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*The*  
**WESTERN SCHOOL  
JOURNAL**

— INCORPORATING —

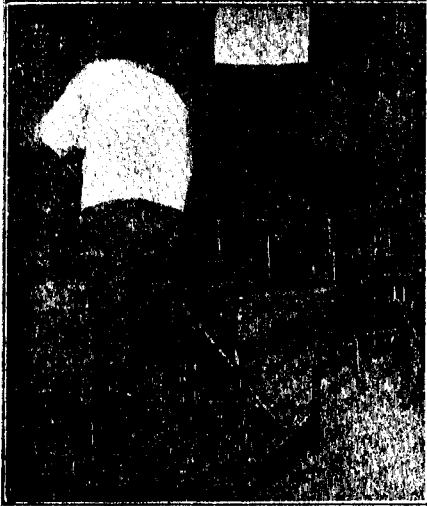
*The Bulletin of the Department of Education for Manitoba*  
*The Bulletin of the Manitoba Trustees' Association*

**WHAT DO WE PLANT?**

What do we plant when we plant a tree?  
We plant a ship which will cross the sea.  
We plant a mast to carry her sails;  
We plant the planks to withstand rude gales,  
The keel and keelsow, her beam and knee;  
We plant a ship when we plant a tree.

What do we plant when we plant a tree?  
We plant a home for you and me.  
We plant its rafters, its shingles, its floors,  
We plant its studding, its laths and doors,  
Its beam, its roofing, all parts that be;  
We plant a home when we plant a tree.

What do we plant when we plant a tree?  
A thousand joys that we daily see;  
We plant a spire to out-climb the crag,  
We plant a staff for our country's flag,  
We plant cool shade from the hot sun free;  
We plant all these when we plant a tree.  
—Henry Abbey.



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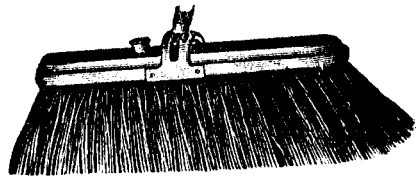
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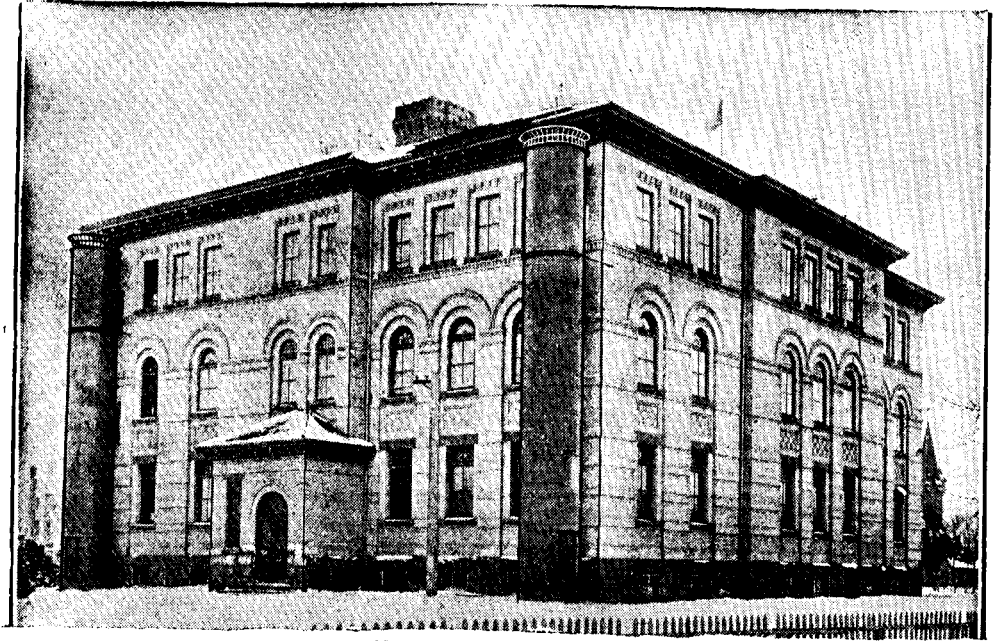
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Increase for the year .....	13,550,381
Income for 1916 .....	5,594,041
Increase for the year .....	814,551
Total assets, Dec. 31st, 1916 .....	21,702,570
Increase for the year .....	2,498,024

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**Head Office: WINNIPEG**



# The Western School Journal

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

VOL. XII

WINNIPEG, APRIL, 1917

No. 4

## Editorial

### Progressives and Conservatives

When one is so dissatisfied with everything in education that he can see no good at all in prevailing practice and existing conditions, we say he is a "crank" or a "sorehead," or that he has a "grouch." Such is the modern form of expression and it is forcible if not elegant. In Manitoba the grouches are not all dead.

When one is so cautious or so lazy that he cannot make room for a new idea or a new practice, we call him a "conservative" or a "moss-back," or a "deader." And here again the modern vocabulary is quite expressive. In Manitoba it is quite possible that some "deaders" still exist, even if they cannot be said to live.

When one is ready to perceive the good in present practice and is still anxious to convert the good into better, we call him a "progressive," a "reformer" or an "up-to-dater." Here again the phraseology of the street does us good service. In Manitoba, let us thank heaven, there are many who might well be said to belong to the progressives. It is a good thing that a true progressive never requires to indulge in the joyful pastimes of mud-throwing or effigy-breaking. It is only the "sorehead" who so uses his spare time. Nor can a man be said to belong to the army of the progressives, no matter how anxious he is to have people so denominate him, if his first thought is to preserve what he calls "the judicial mind." The good, useful progressive doesn't mind it if occasionally he shocks common opinion, or to put it once more

in our treasured modern form, if he now and again breaks away from the band wagon.

When a progressive takes as his crest the "lion rampant," he possibly does more harm than good, for unless he is careful his voice may fail him. The roar may become a bray, and the lordly head may develop long ears. With most people a jackass rampant will not command very profound respect. There is a thought here for some of our local celebrities.

When a progressive is actively and laudably interested in some particular form of advance, it is natural that he should be somewhat blind to progress elsewhere. We can, however, afford to overlook this weakness, unless egotism becomes too pronounced. Real enthusiasts in education are a valuable asset, even if they do overrate their achievements. Manitoba owes not a little to the few men who have followed the gleam. One can think of them now and would gladly mention their names with due praise, but this must be left for another time.

When a progressive first grasps a new thought he is likely to think that he is the only man in the world who ever really possessed it. For that reason we must expect to hear from men, especially those well up in years, protests against the bookishness of the schools, the antiquated programme, and all the rest. They are just awaking out of sleep—a little later than some others, it may be—and seeing the change that has been taking place, they endeavor to understand it, to explain it philo-

sophically, and then they herald themselves as true discoverers of a new idea. All of this is quite harmless, but it is very, very common. It may be taken for granted that at every convention for the next fifty years some one will be urging school reforms that have already been commonly accepted and partially adopted in all civilized lands, and the same comment will be made by the audiences—"Nothing new! Nothing new!"

There is, however, a possibility of true advance in education even in Manitoba. One can say this without finding fault with what exists and without calling names. There must be continual advance in education as in every other field. It is only a question as to the form and nature of the advance.

---

### The Convention

The trustees of Manitoba have just held their annual convention. In every way it was a great success. There were present about four hundred trustees, and some of them brought their wives and members of their families. The addresses were particularly wholesome and instructive. Special mention should be made of the speeches of the Minister of Education, Principal Reynolds, and Dr. Harvey, of Wisconsin. The trustees are to be commended for bringing into the province at their annual meeting each year a man of outstanding ability in education, a man who stands for some definite idea. Dr. Harvey believes in an education through doing—an education that connects the school with the activities of life. Principal Reynolds touched on the same subject, pointing out how necessary it is that the subject of agriculture should be taught in the high schools. If agriculture is to be emphasized in the rural

school it must be taught in the secondary schools to all the students in attendance. There must be on every high school faculty men or women who have taken a course in agriculture. We cannot attain this ideal in a year or two, but we can reach it by slow degrees. It is a wholesome sign that teachers and people everywhere are beginning to recognize that education should supply the needs of the people rather than give them merely a knowledge of books. The doctrines advanced by Dr. Harvey and Principal Reynolds are not new to Manitoba, but it is a good thing to have men of such calibre enunciate their views so clearly and forcibly.

---

### Making a Living

Let it be taken for granted that school education should fit people to live and to make a living. There appears to be an assumption that the school, through vocational training, can prepare boys and girls to make a living. There is no doubt at all that this assumption is well founded. The high schools particularly can do something of value, but they will not do it merely by giving instruction or by imparting skill in a trade or a vocation. More important than skill and knowledge are moral character and well-established habits. The old Scotch schools ever recognized this, and Canadian schools have recognized it. We sincerely hope that they will not forget it at a time when everybody is clamoring for a practical education, or an education that will fit boys and girls to earn dollars. We know from history that the nations have declined that have failed to emphasize the importance of moral qualities in their youth, and we would not have the people of this province make any mistake in this regard.

---

"The measure of prosperity is income; the educational means for its attainment is training for efficiency." De Garmo, *Secondary Education*, page 3.

# For the Month

## Memory Gems

If we do not plant knowledge when young, it will give us no shade when we are old.—Lord Chesterfield.

Just as is bent the little twig.  
So will the tree be when grown big.

Summer or winter, day or night,  
The woods are ever a new delight.

Kind hearts are the gardens,  
Kind thoughts are the roots,  
Kind words are the blossoms,  
Kind deeds are the fruits.

Consider the lilies of the field how they grow,  
They toil not, neither do they spin;  
And yet I say unto you that Solomon in all his glory  
Was not arrayed like one of these:

We can never be too careful  
What the seed our hands shall sow;  
Love from love is sure to ripen,  
Hate from hate is sure to grow.  
Seed of good or ill we scatter  
Heedlessly along our way,  
But a glad or grievous fruitage,  
Waits us on the harvest day.

God is waking his tiniest messengers  
to praise Him, and to carry sweetness  
into all the world.

## PROGRAMME.

### Preparatory—

1. The schoolhouse should be cleaned for the occasion. On a table in one corner the exhibits prepared by pupils should be arranged (see below). The boards should be decorated with mottoes (see below). Flowers and leaves should be arranged in becoming fashion on the desk and on the windows. Window plants are very desirable. Branches or wreaths of evergreens; twigs of pussy-willows, etc., properly arranged will be helpful. Bouquets of flowers, sprays and sprigs may be worn by teachers and children and presented to visitors.

2. By arrangement with the trustees the grounds should be ready for the planting. The teacher shall arrange with one person to do the plowing, another to bring the trees, another to bring water, etc. The children will bring the necessary spades and shovels, hammers and nails. Everything to the smallest detail must be foreseen and arranged for.

### In the School Room—

1. Scripture reading.
2. Choruses—junior and senior.
3. Solos—children and adults.
4. Memory games, singly and in concert.
5. Recitations.
6. Essay.
7. A school exhibition.
8. A voting contest—"My Favorite Tree."
9. A fancy drill.
10. The building of a canoe—from Hiawatha—by a class of children.

### Outside—

1. Planting trees.
2. Laying out flower-beds and planting flowers.
3. Fixing fences and grounds.
4. May-pole dance.
5. Basket pic-nic.

### The Little Planter

Down by the wall where the lilacs grow,  
Digging away with the garden hoe,  
Toiling as busily as he can,—  
Eager and earnest, dear little man!  
Spoon and shingle are lying by,  
With a bit of evergreen long since dry.

“What are you doing, dear?” I ask  
Ted for an instant stops his task,  
Glances up with a sunny smile  
Dimpling his rosy cheeks the while:  
“Why, it is Arbor Day, you see,  
And I’m planting a next year’s Christ-  
mas tree.”

“For last year, aunty, Johnny Dunn  
Didn’t have even the smallest one;  
And I almost cried, he felt so bad,  
When I told him ’bout the splendid one  
we had;  
And I thought if I planted this one  
here,  
And watered it every day this year,  
It would grow real fast—I think it  
might;  
(And his blue eyes fill with an eager  
light);  
And I’m sure ’twill be, though very  
small,  
A great deal better than none at all.”

Then somebody suddenly comes be-  
tween  
My eyes and the bit of withered green,  
As I kiss the face of our Teddy-boy,  
Bright and glowing with giving joy.  
And Johnny Dunn, it is plain to see,  
Will have his next year’s Christmas  
tree.

### SUGGESTIONS FOR ARBOR DAY LESSONS.

Song—“The Maple Leaf,” and “The Brave Old Oak.”

Reading—Let each pupil obtain a suitable selection from the school library or from his own books.

History—The Druid’s Oaks. Tree Dwellers (Dopp). The New Forest.

Geography—In what countries do the following trees grow: Banyan, euca-

lyptus, bread-fruit, banana, pine, persimmon, walnut, pepper, peach, maple and box. Have a short talk about climatic and soil conditions in these countries.

Composition—“The Life Story of a Maple Tree,” “Story of Useful Trees,” “Story of Food-giving Trees.”

Spelling—Tree names.

Agriculture—Planting seeds.



A song for the oak, for the brave old  
oak,  
Who hath ruled in the greenwood  
long,  
Here's health and renown to his broad  
green crown,  
And his fifty arms so strong.  
There's fear in his frown when the sun  
goes down  
And the fire in the west fades out,  
And he showeth his might on a wild  
midnight  
When storms thro' his branches  
shout.

