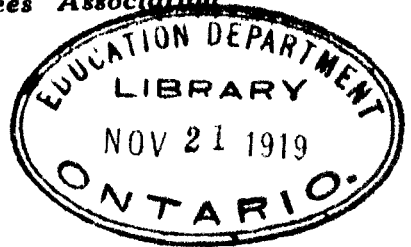


The WESTERN SCHOOL JOURNAL

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HEROES OF PEACE

By Hugh S. Magill

HAS the spirit of service, the self-sacrificing devotion to duty which was supreme during the war, died in the hearts of our people? That a great change has come about is evident. The pendulum has swung back. Consciousness of duty well performed seems not so satisfying. The demand is for larger material reward. On every hand there is a mad scramble for more money.

In contrast to this prevailing tendency is the attitude of the teachers who have remained at their posts, faithful to the children committed to their charge. They furnish a stimulating example of unselfish, patriotic service. They are not as well paid proportionately, as before the war. Thousands of them have received only slight increases in salary while the cost of living has doubled. They have seen a hundred and forty thousand of their comrades drop out, disheartened, during the past year. They are compelled to pinch and save until they are reduced below their normal efficiency. Yet they hold on heroically, like the soldiers of the Lost Battalion, faithful to their trust, glad of an opportunity to give themselves in service.



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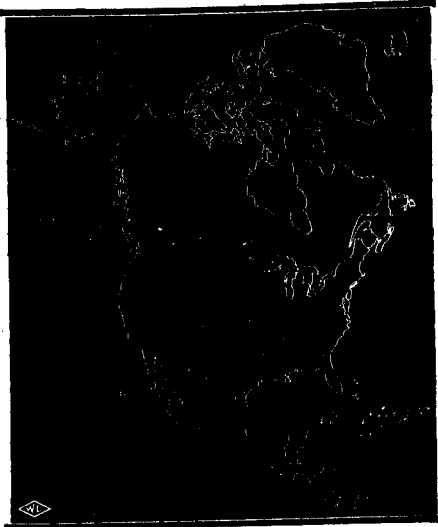
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The Western School Journal

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

VOL. XIV

WINNIPEG, NOVEMBER, 1919

No. 11

Editorial

ECHOES OF THE CONFERENCE

The National Conference on Character Education was from every point of view a notable gathering. It was notable because of the attendance, the character of the addresses and discussions, the spirit of earnestness and friendship, the decisions that were arrived at, and the organization which was finally effected. It was not a teachers' conference—it was more than that, it was an Educational Conference, at which were represented all who were concerned with training for good citizenship—men and women of every class, rank and occupation, from every province and district of the Dominion. It was a great convention in another way—great because of those who delivered addresses. It would be difficult to prepare a programme that represented more talent. An effort was made to select men of outstanding ability and experience, and there was not one disappointment.

There were in all probability many who came with doubts and misgivings. Some even who said that this was a weird, fantastical conception, born of self-interest and nourished by ignorance and vanity. At the conclusion of the meeting there was but one opinion, and that was expressed in the tribute paid to Mr. Bulman, the originator of the idea.

The four outstanding benefits of the meeting seem to be these:

1st, All provinces of Canada met together to view education from a national rather than a provincial viewpoint. The one conclusion seemed to

be reached that if the provinces have a duty in Education, the whole Dominion likewise has a duty. Indeed, some of the most difficult problems that the provinces now have to solve were imposed upon them by the Federal authorities, and sooner or later the provinces must be relieved of the burdens which fall so heavily upon them.

2nd, All classes and ranks of people met together. It was a fine thing to see business men, clergymen, teachers, representatives of the great national clubs and societies jointly considering the problems in which they are all concerned—the education of boys and girls into noble manhood and true womanhood. This was the outstanding feature of the conference. If in every community this principle of co-operation can be enforced, we need have no doubts as to the future of education in Canada.

3rd, Great messages were delivered by men of international repute, and all these messages had to do with the one thought of "nation building." It is a great thing for education when people realize that moral character is supreme.

4th, An organization was formed for research and inspiration. This organization is not a teachers' bureau, but is representative of all the people. It will aid the school, the home and the church, and all who are directly or indirectly concerned with the education of the young.

There was wonderful unanimity as to the particular needs of Canada at the present time. Indeed, these will be the

need of Canada for all time. It was well expressed in the title of Dr. Soares' address, "The Development of Moral Purpose." Never once did the speakers get away from this idea. It was "the golden thread that ran through all, and did all unite." Naturally there were differences of opinion as to the methods to be employed in the school room. Properly enough, the Conference in its final resolutions seemed to take the ground that method is a problem for the teacher and not for the layman. One speaker was sure that direct instruction on dogmatic religious teaching was necessary; while another believed that character formation depended more upon example and supervision of conduct. It may be that Professor Horne is right in saying that the Canadian and American schools are stronger from the fact that they exclude religion as dogma in order to make way for religion as life. And yet, of course, this is not the whole truth. It is not necessary for all to use the same methods. The good St. Ambrose was unrelenting in his belief that all men should think exactly as he did until he met the Angel at the well. It is folly to grow over-enthusiastic over the shape of the vessel, when the real consideration is the purity of the water contained.

There could not, of course, be morality without a religious basis of some kind. On this account it is fortunate that the co-operation of church, school and home was emphasized. It will be a great thing when these three agencies meet together in every community for kindly consultation, so that they may agree upon a division of duties, and it may be the case that the division will not always be the same. It is too bad that children should be compelled to suffer because of conflicting opinions in their social environment. It is possible that though there may be unity of effort, each agency may differ somewhat as to its function. Nothing is to be gained by attempting to shift the responsibility of one institution upon another.

It was interesting to note that all the

speakers, while approaching the subject from different angles, arrived at the same conclusion, namely, that "in the last analysis everything depends upon the character of the teacher." This has been said so often that it is a commonplace, yet it is like some of the texts that children learn at school, which they can repeat but do not understand. If it be true that the teacher is so important, why is it that her work is not recognized as it should be? Or why is his work not recognized as it should be? It is the men who are the chief sufferers under the present arrangement.

Clearly, then, good teachers must be secured and retained, and it raises a very interesting question, How long should they be retained? There is an age limit beyond which many teachers cannot pass without losing their enthusiasm, buoyancy and charm. They may, as the years pass, become more perfect in matters of routine, but the soul is lacking. An elderly man teacher who has lost his magnetism may be nicknamed by his pupils, and an elderly woman teacher caricatured. What we want chiefly is young people with a natural aptitude who will stay in the profession if possible for 10, 15 or 20 years, or just as long as they are capable of leadership. This fact has a very close bearing upon the problem of a living wage. Men cannot be expected to give the greatest productive years of life to the teaching profession for a mere pittance.

Every year makes them more unfit to enter any other calling. This is the great tragedy of teaching.

At the Conference a good deal was said about the teachers' social status. No doubt salary has a little to do with it. The fact that a man is shut away all day from his fellows has more to do with it. A teacher who is that and nothing more is not just like other men. He is known by his watch chain if nothing else. Yet, the Free Press was right in saying that if a teacher has not good social standing it is largely his own fault. Those teachers who come out of their shells and take part in public life,

helping here a little and there a little, have no difficulty in commanding the esteem of the community. The trouble with many is that they never do more than teach school. Under such circumstances they do not have good social status, and do not deserve it. There are, of course, some in every community who judge people by their ability to spend and waste, but these are not real people at all. Their opinion may be ignored. It is only savages and uncultured people who delight in "conspicuous waste and conspicuous leisure." Among good-thinking men and women a teacher who has charm and personality is always well received. This is no argument at all for paying deserving teachers less than people in other callings, but it is said here to emphasize the fact that there are many clamoring for social recognition whose culture and personality proclaim their mediocrity. The surest way to get so-

cial recognition is to deserve it.

In the development of moral purpose there are auxiliary agencies to the school. Two of these were represented. It is clear that such organizations as the Boy Scouts and the Cadet Corps, if properly conducted, are of the highest value. A young man can do no better service to his country and can promote his own development in no better way than by taking charge of a troop of boys. The charting of the attainments of young people either according to the standard efficiency outline or the outline prepared by the National Institution for Moral Instruction of the United States is often productive of good. It saves young people from becoming one-sided. May it not be that it sometimes develops self-consciousness a little too much? A plant would not make good progress if one were always pulling it up by the roots to see how it was growing.

CODE OF PROFESSIONAL ETHICS

This will be a year of great difficulty in supplying schools with teachers. The withdrawals from the profession have been heavy for several years. The number of new teachers trained for the service, especially during the last twelve months, has been deplorably small. The competition for teachers will be so strong that the question is sure to be raised again and again of transfers and new contracts. Under circumstances of this kind it is doubly important that teachers be reminded that there is a professional code which binds them to their contracts in no less degree than the civil code binds boards of education. The Michigan State Teachers' Association received from its committee on professional code so clear a statement of the principles of action which should guide teachers that the following selected sections may be quoted:

2. A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form.

3. It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months.

4. It is unprofessional for a teacher to resign during the period for which engaged. He may rightly ask to be released, by giving notice of not less than two weeks, but must in case of refusal abide by his contract.

5. It is unprofessional for a teacher to underbid a rival in order to secure a position.

9. It is unprofessional for a superintendent or other school officer to offer a position to a teacher without first determining the willingness of the teacher's employer to grant a release.

10. It is highly unprofessional for a superintendent or other school officer to visit, with a view to employment, a candidate at work, without the permission of his or her superintendent.

11. It is unprofessional for a superintendent to refuse to aid a successful teacher in securing worthy promotion within his own or another school system.

N. E. A. Report.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

READING COURSE FOR STUDENTS WISHING TO ENTER NORMAL SCHOOL

Students will be expected to read one of the following books and to show familiarity with it on entering the Normal School. They will be given an examination by the Principal of the Normal School on the book read at the opening of the session which they at-

tend. The books are:

- (1) Jean Mitchell's School—Wray.
- (2) The Evolution of Dodd—Smith.
- (3) The Vitalized School—Pearson.

Teachers are asked to bring this to the attention of all students in Grade XI.

RE MUSIC OPTION

We are just advised by the University that they will accept the Music option in the matriculation course. The subject will be included in group (6), as shown on page 32 of the Program of Studies. This means that it may be taken in lieu of one Science, but in order to secure this option, Music must

be taken both in Grade X. and in Grade XI.

We would suggest that the subject be offered in lieu of Botany or Physical Geography in the case of a student taking four Sciences, as these students should have both Physics and Chemistry for their future progress in the University.

SCIENCE

In order to adjust the various classes to the new program for matriculation, it has been arranged with the University that students in Grade X. may take either Botany or Physics for the present school year, and students in Grade VI. may take either Physics or Physical

Geography. This will meet the situation for students taking two foreign languages.

Students taking one foreign language must complete the four Sciences, namely, Physics, Chemistry, Botany and Physical Geography for Matriculation.

CONDITIONS

Teachers are hereby advised that in future candidates in Grade X. will be promoted to Grade XI. on condition that they have failed in but one subject. It has been found that the average candidate carrying two conditions

from Grade X. is not able to remove these conditions and to cover successfully the Grade XI. course in one year. This regulation will apply to the examinations of 1920.

NOTICE TO PRINCIPALS RE SUPPLEMENTAL EXAMINATIONS

Principals of schools in which there are students who have Grade X conditions to remove in December should not fail to notify the Department of this, mentioning the student and the subject on which he has to write. This notification should reach the Department early in November so that arrange-

ments may be made for the setting of papers.

All teachers should arrange for the writing of Grade VIII conditions in accordance with instructions sent from the Department to the various students last summer.

NORMAL COURSE FOR RETURNED SOLDIERS.

There will be held in St. Boniface Normal School Building, under the direction of the principal and faculty of the Winnipeg Normal School, a special course for returned soldiers covering a term of fifteen weeks. This course will open January 5th, 1920. Students will be admitted who have standing equivalent to Grade X or the old third class non-professional certificate.

A loan will be made to those desiring it to cover the cost of taking the course.

Advances will be at the rate of \$50.00 per month not exceeding a total of \$200.00 to any one person, and repayment may be made on easy terms.

It is hoped that the teachers will endeavour to interest those returned soldiers suited to the work, in this proposal. Some thirty returned soldiers have already availed themselves of the offer.

R. S. Thornton,
Minister of Education.

DRAWING.

No text books will be used in this subject for the year ending June 30th, 1920, but instead teachers will be guided by a syllabus which will appear from

time to time in the pages of this journal. All tests and examinations will be based on this outline.

MATRICULATION REQUIREMENTS IN SCIENCE.

The following is an extract from an official statement by the University Registrar in regard to Matriculation requirements under the new curriculum.

A student in Grade XI during the current school year who has taken two languages in Grades IX and X should take, if he continues the two languages, one Science. If he drops one language

three sciences will be required, that is to say, the principle of the equivalence of two sciences with one language will come into play. The Botany that he has already taken in Grade X is of course not available in the new selection and the elementary science of Grade IX does not receive recognition on the matriculation programme at all.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

TEACHERS' SALARIES.

The sittings of the Commission on Teachers' Salaries, etc., which have been held in different parts of the province, have brought out that teachers and trustees are unanimous that the salaries of the teachers must be raised.

The improvement of administration under a Municipal School Board has also been strongly emphasized at all the sittings.

