farmers' course is an improved form of the Farmers' Institute, the farmer himself coming to the College, where instruction can be given him.

The housekeepers' conference, held at the College for two weeks during the winter, lectures and demonstrations being given that will be of help to the farm women at home.

In public schools a text-book on agriculture is being used with little success.

The attempt to place a course in secondary agricultural education in high schools at Stonewall, Brandon and Winnipeg has proved a failure, because no certificate has been given in recognition of the pupil's effort. We have no county schools of agriculture, but the subject is assuming such importance that they may be established in the near future. Much of the agricultural education in rural schools is connected with the Boys' and Girls' Clubs, of which there are many.

Schools of forestry have been established at Guelph and Ottawa, because of the obvious social, economic and climatic reasons for the cultivation and preservation of forests.

Commercial education trains those who distribute goods and, therefore, deal directly with the production of economic goods. The commercial schools have grown and multiplied out of the demand of business men for more efficient clerical workers. As with technical education, it is felt that the training has become too narrow, due to the pressure of economic changes. It has been suggested that three kinds of business training be given to meet the needs of first, those who are compelled to take positions after leaving elementary school; second, those who have completed secondary school; third, those who can give yet other years to higher training. Education should be productive of a different attitude to business, not to live outside of one's business, but to make business a means of living. In every case education is becoming broader, more scientific and more systematic.

Children's Page

The Vowels (a, e, i, o, u)

We are airy little creatures,
 All of different voice and features,
 One of us in glass is set,
 One of us you'll find in jet.
 T'other you may see in tin,
 And in the fourth a box within,
 If the fifth you should pursue
 It can never fly from you.

—Swift.

A Riddle

A bridge weaves its arch with pearls
 High over the tranquil sea;
 In a moment it unfurls
 Its span, unbounded, free.
 The tallest ship with swelling sail
 May pass beneath its arch with ease;
 It carries no burden, 'tis too frail,
 And with your quick approach it
 flees.
 With the flood it comes, with the rain
 it goes;
 What it is made of nobody knows.

—Schiller.

EDITOR'S CHAT

Dear Boys and Girls:

Last month those of us who lived in some of the larger cities of the West were able to see something of the pageant which celebrated the 250th anniversary of the beginning of the "Company of Gentleman Adventurers trading into the Hudson's Bay."

Canada was a very new country indeed when the clumsy, slow old sailing vessels bore these men across the rough and almost unknown Atlantic into a strange and wonderful land. As I watched the swift canoes filled with dusky warriors in their feathered head-dress, and the slow and cumbrous York boats with their many oars, and the long war canoes slipping down the cen-

tre of the wide old Red River, I closed my eyes and tried to picture that same trip in the long ago. It was the same river but wider and deeper, and along the banks were dense growths of willow and poplar, some oaks and elms, and rank grasses and weeds. No smoke rose from chimneys for there were no chimneys. No mighty steel and stone bridges spanned the river for there were no people to build them, no thundering wheat trains or luxurious passenger trains to cross them. No peaks or factories, or boat houses or homes lined the banks. An occasional Indian glanced at the intruders through the willows, a fish jumped and splashed back in the water; a bird called, a buffalo bellowed, and

there was the tiny buzz of flies and mosquitos, and the dip of almost silent paddles in the muddy river. And when noon came the travellers drew to the bank and built their tiny fire and cooked their fish and ate their pemmican—and went on with their journey. There were no thermos bottles then, no crisp cool lettuce from a tempting picnic basket! As night fell there was the fear of animals and hostile Indians. When they reached their journey's end—some Fort in the wilderness—there was the clumsy, wooden-wheeled, Red River cart with its shaggy little Indian pony. There were the friendly Indians and the handful of white men who were holding the wilderness for the Company, trapping, fishing, shooting, and defending themselves against enemies, human and animal. No lines of luxurious motor cars met them, no aeroplane hovered overhead, no bands played, no motor launches chugged their

swift way through the water. Canada was a wild, unknown land. Its great forests untrailed, its mighty rivers unexplored, its vast prairies untravelled! What will the next 250 years bring to Canada? Will the people who live then see greater wonders than we have seen, in the new nation that we have grown to be?

Well, boys and girls, the magic days have come when we say good-bye to each other for two months! I say magic days, not because they are good days to me, I shall miss our talks, and so, I hope, will you, but they are magic days to you because they are "holidays" and there's a little special wonderful sound even about the name. May these holidays be all that you could wish in your best dreams. Remember the Children's Page will want to hear all about them when September calls you back to school and work.

OUR COMPETITION

Prize won by Marjorie MacRuer,
Wood Lake School, Desford, Man.

Hon. Mention to:—Judith Johnson,
Erinview P. O., Gordon Mason, Stone-
wall.

We haven't many poets in our Children's Page. I thought the spring would bring out a lot, but we had no luck at all!

Summer

Oh summer, fair, fair summer,
You have surely come at last!
The streams are swiftly flowing,
And the winter has gone past.
The birds have all come northward,
Busy animals are awake;
And we hear the green frogs croaking
In the ponds and by the lake.
Larks sing blithely on the fence rails,
Blackbirds whistle in their glee;
And by looking through the hedges
Bright-eyed rabbits we can see.
Robins glory in the rain drops,
Sweetly sing and hop around,
And among the safest branches
Their small homes can now be found.

When the gentle rains are over
How the world with freshness glows!
And with the grasses in the meadow
The golden-hearted daisy grows.
Trees are growing on the hill tops,
Flowers cluster 'round their feet,
Birdies nestling in the branches
Listen for their mother's "Tweet."

Bright flowers bloom where'er one
looks

In every field and lane,
They have all been cooled and
freshened

By the unsteady summer rain.
Dandelions, roses and daisies,
Buttercups and lilies white
Dot the grass in field and meadow
With their lovely hues so bright.

In summer we sit beneath the trees,
And watch the sun shine through
Between the branches and the leaves,
Till the rays become too few.
With the brightest colors and softest
hues

The birds and trees and flowers gay,
Like instruments to cheer the world,
Light up our pathway day by day.
—Marjorie MacRuer. Age, 12 years.

SUGGESTED BOOKS FOR SUMMER

Summer holidays are a good opportunity to read real books, that take time and make you think. Can't you find a library shelf in your own or some friend's house where you can meet and learn to love Charles Dickens in "Dombey & Son," "David Copperfield," "Nicholas Nickleby;" or Sir Walter Scott in "Waverly," "Ivanhoe," "Kenilworth," "The Fortunes of Nigel;" or Shakespeare in "Lamb's Tales from Shakespeare," or any of the school editions? And there are old and interesting books for girls such as "The

Lamplighter," "The Wide, Wide World." For boys and girls, such books as "Richard Yea—and Nay," by Hewlett; "The Four Feathers," A. E. W. Mason; "The Proud Prince," Justin McCarthy; "The Scarlet Pimpernel," Baroness Orczy; "The Coming of Navarre," O. V. Caine; "Bootles' Baby," John Strange Winter; "Treasure Island," Stevenson; "Sentimental Tommy," J. M. Barrie; "Beside the Bonnie Brier Bush," Ian MacLaren; "The Little Minister," J. M. Barrie.

THE NEW SISTER

"Look carefully!" said the kind Nurse, turning down a corner of the flannel blanket. "Don't touch her, dears, but just look."

The children stood on tiptoe and peeped into the tiny red face. They were frightened at first, the baby was so very small, but Johnny took courage in a moment.

"Hasn't she got any eyes?" he asked. "Or is she like kittens?"

"Yes; she has eyes, and very bright ones, but she is fast asleep now."

"Look at her little hands!" whispered Lily. "Aren't they lovely? Oh, I do wish I could give her a hug!"

"Not yet," said Nurse. "She is too tender to be hugged. But Mamma sends word that you may give her something,—a name. She wants you and Johnny to choose the baby's name, only it must not be either Jemima, Keziah or Keren-Happuch."

The Nurse went back into Mamma's room, and left Johnny and Lily staring at each other, too proud and happy to speak at first.

"Let's sit right down on the floor and think!" said John. So down they sat.

"I think Claribel is a lovely name!" said Lily, after a pause. "Don't you?"

"No!" replied Johnny, "it's too girly."

"But baby is a girl!"

"I don't care. She needn't have such a very girly name. How do you like Ellen?"

"Oh, Johnny! why, everybody's named Ellen. We don't want her to be just like everybody. Now Seraphina is not common."

"I should hope not. I should need a mouth a yard wide to say it. What do you think of Bessie?"

"Oh, Bessie is very well, only—well, I should be always thinking of Bessie Jones, and you know she isn't very nice. I'll tell you what, Johnny! Suppose we call her Vesta Geneva, after the girl Papa told us about yesterday."

"Lily, you are a perfect silly! Why, I wouldn't be seen with a sister called that! I think Polly is a nice, jolly kind of name."

"Well, I don't."

"You needn't get mad if you don't. Cross-patch!"

"You're perfectly horrid, John Brown; I shan't play with you any more."

"Much I care, silly Lily!"

"Well!" said Nurse, coming in again, "what is the name to be, dears? Mamma is very anxious to know."

Two heads hung very low, and two pairs of eyes sought the floor and stayed there. "Shall I tell you," the good

Nurse went on, taking no notice, "what I thought would be a very good name for baby?"

"Oh yes! yes! do tell us, 'cause we can't get the right one."

"Well, I thought your Mother's name, Mary, would be the very best name in the world. What do you think?"

"Why, of course it would! We never

thought of that. Oh, thank you, Nurse!" cried both voices joyously. "Dear Nurse! will you tell Mamma, please?"

Nurse nodded, and went away smiling, and Lily and John looked sheepishly at each other.

"I—I will play with you, if you like, Johnny, dear."

"All right, Lil."

Convention Papers

MISS IDA BURKE

STORY-TELLING BY THE TEACHER

Story-telling is the oldest art—as old as man; for stories grew from the life of man. The Hebrews taught by stories. Jesus Himself taught in that way. I am sure He told stories to little children as he gathered them round His knee. Our dusky brothers of the desert spend the evenings in their tents telling stories. The early minstrels kept alive the old legends. In China and Japan today there are professional story-tellers who go from place to place. The legends, myths and stories told by these ancient story-tellers have been handed down to us and form the basis of our best literature.

Story-telling is an art which can be developed. Story-telling to children is a fine art. "To be a good story-teller is to be a king among children," says Kate Douglas Wiggin.

The object of story-telling is to broaden moral experience past the borders of actual experience; to widen mental visions; increase the vocabulary; stimulate the imagination; impart useful information in a pleasant form, and awaken love for good literature. Story-telling, too, plays an important part in recreational life.

Story-telling is a legitimate short-cut in teaching. If a story is a real one it is worthy of your respect. The selection of the story depends on the desired effect. After a careful choice: 1st, read your story. 2nd, find the pictures. 3rd, prepare the pictures to present to the children. Have faith in the attitude of your children, and go about telling your story with a business-like leisure, which is the true attitude of a story-teller. Portions between actual episodes should be passed over lightly.

A few Don't's in story-telling: 1—Don't feel hurried; 2—Don't take children behind the scenes to hear the creaking of your mental machinery. If your preparation and confidence fail you, never admit it. Children are more apt to remember the fact of failure than the

story you tell. If you miss out a needed link in your story put in as skilfully as possible and go on.

Children do not need an introduction to a story. The story interest must begin in the first sentence. You then secure involuntary attention. When we gain this we lead a child on; sustaining attention, thus developing concentration. The story has another quality, that of suspense.

A well-told story has the same effect on children that a successful drama has on an audience; carrying the mind along on the thread of the story with just an element of suspense to give spice to the story. The climax must come as a surprise thus: It clinches the interest of the plot and imprints the story on the child's mind sheet. A proper climax knots the thread of the story.

There are two classes of stories. 1st, Those containing certain ethical or conduct lessons, from which the child receives his ideas of manners and morals. 2nd, Those having no set moral lesson, i.e., certain fables and laughter stories.

In the choice of a story one must take into consideration the life and experience of one's children. A little child in the country knows certain flowers, birds and animals. A city child thinks in terms of streets, parks, fire engines, ambulances, etc.; but all child minds are tenanted by the simple things of home, mother and play experiences.

A story must not have too many new ideas to hinder the child—to classify them in terms of his old ideas. Most young children enjoy the story of "The Three Bears." The familiar terms such as House, Chair, Bed and Porridge and Tiny, enable the child to understand and appreciate the story. Another good one, "The Cap that Mother Made." Again I say you must know the store of ideas in the child mind before you can properly teach him.

One of the easiest and surest ways of educating a child is through the senses. The first impressions are received by these means. The infant grasps the brightly-colored ball and knows the difference between red and yellow, etc., long before he knows the names of the colors. He knows the sound of Mother's voice, learns to discern heat and cold. These are such simple mental operations that we do not recognize it as Mother Nature's way of letting in impressions, and it is the only way for us to give him knowledge. Many of the old jingles and folk tales are full of eating, drinking, smelling, hearing and seeing, e.g., "The Queen of Hearts," "Little Jack Horner," "Ding Dong Dell," and "Pat-a-Cake." They will never die because they belong to child life. The child grows out of this nursery rhyme and finger-play stage and stories such as the "Gingerbread Boy," "Little Red Hen" and "The Little Match Girl," take their place.

Intensive sense training is one means whereby the feeble-minded child may be taught. More attention is being given to this work each year.

Parallel with the finger-play stage in child life is the appreciation of rhythm. A very young child loves to be trotted and sung to. He loves to clap his hands in time to some nursery ditty. Next comes the appreciation of stories with a repetitional and rhythmic quality, e.g., "I'll huff, and I'll puff and I'll blow your house down," in "The Three Little Pigs." Children love to play these stories. Why do we use the appreciation of rhythm, later called the dramatic instinct? 1st: Because it is the instinct "to do" which forms the greater part of the brain capital of very young children. 2nd: It is a sure way of helping a child to gain poise and self-control. 3rd: but not least it means grace of body and freedom of verbal expression. Many a man is handicapped by that awful monster, "self-consciousness" which he might easily have overcome had he been allowed to express himself in the natural way in childhood. In the selection of a story for dramatization be sure it has the quality of being simple and easily understood by child listeners. With these qualities it will add to his store of words without taxing him too much. Stories such as "The Little Red Hen," "Three Little Pigs," "The Lark and Her Young Ones," "The Town Mouse" and "The Gingerbread Boy" are good; in fact any story containing action. It is important that all action be spontaneous.

The different uses of stories inter-mingle so that each use can hardly be separated from the other. Linking with the rhythmic instinct is the instinctive interest in animals and nature. This does not mean that hard, dry facts be presented to the mind, but in such a way that the child will feel himself to be the friend of animals, birds, trees and stars. By a friendly introduction to the world of nature children grow to know, appreciate, and eventually understand her secrets. Burgess' "Bedtime Stories for Children," "Br'er Rab-

bit," and "Just So" stories are good. For variety we have the nature myths such as "Baucis and Philemon," "How the Robin got his Red Breast," etc.

Although, not so highly developed as in animals, we find in the child the instinct of self-preservation. This is, in a measure, necessary for life's struggle. It is hard to get stories to apply in a delicate manner. The lesson of unselfishness is rather the result of the story. As the child applies it to his own life, the lesson is unconsciously learned, e.g., "The Little Red Hen."

Instinct may be defined as inherited memory. A child has as his birthright a certain amount of brain capital. To this store the story adds (or should do so) ideas; and fixes certain facts in the mind. Memory is not the repetition of ideas. It is the association of ideas.

As a language lesson stories are invaluable. A story selected for this purpose should be of the best models, e.g., one of Dickens, Eugene Field or Andersen, etc. It should be told in its original form and have frequent repetition in order that the child may become familiar with certain forms and gain the power to use them naturally.

Story-telling plays an important part in discipline. Feelings such as joy, sorrow, jealousy, love and anger are as old as time. They might be classed as instinctive. A story which appeals to the feelings is a force in emotional development. The choice of the story depends on the atmosphere we wish to create, e.g., Those representing: **Humor and happiness** are: "Br'er Rabbit and the Tar Baby," "The Mouse and the Sausage," etc. **Courage**: "The Hero of Harlem," "The Tin Soldier," Pity, Courage and Sympathy are combined in "The Little Lame Prince."

The Fairy story too has its place in stimulating childish imagination. Every child has a mind picture of a fairy: A dear little lady with dainty wings, filmy clothes and a wand. Imagination is mind seeing, piecing and patching ideas together and forming them into a new idea. An occasional fairy story adds a touch of spice. Fairy stories bear frequent telling. Let us shut out from the story hour such stories as "Bluebeard" and "The Wicked Witch Stepmother." Children soon enough hear gruesome things as they grow older. Choose your fairy story thinking of 1—The imaginative element; 2—Is the point of unreality worthy of a permanent place in the Child's mind? Many fairy stories, of course, embrace valuable lessons, i.e., "The Tin Soldier," "Red Rose and Snow White," "The Elves and the Shoemaker," "King Midas" and "The Blue Robin."

Story telling is a teacher's crowning gift. The object of this crowning gift among children is:

"To bring smiles to the eyes of the child;
Laughter to the lips of the child;
And dreams to the heart of the child."

MISS M. F. ROWE, B.Sc., Manitoba Agricultural College

A REVIEW OF RECENT LITERATURE IN NUTRITION

The teachers of to-day with their manifold duties and the many and various calls upon their time, find it almost impossible to keep up with current literature. Some of us find it almost impossible to do any reading even along our own particular line of work. Still others do not have access to the best material. To all of us, however, a review or a summary of any particular subject comes as a relief.