In days of old, when the spring with  
gold,  
Was lightning his branches grey,  
Thro' the grass at his feet, crept maid-  
ens sweet  
To gather the dew of May;  
And all the day to the rebeck gay  
They carolled with gladsome swains,  
They are gone, they are dead, in the  
churchyard laid,  
But the tree he still remains.

Chorus.

Then sing to the oak, the brave old oak,  
Who stands in his pride alone;  
And still flourishes he, a hale green  
tree;  
When a hundred years are gone.

### The Little Tree's Dream

A pretty little maple  
 That grew upon a hill,  
 Where sun and wind and shower,  
 Had played with it at will,  
 Fell fast asleep one evening,  
 Beneath the moon's pale light,  
 And while asleep it had a dream  
 That gave it such a fright.

It dreamed it saw an army,  
 All armed with shovels there,  
 Come marching up the hillside  
 And lay its rootlets bare.  
 And then they raised it softly,  
 Out of its earthly bed,  
 And down the hill they carried it,  
 With light and joyous tread.

It awakened in the sunlight,  
 And found its dream was true  
 For there within a school-yard,  
 Where storm winds never blew,  
 It found itself surrounded  
 By the children bright and gay  
 Who carefully had planted it  
 Upon their Arbor Day.

---

### SOME SUITABLE TREES FOR MANITOBA.

Shrubs—Saskatoon, caragana, lilac, ash, cut-leaved weeping birch, low  
 tartarian honeysuckle, flowering currant, cranberry, hardy roses. birch, Asiatic poplar, Russian poplar,  
 Trees—Green ash, native mountain cottonwood. Siberian poplar, sharp-leaved willow,

---

### SUGGESTIONS FOR EXHIBITION.

I. From Last Year—  
 Pressed leaves.  
 Pressed flowers.  
 Pressed ferns.  
 Grasses.  
 Nuts, acorns, seeds.

II. Made this Year.—  
 Buds.  
 Bark.  
 Wood.

Roots.  
 Stems.  
 Drawings of Trees, Flowers, etc.

III. Pictures of—

Plants.  
 Flowers.  
 Trees.  
 Bird Life.  
 Landscapes of spring and summer.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

## Departmental Bulletin

### ENTRANCE TIME TABLE, 1917

<p style="text-align: center;">Tuesday, June 26th</p> <p>9.00 to 9.10 Reading Regulations.</p> <p>9.10 to 11.00 History.</p> <p>11.00 to 12.00 Oral Reading.</p> <p>14.00 to 15.30 Composition.</p> <p>15.40 to 16.10 Spelling.</p> <p style="text-align: center;">Wednesday, June 27th</p> <p>9.00 to 11.00 Geography.</p> <p>11.00 to 12.00 Oral Music.</p>	<p>14.00 to 16.00 Grammar.</p> <p>16.00 Oral Music and Oral Reading, if unfinished.</p> <p style="text-align: center;">Thursday, June 28th</p> <p>9.00 to 9.20 Mental Arithmetic.</p> <p>9.30 to 11.30 Arithmetic.</p> <p>14.00 to 16.00 Elementary Agriculture.</p> <p>16.00 Writing.</p>
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### APPLICATIONS FOR EXAMINATIONS

Teachers sending up candidates for any of the Departmental examinations in June should note that separate application blanks are provided for each of the following examinations and in writing the Department for these applications they must state the number of each kind required. The Department does not print any more application forms than they estimate will be required by candidates who apply to write, so that orders should be placed only for such numbers as are actually required in each case. Except in the case of Grade IX., all applications must be received at the Department not later than May 5th. Applications for Grade IX. examination will be received up to May 24th.

1. Entrance Examination.
2. Grade Nine:
  - (a) Teachers' Course.
  - (b) Combined Course.
  - (c) Matriculation.
3. Grade Ten:
  - (a) Teachers' Course.
  - (b) Combined Course.
  - (c) Matriculation.

4. Grade Eleven:
  - (a) Teachers' Course.
  - (b) Combined Course.
  - (c) Matriculation.
5. Grades Nine and Ten: Same form for Teachers' Course and Combined Course.
6. Matriculation—Grades Ten and Eleven (Parts I. and II.)
7. Grade Twelve: Teachers' Course.
8. Supplementals—Matriculation.
9. Supplementals—Teachers' Course and Combined Course.

Any student in the Matriculation Course who is writing on a supplemental must file an application on the supplemental blank whether he is writing on any other examination or not, but no fee is charged where the candidate is writing on a regular Grade examination as well as a supplemental. The application for the Grade examination must be filled on a proper form.

### EXAMINATIONS

Applications for the various examinations to be conducted in June next will be ready for distribution early in April.

## TIME TABLE EXAMINATIONS, 1917

Before Candidates at any Examination begin writing on their first paper, the Presiding Examiner (at 8.45 to 9.00 or at 13.45 to 14.00) shall read and explain to them the regulations

Date	Hours of Ex.	Grade IX.	Grade X.	Grade XI.	Grade XII.
Tuesday, June 12th	9.00—12.00 14.00—17.00	Arithmetic	History	Poet. Literature A.	Poet. Literature B.
Wednesday, June 13th	9.00—12.00 14.00—17.00	Writing (14.00—14.30)	Latin Grammar French Literature (Teachers' Option)	Latin Grammar French Literature Composition	Hist. of Eng. Literature Composition
Thursday, June 14th	9.00—12.00	Music	Latin Authors	Rhet. & Prose Literature	Chemistry
Friday, June 15th	14.00—17.00 9.00—12.00 14.00—17.00	Botany Spelling (9.00—11.00)	British History	Physics French Composition (Teacher's Option)	Physics
Monday, June 18th	9.00—12.00 14.00—17.00	Geometry French Authors	Geometry French Authors	Geometry Additional English A. (French Literature A.)	Geometry Additional English B. (French Literature B.)
Tuesday, June 19th	9.00—12.00 14.00—17.00	Algebra Composition	Algebra Composition	Algebra Trigonometry	Algebra Trigonometry
Wednesday, June 20th	9.00—12.00 14.00—17.00	Geography Drawing (14.00—16.00)	French Grammar	German Grammar	History
Thursday, June 21st	9.00—12.00	Can. Hist. & Civics	Bookkeeping (9.00—11.00)	Bookkeeping (9.00—11.00)	History
Friday, June 22nd	14.00—17.00 9.00—12.00 14.00—17.00	Mental Arithmetic (14.00—14.20)	German Authors Greek Grammar Icelandic Grammar Swedish Grammar Greek Authors Icelandic Authors Swedish Authors	German Authors Greek Grammar Icelandic Grammar Swedish Grammar Greek Authors Icelandic Authors Swedish Authors	German Authors Greek Grammar Icelandic Grammar Swedish Grammar Greek Authors Icelandic Authors Swedish Authors

NOTE.—Book-keeping, as specified in Grade XI., is for students who have Matriculation and desire to secure standing in the Teachers' Course



THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

# Trustee's Bulletin

## THE ANNUAL CONVENTION.

In every way the meeting of 1917 was a success. Over four hundred trustees registered before noon on Tuesday, and others came in after that. The proceedings have been reported in the daily press, and The Journal gives only a summary, touching upon some of the matters of greatest interest.

In the opening address President Iverach referred to the increasing interest in the work of the local conventions. Trustees are beginning to feel that their positions are more than honorary and this is a hopeful sign. More pleasing still was the fact that all the forces concerned in education are working toward closer co-operation. It is better that all should work together in a friendly way than that they should enter upon a policy of mutual criticism.

The Minister of Education reviewed some of the work of the year and gave explanation of recent legislation. Among the points touched upon were: Examination privileges for boys of Grades VIII, IX and X, who remained out of school to work on the farms; the regulation regarding oath of allegiance for all teachers; the exclusion of the system of consolidation. All these matters excepting the last have already been explained in the Departmental Bulletin. Reference to the progress of the department during the year is found in another section of The Journal.

Mr. S. L. Newton, of the Agricultural College Extension Department, gave a very interesting account of boys' and girls' clubs. There were last year 13,000 members enrolled in these clubs and this year Mr. Newton estimated that the membership would reach 20,000. In the last three weeks 800 applicants had

been received by the Department of Agriculture, which handles this work.

The greatest connecting link of home and school is found in these clubs, said Mr. Newton, besides their immeasurable value in stimulating the boys and girls to greater efforts along the road to practical education.

Through the competitions arranged for these clubs the children of the province have, for the last few summers, been raising vegetables, flowers, chickens, pigs and even calves. Anything at this time which stimulates the production of the food supply of the empire was commendable in the highest degree, thought Mr. Newton. When that production could be largely increased, by the work of the school children in their playtime, and at the same time give them self-reliance, teach them the art of "doing" as well as inculcate the principles of thrift in them, it was a great work.

In a carefully worded address Principal Reynolds gave valued information and offered suggestions of great importance.

The speaker expressed himself very freely on the question of the teaching of agriculture in the public schools.

"The problem which trustees today have to face," he said, "is to compensate themselves for the lack of experience, age and influence or standing of the teachers. The teachers in the old days were men of some experience, age and standing. Now you have girls, for the most part without experience, strangers who are too often uninterested in the community in which they are teaching. Our schools are manned, if I may use the Irishism, by women—in many cases immature women. It is

more wholesome that the boys, at least, should be under a man teacher. There is no need to argue the advisability of age in the teacher.

"I want to deal more particularly with the question of what should be taught in the rural schools. The work of the schools should be placed more closely in relation to the daily life of the child outside of the school.

"Agriculture, therefore, can and should be taught in the rural schools. I'll go further and say that it should be taught in the town and city schools. The question of teaching agriculture in the public schools is purely a matter of finding the teachers to do it. Of our industries, agriculture is the most important. It is our basic industry.

"But if the problem is to be left to the Agricultural College, I'm here to confess failure and inability to deal with the problem. There are 46,000 farms in Manitoba, and there should be at least one girl or boy on each of these farms that should come under this teaching. It will readily be seen that the magnitude of the undertaking is beyond the scope of the Agricultural College.

"There is one institution that comes in contact with every boy and girl in the province, and that is the public school. This is the institution, then, that should handle the problem. There are innumerable things that can be taught without extra equipment. There can be coupled agriculture with arithmetic, by the working out of farm problems; agriculture with geography by the study of the farms in the school district, and in many other ways.

"Now, this is how I propose to make the teacher qualified to teach agriculture. In the past the teacher has failed to make the school part of the home and life—school and life should be all one. I proposed to the Department of Education that the only way to get the teachers trained is to give them three or four years of teaching in agriculture where they receive their other training. The department has consented to prepare a number of teachers at the Agricultural College who will be qualified

in agriculture as well as academic studies to take positions as principals of high schools. As principals they will teach agriculture. This is the only way to have principals who can teach agriculture. If we can get this, then our teachers who go through high schools will have had four or five years' training in agriculture in their studies."

Dr. L. D. Harvey, of Menominee, Wis., gave two inspiring addresses, the first referring to teachers and their qualifications and the second to the programme of studies. "Primarily we educate for good citizenship, and we seek a trained intelligence, which will result in a worthy life; but, after all, the great fundamental need of education is that the individual may be trained to earn a livelihood. We have worshipped books too long and neglected things. The demand is for a training to fit men and women to do the things which lie about them, and to modify their environment."

Dr. Harvey dealt also with health conditions and showed that it would be well worth while to undertake a health campaign throughout the country as well as in the city.

He pointed out that good citizenship was necessary for the well-being of the state, and then proceeded to show the function of the school in training the boys and girls in love of country, knowledge and respect of the laws, and of the obligation of citizenship. He pointed out also how the teacher could develop the mind of the pupils along right lines. Concluding, he told the trustees that if they wished the proper qualifications in a teacher they should be prepared to meet the demand by paying the proper remuneration.

In a brief address Inspector S. E. Lang said that the only way to retain the better class of men and women in the profession is to increase the remuneration offered to them. He congratulated the association upon the work that it had accomplished during the many years of its existence, and outlined a programme for the future.

Inspector Fallis referred to a matter advocated many times in the School

Journal, that of grading salaries in rural schools. In no other way will the best teachers be retained in rural districts. Poor teachers and poor environment will make any school unpopular with pupils. When trustees retain the good teachers conditions are always satisfactory.

Dr. Fraser, of the Health Board, outlined the work being done with the aid of nurses to improve physical conditions in the schools. He received a very fine reception from the trustees.

Reeve Henderson, of Kildonan, spoke on the Municipal School Board, and made way for the discussion on this subject at a future gathering of the convention.

The Rev. J. I. Brown, ex-president of the association, gave a fine address on the possibilities and achievements

of local associations. This, after all, is where the great work must be done. The annual gathering is but a cleaning house.

The resolutions adopted will be found in another column.

One of the interesting features of the convention was the model rural school equipment. The following joined in making the exhibit: T. Eaton Company, Moyer Company, Richardson Bros., the Public Works Department. A great many of the visitors spent a long time in viewing this exhibit.

The spelling match was another feature of the convention that proved of exceeding interest. This has been so fully reported in the daily press that it is unnecessary to comment upon it here. The contestants are to be congratulated upon their efficiency.