The need of teacher's residences so that the difficulty of a boarding place

for the teacher, which at the present time is a very live question, might be overcome, and more permanency for the teacher thereby obtained.

We trust that the result of the work and findings of the commission will result in still closer co-operation of trustees and teachers, and that the education of our boys and girls in all parts of the province may be more efficient, and more thorough.

H. W. Cox-Smith.

TEACHERS' SALARIES

Wanted, at once, a teacher for _____ S.D. No. _____, with second or third class certificate. Apply, stating salary and experience, to R. H. B., secretary., — P.O., Man.

This is from the Free Press of today. Why not be consistent? Here are a few suggestions:

Wanted, at once, a minister for All Sinners' Church. Apply, stating salary and experience, James Skinflint (deacon).

Wanted, at once, a wife. Must be refined, able-bodied, intelligent, fit for all

kinds of work (indoors and outdoors), angelic, beautiful and economical. Apply, stating salary, J. Cut-em-down (bachelor).

Wanted, at once, a mother for a family of little children. Must have attended cooking school and parents' institute. Apply, stating salary, to A. Trustee (widower).

Wanted, at once, manager for a large farm. Must have attended Agricultural College, and have had experience in farming. Apply, stating salary, A. Farmer (retired).

DATES OF ANNUAL MEETINGS OF LOCAL SCHOOL TRUSTEES' ASSOCIATIONS OF THE PROVINCE OF MANITOBA, FOR SEASON 1919-1920

Subject to change

November 1919

- Dec. 10 Inwood.....Inwood
- Dec. 9 Fisher Branch.....Fisher Branch
- Nov. 12 Bifrost Assoc.....Arborg
- 13 Rockwood.....Teulon
- 11 Moosehorn.....Moosehorn
- 12 Ashern.....Ashern
- 13 Ericksdale.....Ericksdale
- 14 Coldwell.....Lundar
- In January date not set.
- Swan Valley.....Swan River
- Ethelbert.....Ethelbert
- McCreary.....McCreary
- Ochre River.....Ochre River
- 18 St. Andrews.....Selkirk
- 19 Gimli.....Gimli
- 20 Assiniboia.....Winnipeg
- 21 St. Clements.....Libau
- 25 Miniota, Hamiota and Blanchard.....Hamiota
- 27 Daly-Rivers.....Rivers
- 25 Brokenhead.....Beausejour
- 26 Whitemouth.....Whitemouth
- 27 Hazelridge.....Hazelridge
- 28 Dugald.....Dugald
- 29 Manchester (Franklin)
.....Dominion City

December 1919

- Dec. 2 Dauphin.....Dauphin
- 3 Gilbert Plains.....Gilbert Plains
- 4 Grandview.....Grandview
- 5 Shell River-Hillsburg.....Roblin
- 3 Langruth.....Langruth
- 2 Lorne.....Somerset
- 3 Argyle.....Baldur
- 4 Stratcona.....Belmont
- 9 Westbourne.....Gladstone
- 10 Lansdowne.....Arden
- 11 Langford-Rosedale.....Neepawa
- 12 Minto-Odanah.....Minnedosa
- 10 Russell-Silver Creek.....Russell
- 11 Rossburn.....Rossburn
- 9 Saskatchewan-Harrison
.....Basswood
- 10 Strathclair.....Strathclair
- 11 Shoal Lake.....Shoal Lake
- 12 Birtle-Ellice.....Birtle
- 16 North Norfolk.....Macgregor
- 17 North Cypress-Carberry
.....Carberry or Wellwood
- 16 Macdonald.....Sanford
- 17 Dufferin-Carman.....Carman
- 18 Roland.....Roland
- 19 Thompson.....Miami

January 1920

- Jan. 13 Grey.....Elm Creek
- 14 South Norfolk.....
-Treherne or Rathwell
- 15 South Cypress-Victoria
.....Stockton
- 16 Oakland.....Nesbitt
- 13 Rhineland-Morris.....Gretna
- 14 Stanley.....Morden
- 15 Pembina.....Manitou
- 16 Louise.....Pilot Mound
- 14 Cornwallis-Whitehead-Elton
.....Brandon
- 15 Oak Lake-Woodworth-Sifton
.....Oak Lake
- 16 Archie-Wallace.....Elkhorn or Virden
- Jan. 20 Roblin Municipal.....Cartwright
- 21 Turtle Mountain.....Killarney
- 22 Morton.....Boissevain
- 23 Whitewater-Riverside.....Minto
- 20 Brenda-Winchester.....Deloraine
- 21 Edward-Arthur.....Melita
- 22 Pipestone-Albert.....Reston
- 23 Portage la Prairie.....Portage la Prairie
- 27 Cameron.....Hartney
- 28 Glenwood.....Souris
- 29 Woodlands.....Woodlands
- 31 Rosser.....Rosser

Dates to be arranged for the following local associations of Kildonan, St. Paul, Ste. Rose du Lac, Tache and Ste. Anne.

As the harvest and threshing is considerably earlier than usual this year, the dates of the Annual Meetings have also been made earlier. We will probably have milder weather for the most of them, than if they were held about the usual time, and the attendance at the meetings should be better.

Kindly make a note of the date of your own meeting.

Special Articles

THE PROGRAMME OF STUDIES READING

Teaching children to read is teaching them to get thought from the printed page. When they do this quietly, at their seats or at home, it is known as silent reading. When the pupil reads aloud the words of the book it is termed oral reading. When he does this at sight it is termed sight reading. When he acts out what he has read it is called dramatizing. Dramatizing may be in the words of the book or in the pupil's own words. Reading may go hand in hand with the study of any or all of the other subjects of the programme. Thus we have literary readers, geographical readers, science readers, historical readers, etc. The ordinary school reader usually has literary selections as its foundation, and hence teaching reading is often confounded with teaching of literature. In the present outline all the exercises usually connected with reading will be referred to, and for the sake of convenience the grades will be considered in order.

Grade I.

Texts—The following eight books give a fair idea as to the amount a pupil may read in class during his first school year: Brooks' Primer, Bass Primer, Natural Method Primer, Beacon Primer, Manitoba I., Free and Treadwell Primer, British Columbia I., Natural Method I., and Tales of Bunny Cottontail.

Supplementary Texts—The following texts are very suitable for pupils of this grade: Primers—Wheeler, Art Literature, Outdoor Wide Awake, Alexandra, Brownie, Aldine, Folk Lore, Elson-Runkel, Bendér, Young and Field; Baker, Cyr, Sunbonnet Babies, Picture Story Hour, Rhyme and Story, Riverside. **First Readers**—Wheeler, Art Literature, Wide Awake, Aldine, Folk Lore, Beacon, Summers, Child Classics, Free and Treadwell, Child Life. **Other Texts**—Bunny Cottontail, Bunny Boy and Grizzly Bear, Boy Blue and His

Friends, Polly and Dolly, Action Imitation and Fun Series.

The following books contain stories that may be told to children: Children's Hour, Bailey, I. and II.; Tell Me Another Story, Bailey; Stories Children Need, Bailey; For the Children's Hour, Bailey and Lewis; Worth While Stories, Evans; Story Hour, Wiggins and Smith; Story Garden for Children, Lindsay; Mother Stories, Lindsay; Stories to Tell Children, Bryant; Stories to Tell the Littlest Ones, Bryant; Bible Stories; In the Child World, Pulsson; In Storyland, Eliz. Harrison; First Book of Stories, Cré; Tell It Again, Dillingham.

The following are good for memorizing: Bed in Summer, Windy Nights, My Shadow, The Cow, The Swing, The Wind, What Does Birdie Say? Sleep, Baby, Sleep, The Snow Bird, Daisies, Selections from Hiawatha, Nursery Rhymes, Seasonal Poems.

The following are good stories for dramatizing: Chicken Little, Three Little Pigs, Little Red Hen, Three Bears, Pig Brother, Crane Express, Lion and Mouse, Three Billy Goats, Fox and Grapes, Peter Rabbit, Black Sambo.

The order of phonic teaching and the method of teaching lessons in the First Reader is given in the Normal Bulletin No. 2 B.

Grade II.

The following have been found to be suitable text-books for class study: Manitoba II., British Columbia II., Aldine II., Art Literature II., Progressive Road II., Free and Treadwell II.

The following are good for supplementary reading: Lights to Literature II., Victoria II., Peter Rabbit, Black Sambo, Stories of Other Lands, Red Children, Fifty Famous Stories, Benjamin Bunny, Hans Andersen's Tales, Pie and Patty Pan, Dutch Twins, First Book of Poetry, Katherine Dopps' Three Books, Wigwam Stories.

The following may be used by the teacher as basis for story-telling: The Stories of Grade I., Bible Stories, How Fire Came to the Indians, How Evergreens Keep Their Leaves, The Fox's White Tail, Home of the Swiss Baby, Little Lame Prince, Rip Van Winkle, Bruce and the Spider, King's Daughter Who Laughed, Wise Men of Gotham, How Elephant Got Its Trunk, Phaeton, Ugly Duckling, Hero of Haarlem, Midas, Piccola, Why Sea Is Salt, Home of Japanese Baby, Androcles and the Lion, Elves and Shoemaker, Cinderella, How Cedric Became a Knight, Philemon and Baucis, Pied Piper, Pandora's Box, Epaminondas.

The following are suitable for memorizing: Blow Wind Blow, Where Go the Boats, Six Selected Lullabies, October's Party, The Lamplighter, Land of Counterpane, Pussy Willow, Night Wind, Brown Thrush, Seven Times One, We Thank Thee, The Little Seed, Five Little Chickens, Owl, Hiawatha, Autumn Fires, Fairies, Thanksgiving, Rock-a-by-Lady, The Wind, Golden Rod, Sweet and Low, The Blue Bird, Selected Poems from Readers.

The following have been found suitable for dramatization: Running Away, Lion and Mouse, Fox and Grapes, Hare and Tortoise, Hero of Haarlem, Lombardy Poplar, Honest Woodman, Foolish Pine Tree, Bat, Bird and Beast, Evergreens, Wolf and Kids, Ant and Mouse, Magpie's Lesson, Billy Binks, Drowning of Mr. Leghorn, Wind and Sun, Sleeping Apple, Four Musicians, Sleeping Beauty, Epaminondas, Hansel and Grethel, Shoemaker and Elves, How They Run, Johnny Cake, Belling the Cat, Little Shepherdess, Rabbit and Turtle, Red Hen.

Grade III. and Upwards.

The programme for succeeding grades has been worked out, but is not given in this issue because of lack of space. Should teachers wish it the list will be printed in another number of the Journal.

The first aim in teaching pupils to read is to develop their power to get

thought from the printed page. It is very easy to get thought in narration, not quite so easy in description, and not quite so easy in description. Some can not follow the wording of a problem in arithmetic, and some fail to read when a statement is made in abstract terms. Some read words without thinking of their meaning; others as they read criticize the statements made, or seek to find how such statements may be applied to actual situations.

A good rule in the reading of a prose selection is to take the following steps: 1. Read reflectively so as to get a general idea of the thought. 2. If the selection is worth it, read a second time, jotting down (mentally or on paper) the order of the thought. 3. If the thought is directive, that is, if it is such as bears upon action, read critically, and finally (4) See how it may be applied to life situations.

For example, take the following selection from Jane Addams "Democracy and Social Ethics":

"To attain individual morality in an age demanding social morality, to pride one's self on the results of personal effort when the time demands social adjustment, is utterly to fail to apprehend the situation.

"It is perhaps significant that a German critic has of late reminded us that the one test which the most authoritative and dramatic portrayal of the Day of Judgment offers, is the social test. The stern questions are not in regard to personal and family relations, but did ye visit the poor, the criminal, the sick, and did ye feed the hungry?"

"All about us are men and women who have become unhappy in regard to their attitude toward the social order itself; toward the dreary round of uninteresting work, the pleasures narrowed down to those of appetite, the declining consciousness of brain power, and the lack of mental food which characterizes the lot of the large proportion of their fellow-citizens. These men and women have caught a moral challenge raised by the exigencies of contemporaneous life; some are bewildered, others who are denied the relief

which sturdy action brings are even seeking an escape, but all are increasingly anxious concerning their actual relations to the basic organization of society.

The test which they would apply to their conduct is a social test. They fail to be content with the fulfilment of their family and personal obligations, and find themselves striving to respond to a new demand involving a social obligation; they have become conscious of another requirement, and the contribution they would make is toward a code of social ethics. The conception of life which they hold has not yet expressed itself in social changes or legal enactment, but rather in a mental attitude of maladjustment, and in a sense of divergence between their consciences and their conduct. They desire both a clearer definition of the code of morality adapted to present day demands and a part of its fulfilment, both a creed and a practice of social morality. In the perplexity of this intricate situation at least one thing is becoming clear: if the latter day moral ideal is in reality that of a social morality, it is inevitable that those who desire it must be brought in contact with the moral experiences of the many in order to procure an adequate social motive."

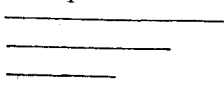
An older pupil reading this might on the first perusal get the idea that the old individual test of morality is insufficient and that the social test is higher, and that many people feel it so. This would be satisfactory as far as it goes, but it should be followed by a detailed analysis such as this:

1. The insufficiency of individual test.
2. The Scriptural test—(Day of Judgment).
3. Men and women questioning their own attitude.
4. The attitude they hope for.