In the field of nutrition to-day we find a vast amount of work being done. Osborne and Mendel say—"Progress in the study of Nutrition has tended to show a far greater complexity in the nutritive needs of the organism than was appreciated or even suspected until recently. One by one the energy factor, the quantity, and suitability of the protein, the inorganic aspects, the roughage or ballast, and the vitamine features of the diet have come into prominence and demanded recognition in the construction of an adequate diet." For the last few years the greater part of the work has been done along two distinct lines—the vitamins and the proteins.

A most excellent summary of the recent investigations with regard to vitamins is found in the January Journal of Home Economics in an article called, "The Present Status of Vitamins," by Katherine Blunt and Chi Che Wang of the University of Chicago. I shall base most of my remarks regarding Vitamins on that article.

Three vitamins are commonly recognized to-day; (1) fat-soluble A; (2) water-soluble B; (3) water-soluble C. These substances are found in animal and vegetable substances and it will be difficult for an adult on mixed diet to avoid getting his quota. Wherever the diet is restricted, however, the matter is quite different and science is now giving its attention to this danger of vitamin lack. The vitamins are required not only by children for growth and development but also for maintaining the health and general well-being of an adult.

The absence of fat-soluble A results in an inflammation of the eye called Xerophthalmia. Glandular development is also interfered with. It is thought by some authorities too that it may be one of the chief causes of rickets. This Vitamin is found in a great many food materials in variable quantities. The following foods contain fat-soluble A:—Butter, cod-liver oil, egg yolk, leaves(?), corn germ, cereals in general, glandular tissue, beef fat, milk, fat fish, oleomargarine, made from oleo oil, carrots and peas, a small quantity.

Quoting from the Journal of Home Economics:—"A very interesting generalization has been made by Steenbock about the foods which contain this Vitamin—they all contain yellow coloring matter. It appears reasonably safe, at least as a working hypothesis, to assume that the fat-soluble vitamin is a yellow plant pigment or a closely related compound."

This vitamin is less stable than was at first concluded by investigators. It may be partially destroyed at ordinary cooking temperatures.

Water-soluble B occurs more widely in plant than in animal foods. The germ of cereals is particularly rich in it. Yeast is distinctly the richest source known, "being four times as efficient as dried spinach which ranks next among a group studied quantitatively." It is also found in:—Legumes, tubers, fish muscle, glandular tissue, milk, fresh beef, leaves. This vitamin seems to be safe at the temperatures used in ordinary cooking processes but it is doubtful if it can withstand the temperatures of high pressure cooking.

Again quoting from the Journal of Home Economics:—"What happens in the body as a result of lack of water-soluble B in the diet? McCarrison, working in India has made striking advances in answering this question. He has observed changes during life and loss in weight of organs after death in a large group of pigeons made polyneuritic by a diet of polished rice and later a group fed polished rice, butter fat to supply A and onions for C. . . . The body temperature of the pigeon gradually fell from a normal average of 107°F. to 98° or 99°F., showing a marked slowing up of metabolic processes. Digestive processes were greatly impaired. . . . The dinreff agoreotsn ea ao eteon hrdluemfw The different organs of the body lost in weight strikingly, all except the adrenals, which gained. . . . Perhaps one of the most remarkable results of a dietary deficient in so-called anti-neuritic vitamin is the constant and very pronounced atrophy of the testicles in males and the similar but less pronounced atrophy of the ovary in females! Such degrees of atrophy in the human subject would result in sterility in males and in amenorrhea and sterility in females."

The lack of the third vitamin, formerly called the antiscorbutic substance now known as water-soluble C, is commonly recognized as the cause of scurvy. The disease manifests itself in languor, depression, looseness or falling out of the teeth, soreness and hemorrhages of the gums, swelling of the joints, great weakness and finally death. This vitamin is present in:—Oranges, potatoes, turnips, fresh meat, extract of orange peel, lemons, milk, sprouting seeds, onions, endive, lettuce, tomatoes.

According to Hess of New York, "Cooking diminishes or entirely destroys their efficiency except when the vegetables (carrots) are young." Vegetables cooked for a long time or canned vegetables are thus of no value as antiscorbutics. Canned tomatoes seem to be an exception. Chick and Hume, of London, say:—"Milk is of only moderate value as an antiscorbutic and loses most of the value when pasteurized or boiled."

The experimental work on proteins has been done largely by Osborne and Mendel, and McCollum. They have analyzed various proteins and fed isolated proteins. From the results of their work they conclude that proteins which lack (1) tyrosin, (2) tryptophane and (3) either arginine or histidine (the body does not need both, but must have one or other of these two) cannot support maintenance. Those proteins lacking in (1) cystine and (2) lysine cannot support growth. In other words, the amino acids, and not the proteins are the important factors. Dr. Ruth Wheeler, formerly of the University of Illinois, now of Goucher College, Baltimore, says that the time is probably not far distant when we will be speaking of the amino acid requirement rather than the protein.

Of the individual proteins studied lactal-

bumin seems to be the most efficient in supporting growth. This is believed to be due to its high lysine content. Legumin, phaseolin and vigin (three vegetable proteins) are not sufficient for growth. Edestin, excelsin and glycinin (three vegetable globulins) suffice for maintenance and normal growth. The cereal proteins gliadin, hordein and prolamin of rye are capable of maintaining grown rats but not of supporting normal growth. Zein of corn is not sufficient for either maintenance or growth.

These investigators also concluded that of isolated proteins, animal proteins are not superior to plant proteins; but that of protein combinations in food, milk and egg proteins are superior to all plant proteins we know, with the possible exception of green vegetables.

MR. A. F. WALSH, of T. Eaton's Cont. Dept. HOUSE FURNISHING AND DECORATION

House furnishing and decoration depends not solely on Theory or Practical Knowledge, but largely for its successful application, on common sense, an application of color as Nature shews us color can be applied, and due regard to sense of proportion and values of light and shade. The fundamental elements of a landscape are—the Sky, the Background and the Earth. The earth naturally is the foundation, the sky lighter in value to the earth, and the background is the values between the sky and earth. In the same sense the ceiling, the walls and the floor are the three fundamentals of any decorative scheme. You have an overcast sky and a gloomy oppressive day results. A rain-swept, muddy and dull earth, and you have depression and discomfort again. Apply these two similes to a room and the same effect is arrived at.

This brings us to look to light and shade values and color values in determining the most satisfactory scheme for home furnishings.

Regard the situation of each room individually as to its aspect, i.e., north, south, etc., and to the amount of light by windows it receives, and to its ultimate use and purpose. A Northerly aspect in all cases I think needs warmth and depth of color in all its furnishings, and in a modified degree this applies to Easterly rooms, and in contra distinction—Westerly and Southerly aspects need coolness—a sense of spaciousness and quiet restful treatments.

Windows are often the greatest fault in the construction of homes—too little attention being given by the home builder to this most important feature. Have them as large as possible, not too low to the floor, for the sake of warmth chiefly. Err on the extreme size than otherwise as by skilful treatment, we can reduce the apparent size by curtains

and side drapes. As to the purpose of each room, regard the use they will be put to. Imagine a ten weeks sickness which confines an invalid to a bedroom decorated to approach the sombreness of a morgue, to a wall paper full of blotches of crude garish color and mediocre design. We are told we spend a great proportion of our time in our sleeping chambers—all the more reason that whilst wooing our friend Morpheus, the surroundings should be bright and cheery—should give us a sense of cleanliness and a "glad to wake up in this room" kind of feeling.

Our living room should be an index of our own character, and our method of living. In it we receive our friends, and although we are told that "the ornaments of a house are the friends that visit it" yet we should aim to make it a background for these "ornaments". The living room is in its heyday. The semi-boudoir and salon is a thing of memory along with our great grandmamas. It is or should be the home within a home. Cozy inviting chairs, rich appearing draperies, a sense of warmth, comfort and cheeriness must prevail. This does not of necessity mean an unlimited pocket. William Morris tells that "Expression of beauty is not reached merely by assembling many costly articles." Likewise Ruskin says that "Simplicity does not imply bareness."

For myself, I would also say that a museum of a host of paintings which in themselves taken separately are attractive, yet the museum can be most in attractive. And this brings me to say that we don't have to have a certain set type of house in order to acquire beautiful interiors. I say this after having experienced the furnishings of some London (England) houses—located in the most depressing looking, gloomy squares in London's West End district, yet on opening the doors—

one stepped into a veritable picture of a home.

Color forms the next section of my talk, and when one authority says that 4% of the male population and 4-10ths of 1% of the female population are color-blind, we might agree that certain color combinations are mathematically correct, and should be pleasing, yet somehow when the combination is expressed in actual materials, textiles, pigments or whatnot, we disagree among ourselves as to the attractiveness of its effect. Some eyes are more sensitive to color than others and no matter what our training, each one of us has a color sense peculiarly his own.

There are two well-known effects of color which have a most important bearing on decoration. One relates to the physical impression of warmth and the other to the physical impression of space.

Reds and yellows are called "Warm" and certain blues and greys are called "Cool". Yet we have "cool reds" and "warm blues". The purplish reds are cooler than orange reds, and this is important to remember in decorating rooms which either lack or have an excess of sunlight.

There are certain colors that absorb more light than others, and consequently for rooms that are badly lighted, we must avoid these colors that absorb much light. Fabrics and materials which are dark red, dark brown, dark blue or dark green contract the apparent size of the room.

Conversely the lighter yellows, light blues, light greens and pinks expand the apparent size of the room.

Take a few moments to regard this diagram. Those colors which are diametrically opposite, are called complimentary. Red light is complimentary to green light. If they are mixed they produce white light. Two complimentary colors placed side by side tend to intensify each other. We may combine red and green, blue and orange, yellow and purple, but in practical decoration it is advisable only to use colors with their respective complimentary color, until you are sure of your ground.

Textiles are as necessary and appropriate for clothing the "ribs" of a house as are clothes for the outer covering of the body. We are often told that draperies harbor dust and disease, but I think the dust caught and held by draperies and textiles, until liberated by the housewife, is innocuous as compared to the dust unclothed walls and furniture allow to rush for human lungs as soon as the doors and windows are opened.

Lace Curtains or voile draperies are essential for the well being of our eyes, as they tone light without quenching it and nothing is more harmful to our eyes than the glare of unclothed windows and door panels or of windows only controlled by opaque shades. Windows must have net draperies in some forms or another.

Overdraperies, in rich velours or bright foliated chintzes, are admirable for all our

rooms of "State". The darker or bolder designs for our dining room (being a room more or less rather set in its style and decisive in its purpose) the bright "sun-shiney" colorings for our living or "Homey" room and bedrooms. Velours by their heavy richness rather tend to dwarf a room if it should be on the small side, and ought to be enlivened by trimming in colors or in plain gold or silver galoons, etc., to offer a contrast to our carpet and wall papers.

Figured silks admirable for overdrapes in bedrooms, for shirred shades or "Venetian shades" as they are called. These lighter weight fabrics should all be lined with sateen as the sunlight rots quickly.

There is an incredible variety of drapery fabrics available at the disposal of everyone—quite inexpensive. It is a common fallacy that home decoration and drapery treatment means a bottomless pocket. A word here regarding Oriental Rugs would not be out of place. Many modern Oriental Rugs are very garish in color and crude, and it is a sad mistake to think that an Oriental Rug in a Room makes that room "Sans reproche." I have gone into many homes where I could see nothing else but the Rug—so vivid and startling were the colors. Should you have an Oriental Rug of brilliant colors—make it the main factor and build around it.

William Morris always said: "Commence your decorations from the Walls, for they are that which makes for House and Home."

I have the audacity to state against William Morris that I have always found it more successful to build from the floor up as nature does. The trees, flowers all spring from the earth—the floor of our existence.

And finally—a word to the "Sundries" which so help to make or mar a room. The pictures—the lamp and shades and the pottery. If you have really good colored prints, etchings, or oils, make your walls a mere background of a plain sort. If you lack pictures, use a good tasteful paper of nice design and color, a decoration in itself. Your Cushions need careful consideration and should not be too pronounced or too contrasting. The Lamp Shades should be the same—with this added rider. Do not sacrifice the need of good illumination by quenching all egress of the artificial light with silks and trimmings. And the pottery ware should invariably be one of the complimentary colors to our general color scheme in each room. I feel it incumbent on myself to urge the public generally to avail themselves of the assistance and advice which can so readily and courteously be obtained from all reliable house furnishers. It costs no more—not one cent and you save yourself the many heartburnings and regrets which will fall to your lot or to the lot of the average home furnisher, who attempts the "Home Beautiful" solely on their own.

MISS A. DAKIN

THE ADOLESCENT BOY AND HIS ATHLETICS

Education should prepare the boy to live, to get the best and to give the best, physically, mentally, morally and spiritually.

Adolescence has been divided by some into two periods. Early adolescence from twelve to sixteen years and later adolescence from sixteen years to maturity.

It is of the early adolescent boy and his athletics that I desire to speak.

Early adolescence is a period of expansion, of activity, of restlessness, of realization, of hidden powers and propensities, of assertion of will power and judgment, of the releasing of latent impulses, of manifesting selfhood, of explosions—you never know how, or when or where things are going to happen, of the beginning of sex life, of the sharpening and deepening of religious feelings and of awakening of the social instincts.

During this period his physical growth corresponds to the growth of his mental and moral nature.

It is a period when he hungers for something to be interested in and for some one to be interested in him.

Every red-blooded healthy boy is interested in play, in athletics of one kind and another. He needs an outlet for his pent up energies. Encourage him to play. In his play he will be honest, he will be earnest and he will manifest his very best, or his very worst characteristics because he is truly interested.

The aim of athletics should be not only to develop the muscles, etc., of the boy; but also to develop those possessions which are of even greater importance, namely the mental, ethical, social and emotional possibilities.

Well organized and judiciously supervised athletics will make apparent what is in a boy, will help to correct him and discover great truths and principles to him.

(a) He learns to respect law.

In athletic games his actions must be governed by rules. He must subject himself to the enforcer of these rules, the umpire or referee. Thus discipline is encouraged.

(b) The rights of others are respected. Encroachments on plays or positions will not be tolerated.

(c) He learns to accept defeat gracefully. This lesson is hard to learn; but, if learned, presages good wholesome citizenship.

(d) Perseverance, fairness, pluck, skill, judgment and initiative are encouraged and developed to a marked degree.

(e) The gang instinct receives its impetus and control in the organized athletic club.

(f) Team work. The watchword co-operation was emphasized at the National Educational Conference held in October 1919. Let our athletic clubs sow some of these seeds of helpfulness.

(g) Supervised athletics will tend to eliminate bad temper, bad language and cigarettes, etc. At the same time strengthening self-control.

(h) This is the period when the sex instinct asserts itself. Athletics encourage the boy to keep himself pure, thus keeping in condition. He soon realizes that a pure mind begets a pure, strong body.

(i) Unselfishness.—Some one has said that selfishness is the greatest sin in the world. It certainly is a great weakness. The one man game is a failure. The sharing of the part played in obtaining victory, or receiving defeat is absolutely essential to success. The selfish player will soon become condemned.

Unselfishness is a characteristic of good clean sport.

The aforementioned lessons if learned, and the opportunity is afforded in athletic games will develop better men, better citizens and a better nation.

The supervising teacher must reap some benefit from his self-sacrificing efforts:

(a) Common interests will bind teacher and pupil.

(b) Conversation never lags between the teacher who is interested in athletics and the red-blooded boy.

(c) They foster and endeavor to please in the minds of both.

(d) Discipline is strengthened.

(e) Mental activity is quickened.

(f) Respect is engendered in.

Suggestions:

(a) Larger play grounds for our schools.

(b) Organized athletics clubs.

(c) Thirty minutes recess in the morning and thirty minutes recess in the afternoon in summer. This time to be used for supervised play or athletics.

(d) A course in theoretical and practical athletics and play to be a part of the programme of all our Normal Schools. Many teachers will never be athletes; but they can, if they will, supervise intelligently and effectively.

(e) That a deeper interest be encouraged in that which is of such an intense interest to so many boys in this early adolescent period.

MISS NETHERCUT

VALUABLE FORMS OF BUSY WORK

Seat work in its truest sense consists in providing employment for young children that will teach them reading, writing, arithmetic.

or in fact anything that may be considered educational in its nature, including training of the hand, eye and brain.

One of the greatest problems that we as primary teachers have to solve is, "What shall be given and how shall it be given to be efficient." In solving this problem several things are to be remembered: (1) Give something that is educational so that when the period is over the teacher may feel the pupil has learned something worth while, by doing it. Purposeful and interesting seat work solves the problem of discipline. (2) The work assigned must be carefully explained by the teacher. (3) Do not use the same form of busy work too often or the child will lose interest. A child delights in something new. It is a good plan after using one form of busy work for a few days to put it away for awhile and then bring it out in a week or so. It will then revive interest and enthusiasm. (4) Careful supervision of all work is very essential for the best results. If no supervision is given the child forms bad habits which will be very hard to overcome later on, such as carelessness in work and doing work incorrectly. Some form of reward may be given for efficiency such as gathering up the materials used, stars may be put on the desk, etc.

Children come to us in all stages of development. Some do not know all of the common objects by name, do not know the colors, cannot count, while others are quite advanced. When a child first comes he loves to talk about colors. After teaching him some of the colors give him a handful of colored pegs and have him pile the different colors in piles. (If colored pegs are not supplied they can be dyed very easily with ordinary dye.) The teacher may call the pegs by different names to keep up interest, such as soldiers, telephone poles, etc. A piece of cardboard may be used with all the rainbow colors at the top. After learning the names of each have him put pegs under the corresponding colors on the card. He will soon learn the color of everything in the room. (If colored pegs are not available colored paper may be cut in different shapes and put under the corresponding colors.) Pegs may be placed in many different shapes and many interesting things be made such as windows, squares, kites, tables, chairs, houses, roman numbers, capital letters, etc. These will have to be drawn on the board by the teacher and after awhile the child will learn to use his own imagination. Ask him how many pegs are used in different objects made.