#### SOMERSET TRUSTEES' ASSOCIATION.

Minutes of meeting of the Municipal Trustees' Association, held in the school house, Somerset, on February 23, 1917:

The chair was occupied by Father Rousseau, of Marieapolis, who secured the good attention of all for a short time, speaking in English and French.

Very interesting and instructive addresses were given by Inspector Goulet and Mr. Seator to a well-filled room representing the various parts of the municipality. Inspector Woods occupied the time that was left in his usual felicitous way.

The following resolution was introduced by Mr. Seator:

Whereas, in the year 1872, Sections 11 and 29, in each and every township of Manitoba were set aside as an endowment for education;

And, whereas, the Dominion government has always retained the control of the sale and management of these lands, and of the fundematuring from the sale thereof;

And, whereas, the moneys paid in on account of lands sold now amount to between three and one-half and four million dollars;

And, whereas, the Dominion government pays to the province of Manitoba an annual interest on this sum;

And, whereas, the original endowment was originally created in the interest of education in the province, and, therefore, should be administered in such a manner as to bring as large an annual revenue as possible;

Therefore, that this association, representing the school trustees of the province of Manitoba, place itself on record as favoring the administration of this fund by the government of the province of Manitoba, believing that the said government can handle the endowment with greater advantage to education in the province, and that a copy of this resolution be sent to the government of the province of Manitoba and to the federal government at Ottawa.

The above resolution was placed on file for further consideration.

The officers selected for the ensuing year were: President, Father Rousseau, Marieapolis; vice-president, R. W. McMorran, Somerset; secretary-treasurer, Joseph Rocan, M. D., Somerset. Executive, Ward 1, M. Therien; Ward 2, J. Fifi; Ward 3, Mr. Blain; Ward 4, William Arnold; Ward 5, J. Salvassin; Ward 6, Vic Pinien.

## SCHOOL FAIR.

A very successful fair was held today, at Ericksdale, of the Boys' and Girls' Club, representing the Ericksdale, Hartfield and Parkview schools. This being the first of its kind on a properly organized basis, very keen interest was shown by the boys and girls and also the parents.

Mr. Kately, of the Agricultural College, acted as judge. The task that he had to perform, as he freely confessed, was no easy matter, owing to the excellent quality of all the exhibits. At the close of the judging the large number of people that had assembled adjourned to the schoolroom, where Mr. Kately delivered an address, that, to say the

least, was helpful and instructive for future guidance in preparing the exhibits. Mr. Brunet, School Inspector, also delivered a splendid address on co-operation. The Rev. A. Matthews also gave a short address. A very high note was struck in all the addresses in praise and admiration for the indefatigable efforts of Miss Robinson in making the fair a huge success, with the help of Miss Hassam, of Hartfield, and Miss Mills, of Parkview. At the conclusion of the address the club was reorganized for the coming year as follows: Honorary president, the Rev. A. Matthews; president and organizer, Mr. Ben Laird; secretary and treasurer, Miss Robinson.

## THE PENNY LUNCH.

In your and other school papers I see articles on the "School Lunch," but so far I've seen no reference to the "penny lunch." It was my privilege last year to visit schools in California, Toronto, Montreal, and several cities in New Jersey. In all of these places I found the idea of the penny lunch growing in favor and use. The mothers were most enthusiastic over it and certainly the lunchroom presented a very interesting aspect to visitors.

The idea, though carried out differently in different places, is, as the name suggests, a cheap lunch, where the penny (or copper) is the medium of exchange. Everything costs but one penny—an apple, a bun, a piece of cake, a doughnut, a piece of pie, a glass of milk, a cup of cocoa, a cup of bovril, or a cup of hot soup. Of course, only those things which are usually in the child's lunch pail are included, no candy, nuts, gum or such things being sold, though lettuce, radishes, celery, cress, etc., when in season, are to be had, and other fruits besides apples. In the Montreal school I visited the study hours were different to ours. School begins at 8.30 a.m., recess at 10 a.m. and lunch from 11.30 to 12 o'clock; then dismissal for the day at

2 p.m. This plan gives the child the warm sunshine in which to play and gets the child into the habit of "early to bed and early to rise" (you can all complete the saying).

The penny lunch was served in the basement at a long counter so that several hundred children received attention in a short time. I was informed that the larger proportion of the children took a glass of milk and a bun (i.e., 2 cents' worth) each day.

In Plainfield, N.J., in each school one of the class-rooms was used to serve in, and a long table resting on trestles served as a counter. The food was supplied by a caterer each morning, whose bills were paid by the school board—ladies of the town taking turns at serving the children—a dish washer being thus the only paid help (at 25 cents per hour). The child ate standing at the counter or took his cup and saucer (all the dishes allowed) to a nearby seat.

In Orange, N.J., the same plan was followed. In other places I found the school teacher had a cupboard supplied by the trustees, with oxo cubes, malted milk, biscuits and fruit, from which, for the penny, the child received articles to supplement his lunch, so that he

should have sufficient nourishing food daily. A permit was given the teacher also to supply articles to such as were truly unable to pay for them. If education is compulsory, the school boards should surely be made to pay for the books, school supplies and necessary nourishment during school hours, of those unable to supply themselves.

Hence the "penny lunch" idea grows. You may say: "Few children cannot get these things at home for themselves." Yes, but do they? My experience of lunches is a dreary one, where I gave half I had to coax some white-faced, half-starved looking child, who had a huge slice of non-inviting looking bread for his noonday portion.

Would not a cup of hot soup be a godsend to such an one?

In one place I found the children supplied cress, radishes, lettuce and berries from their own gardens to the school larder, receiving money and marks for it, thus encouraging them to larger effort. Surely this was worth while!

ELEANOR J. FLINT,  
Grade V, Central School,

Selkirk, Man.

Note:—I might add that this penny lunch and early dismissal have been in force for nearly twenty years in the Montreal High School. This school is not only a collegiate but a complete school, from kindergarten grade to matriculation. They claim it is much more effective.

#### EDUCATIONAL PROGRESS IN 1916-17.

It is the purpose of *The Journal* to review very briefly from year to year the progress made in education in the province. This year it is particularly gratifying to find that in almost every department of work there has been praiseworthy advance. One of the best proofs of this will be found in the address of the Minister of Education before the legislature on January 17. Briefly summarized, the advance may be set forth as follows:

(a) The inspectorial divisions have been increased in number, and each inspector has now to visit only 95 schools. This is a lower average than in any other province. More than this, each inspector visits and supervises every school in his inspectorate. There are no longer any separate inspectors for any special section of the community. (b) No more bi-lingual certificates are issued. All teachers must qualify in the same way. (c) Special normal schools have been done away with, and all nationalities and classes meet in the provincial schools. (d) Ruthenian and Polish training schools have been merged into the secondary and normal schools, and the standard of instruction has been raised by one year. Many who took training in the Ruthenian and Polish

schools a few years ago are returning to perfect themselves in the use of English and in their standard of education. (e) There have been built eighteen additional schoolrooms in eighteen overcrowded districts to the north and northeast of Winnipeg. A special organizer has covered a very large field of unorganized territory, and some of the new districts are almost ready for self-government. (f) In fourteen school districts which had been organized for some time schools were erected during the year. (g) Twelve new districts have been organized. (To quote from the minister's address: "Since the special organizer undertook his duties on October 1, 1915, up to November, 1916, his work has been instrumental in erecting and putting in operation eighteen additional rooms in schools where the accommodation was inadequate; fourteen in school districts which had been organized for some years, and twelve in new districts, making a total of forty-four rooms. Allowing about fifty pupils to each room, this means additional accommodation for over two thousand children in these non-English settlements.") (h) In eight of the districts mentioned in the preceding paragraphs teachers' residences have been

erected. The School Act has been amended to permit of loans being made for this purpose. In sixteen of the schools mentioned English teachers have been placed, in most cases at the request of the people themselves. (i) A special inspector has been appointed to work with the official trustee. When a school is organized or placed on a new footing the inspector remains with the teacher for a week or two until the work is running smoothly.

The address of the minister before the legislature referred to the points above mentioned. It does not mention a number of things that might properly be referred to here. For instance, a beginning has been made in the establishment of school libraries. This beginning should have been made years ago. Plans for school buildings have been made, and some of the newer structures following these plans are a credit to the province. Some of the finest rural schools are found in non-English districts. Then the programme of studies has been modified in practice in many schools. In other words, the inspectors and teachers have taken as their watchword "Adaptation." If lessons in cooking, sewing and house-keeping are more necessary than lessons in grammar and geography, then they will have to have first place on the programme. The educational value of play is recognized more fully than a year ago in nearly all the schools. The same may be said of physical exercises. The Health Board is taking up the question of medical inspection, and the

school nurses have already done good work, and will accomplish even more as the years go by. Their services are particularly appreciated in the outside districts. The subjects of nature study and school gardening are receiving more attention from year to year. The work done in the normal schools in emphasizing the school arts is bringing forth a return. Special attention has been given to English spelling, owing to the efforts of the Free Press and the Trustees' Association. It may be that this subject is being unduly emphasized.

In secondary education there is nothing particularly new to report except that the University Council has blocked progress for the time being. Everyone hopes that it is for the time being only. The day is coming when the secondary school will demand that a three to four years' course of instruction must be accepted for entrance into the University, no matter what course has been chosen by a pupil.

Perhaps the most outstanding gain of the year has been the reorganization of the University on provincial lines. It is just twenty years since an agitation was begun with this end in view.

The special educational efforts, such as that put forth in the Agricultural College, Normal Schools, Deaf and Dumb Institute, need not be referred to. On the whole the progress for the year has been very much greater than during any year since the province was organized. No one can help but feel that we have entered upon greater things.

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In all that relates to the proper care, kindness, education and advantages, the child belongs to the parent; but when neglect, abuse and the deprivation of the child of any natural right takes place, the child belongs to the state. The right to reasonably good treatment, proper care, an education, protection from vice, and protection from labour beyond his strength and years, the state will soon guarantee. The plea in defence that 'the child is my child' will not be accepted much longer by society. Our future welfare is too thoroughly in the keeping of the child to permit of such a policy."—Changing Conceptions of Education, Cubberly.

"Training towards perfection of manhood lies through a knowledge and discharge of duty as workman and citizen." Donaldson.

# Special Contributions

## SOME LINES OF ADVANCE IN EDUCATION.

By W. A. McINTYRE

True advance is not always by way of revolution. If we could produce a new race of teachers in a day revolutionary methods in some things might be in order. In the last analysis the teacher decides the rate of advance. For this reason practice always lags behind theory. Many things that are desirable are for the time being impossible.

The following are a few suggestions indicating lines of advance in education in Manitoba. There is no attempt at argument or at logical order and the explanations are so brief that there will likely be misunderstanding. The statements made must be accepted as mere suggestions, but, perhaps, suggestions are better than nothing. They are open to amendment and may be added to or modified. Naturally enough they do not pretend to cover the whole field of education. The most important features are in all probability not mentioned.

### I. Administration (general)—

There should be an educational council presided over by the Minister of Education, and assisted by two experts (one in finance and one in education proper) to have general direction of all educational effort in the province. The university, secondary schools and elementary schools, and the various special schools, present and prospective, should not be operated independently. Educationally there is need of correlation. Financially there is grave inequality in the amounts granted from the public treasury. The existence of an Educational Council would insure co-operation in educational effort. Individual freedom for any unit in a system is impossible unless co-operation is guaranteed.

### II. Administration (University)—

This has happily been dealt with in

recent legislation and no comment is necessary.

### III. Administration (secondary and elementary schools)—

There is need for municipal school boards. These being guaranteed, all discussions as to their support will be at an end, for schools will be free to all and all ratepayers will share the burden of cost. Teaching will become a profession; buildings will be better, and men fully equipped; local responsibility and freedom will be extended; trusteeship will be a "man's job." All other advantages have repeatedly been urged.

### IV. School Activities—

These should be related more and more closely to the pupil's needs. A programme of studies will give way to a programme of activities, due provision being made for work, play and study. Pupils should in the very junior grades be fitted to live. This necessitates physical, intellectual, moral and social culture. As they grow in years the thought of production or of ability to make a living may be emphasized, yet not in such a way as to make life narrow in its sympathies or cramped in its usefulness. Social, domestic and civil ability are quite as desirable as vocational ability. And the surest way to develop vocational ability is not to aim merely at imparting skill, even the skill based on intelligence, but to make sure that there is a sure foundation in habits and moral character. This is true in all grades of school.

### V. School Activities (extra mural)—

There is need for an extension of Boys' and Girls' Clubs; for organization under school direction of Scouts or similar organizations; for opening of reading circles, dramatic and literary, and scientific organizations. The University should take up extension work

in a real way. It should open correspondence courses. It should aim at meeting all the educational needs of all the adult population.

#### VI. School Spirit—

This must, of necessity, become that of the well-ordered home. The life that the community should enjoy—a life without rancor or bitterness or spite, a life rich in love and sweetness and mutual helpfulness—is what the school should illustrate from day to day. If pupils are to prepare for life they must, when at school, participate in life. If we aim at producing a nation of freemen we should employ the method of discipline that will produce freemen; if we think of a nation of money-makers we should train the pupils to fight the battle of life rather than to fill out the service of life. In all this we should know that the hardest and best work is born of love rather than force. The character of the social life in high schools and universities must become increasingly important. The trustee and teacher of the future will value social development as highly as intellectual and moral development. No teacher is fully qualified for any grade of school work who is lacking in social qualifications. Those who are most useful as leaders for the individual and the community have both heart and head.