Then perhaps the thought as thus outlined might be debated. Is it true in the reader's own experience? And, if so, what use should be made of it? How will it apply to conditions in the community just now?

Now if the selection were from a history it would not be necessary to take more than the first two steps, but no pupil can be said to have read the text unless he can reproduce in outline or in his own words the substance of the chapter studied. Reproduction is a necessary part of the knowing act.

The need of restatement by the pupil in his own words or in some other form, such as a diagram or outline, is necessary in other cases, even such a case as arithmetic. It is well known that failure in this subject arises in many cases from inability to listen to or read problems. Consider, for example, the case of the following:

Divide \$540 among three persons, so that the first will have \$48 more than the second and the second \$75 more than the third.—Some pupils on reading this question get no more out of it than sounds of words. They form no picture. Hence instead of proceeding to a solution they keep repeating \$540—\$48 more—\$75 more. This they say over and over again in the hope that something will grow out of it. Instead of this the question should call up a definite picture of some kind such as  where the lines represent the shares of the three persons. Where pupils make a diagram in this way they rarely fail to solve the problem, because they have read a meaning into it. As a matter of fact, the arithmetic lesson and the grammar lesson are of particular value in training pupils to get thought from the printed page.

In reading a selection of literary beauty, all that has been said so far may still hold true, only that very often the selection may be introduced to the class as a reading by the teacher, and in the discussion of it emphasis may be placed on word-study.

Reading, then, is the art of getting thought from the printed page. One proof of thought-possession is ability to read expressively. Here, again, it is a matter of emphasizing thought. No

good oral reading is based on mere imitation. The teacher is hopelessly wrong who measures the oral reading of the pupils by their approach to her own standard. The question is not "Do the pupils read like the teacher?" but "Do they express the thought and feeling of their own minds?" A good teacher does not work for expression, but aims to make such an impression that good expression is bound to result.

In reading, as in speaking, clear enunciation and musical speech are to be held in high esteem. The schools cannot be excused if they fail to develop in the pupils habits of correct speech. It is an easier task to accomplish this aim through the reading exercise than the speaking exercise.

The rate at which pupils read is a matter of importance. Any teacher who watches the best students carefully will observe that there is a best rate, which is not too fast nor yet too slow. It is easy to speed up the slow readers, and not difficult to slow down the quick readers.

Silent reading is so important in life that much attention should be given to it. A pupil may read a chapter and give the thought in his own words, without any attempt at oral reading. It would not be wise to treat selections of high literary merit in this way, since much of their value is in the music of the words.

SUGGESTED OUTLINE OF DRAWING FOR UNGRADED SCHOOLS

By the City Supervisors

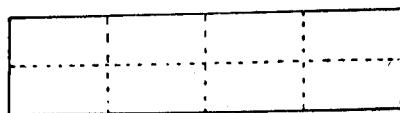
Color Theory and Design

Grades I, II, III and IV.—Teach tints and shades in their relation to the standard colors. Apply tints and shades of a color to the making of a rug and a tile, also to Christmas boxes, booklets, etc. See detailed drawing outline and choose suitable exercises.

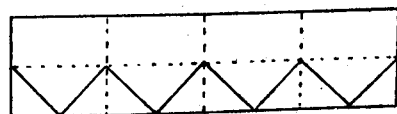
Grades V and VI.—Teach tints and shades together with standards, making value scales in color and in pencil. Teach hues of color. See drawing outline for suggested exercises. Apply colors to exercises in Design, e.g.: Bags, bonnets, collars, etc.

Grades VII, VIII and IX.—Review greying of colors [See Sept.-Oct. exercises in Journal.] Work out color schemes using complementary and analogous colors [See Sept.-Oct. programme.] Apply color schemes to the making of a design unit from a natural form, and in applying Design to the decoration of a border with a corner turning.

Grade IV A Christmas Bon-Bon Box.



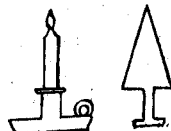
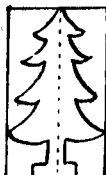
3" x 12" Paper Fold on dotted lines



Cut on lines.



Christmas symbols for decorative purposes.



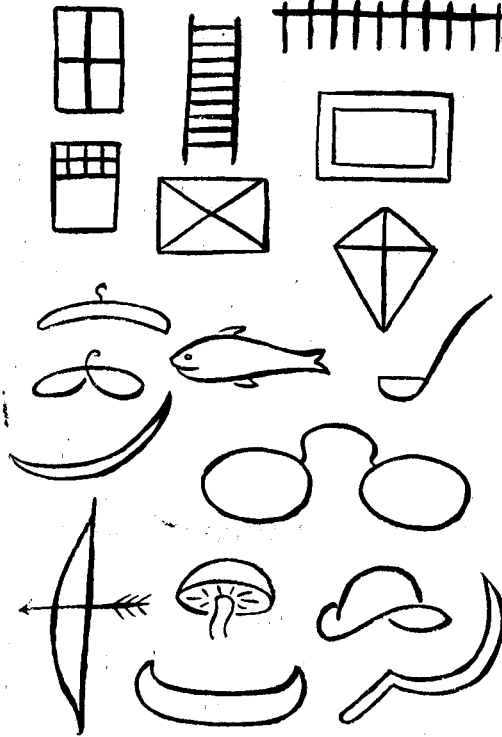
DRAWING OUTLINE

Grade II.—Teachers should make large 6 color chart [4" circles] colors

a rug. (Practice work only, do not keep.)

GRADE II Suggestions for free arm movement and brushwork exercises.

Nov. 4. (a) With brush and color tint an oblong shape for a rug **without** folding the paper or pencil guide lines. (b) Decorate ends or centre. (Original design.) (c) Review.



Dec. 1. (a) **Card.** Upon manilla paper practise painting Christmas symbols, bells, trees, holly, etc. Let children work from drawings on black-board. See diagram. (b) Make a simple booklet of 4½"x6" grey cross section paper and construct envelope from manilla paper. Decorate. (c) Review.

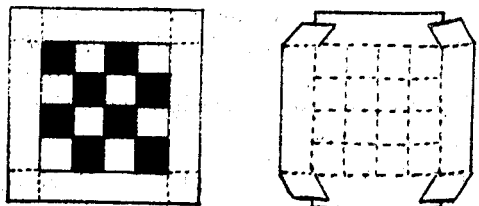
Dec. 2. (a) **Box.** Tint a horizontal strip of manilla paper 12"x3". (b) Crease lengthwise once and crosswise twice. Decorate three of the upper oblongs with Christmas symbols. Construct box. See diagram. (c) Review.

Dec. 3. (a) **Place card.** Tint 4½"x6" manilla paper. (b) Fold lengthwise and cut or tear to make two place cards. Decorate. See page 26 Graphic Drawing Book 1. (c) Review.

Grade III.—Teachers should make large 6 color chart, 4" circles, for use in the schoolroom. Use 4½"x6" paper unless otherwise directed. Each child should have a ruler. All work should bear pupil's name, school and grade in lower left hand corner on front of paper, with date at right.

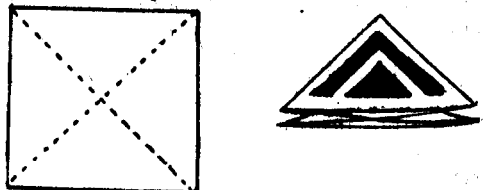
Nov. 1. (a) Oral review lesson, with color chart, on primary and secondary

GRADE III. Diagram for box



L.I.D.

GRADE III. Diagram for Blotter Pad corner.



at full strength for use in schoolroom. Use 4½"x6 manilla paper.

Have children sign name, school and grade at back of paper [Grade II only.]

Aim of work. To secure proportion, good placing and cleanliness.

Nov. 1. (a) Exercise on the making of a tint. Make a pale blue wash on 4½"x6" paper. (b) Free arm movement or brushwork exercise. See diagram. (c) Make a pale green wash.

Nov. 2. (a) Paint blue and green washes on same sheet for a landscape. See Text Book of Art Education Book 1. (b) Paint yellow or orange sky with green or brown land. (c) Review either of the above.

Nov. 3. (a) Free arm movement or brushwork exercise. (b) **Rug.** Fold 4½"x6" paper into 16 oblongs, tint the 4 central ones. Keep for next lesson. (c) Dictate the decoration of the ends or centre of above painted oblongs for

(standard) colors with reference to tints of the same. (b) Practice lesson to illustrate the production of a standard color and a tint of the same. (c) Review with another color.

Nov. 2. (a) Teach terms horizontal, vertical, oblique and angle. (b) Brushwork exercise on horizontal, vertical

**BRUSHWORK EXERCISES
GRADES III-IV.**



and oblique lines. See diagram. (c) Review terms as above and measurements on ruler (inches and half inches.)

Spelling Booklet

Nov. 3. (a) Fold a sheet of printers' paper lengthwise down the centre for booklet cover. Upon one side of the paper set off inch spaces on the long edges. On the short edges, set off spaces of one half inch and one inch alternately. Rule horizontal and vertical lines from point to point to form a checked pattern. (b) Shade portions with ruled strokes to bring out pattern. (c) Construct a booklet for spelling using printers' paper folded lengthwise, and the above cover.

Blotter pad with corners

(See diagram)

Nov. 4. (a) Measure, fold and tear, or cut, four 2" squares of manilla paper. Crease on diagonals on one side. Turn paper over and crease on one diameter. Open paper and bring ends of diameter together, so that two triangles result. Press triangles together to make a corner of a blotter. (b) With portfolio card 8"x4" and a blotter of the same size, make a blotter pad, pasting on the corners on the under side. (c) Decorate the corners.

Box or Basket

(See diagram)

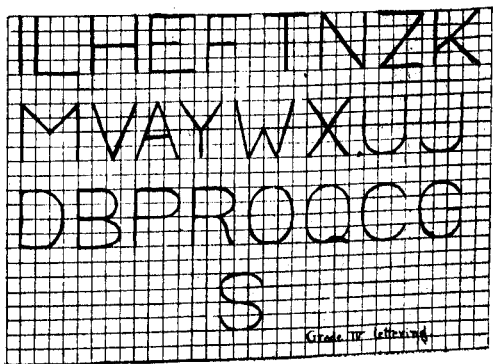
Dec. 1. (a) Rule and prepare 6"x6" manilla paper for a box or basket. (b) Construct. (c) Decorate.

Booklet with Christmas Tree decoration

Dec. 2. (a) Fold a 4½"x6" paper crosswise to make booklet cover 4½"x3". Half an inch from the top rule two horizontal lines half an inch apart. One inch from the bottom rule two horizontal lines half an inch apart. Rule two vertical lines one inch from either side and one inch apart. In the middle of the oblong formed, draw a vertical line, one and a half inches long, taking care not to let either extremity touch the horizontal lines. (b) Tint the whole cover. (c) Decorate the spaces at top and bottom with a simple brushstroke pattern. Use the standard of the tint already used. Color centre line for stem of tree. Paint branches with brushstrokes. Demonstrate method on blackboard.

Grade IV.—Class should have color chart at hand as directed in September Journal. Use 4½"x6" or 6"x9" paper as specified. All work should bear pupil's name, school and grade at lower left hand corner with date right.

Nov. 1. (a) Teach the terms horizontal, vertical, oblique and angle. (b) **Lettering.** Have large line letters placed upon blackboard. See diagram.



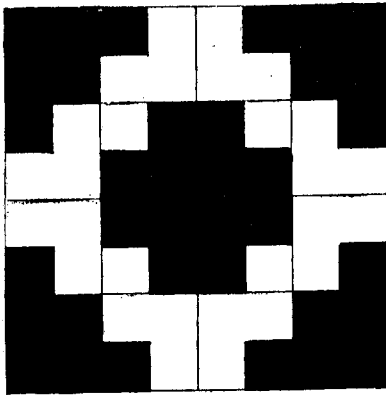
Lesson on making the letters composed of horizontal and vertical lines only. Use pencil and grey cross section paper. No rulers. Aim at a thick, soft, broad line. (c) Lesson on making letters containing oblique lines.

Nov. 2. (a) **Tile.** On 4½"x6" manilla paper rule a square 4"x4" for a Tile and rule into 16 squares. (b) On

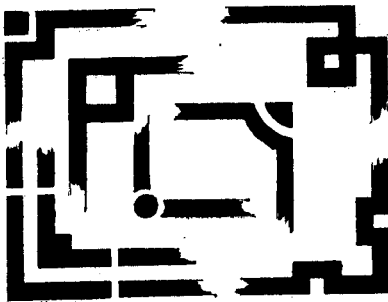
the above dictate a simple geometric pattern. See diagram. Shade pattern with pencil. (c) Repeat with an original tile design and color the square with a tint.

Nov. 3. (a) Color the design for a tile with a shade of the color used. (b) Review. (c) Review.

Nov. 4. (a) Practice work. Practise horizontal and vertical brush strokes



Suggestion for Tile design. Grade IV



Suggestions for treatment of corners. Grades IV, V.

in color. (b) Upon $4\frac{1}{2}'' \times 6''$ paper rule an oblong with double lines a $\frac{1}{4}''$ or less apart. Practise painting a color within these lines to form a band decoration suitable for a purse to be made later. See suggestions for treatment of corners in diagram. (c) Review.