All children love plasticene and it is an excellent form of busy work to teach children how to use their hands. (At first great care must be taken to see that the child uses it properly. It must not be rolled with the palm of the hand but with his fingers. It must not be pounded on the desk. The great value of plasticene is to teach the child how to use his fingers. Any book on plasticene molding would be very helpful to teach the proper way for a child to use it.) At first, the teacher must make the object required, while the children watch her. The simplest forms to start with are balls, strings of beads,

chains, ropes, etc. As they advance they will mould bird's nests, baskets, animals, etc., and they love to make the picture of their lesson. (I might say here that any simple form of seat work that is given at the beginning of the year, may be used right through the year as long as it is varied and made more difficult as time goes on.)

Macaroni stars can be bought at almost any store. These can be used very profitably by having the children string them on a thread and can be laid in many pretty patterns.

Colored pictures can be cut up into several pieces and placed in an envelope and given to a child as a picture puzzle to be put together again. Ask him the names of the objects in the picture when supervising it.



MRS. DOBSON,
President Elementary Section.

Scissors are a great help in aiding the child to use his fingers and to develop his arm muscle which is very essential for the best writing. Before the child commences to cut, it will be necessary to teach them how to hold scissors. A set of paste board animals and objects can be easily made. Two or three of these can be given to each child to trace around and cut out. (A lesson should be given on how to place the objects, so very little paper will be wasted.) Old catalogues and old pictures out of supplementary readers may be cut up, the simpler pictures being given first. Little picture books can be made by each child and only the best cuttings be allowed to be put into these books. They are always very proud of these books. By first cutting on given lines he will find free hand cutting much easier. He will soon be able to cut balls, squares, hearts, leaves, simple letters and numbers free hand, and later on, such things as dolls, chairs, tables, trees, etc. Give each child a paste board circle and have him cut several circles out of a piece of

colored paper, and paste over a large capital printed letter.

Script word tickets should be made of the first words in the basic reader (The Sweet Pea Reader is generally used as the basic reader), such as leaf, flower, bud, etc. These will be found to be of great value. Words written on the board could first be found and put down in rows, and later short sentences can be made. He loves to put all the words he knows in rows. When the child learns a new word it is a good plan to write it on his desk with chalk and have him cover it with plasticene, pegs, split peas, macaroni stars. It will soon be imprinted upon his memory. For variety it may be written on the board or on a large piece of paper, and the pupil go over it with chalk or pencil. (A lesson should be given on how to sit in proper position for writing, how to hold a pencil, where to start to go over the word, and not to go over it backwards.) He should not be allowed to write it himself.

When a word, such as flower is taught, it can be written on a large sheet of paper, and cut into odd shapes. The child puts them together and finds out what the word is. (Large forms of these words, with the picture of the object they represent, should be placed at the front of the room where the pupil can see them, and will often say them over to himself.)

Tooth picks are supplied and may be used in several ways. Many things can be made out of tooth picks and plasticene such as chairs, tables, rolling pins, houses, etc. Have the pupil tell you how many tooth picks it takes to make a chair, table, etc. They can be used in many ways such as the pegs are used.

The teacher should make sets of cards with the pictures of the first words taught and the names of them written under them. The child can be given a handful of script tickets and asked to pick out the words like those on the card.

White printed tickets are supplied, in some schools, with the first words of the Sweet Pea Reader and the first phonetic words learned printed on them. These are very helpful and can be used similarly to the script words. (Each child should have a box of his or her own and a new ticket dropped into it when a new word is taught. A child has a pride in keeping his own tickets so very few are lost, by dropping on the floor.

When the teacher is commencing print with the pupils a very helpful kind of busy work is to have a picture pasted on an envelope with about five short printed stories under it. The script words can be put inside of the envelope. The pupil will be required to make the sentences with the script tickets from the printed form. They not only learn to connect printing and script but also where capitals, periods and question marks come.

When the child begins to learn his sounds similar seat work may be given as was given when he learned words, such as covering it with peas or plasticene. After he had learned

about a dozen sounds he is given printed tickets of his own. The words are written on the board containing the sounds learned. At first it will be found necessary for the printed form as well as the script, to be written on the board before the child can make the word with his tickets. In a short while he will be able to make the words from the script forms alone. The difficult words from the lesson may be written on the board and copied by the pupil with his tickets. (Great care must be taken to teach him to try to make out what the word is before he makes it with the tickets. If he does this the hard words will be mastered when he comes to his class.) When he gets his First Reader and commences spelling this is one way he can learn them also. A child never tires of tickets every day, as long as he is given other variety of seat work. Instead of sitting idle when the work assigned is finished a pupil should be encouraged to go ahead and do extra work.

After he has learned to read the first sixty pages of the Sweet Pea Reader he comes to the stage when he is always trying to puzzle out words for himself. Give him a page out of a magazine or a child's paper (any paper with fairly large print) and tell him to underline every word he knows. He will be surprised that he knows so many and will be very anxious to read books. Great progress can be made by the child if he is encouraged to try to read his picture books and other reading material he might find at home.

Old primers can be cut up into words and given to the pupil to be used in many ways. (1) Put all the words he knows in rows. (2) Short stories may be made out of these words. (3) For variety let him use his own tickets along with these and make up stories.

Give a picture and ask him to make with his tickets the name of everything he sees in the picture. This helps him a great deal in spelling if it is supervised and the pupil is shown his mistakes and allowed to correct them.

Little cards can be made with the alphabet on them. The pupil can reproduce it with his tickets on his desk. Tell him to say the names of the letters to himself and in time he will be able to say them, in order, without the card.

A set of about fifteen objects can be cut and put in envelopes and the names of these objects printed on tickets and also put in the envelope. The children delight in finding the ticket that corresponds with the object. This enables the pupil to give himself a phonic drill.

All children love to say the nursery rhymes. These can be bought or found in old primers. Paste on a larger card and have the pupils build these rhymes with his tickets. If he knows the rhyme he will learn some very difficult words by doing this.

Cards can be made with five spaces. One vowel written at the top of each space. Have the pupil make words with his tickets that contain each of these five sounds. Longer

phonograms can be written on the other cards, such as ike, ade, ell, etc. The child can also make words containing these phonograms.

On an oblong card a long phonogram may be written such as ink. Several circles with different letters on them that would go with ink to make a word to be put on the card with a paper fastener. These can be turned around and as he sounds out the word he can make it with his tickets.

When a pupil commences the First Reader he also commences spelling, which he has to learn daily. After he has been drilled on the words, how to spell them and any peculiarities which might occur in the word, pointed out, he may make them with his tickets about three times and then allowed to go to the board and write them. Any writing a child does at the board can be watched by the teacher, although she is teaching another class. The child knows this and consequently puts forth every effort to write as well as he possibly can. Free arm movement is also used. After a month or so of writing spelling at the board he may be allowed to write them very carefully on a piece of paper. Very careful supervision should be made of all written seat work so the writing will not get careless. A piece of paper may be folded into squares and a letter or word be put in the first square by the teacher and the pupil be allowed to write one just like it in each square. Every pupil should know how to write his own name before going into Grade II. He may be allowed to go over his name written by the teacher and then given a piece of paper to practice writing one just like it.

After he has learned to spell fairly well it is a good exercise for him to see how many words he can spell correctly by making them

with his tickets. Another good exercise is to write several words together and tell him to separate them into words.

Although number tickets are not often supplied they can be very easily and quickly made. A great variety of seat work may be given pertaining to number work. (1) Most children do not know the numbers by sight so after teaching one number have him pick as many as he can just like it from a handful of tickets. (2) After he has learned to recognize the numbers up to ten have him learn how to write to ten with his tickets. It will not be long before he can write to 100 if he was given the time. A set of cards may be made like dominos which are very interesting and helpful to teach him the addition and subtraction facts up to twelve. Dots can be put on a piece of paper in several ways such as three groups of threes; three groups of twos. The pupil will learn that these make nine and six respectively.

I might say in conclusion that if seat work is properly carried on by teacher and pupil, it will develop characteristics in the child that will help him, not only during his school career but in later life. Such characteristics as attention, perseverance, initiative, independence and enthusiasm, all so necessary for success in life.

"No endeavor is in vain,
It's reward is in the doing,
And the rapture of pursuing,
Is the prize the vanquished gain."
Longfellow.

F. NETHERCUT,
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W. J. GORDON SCOTT

DEMOCRACY IN THE CLASSROOM

Democracy is a word which is being worked hard in these latter days. Some of those who use it know what they mean by it, more do not. To some of those who have a definite meaning for it, it is a system of government; to others, it is an ideal; to some others it is a hope; and to others still, it is merely a pleasant theory. We thought that we were fighting the Triple Alliance to make the world safe for democracy, and now there are those among us who suspect that we have but made it safe for a new and more sinister autocracy.

Whatever may be the possible definitions for this term "democracy," I would like to present it to you this morning from two points of view: as a system of discipline, and as a subject of study. We believe that we are living in a democratic country, and we believe in democratic principles of government for ourselves as adults. To what extent do we believe in these same principles as a system

of discipline in our public and high schools? I think that it is a generally accepted principle of education at the present day that the training given in the schools should prepare the student for participation in the life outside the school in as many ways as possible. How many ways are possible, is a very much disputed point at the present time, but I am sure that you will agree with me that one of them is this: that the system of discipline in the school should make the student amenable to the system of discipline outside of it. If this is true, then necessity for a democratic system of school discipline is established. The difficulty, however, is not in establishing the logic of the matter, but in determining how such a system of discipline might be put in practice successfully.

Perhaps I cannot do better than give you at this point an outline of an experiment which I once carried on in democratic govern-

ment in a high school in a well and favorably known town in southern Manitoba. There were three grades in this school and two teachers, including myself. Grade IX. had one classroom, Grade XI. had the other, and Grade X. moved from one classroom to the other. During a discussion on self-government the question came up as to whether those classes as a whole could govern themselves or not. Some of them thought they could, a vote was taken, the majority in favor was a large one, and so we set to work. A vigilance committee of two from each grade was elected by open nomination and a show of hands, a junior and senior judge were appointed in the same democratic way, and a code of laws dealing with the common offences was drawn up in committee of the whole. The penalties were to be decided by the judges, in consultation with the vigilance committee. I advised and suggested, but forced nothing; each point was debated fully, especially the points determining what were to be considered offences and what not. Everyone was satisfied that there was nothing unfair on our statute books. Here, surely, was no possibility of failure. I might add that the ages of these students ranged from thirteen to nineteen, that they were all English speaking, and belonged practically to one religious denomination, and that I reserved to myself the position of privy council to which appeal might be made in desperate cases; also, that the choice of members for the various offices was considered to be very fair, even by myself.

Now, how did this ideal system work? It worked wonderfully, for about two days, when I discovered that one or two of the vigilance committee were breaking the regulations which they were supposed to be enforcing! There was a secret, emergency meeting of the committee, and I explained what was happening and what would be the results. A day or two more passed fairly well, until a frosted window-pane was broken over the front blackboard of the Grade XI. classroom one day at noon-hour. It would cost about five dollars to replace it, and it could not be attributed to accident. I observed the damage during the afternoon, but said nothing, and no one mentioned it to me, though I was aware that it was on the minds of some of the students. The next morning I enquired as casually as possible what the committee had done about it. They had done nothing. What were they going to do about it? They didn't think it was in their jurisdiction! There was another emergency meeting. I explained that here was the opportunity for them to show their worth, but they squirmed considerably. Did I want to know who broke the window? I did not. Would I be satisfied to have the window paid for and no further punishment inflicted? Yes, if they considered that to be enough. The upshot was that the window was paid for by subscription, more or less voluntary, and that I do not know yet who broke it. I have very strong suspicions, however, of two or three of that vigilance committee and the school football. Do you see what had happened? That vigilance commit-

tee had formed itself into a family compact in the course of one short week, was using its power to shield the grafters among its members, and pooling the profits and losses of office. The resemblance between its methods and those of certain groups of politicians in this and other countries could not be mistaken. Democracy had failed, and failed badly, but not any more badly than it is failing outside the school.

Must we, then, become reconciled to the anomaly of using autocratic methods in order to teach people to live in a democracy? I think not. It is true that the teacher in the classroom has a great deal of authority, and that those who have any check on him are very often a long distance away. But he gets his authority, not from himself, but from the community as a whole, and is answerable to it for his exercise of it. The community controls him in two ways; through the board of trustees which employs him, and through the Department of Education and its inspectorial staff. The teacher must satisfy both. The difference between an autocracy and a democracy is not in the extent of the power, but in its source. If the teacher receives his authority from the community as a whole, he is a democratic teacher; if, however, he receives it from any person or group of persons, he is an autocratic teacher. The teacher being endowed with authority, must exercise it, must exercise it. If he does not he fails in his duty, not only as a teacher, but as a citizen of a democratic community.

There is, moreover, a vast difference between the ways in which a democratic and an autocratic teacher will use his authority. The democratic teacher performs his work as one who renders a service to an equal, with neither cringing nor condescension; the autocratic teacher will carry on his work as one who confers an undeserved favor on an inferior. If there is one thing more than another which galls the sensitive spirit of youth and makes him to kick at all restraint, it is such an attitude on the part of parent or teacher. But there is a more important consideration; the really professional teacher can and does exercise his authority without even seeming to do so. Nothing which may happen is a personal affront to him. By administrative skill, personal influence, and the exercise of a little true human sympathy, he so disguises his authority that his students are hardly aware of it, and only the vicious become acutely conscious of it.

I hope you will agree with me then that although the form of discipline in our schools may not appear to be very democratic it is yet possible to have it so in spirit; that it is absolutely essential to have it so in spirit, if we are to train our boys and girls to take a citizen's part in a democratic community in other than a democratic spirit. It may be just possible that one of the reasons why democratic governments of to-day find it difficult to procure a sufficient response from their people, is that these people were not taught in a democratic spirit when they attended school.

I must hurry on, however, to a consideration of democracy as a subject of study. Now I am aware that if we are not very careful here we are going to confuse the study of democracy with the study of a glorification of our state and its government. That is not what I mean. I would define democracy in this way; that theory of government which believes that every man is capable of taking an intelligent interest in the government of his country that every man is capable of observing self-imposed laws, and that the people as a whole can produce their own leaders. Put in another way, democracy believes that the individual has three, and only three fundamental rights: The right to life, the right to liberty, and the right to pursuit of happiness. It is because autocracies of all kinds have persisted in infringing on one or more of these rights, that they have been overthrown from time to time, and always will be, as long as men are men.

Now democracy believes that all men are capable of taking an intelligent interest in the government of their country. That does not necessarily mean that it believes that men, simply because they are men, are capable of doing so. The government based on democratic principles demands more of its citizens than any other kind of government under the sun. An illiterate subject is a prop to an autocracy, but a drag to a democracy. As the people of a country become better educated the basis of citizenship widens. If it does not widen gradually, by process of reform, it does suddenly by way of revolution. Since the democracy makes such large demands on its citizens, it must also make large provision for their enlightenment. The change from an autocratic to a democratic system of government is a painful period in a nation's history largely because of the ignorance of the people. So you will find democratic governments spending larger and larger sums on education, and democratic peoples devoting more and more time and energy to the education of their children, and, be it noted, of their neighbor's children.

A moment's thought will show the necessity which a democratic state is under of raising its people to as high a state of citizenship as possible. As young people in their early and middle teens are not always capable of governing themselves, so illiterate men of any age are not always capable of doing so either, not because, mind you, of any defects in themselves, but because they are too readily the prey of the unscrupulous. I believe that in Canada, if we were a properly educated people, we would not submit to a great many kinds of graft and class control and other evil influences in our government which at present we are almost inclined to accept as unavoidable. The democratic government must take an apparently autocratic attitude towards its minors and illiterates, more apparent, of course, in relation to the illiterates, and this anomaly can only be avoided by the education of the ignorant. I am always at a loss to understand how there can be any objection to a fairly high educational quali-

fication being demanded of those applying for registration as citizens. It is largely due, I am afraid, to the mistaken idea that the exercise of the franchise is an inherent right of the individual. There are still far too many people in so-called democratic countries who confuse rights with privileges, liberty with license, and democracy with anarchy.

But what has all this to do with democracy as a subject of study? Everything. As professed believers in it, we must make it a subject of very careful study ourselves, and pass it on to our students as well as we know how. We must show them the difference between rights and privileges, law and no law, liberty and license; and do all in our power to induce them to declare for law and liberty. We must instill into their minds the infinite value of man as man, whether black or white, rich or poor, Anglo-Saxon or Teuton or Slav, and that every man is entitled to life, liberty, and the pursuit of happiness. We must seek further to make clear what is implied by these terms. It does not take much consideration to show that all education tends, or should tend, to make them clear to the student. Nor is it enough to make them clear, merely. We must strive to have him respect and love his own life, be exceedingly jealous for his own liberties, and be energetic in the pursuit of his own life ends, and we must lead him to regard the rights of others as he does his own. In a word, what we have to do is to show that the democratic life is the only full life; make clear to the student its dignity, rights, and privileges; and then do all in our power to implant in him the steady and unflinching purpose to live that life to the very letter.

