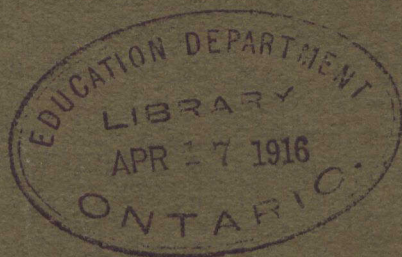


The Western School Journal

Librarian,
Educational Library,
Normal School Building
Dec. 16 TORONTO, Ont.



Say not the struggle naught availeth,
The labour and the wounds are vain,
The enemy faints not nor falleth,
And as things have been, they remain.

If hopes were dupes, fears may be liars;
It may be, in yon smoke concealed,
Your comrades chase e'en now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright.

Arthur Hugh Clough.

Winnipeg
April, 1916

Vol. XI
No. 4

THE CANADIAN BANK OF COMMERCE

HEAD OFFICE, TORONTO

ESTABLISHED 1867

Paid-up Capital \$15,000,000

Reserve Fund \$13,500,000

SIR EDMUND WALKER, C.V.O., LL.D., President
JOHN AIRD, General Manager
H. V. F. JONES, Asst. Gen. Manager
V. C. BROWN, Supt. of Central Western Branches

SAVINGS DEPARTMENT

Interest Paid on Deposits of One Dollar and Upwards

Branches in Winnipeg:

MAIN OFFICE: 391 MAIN STREET { C. W. Rowley, Manager
{ C. Gordon, Assistant Manager

ALEXANDER AVE., Corner Main St.
BLAKE ST., Corner Logan Ave.
ELMWOOD, 325 Nairn Ave.
KELVIN ST., Corner Poplar St.

FORT ROUGE, Corner River Ave. and
Osborne Street.
NORTH WINNIPEG, Cr. Main & Dufferin
PORTAGE AVE., Corner Carlton



Shakespeare, 20 In., price \$3.85

Alabastine Art Statuary

See List in Catalogue

Statues made from Alabastine.
Ivory Finish, very hard and
durable. Can be washed with
soap and water.

TEACHERS

You are cordially invited to examine our complete stock of Teachers' Aids when in the City at your Convention.

Ask to be shown the Industrial Art Text Books No. 1, 2, 3 and 4.

Prang's Stick Printing Dyes.

Kitty Cheatman's New Song Book.

We will be pleased to show you our full line.

It is not too late to order your Easter Blackboard Stencils, see our last month's advertisement in the Journal for particulars.

E. N. Moyer Co. Ltd.

Canada's School Furnishers

315-319 WILLIAM AVE., WINNIPEG, MAN.

Toronto | Winnipeg | Edmonton



Teachers !

¶ We extend to you a cordial invitation to visit our gallery and inspect our stock of

Pictures for Schools

¶ We would also draw your attention to our Exhibit of Pictures in the Kelvin School during Convention.

Richardson Bros.

326 Donald Street
Winnipeg

The Silk Market of Western Canada

The Fine Showing of Silks and Satins at Robinson's this season is attracting widespread attention, not only in Winnipeg but in many of the large cities of the west. Everything new—everything worthy—everything dependable can be found in their magnificent New Silk Department. All Ladies advocate "Robinson's for Silks" because of the large stock carried, and the reasonable price at which they are sold.

ROBINSON & CO
Limited

398-408 Main Street, Winnipeg, Man.

The Western School Journal

VOL. XI.

No. 4

Contents for April, 1916

EDITORIAL—	Page
Another Forward Movement	115
Cruelty to Animals	116
Bird Months	116
As Others See Us	116
Note	116
FOR THE MONTH—	
Note	117
Awakening Year	117
Green Things Growing	119
Trees	189
Spring is Coming	118
Calling Them Up	118
Put Flowers in Window	118
Two Little Roses	120
DEPARTMENTAL BULLETIN—	
Examinations	121
Applications for Examination	121
Entrance Time Table	121
Time Table Exams	122
To Assist Farmers	123
A Useful Book	123
Reference Books	123
Latin Grade	124
Garden Enemies	124
Agricultural Bulletins	125
Summer School	126
Lantern Slides	126
Jehu Corn	126
TRUSTEES' BULLETIN—	
Explanatory Note	127
The Annual Convention	127
Officers of Manitoba Trustees' Assoc.	128
Local Associations	127
The Trustees' Opportunity	129
Five Years of Consolidation	129
Trustees' Conventions	130
The War and Our Friends, etc.	131
ART LOVERS' PAGE—	
A Master of the Spanish School	135
SPECIAL ARTICLES—	
What the Agricultural College is Doing	138
School Gardening, etc.	140
If We Faint Not	141
Views of a Country Girl	142
Offer to Canadian Schools	143
A Talk on Forestry	144
An Opportunity for School Children	146
A Bird House Exhibition	146
Notes on Collecting Beetles	146
Visual Instruction in Schools	147
The Teacher's Favorite Pupils	147
Intelligent Grasp	148
CHILDREN'S PAGE—	
Fairy and Child	149
Editor's Chat	149
About Birds	150
Spring Holiday	150
The Soldier	151
The Robin	151
Prize Story	152
Good Roads	152
SCHOOL NEWS—	
Manitoba Educational Association	153
Winnipeg News	155
SELECTED—	
A Plant's Teaching	156

Editor W. A. MCINTYRE
Business Manager R. H. SMITH
Directors—D. M. DUNCAN, E. BURGESS, D. J. WRIGHT,
D. McDUGALL, W. A. MCINTYRE, A. W. HOOPER,
C. W. LAIDLAW, F. H. SCHOFIELD, President.

Terms of Subscription.

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

Kindly mention the Western School Journal when writing to Advertisers.

The Report for 1915

of The Great-West Life Assurance Company is now in print, and will be mailed to any interested person on request.

It records a year of remarkable success—success founded upon twenty-three years of remarkable

RESULTS TO POLICYHOLDERS

Over \$119,000,000 of Insurance is now held in force by

The Great-West Life Assurance Co.

Head Office: WINNIPEG

The Western School Journal

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

VOL. XI

WINNIPEG, APRIL, 1916

No. 4

Editorial

Another Forward Movement

This issue of the Journal marks a departure. Henceforth it will be the official organ for the teachers, the Department of Education, and the trustees of Manitoba. It is a great thing to have these three great forces lined up in this way. Educational improvement must come from co-operation rather than from antagonism. One of the most pleasant features in the educational life of Manitoba is the manner in which the officers of the Department of Education, the Normal School Teachers, the Inspectors, and the teachers generally, work in harmony with the trustees. They all seem to be concerned in seeking the highest welfare of the children.

The Journal solicits the aid of teachers and trustees in discussion of problems of practical interest. In order that the Journal may attain its purpose it is necessary that every trustee in the province become a subscriber. The price to trustees is only 50 cents. It is also necessary that every teacher get a copy. To this end it is imperative that changes of address be sent to the Department of Education promptly. It might be pointed out that this step is legally binding on all teachers.

Cruelty to Animals

In a previous issue of the Western School Journal we found it necessary to protest against cruelty to animals. This was when the Big Stampede was in progress. Again we find it necessary to protest, and this time because of the cruel treatment of dogs during the 150-

mile race at The Pas. The case of the dogs has been so well presented by a correspondent in one of the city papers that the Journal is glad to give it publicity.

Sir,—It was with a feeling of downright disgust that I read an account of the 150-mile dog race at The Pas. Such an affair of brutality savors of Mexico or Germany, and should not be tolerated here, as it would not be in the old country or the states. The day is not far distant when cock-fighting and rabbit-coursing will be abolished by law, and surely the time has come when this savage sport should be done away with.

“It was a gruelling contest; the dogs were urged on with chunks of ice, and lashed.” Not for a mile, but for 150 miles, if I read aright, was this inhumane treatment meted out to them, and all to satisfy the brute instinct in man, under the guise of sport. Is there a man in the province who would uphold such a torture of man's faithful friend?

In the present war the dog has played an important part, hauling machine guns, bringing up ammunition, carrying food to the men in the trenches, and giving good service to the Red Cross workers in locating wounded men. All that involves hard work, but think of the purpose. No one would object to the races on Main street or even races for a mile or so, but 150-mile races are inhumane, and the S.P.C.A. ought to see that they are put an end to. I appeal to all lovers of our dumb friends to use what influence they can to get the powers that be to end this savage sport.

A. Roddan.

Winnipeg, March 20th.

As Others See Us

It would be difficult to find more mistakes in ten lines of print than occur in the following clipping from an Old Country Magazine. Teachers are not scarce in Canada; the pupil-teacher system is not followed out; salaries for beginners, especially in the Western Provinces are not low. At present practically every teacher is required to take some Normal training before entering a school.

"Teachers are scarce in Canada. Salaries are low and the pupil teacher plan of the mother country is followed as it is also followed in Australia. These two factors, pupil teachers and low salaries, hang together and are a detriment to the cause of education. The pupil teachers are not Normal students, as with us, but persons of fair intelligence, possessing some academic knowledge, and desirous of teaching in subordinate positions."

Teachers leaving their schools for others should notify the Department of

Education without delay. This is necessary according to law, and it saves endless trouble in compiling the subscription list of the Journal.

Bird Month

This is what might well be called "Bird Month" since in April a number of the favorite birds of Manitoba will be returning from the south. The Journal hopes that in every school in the Province an Audubon Society will be formed. The conditions of membership are set forth in another column. Birds are such great friends of mankind, and such fine little companions and of such value economically, that every effort should be put forth to protect them. In addition to this, the study of the ways of birds is of such interest that every pupil should devote a part of his time to this pursuit. It is a great thing if children can go camera-hunting, and the Journal is prepared to offer prizes for the best pictures of birds or other wild creatures taken by school pupils. Who will be the first to send in a picture of a bird or a squirrel?