Dec. 1. (a) **Purse.** Tint $6'' \times 9''$ manilla paper. (b) On colored side of the above rule lines half an inch from the edge of both long sides. With colored side placed face downward on desk, turn half inch folds inwards on long sides. Measure $3\frac{1}{2}''$ from one end of paper on each of long sides. Crease paper across at these points (envelope

style). Turn down the two remaining inches to form a flap. Fasten sides of purse together by pasting on the turnings. Paste turnings down, like above on edge of the flap. Decorate with a simple ruled line border in color as practised above. (c) Review.

Dec. 2. (a) Review straight line letters. (b) Lesson on making letters with curved lines. (Construct vertical and horizontal portions first then add curves. (c) Review.

Calendar

Dec. 3. (a) On $\frac{1}{3}$ of a sheet of grey cross section paper, placed vertically practise making a border decoration with color or pencil. See diagram on corners. (b) Review above in color for final work. (c) Decorate the upper part with a Christmas symbol and place small calendar pad in lower portion, or paper suggestion for same.

CUT 7

Grade V.—Use $6'' \times 9''$ paper except where otherwise directed. All work

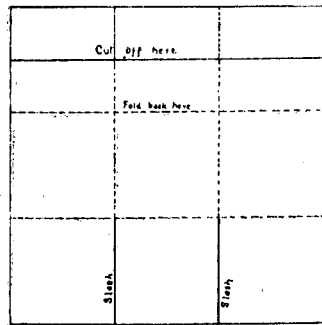


Diagram of Dutch Bonnet. Grade V

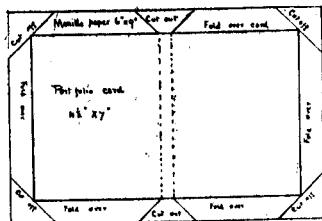
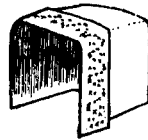


Diagram for Booklet cover. Grade V.

should bear pupil's name, school and grade at lower left hand corner, date

at right. Class should have large color chart at hand as made in September.

November Practice.—**Cross stitch pattern.** Dictated lesson.

1. Take a strip of 9"x2" white cross section paper. Find centre and fill in the central squares with cross stitches to form a cross. (Vertical or diagonal.) Add to, or modify, this cross to form a design unit. Repeat in both directions to form a border.

2. Make an original border for working in cross stitch.

Problem.—**Bag.** Near the bottom of a sheet of 6"x9" manilla paper rule horizontal and vertical lines $\frac{1}{8}$ of an inch apart to form cross sections according to width of border already planned. Work out the pattern in light pencil lines. Tint the whole of paper and color the pattern with a shade. Cut out shape of bag if desired.

Dutch Bonnet. See diagram. Square a sheet of 12"x9" manilla paper into 9"x9". Rule into 9 three inch squares. Cut off from one side a strip 1 $\frac{1}{2}$ " wide. Fold the remaining 1 $\frac{1}{2}$ " strip backwards upon bonnet and decorate with a cross stitch border as on bag. Complete in color. Slash the two corner squares at the back. Flaps may be allowed for constructing.

December Practice.—**Color Harmony.** Upon 6"x9" manilla paper, placed vertically arrange 3 horizontal oblongs 3"x1 $\frac{1}{2}$ " towards the left side. On the same sheet make 3 small oblongs 1"x $\frac{1}{2}$ ", each small oblong to be placed to the right of a larger one. In the large oblongs show a tint, a standard and a shade of the same color. In the smaller ones show corresponding tones in pencil shading. Repeat the exercise using another color.

Practice.—Preparatory exercise for Booklet. Upon 4 $\frac{1}{2}$ "x6" manilla paper rule an all round border with double lines about $\frac{1}{8}$ of an inch apart. Emphasize corner by various modifications viz: breaks, added shapes, etc. See diagram. Practise making a small geometric unit not more than 1" in size, this can be practised upon a $\frac{1}{4}$ sheet of white cross section paper and kept for future use.

Problem.—Construct a Booklet. See diagram. Use Portfolio card 4 $\frac{1}{2}$ "x7" and 6"x9" manilla paper (previously tinted.) Decorate with an all round border as practised and a geometric unit. Place unit slightly above centre of Booklet.

Grade VI.—Use 6"x9" paper unless otherwise directed. All work should bear pupil's name, school and grade at lower left hand corner, date at right. Class should have large 6 color chart on hand in schoolroom as made in September.

Nov.-Dec.—Color exercise to illustrate hues of color. Upon 4 $\frac{1}{2}$ "x6" manilla paper make simple shapes, circles, oblongs, etc., of about an inch to form the corners of a triangle. In the upper shape paint standard yellow. Beneath this show (1) yellow with a little green added, (2) yellow with a little orange added. Repeat this exercise on another paper of the same size, using another color and its neighbors [hues.]

Problem.—Have the class complete the large color chart by the addition of hues of color in their logical positions between the standards. Proceed as in exercise in September.

Practice.—**Unit making.** (Precede the unit making by tearing or cutting squares of printers' paper into simple patterns to illustrate mass and space. Amount of mass should equal amount of space in this exercise.) From squares, circles and triangles of about an inch (not larger), make units of design by modifying their outlines and breaking up their masses. Practice lessons should be worked upon 4 $\frac{1}{2}$ "x6" manilla paper in pencil with masses filled in.

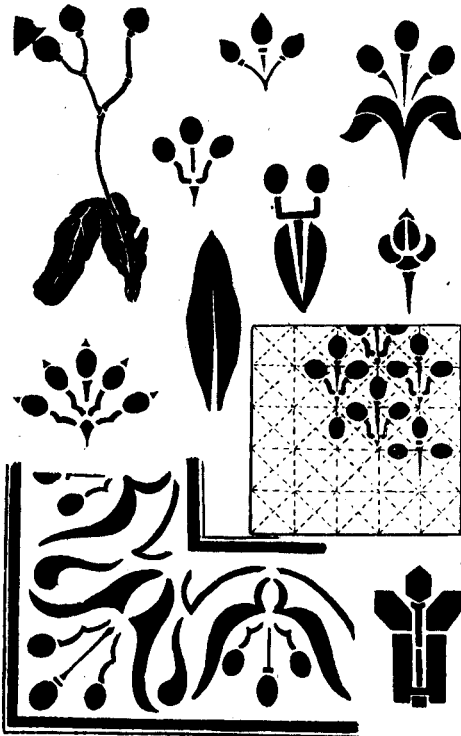
Problem.—Upon the upper third of 6"x9" manilla paper, placed horizontally, show three different units, variously colored (use hues and their complementaries.) Upon the lower two thirds work out a border using one of the units previously planned taking care to have border show repetition, alternation, variety and rythm. (Use 3 or 5 units.)

Problem.—**Telephone Pad.** Construct a telephone pad using 6"x9"

manilla paper (previously tinted) and Folio card 5"x8" for the foundation. Decorate with one of the units previously planned.

Grades VII and VIII.—Use 9"x12" paper, unless otherwise directed. Name of pupil, school and grade should ap-

Harwood Seed



Design suggestions from Harwood, Grades VII, VIII.

pear at lower left hand corner of each paper, date at right. Class should have

complete color chart at hand as made in September.

November Practice.—Design Units. Exercise to illustrate mass and space. Square a sheet of printers' paper, fold into quarters, fold the resulting small square on the diagonal from centre to corner. Cut or tear out portions of the folded paper to form a pattern with about equal divisions of mass and space. This should be taken as a short exercise preliminary to the first lesson in unit making and should occupy but a few minutes.

November Problem.—Unit making. See September and October Journals. Upon manilla or printers' paper practise making design units of various shapes from drawings of parts of plants previously made. Units not to exceed 2 1/2". Also specimens of pupils' work on 14"x11" cards. Try to think in terms of mass and space. See diagram.

December Problem.—Corner turning with single unit showing on same sheet. Aim to show application of unit adapted to border and corner, also application of color scheme made in October. Design two borders (not necessarily with different units—variety may be obtained in the coloring) for a square corner. Unit used should appear well placed upon same sheet. Color both unit and border according to one of the color schemes. See examples of corner turning on diagram.

CORRELATED MATHEMATICS

By H. R. Kingston, University of Manitoba

With most of us, Algebra with arithmetic constituted our entire mathematical study for the first year or possibly two years, of High School. And what algebra it was! It is probably difficult for us now to realize fully the feelings that same over the average High School student as he slowly and painfully dragged himself over the scores of pages of abstract algebra at the beginning of the text. We,—teachers of Mathematics—probably had a special liking for the subject during our High School days and enjoyed the manipulation of ax^2 and by^3 and x^2-y^3 , etc. But what of the average student (mathematically speaking)? It seems to be a fact that if a student takes a dislike to mathematics he usually dislikes it very strongly. I trust that the other side of the picture is true also, that a liking of mathematics deepens progressively into a real appreciation of its beauty and power and begets a desire to explore its realms further.

With many of us it was a case of manipulating abstract symbols for at least several weeks before any use was made of this manipulation in the real business of algebra, namely the solving of equations. We added, subtracted, multiplied and divided. Then we factored, factored, factored, and of course, we could not leave this subject incomplete in any way but must go straight through practically all the types such as the incomplete squares $x^2 + x^2y^2 + y^2$, the harder cases of grouping, and $x^m - y^n$, etc. Now all this was fun and pastime for the student who liked this sort of mechanical work. But I ask again "What of the poor unfortunate (mathematically speaking still) scholar who did not see any fun whatever in working, so to speak, for the work's sake?" No one seemed to think of leaving the harder parts to a later date when greater maturity had been acquired. What a breath of fresh mathematical air seemed to blow over us, even us, who liked mathematics, as we started into equations and still more as we expressed

story problems by means of algebraic equations and found that we had within our grasp a real and powerful instrument for solving "really and truly" problems. The story is told of a young man who went to a violinist to be taught to play that wonderful instrument. The master agreed to teach him on the condition that he would carry out without question the instructions given. The young man agreed to this and was soon practicing the scales. This he continued to do, month in and month out and finally he began to long for some music to play, but each time the teacher gave him only a new and harder scale to master. After several years of this monotonous practice and seeming goal-less labor, the student one day in desperation, asked when he was going to begin to **play**. The master replied by placing a sheet of music before him and lo! he could play and was already on the way to success.

Now, most scholars feel much as this young man did; and further, and what is still more serious, most students that we received these days are not trained in any such schooling as this; indeed, we now start to teach in the earlier days by **playing**—and surely that is the sane way to begin, otherwise too much of the joy and buoyancy of childhood years are repressed. But then how can we expect the average boy or girl to take a keen interest in the mere juggling of symbols for several months at a stretch without seeing some **use** to which it may be put. These are days when we are thinking hard and are being pressed on one side by the practical and the concrete, while on the other hand, we do not want to give up our ideals of working for mental discipline. But cannot and ought not, these to go hand in hand? To this end, simple equations have fairly recently been given a big boost towards the beginning of the book, and I think we will all say "rightly so," and the real business of our abstract labors is now shown up at an early date and the student now says "Oh, they haven't

been working me merely to keep me busy and out of mischief, but now I am enabled to do some real things for myself"—and this the average young person likes. This has been a marked advance. Moreover, it gives the more difficult parts of several topics a few weeks' hoist at least. And there are some topics which should get a few years' hoist—**long division**, for example. Where is it ever of any use except in the case of finding the H.C.F. in difficult cases, which, to my mind could well be dispensed with.

Again, why not take only the simplest cases of factoring the first year and leave the harder types till the student has gained greater maturity. This will leave time during the first year to introduce other, more interesting, and less difficult topics. This **spiral method** of procedure, it seems to me, will take much of the dissatisfaction out of our High School mathematics course.

Then too, we have been getting away from the uninteresting story problem and have been bringing in examples that appeal to the student as having some connection with his life as a normal, healthy, human being,—and may this be ever encouraged!

It is these last two points, namely, the **spiral method** and the **concretes** that I wish to use as "jumping off" points for this paper. By pushing many of the harder topics on to a later date we leave space to introduce some of the much more easily understood simple work in geometry; and at the same time, we gain entrance to a field abounding in excellent concrete and vital problems.

Quite a number of attempts have been made during the past few years to meet this desire on the part of a large and increasing number of mathematics teachers. Sometimes the result has been portions of geometry sandwiched in here and there, mostly by way of illustration. Even though there is no closer connection between the two subjects as thus treated, I should think this much was better than no geometry at all during the first year. But it seems to me that the geometry may well be introduced here for its own

sake, for the sake of the field that it opens for concrete problems, because of its fitness for students at this stage, and because of the stimulation to algebraic work which it gives, and for other reasons to be mentioned later.