I hope that I have made it clear that democracy as a subject of study, as well as democracy as a system of discipline, is not to be, and cannot be, taught so much in form as in spirit. There is no subject on the programme which cannot be taught from the democratic point of view. There is no teacher in a democratic country, worthy of the name, who cannot teach any subject from the democratic point of view. Our too humble dependence on authorities at the present time is a legacy of faulty teaching in this respect in the past, and is reflected at the moment in our dependence on the newspapers. As a people we believe what we read in the papers, or at least in certain papers, without ever questioning their honesty or reliability or aims. We are not at all willing to believe that there are very few, if any, really independent papers. If we are to persist as a democracy, we must get away from this dependence in this and many other respects. It is just possible that we who are here never will get away from it, but we can at least teach our students better. It is surely no heresy to question authorities in these days, and though there are still many things which we still have to accept on faith, the opposition press report of a Government meeting and the employee's statement of what he earns for his employer, do not belong to that

class, nor do the corporations' statements of what their war profits were.

One more point, and I have finished. Democracy in politics is what Protestantism was and is in religion, the right of every man to think for himself. Hence we have now about as many political sects as we have religious sects, and the end is not yet. The Soviet theory is only the latest of these sects in political free thought. The ideal democracy of the future will not have many of the marks of the democracies of to-day.

One great difficulty at present is that the basis of government has widened out so rapidly that education has not been able to keep up with it, and so the peoples have been caught unprepared. It is our great task as teachers to see to it that the rising generation is much better fitted for life in a democratic country than the passing one. Our democratic system is admittedly faulty, and

we ourselves cannot make it right; the inertia is too great. But we can, during the next ten or fifteen years, so train a succession of graduation classes that they will have the numbers, strength, and purpose, to make clean the body politic, and then turn to us and call us blessed. This may be suggestive of propaganda but this is the day of propaganda, and this is a propaganda based on the three basic rights of man, and we shall be doing less than our duty as teachers if we allow our students to pass from our schools without being made aware of them. As teachers we are the master mechanics, working at the highest of all trades—that of character building—and we can raise up a generation of boys and girls with the head and the heart necessary to make our Canadian democracy pure and clean. But we can do it only by giving to democracy its rightful place in our classrooms.

W. A. McINTYRE

RECRUITING TEACHERS

An Outline

The supreme need of the nation is a body of capable teachers.

Capability depends upon (1) natural aptitude, (2) early association, (3) scholarship, (4) professional training.

High School and College teachers may encourage those who have been favored in the first three respects to undertake a course of training, and may discourage those who have neither natural ability nor intellectual and spiritual fitness.

There are some who should never be allowed to teach. Natural bent and home training render them incapable.

The high schools and colleges may go a step further. They may develop attitude and aptitude. The attitude to be developed is that of missionary and nation-builder. The teacher must have a passion for humanity, as represented in the young people under her charge. She must also be patriotic in the extreme. She must feel herself to be a maker and defender of the nation. Aptitude for teaching may be developed by example, by providing opportunities for leadership, by permitting participation in tutorial work, by emphasis on those activities that are necessary

to teachers of the Elementary School. A teacher can make her pupils love teaching or abhor it; she can develop leaders or automatons.

There are two or three outstanding reasons why desirable and capable young people cannot be persuaded to take up teaching. (1) Financial inability; (2) inadequate remuneration; (3) social hardships. Many cannot afford to go through school and college. Nor do the salaries of teachers tempt young people to leave other callings to take charge of schools. Then the life in backward rural districts is extremely lonesome. Girls would rather take half the salary and live in a city.

Teachers in high school and college may help to overcome or minimize the objections to teaching by privately and publicly working for better conditions for teachers, by working for consolidation of schools and, above all, for municipal school boards.

After all, recruiting depends upon economic and social inducements rather than upon the personal persuasion of teachers. It is a question how far teachers are justified in enticing young people to enter the calling. Our greatest need educationally is a public sentiment which recognizes that intelligence and morality are supreme in the national life.

MISS ADA TURNER

TEACHING OF SHAKESPEARE

No one knows better than a body of teachers that a gradual revolution is occurring in our educational process. More and more are languages taught by the direct conversational method, instead of by a long and tedious drilling in grammar. Science has prospered

because it has to be taught by object lesson and individual experiment. The classics have fought a losing battle for lack of these same elements. Many a young incorrigible in the English class-room becomes a model scholar when brought into contact with the manual

training department. In many regards the greatest sufferer under the old system has been literature—the very branch which in this materialistic age it is especially desirable to teach most thoroughly. As a representative of this new spirit in education and as one who this year braved criticism and attempted to teach "Julius Caesar," mainly by means of dramatization, I am just going to tell you briefly how I studied the play, this term, with my classes, keeping always in mind two objects: (1) to develop power of expression in the students, and (2) to inculcate a real love for and understanding of our finest dramatic literature.

Primitive man and the child are essentially dramatic. The experiences in the life of the race are acted out by the bard as he sings of the deeds of the great men of the tribe, or by the braves as they circle in the war-dance round the camp-fire. Children are unable to make any narration without accompanying it with an appropriate gesture. You have, perhaps, heard the story of the three children who played automobile; the first was the driver, the second the machine itself, while the baby in the rear represented the lingering odor of gasoline. This constructive imagination is the glory of childhood, the province of "Make Believe" is the special territory of the growing boy and girl.

Dramatic presentation as a vehicle for instruction was utilized as far back as the history of culture extends. The pagan priest and the Christian church father seized upon the love of the dramatic innate in human nature and made it serve their special ends. The festival of song and dance was the expression of the worship of Bacchus, while the Mystery and Miracle play taught the sacred story of Christ and the saints. The religious idea yielded gradually to the popular desire for amusement. The holy day became the holiday.

There has been incidental use of the drama as a means of instruction in schools ever since there have been schools. In England companies of boy-actors were at an early date connected with the great public schools. Among these were the famous "Boys of the Grammar School" at Westminster, and the "Children of Paul's". But not until recently under the teachings of the new psychology has any attempt been made to use the dramatic instinct of the child in a definite systematic way as an aid in the teaching of English literature. We now recognize that the child's instincts and innate tendencies may be made to serve as guides or as points of departure in our educational process. At the high school age the dramatic and the imitative instincts are still vital forces in the life of the boy and girl. Therefore dramatization, which appeals to both the dramatic and imitative instincts is an excellent device for the teaching of English literature. In its power to rouse interest, to stir the imagination, to create illusion, to induce appreciation for the masterpiece and thus to quicken a love for literature, dramatization has no

equal. For literature is life, the life of other times and other peoples and life is action. Dramatization which makes the past present, the then now, and gives us a mimic world actually turns literature into life.

Much is being done today in the way of dramatic treatment of literature in elementary schools. The custom of having the child act out his little songs and stories is in the first few grades rather widespread. But as he progresses from grade to grade, less and less dramatic work is done, until when he reaches the high school there is scarcely any systematic attempt to relate such work to the study of literature. Just now, however, we need an organized correlation of the dramatic and literary in our English courses. This is not only possible but is the most effective way of teaching some of the English classics. A little book entitled "Dramatization," by Simens & Cox, works out in a very helpful and suggestive way selections from "Kidnapped," "Treasure Island," "Silas Marner," "Ivanhoe," "Tale of Two Cities," "Idylls of the King," and dozens of other masterpieces. But it is comparatively easy to cast any selection in that form. One of my own primary classes prepared for me an excellent dramatization of Athelstone's funeral and Rebecca's trial for witchcraft from "Ivanhoe." They loved doing it and it was a valuable composition exercise for them. The general directions I gave were to deviate as little as possible from the original, but to shorten, break up and occasionally leave out long speeches, and to change if desired, expository and descriptive passages to direct discourse.

Sometimes the introduction of a new character to act as a chorus, offers an effective means of unifying a series of scenes and making the connection clear, for instance, this year we dramatized part of Tennyson's "Day Dream," one of the narrative poems on the course for Grades IX and X. The scene simply showed a fairy hovering around a couch on which lay the Sleeping Beauty. This fairy in the capacity of chorus recited the poem beginning with the line "When will the hundred summers die?" She continued until the fairy prince burst through the hedge with drawn sword, uttering the words of the poem, "Where many fail the one succeeds." The fairy continued describing the approach, the kiss, the awakening and the departure, the dramatization of which kept pace with the recital, and the prince and princess spoke whatever lines Tennyson had assigned to them.

I do not mean to imply that all literature selections either in whole or in part should be acted out with elaborate costumes and scenery in the assembly hall of the school. This would seriously disorganize all work. Nor must the means, which is peculiarly attractive, be confused with the end, which is to delve into the rich veins of treasures found in books and bring therefrom the gold, the messages of the true kings of literature. But there might be an understanding among

the English teachers of, say, Tennyson's "Idylls of the King," that certain classes should be responsible for the presentation of certain dramatic scenes. If these cannot be secured in a dramatized form the teacher may either assign it as a class exercise or call for volunteers to cast it in that form. The characters are then chosen and the parts assigned. Then it may either be left with them to prepare outside school hours, or an entire period be devoted to drilling on the scene. When the selection chosen is perfected, by mutual arrangement with some other teacher who has some contribution ready, two classes may meet together and a period be devoted to acting out the scenes. Then occasionally a much more elaborate production aided by simple scenery and costumes might be staged in the school auditorium. I know I have found the method a great stimulant to the imagination of several boys and girls who have plodded along the highway of literature with hitherto unawakened minds and hearts.

Too often the student has the idea that the plays of Shakespeare are convenient study, collections of hard words and unusual idioms, rather than that they are masterpieces of literature. Of course, then, the study is repellant rather than attractive for it teaches him from the outset to pursue his studies by the wrong road. He neglects the play as a whole in the manner of the celebrated young lady who fastened down her text with a piece of elastic in order that it would not interfere with her learning the notes. Provided she also carefully prepared the introduction and the character sketches found in almost any Shakespearean text, I have seen examination papers for which this young girl's method would supply a perfectly satisfactory preparation.

I began the course in Shakespeare this year, as I suppose many other teachers began it, with a short history of the drama in England. I don't think this requires any justification, for we must not forget that many of our students never go on to college, and our English course should be as wide as possible. The information not the examination should be stressed. The next couple of lessons were devoted to a discussion of the life of Shakespeare and reviewing the stirring period of the life of Elizabeth. I wanted them to realize that the drama was the chief means by which the public were informed and in a large measure served the purpose of the modern newspaper. I also gave one lesson on the Elizabethan theatre. I found the illustrations in a little "Introduction to Shakespeare," by MacCracken, Pierce & Durham, very helpful in explaining my talk.

Who does not remember the dismal periods of our own school days when a class of pupils mostly apathetic labored with long comparisons of Shakespearean characters. At no single point did the printed page seem to touch life. The present situation in the commercial theatre would indicate that those

boys and girls took refuge in the word "high-how," hate Shakespeare and go to the Orpheum for their amusement.

If you gave a child a conductor's score of Beethoven's Ninth Symphony, would you expect him to realize the splendors of the production? Then why put Shakespeare before the child and expect him to appreciate it? Here is a series of lines to be spoken by certain actors. The speaker is indicated in each case. From time to time there is a reminder to the manager to have thunder or shouts started behind the scenes, but there is no direct description of the appearance of the actors, their dress, manner, positions on the stage, the mood of a speech nor the way in which it is received. A character may be calm or sobbing convulsively without any direct indication in the text. In short, the play was written to be acted—then act it!

After the introductory lessons, we began to read the work through as a whole. From the very beginning I assigned the parts to various students and asked them to take their places before the class. After the first few lessons I found they studied the day's work beforehand and read the notes in order to be able to interpret better. When we came to any very involved passage I explained it carefully but in this first quick reading of the play no emphasis was placed on line by line interpretation. At the end of each scene the students made a careful summary. Usually this was assigned for home-work and a half-dozen or so read in class next day.

The next step after the summary was to ask such questions as these: (1) What has this scene done to advance the story? (2) What light has been thrown by it upon the characters of the persons concerned. When the students had done their best to answer the questions, and I had shown them how to read the text in order to find the answers, I gave them whatever other information I thought necessary. I tried to make the students see that the first act had very definite aims and difficulties—that broadly speaking at its close, the audience must have a clear idea what it is about, not knowing too much, wishing to know more, and having well in mind the antecedent conditions which make the story at its beginning possible. If too much has been revealed, the interest projected forward sags, if too little, the audience fails to get the idea around which the story revolves and is not anxious for its continuance. If the antecedent conditions have not been made clear, some omitted link may throw confusion on all that follows. Then again, when the opening curtain rises the audience may not be fairly seated and general attention may not be riveted on the play. Hence a successful opening act is a considerable test of a dramatist's skill. For instance, the first few minutes of "Julius Caesar" are devoted to an amusing verbal conflict between the tribunes and the second commoner. It is not vital to the action and involves only minor characters, it marks time, as it were, until the audience is at attention. I tried to make

the students see that Shakespeare was a master craftsman in the technique of his trade, that there was no speech, nor incident, nor scene that did not justify its inclusion in the play for the following reasons: (1) inherently interesting in itself; (2) revealed character; (3) advanced the plot; and also that the essence of good play-making lay in the power to seize the significant moments of a stage story and so present them as to grip the interest and hold it with increasing tension up to and beyond the culminating moment of the climax. I hoped that a drilling on the dramatic value of scenes would develop a better technical taste in the students, would teach them to avoid and condemn what is not worth while, and to appreciate the artistic and intellectual values of what they see on the regular stage. If our high school students could brave our midst and insist in ever growing numbers upon drama that has technical skill, literary quality and interpretive insight into life, then will that better theatre come which must be the hope of all who realize the great social and educational powers of the playhouse.

When the play has been studied as a whole we began with a careful line by line interpretation of the text. I mapped out an approximate amount to be covered each lesson and within that limit went just as fully into the discussion of the play as time allowed. I had asked the students at the first reading to have several blank pages in their English note books to be devoted to notes on the character of Brutus, several for Cassius, one for each of the minor characters, and a number of pages for such topics as motives of the conspirators, justifications of the assassination, etc. Whenever any information was obtained on any one of these topics, it was entered on its particular page with an appropriate illustrating quotation from the text. Those who followed out my instructions have really valuable notes and character sketches made by themselves.

By this time I had encouraged the students daily doing in the class-room and at an enthusiastic meeting of the senior students to go beyond the dramatization we were determined to stage the play in the auditorium. Less than six weeks from the time the decision was taken the first performance was put on. Until the last two weeks all the rehearsals were held at the noon hour from one till half-past. All the students who studied the play were admitted and in this way the pupils who were not fortunate enough to be granted parts or who did not originally want them, were benefited.

Of course, I am not recommending that every teacher of every school stage every year the plays of Shakespeare that she studies with her class, but I would like to see a very great deal of inter-class dramatization carried on in the same way as inter-class debates are managed. It is one of the most successful of all devices for vitalizing the work of the English class. But when a play of Shakespeare is really staged I believe it

should be done with as much attention to appointments and costuming as possible. Formerly amateur theatricals were often a failure because the wretchedness of the stage setting dragged down the performance. The drama above all others is a community art depending for its success upon the combined efforts of the playwright, actor, manager, designer, and craftsman. A little book which no school library ought to be without "Shakespeare for Community Players," written by Roy Mitchell, Director of the Hart House Theatre, University of Toronto, simply bristles with suggestions to the teacher in the staging, managing, producing and directing of Shakespearean plays. I was particularly interested in two hints, one to combine the love scenes from "The Tempest" into a little playlet, which would run about twenty minutes. If the means were available the masque could be added with its song and pastoral dance. Secondly directions were given for the combining of the clown scenes to form a most delightful little farce.

I found that just as soon as I had started dramatization in class that there was no further trouble in getting the students to listen to every explanation of difficulties. Their interest had been aroused and they were in a position to appreciate any insight they might get into the meaning of particular phrases. They realized that they could not interpret to others what they did not themselves understand. All books of outside criticism, portions of which I read in class were eagerly listened to, that they might portray the characters better. I took to school such copies of famous paintings of Shakespeare's plays as I could secure and many of the students themselves brought pictures. All was now grist for the mill, and even the old phraseology was now as fascinating as the old-fashioned costumes in which they were delighted to know they would appear. A debate on the subject "Resolved that the assassination of Caesar was justified" summaries and comments on the orations, and a thorough examination, practically completed the other work on the play. I want to say that those examination marks showed a decided improvement over former records, especially among a few who had hitherto showed no interest in English.

I could give many testimonials from my students who have had difficulties cleared up by the play. Several have mentioned especially a closer understanding of the following: the Portia and Lucius episode; the speech of Decius Brutus in the orchard beginning, "Does not the day break here?" the Popilius Lina episode in the assassination scene, and above all the suicides and confusion of the battle-grounds, which are almost impossible to thoroughly comprehend by a mere reading of the text.

I was especially pleased that the production of the play utilized the energies of many students who had no acting parts. The lighting and lightning was managed by a

couple of students who are especially interested in the study of electricity, and wonderfully clever effects were secured in the storm scene. Other boys who acted as ushers, looked after scenery, shifting, raising the curtains, or produced the thunder, were of great help in making the performance a success.

One thing the boys learned was that the play was not a personal exhibition but that all must co-operate to get the effects. For six weeks forty students worked together with a common aim and common impulse subordinating their own wishes and desires to the general good. There was much kind mutual criticism but I think it brought out the very best in every boy who took part in the performance. It turned literature into life for them and gave them in very truth a magic key to new worlds. Above all they realized that attitude towards his characters was more charitable, more kindly, more logical, too, and just than their own. Hence Shakespeare's fulfilment of the higher function of true poetry, that of offering as a guide to a wider and truer outlook on life.