#### VII. Consolidation—

This needs to be worked out on municipal lines rather than on local lines as heretofore. No child should be expected to walk more than two miles to school. Free transportation is a corollary to free education.

#### VIII. Adaptation—

Programmes today are very general and widest latitude is permitted to local communities. This individual freedom within just limits should be encouraged. No two schools in a city need follow the same programme, and no two children in a class need travel the same road. So, too, in rural communities

programmes of work and play may differ quite as much as programmes of study.

#### IX. Preparation of Teachers—

There should be longer direct preparation for the calling. In high schools the course should be technical as well as cultural. There should be a teacher of agriculture, domestic science and handwork in every high school centre, and all teachers in training should take something of these courses for three years. In some places it costs the state \$500 to give professional training to teachers. We spent about one-fifteenth of that amount in Manitoba. The training should aim at developing power to lead pupils physically, socially, morally and intellectually. A preparation in scholarship is by no means enough. Training for power of leadership in school and community is essential. The written examination test is incomplete. The personal test is more important.

#### X. Training of Trustees—

There should be courses of training for trustees just as there are training courses for leaders in other callings. Some one should prepare a trustees' training course, covering such matters as administration, architecture, equipment, transportation, etc.

#### XI. Co-operation—

There should be voluntary meetings of all concerned in education—parents, teachers and others—the aim being mutual assistance and encouragement. At such meetings reforms should be outlined and agreed upon. The greatest calamity that could befall us in education is for the various operating forces to work independently or in a sort of armed hostility. Each is necessary to all and all to each.

#### XII. School Architecture and Equipment—

Every school should have a library for old and young. It should have a museum, and every modern aid to teaching. It should have manual room, provision for teaching simple cooking;



should also have play apparatus, washing outfit, gardening outfit, pictures and charts as may be necessary. There will be in the school of the future a musical instrument in every school. This is a matter which will right itself readily. The recent efforts of the Department of Education in providing plans for rural schools, and the agitation for larger grounds will have their effect. We are just at the beginning of a great reform. When new buildings come with their new furniture and equipment the school will become a social centre.

### XIII. Special Schools—

We have schools for deaf and dumb, for neglected children and a few other classes. Special provision must be made for segregation and training of the feeble-minded, and for reclamation of the morally depraved. Then vocational education must be extended. A large departmental store or a system of factories should have schools for training employees. Such training should give not only vocational instruction but general culture. Trade schools we must have if we are to hold our own as a people. In non-English communities there should be special schools for adults. These should not be confined to cities. There should be no considerable class, and no calling of importance unthought of in the shaping of the educational system of the future. We have gone so far in that way that it is impossible to remain where we are.

### XIV. Standards—

This is the age of scientific measurements. The school is working toward standards in buildings, grounds, equipment, transportation, trustees, parents, teachers, scholarship, character. Our present methods of estimating success must yield to something much better. It is needless to say that the standard for Canada cannot be set by Denmark or Germany, and it cannot be expressed in a single term such as scholarship, or earning power, or culture, or literary ability. The standards of measurement must be life, experience and efficiency. All work can be estimated in terms of these.

### XV. Methods—

There is bound to be a reversion to some form of individual teaching. Such teaching is possible in rural schools. This is why they are better than city schools—other things being equal. Teaching will become more scientific. The more knowledge and power teachers have the greater freedom they will take. General rather than special method will be the chief study of normal schools. Only inexperienced and incapable inspectors will insist upon rigid uniformity in method. Expression will count for more than impression. Occupations will take the place of arbitrarily selected lessons. Everything that pupils think and do in school will be a step toward self-education. This will be particularly true in the field of government.

## SUPPLEMENTARY READERS.

The following is a list of a few of the most helpful readers used in Grade I of the Model School, Winnipeg:

British Columbia First Reader (Gage).

Wheeler First Reader, Wheeler (Wheeler).

Art, Literature, Book I, Grover (Rand, McNally).

Jingle Primer, Brown (A.B.C.).

Brownie Primer No. 2, Banta (Flanagan).

What the Pictures Say, Moore (Ed. Pub. Co.).

Stories of Famous Pictures, Powers (Ed. Pub. Co.).

Child Classics, Book I, Alexander (Bobbs, Merrill).

Progressive Road to Reading, I and II (Ed. Pub. Co.).

Natural Method Reader, Book I, McManus (Scribner).

Sunbonnet Babies' Primer, Grover (Rand, McNally).

Metcalf's Call First Reader, Metcalf (Thompson, Brown).

Folk Lore, Book I, Grover (Rand, McNally).

McCloskey Primer, Gardner (Ginn).

Overall Boys, McCloskey (Rand).

Story Hours Readers, Book I, Coe and Christie (A.B.C.).

Free and Treadwell Primer and Book I (Row, Peterson & Co.).

Elson Primary School Reader, Book I, Scott (Foresman).

Bunny Cottontail, Smith (Flanagan).

Bunny Cottontail Junior, Smith (Flanagan).

Bunny Boy and Grizzly Bear, Smith (Flanagan).

Riverside First Reader, Sickel (Houghton).

Hiawatha Primer, Holbrook (Houghton).

Seventeen Little Bears, Smith (Flanagan).

Twilight Town, Blaisdell (Little, Brown).

Cherry Tree Children, Blaisdell (Little, Brown).

Polly and Dolly, Blaisdell (Little, Brown).

Boy Blue and His Friends, Blaisdell (Little, Brown).

Folklore Stories, Wiltse (Ginn).

Mother Goose Village, Bigham (Rand).

R. L. Stevenson Reader, Bryce (Scribner).

Hawk-Eye, Smith (Flanagan).

Two Little Indians, Maguire (Flanagan).

## PRACTICAL AGRICULTURE FOR SCHOOLS.

By H. W. WATSON

In teaching this subject a teacher should be fully possessed of its purpose in the programme of studies. A teacher is not expected to instruct fully in the methods of scientific farming, nor would it be wise to attempt such. The teaching of agriculture will fulfil a great purpose if it trains children to correct habits of observation, cultivates an appreciation of the variety and richness of country life, calls attention to the importance of many of the so-called commonplace interests of farm life and teaches children that farm pursuits afford opportunities for the fullest exercise of all their powers of mind and body. Such results cannot be obtained from studying books, they can only be attained through actual personal experiences. The subject matter should never become formal or piecemeal, but rather it should enter into many subjects and vitalize the whole school course. We cannot hope to compel all boys and girls to remain on the farms, but we can emulate a wholesome respect for the importance of farm life, and arouse genuine sympathy for those engaged in farm pursuits. We can cre-

ate a love for the country, a desire to live there or, at least, a sympathetic feeling toward those who endeavor to improve conditions of living there.

All agricultural work in the school should be based upon the actual experiences or experiments of the pupils in the school or home garden. The growing of the various common grains or fodder crops on small demonstration plots in the school garden affords an effective means of gaining valuable information.

Grains, such as wheat, oats, barley, rye; and fodder crops, such as the brome, timothy, western rye grasses, corn and alfalfa can all be easily grown in any school garden of moderate size.

### Preparation of the Ground.

The ground should all have been prepared in the late fall of last year to a depth of about seven inches and left rough. By so doing the snow will be held to melt and the water soak in this spring. The frosts of winter will also bring the surface into a mellow condition for early seeding.

If the land was not prepared last fall,

have it plowed or dug up as early as it is fit this spring. Drag the surface with a heavy garden rake so as to put the ground into as firm a condition as possible. After working the soil thoroughly the portion of land may be laid out in plots on the level of about 44 sq. ft.—1-1000 of an acre, or of some simple multiple of this size. A path two feet in width should surround each plot. Make a careful plan of the entire tract and indicate on it the various crops and varieties of each that are sown.

#### Sowing.

Wheat, oats, barley and rye are generally sown in drills about 4 inches apart, but for experiment may be sown broadcast and well covered with a rake. The seed should be sown deeply enough to be in contact with the moist earth, and the cover earth should be well pressed upon the seed. Grass seeds are generally sown broadcast and covered with a light raking. Alfalfa may be sown in either way, corn may be planted in either drills or hills.

Before sowing in drills, the quantity of seed required for each plot should be carefully weighed, and such quantity should be divided into as many portions as there will be drills, so as to insure uniform sowing.

The drills should be made straight by using a wide board or a light rope drawn tight. The seed should be well covered and the earth packed above it.

#### Rate and Time of Seeding.

The time will depend much upon the earliness of the season.

Wheat, 6 pecks per acre; April 20 to May 5.

Oats, 10 pecks per acre; May 5 to May 20.

Barley, 8 pecks per acre; May 12 to May 20.

Rye, 6 pecks per acre; April 20 to May 10.

Grass Seeds, 8 to 12 pounds per acre; May 1 to May 20.

Alfalfa (fodder), 16 pounds per acre; May 20 to June 10.

Alfalfa (seed), 6 pounds per acre.

Corn (fodder), 20 pounds per acre; June 1 to June 10.

#### Experiments With Grains, Etc.

If at all possible, experiments should be carried on in planting in various ways, e.g., drills, shallow or deep; broadcast or hills; in planting each variety at various successive times; also in planting under different forms of cultivation.

Corn may be planted in hills, 36 in. apart each way, three or four kernels to a hill, or in drills 36 inches apart, with a kernel every eight to ten inches. Alfalfa may be sown broadcast, in drills 12 inches apart or in drills, for seed, 24 inches apart. Never allow the weeds in any crop to gain a foothold. Notes may be taken of climatic conditions as regards temperature and rainfall during the maturing season. The best heads of each crop should be selected and saved for next season's crop.

The entire crop of each plot should be carefully harvested, cured and cleaned, and the rate per acre should be reckoned.

## THE TEACHING OF GRAMMAR.

FRANK S. COCKBILL

I think it will be generally agreed that grammar is one of the weakest subjects among our entrance pupils. Grammar is the bogey of most school children, the subject they most dread, and the subject they consider the driest in the curriculum. There must be some weighty reasons for this and I think a few outstanding ones are these:

The subject is presented in an uninteresting and formal way in the first place. It is a subject in which the text books should hold a very secondary place. It should be commenced so that the pupil does not know it is grammar he is doing. From informal talks on correct speaking and writing it is easy to merge into formal grammar. Several

errors of the same nature, found in the pupils' own compositions, are commented upon in class and the rule of grammar broken can be induced from these errors. Make the grammar inductive rather than deductive. How foolish to give children an artificial rule from a text book, such as "The pronoun must agree with its antecedent in number," and then hunt up artificial errors to demonstrate it. How much better to collect the common mistakes of the pupils, classify them, and then lead up to a rule.

The introduction of parts of speech can be done in the same inductive manner. Collect words of the same kind. Get the children accustomed to assorting words according to the way they are used and don't name the parts of speech until they are adept at this. They can pick out names of things, telling words, words that describe or qualify names, words used to save repeating names, etc., and when they can do this give them the names, nouns, pronouns, adjectives. Teaching grammar to children is like breaking in a colt. If you gradually accustom it to new things no difficulty appears, but if it meets them suddenly without preparation there is trouble. If it is pastured where trains are continually passing, and then, when driven, unexpectedly meets a train, it is not frightened. If it is gradually accustomed to its harness and hitched up at first to insignificant loads, it adapts itself easily to its new work.

That great bugbear, analysis, can be similarly treated. Children can easily distinguish the parts of a simple sentence without naming them. They can easily select the main parts, the part that tells what the sentence is about, the part that does the telling, the modifying parts, and which of the main parts they modify, whether or not the action is carried on to an object. Then they can be introduced to sentences in which they are led to discover that some of these modifying parts are themselves

small sentences which can themselves be divided up. Don't be in a hurry to feed them on subordinate clauses and compound complex sentences, and crops of A's and a1, a2 and 5a4's, etc. That can come in the fullness of time, but as Paddy says, "Be 'aisy." Also in selecting complex sentences for analysis be very careful to increase the difficulty and introduce new features very gradually and with due preparation. "Analyze the next six sentences on page 95" is an easy way to set a lesson, but a foolish one. The pupil, until now perhaps interested and eager, comes "up against" a sentence which is a little unusual and peculiar, and is discouraged; gets the idea that grammar requires some special instinct that he does not possess—and the thing is done—that pupil never will be good in grammar. That, I find, is the trouble with so many Grade VIII pupils. They have come to the conclusion they cannot do analysis and consequently they cannot. Like our colt again: He has been jerked up in the traces, hitched to a too heavy load and becomes a permanently balky horse.

In teaching a grammar lesson give it careful preparation, see that each step follows directly from the last like a proposition in Tuelid. Don't try to jump steps. Your mind may be sufficiently athletic, but not your pupil's. I find the grammar lesson needs more **concentration** on the part of the teacher than any other. One false step spoils a whole lesson. I have made such a false step, seen by the expression on the faces of the class, that I have disturbed the line of thought, and have found it best to stop right there, change the subject, and do that piece of grammar another day. A grammar lesson in which I carry my pupils along often makes me perspire freely. I cannot keep it up more than fifteen minutes, it requires too much concentrated effort. And that is long enough for the pupils also.