There are many students who dislike algebra, but like geometry, and while each is kept in a watertight compartment this state of affairs is likely to continue and become more pronounced. Now suppose a student early in the year, is introduced to some simple geometrical ideas, for example, in connection with angles. Suppose we drop the x^2 and z^3 and even the simple equations for a few days, and bring our scissors to school and cut out, compare and measure angles—vertical angles, angles at the base of isosceles triangles, all the angles of a triangle, exterior and opposite interior angles, etc., etc., making free use of the protractor. Then we can easily lead to such a problem for example, as "to find each angle of an isosceles triangle if the vertical angle is 30° larger than each base angle, etc." At once the student needs a simple equation to which he has just been introduced. Will not his interest in the equation be stimulated, and is he not much more likely to develop a desire to go a little further and learn how to solve more difficult equations in order that he may be equipped with a more powerful instrument for handling more advanced problems? And at the same time, he is learning geometry and he sees that one subject helps to make the other "go," and thus each pushes or leads the other along. If this is continued for a year, say, will not the student be equipped with a much broader and more useful fund of ideas? Has he not received just as much mental training, and is he not much more likely to have developed a desire to pursue still further the study of mathematics instead of being sick of and possibly disgusted with, algebra, and deciding to quit?

The question may be raised here, "Would it not be just as effective to start the geometry and the algebra in parallel courses from the first? And would the student not see the unity of

geometry and grasp its principles as a whole, to a greater degree, if it were taught by itself?" If the end of geometry were geometry alone, this question might require a positive answer, but if geometry when worked hand in hand with algebra, illustrates its principles and furnishes incentives to its further study, then in order to stimulate the algebra and indeed to give unity to our whole mathematical course, I should say they ought to be taught in much more intimate connection than merely in parallel courses. To the question, "Would not the student do better to learn to use his algebraic instrument well and then master thoroughly his geometrical tools?" I should reply, "A carpenter apprentice does not use a saw for a month, then a plane for a month, then a square for a month, etc., but uses several or all of these on one simple piece of work at first, each instrument being an aid to the other, and then uses them again on more difficult constructions." His object is not principally to learn all about the use of the plane, then all about the handling of the saw, etc., but his purpose is to master them so as to build **houses**. Many of us remember that heavy, tedious second book of Euclid. At the end of each proposition was placed the analogous algebraic equation; for instance: "The squares on the sum of two line segments is equal to the sum of the squares on the two segments increased by twice the rectangle on the segments," at the end of which we found our attention drawn to the corresponding algebraic theorem $(a+b)^2 = a^2 + b^2 + 2ab$. I remember that this appealed to me as being very neat and interesting, but it was years afterward in University work, when I learned to actually interpret a as a line segment, ab as the area of a rectangle and abs as the volume of a cuboid. Then, at **once**, the greater part of Book II of Euclid was satisfactorily proved, without any elaboration beyond its algebraic demonstration. As much as I have always liked mathematics, that second book of Euclid is remembered to this day as a long, hard, tedious grind. And what a neat, concise way

of expressing the geometric theorem is afforded by the algebraic statement! And then when the student uses his algebra to solve problem after problem in geometrical deductions, in a concise and convincing manner, he begins to get the idea that these subjects are not really separate subjects, but should be taken together in order that each may profit by what the other has to offer and be stimulated thereby.

Another example might be given here of this close relationship. What better way is there of introducing the study of quadratic equations than by first proving Pythagoras' Theorem—inductively, of course, and then showing the need of quadratic equations to solve problems based on this theorem?

Again, is it not far better for the student to actually measure the sides of several pairs of mutually equiangular triangles and convince himself that corresponding sides are proportional and pursue the subject of similar triangles for some distance and thus be given a desire to study the manipulations in algebraic proportion, than to start into this subject abruptly from a purely algebraic standpoint? Just here we have an excellent opportunity to introduce problems on heights and distances by the shadow method, etc., and then to introduce a few of the initial ideas of trigonometry up to the solution of right triangles. The advantage of trigonometry over both algebra and geometry in this situation will make its appeal, I believe, to most students and stimulate a desire for more.

By the end of a year of such study, a student, should he be forced to leave school, would be equipped with a much wider and more useful range of ideas than had he pushed algebra right through to the bitter end, to the exclusion of geometry. True, the greater part of the geometrical knowledge has been obtained by induction, that is, by paper-cutting, measuring, etc., but with this fund of geometrical concepts the student is now in a position with his increased maturity to take up the formal demonstrations of geometry—in fact he will have gradually worked into this to some degree already. Some

examples just here of optical illusions will convince him that it is not sufficient in the long run to rely entirely upon the **appearances** of figures and to draw one's conclusions therefrom, but that formal proofs are needed to make the situation solid and sure.

In preparing this paper, the writer communicated with a considerable number of High School teachers in the United States who were trying out this correlation method. While many of these considered the present texts in correlated mathematics too diffuse in character, the majority were in favour of the principle, if the material were kept within bounds so that the student's energies are not dissipated by the endeavor to master too wide a field of ideas.

In closing then, I should like to point out the following advantages of closely relating the branches of High School mathematics including a little trigonometry and even a small portion of solid geometry.

1. Algebra and Geometry both contribute to the intellectual life of the student. Should he be forced to leave school at the end, say, of the first year of mathematical study, he takes away with him a much wider and more useful fund of experiences than would be acquired by the study of Algebra alone, such as the properties of angles, parallel lines, triangles, quadrilaterals, circles, etc., the volumes of cubes, parallel-pipeds, etc., the fundamental constructions of geometry, the uses of the protractor and of squared paper, an idea of graphs, simple methods of trigonometry, and so forth.

2. Geometric situations furnish so many excellent problems whose solutions call for considerable algebraic manipulation and thus offer the desired incentive for the further study of Algebra. The abstract Algebra is thus made to serve a practical purpose. This may indeed be the means of so stimulating the boy's interest that he may persuade himself to remain in school longer than he otherwise would do.

3. The geometric interpretations of algebraic processes make for a clearness of understanding and a keenness

of grip that mean so much in mathematical procedure.

4. The use of algebraic symbols enables a student to state a lengthy geometrical theorem very concisely, for example $a^2 = b^2 + c^2 - 2bc^1$. And further, if trigonometry is introduced the general statement $a^2 = b^2 + c^2 - 2bc \cos A$ will seldom fail to make its appeal to the student.

5. The solving of problems by various methods gives power; for example, the height of a flag-pole may be found (1) geometrically by means of a scale drawing or the shadow method; (2) algebraically (if the length of a rope is known) by solving a quadratic equation; (3) trigonometrically.

6. The inductive reasoning, by which geometric principles are discovered from a study of particular cases is stimulated and leads to a power of generalization. For example, if every member of the class measures the angles of a triangle and finds that their sum is exactly 180° or very nearly so, the general situation is readily comprehended. The student sees also here the limitations to the method of measurement and his appetite for logical reasoning is whetted. Moreover, I do not believe that geometry can be begun even a year later in a smooth and natural manner, and without giving most of the students a severe jolt, unless the inductive method is used quite considerably before starting on the formal, demonstrative proof. Is it not true that if this is not done, the pupils find themselves much at sea, and are often worried and discouraged by the first few weeks of the study of geometry, which should be, on the other hand, a real genuine delight to any ordinary student?

7. Through correlation there is presented to the student, at an early date, the simpler facts and methods from a broader field, which he can more readily master, and the more difficult processes are delayed till a greater maturity of mind enables him to cope with them successfully and happily.

8. Geometry has its own peculiar appeal and if presented inductively at the beginning, will find favour with a large

percentage of the student body. By showing the close connection between Algebra and Geometry, interpreting the Algebra by the Geometry and solving the problems of Geometry by the Algebra, some of this liking for Geo-

metry may be carried over into the Algebra, which can thereby be given a new vitality and made to present to the student mind its appeal of conciseness and power.

MODERNS' SECTION

The examiners of the Moderns' Section have submitted the following:

Grade XII. Literature A and B: (French)—In Grade XII more original work might be produced if the students did not make such free use of the rote method. A criticism of the text seems also in order—*l'Histoire de l'éducation dans la Société*—seems to have been written between 1750-1800 and is therefore rather out of date, behind the times.

Grade XI. French Grammar—The examiners suggest that the pupils would be more likely to do themselves justice on a shorter paper. Secondly, it would seem that as the greater part of the Grade XI work for the year was on the irregular verbs, there ought to have been more reference to that part of the work. Thirdly, the work of the candidates as evidenced by answers to question 5, showed that there is need of careful drill on pronouns.

Grade XI. Practical Arts French—As only eleven candidates out of forty-five obtained over 55% and a large number fell below the required 40%, it would seem that the students are rushed on from Grade IX and X before they are prepared. Before being promoted, special lessons might help them

to come up to standard. More time should be given to French: four periods per week is not sufficient.

Grade XI. German Grammar—There were several criticisms of this paper on which an unusual number of candidates failed. The examiner suggests that the **Supplementary Reader** be used as a test of the candidates' ability to answer questions in German, or to relate a story in German, and not as an exercise for translation from **English** to German. Also it would be advisable to indicate in the Syllabus that this reader, was to be included on the Grammar paper. Candidates who wrote only on the Grammar, not the Authors, would not be likely to prepare the work in the reader for the Grammar Paper.

Question 7 seems hardly a fair question. It is taken entirely from a *Lese-Stuck*, which was unlikely to receive much attention; and in which there would be little or no practice in vocabulary.

Question 8, which has already been criticised as coming from the **Supplementary Reader** together with Question 7 constituted 35% of the value of the paper.

Per K. E. HAFFNER,
(Presiding).

Primary Section

THE PRIMARY GRADES

The following methods are suggested by teachers:

I.—The Number 6

I'd get the pupils to write 6 on black-board. Then I would proceed asking the following questions:

$6=5$ and how many more?

$6=1$ and how many more?

$6-1=$ how many?

$6-5=$ how many?

$6\div 5=$ how many?

$5+1=$ what number?

$1+5=$ what number?

$6=3$ and how many more?

$6-3$ leaves how many?

$6\div 3=?$

$3:6=?$

$3+3=?$

$6=4$ and how many more?

$6=2$ and how many more?

$6-2=$ what number?

$6-4=$ what number?

$6\div 4=$ what number?

$4+2=?$

$2+4=?$

$6=2$ and how many more?

$6=4$ and how many more?

$6-2$ leaves how many?

$6-4$ leaves how many?

$6\div 2=?$

$2:6=?$

$\frac{2}{3}$ of 6 = ?

$4+2=?$

$2+4=?$

When the pupils know all the above facts concerning six perfectly well, my work with 6 is through. In other words, pupils know 6 when they can measure it by 2, 3, 4 and 5.

II.—The Number 8

I. Ask the following questions:—

$8=7+?$ $8=6+?$ $8=5+?$ $8=4+?$

$8=3+?$ $8=2+?$ $8=1+?$

$8=1+?$ $8=2+?$ $8=3+?$ $8-4=?$

$8=5+?$ $8=6+?$ $8=7+?$

$8-7=?$ $8-6=?$ $8-5=?$ $8\div 4=?$

$8-3=?$ $8-2=?$ $8-1=?$

$8-1=?$ $8-2=?$ $8-3=?$ $4:8=?$

$8-5=?$ $8-6=?$ $8-7=?$

$8\div 7=?$ $8\div 6=?$ $8\div 5=?$ $4\times 2=?$

$8\div 3=?$ $8\div 2=?$ $8\div 1=?$

$7+1=?$ $6+2=?$ $5+3=?$ $4+4=?$

$3+5=?$ $2:8=?$ $1:8=?$

$1+7=?$ $2+6=?$ $3+5=?$ $5+3=?$

$\frac{1}{2}$ of 8 = ? $\frac{3}{4}$ of 8 = ?

$2\times 4=?$ $5-8$ of 8 = ? $2\times 6=?$ $1+7=?$

$6+2=?$ $7+1=?$

II. Then teach pupils to read and write the number. All these questions should be asked orally, and 8 is measured by each number from 7 down to 1. It is taught in this way so that they will thoroughly understand and memorize the multiplication facts and addition couplets. These facts should be drilled in by giving simple problems that involve the facts.

III. The children should be taught to read the number eight as 8 ones.

IV. The addition couplets are:—

$1+7=?$ $7+1=?$ $6+2=?$ $2+6=?$
 $5+3=?$ $3+5=?$ $4+4=?$

The multiplication facts are:—

4×2 , 2×4 .

III.—Home Geography for the Primary Grades

Home Geography is a study of the child's surroundings as a foundation for book geography. The following outline is suggestive:

1. Direction—

(a) By means of the sun, also shadows.

(b) By means of the north star.

(c) By means of the compass.

2. Distance.

The familiar unit of measurement in the city is the block, while in the country it is the mile. Give the children problems that deal with both Direction and Distance.

3. The Sun.
 - (a) Place a vertical stick in school yard and have children observe different lengths and directions of shadows at different periods of the day and of the year. From this experiment they may reach several important conclusions.
4. The Moon and Sky.
 - (a) Its movements.
 - (b) Phases.
 - (c) Crescent moon.
 - (d) The man in the moon.
 - (e) What part of the sky.
 - (f) Where it rises.
 - (g) Where it sets.
 - (h) Ring around the moon.
 The different stars and constellations.
5. Weather.
 - (a) Rain. (b) Hail. (c) Snow.
 - (d) Rainbow. (e) Keeping a weather record by teacher in Grades I. and II. and by the pupils in Grade III.
6. Land and Water Forms.
 - (a) River. (b) Hill. (c) Lake.
 - (d) Mountains. Teach the known and proceed to the unknown.
7. World Activities.
 - (1) Teach the land where it is always winter. For example, Land of the Eskimos.
 - (2) The home life of the people.
 - (3) The clothing, food, where and how obtained.
 - (4) Shelter and sports.
 - (5) Means of travelling and transportation.
 - (6) Period of darkness.
8. The District Map.