To the Great King of a Small Country

You, our shield sire, may He shield;
 King of Furne's, the soldiers' monarch,
 King who scorned his pledge to yield;
 King of but a score of steeples,
 King of acres—few there be;
 Pride and glory of our homeland,
 Warden of humanity!

Where soe'er you will to lead us,
 We will come full fain;
 If you bid us shed our life-blood,
 Sire, 'tis yours to drain.

Emile Canmaerts, Belgian poet, translated by Lord Curzon of Kedleston.

For the Month

In next month's issue of the Journal there will be a full report of the Easter Convention. Consequently there will be little space available for special articles dealing with Arbor Day. In the present number some pages are given that may help teachers in preparing for exercises in both April and May.

The Awakening Year

The bluebirds and the violets
 Are with us once again,
 And promises of summer spot
 The hillside and the plain.

The clouds around the mountain tops
 Are riding on the breeze,
 Their trailing azure trains of mist
 Are tangled in the trees.

The snow-drifts, which have lain so long
 Haunting the hidden nooks,
 Like guilty ghosts have slipped away
 Unseen, into the brooks.

The streams are fed with generous rains,
 They drink the wayside springs,
 And flutter down from crag to crag,
 Upon their foamy wings.

Through all the long, wet nights they brawl,
 By mountain homes remote,
 Till woodmen in their sleep behold
 Their ample rafts afloat.

The lazy wheel that hung so dry
 Above the idle stream,
 Whirls wildly in the misty dark,
 And through the miller's dream.

Loud torrent unto torrent calls,
 Till at the mountain's feet,
 Flashing afar their spectral light,
 The noisy waters meet.

They meet, and through the lowlands sweep
 Toward briny bay and lake,
 Proclaiming to the distant towns,
 "The country is awake."

Thomas Buchanan Read.

Calling Them Up

"Shall I go and call them up,—
 Snowdrop, daisy, buttercup?"
 Lispered the rain, "they've had a pleasant winter's nap."
 Lightly to their doors it crept,
 Listened while they soundly slept;
 Gently woke them with its rap-a-tap-a-tap!
 Quickly woke them with rap-a-tap-a-tap!

 Soon their windows open wide,—
 Every thing astir inside;
 Shining heads came peeping out, in frill and cap;
 "It was kind of you, dear rain,"
 Laughed they all, "to come again;
 We were waiting for your rap-a-tap-a-tap!
 Only waiting for your rap-a-tap-a-tap!"
 —George Cooper.

Put Flowers in Your Window

"Put flowers in your window, friend,
 And summer in your heart;
 The greenness of their mimic boughs
 Is of the woods a part;
 The color of their tender bloom,
 Is love's own pleasing hue,
 As surely as you smile on them,
 They'll smile again on you.

Put flowers in your window, when
 You sit in idle mood;
 For wholesome, mental ailment,
 There is no cheaper food,
 For love and hope and charity
 Are in their censer shrined,
 And shapes the loveliest thought grow out
 The flower-loving mind."

Spring is Coming

Spring is coming! Spring is coming!
 Birds are chirping, insects humming;
 Flowers are peeping from their sleeping;
 Streams, escaped from winter's keeping,
 In delighted freedom rushing,
 Dance along in music gushing.

The pleasant spring is here again;
 Its voice is in the trees;
 It smiles from every sunny glen,
 It whispers in the breeze.

All is beauty, all is mirth,
 All is glory on the earth.
 Shout we then, with nature's voice,
 Welcome spring! rejoice, rejoice!

Green Things Growing

Concert recitation for a class of boys and girls, or both.

All:

Oh! the green things growing: the green things growing!
The fresh, sweet smell of the green things growing!

Frank:

I would like to live, whether I laugh or grieve,
To watch the happy life of the green things growing.

All:

Oh! the fluttering and pattering of the green things growing!
Talking each to each when no man's knowing;

Charles:

In the wonderful white of the weird moonlight,
Or the gray dreamy dawn when the cocks are crowing.

Martha:

I love, I love them so, the green things growing
And I think that they love me without false showing;
For many a tender touch they comfort me so much,
With the mute, mute comfort of green things growing.

Mabel:

And in the full wreath of their blossoms' glowing,
Ten for one I take they're on me bestowing.

Emily:

Ah! I should like to see, if God's will it might be,
Many, many a summer of my green things growing.

Ada:

But if I must be gathered for the angels' sowing—
Sleep out of sight awhile—like the green things growing;
Though earth to earth return, I think I shall not mourn,
If I may change into green things growing.

All:

Oh! the green things growing: the green things growing!
The fresh, sweet smell of the green things growing!
I would like to live, whether I laugh or grieve,
To watch the happy life of the green things growing.

—Arranged by Principal Chas. H. Fuller, Cold Spring Harbor, N.Y.

TREES—For a Class Exercise.

First Pupil:

Forest trees have always "haunted me like a passion." Let us summon a few of them, prime favorites, and familiar to the Canadian forest.

Second Pupil:

First the Aspen, what soft, silver-gray tints on its leaves, how smooth its mottled bark, its whole shape how delicate and sensitive!

Third Pupil:

Next the Elm, how noble the lift and droop of its branches; it has the shape of the Greek vase, such lavish foliage, running down the trunk to the very roots, as if a rich vine were wreathed around it!

Fourth Pupil:

Then the Maple, what a splendid cupola of leaves it builds up into the

sky, and in the autumn, its crimson is so rich, one might term it the blush of the woods!

Fifth Pupil:

And the Beech, how cheerful its snow-spotted trunk looks in the deep woods! The pattering of the beechnut upon the dead leaves in the hazy days of our Indian summer, makes a music like the dripping of a rill, in the mournful forest.

Sixth Pupil:

The Birch is a great favorite of mine. How like a shaft of ivory it gleams in the daylight woods! How the flame of moonlight kindles it into columned pearl.

Seventh Pupil:

Now the Oak, what a tree it is. First a tiny needle rising grandly toward the sun, a wreath of green to endure for ages. The child gathers the violet at its foot; as a boy he pockets its acorns; as a man he looks at its heights towering up and makes it the emblem of his ambition.

Eighth Pupil:

We now come to the Pine, of all my greatest favorite. The oak may be king of the lowlands, but the pine is king of the hills. There he lifts his haughty

front like the warrior he is, and when he is roused to meet the onslaught of the storm, the battle-cry he sends down the wind is heard above all the voices of the greenwood.

Ninth Pupil:

We will merely touch, in passing, upon the Hemlock, with its masses of evergreen needles, and the Cedar with its misty blueberries; and the Sumac with its clusters of crimson, and the Witch-hazel, smiling at winter, with its curled, sharp cut flowers of golden velvet.

Tenth Pupil:

Did you ever, while wandering in the forest about the first of June, have your eyes dazzled at a distance with what you supposed to be a tree laden with snow? It was the Dog-wood, glittering in its white blossoms. It brightens the last days of spring with its floral beauty.

Eleventh Pupil:

While admiring the Dog-wood, an odor of exquisite sweetness may salute you; and, if at all conversant in tree knowledge, you will know it is the Bass-wood, clustered with yellow blossoms, golden bells pouring out such strong, delicious fragrance, you must all realize the idea of Shelley.

All:

And the hyacinths, purple and white and blue,
Which flung from its bells a sweet peal anew,
Of music so delicate, soft and intense,
It was felt like an odor within the sense.

Two Little Roses

One merry summer day
Two roses were at play;
All at once they took a notion
They would like to run away!
 Queer little roses;
 Funny little roses,
To want to run away!
They stole along my fence;
They clambered up my wall;
They climbed into my window
To make a morning call!
 Queer little roses;
 Funny little roses,
To make a morning call!

Departmental Bulletin

APPLICATIONS FOR EXAMINATIONS

Teachers sending up candidates for any of the Departmental examinations in June should note that separate application blanks are provided for each of the following examinations and in writing the department for these applications they must state the number of each kind required. The department does not print any more application forms than they estimate will be required by candidates who apply to write, so that orders should be placed only for such numbers as are actually required in each case. Except in the case of Grade IX, all applications must be received at the department not later than May 8th. Applications for Grade IX. examinations will be received up to May 24th.

1. Entrance Examination.
2. Grade Nine:
 - (a) Teacher's Course.
 - (b) Combined Course.
 - (c) Matriculation.
3. Grade Ten:
 - (a) Teacher's Course.
 - (b) Combined Course.
 - (c) Matriculation.
4. Grade Eleven:
 - (a) Teacher's Course.
 - (b) Combined Course.
 - (c) Matriculation.
5. Grades Nine and Ten: Same form for Teacher's Course and Combined Course.
6. Matriculation—Grades Ten and Eleven (Parts one and two).
7. Grade Twelve—Teacher's Course.
8. Supplementals—Matriculation.
9. Supplementals — Teacher's and Combined Courses.

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

EXAMINATIONS

Applications for the various examinations to be conducted in June next will be ready for distribution early in April. Teachers should note carefully the requirements that applications for the entrance examination must be received at this department by May 1st and those for High School examinations by May 6th.

Entrance Time Table, 1916

Tuesday, June 13th

- 9.00 to 9.40 Reading Regulations.
- 9.10 to 10.40 History.
- 10.40 to 12.00 Oral Reading.
- 14.00 to 15.30 Composition.
- 15.40 to 16.10 Spelling.

Wednesday, June 14th

- 9.00 to 11.00 Bookkeeping
- 11.00 to 12.00 Oral Music.
- 14.00 to 16.00 Grammar.
- 16.00 Oral Music and Oral Reading, if unfinished.

Thursday, June 15th

- 9.00 to 11.00 Geometry.
- 11.00 Writing.
- 14.00 to 16.00 Elementary Agriculture.
- 16.00 to 17.00 Drawing.

Friday, June 16th

- 9.00 to 9.20 Mental Arithmetic.
- 9.30 to 11.30 Arithmetic.