In selecting portions for analysis

from the literature also, be very careful to see that they contain no linguistic difficulty which the class cannot be expected to surmount. In putting forward these few observations on the teaching of elementary grammar I make no pre-

tense at advancing anything new. The oldest and simplest processes may, however, be put in many new aspects, and where one method fails another which we had not tried may sometimes succeed.

### STANDARD TESTS.

(Arithmetic.)

In the January issue certain examination papers were printed. The following results have come to hand. Figures in brackets indicate number of pupils writing in each case:

Grade II.—8.0 (8); 11 (1); 11 (1); 9.2 (5); 4.8 (5); 8 (19).

Grade III.—8.6 (17); 6.5 (1); 14 (2); 11 (5); 11.5 (2); 10 (4); 8 (5); 8.5 (17); 9.5 (15).

Grade IV.—8.4 (11); 12.3 (27); 7.45 (37); 11.5 (2); 13.5 (2); 14 (1); 8 (3); 10 (5); 8 (8); 4.1 (6); 9 (2); 10 (17).

Grade V.—5.3 (10); 2.5 (2); 7.5 (3); 7 (1); 8 (1); 3 (7); 7 (1).

Grade VI.—3.8 (5); 3 (5); 6 (1); 2.5 (8); 5 (3).

The winner is Rural School 1098, Oak River (Miss Islay, A. McIntyre, teacher), the average for Grade IV being 15 and for Grade III being 14.

### THE MATERIAL OF WHICH THE BALTIMORE ORIOLE MAKES ITS NEST.

This year in our study of elementary science we collected a number of nests of the Baltimore oriole. We found that nearly all the nests were made from the same material. This material consisted of long strips of the fibre of some plant. The fibre closely resembled flax; but on closer investigation we found that it was not flax. It is a common thing for birds to use the fibre or the inner bark of dead trees for material for their nest. The thrush, vireo and many other birds use the inner bark of the dead white poplar. The fibre used by the oriole is much superior to this. It is as strong, soft and long as that of flax.

A few months ago the teacher gave to the elementary science class the problem of finding out the plant from which the fibre was obtained. Previous classes in elementary science had worked on the problem but failed to solve it. The biggest difficulty came in finding a clue to work on. The plant might be a tree, a shrub or a herb. The material we had consisted of thin strips of fibre alone.

One day an oriole's nest was brought into the primary room and among the fibres we found short bits of the stalk of the plant. It was an annual or herb without any wood in its stalk. The piece of stalk was so short and so much weather-beaten and broken up that it was impossible to identify the plant from it.

A few days after this a cedar wax-wing's nest was brought to school and the bulk of the nest was made from bits of the same plant, with the fibre in places hanging from pieces of stalks. None of these pieces were over three or four inches in length. The stalk was about the size of a straw, and very brittle when the fibre was peeled off it. The fibre was the skin or bark of this plant.

The Saturday following the boys and girls continued their search and succeeded in finding several pieces of the plant growing out of the ground, but all were so short and in such a broken up condition that we failed to identify the plant. About the middle of the week while searching for the plant we

again came across a bit of the stalk growing out of the ground. We proceeded to dig out the root and found that it had an underground root-stalk. On following this root up we found a newer plant growing out of it, and on examining this plant we found that it contained the same fibre, only in a much greener condition. Here, then, was the plant. It was the wild sarsaparilla or ginseng.

This plant, the stalk of which is an annual, remains standing after the leaves have fallen off. During the fall and winter it bleaches and becomes brittle, and by the time the oriole comes back the following spring, its fibre is in good condition for the purpose for which it is used. By the following fall these stalks become so decayed and

broken up that it is hard to see any resemblance to the fresh plant; hence the difficulty we found in connecting the bits of stalk we first found with the plant.

It is surprising what a wonderful fibre this plant contains. It rivals the common flax or hemp in strength, length and texture.

How wonderful to think that the oriole found out this plant and can pick it out in the bush from the multitude of other stalks which grow along with it. By chance one oriole might hit upon this plant. But how the young birds when they first start nest-building, know its qualities and are able to pick it out is a question which the wisest of us cannot answer.

### WELCOMING THE BIRDS.

Birds about the home add a touch of nature that can only be appreciated by those who have succeeded in attracting them. They may be gathered about in all seasons of the year with ease and certainty merely by offering what they desire. In summer they do not require to be fed, but they do appreciate fresh water for bathing and drinking. A shallow pool, of varying depth, if only a foot across, becomes on hot days a centre of attraction. A pan, with stoues in it, set in the ground and kept filled with water, will provide this attraction for the birds.

Birds are desirable not only on account of their beauty and song, but because of their economic worth. They are especially useful as insect destroyers during the breeding period, when they have to work early and late to obtain sufficient food for their nestlings, and their movements at this season are particularly interesting. For this reason it is especially desirable to provide them with nesting facilities. They will make use of bits of wool or twine, or feathers, in making their nests.

Nesting boxes also furnish an inducement for the birds to visit us. Many species of birds now accept the hospitality of these boxes for the safe rearing of their young, and will occupy them year after year.

Simple forms of nesting boxes are shown herewith. Figures 1 and 2 show boxes constructed of boards, while that in figure 3 is made from a log about 6 inches thick, split in half, and gouged out to form a cavity. The two pieces are then screwed together. It is necessary to have either top or bottom removable for cleaning out old nests. The boxes should always be placed with the front protected from prevailing winds, and the opening should be about 1½ inches for the chickadee, 1½ inches for the swallow or wren, 2 inches for the woodpecker, fly-catcher or flicker, and 3 inches for the screech owl; in each case the opening should be near the top.

Much pleasure may be secured and greater interest in nature study created by such little encouragement to the wild birds.

## HOW I RAISED MY CHICKENS.

The principal of our school gave a competition last spring for the pupils of the high school. Those who wished to enter this competition were each given a setting of pure bred eggs. They chose from three different kinds, namely, Rhode Island Reds, Plymouth Rocks and Brown Leghorns. The object of each pupil was to raise the best chickens from the setting given him. I received a setting of fourteen eggs. They were Rhode Island Reds.

I made a nesting-box in school. It was constructed of a large box divided in two rooms. The partition was about half the height of the box. There was a small door in the side just large enough for a hen to enter. In the sides of the box I bored holes for ventilation.

When the box was finished I took it home and prepared the nest in the following way: I cut out a square sod just large enough to fit in one of the rooms. Then I took some of the earth out of the centre so as to form a hollow to place the eggs in. I placed it in the bottom of the box to supply moisture for the eggs and covered it lightly with straw. Then I sprinkled insect powder all over the nest.

I chose a Plymouth Rock for my setting hen. She was of a medium size, well feathered and very quiet.

I set her on nest eggs in a dark room away from the other hens and in a quiet place. When I let her out she ate her feed and went back to the nest. Then I knew that I could entrust the eggs to her.

On April 24, in the evening, I dusted her well and set her on the real eggs. I kept her locked up several days, opening the door every morning so that she could eat her feed. Then I left the door opened and she was free to go in and out as she pleased.

On the evening of the seventh day of incubation I tested the eggs. The results were that three of the eggs proved to be unfertile. These I boiled hard to feed to the small chickens.

I always kept a fresh supply of oats, barley, water, sand and ashes ready for her. Nothing unusual happened till the evening of May 14. When I came down to see her she seemed restless and uneasy. If I came close she clucked excitedly. I listened and heard the eggshells cracking, so I knew that the chickens were hatching.

The next morning I took the hen off the nest and found that five chickens had hatched out. One of them was black. I removed the shells from the nest and replaced the hen. In the evening when I came home from school, one more chicken was there. No more hatched out after that.

I left them in the nest all the next day and night. In the morning I put them in a well-lighted corner of a stable which I had screened up for that purpose. I mashed one of the boiled eggs and sprinkled some fine sand over it for the chickens to eat. With the next egg I mixed some bread soaked with milk. When the eggs were used up I fed them on bread soaked in milk, mixed with chopped oats or wheat. I gave them clean straw to scratch in.

When they had been closed in over a week I let them go out. After this they grew quickly. They wandered all over the yard. When they had grown quite large the old hen could hardly keep them together. At last they deserted her and took care of themselves. One night one was missing and I could not find it. I have still five chickens. They are very large and are growing fine.

RUDOLPH PETERSON,  
Grade IX., Teulon School.

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“The world is to be redeemed, not by change of intellect, but by change of heart; the real leaven of society is charity and goodwill, not logic, not even liberty and justice.”—Education of Teachers, Payne.

## THE EXAMINATIONS IN HISTORY

I feel exceedingly reluctant to discuss in your journal anything controversial. I am impelled to do so, however, against my inclination, by what appears to be an injustice to all grade eight students.

I refer to the influence on the teaching of history in this grade by the type of examination papers set.

I had occasion to refer to this incidentally in an article on history in a recent number of your Journal. Since writing that article, grade eight pupils have attempted to write on another Entrance History paper of the old objectionable type.

I did not personally have the pleasure (or otherwise) of reading the history papers this year, and so cannot speak from observation on this particular case. I contend that it is a fact open to demonstration in any large school that 75 per cent. (to put it mildly) of grade eight pupils have not the necessary maturity to grasp complex constitutional history. I make bold to say that in the history paper for 1916, at least 70 per cent. of it is of such a nature that the average grade eight pupil could not be expected to write intelligent answers. We desire pupils to answer with understanding, not from having memorized other people's notes.

For instance, what real understanding will a grade eight pupil have of the idea "social unrest?" Can pupils of this age and maturity be expected to give a reasonably intelligent discussion of "Reform Bills," "Lord Durham's Report," the "Washington Treaty," the term "legislature," "civil service," "budget," "municipal taxation," "Court of King's Bench?"

In my judgment such history material is, through no fault of their own, quite quite beyond the capacity of grade eight pupils to grasp in a way that is profitable. The more mature ones can understand in some degree the subject of matter of such topics, an odd one or two show a genuine grasp of them. The vast majority give evidence of parrot-like memory work in their answers to such questions.

Teaching history to prepare for such examination papers compels teachers to ask pupils to memorize pages of undigested material, creates a dislike for history, and fails utterly to accomplish the purpose for which history is placed on the programme of study.

If my objections are without sufficient foundation, I would like to be enlightened. If my contentions are substantially correct, some change should be made in the type of examination paper.

Constructively, I would like to repeat in substance what I contended for in the article above referred to, viz.: that history study in grade eight should be based on selected topics, largely biographical. I would like to add that with a view to ascertaining any pupil's knowledge in as wide a subject as history, a good examination paper will give a choice of questions to be answered. If five or six questions are to constitute a full paper, nine or ten questions might well be given, or a choice allowed amongst the subdivisions of a question. Our purpose should be, not to puzzle candidates, but to try honestly to ascertain what grasp they have of the subject studied.

Yours sincerely,

ALFRED WHITE.

"To sum up the whole matter of education for wage-earning, one might say, 'The aim of education is not to fit people to get a living, but to fit them to live.' Fitting them to get a living is, however, one part of fitting them to live. For many pupils it is a large part." Education, Thorndike, page 26.



## Children's Page

### The Planting of the Apple Tree

Come, let us plant the apple tree.  
 Cleave the tough greensward with the  
     spade;  
 Wide let its hollow bed be made;  
 There gently lay the roots, and there  
 Sift the dark mould with kindly care,  
 And press it o'er them tenderly,  
 As, round the sleeping infant's feet,  
 We softly fold the cradle-sheet;  
 So plant we the apple-tree.

What plant we in this apple-tree?  
 Buds, which the breath of summer days  
 Shall lengthen into leafy sprays;  
 Boughs where the thrush, with crimson  
     breast,  
 Shall haunt and sing and hide her nest;  
 We plant, upon the sunny lea,  
 A shadow for the noontide hour,  
 A shelter from the summer shower  
 When we plant the apple-tree.

"Who planted this old apple-tree?"  
 The children of that distant day  
 Thus to some aged man shall say;  
 And, gazing on its mossy stem,  
 The gray-haired man shall answer  
     them:

"A poet of the land was he,  
 Born in the rude but good old times;  
 'Tis said he made some quaint old  
     rhymes

On planting the apple-tree."  
 Extract from William Cullen Bryant.

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### EDITOR'S CHAT.

**My Dear Boys and Girls:**

So that we may not be too late for Arbor Day, as we have unfortunately been in some previous years, we are going to make the April number of The Journal an Arbor Day number, so that there will be plenty of time for you to get your songs and recitations ready, as well as your trees and shrubs. We are going to give you—both in the page and in other sections of The Journal—

as many hints for Arbor Day as possible, and we hope you will all make good use of them.

But in looking ahead to Arbor Day and the month of May, we must not overlook April, this "Moon of Starry Nights," and the wonderful Holy Day and holiday that comes with the first of the month. For over twenty centuries with the coming of spring the Christian nations of the world have commemorat-

ed the resurrection of Christ from the darkness and gloom of the tomb, and in Nature this resurrection is yearly shown forth by the beauty of the early spring flowers rising from the cold earth and filling the air with their fragrance and making the saddest hearts glad. No troubles that come to the earth can ever disturb the wonderful and unfailling changes that come with the seasons. Let men war against each other with the most terrible weapons known; let the earth be torn by shells, the skies rent by man-made thunders; let the trees be riven by shot, and the very hills blown to pieces by gunpowder, still on the broken edges of the trenches the grass will grow, flowers will bloom in the shell-holes and

the broken trees will leaf. From the tortured skies the sun will shine and the rain fall, and through all the tumult and over all the horror, the birds will sing!