Have the children draw a map of their own district. This will be a new means of expression by which the child may tell things learned by observation.

IV.—Nature Study in November.

First Lesson—The English Sparrows. Questions for discussion asked by the teacher of the pupils:

1. Do you see many sparrows these cold days?
2. Where do you see them?

3. Are they near the garbage cans?
4. Do they perch on the ground or on higher things?
5. Do they seem cheerful?
6. Do they chatter much?
7. How do they sit when on the ground?
8. Is there any change in the color of the plumage?

Second Lesson—Balm of Gilead Branch. Questions for discussion asked by teacher of the pupils:

1. What are those green things on the end of each twig?
2. How many are there in every group?
3. Are they all the same size?
4. Which is the largest of the group?
5. Are they dull or are they shining?
6. Are they smooth or sticky?
7. What is that sticky substance on the buds?
8. Who put it there?
9. What is it for?
10. Does it taste nice?
11. Can you suggest why it does not taste pleasant?
12. What will grow out of that bud?
13. Where do the twigs grow—i.e., do they come from the same side of the main stem, or do you see any definite arrangement of the twigs? Note this carefully.
14. If they grew from the same side of the branch what would be the shape of the bush?
15. Can you see, then, why they are arranged the way they are?

V.—An Indoor Game—for Primary Grade.

(To be played when children are learning the colors.)

Place the six rainbow colors—blue, green, orange, violet, red and yellow—across the ledge of the blackboard.

Tell the children to go to sleep by laying the head on the desk and closing the eyes.

While children are sleeping, remove one of the colors and call "Wake up."

The children wake up and see if they know which color is gone.

The children hold up their hand if they know, and the one who is asked first and answers properly gets the

color card and puts it back in place.

Then tell the children to go to sleep, and remove another card.

This continues until each child in the class has had a card.

This game is not only amusing to children, but impresses the colors on their minds.

VI.—Raffia Lesson.

After giving each pupil his or her raffia, I would tell them some little story about the old days when the people did all their own weaving for hats, mats, etc., or tell them about the Indians weaving grasses and twigs for baskets.

I would then ask the pupils what they would like to make. After receiving suggestions and ideas from the pupils I would start them on some article in which I thought the class might all be interested. I would give the class the directions very clearly and simply, going about the room to see that each pupil was following instructions.

As raffia is a very untidy work for the class-room, I would encourage each child to keep his or her desk and neighborhood as tidy as possible.

In rural schools, if raffia cannot be obtained, rye or oat straw may be used. In this case the straw is heated in boiling water until it is soft and pliant. For ribbing, certain kinds of willows may be used. If boiled, the twigs become quite pliant.

VII.—Spelling—Grade II

The work in spelling for this grade includes study of the text, exercises in words used in every day speech, exercises based on the reading book, exercises in punctuation.

I. Study of the Text.—Here there are words to be used and sentences to be written. The problem arises as to the manner of the assignment, the preparation by the pupils, the recitation, and the afterwork.

The assignment of the lesson during this grade is exceedingly important. The teacher writes a word on the board, pronounces it, and calls for correct pronunciation from the pupils. She explains the meaning of the word

where necessary—by using it in a sentence, by showing an object or illustration, by giving a synonym or definition, or by some other device. There is little to be gained at any stage by spelling words which convey no meaning to the mind. Then the word is pronounced again, being carefully looked at. If there is an irregularity in form it should be singled out for observation. Where possible, a word should be classed with others similar in form.

Then the pupils prepare the lesson by pronouncing the words as they look at them. Pronouncing and looking go together. Some pupils who appear to do best work in this way might write out the words once or twice, but not more than twice. They write the words as a whole, from memory. They do not copy letter by letter. When a pupil thinks he knows his lesson he will do well to have some friend test him. If he succeeds perfectly, he is ready for the class test. If he fails, he knows that further study is required.

In the recitation the teacher dictates clearly, the pupils repeating the words before writing. Careful pronunciation is the key to good spelling, though not the only key. Then after the words and sentences are written the teacher corrects the exercises. She keeps a record of the errors made by each pupil—in a notebook used for this purpose. On Friday of each week she has no class lesson, but tests the pupils one by one—orally—on the words missed during the week. At the end of the month she has a great oral and written contest on the words of the term.

II. The Words in Daily Use. Here the teacher spells the schoolroom, the kitchen, the garden, the store, etc., using words children should know. This work is both interesting and practical.

III. The Words in the Reader. It is not to be expected that pupils will be able to spell all the words in the reader, but there are often suitable and profitable exercises that may be found. For instance: children love to write out verses of poetry or to compose short stories.

IV. The Study of Punctuation.—As pupils copy from the reader or

write little stories, they may understand and may use without any error the capital, the period, the interrogation mark, the hyphen, and the quotation mark. They will also learn about paragraph margin and indentation.

V. Homonyms.—Growing out of the lessons in spelling there should be a careful study of homonyms. This should run on into Grades III, IV, V and even into the senior grades.

Good spellers are made in Grade II.

Simple Assignment of Lesson in Grade II

Suppose the lesson consists of the words and sentences on top of page 19 in the authorized speller.

The teacher says "carry." The pupils look at the word and repeat after her—"carry." The teacher says: "Note the two r's. It is like Harry and Larry. Now look at it again and pronounce it."

The next word is basket. This calls for no comment.

The next word is tie.—It is like what other words? The pupils give die, pie, lie, fie. Pronounce it again as you look at it.

The next word is shoe. What is the strange thing about the spelling of this word? Look at it again and pronounce it.

Look at the word sew. I can sew a button on my dress. What other words sound the same? **So** and **sow**. He is **so** late. We **sow** the grain. Look at this word again.

Here is the word **cent**. A **cent** is a piece of money. Look at the **c**. If **s** were in place of **c** the word would sound just the same, but the meaning would be different. I was **sent** to the store. Will you know when to use the form **cent**?

And so the assignment continues. The sentences are read over, the teacher making comment as she reads. The moral of it all is this—that pupils cannot be merely told to prepare their spelling. They must be helped to see and to hear and to make distinctions. The assignment of the lesson is the important part of it.

VIII.—Rote Song

There is really no set method for teaching a rote song, but I would use this plan:

1. I would tell the story that the song contains. The children should come familiar with the thought and words.

2. I would sing the song, first singing the first verse. This should be done softly at first. (If there is an organ or piano one might play the air, so that children might become familiar with it. If teacher cannot sing, she might ask a stranger or an older pupil to sing it.) Repeat the song several times.

3. Now let the pupils try, singing it softly at first and with more volume as they become acquainted with the song. It should not be carried on too far, for it becomes monotonous to the smaller children. It might be sung again the next day, but the children must be eager.

4. Now that the class can sing the song freely and accurately, and understand clearly the rhythm, thought and words, an individual pupil might be asked to sing.

The teacher should aim to develop in the pupil a natural expression of feeling. He should understand tone and harmony and through the singing should be in a good position, have correct speech, and breathe properly.

Children's Page

Windy Nights

Whenever the moon and the stars are set,
 Whenever the wind is high,
 All night long in the dark and wet
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?

Whenever the trees are crying aloud,
 And ships are tossed at sea,
 By, on the highway low and loud,
 By at the gallop goes he.
 By at the gallop he goes, and then
 By he comes back at the gallop again.

R. L. Stevenson.

Just Before Christmas

For Christmas with its lots an'
 lots of candies, cakes an' toys,
 Was made, they say, for proper
 kids, an' not for naughty boys;
 So wash yer face an' brush yer
 hair, an' mind yer p's and q's,
 An' don't bust out yer pantaloo
 ns, an' don't wear out yer shoes;
 Say "Yessum" to the ladies, an'
 "Yessur" to the men,
 An' when they's company, don't
 pass yer plate for pie again;
 But, thinkin' of the things yer'd
 like to see upon that tree,
 Jest 'fore Christmas be as good
 as yer kin be!

Eugene Field.

EDITOR'S CHAT

Dear Boys and Girls—

Last month in the city of Winnipeg a great meeting took place. It was called by a very large, grand name, "The Conference on National Education for Canadian Citizenship." Many of you will not understand what that

name means, but I want to tell you a little bit about that meeting. It was held in a big hall which will seat over 3,000 people, and in that hall were gathered men and women from the United States and Canada, lawyers, doctors, clergymen, school teachers,

bank managers, professors, and many other clever people. Some of these people had travelled hundreds of miles to meet there, to speak, and to listen to others speaking. And what do you think brought all these people together? From the high-sounding name you will never guess, but it was just to talk about you boys and girls! To puzzle their clever heads to think of ways in which to make you happier, healthier and wiser. You know it is not so long ago, only as far back as the days of Charles Dickens' childhood, in 1820, when schools were kept in dirty, ramshackle buildings by dreadful old men and women such as are described in "Nicholas Nickleby," when boys were unmercifully beaten and where they learned from masters and big boys to do things that were mean, cruel and cowardly. The games they played were hardly ever fair. They studied books of Latin and Greek, but never learned to make bookcases or plant a garden. Meanwhile the girls were taught at home or in funny little private schools, where the teachers often knew less than our Grade V. girls know now. There were few books for them to read, and girls were not allowed to run or climb or play games, it was not considered "ladylike." They were taught only to read, to write beautifully, and do very fine embroidery. No one bothered much about the schools, except the people who kept them to

make a living. If boys and girls grew into fine men and women, it was not because of the schools, but in spite of them.

Think of the difference one hundred years have made! Now boys and girls go to school in clean warm, light buildings. They learn from teachers who have passed Government examinations, and who have to prove that they can teach before they are given schools.

They learn all the things that used to be taught, and in addition they learn games and hear stories; they have libraries of the best books in their schoolrooms; they are taught to sew, to cook, to nurse, to take care of their bodies. They learn to love the birds and insects and to know them. They make gardens, keep chickens and pigs, and whether they are rich or poor they all have a chance to go to school, to college, to Normal school and university.

And now not only mothers and fathers and teachers are interested in boys and girls, but all the best men and women of all trades and professions are planning for them, hoping that in ten or fifteen years, when they are the men and women of Canada, they will be such good citizens that they will be worthy of their brothers and fathers who fought and died that Canada might be a nation and a great and beloved country.

CHRISTMAS

You will see by the little verse at the top of the "Page" that already we have begun to think of Christmas. This year there will be no soldier parcels to pack, and Christmas will be a wonderful time for many people because their dear soldier boys are home again. Will you remember though, now that the fighting is over, there are boys and girls whose daddies won't ever come home? Think of them at Christmas time, and when you are planning

your presents for your own family, plan something for some little boy or girl not as happy as you are. If it's only a red netting bag full of toffee, with an apple tucked in from your barrel in the cellar, it will make someone happier.

Here is a pretty bag the girls might make: From a piece of chintz or silk or any pretty material cut two 10 or 12-inch squares. You may line these squares with a contrasting color if you

wish. When they are lined, lay one square on top of the other with the pattern sides out, and sew all four sides neatly together. When this is finished make a cross about 4 in. long each way in the exact centre of one square, cut along the crossed lines through one piece of chintz and one lining, being careful not to cut the lower piece. Fin-

ish off the edges of this opening by turning in the edges and overcasting. Sew small brass rings, about twelve of them, inside the opening about two inches down. Run a ribbon through the rings, and you have a very pretty bag. A tassel on the bottom of the bag is an improvement.

OUR COMPETITIONS

December Story—A Visit to Santa Claus Land.

January Story—The Story of Coral.

A List of My Favorite Books

Well, this competition has certainly given the editor a lot of work, and has also shown her where she made a mistake—the number of "Favorite Books" should have been limited. As it was, we got one list which held 136 favorites! The most popular books, the ones which received the greatest number of votes, were "Anne of Green Gables," "Anne of Avonlea," "Freckles," "Robinson Crusoe," "Tom Sawyer," "Alice in Wonderland," and "Pigs Is Pigs." The other favorites were as follows:

Huckleberry Finn, Mark Twain; John Halifax Gentleman, Craik; Christmas Carol, Dickens; Grit; Daddy Long Legs, Jean Webster; Daddy's Girl; Sowing Seeds in Danny, McClung; Little Women, Alcott; The Camp Fire Girls; What Katy Did (series); Elsie series; Little Lord Fauntleroy, Burnett; The Secret Garden, Burnett; Lorna Doone, Blackmore; Rebecca of Sunnybrook Farm; In the Reign of Terror, Henty; Cinderella; The Major, Ralph Connor; Pollyanna, Eleanor H. Porter; Black Beauty; Lady of the Lake, Scott; Uncle Tom's Cabin; Girl of the Limberlost; A World of Girls; Laddie; Little Lame Prince; Helen's Babies; Under the Lilacs, Crocker; Oliver Twist, Dickens; Seats of the Mighty, Parker.

The winning list of favorite books is that of Thelma Sibbald, of Stonewall, whose list contained 23 of the most

popular books. The others in order of number of books are as follows: Isabel R. Story, Stonewall; Helen Montgomery, Stonewall; Josie Vincent and Harriet Otson, Stonewall; Rex Tennant, Ste. Rose du Lac; Agnes McCarthy and Annie Liptow, Ste. Rose du Lac; Neil Taylor, Stonewall; Tommy Fitzmaurice and John McCarthy, Ste. Rose du Lac; Teddy Fitzmaurice, Ste. Rose du Lac; and Russell Patmer, Stonewall.