That qualities of character be aimed at as the ideal in the training of our youth above that of intellectual and vocational efficiency is a principle now recognized. The ministry of the school must be the soul welfare of the growing boy and girl as well as the vocational or educational welfare when the test is applied. Through overemphasizing the industrial side there is the gravest danger of conquered Germany Germanizing the world. You can settle no educational questions at all until you have settled the ques-

tion of the justification of life. If success is that justification then train for success. No need for men to understand life if they can hold their jobs in it. Life is not an adventure, nor a struggle, just obedience and the enjoyment of rewards. Technical education stresses this, but the English teacher would say, "Life demands from man his utmost effort to co-operate and to understand." Get the student interested in the whys and wherefores. Let him see how great writers have answered this question.

The end and substance of all real education is to show the students how men have arisen through long ages from amidst the beasts and have drawn into one common life. We say that the world has learned its lesson in the late war, that the League of Nations will eventually put an end to war. But what foundations has the League on which to work? Is there any common idea, any common understanding in the minds of men on which we can build? Below the selfish few who scramble for profits are the more selfish multitudes scrambling for bread. Without education men regard nothing except in regard to themselves. No one can ever hope to change anything except by teaching, and it is the task of the English teacher especially to lift man out of this state of selfishness, and release him into the wider circle of ideas beyond himself where he can at length forget himself and his meagre personal ends altogether. If this then is our work to release from base and narrow things and if dramatization will help in unlocking the doors that lead into this wider kingdom, then I appeal to all English teachers—Try it!

REPORT OF THE M.E.A. COMMITTEE ON THE REVISION OF THE PROGRAMME FOR GRADES I. TO VI.

This committee was appointed in April, 1918, to make a survey of the subjects of the first six grades, with a view to suggesting improvements in the authorized course of studies in the light of present day standards. Considerable research has been made of standards and courses of studies in use in the neighboring provinces and in the cities and states to the south, and the following suggested course has been drawn up by the committee in collaboration with many teachers throughout the province, and is now presented for the consideration of the members of the association.

The subjects of Arithmetic, Reading and Literature, Language, Composition and Grammar, History, Geography and Civics are presented in detail; while the remaining subjects are given in outline only, the detailed plans in each study being left for further consideration later.

The following points in the proposed course of study should be noted:—

(1) The course is intended to fit in with the 6-3-3 year plan. The fundamentals in English and Arithmetic are completed in the first six grades, and pupils leaving school after finishing the course will have at least learned to read intelligently, to express their thoughts freely, either orally or in writing, and will have acquired such command of the processes of number as will serve them in the ordinary walks of life. The programme is at the same time planned to serve as a preparation for pupils who pass on to the Junior High School at the end of the sixth year.

(2) The subjects of Geography, History, Civics, and Manners and Conduct of life are co-related under the term Social Studies or Citizenship.

(3) The study of hygiene should be entirely practical and related to the physical work. The latter should be greatly extended and the suggestion is made that more attention be given to organized games, plays and folk dances and less to formal gymnastic exercises.

Music should be made much more of, especially with the help of the phonograph, and should include the development of music appreciation as well as rote and staff singing.

(4) The subject matter of the different studies is presented in much fuller detail than in the present programme, not with the idea of limiting in any way the freedom of the teacher, but in order to make the programme richer in suggestions, especially to the less experienced teachers.

These outlines are submitted in the hope that teachers will examine them and test them out where possible in the school room, and give the committee the benefit of their criticisms. It is only in this way that a final draft can be prepared that will be acceptable to the whole teaching body. All communications should be addressed to the Committee on Programme Revision, Aberdeen School, Winnipeg.

OUTLINE OF A SUGGESTED COURSE OF STUDY FOR MANITOBA SCHOOLS, GRADES I. TO VI.

I. Arithmetic, oral and written.

- (a) Abstract numbers:
 - (1) Notation and numeration.
 - (2) Fundamental rules.
 - (3) Factors, measures and multiples.
 - (4) Vulgar and decimal fractions.
- (b) Applied arithmetic, related to the daily life of the pupils:
 - (1) Canadian currency.
 - (2) Denominate numbers and measurements.
 - (3) Bills, accounts and averages.
 - (4) Simple percentage.
 - (5) Problems.

II. English Language Group.

- (a) Thought getting:
 - (1) From vocal speech, exercises and games to develop attentive listening. Stories read or told by the teacher.
 - (2) From writing and the printed page. Oral and silent reading, phonics phonograms; word study.
 - (3) From pictures and objects. Exercises in observation. Class discussions.
 - (4) Literature: Nursery rhymes and jingles; myths and fables; fairy stories; child classics. Memorizing.
- (b) Thought giving--Expression:
 - (1) By speech. Oral reading and oral composition. Exercises, games and class discussions to secure freedom of speech. Exercises in enunciation and correct pronunciation. Correction of common errors of speech peculiar to the class. Grammar: Study of sentence and phrase, the kinds of sentences, subject and predicate, attributes and modifiers. The parts of speech.
 - (2) By writing. Written composition. Structure of sentences and paragraphs. Letterwriting. Punctuation. Penmanship, spelling and dictation.
 - (3) By dramatic expression: Dramatization of simple stories from literature, history and geography.

III. Social Studies Group.

- (a) Geography.
 - (1) Study of typical regions of the earth as the home of man.
 - (2) Natural phenomena of the earth in relation to living conditions.
- (b) History:
 - (1) Topical study of periods of Canadian and British history and of representative men of the periods.
 - (2) A study of the advancement in conditions of living from age to age.
- (c) Civics: A study of community life of the present day. Advantages offered by national, provincial and municipal services and reciprocal duties of citizens.
- (d) Manners and Conduct of Life:
 - (1) Duty to one's self: Cleanliness, tidiness, patience, industry, perseverance, thrift, self-respect, self-control, formation of right habits.
 - (2) Duty to others: Kindness, justice, truth and honesty, obedience and respect, politeness, right conduct (i) in the home, (ii) in school, (iii) in the outside world.
 - (3) Duty to the State: Citizenship, patriotism, peace and war.

IV. Nature Study and the Garden.

- (a) Nature study and primary geography (adapted to local conditions.)
 - (1) Weather conditions.
 - (2) Direction and time.
 - (3) Animal life, wild and domestic; pond and stream life.
 - (4) Wild flowers of wood and prairie.
- (b) The Garden:
 - (1) Plant life and growth.
 - (2) Relation to soils, water, heat and light.
 - (3) Germination of seeds.
 - (4) Cultivation of indoor plants and bulbs.
 - (5) Insect and bird life in relation to the garden.
 - (6) Noxious weeds and their eradication.

V. Physical Education and Music.

- (a) Hygiene: A study of the laws of health and the proper care of the body. The use and importance of pure foods, sunlight and fresh air. Bathing and cleanliness. Exercise and rest. Clothing. First aid in emergencies.
- (b) Physical Exercises.
- (c) Organized play; team work.
- (d) Folk dances and games.
- (e) Music:
 - (1) Voice and breathing exercises.
 - (2) Rote singing; community singing.
 - (3) Staff singing and theory.
 - (4) Music interpretation.
 - (5) Instrumental music (school credits.)

Civics: Manners and Morals	40	40	40	40	40	40
Geography	90	90	90	80	80	80
Group IV.— Nature study and the Garden				75	75	75
Group V.— Hygiene				25	40	
Physical Exercises	75	75	75	75	75	75
Folk Dances and Games	150	100	60	60	40	40
Singing and voice training	100	100	75	75	75	75
Group VI.— Primary handiwork	100	100				
Basketry and Clay Modelling				90	90	
Manual Training, Sewing and Household Science						150 150
Drawing and Color	100	100	100	100	100	100
Total for each grade, 1350 minutes.						

VI. Handwork and Art.

- (a) Construction work in
 - (1) Paper—cutting and folding;
 - (2) Plasticene;
 - (3) Raffia and rattan;
 - (4) Clay;
 - (5) Textiles—cotton, cord, yarns, etc., knitting, weaving, etc.
- (b) Sewing: Stitching, mending and garment-making.
- (c) Cooking:
 - (1) Nature and preparation of foods.
 - (2) Table-setting and table service.
 - (3) Dish-washing and care of the kitchen.
 - (4) The school lunch.
- (d) Housekeeping:
 - (1) Sweeping and dusting.
 - (2) Laundry work.
 - (3) Testing, washing and dyeing of fabrics.
- (e) Woodwork:
 - (1) Use of simple household tools.
 - (2) Carving and simple construction in wood.
- (f) Art:
 - (1) Drawing and color, through the medium of paper-cutting and pasting; pencil and brush work (i) simple color theory, (ii) nature drawing, (iii) elementary design, (iv) object drawing.
 - (2) Art appreciation: Use of lantern and radioteicon; visits to buildings, art stores, picture galleries where possible.

Suggested Time Allotment

Subject	Grade I.	II.	III.	IV.	V.	VI.
	Minutes per Week					
Group I.— Arithmetic	100	150	200	200	200	200
Group II.— Penmanship	75	75	75	75	75	75
Reading	200	200	200	120	90	90
Spelling	75	75	75	75	75	75
Language and Composition	125	125	125	125	90	75
Grammar					45	60
Literature	120	120	120	60	60	60
Group III.— History				60	80	80

ARITHMETIC

Grade One

I. Oral: Reading numbers to 20; counting by 1's, 2's and 5's to 20, with and without objects; addition—add 1, 2, and 3 to the numbers from 1 to 10; subtraction—minuends up to 10; study of the definite units, dozen, yard, foot, inch, quart, pint; problems solved by counting; the idea of 1/2 developed from single objects or groups of objects of even numbers.

II. Written: Writing numbers to 20; addition and subtraction—any combinations that have been learned orally.

Grade Two

I. Oral: Reading numbers to 100; counting by 1's, 2's, 5's, 10's to 100, beginning with 1, 2, 5, and 10 respectively; addition—the 45 combinations, numbers to 5 added to the numbers to 40; subtraction—numbers to 5 subtracted from the numbers to 50; multiplication—tables, products to 50; division—2, 5, 10 divided into the numbers to 50; the common standards of measurement as in Grade I., cent, 5-cent piece, 10-cent piece, quarter, half-dollar; buying, selling and making change, amounts to 50c; the idea of halves, quarters, thirds by use of single objects and groups of objects in multiples of 2, 4, and 3 respectively; problems—solved by addition and subtraction.

II. Written: Writing numbers to 100; addition—four numbers of one or two orders, column totals to 20; subtraction—numbers of one and two orders.

Grade Three

I. Oral: Reading numbers to 10,000, Roman numerals I. to X.; counting by 2's, 3's, 4's and 5's beginning with any digit; by 6's, 7's 8's and 9's beginning with 6, 7, 8, 9 respectively; addition—numbers to 10 added to the numbers to 100; subtraction—numbers to 10 taken from the numbers to 100; multiplication—tables to 12 times 12; division—with remainders; within the tables; measurements—

hour, day, week, yard, gallon, ounce, pound, peck, bushel, time by the clock; fractions—relations of halves, fourths, eighths; $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$; $\frac{2}{3}$, $\frac{3}{4}$; $\frac{1}{5}$, 1-10 of multiples of 2, 4, 8; 3, 6; 5 and 10 respectively; number relations (fractional parts of numbers in relation to other numbers) to be developed; problems—involving one operation.

II. Written: Writing numbers to 10,000; Roman numerals I., V., X.; addition—sums to 1,000, addends five or fewer; subtraction—numbers of three orders, with and without borrowing; multiplication—short multiplication, multipliers to 12; division—short division, divisors to 12; problems—involving one operation previously solved orally. Work in addition and subtraction to be frequently dictated to the pupils by the teacher.

Grade Four

I. Oral: Reading numbers to 1,000,000. Roman numerals to M.; counting—by all digits beginning with any digit; addition—finding sum of three numbers of two figures each, totals to 100; subtraction—finding difference between any two numbers of two figures each;



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multiplication—multiplying any two numbers, products to 144; division—dividing with and without remainders, dividends to 144; fractions—study of number relations as in Grade III., $\frac{3}{4}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$, $\frac{2}{3}$, $\frac{5}{6}$, $\frac{2}{5}$, $\frac{3}{5}$, 3-10, 7-10, 9-10, 5-12, 7-12 of numbers within the tables, and review of the fractions taught in Grades II. and III.; measurements—review all the units taught in Grades II. and III., tables of linear, avordupois, dry, liquid, time and English money; problems—involving one and two steps including the reduction tables and dollars and cents.

II. Written: Writing numbers to 1,000,000. Roman numerals to M.; addition—sums to 100,000, daily practice for speed and accuracy; subtraction—with borrowing; to five

digits; daily practice for speed and accuracy; multiplication—short multiplication by 11 and 12, long multiplication by three and four figures and by the use of factors, including the factor 10; division—short division, divisors to 12, long division by two and three figures; use of dollars and cents in all the four fundamental rules. Questions to be frequently dictated to the pupils by the teacher. Problems—involving one and two operations, including the reduction tables and Canadian money, mainly statements of problems previously solved orally.

Grade V.

I. Oral: Review of the reduction tables, linear and square measure; finding the factors of a number; finding a common factor of two or more numbers; finding multiples of numbers; finding common multiples of two or more numbers; H.C.F. and L.C.M. at sight; addition and subtraction of mixed numbers whose fractions are all halves, all quarters, all thirds, etc.; addition and subtraction of fractions whose L.C.M. can be found at sight; measurements—as in Grade IV.; problems—two or three steps.

II. Written: Reduction ascending and descending and compound rules in all the tables of weights and measures learned; bills and receipts, aggregates and averages, sharing; factors, cancellation, H.C.F. and L.C.M. by factoring, by rule; converting mixed numbers to improper fractions and vice-versa; reduction to lowest terms; reduction to common denominator; addition, subtraction and multiplication and division of fraction; problems involving two and three operations, including the reduction tables, Canadian money and fractions.

Grade Six

I. Oral: Review of reduction tables, cubic measure, angular measure, longitude, clock questions; fractions—addition and subtraction of fractions whose L.C.M. can be found by inspection; Multiplication of whole numbers by mixed numbers and vice-versa; division of mixed numbers by whole numbers; multiplication and division by $5\frac{1}{2}$; converting decimals into vulgar fractions and vice-versa; expressing mixed numbers of dollars as dollars and cents; relation of decimals, percentage and vulgar fractions, converting one into either of the others; finding percentages of numbers, of concrete quantities; mental problems involving the operations above.

II. Written: Problems in surface measure, area of rectangles, carpeting, plastering, papering, Board measure and roofing; cubic contents of rectangular solids, walls and excavations; factors, cancellation, measures and multiples; complex fractions; decimals; simple work in percentage; problems involving the operations indicated above and the work of previous grades.

READING AND LITERATURE

Grade One

I. Mechanics of Reading: Recognition of words and sentences from the blackboard

through hearing and telling the story; through dramatization and conversation.

Reading from the blackboard or from tag-board copies, sentences from primer or beginner's reader (suitable ones to be authorized.)

Word study. Rapid recognition of review words.

Phonic analysis of known words to discover sounds of letters.

Learning the names of letters. Spelling of words learned.

Phonic drill leading to the recognition of new words. Exercises in phonograms.

II. Intelligent reading of Beginner's reader, authorized First reader and four or five books from the following list of supplementary readers:—Aldine Primer and First Reader; Arnold Primer; Art Literature Primer and First Book; British Columbia First Reader; Child Life Primer and First Reader; Cyr's Primer and First Reader; Folk Lore Primer; Free and Treadwell Primer; Heart of Oak Primer; Holton Primer; McClosky Primer; Natural Method Primer; Outdoor Primer; Overall Boys; Playtime Primer; Rhyme and Story Primer; Sunbonnet Babies Primer; Thought Primer; Wade and Sylvester Primer; Wheeler Primer and First Reader.

III. Teaching of memory gems.

IV. Story telling: Stories for grade one children to hear:—Little Red Hen, Three little Pigs, The Gingerbread Man, Billy Bobtail, Little Red Riding Hood, The Pied Piper, Jack and the Bean-stalk, The Old Woman and her Pigs, Chicken Little, Cinderella, Little Half Chick, Snow White and Red Rose, The Three Bears.

V. Dramatization: Suggested subjects:—Little Miss Muffet, Jack and Jill, Jack Horner, Little Boy Blue, Tom the Piper's Son, Little Bo-Peep, etc.

Grade Two

I. Mechanics of Reading: Recognition of new words through phonic drills. Continued Exercises in phonograms.

Practice in getting the thought of a phrase or sentence before trying to express it. Training in habits of silent reading.

Careful attention to enunciation and pronunciation.

Breathing exercises to improve voice quality and carrying power.

II. Intelligent reading from the authorized Second Reader and from four or five books from the following list of supplementary readers:—Aldine Book Two; Alexandra Second Reader; Art Literature Book Two; Around the World; British Columbia Second Reader; Cat Tails and Other Tales; Child Literature; Cyr's Graded Art Reader Book One; First Golden Rule Book; Heart of Oak Book One; Progressive Road to Reading Book Two; Royal Treasury Book One; Royal Princess Part One; Stories from Andersen; Stories of Animal Life.

III. Teaching of memory gems.

IV. Story telling: See list of supplementary readers for grade three. Helpful books

for the teacher:—Best stories to tell to children, Sarah Cone Bryant; For the Children's Hour, Carolyn Sherwin Bailey; In the Child's World, Emilie Poulson; The Garden of Childhood, Chesterton.

V. Dramatization: Stories suggested for grade two:—Little Red Hen; Little Red Riding Hood; Chicken Little; Cinderella; Little Half Chick; Three Bears; The Pied Piper. (Helpful books for the teacher:—Playing School, Chadwick; Cyr's Dramatic First Reader; Little Plays for Little Players, Chadwick.)