You know—most of you have learned in Sunday School—that Christ's resurrection showed us that we would have another life when this one was over, and we need only look at the budding trees which last month seemed so dead, and the growing plants which were covered so deep with snow and frozen earth, to understand how this can be. And so we are happy, big people and little people, because it is Easter, and because it is spring, and we know that no wickedness of man can prevent the beauties that come to us in April.

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#### OUR COMPETITION.

Subject for May—"The Greatest Canadian." All papers to be in by April 20.

Subject for June—"What It Means To Be a Canadian."

Honorable mention: Grace Reykdal, Lundar School; Keith Thompson, Noble Dagg, Wilma Fisher, Edna Anderson, Solsgirth; Irene Coutts, Makinak School; Lucy Woodcock, Constance M. Averill, Agnes Robertson, Olive Munro, Hilda Gustafson, Crocus Hill School, Clanwilliam; Elodie Vachon, Hessel-

wood School, Oak Lake; Bertha I. Scott, Willie Watson, West Hall School; Margaret Castell, Alice Goodbrand.

Special mention: Katie and Helen Donaghy, Craigielea School District, Belmont; Violet Hagborg, Meadows School District; Hilda Eby, Anderson School District; Elsie Wilmot, Crocus Hill; Mary Smith, Homewood P. O.; Marjory Finlay, Makinak; Edith Averill, Crocus Hill; Maud Shepherd, Violet McArthur, Mae Lamb, Solsgirth.

Prize story: Addie Cowell, Petrel, Man.

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#### THE CROCUS.

Our pretty purple anemone is among the first that peeps its head upon the prairie in the early spring. It is called the "Wind Flower" by some people because it can weather the changing winds of Manitoba. It makes its home on high, dry, sandy ridges, where the sun warms it quickly. Its thick coat of short, silky hair helps it to resist the storms. Its dainty blossom, enclosed by six leaves, gladdens the weary traveller on his way.

Underneath the colored part of the

flower there is a circle of green, wooly leaflets to keep the tender flower in place. These leaves, when bruised, produce a moist feeling in the surrounding air that is said to soothe headaches. The six flower leaves of the anemone form a cup which gives it the name crocus, but it belongs to a different family, which is the crowfoot. It is here almost as soon as the crow. Bird and flower bring glad news of spring, but we would rather compare our little flower with the cheery chickadee that

makes us feel happy in sunshine and storm.

After pressing back the petals a number of reddish yellow stamens are found cozily clustered within. Each of these little clusters has a topknot called the anther. This is full of yellow dust which is useful to fertilize the flower. Green and white stems are found in the

centre of the blossom. These are the carpels from which the seed afterwards is formed. In a few weeks all that can be seen of our beautiful flower is the white silky hairs waving in the air. These are the seeds from which our flower comes. ADDIE COWELL,

Petrel, Man.

Aged 10 years. Grade V.

### BEFORE YOU PLANT A TREE.

There are several things to think of before you plant a tree, and we want you to think of them now before Arbor Day, First—What trees grow best in your neighborhood? Second—What do you need your trees for, a windbreak, shade, beauty, or all three? Third—

What are the best trees from the bird viewpoint—can you use those? Fourth—How deep a hole should you dig for your tree? Fifth—How far apart should the trees be planted? Sixth—How should the young trees be protected and preserved?

### THE CANDY COUNTRY

(Continued from last issue)

Lily discovered that it never rained, but snowed white sugar. There was no sun, as it would have been too hot; but a large yellow lozenge made a nice moon, and red and white comfits were the stars.

The people all lived on sugar, and never quarrelled. No one was ill; and if any got broken, as sometimes happened with such brittle creatures, they just stuck the parts together and were all right again. The way they grew old was to get thinner and thinner till there was danger of their vanishing. Then the friends of the old person put him in a neat coffin, and carried him to the great golden urn which stood in their largest temple, always full of a certain fine syrup; and here he was dipped and dipped till he was stout and strong again, and went home to enjoy himself for a long time as good as new.

This was very interesting to Lily, and she went to many funerals. But the weddings were better still; for the lovely white brides were so sweet Lily longed to eat them. The feasts were delicious; and everybody went in their best clothes, and danced at the ball till they got so warm half-a-dozen would stick together and have to be taken to the ice-cream room to cool off. Then

the little pair would drive away in a fine carriage with white horses to a new palace in some other part of the country, and Lily would have another pleasant place to visit.

But by and by, when she had seen everything, and eaten so much sweet stuff that at last she longed for plain bread and butter, she began to get cross, as children always do when they live on candy; and the little people wished she would go away, for they were afraid of her. No wonder, when she would catch up a dear sugar baby and eat him, or break some respectable old grandmamma all into bits because she reproved her for naughty ways. Lily calmly sat down on the biggest church, crushing it flat, and even tried to poke the moon out of the sky in a pet one day. The king ordered her to go home; but she said, "I won't!" and bit his head off, crown and all.

Such a wail went up at this awful deed that she ran away out of the city, fearing some one would put poison in her candy, since she had no other food.

"I suppose I shall get somewhere if I keep walking; and I can't starve, though I hate the sight of this horrid stuff," she said to herself, as she hurried over the mountains of Gibraltar

Rock that divided the city of Saccharissa from the great desert of brown sugar that lay beyond.

Lily marched bravely on for a long time, and saw at last a great smoke in the sky, smelt a spicy smell and felt a hot wind blowing toward her.

"I wonder if there are sugar savages here, roasting and eating some poor traveller like me," she said, thinking of Robinson Crusoe and other wanderers in strange lands.

She crept carefully along till she saw a settlement of little huts very like mushrooms, for they were made of cookies set on lumps of the brown sugar; and queer people, looking as if made of gingerbread, were working very busily round several stoves which seemed to bake at a great rate.

"I'll creep nearer and see what sort of people they are before I show myself," said Lily, going into a grove of spice trees, and sitting down on a stone which proved to be the plummy sort of cake we used to call Brighton Rock.

Presently one of the tallest men came striding toward the trees with a pan, evidently after spice; and before she could run, he saw Lily.

"Hollo, what do you want?" he asked, staring at her with his black currant eyes, while he briskly picked the bark off a cinnamon-tree.

"I'm travelling, and would like to know what place this is, if you please," answered Lily, very politely, being a little frightened.

"Cake-land. Where do you come from?" asked the gingerbread man, in a crisp tone of voice.

"I was blown into the Candy country, and have been there a long time; but I got tired of it, and ran away to find something better."

"Sensible child!" and the man smiled till Lily thought his cheeks would crumble. "You'll get on better here with us Brownies than with the lazy Bonbons, who never work and are all for show. They won't own us, though we are all related through our grandparents Sugar and Molasses. We are busy folks; so they turn up their noses

and don't speak when we meet at parties. Poor creatures, silly and sweet and unsubstantial! I pity 'em."

"Could I make you a visit? I'd like to see how you live, and what you do. I'm sure it must be interesting," said Lily, picking herself up after a tumble, having eaten nearly all the stone, she was so hungry.

"I know you will. Come on! I can talk while I work." And the funny gingerbread man trotted off toward his kitchen, full of pans, rolling-pins, and molasses jugs.

"Sit down. I shall be at leisure as soon as this batch is baked. There are still some wise people down below who like gingerbread, and I have my hands full," he said, dashing about, stirring, rolling out, and slapping the brown dough into pans, which he whisked into the oven and out again so fast that Lily knew there must be magic about it somewhere.

Every now and then he threw her a delicious cooky warm from the oven. She liked the queer fellow, and presently began to talk, being very curious about this country.

"What is your name, sir?"

"Ginger Snap."

Lily thought it a good one; for he was very quick, and she fancied he could be short and sharp if he liked.

"Where does all this cake go to?" she asked, after watching the other kitchens full of workers, who were all of different kinds of cake, and each set of cooks made its own sort.

"I'll show you by and by," answered Snap, beginning to pile up the heaps of gingerbread on a little car that ran along a track leading to some unknown storeroom, Lily thought.

"Don't you get tired of doing this all the time?"

"Yes; but I want to be promoted and I never shall be till I've done my best, and won the prize here."

"Oh, tell me about it! What is the prize, and how are you promoted? Is this a cooking school?"

(To be continued)

# Study of Confederation

## THE STORY OF CONFEDERATION.

### I.—Some Historical Data.

Anyone reading over the article of last month will understand that there was considerable dissatisfaction with the form of government in Canada after the union. There was equal dissatisfaction in the Maritime Provinces. As long ago as 1814 Chief Justice Sewell, of Quebec, addressed a letter to the Duke of Kent in which he proposed the federal union of British North America. In 1839 the Earl of Durham, in his famous report, pointed out the advantages and necessity of a union of the colonies under one government. He outlined a scheme very similar to that adopted by the Quebec conference in 1864. In 1854 the subject was discussed in the legislature of Nova Scotia, and a resolution brought in favoring the scheme. In 1857 Mr. Johnston and Sir Adams Archibald were appointed by the government of Nova Scotia to confer with the Secretary of State for the Colonies upon the subject of Colonial Union. In 1858 Sir Alexander Galt moved in the Canadian legislature in favor of Colonial confederation, and he, with two others, was empowered to bring the matter before the Imperial authorities. In 1861 the Hon. Joseph Howe in Nova Scotia moved a resolution favoring a conference between the various provinces upon the subject. In 1864 Nova Scotia, despairing of a union of all the American colonies, proposed a conference among representatives from the three Maritime Provinces looking to union on a limited scale. After the union of 1840 between Upper and Lower Canada there was great difficulty in securing a stable government. Finally a coalition government was formed, and one of its first acts was to send five of its representatives to Charlottetown, P. E. I., to confer with the delegates there assembled on the matter of union. These members were Sir

John A. Macdonald, the Hon. George Brown, the Hon. Alexander Galt, the Hon. George E. Cartier, the Hon. William McDougall and the Hon. D'Arcy McGee. It was decided at this conference to take up the question of the federal union of all the provinces. Following this conference the five members mentioned were entertained at Halifax, when the Hon. Mr. Brown made his notable speech. On October 1, 1864, delegates from all the provinces met at Quebec and the famous conference was held. At this meeting 72 resolutions were agreed upon. These form the substance of the British North America Act which was commented upon in our last issue. When the Act came into effect only four of the provinces accepted its conditions, these being known in the new Act as Ontario, Quebec, Nova Scotia and New Brunswick. In our next issue the story of the entry of the other provinces will be given.

When the idea of Confederation was broached there was opposition, both in Canada and in the motherland. Some thought that it was the first step towards separation from Britain, and others saw in it absorption into the United States. Then there were cautious men who were afraid to make a venture. On the other hand the material and commercial advantages were apparent to all men of enlightened views or enlarged intelligence. The spirited manufacturer and enterprising merchant alike welcomed a change which would extend their field of operations, and statesmen felt that unless the whole colony were in a position to speak with united voice it might suffer, territorially or otherwise. The Civil war in the United States almost created a panic in Britain. There was fear that the unexpected development of military power might result in an invasion of Canada as soon as the war was ended. Some



THE FATHERS OF CONFEDERATION

English statesmen thought it would be small loss if Canada were severed from the mother country.

It is impossible to do more in these pages than quote a few sentences from some of the more prominent advocates of Confederation, and to give a very brief sketch of their lives. The speeches of those who opposed Confederation are withheld because our space is limited.

## II.—A Few Quotations from Speeches.

**(a) The Hon George Brown.**—Speaking at Halifax in 1864, the Hon. Mr. Brown, then president of the Executive Council of Canada, said:

“Our sole object in coming here is to say to you: We are about to amend our constitution; and before finally doing so, we invite you to enter with us frankly and earnestly into the inquiry, whether it would or would not be for the advantage of all the British American Colonies to be embraced under one political system. Let us look the whole question steadily in the face. If we find it advantageous, let us act upon it; but if not, let the whole thing drop.

“It ought not to excite any surprise that the federation of all the British North American Provinces is at last presented to us as a practical question. The subject has often and again been discussed in the press and in parliament; but at no time has any provincial statesman ever expressed a doubt that the fitting future of these colonies was, to be united under one government and legislature, under the sovereignty of Great Britain.

“I am persuaded there never was a moment in the history of these colonies when the hearts of our people were so firmly attached to the parent state by the ties of gratitude and affection, as at this moment; and for one I hesitate not to say, that did this movement for colonial union endanger the connection that has so long and so happily existed, it would have my firm opposition. But, far from fearing such a result, a due consideration of the matter must satisfy every one that the more united we are, the stronger will we be; and the

stronger we are, the less trouble we will give the Imperial government, the more advantageous will be our commerce, and the more proud they will be of us as a portion of the empire. Our relation to the mother country does not, therefore, enter into the question. Whether the right time for a general union has arrived, must be determined by a close examination into the present position of all the provinces, and the possibility of such an arrangement being matured as will be satisfactory to all concerned. And that has been the work in which the conference has been engaged for two weeks past. We have gone earnestly into the consideration of the question in all its hearings, and our unanimous conclusion is, that if terms of union fair to all and acceptable to all could be devised, a union of all the British American provinces would be highly advantageous to every one of the provinces. In the first place, from the attitude of half a dozen inconsiderable colonies, we would rise at once to the position of a great and powerful state.