TIME TABLE—EXAMINATIONS, 1916

Date	Hours of Ex.	Grade IX.	Grade X.	Grade XI.	Grade XII.
Monday, June 5th	9.00—12.00	Greek Grammar Icelandic Grammar Swedish Grammar Composition	Greek Grammar Icelandic Grammar Swedish Grammar Composition	German Authors	Grade XII.
Tuesday, June 6th	14.00—17.00			Greek Grammar Icelandic Grammar Swedish Grammar History	Poet. Literature A Poet. Literature B
Wednesday, June 7th	9.00—12.00 14.00—17.00		Arithmetic Writing (14.00—14.30) Latin Grammar English Grammar Music (9.00—11.00) Botany	Literature Chemistry Latin Grammar	Hist. of Eng. Literature Composition Rhet. & Prose Literature Chemistry
Thursday, June 8th	9.00—12.00 14.00—17.00		French Grammar	Physics	Physics
Friday, June 9th	9.00—12.00 14.00—17.00		Greek Authors Icelandic Authors Swedish Authors		
Saturday, June 10th	9.00—12.00		Spelling (9.00—10.00) British History Algebra and Geometry	Geometry Algebra Composition German Grammar	Geometry Additional English A Algebra Additional English B Trigonometry
Monday, June 12th	9.00—12.00		Geography Drawing (14.00—16.00) Can. History & Civics	Latin Authors Bookkeeping (9.00—11.00)	History
Tuesday, June 13th	14.00—17.00		Mental Arithmetic (14.00—14.20)	German Grammar	
Wednesday, June 14th	9.00—12.00 14.00—17.00			French Grammar French Authors	
Thursday, June 15th	9.00—12.00				
Friday, June 16th	9.00—12.00 14.00—17.00				

The Advisory Board has decided that any farmer's son, at least fourteen years of age, who is in Grade Eight or Grade Nine, and who has attended school regularly and remains in regular attendance until Easter may be excused from attendance for the balance of the term if it is absolutely necessary that he assist his father in the spring seed-

ing, and in such cases he will be given his standing for the year on the recommendation of his teacher. No teacher should recommend a boy for standing if his general work and progress until Easter has not been satisfactory. Note carefully that this applies only to the sons of farmers who are engaged in actual farming operations.

A USEFUL BOOK

Teachers will find interesting information concerning our Canadian soldiers and their part in the great war in a recent book entitled "Canada in Flanders," by Sir Max Aitken, M.P. The book is published by Messrs. Hod-

der & Stoughton Limited, 17 Wilton Avenue, Toronto, and retails at 25 cents.

LATIN FOR GRADE TEN

The examination in Latin Grammar, Grade Ten, this year will be confined to pages 1-244 of the text.

REFERENCE BOOKS ON SCHOOL GARDENING, ELEMENTARY AGRICULTURE AND NATURE STUDY

Many teachers have requested information on the teaching of some of the topics in the Elementary Agriculture outline. For the benefit of such teachers, we have compiled a list of books that can be recommended. These books may be obtained from the leading booksellers at Winnipeg, or at Brandon.

The School Garden—Weed and Emerson—Scribners' & Sons.

Intermediate—

Practical Garden Book—Hunn and Bailey—MacMillan Co.

Manual of Gardening—Bailey—MacMillan Co.

Among School Gardens—Greene—Charities Pub. Co.

General Nature Study

Primary—

The Nature Study Course—Dearness. Copp, Clark & Co.

Flashlights on Nature Study—Allan Grant.

Nature Studies on the Farm—Chas. A. Keffer.

Intermediate—

Nature Study and Life—Hodge, Ginn & Co., N.Y.

Manual to Nature Study—Cornstock, The Cornstock Pub. Co.

The Nature Study Idea—Bailey—MacMillan Pub. Co.

Garden Work

Primary—

Helpful Lessons in School Gardening—McDougall—McDougalls' Educational Co.

Plant Life

Primary—

Flower Guide—Reed—Mussons Pub. Co.

Plant Life—Bass—Heath & Co.

Flowers and How to Grow Them—Rexford.

Intermediate—

Farm Weeds—Department of Agriculture, Ottawa. Free.

Weeds and Weed Seeds—Department of Agriculture, Ottawa. Free.

How to Know Wild Flowers—Parson—Scribners'.

Bird Life

Primary—

Nature Study Lessons—Cornish—Dominion Book Co.

- Bird Life Stories, I. and II.—Webb—
Rand McNally & Co.
Land Birds East of Rocky Mountains
—Reed—Mussons Pub. Co.
Birds Every Child Should Know—
Blanchan.
- Intermediate—
Canadian Bird Book—MacClement—
Dominion Book Co.
The Bird Book—Reed—Mussons Pub.
Co.
Bird Life—Chapman — Appleton &
Co.
Birds in Their Relation to Man—
Weed and Dearborn—Lippincott Pub.
Co.
- Insect Life
Primary—
Among the Moths and Butterflies—
Ballard—Putman Pub. Co.
Butterflies and Moths.
- Intermediate—
The Moth Book—Holland—Double-
day, Page & Co.
The Butterfly Book — Holland —
Doubleday, Page & Co.
Insects Injurious to Vegetables—
Chittenden—Orange Judd Co.
Life Histories of American Insects—
Weed—MacMillan Co.
- Wild Animals
Primary—
Beasts Shown to the Children.
Wild Animals Every Child Should
Know—Blanchan.
- Intermediate—
Wild Animals I Have Known—
Thompson Seton.

GARDEN ENEMIES AND HOW TO DEAL WITH THEM

School gardens have their enemies, so have farm gardens, and as great educational value may be obtained from the school garden in successfully combating the attacks of insects and the inroad of weeds as in producing quality and quantity of products. Most remedies are simple, cheap and easily applied, if only they are known. For the benefit of our school gardeners this year a few enemies are named below, and some simple remedies recommended.

Cutworms

Remedy No. 1.—For any transplanted material in small quantities, a good preventive is provided by wrapping the stem before planting, with brown paper, or enclosing it in a tin casing such as a tomato can with the bottom removed.

Remedy No. 2.—The poisoned bait method is employed on land that has been seeded. The following formula furnishes a satisfactory mixture:

- Bran or shorts, 20 lbs.
- Paris green, 1 lb.
- Molasses (crude), 2 qts.
- Water, 3½ qts.

Mix the bran and Paris Green thor-

oughly while dry. Dissolve the molasses in the water. Wet the bran mixture in a tub with the sweetened water, stirring it well so as to dampen the bran thoroughly. Scatter the moist mixture after sundown beside the rows of young plants but not touching them.

Fresh bundles of young weeds, grass, clover or other tender vegetables, after having been dipped in a strong solution of Paris Green, may be scattered after sundown between the rows of plants.

Root Maggots

Root Maggots frequently attack the roots of cabbage, cauliflower, radishes, onions, beans, corn, and the plants soon die.

Remedy No. 1.—Transplanted material can be protected by wrapping the stems before planting, with paper. The paper wrapping prevents the female fly from depositing her eggs upon the root of the plant.

Remedy No. 2.—For plants that are grown from seed the following formula has proved successful:

- Hellebore, 2 oz.
- Water, 1 gallon.

Dissolve the Hellebore in the water and sprinkle the plants with the solution every seven or eight days.

Cabbage Worm

The cabbage butterfly lays the eggs on the leaves of the plant and when the young green caterpillars hatch they begin to feed greedily on the outer leaves. At this time the worms can be easily controlled. A good insecticide such as Pyrethrum or Hellebore may be used.

Pyrethrum 1 oz.

Shorts or flour, 4 oz.

Mix the powder and flour thoroughly and keep the mixture in a closed vessel

for twenty-four hours. After sundown when the plants are becoming damp with dew, sprinkle their leaves with the mixture. Repeat the application as new broods appear.

Gopher

The damage done by gophers is considerable. Obtain a package of Gopher poison, Gophereide (soluble Strychnine) from the druggist.

Gophereide, 1 package.

Water, 2 quarts.

Wheat, 1 gallon.

Soak the wheat in the solution of Gophereide, scatter it about the gopher holes, and along the edge of the garden and watch for dead gophers.

AGRICULTURAL BULLETINS

The following is a list of useful Bulletins on Agriculture that should be used in every school as Supplementary Reading. They can be obtained free on application. In ordering, state name and number of Bulletin. Apply to:

Department of Agriculture, Ottawa.

No. 2—On Vitality of Seeds, Seed Distribution.

No. 12—Indian Corn or Maize.

No. 28—Weeds.

No. 35—The Stave Silo.

No. 46—Alfalfa or Lucerne.

No. 47—Trees and Shrubs tested in Manitoba and the Northwest Territories.

No. 49—The Potato and its Culture.

No. 51—Bacon Pigs in Canada.

No. 57—Quality in Wheat.

No. 59—The Flax Plant.

No. 65—Growing and Using Corn for Ensilage.

No. 67—Mangels, Sugar Mangels, and Forage Beets.

No. 69—The Honey Bee.

No. 10—Cutworms and their Control.

No. 70—Cutworms and Army Worms.

No. 72—Milk Production in Canada.

No. 73—Smut Diseases of Cultivated Plants.

No. 78—Ventilation of Farm Buildings.

Bulletins—Second Series

No. 4—Alkali Soils.

No. 5—List of Herbaceous Perennials tested in the Arboretum and Botanic Garden at the Experimental Farm, Ottawa.

No. 6—Western Prairie Soils; their Nature and Composition.

No. 8—Alfalfa growing in Alberta.

No. 9—The Control of Insect Pests in Canada.

No. 13—Experiments in Steer Feeding in Manitoba.

No. 14—Corn Growing in Manitoba.

No. 15—Preparing Land for Grain Crops in the Prairies.

No. 22—Growing Field, Root, Vegetable and Flower Seeds.

Pamphlets

No. 4—How to Make and Use a Hot Bed and Cold Frame; Top Grafting; How to Transplant a Tree or Shrub; Protection of Fruit Trees from Mice and Rabbits, and care of Injured Trees.

No. 5—Asparagus, Celery and Onion Culture.