Grade Three

I. Mechanics of Reading: Training in habits of silent reading.

Oral reading. Training in the habit of reading by phrases.

Getting the thought of a whole sentence before trying to express it.

Exercises to secure correct pronunciation and good enunciation.

Exercises in breathing, vocalization and articulation.

II. Intelligent reading of the authorized Third Reader and supplementary reading from books in the following list:—Art Literature Book Three; Big People and Little People of Other Lands; Cinderella; Highroads of Literature Book One; History of Whittington; How we are Fed; How we are Clothed; Japanese Fairy Tales; Legends of the Red Children; Little Folks of Other Lands; Little People of Japan; Little People of the Snow; New Century Readers Book Three; Our Little Australian Cousins; Our Little Hindu Cousins; Peter Pan; Piers Plowman History One, Two and Three; Progressive Road to Reading Book Three; Robinson Crusoe; Royal Princess Book Two; Royal Treasury Book Two; Seven Little Sisters; Stories of Maple Land; Tales of the Fairies Books One and Two; Ten Boys; The Early Cave Men; Things New and Old Books One, Two and Three; Thirty Indian Legends.

III. Teaching of Memory gems. Memorizing of short poems.

IV. Story telling: Books suggested for the teacher's use:—Stories for the nine year old, Chisholm; For the Children's Hour, Book Three; Story Hour Favorites, Wilhelmina Harper; Poems for Little Men and Women; Kipling Reader for Elementary Grades; In the Child World, Emilie Poulson; The Garden of Childhood, Chesterton; Nature Stories to tell to Children, Seers; Golden Fairy Tales, Nelson and Sons.

V. Dramatization as in Grade Two.

Grade Four

I. Mechanics of Reading: Practice in getting the thought of a sentence or a series of sentences before expressing it. Training in habits of silent reading.

Instruction in the principles of oral expression. Recognizing and emphasizing the central thought of the sentence. Reading of parenthetic clauses. Transitions of thought and reported conversations.

Continued attention to enunciation and pronunciation.

Lessons in breathing and vocalization.

II. Study of the authorized Fourth Reader and supplementary reading from books in the school library. The reading hour. Opportunity to be given pupils in school hours for silent reading of books from the school library. Home reading under the teacher's direction.

Supplementary reading list:—Alice in Wonderland; Through the Looking-Glass; Little Women; Golden Rule Book Three; Krag and Johnny Bear; Water Babies; King of the Golden River; Black Beauty; Child's Garden of Verse; Andersen's Fairy Tales; Each and All; How we are Sheltered, Chamberland; How we Travel, Chamberlain; Christmas Stories, Dickens; Just So Stories, Kipling; Jungle Books One and Two, Kipling; Green Fairy Book, Lang; Fairy Stories Every Child Should Know; The Wizard of Oz; Grimm's Fairy Tales; Beautiful Joe.

III. Memorizing of poems.

IV. Story telling as in Grade Three.

V. Dramatization: Continuation of the work of Grade Three.

Suggested subjects: Horatius at the Bridge; William Tell; Sir Walter Raleigh; (Fifty Famous Stories, Baldwin.)

Grade Five

I. Instruction in the principles of oral expression as in Grade Four.

Correct placing of emphasis in expressing contrasts and climax.

Expressive reading on emotional passages.

Exercises in enunciation and pronunciation.

Instruction in the use of the dictionary. (A suitable dictionary should be authorized for use in the schools.)

II. Study of the authorized Fifth Reader and supplementary reading from books in the school library. (See supplementary reading list for Grade Four.)

Additional books: Through the Looking-Glass; Little Men; Uncle Remus; The Bird's Christmas Carol; The Blue Fairy Book and the Red Fairy Book, Lang; Tom Brown; Robinson Crusoe; The Scottish Chiefs; Book of Golden Deeds; Poems Every Child Should Know; The Little Lame Prince; Gulliver's Travels.

Grade Six

Study of the authorized Sixth Reader (one to be authorized) and supplementary reading from books in the school library. See supplementary reading list for Grades Four and Five.

Additional books: Pilgrim's Progress; Treasure Island; Grand-father's Chair, Hawthorne; Lays of Ancient Rome; Mrs. Wiggs of the Cabbage Patch; Two Little Savages, Seton; Stories Every Child Should Know; The Blue Bird.

Practice in silent reading. The library hour. Guidance in the choice of reading matter. Home reading.

Instruction in the principles of oral expression as in Grade Five.

Training in the habit of distinct enunciation.

The use of the dictionary. Diacritical marks. Exercise in breathing and vocalization.

LANGUAGES, COMPOSITION AND GRAMMAR

Grade One

I. Oral: Simple experiences told in the class.

Interpretation by simple dramatic action.

Picture study.

Asking and answering questions in sentence form. Riddles.

Re-telling of stories told to the pupils.

Language games giving repetitions of correct forms.

II. Written: Copying words and short sentences on the black-board and on paper. Names and addresses.

Grade Two

I. Oral: Simple experiences told in the class.

Interpretation by dramatic action.

Forming habits of asking and answering questions in sentence form.

Re-telling of stories told or read to the pupils.

Correction of class room errors of speech.

Correct use of a, an; was, were; saw, seen; did, done; etc., according to the needs of the class.

II. Written: Copying short sentences with correct punctuation and capitalization, on blackboard and on paper.

Writing names and addresses, days of the week, months of the year; the day's date.

Composition of short sentences.

Grade Three

I. Oral: Relating incidents; telling of personal experiences at home and on the playground.

Attention to enunciation, pronunciation, tone and carrying quality of the voice.

Correction of class room errors of speech.

II. Written: Copying correctly from the book.

Writing from dictation.

The four kinds of sentences. Drill in writing them correctly.

Writing simple compositions. One paragraph story of three or four sentences.

Principal uses of capitals. Use of period, question mark, and exclamation point. Indentations and margins.

Simple abbreviations: Mr., Mrs., St., Ave., Jan., Feb., etc.

Simple homonyms.

Plural forms.

Grade Four

I. Oral: Continued practice in relative personal experiences.

Short stories read or told by the teacher and re-told by the pupils.

Practice in standing before the class and talking in connected sentences.

Continued attention to enunciation, pronunciation and voice quality.

II. Written: Simple compositions on incidents in and out of school; on observations

and picture study; reproduction of paragraphs read.

Beginning of paragraphing to teach unity.

Simple letter writing; letter forms; arrangement; indentation; opening and closing.

Punctuation marks used in letter writing; use of capitals.

Contractions:—I'm, I've, wasn't, didn't, wouldn't, can't, etc.

Abbreviations:—Dr., Rev., Col., Capt., Ont., Sask., etc.

Self correction by pupils. (Only one or two classes of errors should be dealt with at one time.)

Grade Five

I. Oral: Increased power to talk connectedly before the class on assigned topics.

Relating stories and incidents from literature and history.

Descriptions of things observed in nature study and geography.

The making of plans on which to base written compositions.

Continued attention to enunciation, pronunciation and voice quality.

II. Written: Enlargement of sentences by phrases and clauses.

Variety of expression by transposition and substitution and by the use of synonyms.

Changing from direct to indirect discourse and vice-versa.

Writing of paragraphs on assigned topics. Unity.

Friendly letters. Attention to letter forms as in Grade Four.

Abbreviations and contractions in common use. Careful attention to the correct writing of possessives.

Punctuation: Period, question mark, exclamation point, comma.

Regular formation of plurals and simple gender forms.

Recognition of the parts of speech: nouns, pronouns, verbs, adjectives and adverbs. Exercises in filling in suitable pronouns, adjectives, etc., in sentences with blanks.

Use of the correct verb form with singular and plural nouns and pronouns.

Correct use of the nominative and objective forms of pronouns: I, me; thou, thee; he, him; she, her; we, us; they, them.

The verbs: begin, do, eat, fly, give, go, lie, see, speak, write; distinction between lie and lay, sit and set, teach and learn.

Careful attention to the correction of classroom errors of speech.

Note.—The use of technical grammatical terms in Grade Five to be avoided as much as possible.

Grade Six

I. Oral: Practice in talking before the class in connected sentences on assigned topics as in Grade Five, but more advanced work. Topics to be taken from literature, history, geography and nature study of the grade.

Continued attention to enunciation and pronunciation. Exercises to improve voice quality.

II. Written: Topical analysis of paragraphs and writing of paragraphs from constructed outlines.

Reproduction of stories (a) read or told by the teacher, (b) read silently by the pupils. Narrative composition based on the history and literature of the grade. Descriptive essays based on the work in geography, manual and constructive work and household arts.

Letter writing. Business and social correspondence. Invitations and acceptances. Advertisements and replies. Telegrams.

Abbreviations and contractions and the use of the apostrophe as in Grade Five.

The grammar of Grade Five reviewed.

Irregular formation of plurals; gender forms; forms of the possessive.

Use of may, can, will and shall.

Pronouns: those, them; use of whom.

The sentence distinguished from a phrase or group of words.

Kinds of sentences: declarative, interrogative, exclamatory, and imperative.

Subject and predicate.

Bare subject and bare predicate.

Attributes and modifiers.

Complements and objects.

Recognition of the parts of speech: noun, pronoun, verb, adjective, adverb, preposition and conjunction.

GEOGRAPHY, HISTORY, CITIZENSHIP

Grade One

Observation of the weather and of the changing seasons, of the animal and bird life of the locality. Directions N. S. E. W.

Outdoor lessons and excursions.

Descriptive Geography and study of primitive life.

1 Jr.: Stories of Hiawatha as typical of Indian life; stories of Dutch life; stories of Japanese life.

1 Sr.: Stories of Arab life; stories of Eskimos; stories of Chinese.

Study of the Home

1. The family:

a. Mother, her work of service for others, duties on different days of the week.

b. Father, work in shop, office or elsewhere and also at home.

c. Children's work, how they may help in the home.

d. Pet families: Hen and chickens, cat and kittens, doll and family.

2. Home Activities:

a. Purchasing and preparing food.

b. Washing, ironing and mending clothes.

c. Care of garden and yard.

d. Pets and playthings.

3. Family Pleasures:

a. Evening and holiday pleasures.

b. Tobogganing and skating.

c. Trips to friends' homes.

d. Hallowe'en.

4. Supplying Material Needs:

a. How foods are provided.

b. Foods produced in the locality.

c. Foods imported.

d. Preparing for winter, storing winter vegetables, canning, etc.

Community Activities—Typical:

1. The work of the market gardener.
2. The farmer and his cow.

National Holidays:

Thanksgiving, Christmas, St. Valentine's Day, Easter, Empire Day.

Reference Books: "Around the World," Book I.; "Little Cousin" series; "Little People Everywhere" series; "Empire Day Booklets."

Grade II.

Observational work of Grade I. continued and extended.

Outdoor lessons and excursions.

Observation work to include: Weather, noting clouds, sunshine and winds; birds, animal and insect life; direction of winds more specifically; seasonal changes (a) affecting life of pupil, (b) affecting occupation of parents, (c) affecting animal life, (d) affecting plant life.

Descriptive geography: Child life in other lands based on Jane Andrew's "Seven Little Sisters."

Study of Community Activities in relation to:

1. Food:
 - a. The farm and market garden and city needs.
 - b. Market and grocery in relation to needs of city and country people.
 - c. Varieties of food: (i.) vegetables, (ii.) fruits, (iii.) animal foods.
 - d. Preparation of foods.
 - e. Preservation and storage of foods.
 - f. Transportation to and from city.
2. Shelter:
 - a. Purposes—Protection against weather; home of family; home of many families.
 - b. Kinds—Cottage, house, terrace, bungalow, block.
 - c. Material—Lumber, brick, concrete, stone.
 - d. Care of Home—Sweeping, dusting, airing, care of furnishings.
 - e. Builders—Carpenter, bricklayer, plumber, electrician.
 - f. Heating, Lighting—Coal merchant, electric power plant, oil lamps, candles.
 - g. Home comforts.
3. Clothing:
 - a. Uses—protection, adornment.
 - b. Materials for summer, winter—Sources, manufacture.
 - c. Care—Cleaning, laundering, mending, pressing, airing (moth).
 - e. Making—In home, outside home, dress-maker, tailor, shoemaker, milliner.

Primitive Life: Stories from "The Tree Dwellers" and "The Early Cave Men." Food, clothing and shelter of primitive days, compared with those of to-day.

Reference Books: "Around the World," "Little Cousin" series, "Little People Everywhere" series, "Highroads of Geography," Intro. Empire Day Booklets.

Grade III.

Observation work of previous grades still further extended, the work to include obser-

vation of bird, animal and insect life, flowers, trees, shrubs, sun, sun-dogs, moon, moon-dogs and stars; dew fog, rain, snow, hoarfrost, sleet, ice; evaporation and condensation, circulation of water.

Primitive Life: Stories from "The Later Cave Men" and "The Early Sea People."

Story of Robinson Crusoe. In this story Robinson Crusoe experiences on the island many of the struggles of the race in its effort to secure a mastery over the forces of nature. Raw material provided by nature had to be used as food, clothing and shelter. He was his own house-builder, boat-builder, furniture-maker, farmer, stock-raiser, gardener, baker, doctor, hatter, miller, tailor, teacher. The struggle in which he engaged developed his moral and spiritual nature.

Typical Occupations and Industries of our own community, e.g.:

- a. The farmer.
- b. The miller.
- c. The merchant.

Local History: Stories of the first settlers in the locality of the school. Stories of the Selkirk Settlement; stories of Hudson Bay Co.; stories of the Indians.

Early Canadian History: Stories of discovery and exploration.

Early British History: Stories of the early days in Britain.

Citizenship: The home, school and community:

1. Habits that apply to each; obedience, punctuality, thoughtfulness, service, industry, cleanliness.
 2. Beauty: Care of yards, lawns, school yards, streets, lanes, boulevards, trees, flowers, fences.
 3. Conduct: On streets, in public places, toward strangers.
 4. Value of co-operation in a community.
- Protection:
1. Services of the fireman.
 2. Services of the Policeman.
 3. Services of the Health Officials.
 4. Personal care in avoiding accidents.

National Holidays: Thanksgiving, Christmas, St. Valentine, Easter, Empire Day.

Reference Books: "Stories of the Maple Land," "Pictures from Canadian History," "The Story of Canada" (Marsh), "Highroads of History," Book I., Empire Day Booklets.

Grade IV.: Home Geography

Observational work through field excursions and individual observation.

1. The Soil—Composition, formation, use. (Note: Boulders, sandhills, the presence of shells.)
2. The Land—Relief forms (river, valley, hill, slope, mountain.)
3. The Land—Divisions according to size and shape (islands, peninsulas, capes, isthmus.)
4. The Water—Different forms (rain, dew, snow, ice, fog, hoar-frost.) Source—cause and use of each form.

5. The Water—Divisions (spring, brook, river, pond, lake.) Value of each.

6. The Climate—Seasons, weather, temperature. Weather chart.

7. Natural resources and products—On the prairies, in the northern forests and in the lakes and rivers.

8. Occupations of the people:

a. Farming—grain raising, stock raising, dairying.

b. Town occupations—manufacturing, commercial occupations, transportation, professions.

9. Municipal Government:

a. Municipal council.

b. School Trustees' Board.

The Earth as a Whole

Observational work from nature where possible, and also from the globe.

The Rotundity of the Earth: Daily movements of the earth; points of the compass; existence of an atmosphere; recognition of the phases of the moon; recognition of the brighter constellations; the formation of clouds; effect of rain, springs; formation and work of rivers; snow and frost; descriptive matter. The great land masses; the great water masses; relative and actual size of these; direction of one from the other; the belts of heat.

Study of the Continents: Position on the globe, shape, size, outline principal highlands and slopes, heat belts, races.

Study of the Oceans: Position on the globe, size, shape, outline, belts of heat.

Descriptive Geography: This might be in the nature of supplementary work through the year. Some suggestive topics are given. Material can be found from magazines, post-cards, books, etc. Scenery of Rockies, the Great Lakes, the River St. Lawrence, cod-fishing off Newfoundland, salmon fishing on the Fraser River, fruit farming in southern Ontario, lumbering on the Ottawa, etc., etc.

Stories of Typical Races: The Negroes of Africa, the Indians of North and South America, the Malays of the East Indies, the Mongols of Central China or any other that may prove fresh and instructive.

Outline of History—Grade IV

1. Stories from Greek, Roman and Old English History: Based on Piers Plowman, Jr. Bk. 11.

2. Stories from English and Canadian History: Based on Piers Plowman Histories, Jr. Bk. 111, stories of the Maple Land.

Citizenship

Community Activities:

1. The Milkman: His care of the milk, difficulties in thundery and hot weather.

2. The Iceman: Gathering and storing ice, summer delivery—its value.

3. The Grocer and Butcher: Their value to the community, necessity for cleanliness. How we may assist.

4. The Postman: Duties at the office, on his daily rounds, his reliability, promptness.

5. The Garbage Collector: Who sends him? How we can help. Flies and disease.

Health

Ventilation:

1. Home—need for fresh air. Open windows at night.

2. Public Places—schools, churches, theatres, etc.

Pure Water:

1. Purity of city water, water from wells.

2. Boiling for safety.

Pure Food:

1. Work of health inspector. Dust nuisance, smoke nuisance. Street vendors, careless delivery.

Recreation:

1. Home:

(a) Hobbies—work shed, or basement bench, yard for games.

(b) Misfortunes of apartment dwellers, need for public playgrounds.

2. Schools: Recesses, group games, team games.

3. Public

(a) Public playgrounds.