“Let me, however, wind up with this, that were the provinces all united tomorrow, they would have an annual export trade of no less than \$65,000,000, and an import traffic to an equal amount; they would have 2,500 miles of railway; telegraph wires extending to every city and town throughout the country, and an annual government revenue of nearly \$13,000,000. It needs no special wisdom to perceive that a state presenting such resources, and offering such varied and lucrative employment to the immigrant and capitalist, would at once occupy a high position, and attract to it the marked attention of other countries. It would be something to be a citizen of such a state. Heretofore we have been known as separate colonies, and the merits and disadvantages of each compared and set off against the other; but with union the advantages of each would pertain to the whole—a citizen of one would be a citizen of all—and the foreign emigrant would come with very

different feelings of confidence to our shores. In England we should occupy a very different position from what we have ever done as separate and feeble colonies.

“But far in advance of all other advantages would be this, that union of all the provinces would break down all trade barriers between us, and throw open at once to all a combined market of four millions of people. You in the east would send us your fish, and your coals, and your West India produce, while we would send you in return the flour and the grain and the meats you now buy in Boston and New York. Our merchants and manufacturers would have a new field before them—the barrier in the smallest province would have the judicial honors of all of them before him to stimulate his ambition—a patentee could secure his right over all British America—and in short all the advantages of free intercourse which has done so much for the United States, would be open to us all. One other argument there is in favor of the union that ought with all of us to weigh most seriously, and that argument is, that it would elevate the politics and the politicians of our country. It would lift us above the petty strifes of small communities, and give to our public affairs a degree of importance, and to our leading public men a status very different from what they have heretofore occupied. On a survey of the whole case, I do think there is no doubt as to the high advantages that would result from a union of all the colonies, provided that terms of union could be found just to all the contracting parties, and so framed as to secure harmony in the future administration of affairs.”

**(b) The Hon. Dr. Tupper.**—Speaking at Montreal in the same year, Dr. Tupper said:

“It was true,” he observed, “that the Canadians possessed a boundless country and a large population; but with all their territory, population and resources, the Maritime Provinces could offer them something necessary in forming a great nation. They would bring with

them fifty or sixty thousand square miles of country, and an additional population of eight hundred thousand souls; and it was needless to say that an addition of eight hundred thousand consumers of the growing manufactures of Canada was no small item. They did not require to unite with Canada for the purpose of taking anything from it, or of drawing upon its wealth or its resources. It was needless to say what Canada owed to the St. Lawrence, that great natural highway between the productive regions of the West and the ocean; but great as it undoubtedly was, closed to navigation for five months of it was imperfect, inasmuch as it was the year. The remedy for this state of things was the construction of the Inter-colonial Railway.”

**(c) The Hon. George E. Cartier.**—Speaking at Montreal, the Hon. Mr. Cartier said:

“This Confederation must be carried out. I know that every citizen of Montreal will understand that at this critical time we should look to Nova Scotia, to New Brunswick and Prince Edward Island for the elements wanting in Canada to make a great nation. I do not mean a nation distinct from the mother country. I wish that all the powers granted by the mother country to the colonies should be combined, in order to make, as far as we can, one great nation. I am confident—and I have stated it on many occasions—that the union of Upper and Lower Canada has achieved wonders for the two provinces. The prosperity to which we have risen under the union of the provinces encourages a still larger union. In treating of the question of race, with regard to this great Confederation, looking to England you will find three distinct nationalities. Each of these has contributed to the glory of England. Who would like to take from England the glory conferred on her by any one of the three nationalities—by the son of Erin or the Scot? I think the glory of England might not have been equal to what it is, if the three nationalities had not been united. Was



it surprising that some should try to find difficulties in the way of the formation of a union, because there happened to be different races and religions?"

(d) **The Hon. Sir Etienne Tache.**—Speaking in the Legislative Council of Canada in 1865, Sir Etienne said:

"For his part he held that the time had now arrived when we should establish a union with the gulf provinces. He called them great advisedly, for they had within themselves many of the elements which went to constitute greatness, and of some of which we were destitute. No one could deny that the gulf provinces were of immense importance, if only in respect of their fisheries. Then they were rich in minerals. Their coal alone was an element of great wealth. It had been said that where coal was found the country was of more value than gold. Look at England, and what was the chief source of her wealth if not coal? Deprived of coal, she would at once sink to the rank of a second or third rate power. But Canada had no coal, and notwithstanding all her other elements of greatness, she required that mineral in order to give her completeness. What she had not, the lower provinces had; and what they had not, Canada had. Then as to ship-building, it was an industry prosecuted with great vigor and success in those provinces, especially in New Brunswick, and some of the finest vessels sailing under the British flag had been built in the port of St. John, which annually launched a considerable number of the largest class. They were not beggars, nor did they wish to come into the union as such; but as independent provinces, able to keep up their credit, and provide for their own wants. They would bring into the common stock a fair share of revenue, of property, and of every kind of industry. As to Canada itself from May 21, 1862, to the end of June, 1864, there had been no less than five different governments in charge of the business of the country. Much had been said on the war of races, but that war was extinguished on the day the British government granted Canada re-

sponsible government, by which all its inhabitants, without distinction of race or creed, were placed on a footing of equality. The war of races found its grave in the resolutions of September 3, 1841, and he hoped never to hear of it again."

(e) **The Hon. John A. Macdonald.**—Following Sir Etienne Tache, the Hon. Mr. Macdonald said:

"The whole scheme of Confederation, as propounded by the conference, as agreed to and sanctioned by the Canadian government, bears upon its face the marks of compromise. It must be considered in the light of a treaty. Just so surely as this scheme is defeated, will be revived the original proposition for a union of the Maritime Provinces, irrespective of Canada. We know that the United States at this moment are engaged in a war of enormous dimensions; that the occasion of a war with Great Britain has again and again risen, and may at any time in the future again arise. We cannot foresee what may be the result; we cannot say but that the two nations may drift into a war as other nations have done before. It would then be too late when war had commenced to think of measures for strengthening ourselves, or to begin negotiations for a union with the sister provinces. At this moment, in consequence of the ill-feeling which has arisen between England and the United States, the reciprocity treaty, it seems probable, is about to be brought to an end; our trade is hampered by the passport system, and at any moment we may be deprived of permission to carry our goods through United States channels; the bonded goods system may be done away with, and the winter trade with the United States put an end to. If we do not, while our avenue is threatened to be closed, open another by taking advantage of the present arrangement, and the desire of the lower provinces to draw closer the alliance between us, we may suffer commercial and political disadvantages it may take long for us to overcome.

"The desire," said the honorable gen-

tleman, "to remain connected with Great Britain and to retain our allegiance to Her Majesty was unanimous. Not a single suggestion was made, that it could, by any possibility, be for the interest of the colonies, or of any section or portion of them, that there should be a severance of our connection. Although we knew it to be possible that Canada, from her position, might be exposed to all the horrors of war, by reason of causes of hostility arising between Great Britain and the United States—causes over which we had no control, and which we had no hand in bringing about—yet there was a unanimous feeling of willingness to run all the hazards of war, if war must come, rather than lose the connection between the mother country and these colonies. The executive authority must be administered by Her Majesty's representative. No restriction is placed on Her Majesty's prerogative in the selection of her representative. The legislature of British North America will be composed of king, lords and commons. The Legislative Council will stand in the same relation to the lower house, as the House of Lords to the House of Commons in England, having the same power of initiating all matters of legislation, except the granting of money. The lower house will represent the Commons of Canada, in the same way that the English House of Commons represents the Commons of England, with the same privileges, the same parliamentary usage, and the same parliamentary authority.

"So also with the defences of the country. One of the great advantages of Confederation is, that we shall have a united, a concerted, and uniform system of defence. The criminal law too—the determination of what is a crime and what is not, and how crime shall be punished—is left to the general government. This is a matter almost of necessity. It is one of the defects in the United States system, that each separate state has or may have a criminal code of its own; that what may be a capital offence in one state may be a

venial offence, punishable slightly, in another. But under our constitution we shall have one body of criminal law, based on the criminal law of England, and operating equally throughout British America, so that a British American, belonging to what province he may, or going to any other part of the Confederation, knows what his rights are in that respect, and what his punishment will be if an offender against the criminal laws of the land."

(f) **The Hon. Alexander Galt.**—

Speaking in the same debate, the Hon. Mr. Galt said:

"Apart from the advantages from the free trade which will hereafter exist between us, the credit of each and all the provinces will be greatly advanced by a union of their resources. A larger fund will be available as security to the public creditor, larger industries will be subjected to the action of the legislature for the maintenance of public credit, and some of those apprehensions which have latterly affected the public credit of this country will be removed.

"Let us endeavor by this measure to afford a better opening than we now possess for the industry and intelligence of the people. Let us seek by this scheme to give them higher and worthier objects of ambition. Let us not reject the scheme with the bright prospect it offers of a nobler future for our youth, and grander objects for the emulation of our public men. Let us not refuse it on small questions of detail, but judge it on its general merits. Let us not lose sight of the great advantages which union offers because there may be some small matters which, as individuals, we may not like. Let the house frankly look at it as a great measure brought down for the purpose of relieving the country from distress and depression, and give it that consideration which is due, not to the arguments of the government, feeble as they may be in view of the great interests involved, but to the fact that the country desires and cries for, at the hands of the house, some measure whereby its in-

ternal prosperity, peace and happiness may be developed and maintained."

(g) **The Hon. Hector Langevin.**—Speaking in the same debate, the Hon. Mr. Langevin said:

"I do not believe there is a single member in the house or out of the house who would consent to the annexation of Canada to the United States. I now come to the other alternative proposed—that of independence. Men may be found, both in the house and out of it, who would be disposed to say that we had better have independence than confederation. For my part, I believe that the independence of the British North American provinces would be the greatest misfortune which could happen to them; it would be to leave us at the mercy of our neighbors, and to throw us into their arms."

### III.—A Few Facts About Some "Fathers of Confederation."

(a) **The Hon. Sir Alexander T. Galt.**—Born in Chelsea, London, 1817. At the age of 16 became a clerk in the British and American Land Company. Became its chief commissioner in 1844. Entered the legislature for Sherbrooke, P. Q., in 1849. Represented that riding until 1872. Became finance minister in 1857. Was a strong advocate of Confederation. Attended the conference at Charlottetown and Quebec and went as a delegate to England. After Confederation was again finance minister for a short time. Was not a pronounced partisan in politics. He was honored with many degrees.

(b) **Sir John A. Macdonald**—Born in Glasgow, 1815. Came to Canada with his father in 1820. In 1836 the whole family moved to Kingston. At age of 16 he began the study of law. Was called to the bar at the age of 21. Was very popular and clever. Entered politics in 1844. His attitude explained in his own words in the following sentence: "The prosperity of Canada depends upon its permanent connection with the mother country, and I will resist to the utmost any attempt which

may tend to weaken the union." He became prominent in the parliament, and was called to the cabinet in 1847. He attended all the conferences leading up to Confederation, was a recognized leader in these deliberations. Became the first premier of Canada. Remained so with the exception of a short period until his death in 1891. The Chicago Herald said: "He was a born leader of men, a shaper of policies, a maker of history."

(c) **Sir Charles Tupper.**—Born Amherst, N. S., 1821; educated at Horton Academy and at the University of Edinburgh. Practiced medicine for a time. Entered politics in 1852, by a victory over the Hon. Joseph Howe. Immediately became the real leader of his party. Afterwards entered Dominion government. Was a pronounced advocate of Confederation. Was one of the most powerful supporters of Sir John A. Macdonald. Later was High Commissioner for Canada for a number of years. In 1896 became premier of Canada, but was defeated at the polls that same year. Passed later years in London, England. Will be known in history as one of the greatest of Canadian statesmen. At his death in 1916, Canada lost the last "Father of Confederation."

(d) **George E. Cartier.**—Born St. Antoine, P. Q., 1814. Said to be descended from a nephew of Jacques Cartier. Educated in Montreal, after which he entered law and began to practice in 1835. He was industrious, energetic and conscious of his own ability. Took part in the rebellion of 1837. After quiet was restored returned to Canada and entered politics. Was made a minister in 1855. Was a close friend and associate of Sir John A. Macdonald. Was a strong advocate of Confederation. Largely responsible for the Grand Trunk Railway. A pioneer of education in Canada. Improved the criminal laws. Abolished feudal tenure, and assisted with the re-organization of the militia. Died in 1873.

(e) **The Hon. George Brown.**—Born Edinburgh, 1818, where he received his

education. Came to Canada in 1843 and established *Toronto Globe*. Entered parliament in 1852. Was an ardent reformer, advocating representation by population, single system of public schools. Was an ardent advocate of Confederation, and assisted at the conferences. In 1880 he was shot by an employee of the *Globe* office. He will

be remembered as the most aggressive politician Canada has ever known.

(f) **The Hon. Sir Etienne Pascal Tache.**—Born St. Thomas, P. Q., 1795; died 1865. Practiced medicine until 1841, when he became a member of parliament. Was Commissioner of Public Works and later speaker of the Legislative Council.