No. 9—Hardy Rose Culture in Canada.

No. 10—Tomato Culture.

No. 11—Cabbage and Cauliflower Culture.

Bulletins

No. 12—Sheep Husbandry in Canada.

No. 13—Beef Raising in Canada.

- No. 14—Horse Breeding and Rearing of Colts.
 No. 16—The Care of Market Eggs.
 No. 16—D. & C.S. Series—Cow Testing Notes.
 No. 17—D. & C.S. Series—Butter Making on the Farm.
 No. 44—D. & C.S. Series—Milk, Cream and Dairy By-products.

Pamphlets

- No. 1—Winter Egg Production.
 No. 2—The Crate Fattening of Poultry.
 No. 3—Suggestions for Egg Circle Members.

Apply to—

Department of Agriculture, Winnipeg

Bulletins

- No. 1—Classification of the Horse.
 No. 2—Twelve Noxious Weeds.
 No. 3—Care of Milk and Cream.
 No. 5—The Farm Garden.
 No. 6—Hog Raising in Manitoba.

- No. 8—Cow Testing.
 No. 10—Plans for Farm Buildings.
 No. 12—The Farm Flock.
 No. 13—Barn Ventilation.
 No. 14—Care of Cream.
 No. 15—Boys' and Girls' Clubs.
 No. 16—Hay and Pasture Crops.
 No. 19—Soil Drainage.
 No. 20—Wood Working Problems.

Circulars

- No. 6—Bird Houses.
 No. 7—Our Friends the Birds.
 No. 9—Practical Hints on Poultry.
 No. 18—Alfalfa in Manitoba.
 No. 19—Corn in Manitoba.
 No. 20—Notes on Growing Trees, etc.
 No. 26—Control of Insects.
 No. 28—Spray Mixtures.
 No. 29—Tree Pests and Cut Worms.

Write to each of the above Departments for a full list of free bulletins.

SUMMER SCHOOL

The various summer courses for teachers will be carried on as heretofore at the Kelvin Technical School, Winni-

peg, beginning July 4th and ending August 4th. Fuller information will be given next month.

LANTERN SLIDES FOR DISTRIBUTION

The Department of Education is collecting sets of lantern slides on the following topics:

School Gardening and Agriculture.
 Consolidated Schools and Equipment.
 Manual Training, Sewing and Cooking.

Noxious Weeds of Manitoba.
 Geography.

Manitoba Natural Scenery.

Slides on additional topics will be added. These will be loaned, one set at a time, to schools that possess lanterns. Apply to H. W. Watson, Department of Education.

JEHU CORN CONTEST

Rules for the Provincial Contest

Competitors:

1. The three leading schools from each inspectorate.
2. The three leading individual competitors from each inspectorate.
3. A school team will consist of three pupils.

4. Each pupil will exhibit his or her six best ears of corn.

5. Each pupil will keep a corn record and send it to H. W. Watson, Department of Education, by December 20th, 1916.

Seed for the competition will be distributed free, on application to H. W. Watson, Department of Education.

Trustees' Bulletin

(Explanatory Note)

By arrangement with the Manitoba Trustees' Association, four pages of the Journal will be given monthly to the discussion of Trustees' problems. The material for these pages will be supplied by the Association, and it is hoped that every trustee will back up the movement and supply information and opinions freely. For instance, it is suggested that the trustees write letters, ask questions or contribute articles bearing on local problems.

Though the regular price of the Journal is \$1.00, it will be sent to any trustee in the Province for 50 cents a year and all trustees are urged to send in their subscriptions at once so that they may get in line with what is being done in the local associations and in the general association.

Subscriptions should be sent to Mr. R. H. Smith, School Board Office, Winnipeg.

THE ANNUAL CONVENTION

The annual convention of the Trustees of Manitoba which was held in Winnipeg, February 29th and March 1st and 2nd was in every way a success. Those who attended will not soon forget such addresses as those of Dr. Robertson, President Reynolds, Inspector Best, Mr. Forrest and the retiring President, Mr. Stratton.

Probably the most helpful step taken by the meeting was the perfecting of the organization in Manitoba. This Province has now the best organized Trustees' Association in Canada, and if the work of this winter can be carried forward for two or three years longer, we will hope to see a great improvement in rural school conditions.

LOCAL ASSOCIATIONS

Name	Secretary-Treasurer	Address
1. Birtle and Ellie	W. J. Bartley	Birtle
2. Shoal Lake	Chas. Ingersoll	Shoal Lake
3. Macdonald	Robert Houston	Starbuck
4. Strathclair	W. Campbell	Strathclair
5. Rhineland-Morris	A. Weidenhammer	29 Lenore St., Winnipeg
6. Morden-Stanley	"	"
7. Thompson	M. Westaway	Miami
8. Roland	"	"
9. Rosser	E. R. James	Rosser
10. Portage la Prairie	H. W. Cox-Smith	High Bluff
11. Roblin Municipal	Jas. A. Fowler	Mather
12. Turtle Mountain	P. K. Rollins	Killarney
13. Pembina	J. W. Gordon	Manitou
14. Louise	J. W. Gordon	Manitou
15. Manchester	S. M. Maynes	Dominion City
16. Rockwood	Geo. Bainard	Stonewall
17. Dufferin-Carman	W. F. Somers	Carman
18. Ashern	H. Delhard	Ashern
19. Grey	Carl G. Anderson	Elm Creek

20. South Cypress, Victoria and South Norfolk	A. D. Johnson	Holland
21. Swan Valley	C. A. Lewis	Swan River
22. Woodworth-Sifton	Thos. Sandall	Oak Lake
23. Archie-Wallace	Mr. Beveridge, P.S.I.	Virden
24. North Norfolk	R. E. Waldon	Bagot
25. North Cypress-Carberry ..	Rev. A. Hood	Carberry
26. Langford-Rosedale	W. E. Barron	Neepawa
27. Dauphin Municipal	Mark Cardiff	Dauphin
28. Gilbert Plains	H. Leppen	Gilbert Plains
29. Edward-Arthur	R. G. Penson	Melita
30. Brenda-Winchester	J. Flynn	Deloraine
31. Ethelbert	K. F. Slipetz	Ethelbert
32. Mossy River	D. F. Wilson	Fork River
33. Grandview	Wm. Dickie	Grandview
34. Albert-Pipestone	D. Muldreis	Virden
35. Miniota, Hamiota and Blanchard	John Nairn	Hamiota
36. St. Andrews	J. E. Harriott, Jr.	Pigeon Bluff
37. Roblin-Shell River	L. L. Mitchell	Roblin
38. Westbourne	W. P. Chandler	Gladstone
39. Lansdowne	G. S. McGregor	Meekiwin
40. Morton	R. Willis	Boissevain
41. Fisher Branch	Fred Kilby	Fisher Branch
42. McCreary	J. R. McLean	McCreary
43. Ochre River	W. H. Johnson	Ochre River
44. Saskatchewan-Harrison ..	Ed. J. Brown	Basswood
45. Hazelridge	Powers Iliff	Hazelridge
46. Minto-Odanah	Minnedosa
47. Argyle Municipal	Baldur
48. Strathcona	Mr. Janing	Belmont
49. Coldwell	S. E. Johnson	Box 83, Lunder
50. Deerfield	F. Goodison	Deerfield
51. Ericksdale	W. G. Monkman	Ericksdale
52. Assiniboia	E. A. Stratton	Sturgeon Creek
53. Arborg	B. Marteinson	Huausa
54. West Kildonan
55. Lorne	Somerset
56. Whitemouth	C. Pound	Whitemouth
57. Woodlands	A. J. H. Proctor, Pres.	Woodlands
58.		

Every organization mentioned above should send in to Mr. H. W. Cox-Smith, High Bluff, a list in duplicate showing school districts, secretary-treasurers, and addresses. This is necessary in order that the Departmental grant may be forwarded.

OFFICERS OF THE MANITOBA SCHOOL TRUSTEES' ASSOCIATION

At the recent meeting of the Manitoba School Trustees' Association the following officers were elected:

President—Wm. Iverach, Isabella.
 Vice-president—H. N. MacNeil, Dauphin.
 Sec.-Treas.—H. W. Cox-Smith, High Bluff.

Additional members of Executive Committee:

J. W. Seater, Wheatland.
 W. H. Bewell, Rosser.
 S. C. Sims, Argyle Station.
 Rev. J. L. Brown, Pilot Mound.
 J. Gibson, Virden.
 S. H. Forrest, Souris.

THE TRUSTEES' OPPORTUNITY

Sometimes we think that teachers count for everything in a school. The old proverb is, "As the teacher, so is the school." It might be said that the teacher is, to a large extent, what the trustees permit him to be. Success depends upon the building, the grounds, the equipment, the caretaking, school architecture, provisions for play, school yard, and the like. Above all, it depends upon the sympathetic co-operation of parents and school directors.

When one considers the changes in the last thirty years in the methods of farming, he wonders that there has been so little change in the Rural School. The new equipment necessary to fight the battles of the farm is not more necessary than the new equipment to face the struggle of life. When everything else is changed, the school must change. The worst possible kind of trustee is the man who wishes to retain the ideals of thirty years ago. What was good enough for the father is not good enough for the son, because times and conditions have changed. Education may be faulty because it is a misfit. Trustees as well as teachers may follow routine and custom rather than be guided by social and economic needs. It is time for some of the trustees of Manitoba to wake up. They are now as a class, perhaps as wide awake as the trustee of any other province or state, but there is yet much to be

desired. It is not enough for one to open his eyes and see what is needed. He must begin progressive reform. Reform will cost effort and money. There's the rub. Those who set more store by their children than by their stock will not hesitate in the matter of expense. An additional \$50.00 in some districts would mean an increase of 25% in efficiency. Nor does this \$50.00 come from one man in the community. In Southern Manitoba at a meeting this very question was brought up for discussion at the Board of Trustees. One who was strongly objecting to the increase found on calculation that his share of the extra tax would be 49c. He then made the startling statement that explained the cause of most of the opposition to reform by some School Boards. He said "I thought I had to pay the whole \$50.00!" What the good trustee will say and do is set forth in a speech of the great reformer and educator, Horace Mann, speaking at a great gathering when a building worth half a million was being dedicated to the cause of education of moral defectives, he said that the expenditure would be justified if it meant the reclamation of one child. When asked if that was not a good deal to pay for the reclamation of one child, he replied, "Not if it were my child." Every child in a school district must be considered by a trustee as his own. Let us work it out on this line.