(b) Need for public baths.

(c) Need for public library.

(d) Park and Fair Grounds.

Grade V.

Physical Geography:

(a) Observation of local physical features continued.

(b) Special observation of atmospheric conditions including evaporation, condensation, winds, clouds, prevailing winds, etc.

(c) Observation of position of sun at noon through the year, showing relation to seasons.

(d) Observation of conspicuous planets and study of their place in the solar system.

(e) Observation of well-known constellations and the phases of the moon.

Study of Australia

Study of Physical Conditions:

1. Position on the globe; in which hemisphere, in what zones; from other continents; from oceans; between parallels; between meridians.

2. Form: General form, as compared with other continents, actual form as shown by map, with indentations and prolongations.

3. Size: Relative, in relation to other continents, in relation to ocean areas, actual number of square miles.

4. Relief: Principal Highlands, position, extent, elevation.

5. Drainage: Length and direction of slopes, rivers, seas, lakes.

In Study of Typical Regions:

6. Climate: Wind over ocean to land, from warm to cold or cold to warm latitude, prevailing direction, whence it came. Rain-fall where and why, where not and why.

7. Vegetable life.

8. Animal life.

9. Mineral resources.

10. People—Distribution of population in relation to the possibilities of productive occupation.

11. Productive occupation as dependent upon natural resources, supply and demand; commercial advantages.

12. Location of centres of population. Relation of location and development to physical conditions.

13. Commercial trade routes and the development of means of transportation.

Study of North America: Use outline in study of Australia for suggestions. Compare with Australia wherever possible.

British History

Based on Piers Plowman History Junior Book IV.: "Social History of England to 1485." Supplementary reading from other sources.

Familiarity with the great men and women of the period studied, when they lived and what they accomplished to make them worthy of being remembered.

Familiarity with the chronology of the great events of this period.

Grade VI.

Full study of Asia and South America:

1. Introductory: Physical Geography. A study of the principles of world climates taught through a concrete study of actual conditions in Asia with cross reference to Australia and North America.

Aim 1: To fix belts of climate involving study of heat, variations of heat; length of day; prevailing winds, rainfall.

Aim 2: To study types of life as affected by physical characteristics, e.g. The nomad pastoral life in central and western Asia; primitive agricultural life in India and China.

2. More particular study of Asia: Outline for study of this continent similar to that in Grade V.

Typical regions for special study:

1. The enormous northern plain of Siberia with its nomad peoples.

2. The hot, dry, south-west region of Arabia, Mesopotamia, plateau of Iran, Syria, Asia Minor and stretching into Africa. Typical of life as described in the Bible.

3. Monsoon regions—Two types:

(a) India—well marked wet and dry seasons, great heat.

(b) China, Korea, Japan—marked by warm, moist summer.

4. Minor regions worth noting but less important than above.

(a) Highland plateau of Tibet.

(b) Tropical region: Malay Archipelago.

References: Man and His Work; Man in Many Lands; Descriptive Geography: "Asia"; The World and Its People: "Asia"; Carpenter's Geography Readers: "Asia."

3. Particular study of South America:

A study of this continent along lines similar to previous continents. Every opportunity should be used for comparing the conditions here with previous continents studied.

Regions for special study:

1. The Amazon forest region.

2. The West Indies.

3. The Savanahs of Guiana.

4. The coffee region of Brazil.

5. The Pampas region of the South.

References: World and Its People, "America"; Carpenters Geog. Readers, "South America"; Descriptive Geography, "America", (centre and south.)

Grade VI.—British History

Based on Piers' Plowman History, Junior Book V. Social History of England from 1485 to the present. Supplementary reading from other sources.

Special study of the great men and women of this period. Students should know at what period they lived and what they did to make them famous.

Great events should be fixed chronologically and their dates known.

Canadian History

Topics as follows:

1. Early explorers or the finding of America—Leif Ericson, Columbus, Cabot.

2. The first explorer of Canada—Jacques Cartier.

3. The Mound Builders and Indian Tribes of Canada.

4. Samuel de Champlain—"The Father of New France."

5. The Work of the Jesuit Missionaries.

6. Three pioneer colony builders—Dulac, Laval and Talon.

7. The Explorations of LaSalle.

8. The Great Governor Frontenac.

9. The Indian Wars and Madelaine de Vercheres.

10. The Story of Acadia.

11. Montcalm and Ticonderoga, 1758.

12. Wolfe and Quebec, 1759.

REPORT OF CLASS TEACHING

Drawing classes, conducted by Miss E. A. Hewitt, Winnipeg. Total attendance, 23. No. completing three lessons, 6.

Paper Folding and Cutting, conducted by Miss E. B. Dolmage, Souris. Total attendance 17. No. completing three lessons, 6.

Games and Polk Dances, conducted by Sergt. J. E. Carroll, Winnipeg. This work

did not get really well under way until the last morning, when the attendance was 12 and the interest keen. The reason for holding these classes in the Normal School was to have the use of the gymnasium. Probably it would be better another year to hold them at the Kelvin School.

RETIREMENT FUND

Winnipeg, May 13th, 1920.

To the Teacher,
Dear Sir or Madam:—

For some years past a committee of the Manitoba Educational Association has been at work on a pension scheme for the teachers of this Province. A scheme has been planned that has been accepted by the Manitoba Educational Association, but legislative action is necessary to bring it into force. Your committee pushed for legislative action this year, but the government did not wish to undertake a comparatively large and new expenditure during the last months of its present term of office.

Meanwhile there are a number of aged and incapacitated teachers who have been for some time looking with hope to the establishment of such a fund. Their position is, to say the least, very unfortunate. Indeed, from the standpoint of the services they have rendered to the people of the Province, they may be said to be suffering an injustice. Because of this condition the recent Convention directed

the committee to work out a voluntary scheme that would go into immediate operation.

Your committee has prepared the scheme which is stated below.

It will be noted that the scheme is voluntary, and is intended to cover only the time intervening between the present and such time as the larger plan is brought into effect by legislation. The contribution asked for from each teacher is quite small but will be ample to cover the cases of need, if there is the cordial response that Manitobans know how to make.

It is the earnest hope of your committee that every teacher in the Province will hear and heed the call and send in a prompt return.

Please fill in completely the attached agreement and return without delay to P. D. Harris, Secretary of Manitoba Educational Association, Winnipeg.

P. D. HARRIS,
Chairman of Committee.

AN INTERIM RETIREMENT FUND

1. The purpose of the said fund is to make some provision for aged and disabled teachers, pending the establishment of a permanent fund, half of which shall be carried by the Province of Manitoba.

2. The whole of assessments levied shall be used if necessary in paying annuities except for the necessary expenses of administration.

3. All teachers outside of the City of Winnipeg shall pay into said fund a flat rate of \$4.00 per annum.

4. All teachers of the City of Winnipeg shall pay a flat rate of \$2.00 per annum.

5. The collection of assessments shall be made by the Department of Education by deduction from the annual grant.

6. The amount available for annuities shall be divided pro rata among the annuitants, but no annuity shall be more than \$550.00. Allotment to annuitants shall be made according to length of service.

7. The fund shall become retroactive to January 1st, 1915, not as to assessments but as to annuitants who may come on the fund.

8. Annuitants of the City of Winnipeg shall benefit by the fund to only one half the amount paid to teachers outside of said city.

9. Except in proved cases of disability, male annuitants must be sixty years of age and female annuitants fifty-five years of age.

10. In proved cases of permanent disability annuities shall be paid, the amount paid being proportional to the length of time in the service.

11. It shall be left to the discretion of the Board of Administrators to deal with cases

of teachers whose length of service is less than 15 years in the Province of Manitoba.

12. Satisfactory proof of service must be produced by applicants for annuities.

13. All assessments deducted from the annual grants shall be regarded as a credit to the teachers of Manitoba towards the provincial Retirement Fund when established.

14. To administer the fund there shall be a board of three administrators appointed by the executive of the M.E.A., and the board shall choose one of its members as chairman.

15. The Board of Administrators shall serve without pay except for necessary expenses.

16. The total amount of assessments collected by the Department of Education shall be turned over to the Treasurer of the M.E.A. to be deposited by him in a separate account as a trust fund.

17. Checks shall be issued on order of the Board of Administrators, signed by the chairman.

18. Checks shall be signed by the Treasurer and countersigned by the Chairman of the Board.

19. The fund shall come into operation upon the vote of the teachers of Manitoba, the vote to be taken not later than June 1st, 1920.

20. The first quarterly payment of annuities shall be made October 1st, 1920, or as soon thereafter as funds are available, and every three months thereafter, so long as the fund continues to operate.

21. Any balance remaining over from one year shall be held over for use in the next and subsequent years.

N.B. In the Case of the City of Winnipeg, this plan is not to take the place of the fund already established there, but is to be supplementary to it.

AGREEMENT

I hereby agree to become a contributor to an Interim Retirement Fund for the teachers of the Province of Manitoba, according to the terms stated above in the plan and circular letter, and do hereby also authorize the Department of Education to deduct the

assessment for said fund from the annual grant made to school districts by the Department of Education for the payment of salary.

Signature in full

School District

Post Office

Street Number (if any)

.....

.....

.....

BOOK REVIEWS

The Macmillan Co. of Canada are adding to their Pocket Classics of American and English literature from time to time. The latest numbers received are "The Scarlet Letter" and "Prue and I," both of which should be in every school library. One could wish that the latter book were on for study in the senior grades.

From the same firm come two books of a pedagogical nature. The first one, "The Young Man and Teaching," Henry Parks Wright presents the claims of the profession in a very attractive way and makes a plea for better schools. It also gives a short history of some famous teachers, but one is rather surprised to learn that nearly all the great teachers of the world have taught in American schools! There is some satisfaction, however, in noting in the list the name of Dr. Arnold, of Rugby.

The second book, "The Human Factor in Education," James F. Munroe, is a book that is needed both in the United States and Canada at the present time. It is very easy to commercialize the school, to make it the handmaiden of business men and employers, when its main work should be to develop personality, and the human qualities. As the preface well says, "The crucial problems of the next twenty-five years de-

pend for their solution upon the strength, integrity and wise patience of every human factor." Secondary school teachers and Normal School teachers should be familiar with this book.

We have received from Messrs. Charles Scribner three sample copies of the Modern Students' Library. If all the books of this series are like these, the whole series will become deservedly popular. Harding's "Return of the Native" and "English Poets of the 18th Century" (a collection remarkable because of its choice and mode of presentation) are printed in a size and style most convenient to the student and the summer holiday reader. Perhaps the most interesting book of the three is the 19th Century Letters. This collection contains letters from Wordsworth, Scott, Lamb, Irving, Keats, Lincoln, George Eliot, Rossetti, Lewis Carroll, Stevenson, and some fifty-six other interesting people. Private correspondence has not been made a subject of study by people generally, but there is no study that is more interesting, or more profitable. We cannot think of a better collection of letters than those printed in this little volume. The price of each book is 75 cents.

Special Articles

SCHOOLS UNDER THE BOLSHEVISTS

Papers just received from Russia scheme published by the Bolshevists.

bring details of a brand-new education. It is worth while considering this docu-

ment, as its education policy is that part of Bolshevism which is most likely to meet with approval from outsiders. Lunacharsky, who has these matters in hand, is the only one of the Commissars who may be regarded as an expert or in any way fit for the position he occupies. He has studied at various foreign universities, knows most European languages, and is in close touch with the developments of modern culture. He is said to have resigned more than once as a protest against the barbarities of his colleagues, and a great deal of persuasion has been necessary to induce him to remain in office. Fugitives from Russia report favorably on the large sums of money he has been spending on music and the arts. And now comes this great document, which is finally to give us the measure of the man.

The Bolshevik is before all things passionately logical, and the new scheme is as coherent—and impossible—as only logic could make it. The Bolsheviks begin by abolishing all existing schools, of whatever type or name—elementary, middle or higher, classical or modern, commercial, technical or religious. In their place they establish a uniform type of school, to be called the Labor School. It will be divided into two grades, the first for pupils from eight to thirteen years (five years' course), the second for pupils from thirteen to seventeen years (four years' course). With this school is combined a kindergarten for children from six to eight years of age. The school is to be for both sexes together, and education is to be compulsory for all of school age. There is to be one "school workman" (apparently the new Bolshevik name for teacher) to every twenty-five pupils.

The school, once established, is to express a very definite conception of life. As a matter of course, no religious instruction whatever is to be provided, and religious services will be strictly forbidden. The moral basis of the school is to be "productive work."

What exactly is meant by this phrase is not defined, but productive work is to be intimately and organically connected with all the teaching. The school is to make the pupils acquainted with the most varied forms of production right up to the highest. Collective productive work and the organization of their own school life are to educate the future citizens of the Soviet Republic. In fact, school life is to give a foretaste of the Soviet Paradise. There are to be no home lessons, no obligatory tasks of any sort, examinations are altogether forbidden and punishments are abolished. On the other hand, hot lunches every day for all the pupils are not only to be free but also compulsory.

The National Commissar for Education says that intense labor is necessary for the reform of the schools, and especial attention must be paid to out-of-school life. A Children's Law is about to be published dealing with all the evils that threaten child life. All children's homes, refuges, and boarding schools are to be reorganized on new principles. The teachers in these institutions are to be especially trained, and the conditions of a child's life in them are to be such that his personality can have free development. In a children's home there are to be no servants, and all the work must be performed by the members of the household in proportion to the strength and abilities of each. For the practical realization of the tasks of Socialist education there is to be constituted in every district an will remain under the observation of doctors skilled in psychology. The normal child, at the end of the period necessary for observation, enters the children's home, the abnormal child a special department for defective children, the sick child goes to a hospital.

The Bolsheviks have also turned their attention to the endowment of research, and a number of important institutions have been founded. On October 15 the Socialist Academy of the Sciences began its existence at Moscow.

There have also been opened at Moscow two "state houses, for art-workers (the Bolshevik name for artists) in which are brought together artists of all

schools without distinction. The aim of these two communities is to serve the state through art.

A MOORLAND SCHOOLMASTER

Sometimes when we read journals printed on this side of the water, we get the impression that all reformers and progressives are American-born. The following clipping has particular interest as showing two things; (1) That England is alive, and very much alive. (2) That a good teacher will make his power and influence felt, even though he is not in one of the great centres of population.

There are some teachers in Manitoba who remind one of Jonas Bradley. The Brown Mouse is fairly common these days.

At the end of last week Mr. Jonas Bradley laid aside his duties as head master of the Stanbury school. Ordinarily the retirement of a village schoolmaster ripples little beyond the immediate locality, but in this instance the man and his work, no less than the little building itself set about by the Haworth moors, provide a striking exception, for their repute is world-wide. It was here that much heavy pioneer work in nature study in schools was done, and it was to this hill-top school that educationists came from all quarters of the world to enquire at first hand into this new system.

When, some thirty years ago, Mr. Bradley was appointed to the school he brought to his duties an intense love of nature, a keen inquiring mind, and a personality that refused to be bound down either by the narrowness of village life or the rigidity of accepted systems. He aimed at interesting young life and at stimulating a curiosity to know more. Did a lad report that on his way to school from his remote farm home he had found a nest abuilding, the class adjourned to study the habits of

the bird and its architectural skill in situ. Was there a find of bog oak bog oak became a new thing to these moorland scholars. It was all against accepted order and routine, but school became a vastly different place to the children, and though authority might frown the method proved highly successful. The fame of it spread, visitors began to climb the steep hills that lie between Stanbury and Haworth station, professors, experts—America figures largely in the visitors' book at the school. The schoolmaster who could boast of no more than a mere handful of some sixty students was called down from his moorland home to expound his methods to weighty gatherings of educationists in London and elsewhere. Correspondence, in which the children took part, grew up with distant corners of the earth, the school museum was enriched with gifts from abroad, strange plants strove for existence in the school yard, watched and tended by the scholars. By thin spun but wiry tentacles the Stanbury school and its master have bound themselves to friends the world over, and Mr. Bradley will be followed in his retirement by a host of good wishes.

Mr. Bradley is also widely known as a Bronte enthusiast. Of this family he has written and lectured much, and the number of Bronte lovers to whom he has acted as guide over the old church and the moors, identifying for them places mentioned in the novels, is uncountable. In his leisure Mr. Bradley proposes to undertake more lecturing, and also to draw upon his rich store of anecdote and legend for a book dealing with the dour folk of these moorlands.

EXTRACT FROM "THE SECRET SPRINGS"

An article by Harvey O'Higgins in the January number of the "Cosmopolitan," dealing with the origin of mental ills in the subconscious minds of children. The example given is only one of hundreds which were brought to the attention of a prominent Washington physician who has made such cases a special study, and who feels that probably a great percentage of nervous ills which later may develop into insanity may have their origin in just such trifling matters as here discussed. If it were possible to make teachers, especially those in the primary grades, realize the importance of this branch of study a great deal could be done to help those so far classed only as "Defectives."

A boy named Tommy Arnold (let us say) was brought to Dr. X. a year ago, suffering with two ties—one a continual nervous sniffing, and the other a rolling aversion of the eyes. He had a fear of automobiles that amounted to a phobia; the sight of one approaching sent him into a panic, and it was quite impossible for him to cross a street if there were any motor cars in sight. He had completely broken down in his lessons at school. His teacher had pronounced him unteachable. They were convinced—and his parents were afraid—that he was a mental defective. He had been sent to Dr. X. as a nerve specialist to discover what obscure nervous disorder was ruining him; and the physician who sent him suggested that there was probably a disturbance of his internal glands.