Among the boys' favorite books outside those mentioned in the previous list are: The Second Chance, Martha By the Day, The War at Sea, Do and Dare, The Story of Florence Nightingale, Tom's Luck Pot, Grace Darling, Bird's Christmas Carol, Bound to Rise, Risen from the Ranks, Tom Brown's Schooldays, Three Men in a Boat, Hans Anderson, Bible Stories, books by G. A. Henty, Ballantyne, Ralph Connor.

Additional favorite girls' books are: The Five Little Peppers, Mother Carey's Chickens, The Wizard of Oz books, The Mildred books, The Prince and the Pauper, Just David, Editha's Burglar, Rab and His Friends, Timothy's Quest, Beautiful Joe, The Heart of an Ancient Wood, Sara Crew, The Lamplighter, Eight Cousins, An Old Fashioned Girl, Rose in Bloom, Ben Hur, Mrs. Wiggs of the Cabbage Patch, Little Women Wedded, Joe's Boys.

Boys and girls, some of the lists had such a lot of rubbishy books in them, mixed in with such good books. Try always to get the best you can; don't read anything just because it's a book. Read the worth while books; there

like us to give you a list of three or four every month, say three for girls and three for boys, of different ages, so you would know what to ask for

when you visit the library or when you have a choice for birthday or Christmas presents?

A CHRISTMAS DREAM—Continued

The next day was a very strange one; for when she woke there was no stocking to examine, no pile of gifts under her napkin, no one said "Merry Christmas!" to her, and the dinner was just as usual to her. Mamma vanished again, and Nursey kept wiping her eyes and saying: "The dear things! It's the prettiest idea I ever heard of. No one but your blessed ma could have done it."

"Do stop, Nursey, or I shall go crazy because I don't know the secret!" cried Effie, more than once; and she kept her eye on the clock, for at seven in the evening the surprise was to come off.

The longed-for hour arrived at last, and the child was too excited to ask questions when Nurse put on her cloak and hood, led her to the carriage, and they drove away, leaving their house the one dark and silent one in the row.

"I feel like the girls in the fairy tales who are led off to strange places and see fine things," said Effie, in a whisper, as they jingled through the gay streets.

"Ah, my deary, it is like a fairy tale, I do assure you, and you will see finer things than most children will to-night. Steady, now, and do just as I tell you, and don't say one word whatever you see," answered Nursey, quite quivering with excitement as she patted a large box in her lap, and nodded and laughed with twinkling eyes.

They drove into a dark yard, and Effie was led through a back door to a little room, where Nurse coolly proceeded to take off not only her cloak and hood, but her dress and shoes also. Effie stared and bit her lips, but kept still until out of the box came a little white fur coat and boots, a wreath of holly leaves and berries, and

a candle with a frill of gold paper round it. A long "Oh!" escaped her then; and when she was dressed and saw herself in the glass, she started back, exclaiming, "Why, Nursey, I look like the spirit in my dream!"

"So you do; and that's the part you are to play, my pretty! Now whist, while I blind your eyes and put you in your place."

"Shall I be afraid?" whispered Effie, full of wonder; for as they went out she heard the sound of many voices, the tramp of many feet, and, in spite of the bandage, was sure a great light shone upon her when she stopped.

"You needn't be; I shall stand close by, and your ma will be there."

After the handkerchief was tied about her eyes, Nurse led Effie up some steps, and placed her on a high platform, where something like leaves touched her head, and the soft snap of lamps seemed to fill the air.

Music began as soon as Nurse clapped her hands, the voices outside sounded nearer, and the tramp was evidently coming up the stairs.

"Now, my precious, look and see how you and your dear ma have made a merry Christmas for them that needed it!"

Off went the bandage; and for a minute Effie really did think she was asleep again for she actually stood in "a grove of Christmas trees," all gay and shining as in her vision. Twelve on a side, in two rows down the room, stood the little pines, each on its low table; and behind Effie a taller one rose to the roof, hung with wreaths of popcorn, apples, oranges, horns of candy, and cakes of all sorts, from sugary hearts to gingerbread Jumbos. On the smaller trees she saw many of her own dis-

carded toys and those Nursey bought, as well as heaps that seemed to have rained down straight from that delightful Christmas country where she felt as if she was again.

"How splendid! Who is it for? What is that noise? Where is mamma?" cried Effie, pale with pleasure and surprise, as she stood looking down the brilliant little street from her high place.

Before Nurse could answer, the doors at the lower end flew open, and in marched twenty-four little blue gowned orphan girls, singing sweetly, until amazement changed the song to cries of joy and wonder as the shining spectacle appeared. While they stood staring with round eyes at the wilderness of pretty things about them, mamma stepped up beside Effie, and holding her hand fast to give her courage, told the story of the dream in a few simple words, ending in this way:—

"So my little girl wanted to be a

Christmas spirit too, and make this a happy day for those who had not as many pleasures and comforts as she has. She likes surprises, and we planned this for you all. She shall play the good fairy, and give each of you something from this tree, after which every one will find her own name on a small tree, and can go to enjoy it in her own way. March by, my dears, and let us fill our hands."

Nobody told them to do it, but all the hands were clapped heartily before a single child stirred; then one by one they came to look up wonderingly at the pretty giver of the feast as she leaned down to offer them great yellow oranges, red apples, bunches of grapes, bonbons, and cakes, till all were gone, and a double row of smiling faces turned toward her as the children filed back to their places in the orderly way they had been taught.

(To be Continued)

News from the Field

Swan River

A very successful convention of the South Central Teachers' Association was held in Swan Lake on October 9 and 10th.

The meeting was opened by a very appropriate and witty address of welcome by W. F. Hartwell, the Chairman of the School Board. Mr. Hartwell observed that teaching was a very important and noble vocation and as such should be recognized by every member of the community.

Miss McPhail then responded in her official capacity as president with a few well chosen remarks, thanking Mr. Hartwell and the citizens of Swan Lake for their appreciation.

Dr. W. A. McIntyre gave an interesting little talk at this session as well.

The Convention was then divided into the Elementary and Secondary sections, with Miss McPhail as President of the former. Mr. Dunlop of Baldur acted as chairman of the latter.

In the Elementary section, Miss Johnson of Baldur read a very interesting paper on the "Teaching of Geography" which was followed by a very helpful paper by Miss Blaker of Belmont on "English Composition in the Grades."

In the Secondary section Mr. Spencer delivered an able address on "The Teaching of Algebra." Some very lively and interesting discussion followed.

Mr. Bond then gave a brief outline of the "Methods of Teaching Elementary Science." This paper was also discussed with benefit.

The Evening Session, which was a public session was enjoyed by each and every one. After an instrumental by Miss Jones of Swan Lake, Dr. Fraser delivered a most beneficial and inspiring address on "Nation Building." Dr. Fraser observed that quantity and quality was the desideratum. The body as the jewel case of the mind should be an object of great care and precaution. Sanitation and exercise were as fully important as Algebra and Mental Arithmetic. He concluded his address by remarking that "Service" was the true mission of everyone on the earth, and especially of any person connected with education.

Dr. W. A. McIntyre delivered an address full of inspiration and power. He dealt with the problems of Education in Manitoba, laying stress on the Municipal School boards as means of overcoming a number of these problems. He also remarked that nothing too much could be done in the interests of the children of Manitoba.

The final session was held in the I.O.O.F. Hall. Mr. H. E. Wood of the Extension Service of the Agricultural Department, gave a very interesting talk on the work of the district representative, as well as the extension work of the M. A. C.

Mr. Brown of Belmont then handled the subject of Consolidation with a great deal of ability. Mr. Brown pointed out clearly the advantages of Consolidation, as opposed to the disadvantages of the one roomed rural schools. Mr. Brown also spoke of the work of the district nurses, and strongly advised the adoption of the same, wherever possible.

Mr. Dunlop of Baldur read a very excellent and well thought out paper on the ever present problem of "Teachers Salaries." Mr. Dunlop in his able manner pointed out the unfairness of the present scale of teachers' salaries, in comparison with those of other professions. His paper was aptly pointed by quotations from President Hibben of Harvard University.

Mr. Bond then dealt very briefly with the subject of "Federations"

pointing out the necessity of organization.

The reports of the committees were brought in and the Convention was brought to a successful close.

The following officers were elected for the coming year:

Honorary President Hon. R. S. Thornton.

President, R. W. Dunlop.

Vice President, Miss McPhail.

Secretary, Miss Wilson.

Executive: Inspector Woods, C. W. Spencer, Mr. Morris, Mrs. A. Gerardin, P. Bond.

North Central

The Annual Convention of the Manitoba North Central Teachers' Association met at Neepawa, Oct. 30 and 31. The register shows about 100 in attendance. The president, Mrs. V. Cochran, opened the sessions at 2 p.m. Thursday. After her address, Mr. A. H. Hoole, of Rapid City, led a discussion as to what plans could be made towards presenting the teachers' views to the Royal Commission meeting here same dates. A committee was appointed to arrange material and meet with the commission next morning. This committee consisted of Misses Brown, Lawson, Kellington, Bell, Irvine and Berry, and Messrs. Crossley, Shipley, Hoole and Robertson. The committee met during the evening and prepared the material they wished to lay before the commission Friday morning.

The Hon. Dr. Thornton, Minister of Education, gave a very interesting and helpful talk to the teachers, after which all were entertained to afternoon tea and a social hour in the Methodist church.

The evening session was also in the Methodist church. After a musical programme, Hon. Dr. Thornton spoke on "The School and the Nation."

Friday morning, Inspectors Herriot and Fallis gave some helpful advice, and then the delegates divided to the sectional conferences. The primary section programme was in the form of classes in story telling, writing and

games, with exhibits of handwork and discussion relating thereto.

The Intermediate section enjoyed a paper on music by Miss McIntyre, of Basswood, and a round table discussion.

Friday afternoon, Prof. T. Hannay gave the convention a half hour of community singing, and reports were made by the secretary and the resolution committee, one of them suggesting that the "Journal" devote more space to primary work.

The officers elected for 1920 are: Hon. president, Hon. Dr. Thornton; presi-

dent, W. T. Shipley; vice-president, Miss M. Lawson; sec.-treas., Miss G. Brown.

During the Thursday sessions the Boys' Orchestra, the Neepawa Quartette, and a class of girls rendered selections that were much enjoyed.

G. H. ROBERTSON, Secy.

Riverton

A convention of the Teachers' of Inspector Van Dusen's Division will be held at Riverton, on Friday Nov. 21.

Correspondence

EQUAL PAY FOR EQUAL WORK

Since teachers' salaries have been under discussion much use has been made of this phrase. Let me give reasons why the principle advocated should not be adopted in making out schedules for teachers.

1. The birth rate would be seriously interfered with. A woman would not willingly live on half or less than one-half her salary. It is easier to live singly on a good salary than as a married woman with a small salary. Either salaries must be unequal or the state must pay a bonus to married people, and particularly married people with families.

2. A man engaged in teaching has a

social status to maintain just as surely as a woman. The man's wife should be able to dress quite as well as the teachers on the staff. The comparison made between the appearance of lady teachers and wives of men teachers, when they appear on the streets, has more than once been commented upon.

3. The equalization of salaries will lower men's salaries, but will eventually drive women out of teaching. This has been the experience in Canadian cities where the principle is in force. It is equally true in American cities, not only in teaching but in other callings.

A MAN TEACHER.

Teachers' Salaries

By R. W. Dunlop, Baldur, Man.

The average salary obtained by teachers in Manitoba rural schools is \$700 per annum; while that of principals of intermediate schools and graded town schools is about \$1400. The former class of teacher is getting paid at a rate of less than \$60 a month; and the latter class at less than \$120. Let us emphasize these figures by making a comparison or two. A hod carrier is better paid than a rural teacher; and a barber earns more than a town principal. This comparison might be further extended by considering the time and cost of apprenticeship, and the mental qualifications of the hod carrier, the barber, and the teacher; but this is not necessary. The conclusion is only too obvious:—and too shameful. On Saturday, Oct. 11th, 1919, the following advertisements appeared in the Manitoba Free Press.

Wanted.—Men and women to learn barber trade. Only 8 weeks. Great demand for barbers at from \$25 to \$40 per week.

Coat-maker wanted.—Will pay \$40 a week and overtime to good man.

Tinsmith wanted.—\$150 a month.

Teacher wanted for three-roomed school to teach intermediate grades. Salary \$750 a year.

The barber, at \$30 a week will earn over \$1500 a year (8 weeks preparation); the coatmaker will earn \$2000 a year; the tinsmith \$1800; the teacher \$750. If that teaching job paid \$1800 a year it would be held by some good man who made teaching his life-work. As it is, very likely some girl of teen age will experiment there for a term and move on to make way for another one.