W. A. M.

FIVE YEARS OF CONSOLIDATION AT KELWOOD

Kelwood and Smithglen School Districts consolidated in December, 1910, Norgate to the north, and Roskien on the south, were invited to join in this consolidation but declined.

We started with two teachers and one van the first year, 1911, and used the old one-roomed school and rented a dwelling house for the other room. In 1912 we built a four-roomed brick veneered school costing \$10,000.00,

since then we have furnished this building with up-to-date single desks, teachers' desks, piano, drinking fountain, chemical apparatus, electric bells, sanitary closets, etc., and added two more vans. Our plant is about complete except one van, which will be required when the roads are made on one route.

We sold the old school house for more than its original cost.

In all the years previous to consoli-

dition in the two districts only three pupils passed their entrance examinations.

During the five years of consolidation we have passed over 30 for entrance, 12 for third class, and 6 for second class. We have now all the examinations up to second class conducted at Kelwood. In 1915 our school examinations were as follows:

Entrance	Passed 15	Failed 1
First Part Third.....	“ 4	“ 1
Second Part Third “	4	“ 1
Second Class	“ 3	“ 2
	—	—
Total	26	5

Even better results were obtained in the lower grades, as only six pupils failed in being promoted.

In 1915 there were enrolled 150 pupils altogether with a constant enrollment of about 130. We have at present 23 pupils in the intermediate department, that is Grades 9, 10, 11 and 12, with about 100 in the lower grades.

We find it much easier to secure efficient teachers, as teachers with experience in graded schools usually stay with certain grades and in time become experts in their line, and besides teachers prefer teaching in a graded school, hence we have more applicants to choose from.

We find that a great many of our children are taking advantage of a higher education because of the opportunity of doing so at home, and we don't see them leaving the farm on this account. Two of our senior boys have taken a course at the Agricultural College and are back on the farm again. A great many of our teachers marry farmers and are no small factor in the community. We have 10 ex-teachers in our community.

We have 13 pupils from adjoining districts attending school here.

The cost of operating a consolidated school is naturally a little higher than the ordinary rural school, but the advantages obtained make much better value for the investment, the relative cost at Kelwood under the old and new systems is about as follows:

Before consolidation, per average quarter section, school taxes, \$20.00.

Under consolidation, \$25.00.

Some rural one roomed schools operate cheaper than the above after their building is paid for, but some exceed this amount.

Our average levy per quarter section in the five years has not quite reached \$25.00.

We have kept our operating expenses below the average for all schools in the province, and at the same time kept our efficiency considerably above the average.

A Few Hindrances to Consolidation

1. Short-sighted, tight-fisted rate-payers.
2. Large land owners.
3. Bad roads.
4. Mixed population and bi-lingualism.
5. Lack of knowledge of its advantages.

Some Advantages of Consolidation

1. A larger percentage getting higher education.
2. A better education without leaving home.
3. Has a tendency to keep the boys and girls on the farm.
4. More restraint on young people staying at home to attend school than in leaving home at an early age to attend high school.

TRUSTEES' CONVENTIONS

On Tuesday, March 21st, the trustees of Cornwallis Municipality met in the Normal School, Brandon, for the purpose of organizing a Local Association for the Municipality. Although the day was very unpleasant a goodly number

of the districts were represented, and after the objects of such organizations had been explained it was decided to proceed with the work. The following officers were then elected: Pres., H. H. Simpson; Vice-Pres., J. M. Allan; Sec-

treas., E. J. B. Groome; Executive, F. Smith, D. McGregor, W. J. Dunsieath, J. Coxe, J. D. Baker.

It was decided to hold another meeting on the 3rd Tuesday in June, when it was expected there would be a larger representation. The opinion was expressed by a number of delegates that Elton Municipality would be glad to join in with Cornwallis, and Inspector Hatcher was deputed to test the feeling of the Elton trustees.

The programme for the afternoon was then proceeded with. Dr. Pickard, of Brandon, gave a talk on Medical Inspection of Rural Schools, basing his remarks upon his several years' experience as Inspector for the city schools. Mr. Hales, Principal of the Normal School, put himself and his institution on record as being there to serve the schools in every way possible.

Mr. Iverach, president of the Provincial Trustees' Association, gave a valuable paper on "Some Essentials in Education."

On the following day a similar meeting was held at Alexander for the Municipality of Whitehead, and it was decided that affiliation should be arranged with the Cornwallis Association in order that there might be greater enthusiasm from greater numbers. Mr. Iverach's paper called forth considerable valuable round table discussion.

Meetings were also called for the Municipalities of Oakland and Glenwood, to be held at Nesbitt and Souris. Owing to the inclement weather only a few were present, and committees were appointed to arrange for meetings in the month of June.

Daly Municipality will be organized at Rivers on Thursday, March 30th.

THE WAR AND OUR FRIENDS THE ALLIES

By DR. JAS. W. ROBERTSON, Ottawa

Perhaps I can serve you best in a "Patriotic address" by contributing a few items of information about some of our Allies in this great war. They fight with us for the preservation of just the extension of liberty and the maintenance of honor in relations between nations be they great or small, powerful or weak.

For thirty years and more, all the countries of Europe had increased their armaments. The burden had apparently reached the limit. And worse than the cost in money was the growth of anxiety and fear lest the military power should be used to suppress the civil liberties of the people.

Why had Europe become an armed camp on so vast a scale? For what and against what was it necessary to maintain huge armies? One great power and one great power only aimed at aggression and conquest. Germany was ever shaking "the mailed fist," proclaiming "the man in shining armour," demanding a new "place in the Sun," and toasting "the Day." What she had done during half a century had

made her arrogant, confident and without conscience regarding the rights of other nations. As instances, there are the wars with Denmark, Austria and France. Bismarck's international morals put no prohibition or limitation on anything which he believed would enhance the immediate power and wealth of Germany. Germany accepted his creed; and the Kaiser, with more than Bismarck's arrogance but with little of Bismarck's sagacity, mapped out a career of world domination.

The other great powers wanted no war of conquest, no domination except the dominant sway of intelligence, ability and goodwill through the peaceful arts of civilization and self-government. They were forced to consider means of defense. Who were for the extensions of justice, liberty, and peace. Out of that question came the *Entente Cordiale*, the better understanding with France. Afterwards came the *Triple Entente*, the good understanding between Britain, France and Russia that all would defend each, if either were unjustly attacked. The grouping was

that of the friends of civilization and peace against those who threatened military conquests.

After the threats became acts, each group drew to itself the support of other nations in the great conflict of might against right and frightfulness against fairplay. And so Belgium and Japan and Italy joined the Allies, and Turkey joined the Central Powers. That itself is a revelation of the objects for which the war is waged and a sidelight on the methods of brutality and frightfulness by which the Germans started out to hack their way through.

And so the main reason why our country is at war is because we stood by our word of honor and stand by our friends for justice, liberty, and peace. And yet some people say "Are our friends the Allies worth while? Have we not tied ourselves up to some Allies in this war of whom we have reason to be ashamed? Ashamed of Belgium! "Greater love hath no man than this, that a man lay down his life for his friend." And Belgium has proven that love in a national sense more than any other nation has ever done in the history of the world.

It is not for her own sake but for honor, and France and Britain, that Belgium was torn and bled by the ruthless invader. She did not want war, and was not ready for war, but, lest the invader should get through quickly and strike us before we could be ready, she stood by her honor and her friends and took the awful punishment. When the Belgian Relief fund comes around let us not forget that she was a friend in our need. We ought to play the friend in every way in her time of need. We can never bring back those civilians who were stood up against walls and shot. We can never restore those broken women. We cannot now save those innocent children. We cannot pay the debt but we can do much to lessen the present want. The Belgians have been worthy of our admiration, and gratitude all the way through. I remember as a boy learning to read Latin in "Caesar" who fought battles in that region. Caesar tells the story himself

in simple Latin: "The Belgians are the bravest of them all." That was written before Christ was born; and modern Belgium has proven that her people have kept their glorious inheritance undimmed.

In the peaceful arts the Belgians had made great progress. They had made the most out of land not naturally highly fertile. By intelligent cultivation and thrifty industry they had increased production \$100 per acre. In field crops they have harvested 37 bushels of wheat, 50 of barley and 300 of potatoes to the acre. They had agricultural advisers, similar to our district representatives, to the number of 10 or 12 in a county. Their Women's Institutes were among the foremost, if second at all, second only to those of the provinces of Ontario and Manitoba.

Belgium was particularly a poor man's country; and a country of diversified small industries. They had combined intensive agriculture with rural industries in a remarkable degree. Light railways and cheap transportation enabled industrial and commercial workers to live in large numbers out in the villages and open country. A worker could travel from one of the large cities as far as 20 miles out and do that twice a day at a cost of 38c a week. That came from railway policies that did not make millionaires but did give the people and their products cheap and good service. The Belgian courts were perhaps the easiest of access in the world. Two newsboys having a business dispute could go before a justice and have justice dispensed directly.

They had a wonderful heritage of beautiful buildings and possessed skill and taste in making beautiful things. Then as a bolt out of the blue came the German invaders, with destruction, burnings, murders and outrages innumerable. For why? Because Belgium held honor and liberty dearer than life, and the rebuke and reproach of their valiant resistance stung the Germans to nameless fury. One of their commanders put it in words, "We shall leave the Belgians nothing but their eyes to weep with." But they have per-

force left them more. A picture in Punch shows what. The Emperor of Germany says to the King of the Belgians: "So! See! You have lost everything." "Not my Soul." So lives our friend and ally, Belgium, immortal in honor throughout the world.