"There he sat," Dr. X. recalls it, "in my big leather armchair, with his feet sticking out in front of him, scowling, and sniffing and rolling his eyes,—a bullet-headed small boy of seven, with a sensitive intelligent face—a little frightened, a little sulky, listening to his worried mother's report upon him as if he were in his father's study hearing the tale of his latest wrong-doing and expecting consequences not pleasant to anticipate."

His parents were healthy and well to-do. He was well built and fairly

well nourished. A thorough physical examination found no obvious disease. He was like a watch that had no apparent mechanical defect and yet refused to keep time.

"If such a boy had been brought to me ten or fifteen years ago," the doctor says, "I should have been able to do nothing for him except give him some calming drugs for his nerves, and assure his mother that he would probably out-grow his troubles. But nowadays we can do a little better than that. I got his mother to leave him with me, and as soon as I had somewhat gained his confidence, I began to explore his mind.

"It seemed that his chief difficulty in school was with arithmetic. He could not do sums. I gave him lists of figures to repeat after me, and I found that very often when I gave him a 'two' he repeated it as 'five.' Apparently, he did it without being aware of it. I tried him often enough to be sure that the substitution was what he call a 'compulsion' and not within his control. Then I asked him "Who is 'five'?"

"And after a moment's thought he answered reluctantly, "Mother."

"She was 'five' it seemed because at five o'clock she gave herself for an hour to the company of her children, playing with them, amusing them and telling them stories.

"And who," the doctor asked, "is 'two'?"

"Two" proved to be both a nurse whom Tommy disliked, and a teacher at school, who had been tyrannical. The nurse was round shouldered, like a "two," and the teacher sat bent over her desk. He loved "fives" as he loved his mother, and he loathed "twos" as he loathed his teacher. Hence the substitution. But that substitution had become unconscious and was taking advantage of him.

"I set myself to trace this action back to the instinct that inspired it," Dr. X. continues, "And I found that the process was simple enough. He was more than ordinarily affectionate towards

his mother, and more than ordinarily jealous of anyone who shared her love. He was ungovernably jealous of his younger brother, whom I found to be his mother's favorite—so that his jealousy was justified. The nurse also favored the younger brother. Consequently, Tommy was in a state of angry revolt that made him impossible. When his mother remonstrated with him he could not explain or justify his conduct. He blurted out that he 'hated' both his brother and his nurse.

"The mother reproved him. No little boy of hers could have such feelings. They were shocking. They pained her. They made her most unhappy.

"To Tommy of course, his mother's word was more than a commandment from on high. By her reproaches, his instinctive love for her was aroused to repress his emotions of anger and ill-will against his brother and his nurse. But his machinery of repression was still immature. The emotions that he was trying to repress had apparently escaped his control when they found the symbols 'two' and 'five' behind which to masquerade."

So far, good enough. Apparently and presumably, as Dr. X. says, this was what was wrong with him. But how about his two ties?

They proved simple enough, too. Miss W., the hated teacher, used a strong perfume. He had been in the habit of wrinkling up his nose at it malevolently, and one of the other pupils told the teacher that Tommy was sniffing at her, and the teacher sent Tommy to an undesirable seat at the back of the room as a punishment. Tommy retaliated by continuing to sniff in order to express hostility.

Similarly with the rolling of his eyes. The teacher had accused him of glancing down out of the corners of his eyes at the written answers of a pupil on his left. The accusation was unjust, and Tommy, in his resentment, had been rolling his eyes up in the opposite direction to the right. Now, whenever he was displeased or resentful, he repressed the voicing of it, but sniffed and rolled his eyes up. Hence the ties.

And the phobia about automobiles?

Well, he had seen one of his playmates run over by a motor on the street. It was probably this nervous shock that had weakened his repressive mechanism, and allowed all his repressed instinctive emotions to escape in the disguised forms which they had taken. He did not wish to go to school because he disliked his teacher. "Consequently," as Doctor X. says, "his fear of autos became a phobia—an unreasoning, ungovernable fear. Like all phobias, it disguised a hidden wish—the wish, in this case, to remain at home with his mother."

That was the whole trouble, then. Tommy was not mentally defective. He was more than ordinarily bright. He was simply shaken and bewildered by the struggle to repress instincts and control emotions that were too strong for him.

"It was easy enough to explain Tommy's jealousy, to his mother," Doctor X. says. "She admitted that she had been unconsciously favoring the younger boy, and she undertook to stop it. It was more difficult to make her sympathize with Tommy's ungovernable bad temper. What is anger in a child? What is anger in an animal?"

"An animal in search of food finds his path blocked by another animal seeking the same food. He wavers; he is about to withdraw. Suddenly, anger re-enforces his hunger-instinct; he overcomes his adversary and gains the food that prolongs his life. Or an animal in flight finds his escape impeded, and a frenzy of rage, re-enforcing his instinct of flight, enables him to tear himself loose and escape to security. Or an animal in quest of his mate is threatened by a rival; anger re-enforces his instinct of sex and produces jealousy—the most ruthless of all emotions—and he drives off his rival. In other words, anger is not a primary emotion. It is a sort of emergency jack which springs the motor mechanism of the instinct loose from inertia.

"In a child of Tommy's age, the instinct of self-assertion is most active, most annoying to his elders, and most certain to be checked by them. The checking of it is the most frequent

cause of childish anger. Tommy was not only suffering with the anger of jealousy; he was being checked by his nurse in his instinct of self-assertion, and similarly by his teacher.

"It was necessary to explain to his mother how valuable this instinct of self-assertion is to the formation of a child's character, how it gives him independence and self-reliance, and saves him in after-years from a sense of inferiority and from all the unhappiness of too great humility and sensitiveness and inability to face the hard realities of life. It was necessary to show her, also, how this instinct of self-assertion might without injury be deflected into useful channels—as the sheep-dog, forbidden its wolfish tendency to kill, satisfies its instinct by running round the flock and herding it.

"I had to warn her particularly—as all mothers should be warned—against appealing to his instinctive love for her to check his self-assertiveness. One instinct can wholly block another, and such conflicts and indecisions in the child are certain to be reproduced in his later life with ruinous consequences.

"I found that Tommy had had no trouble with his first teachers. He had had none until he came under a teacher who attempted to break him, as the nurse had. The figure two had become a symbol of this tyranny, just as the five symbolized the freedom and happiness which he enjoyed with his mother. The all-powerful wish to escape from tyranny into happiness was expressing itself in the substitution of fives for twos. It was easy enough to persuade Tommy that he should not impose on his beloved fives all the work that his twos ought to be doing, but it was also necessary to have his mother check the nurse's oppression and remove Tommy from the Teacher's control—at least until he could be cured. The real work of healing came in the effort to con-

nect again with his instinctive emotions the manifestations of them which had been split off.

"Although an instinct compels some form of physical expression, it will accept a lesser expression for a greater one. In Tommy, the sniff accepted the duty of expressing anger the more readily, because in many animals the sniff serves to denote angry disgust.

"It was necessary to teach Tommy to say to himself, 'I am jealous of my brother' instead of saying, 'I hate him.' It was also necessary to teach him not to repress his anger but to vent it in some innocent way—to go into another room, for instance, and kick a chair instead of striking his brother. And, as he was so young, and his repressions were so near the surface, the whole thing worked like magic. On his third visit to me, his ties were almost gone. He handled his twos and fives without confusing them. And his fear of automobiles was no longer a phobia. The rest was in his mother's hands, and she managed beautifully.

"To-day, Tommy is a normal boy again. I warned his mother against indulging his affection for her to such a degree that he might become too dependent on her, and he seems to be growing up a natural little savage, as a boy should."

The blocking and repressing of our instincts takes place chiefly in childhood. It is then that our parents, our teachers, and our companions undertake to educate and mold us—and our rebellious instincts—in accordance with the precepts and social practises that we call "civilization." That molding is done, at present, blindly. Without any knowledge of the subconscious mind—without even a realization that it exists—the attempt is made to govern and direct it. The result, according to Doctor X's list of patients, is lamentable.

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HOW WE BLEW UP A GERMAN GIBRALTAR IN FLANDERS

All through history children will read the story of Messines; they will look at the ridge on the map and remember how the British Army undermined it for a year and shattered it in a night. We talk of Messines as we talk of Krakatoa—the one the greatest noise ever made by man, the other the greatest noise made by Nature since man came to listen.

Let us talk first of Messines.

It was what the Germans called their Gibraltar in Flanders. It was a greater Vimy Ridge; the joy of its German possessors, the despair for a year and more of the men who had to take it. We did not make any great show of assaulting it. We stayed on this Ypres front that we had won in the most terrible battles ever seen, those appalling conflicts in the early months of the war when the Germans, trying to gain the Channel ports, sought to hack a way through Ypres to Calais. There we stood and fought it out with them, 50,000 British against 200,000 Germans, with a fearful outnumbering of British guns, and, by that miracle of courage which comes to the British soldier as he faces death, we held our own. But now, nearly three years after, our time had come to strike back on this line. It was not a sudden movement; it was the culmination of more than a year's work underground.

We have been asking why coal has been so dear, but we little imagined that one answer to the question could have been found on the front in Flanders, where miners were burrowing deep into the heart of the earth. Slowly they dug, making great passages and chambers in the earth, working like moles under saps the Germans were seeking to lay towards our positions; ceasing at the least suspicion of sound, always in danger of being discovered by their sound-detectors; mining and burrowing and scooping out places to put explosives in. Hundreds and thou-

sands of these deposits were made, explosives buried in the earth, electric wires attached, the work tightly rammed in to effect resistance when the explosion came. Day after day, week after week, month after month, the work went on, until our miners had excavated a sort of subterranean city, or, rather, a little province, which ran right under the German positions, right under the terrible Messines ridge.

Then came the appointed time. Every detail had been completed and checked. Every man was in a safe place, every gun was ready to open fire, every unit of General Plumer's army was ready for the great pounce. At ten minutes past three in the morning the explosion came, the dull noise of the greatest explosion ever made by man. By the touch of a button, an electric current was sent along all the wires. Every mine was detonated, over 1,000,000 pounds weight of explosives responded, and there was one vast indescribable upheaval of earth, a colossal outrending of soil, with fearful sheets of flame following it into the air. The Gibraltar of the Germans in Flanders existed no more. Man had changed the geography of the countryside at a single stroke.

Then came our guns, and then our charge—all terrible, wonderful, unparalleled, with a mighty victory to crown it all. It was the greatest explosion ever made by man, and some of us thought that Nature herself could hardly have done more.

But the thought leads us on. How small is man's work compared with Nature's! Contrast this great explosion with a great eruption; contrast Messines with Krakatoa. The noise of Messines was heard in London; the noise of Krakatoa was heard for thousands of miles, and its dust was carried round the world. What happened when Krakatoa blew its head off in 1883? The sound of her wrath was heard, not 150

miles, but 3000 miles away. It sent a tidal wave right round the earth, and made the waters in our British lakes rock as though with a heavy tide.

Krakatoa is a volcano in the Strait of Sunda, between Java and Sumatra. It formed an island 13 miles square. Two-thirds of this island disappeared suddenly down the throat of the volcano itself. It caused the loss of over 36,000 lives in Java and Sumatra, and the destruction, not of a ridge or a village, but of 300 villages.

Well, there is a survivor of that time of horror, a brave old English master mariner who is now serving his country in another way. On the night of the eruption, his sailing ship, Old Kennington, was approaching Java. As they felt their way in, all was darkness and it suddenly seemed as if they were surrounded by a sea of volcanoes all in eruption. The air was thick with a fog

of falling lava. Fearfully and trembling they went on, but at last they hove to and waited until morning.

With the morning, off came a native boat with a horrified man in it, who reported that the lighthouse had been swallowed up, together with his own town and all its inhabitants.

This old man who still survives Krakatoa went back to the scene of the eruption two years afterwards, and for days before they made land, he says, they sailed through one vast sea of floating pumice-stone. He tells us of the riotous crew which prayed and escaped, but of his own ship's captain he says, "His name was Jones, and he was one of the finest men on earth. He feared God, but nothing else. The ship under him was like a floating Bethel."

Is not that a noble tribute, a generation after the event, for one old seaman to pay to another?

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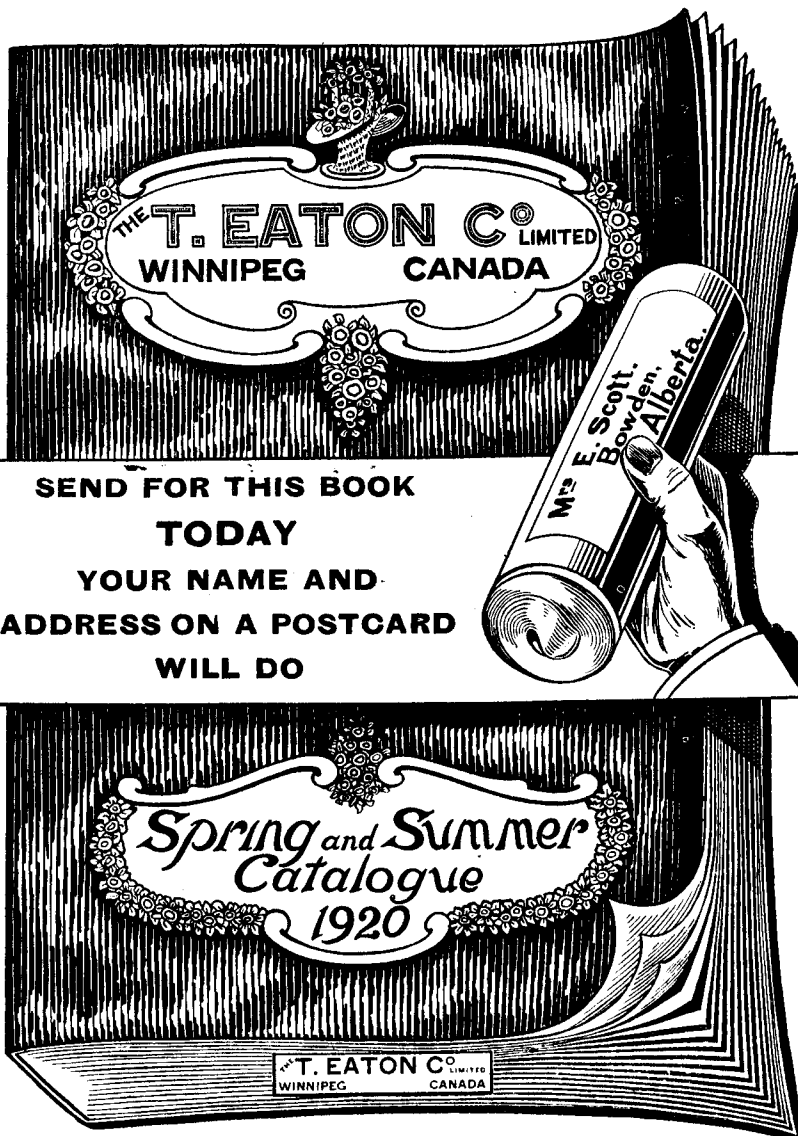
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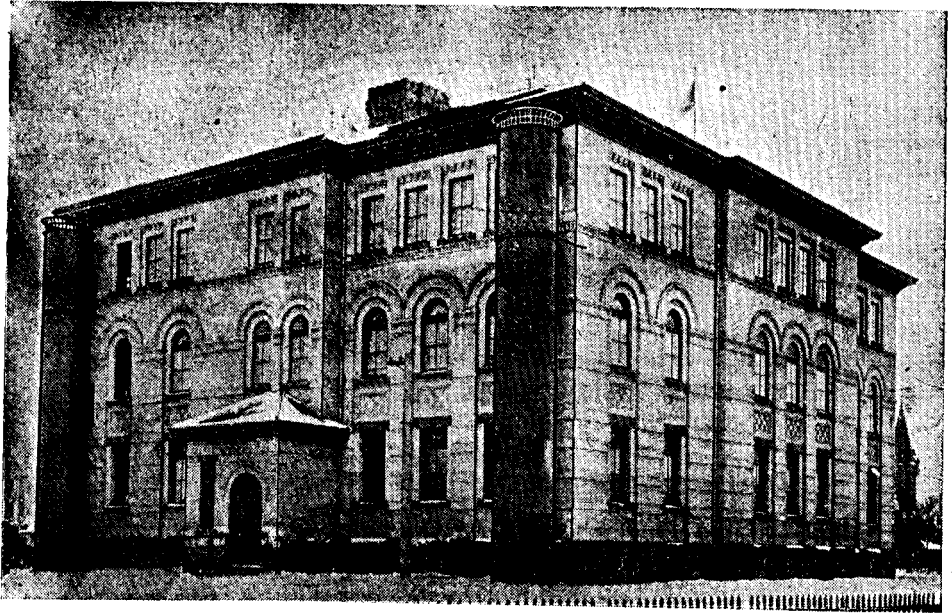
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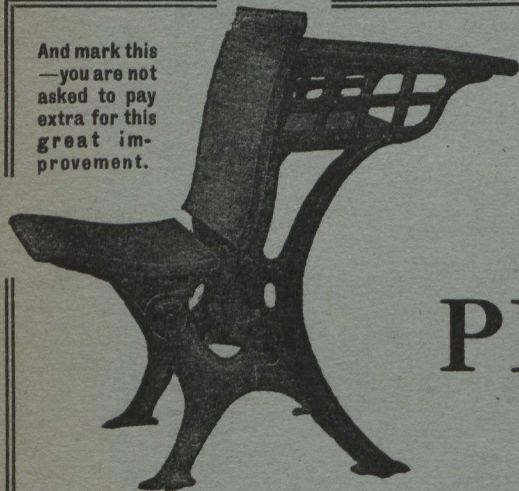
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