## Selected Articles

### THE IDEAL RURAL TEACHER.

In an article on "Ideals in Rural Education," J. L. McBrien, school extension agent of the United States Bureau of Education, gives the following as the "ideals in the qualifications of the rural teacher."

A passionate love for and a full devotion to country life. A broad and accurate scholarship. The ability to develop every thought and plan in the light of professional training. An unerring judgment that will select the knowledge most useful to the children. Superior skill in the science and art of school government. An intense patriotic sentiment that loves and cherishes every foot of our soil—every state of the union; an unflinching faith in humanity and a heart power that is profound and inspiring. A mastery of correct English and the story-telling art. A personality that is pleasing and captivating. Tasteful in dress without extravagance. Taet in that rarest of social traits—the flexibility of adaptation. An obedience to the laws of health that cultivates this habit among the pupils. An irreproachable character and an untiring industry. The zeal of the crusader and the consecration of the missionary. An appreciation of the matchless opportunity as well as the matchless responsibility of the rural teacher.

The teacher with these qualifications

knows that knowledge does not comprise all that is contained in the broad term of education. She knows that the feelings are to be disciplined, the passions restrained, true and worthy motives inspired, a pure morality inculcated, and a profound religious sentiment instilled under all circumstances. She will teach her pupils that integrity and industry are the best possessions that come to men and women in this life. She will train her pupils toward the farm, not away from it. She will teach her pupils that there is as much honor in growing farm and garden products as in selling them. She will "teach the boy that he is to be the homemaker; the girl that she must ultimately be the homekeeper; that their work is the most important by far in all the land; the boy that he is expected to earn his own livelihood; that it is a shame and a scandal for him not to be self-dependent; the girl that so far from its being her duty to try to avoid all labor, all effort, it should be a matter of pride to her to be as good a housewife as her mother was before her." She will teach her boys that "every man who falls below his highest, harms not only himself, but lowers the standard of his country; that every man who values wealth more than honesty, rank more than character, amusement rather than improvement, ease more than reform, to that extent falls short of the perfect

citizen." She will teach her boys and girls that "it is only by surpassing the world in all chivalry and dignity, in all modesty and purity, in the integrity of our business, in the virtue of our homes,

in the rectitude of our intelligence, in the aspiration of our intellectual life under the absolute control of moral righteousness, that we can meet the responsibilities of citizenship."

### A PLAN FOR TEACHING SPELLING.

As this method brought up the general average of a class in two months from 33.1% to 94%, I consider it practical and worth describing.

#### I. Typical Assignment. Teach:

separate  
business  
here  
hear  
believe  
ache.

#### II. Aim—

To have every child able at the end of the lesson to spell, pronounce, and use every word; to have pupils make these words a part of their working vocabularies for the rest of their lives.

#### III. Preparation—

(a) Thoroughly planned lesson on the part of the teacher.

(b) Make sure that every child has paper, and a point on his pencil.

#### IV. Presentation—

(a) Get children's interest from the beginning by telling them to watch the crayon very carefully for it is going to make a word on the board that they are very eager to learn to spell correctly.

(b) Write separate.

Pronounce word and have class pronounce it.

(c) Have sentence given using it. (Encourage children in giving good sentences by having them decide whose was best.)

(d) Does any one see anything about the word which will help us to remember it? (2 a's in the middle and 2 e's on the outside, etc.) Form as many clues of association as possible for all words, as this is one of the most important factors in memory.

(e) Spell again, looking at the board. (This uses the visual as well as the auditory senses and helps to fix the correct form in the child's mind.) In all oral spelling encourage children to make a slight pause at the end of syllables but in written work use no marks as they prevent the child from seeing the word as a whole.

Children have had, so far in the lesson:

Correct model presented.

Have formed clues of association for the word.

Have learned to pronounce and use it.

They are now ready to study the spelling of the word.

Have the word spelled in concert several times, writing while spelling. (This uses the visual, auditory and motor senses and therefore appeals to all three types of children.)

Continue with all the other words in the same manner.

Encourage children to form such clues of association for remembering words as:

"Ache" ends in little word "he." The mistake is mostly made by spelling it "ake."

"Hear" means to hear with your "ear," and the word ends in "ear."

"Believe" has little word "lie" in the middle.

Children delight in picking out these things.

#### V. Test—

Have the words written or spelled orally.

Ask one child to think of a word from the spelling lesson today and call on someone who is "sitting nicely" to guess which one it is. The child who guesses must spell the word. He may

then think of a word and call on another child to guess it. (Children like anything with the game element in it.) On Friday review the words for the week, either with a spelling-bee or a written test. Put stars of colored chalk after the names of those who get E or 100.

Children take great pleasure in this "honor roll."

#### VI. Correlation—

Encourage children to ask for words

which they do not know how to spell in all written work during the day.

Try to have them feel the importance of spelling correctly, and try to make them enthusiastic to become good spellers.

#### VII. Correcting—

In marking written spelling, blot out (scratch with pen or pencil) the misspelled part. If a line is drawn under the part or through it, the mistake will be stamped on the child's mind.

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### EDUCATION AND DEMOCRACY.

No government by the people can be much better than the people themselves. The people in this country, whether it be in town, municipal, state, or national affairs, are getting just about what they want. The government itself can not get much in advance nor very much behind the common consensus of the people. It is very essential in a government by the people that gains be held. Our country has been fortunate in having its fundamental law of such a character that sudden and revolutionary changes are difficult to make. What the people decide upon in their moments of calm judgment when they are at their best should be securely held against the spasmodic notions that come as a result of demagogic agitation. The system of checks written in the fundamental laws of state and nation have long since proved their wisdom and value. The most fundamental reason why thorough and complete education of all the people is necessary in a democracy is that the democracy itself may be saved from sudden and destructive changes.

The public school is an organized ally of the government in a country like ours. Perhaps it is not doing all that it should do as a good ally. I desire to call attention to a few things that possibly should be stressed more than they have been in the past.

The tasks of life today are difficult ones. The individual who succeeds must be willing to do hard things and

should be trained so that he will get pleasure from the doing of them.

Such tasks make the school a place of business. More work required in the school will not make it a dreary place. It will, rather, give it that air of real life, that seriousness of purpose, that will make it attractive to youth. I pity that youth who has never grown tired at his school tasks and who has never felt the thrill of joy that comes through the successful doing of a hard thing. Such a youth will go out into the busy world with little preparation for its duties and problems.

The power to think straight is one of the greatest needs of a democracy. He is a good citizen who determines his actions by reason. He is a bad citizen whose actions are determined by caprice or by the illogical reasoning of someone else. The schools might possibly do more than they have done in training young people to think at least three thoughts in a straight line. Much of the work of elementary education consists of forming acquaintance with that common knowledge by the presentation of problems that call for careful reasoning. If the whole school program is shaped so that the pupil is compelled to make necessary inferences and draw definite conclusions at every point he will come out of school with a mind somewhat trained in logical thinking. Such training will form the habit of bringing reason to bear upon all propo-

sitions that are presented. The demagogue has but little power over the individual who brings to bear upon his arguments the cold logic of reason.

The school offers a splendid opportunity to lay foundations of intelligence that will prevent easy credulity in later years. If the school should require, year after year, reason and evidence for the faith of its pupils, a habit would be formed that would be of incalculable service to the mature citizen. Citizens so trained would be more eager to believe good than evil. They would make it easier for public servants to render wise and efficient service. With such a citizenship we would have less muck-raking and more hay-raking.

Life on this planet will always require that most of us engage in productive industries. We can never get away from the necessity of being "hewers of wood and drawers of water." The complex life of the present demands that more wood be hewn and more water drawn. This is necessary to maintain the present high plane of living. Greater production requires more careful and more efficient direction. Hence, the present need for leaders is greater than ever before. The common schools may render a great service by discovering, encouraging, and developing those who give evidence that they possess leadership ability. We give a great deal of attention to the subnormal child and get much just praise for our success in dealing with him. This is right. Should we not also give great care to the gifted child and thus secure the praise of the world for another name added to its roll of leaders?

In all the relations of life, whatever they may be, civic, business, or social, a good perspective is necessary. It is essential that everything be given its right proportions. Many of our most

needed reforms fail because those in charge exalt them out of all proportion to their real merit. They attempt to give them a place in the sun when they hardly deserve a place in the moon. The work of the school furnishes an opportunity for long-continued training in proper proportions. In the various subjects of study attention should be centred upon the parts of real and controlling value. Parts of minor value should be passed over lightly. It is surprising how many little things one need not learn if he learn the big things upon which the little ones depend. Our government would be more stable and secure if the majority of our citizens were so trained that the over-emphasis of a minor matter in a political campaign would not disturb their equilibrium.

To be a good member of any institution two things are necessary, strong individualism and equally strong power of co-operation. The proper interrelation and harmonious adjustment of these two elements produce strength. All institutions demand strong men with individual power of initiative. The institution, however, will not be strong unless the individuals composing it can, when occasion demands, sink their individuality and act together as a unit. The desirable man is a partisan as an individual but a patriot as a citizen. The school furnishes a good opportunity for the proper adjustment of the two seemingly contradictory forces—the individual and the team. The organization of the school calls for teamwork. On the other hand, the instruction and personal contact of teacher and pupil tend toward the development of the individual. If the school keeps constantly as its ideal, the proper relation between the individual and the team, there may be developed a citizenship that will have a proper state and municipal spirit.

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#### BIRD FESTIVAL

In Industrial Bureau, April 12 and 13, Bird-house competition. Prizes for boys under 11, 11 to 13, 13 to 15, 15 and over; for Boy Scouts and for Returned Soldiers. Open to all. Come and see the exhibit of birds. Teachers specially invited. Tell the children.

# School News

## WAWANESA HIGH SCHOOL.

Here are some items of school news which indicate various kinds of school activity and which might interest Journal readers:

Notwithstanding the blizzard on Friday, January 12, the hockey match between Souris Collegiate and Wawanesa High School was played. After a very exciting game which was characterized throughout by clean, gentlemanly play, the score stood 3 to 2 in the visitors' favor. The game was greatly enjoyed by the spectators as was evinced by the enthusiastic "rooting." Both goals of the home team were scored by the captain, R. Wallace. After the game both teams repaired to the school, where the visiting team was banquetted by the high school. Tasteful decorations, in which the high school colors, blue and white, were artistically blended, added to the festiveness of the occasion.

An entertainment was given consisting of the following numbers:

Speeches of welcome, F. Wallace, president Athletic Club; W. McGregor, president Social and Literary Society. Chorus, High School; selection, High School Orchestra; vocal solo, R. Blain; recitation, W. Peters; piano solo (improvised), R. Blain; selection, High School Orchestra; recitation, H. Ferris; piano solo, W. Peters; recitation, B. McKenzie; violin solo, R. Blain; speeches; piano duet, W. Peters and R. Blain; chorus, High School; "God Save the King," and "God Save Our Splendid Men."

After the programme had been rendered a vote of thanks was moved by C. Henderson, president of the Souris Collegiate Literary Society, and second-

ed by B. Barnes, captain of the visiting hockey team, to Principal W. Dakin and those who had so ably assisted him. Mr. Dakin then, in a few well-chosen words, thanked them for their appreciation, after which Vice-President J. H. Snyder made a few remarks.

Regular hockey practice will be resumed next week.

The Orchestral Club is making splendid progress. It now includes five violins, one cornet and one flute.

The Noon Hour Club at present numbers 18. It has been in operation 34 school days, with a total of 510 meals served, at an average cost at each meal for necessaries such as tea, sugar, etc., of one-half cent per person served, and for donated articles, such as meat, potatoes, etc., of one cent per person served, a total of one and a half cents per meal for each member served. The menu has consisted of corn, potatoes, tomatoes, peas, oysters, pork and beans, chicken, vegetable soup and ox-tail soup.

The Literary Society will hold its regular meeting on Friday, January 19. The programme as outlined will consist of an address by the Rev. D. A. B. Stoddart. The committee on this occasion consists of Annie Wallace, Annie Stoddart, Bruce McKenzie and H. Ferris.

The filing system adopted by the high school at the beginning of 1916 has proved very effective and has now been extended to Grade VIII.

The second checker tournament has been won by R. Wallace, the champion of the first, and a third is now in progress.

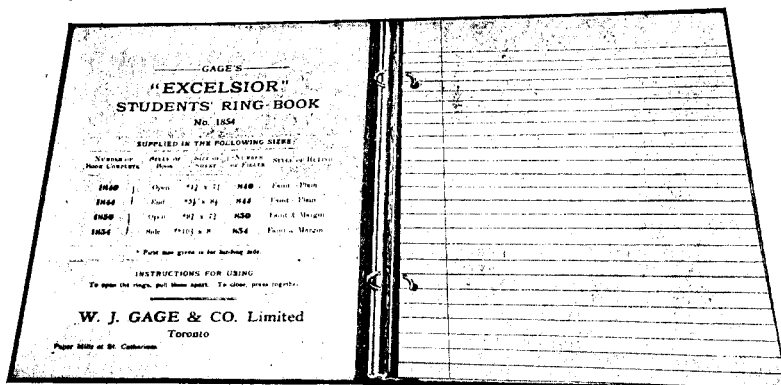
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