France

Then there is our friend and ally, France. Her enemies have called her decadent. Travellers and the newspapers have called her gay, frivolous, and inconstant. They now speak of a new France born out of adversity. But France has not changed so much as our knowledge and understanding of her have been corrected. They were based too much on superficial impressions and on histories written to present dramatic stories. For over a century France has gone on steadfastly and impatiently, but tenaciously, towards liberty through self-government, equality before the law and fraternity among all the people. She has been a great leader in civilization.

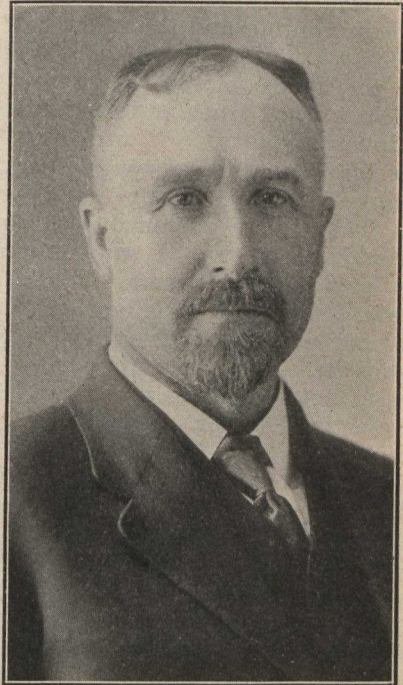
How can I bring home to you in a few minutes an appreciation of something of her worth and her power? May I take you on a journey by road from Boulogne on the Channel, through the Valley of the Marne to Nancy, near the border of Germany, on through the Valley of the Moselle to Switzerland and note only a few of the things we shall see.

The roads are wonderfully good. The landscape is rolling and beautiful beyond anything we have in Canada. To the natural features of land surface, forests, trees, rivers and streams, centuries of intelligent labor have given a humanized expression of rare beauty. The farms are well cultivated and almost free from weeds. There are orchards and vineyards in plenty. The fields are dotted with sleek cattle and horses, solemn sheep and pretty poultry. Most of the country houses are half covered with vines and stand in neat gardens full of flowers. The well kept homes are the crowns of all their surroundings. The French are notably a home-loving people. The children are

the pride of the nation. The villages and towns are numerous; each has its place of historic interest and native beauty. You do not find checker-board plains covered with buildings put up in packing-case style of architecture.

We shall go back to Rheims. Meanwhile a few items at Nancy.

There is the Grand Hotel, once the Palace of King Stanislaus. Close by is



W. IVERACH
President Manitoba School Trustees
Association

the great garden park of the city. It reminds you of Dore's pictures of the trees, glades and atmosphere of Paradise.

At one of the schools for industrial arts, I found boys at seventeen to nineteen taking one of the examinations at the end of their four-year course. It was the examination for those who might win scolarships to attend the highest technical schools. Each candidate got a blue print, a brief specification and a piece of steel, perhaps six

inches long by an inch square. The task set was to make the article as drawn and described. Four hours was the time allowed. The pupils who did the best work in the least time won the scholarships. How keen those boys looked, how hard they worked, what fine faces and bodies they had! France is not lacking in trained leaders and leadership.

In the higher schools for girls the pupils spend about half the time at some form of constructive, vocational, physical training and the other half at sedentary studies. The schools seek to train the hands toward the useful, the intellect toward truth and the imagination toward beauty.

On the journey we saw soldiers in training, infantry, cavalry, and artillery. They fairly glistened with alertness and cheeriness. I saw only one huge shed for an airship. When the French found that was not the best aerial engine for defense, they did not develop it. They were preparing for defense, not for raids, with Zeppelins, on unfortified towns.

France has the great Cathedral of Rheims, built two hundred and fifty years before Columbus discovered America. The glorious window in the end was a thing of unrivalled beauty and joy for centuries. The building had five thousand figures in stone and wood, and its resplendent glass. It stood for centuries. It was not of any military value, but it was the pride of France. Her people had thus shown their reverence and devotion to the Almighty and their love of the beautiful. And when the Germans could not break through the lines in their effort to reach Calais, when numbering three to one, they were baffled and beaten, because the cathedral was the pride of France, they used their heavy long-range artillery to smash it. At the time when German wounded were inside, the shells fell fast. The French did not leave them to their fate. They were enemies, but they were wounded prisoners of war and so they took them out. Some hot-headed individuals said, "Let us kill the Germans now." But the

French officers, priests and nurses protected them. "They are wounded and they are in our care." That is French chivalry. It is worthy of our highest admiration.

The French nation has enriched and advanced civilization by contributions in every field of endeavor. As you know her people are noted for their industry and frugality. They have been foremost as exponents and producers of things beautiful. Their list of great



H. W. COX-SMITH
Secretary-Treasurer Manitoba School Trustees
Association

names is a roll of honor. Foremost among these is the name of Pasteur. He was a great benefactor. He scorned to make himself rich by his discoveries. It was enough that he toiled and gave freely to mankind as the Almighty had given talent and genius freely to him. The honor is to him, the glory to France and the gratitude to God, the Giver of every good and perfect gift. Pasteur was among His best. I regard

him as a typical Frenchman. The French temperament may be volatile, impulsive, even explosive at times; but the French character is a compound of mobility, solidity and nobility.

In the war France stands as a glorious woman smiling through her tears. With probably 5,000,000 men called to the colors she bears her wounds undismayed. Her gains are greater than her losses. Her objects which also are ours, are justice, freedom, self-government, fairplay; she pursues them with heroic steadfastness to the end.

One of hundreds of such incidents shows her spirit. After one of the fierce battles in which the Germans had been driven back, a French regiment was to

move to another place—somewhere in France. The wife of one of the soldiers learned that the regiment was likely to pass through a town nearby. She took her three-year-old boy and stood on the sidewalk to catch a sight of her man. By and by his company came. Her eyes were searching the ranks. A corporal, a comrade of her husband, recognized her. Quietly and quickly he slipped across to her side. "Courage, Madame, courage, he fell in the hour of victory for France." A quivering of the countenance, a trembling of the lips, a gulp in the throat, and then holding her boys aloft she gave voice to the dominant passion: "Vive la France." So say we all, "Long live France."

[To be continued in the next issue]

Art Lovers' Page

A MASTER OF THE SPANISH SCHOOL

By Art Lover

In thinking over the better known group of the Spanish School, we decided upon Murillo as the subject for this article, because he was a painter of the people and was greatly beloved by all classes of his time and country.

Bartolome Esteban Murillo was born in Seville on the last day of December, 1617. Not much is known of his boyhood beyond the fact that he was left an orphan at eleven years of age and was then apprenticed to an uncle, Juan del Castillo, who gave him his first instruction along artistic lines.

It was hard for young Murillo to make both ends meet during those years of poverty and homelessness, and he was glad to make little pictures of religious subjects, done on linen, and sell them in the market-place. At the market, called the Feria, almost everything was sold, from meat, fish, fruit and vegetables, to old clothes and old iron; and these little pictures on linen found

a ready sale among the poorer classes. It was the custom for an artist to bring his paints and brushes to the fair in order that he might alter a picture to suit the taste of his patron. While sitting at the stalls Murillo had plenty of time and opportunity to study and sketch the city urchins and beggar boys who frolicked about him in the sunshine of the square, and so made good use of his brushes and paints. These sketches were afterwards developed into the matchless paintings of street waifs that are the pride of several great galleries of Europe.

Murillo had a great sympathy with these warm-skinned, brown-eyed children of Seville, because of his own homeless years; and one writer has said that he was influenced in his work "by a man's love of little children and an artist's desire to create a beautiful picture."

When twenty-five years of age he de-

ecided to tour Europe and study in Rome and London. His first stop was at Madrid, and he never went any further. He spent two years studying and copying the splendid works of Titian, Rubens, Van Dyck, Ribera, and other great masters whose pictures were hung in the Escorial Palace, and then he returned to Seville, which he never left again.

Murillo's life proceeded pleasantly and smoothly now, and his time was fully occupied in decorating churches and painting for private individuals.

for work. He lingered for two years, enduring great suffering, and spent much of his time in prayer in the church of Santa Cruz before Campana's picture of the Descent from the Cross. Murillo died in Seville April 3, 1682, and was buried, by his own request, at the foot of the picture so beloved by him.

The National Gallery of London has two paintings of Murillo's Spanish children, the gallery at Dulwich has three, and the Hermitage at Petrograd has one, while in the Old Pinakothek at



"THE MELON EATERS"

He became the head of the School of Seville, and for thirty-seven years he worked with tireless energy. At last he was persuaded to go to Cadiz to paint an important picture, The Marriage of Saint Catherine, for the high altar of the convent de los Capuchinos. While working there he fell from a scaffold, and the fall incapacitated him

Munich we find the five matchless ones that excel all the others in being so full of happy life and rich coloring. These five are called The Pastry Eaters, The Money Changers, The Dice Players, Old Woman with Boy, and The Melon Eaters.

The last named appears as our illustration and is perhaps the most attrac-

tive of them all. Surely these brown-skinned, brown-eyed, brown-haired boys were fruit sellers in the Feria nearly three hundred years ago, and have just paused to eat their simple meal. They are ragged, happy, and keenly interested in one another. See the bulge in the melon-eater's cheek, due to a large bite of the fruit, and the amused look in his eyes, as he watches his companions trying to put a bunch of grapes into his mouth. No doubt the boy who can manage the bigger mouthful is the smarter of the two. As you stand before the picture the boys seem to be really alive, and you almost expect to hear them speak after three hundred years of silence. They are clad in tattered white shirts and rough brown trousers. The melon-eater is the fortunate possessor of a rusty green jacket, as well as of the big luscious melon. The brown wicker basket is filled to overflowing with clusters of purple and golden grapes. The boys are sitting beside an old brown wall with the warm sunshine beating down upon them, and who are happier than they?