Teachers work under very adverse conditions both in the school and out of it. We all know of the narrow mental horizon of the average country child; and the apathy of the adult community regarding educational pro-

gress or social betterment. To combat these the teacher must exercise patience, pluck and tact. Discouragements are many; and successes are lightly valued by those they most benefit. Still we find our teachers struggling on, working honestly, ever hoping that seed sown on stoney ground may yet bear fruit. No other class of wage earner works as conscientiously as the teacher; and no other class is so poorly paid. Any consideration of the question of teachers' salaries must take into account the cost of an education fitting one to be a teacher. Beginning Grade nine, at, let us say, the age of fifteen, the pupil spends four years in obtaining Second Class professional standing. During that time he could earn, by taking a 10 weeks' business course, or an 8 weeks' barber course upon completing grade eight, between \$3500 and \$4000. This is his first payment towards being qualified to teach. The actual cost in money of his four-year course will be about \$2000 for books, fees, board, etc. So when a teacher begins to teach he has about \$6000 invested in the business. Interest on this at 6% is \$360 a year. This sum should represent his yearly profit over and above the profit due him on his daily investment of labor. As he works longer and becomes more skilled his labor should return a greater profit. This view of the matter must be presented to the public by the teachers themselves. Public opinion must be educated to the fact that the teacher is one of the most valuable members of society; that he is a specialist in a very important business, no less a business than that of Nation building; and that a specialists' pay is no more than his just due. The old idea that a teacher should work for his board and clothes must disappear along with the trustee with "hay in his whiskers."

The following table indicates what a teacher's outlay should be in order to live decently.

Item	Married Single	
	man	man
\$5000 Life insurance.....	\$175	\$175
Clothes, shoes, etc.	500	250
Books, papers, magazines....	50	50
House rent	240
Living expenses (for 2).....	600
Board @ \$35	420
Coal and wood	150
Recreation and travel.....	250	200
Entertaining	100	100
Churches, charities, lodges....	100	100
Incidentals	200	200

This comes to \$2,365 for a married teacher and \$1,495 for a single man. We might note here that the times are such that a teacher should have an auto. His savings per year should permit of his having one. At all events, whatever his expenses should be, he is entitled to a net saving per year of \$300; so that at the end of twenty year's teaching he should have recovered his initial investment of \$6,000. Then the charity called the teachers' pension fund would be unnecessary. The teacher would approach old age with a feeling of security and self-respect. Under present salary conditions, the teacher of a certain age finds himself shuffled from school to school. He is on the down-grade, and everyone knows it. What vestige of self-respect the grind of years has left him is finally stripped from him. Instead of seeking good schools as of yore, he becomes humbly grateful to be allowed to teach at all, however mean the position. Thus our system produces a pedagogical nuisance ground for the ultimate reception of old teachers. A life service in the profession is rewarded with a certificate of discard. Can you beat it! Despite all that has been said to the contrary, I venture to assert that young men and women do not teach because of the nobility of the profession. They enter the teaching profession to make a little money for purposes ranging from a wedding outfit to a college course. Teaching, after three or four years, having served this purpose, is abandoned. No one from choice remains a teacher for life. Those who do so are

victims of circumstances. Ask any man of forty who has been teaching for fifteen years, and is still at it, why he is teaching, and if he is candid enough to give you the facts, a human tragedy will be unfolded. Something, some wrong path taken years ago makes it still necessary for him to teach. He would quit the profession tomorrow if he could get and hold, another job at even equal pay; to say nothing of one that would give him ermine and fine linen. Ask any doctor, lawyer, or dentist why he follows his particular calling, and he will say it is because he likes it. By that he means he likes what his profession gives him in the way of a home, social standing, pleasures, and money. No teacher likes teaching for this reason. The social standing of the teacher, like that of every other man, is measured at this age, by what he has of an external nature: home, car, money; and to what extent he is able to enter into the life about him as a man of affairs. The actual work done by a teacher in his school room has no more bearing on his standing in the community than has the number of teeth pulled per week by the dentist upon his position in society. Results of a concrete and visible nature determine this matter. The doctor, lawyer, dentist, "deliver the goods," and look it. The teacher does neither. His salary is so small that he has to crawl into a hole and stay there.

Aside from the question of low salaries, another objectionable feature met by teachers is the present method of hiring and "firing" them. Teachers should not be called upon to underbid each other when making application for position. The words, "apply, stating salary" appearing in any advertisement by a school board for a teacher, should be enough to deter any teacher from answering it; unless it would be to apply stating some excessive salary. In fact it would be a good plan for all teachers who read this article to reply to all such advertisements by putting in an application asking for the salary they think teachers ought to receive; and make it high enough. Such a course

might have a good effect in educating the school boards concerned to the fact that teachers are at last waking up. Any school board having even a rudimentary knowledge of business procedure will state the salary they are prepared to pay a teacher. Then in the matter of discharging a teacher there is much room for reform. No teacher's tenure of position should be at the whim of some local trustee. Many a teacher who was doing good work in the school, has been removed because he happened to get "at outs" with some locally influential trustee who, under show of some trumped-up reason, got another trustee to agree with him that a change of teachers was advisable. No teacher should be dismissed without cause satisfactory to the school board, the inspector, and the Teachers' Federation. And conversely, no teacher should be at liberty to resign a position without showing satisfactory reasons to all concerned. This would eliminate to a great extent, the present annual migration of teachers.

During the past five years the cost of living has increased at least 75%. All classes of wage earners, the teachers excepted, have been able by means of unions and strikes to force their wages up to such a level that the spread between income and expense is more or less satisfactory. To cite a recent issue along this line we might consider the recent miner's strike in the Eastern States. They demanded a 60% increase in wages, a six hour day; and a five day week. Compared with such increases as these the beggarly increase in teachers' salaries in Manitoba since 1914 fades into insignificance. The average salary of a rural teacher was then about \$600. It is now \$700. An increase in five years of about 15%.

This works out to \$8 a month. Hardly enough to attract much ability into the profession. Teachers are actually getting less salary in Manitoba today than they were five years ago. Yet the cry is for men to teach in our schools. "It is to laugh."

The Manitoba Teachers' Federation proposes to grapple with the question of teachers' salaries. Its success will depend largely upon the driving power of its Executive. But every member of the Federation, and every teacher should be a member, must get out and push until the cylinders are "hitting on high."

The Federation should at once obtain a charter of incorporation. It will then be able to take legal action in accordance with the powers conferred upon it by its charter. Every teacher in the province should be graded according to qualifications and length of experience; and a minimum salary fixed for each grade. This should be increased \$100 per year for six years, reaching a maximum. The minimum for rural teachers should be \$900; and that for town principals \$1800. Figures of a similar nature as to adequacy should be set for teachers and principals of high schools and collegiates; and for those in higher positions.

The minimum at which any teacher would begin to teach after the adoption of this arrangement would be determined by the grade in which he was listed. Some teachers would get the maximum at once; while beginners would receive the minimum. Every school board in the province would know exactly what salary any grade of teacher would require. This, "apply stating salary," would be seen no more.

Teachers! The iron is hot. Let us strike it now.

Selected Articles

ANATOLE FRANCE ON THE TEACHERS' TASK

The Congress of the Trade Unions of French Elementary School Teachers, which is being held at Tours, opened

with an address by M. Anatole France on the reorganization of elementary education.

M. France began by recalling that he had stood with Jaurès by the side of the teachers in 1906 when they were beginning the struggle for the right to form trade unions. Now that they had won that right it was for them to use the instrument that they had acquired, and he advised them in regard to the re-organization of elementary education to count only on themselves. He made his own a declaration of M. Gray—one of the leading members of the union. "The war has sufficiently demonstrated that the popular education of tomorrow must be altogether different from that of former days."

It was, M. France said, with mingled feelings of anxiety and hope that he addressed them, for the future was in their hands, and in great measure it would be made by their intelligence and their pains.

What a task was theirs at this moment, when the old social systems were crumbling under the weight of errors, and victors and vanquished, exchanging looks of hatred, were falling into a common abyss of misery. In the social and moral disorder produced by the war and perpetuated by the peace which had followed it, they had everything to make and remake. They must create a new humanity, awaken new intelligence, if they did not wish Europe to fall into imbecility and barbarism. People would say, M. France went on, that so much effort was useless, for man never changed. But man did change. He had changed since the cave epoch, sometimes for the better, sometimes for the worse. Man changed with his environment, and perhaps education transformed him even more than climate and nourishment. They must not allow to continue for a moment the education which had made possible, had promoted—for it was much the same among all the peoples called civilized—the appalling catastrophe in which they were still half-engulfed.

In the first place they must banish from the school everything that could make children like war and its crimes,

and that alone would demand long and constant effort, unless indeed all the panoplies were, in the near future, swept away by the blast of universal revolution.

In the French bourgeoisie great and small and even in the proletariat, the destructive instincts with which the Germans had been justly reproached were sedulously cultivated. Only a few days before M. de la Fouchardière had asked at a bookseller's for books suitable for a little girl, and had been offered nothing but accounts and pictures of slaughter, massacres and exterminations. Next mid-Lent they would see in Paris, in the Champs-Élysées and on the boulevards, thousands and thousands of little boys dressed up by their inept mothers as generals and field marshals. The kinema would show children the beauties of war and so long as there were soldiers there would be wars. The diplomatists of the Allies had allowed Germany still to have soldiers in order to be able to keep them themselves. Children were going to be brought up to be soldiers from the cradle.

It was for the teachers to break with these dangerous practises. They must make the children love peace and the works of peace. They must teach them to hate war. They must banish from their teaching everything that excited hatred of the foreigner, even of our enemies of yesterday. Not that one ought to be indulgent to crime and absolve all the guilty, but because every people, no matter what, at any time whatever, included more victims than criminals, because innocent generations must not be punished for the guilty, and above all because all the peoples had much to forgive one another.

M. France went on to recommend his hearers to read a recent book by M. Michel Corday, "Les Mains Propres," and quoted from it the sentence, "I hate him who debases man to the level of the beast by inciting him to attack anybody that does not resemble him." "From the bottom of my heart," said M. France, "I invoke the disappearance

of that kind of person from the face of the earth. I hate nothing except hatred."

The most necessary and most simple task of the teacher, he continued, was to make hatred hated. The state to which a devastating war had reduced France and the world imposed upon the teachers duties of exceptional complexity and difficulty. Without hope of obtaining help or support, or even consent, they had to change elementary education from top to bottom in order to train workers. There was no room in the society of to-day for any but workers, the others would be swept away by the hurricane. And they must train intelligent workers instructed in the crafts that they practised, knowing what were their duties to the national community and to the human community. "Burn," said M. France, "burn all the books that teach hatred! Extol labor and love. Train for us men capable of trampling under foot the vain splendors of barbaric glory and of resisting the sanguinary ambitions of the nationalisms and imperialisms that have annihilated their fathers.

"No more industrial rivalries! No more wars! Only labor and peace! Whether we like it or not, the time has come when we must either become citizens of the world or see the whole of civilization perish." M. France suggested that there should be attached to the International of the workers a delegation of the teachers of all nations to formulate in common a universal system of instruction, and consider the means to be taken to implant in young minds the ideas from which would spring the peace of the world and the union of the people.

He concluded as follows: "Reason, wisdom, intelligence, forces of the mind and heart, you that have always been piously invoked, come to me, aid me, strengthen my feeble voice, carry it, if that be possible, to all the peoples of the world, and diffuse it everywhere where men of good will are found, to listen to the beneficent truth! A new order of things is born! The powers of

evil are dying, poisoned by their crime. The covetous and the cruel, the devourers of the peoples are perishing of a surfeit of blood. Sorely smitten by the fault of their blind or villainous masters, mutilated, decimated, the proletariats yet stand erect. They are going to unite in order to form but a single universal proletariat, and we shall see the fulfilment of the great Socialist prophecy—"the union of the workers will bring peace to the world." —The Manchester Guardian.

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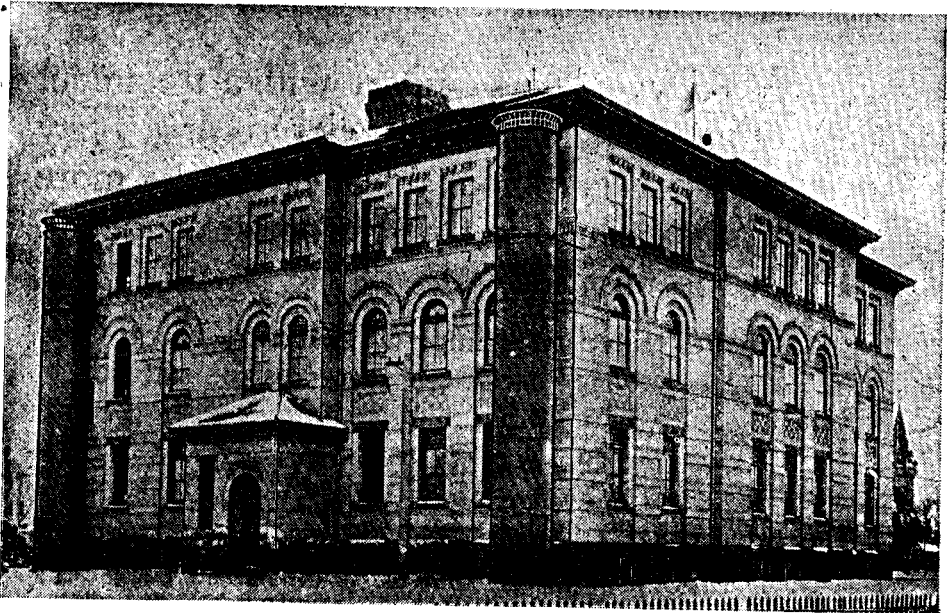
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