In these five pictures there are ten sun-burned, scantily-clad children of the streets of Seville, and I am sure they all possessed Aladdin's lamp and built splendid castles in Spain, for they

look happy and contented; and Murillo—once such a ragged boy of Seville—has shown us how simple, natural enjoyment can be rendered attractive and even beautiful amid the most unlovely surroundings.

“When I was a beggarly boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Alladin's lamp;
When I could not sleep for cold,
I had fire enough in my brain,
And builded, with roofs of gold,
My beautiful castles in Spain!”

Lack of space will not permit us to mention the many religious subjects from Murillo's brush—the graceful Madonnas, the Annunciations, the many Conceptions, which led the Spanish people to call him “the painter of the Conceptions,” and the numerous lovely pictures of the young St. John with the Lamb, and of St. Anthony, the patron saint of children. Although these pictures were religious in subject, the characters in them are very human in face and attitude. They are beautiful, both in form and coloring, and have earned for Murillo his high place, not only in the Spanish School, but among the famous old masters of the world.

Holding Audiences

An American educator, recently returned from Asia, tells of an interesting method adopted by a professor in an Indian College in holding his audiences.

The educated Hindus and Mohammedans, natives of India, are extremely proud of their ability to understand and speak the English language. It is an insult to intimate in any manner to an educated native that he is ignorant of English.

The professor above mentioned used the language pride of the natives in overcoming an annoying custom which permits students to enter or leave lectures at any time with the greatest freedom. He announced at one of his talks that in the future any man who did not understand English might retire at any time from the class room.

After this announcement the lectures were heard to the end.

“Men and women give enough of their energies to the service of profit, without yielding their childhood to the preparation for this service.”

Special Articles

WHAT THE AGRICULTURAL COLLEGE IS ENDEAVORING TO DO FOR THE BOYS AND GIRLS OF MANITOBA

That "Education is a training that fits for the duties of life" is now generally accepted as true. In the past the schools have done well the task set them by Society and the industries. Today, however, a re-adjustment is taking place in order that present day conditions may be met, and it is the duty of Society to assist the school in working out the various problems in this re-adjustment.

The Agricultural College is endeavoring to render as much assistance as possible without in any way interfering with the internal organization and management of the schools, and it was felt that the most acceptable way in which this assistance could be rendered was in the organization and direction of Boys' and Girls' Clubs.

During the past year the Agricultural College supplied close on 3,500 eggs for hatching purposes to members of Boys' and Girls' Clubs in Manitoba, 3,000 packages of corn, 4,000 ten-pound packages of potatoes, and 1,000 packages of peas and beans. This material was supplied for use on the home farm and garden, and one can easily imagine the feeling of satisfaction with which the boy sets out for home carrying with him this kind of "home work" as compared with the boy who is taking home four questions in long division. The boy with the eggs will learn many valuable lessons before the summer is over.

There are very few moments between the time the eggs are received and the date when the school fair is held that he is not giving some thought to his agricultural work. He has to get a lot of information from the Agricultural College, the teacher, or his parents. He must find out the proportions and feeds that are most suitable to feed his pigs and chickens if they are to make rapid and steady gains. He must study the

different kinds of soils, drainage and fertilizers for his potatoes, corn and peas. He realizes that if the results of his labors are to have any show at the fair, he must secure the very best information and put it into practice. He knows that he is working at a man's job, and it gives him pleasure, experience and information. His problem is a real problem in real things, and he is not dealing with artificial situations such as how many cents laid side by side will bound an acre.

While the boy is working on his problem, his sister is planning how she can beat him on two contests, namely, chicken raising and potato growing. She may even make a better chicken brooder or exhibition crate, although her special fort is in baking nice palatable bread, canning fresh peas, beans and tomatoes, and making the various articles outlined in the sewing contest. Last year the girl who got first place for bread baking at Stonewall was a boy, and the previous year the boy who won out in the pig raising contest was a girl. Consequently neither sex has a monopoly of the contests especially outlined for them.

That boys are capable of doing a man's job occasionally was well illustrated this year at the Soil Products Exhibition held at the College, when six boys who were supplied with registered Marquis wheat succeeded in carrying off three first prizes, two seconds and a third at a men's exhibition. This year provision is being made to supply 250 boys with registered seed, and it is hoped to make a vast improvement in the quality of the seed sown through the efforts of the boys engaged in club work.

In planning for these clubs, a few typical farm and household pursuits were chosen so that the teacher would

have no difficulty in becoming familiar with every phase of the work and getting the children to fully understand what was required. The desire to excel is one of the greatest impelling forces in the universe, and advantage was taken of this trait in human nature to arrange for contests at the school fair where the best was brought from every school in order that the pupils would have an opportunity of estimating the success which they had achieved when their work was compared with that of other pupils from different schools.

In all nine contests have been arranged as follows: Practical Wood-working, Corn Growing, Potato Growing, Chicken Raising, Pig Raising, Canning and Preserving, Bread Baking and Weed Identification.

The idea in Boys' and Girls' Clubs is to so plan the work in agriculture and home economics that it can be carried out in an experimental way during the pupils' spare time as recreation, and leave the regular time to be devoted to the other school subjects.

Possibly no forward movement in education during the past ten years has been so generally accepted as being of advantage in school work in keeping the pupil profitably busy and in close touch with nature during a part of his spare time. As the work is carried out on the home farm or garden, and under farming conditions, school and home are brought into closer and more friendly relationship. Active interest of the school in the work of the child on the farm, and a knowledge of the home environment greatly aids the school in its efforts to be of assistance. The children feel a closer bond of sympathy; the teacher learns of the pupil's hobbies, and gets the parents' idea of the child's personality. Intimacy gained in other ways would likely be looked on as an intrusion.

The boys and girls who are raising chickens or pigs for the fair do not need to be told that they will need to feed them. They know that they must study the best kinds of food and the proper proportions. They see that proper shelter and exercise will be an

advantage. In short, they feel that there are definite problems depending on their ingenuity, intelligence and effort if ultimate success is to be attained. They feel that they are playing a real part in the world's work, that they are working on problems that require all the information that they can possibly get, whether it is from their parents, the teacher, or the instructions sent out from time to time by the College.

The District Representatives, sometimes alone and sometimes with the inspector, visit the boys on their farms, and report meeting there the keenest questioners met with anywhere in the district.

The work outlined for the girls is along equally practical lines, and so far the number of girls taking part in the contests has been slightly in excess of that of the boys.

During the coming summer, experiments of a novel nature will be carried on. Advantage will be taken of the unused schools during July and August to hold fifteen or twenty two-weeks' short courses in wood-working, sewing and cookery.

Instead of putting in a high-priced equipment, each boy will bring such tools as he has at home, and the work will be done with the actual tools on which he has to depend if he endeavors to do work on his own initiative. Articles closely related to his interests, especially in the other contests which he is carrying on, will be made in accordance with plans which have been already provided. The girls' work in sewing and cookery, and canning, will be carried out under similar conditions.

During the Christmas vacation a short course in mechanical drawing was carried on at Killarney as another experiment, and very satisfactory work obtained. A number of the students who took this course are continuing this work in drawing by correspondence. This is an age when illustration plays a very important part, and as all farm catalogues and magazines are profusely illustrated by drawings and plans, it is of considerable advantage for farmers to understand working drawings.

The war has presented another problem of the farm is to be maintained. During the last three months hundreds of young men from the farms have responded to the call of the Empire, and hundreds of boys who are not old enough to take their place on the firing line will nevertheless do their bit in providing food for the nation. This means that they will drop out of school one, two and even three years earlier than usual, and there will be very little opportunity of them ever completing even the Elementary School Course, and the very least that the schools and colleges can do is to place other means within reach of these boys.

The Agricultural College will hold fifteen or sixteen short courses during the winter at various parts of the Province at which such subjects as Field and Animal Husbandry, Poultry, Dairying, Gardening, Gas Engines, etc., will

be taken up and an effort made to direct the energies of the boys during the winter through study clubs. The membership in each club will be confined to five or six in order that they may meet at each other's homes to discuss the instruction papers sent out. Once a month examination papers will be set. For the first year the work will be confined to subjects closely related to the contests carried on by the Boys' and Girls' Clubs in order that the material used by the clubs may be available for those doing correspondence work.

The Extension Service is confined mainly to those who have quit school, and it is almost impossible to meet the demand, especially in Dressmaking, Millinery, Cookery and Home Nursing. Eight women are at present spending all their time in this work. Very often when a week's short course is being held at an outside point, a series of one hour lessons and demonstrations are given to the older girls in the school.

SCHOOL GARDENING AND ELEMENTARY AGRICULTURE IN THE SCHOOLS OF MANITOBA

By H. W. WATSON

The Department of Education desires in every way possible to further the work of Elementary Agriculture, Horticulture and Forestry in all the schools of Manitoba. For several years this work has been greatly encouraged by supplying considerable material entirely free, and what is not free, at wholesale price.

Last year the following material was supplied to upwards of 400 schools:

Free—Grains (wheat, oats, barley, corn) for 1,500 plots; Potatoes (three varieties), for 1,800 plots; Alfalfa (two varieties), for 2,000 plots.

Wholesale—Vegetable and Flower Seeds, 8,000 packets; Shade and Ornamental Trees, 4,950; Perennial Flower Roots, 600; Flowering Bulbs, 7,000.

This Spring similar material will be furnished and, notwithstanding war times, at cheaper rates.

Most of the teachers used this

material in a truly educational way; many carried out experiments such as are engaging the attention of the Agricultural College and Experimental Farms. Over 600 rural teachers followed the outline in Agriculture, filled in the report and forwarded it to the inspector at the end of the year. Many of these teachers on the recommendation of their inspectors, have received grants for this year's work, some to the extent of \$25.00.

The almost universal testimony of these teachers who have tried to follow this subject systematically is that it is the most interesting on the programme to both teachers and pupils, and that no other subject interests the parents to such an extent, in the work of the school.

Jehu Corn Contest

Last year a three-year Corn Contest was organized. Pedigreed Jehu seed

corn was distributed free on application. Three pupils with the best corn represented the school and each exhibited his six best ears. Prizes were given to the best school teams; also to the pupils with the highest individual scores.

Last year was a very poor year for ripening corn and there were few competitors, but this year will, in all probability, prove much more favorable. Killarney team won the Steele, Briggs Seed Co. silver trophy for the best school exhibit, and Willie Dyck, Winkler, won first prize for an individual exhibit.

School Fairs

As an outgrowth of the school garden, school handwork, corn competitions, boys' and girls' clubs, we have the school fairs established, where the best of every kind of school work is exhibited. About sixty fairs were held last fall, some of which included exhibits from twelve to twenty schools.

Teachers who have not received the order sheet for school garden supplies, or the Boys' or Girls' Club bulletin which contains information regarding school fairs, should write to H. W. Watson, Director of Elementary Agriculture, Department of Education.

Agriculture in Secondary Schools

Many Consolidated, Intermediate and Rural High Schools are introducing considerable agricultural work in connection with the Science of Grades IX., X. and XI. The Science of these grades is given a decidedly agricultural bent by using illustrations and experiments

common to rural life. In addition, the schools of Stonewall, Holland, Roblin and Teulon have a special course in Agriculture for farm boys during the winter months. The special work is given by a specialist in agriculture and is similar to that given to students of the first and second years at the Agricultural College.

During the summer when these boys are on the farm, they are required to carry on experimental work in such projects as:

- (1) Alfalfa and corn for fodder and seed;
- (2) Seed selection;
- (3) Crop rotations.

During Easter week a judging contest for these agricultural schools is held at the Agricultural College. A team of three is chosen from each class to compete as such with the other teams in grain and stock judging.

Agricultural Science includes all the other Sciences and hence in this agricultural land the Elementary Science of the Secondary School, especially that of Grades IX. and X. should be broadened and re-directed into Agricultural Science. Newly adapted schools with courses in Agriculture, Manual Training, Domestic Science and Domestic Art are rapidly springing into the front rank. "When mind co-operates with muscle, we get a new man," and when the education of the mind includes that of the eye and the hand, we get a new school.

IF WE FAINT NOT

It was nearly five o'clock in the afternoon. The school children had gone home some time ago, and the desks stood in neat rows, looking as if they had well earned their rest. The clock on the wall ticked away unceasingly. A blue-bottle buzzed against the window pane and occasionally the inner door of the schoolroom creaked, as the breeze blew it to and fro. But to the troubled teacher at her desk this brought no relief. She was tired—too tired to forget the strain of the day's

work, and now she sat still, with her head in her hands, thinking of the incidents in that day. Had she done right in moving Mary to the front? Would that big boy Tom ever write any better? Why was little Willie so slow in learning to read? Was she training the children to grow up good men and women?

Ah! this was the important question, and the young teacher sighed, as she thought of the kind of homes many of them came from. It was so hard to

teach them gentleness, reverence, nobility. Had they any more of these than when she came a year ago? She did not know, and that was the trouble. If her work was true, why did it seem to be a failure? Then those beautiful lines by Robert Browning came to her mind—

“And what is our failure here but a triumph’s evidence

For the fullness of the days? Have we withered or agonized?

Why else was the pause prolonged, but that singing might issue thence?”

If singing was to follow, then she could stand the prolonged pause—and after all why should she be allowed to see results more than hundreds of other workers? So forgetting her weariness she stood up refreshed.

Walking home over the ploughed field glowing red in the sunset light, with the snow-peaked Rockies dimly outlined in the west, still another thought came to cheer the young teacher’s heart. This time it was—“Let us not be weary in well-doing, for in due season we shall reap, if we faint not.”

THE VIEWS OF A COUNTRY GIRL

(In reply to an editorial inquiry)

I am quite aware that I am dealing with a delicate subject, and I wish to make it clear that my object is not to offend anyone but only to voice what has been growing in my mind from year to year, and which, I feel, cannot be kept there any longer but must be set down on paper.

Somewhere in the dim and distant past there was born an idea which has since been the curse of the civilized world. This idea is one of the relics of barbarism, and should be resting peacefully among the bones of the Mammoth away up in Greenland or down in the bottom of the Red Sea, where the cities of Sodam and Gomorrah are said to be buried. This idea is that somehow or other (reasons unknown) the city people are on a slightly higher plane of civilization than their humble country cousins. That may have been true in the early days, but times have changed. Sad to relate, however, some minds have not changed, they are still primitive; they still hold to the same old idea and seem unable to shake it off.

Oh, if I only had the power to open the eyes of those people, to make them see and understand country life as it should be seen and understood!

It is with pity in my heart and not with resentment that I listen to people

talk in a superior manner of the wide experience of the city born folks. If I had my life to live over again and could choose between spending it in city or in the country what, think you, would my choice be? I would not exchange the days, the weeks, the years which I have spent in the open spaces, under clear skies, where nature was my great teacher, for all the so-called “experience” which the city has to offer. There is a great deal of the artificial in the life of the city; but the hills, the woods, the streams, and, yes, the wild animals and birds do not tend to artificiality. At least, if they do I have never seen any of it. The “experience” of the city can be accumulated in a few months, it takes years for one to become a true child of the country.

A child who is born into almost any of the rural districts of Manitoba is a lucky child. If he happens to have for his teacher a girl who was born and bred in the country and has the true country spirit he is still more lucky.

The country girl grows up with an open, inquiring mind. She goes to the city with the idea of learning what there is to know, and with the natural openness of mind she soon learns it. If she is a true child of nature she will probably be disappointed. The city girl on the other hand is very apt to

be a little bit, shall I say "cock sure," of herself. That ancient idea has been with her ever since she was born, and she finds it very hard to get rid of. She goes out into the country to teach and sometimes, sad to relate, she carries a little bit of unconscious snobbery with her. In the city she has been accustomed to the "guinea stamp" on the gold or brass as the case may be and she finds it hard to get used to these people who are just a little less artificial, just a little more natural than her former acquaintances. She mistakes the lack of veneer for ignorance and makes a terrible blunder. She does not understand these people, they do not understand her and there is probably trouble. Unless you have lived with a certain class of people all your life you cannot thoroughly understand them and sympathize with them. The true country girl can most certainly make a better success in a country school than can her city cousin.

If however, the enthusiastic little girl who goes out from her home in the city to teach in the country, approaches her work in the right spirit she will ultimately make a success of it. I would beg of her to remember a few simple points which so many city girls forget. For the sake of making my purpose clear I will enumerate them:

Firstly—do not go out with that old prehistoric idea that you are going among a primitive ignorant people. You

are probably entering as intelligent a community as the one you have just left. In other words, I would advise you to use tact in your dealings with country folks. I know from experience that they are sensitive.

Secondly—whatever you do, do not try, as some girls have tried, to advise your farmer friends. They have devoted all their lives to farming and even if they haven't had the advantage of Normal training, they probably know a little more about the subject than you do.

Thirdly—Do not try to elevate the literary tastes of your country friends until you find out what the extent of their knowledge is. You will probably find that many a rough old farmer can give you pointers on what you should read. I would advise you to be particularly "canny" in a Scotch community.

Fourthly — Be careful how you approach your children. Do not mistake a little bit of roughness for badness. When you find the true way to the country child's heart you will find that he is as near to what God intended a child to be, as children can come.

Lastly, I would beg of you to approach your work in the country with the attitude of a student as well as that of a teacher. Whatever you do, do not approach it with that snobbish air with which I have seen too many well-meaning city girls enter upon their work in a rural district.

OFFER TO CANADIAN SCHOOLS

National Association of Audubon Societies Places Advantages at Disposal of our School Children

At the last annual meeting of the Commission of Conservation, Dr. T. Gilbert Pearson, secretary of the National Association of Audubon Societies, of New York, gave a very interesting and instructive address on Bird Reservations.

The association is international in its scope, and an outstanding feature of its

work for the protection of bird life is the education of children to a love of wild birds. Dr. Pearson has kindly arranged to extend to Canadian school children all the advantages of this work, and it is hoped that school principals and teachers will interest their pupils in the great work of saving Canada's wild bird life.

To this end Dr. Pearson says: "For the past few years we have engaged in systematic organization of the school children into classes for bird study and

bird protection. The children each pay a fee of ten cents, and receive material which costs us much more than that to publish and place in their hands. This consists of a series of excellent coloured pictures of birds, together with outline drawings, which the children, by means of water colours or crayons, can fill in and thus fasten in their minds the correct colouring of the various birds. The children also receive a very pretty bird-button bearing the words 'Audubon Society.' To the teacher who forms a class of ten or more, and sends in their fees to the Audubon Society, 1974 Broadway Avenue, New York, there will be forwarded free for one year the magazine Bird Lore and other matter on the subject of bird study. In 1915

about 1500,000 children were thus organized in the United States.

Dr. Pearson further states: "As a further indication that there is nothing of a commercial character about this proposition, I may say that this work last year cost us at the rate of 26 cents for each child enrolled. For the present school year we have at our disposal a fund of \$26,000 to use in this work, and I shall be very happy to share the advantages of this plan with the children of Canada."

There is thus placed before our school teachers an opportunity to interest pupils in this branch of nature study and at the same time secure for themselves valuable material to assist them in their work.

A TALK ON FORESTRY FOR CHILDREN

By JAMES LAWLER

The forests of Canada mean so much to everyone in Canada that all young Canadians, girls as well as boys, ought to know about them.

In the first place let us all get rid of the idea that our present state is anything to be ashamed of. Canada is a great country in area, in population and in the industry and intelligence of its people. After all, this last is what really matters.

Foresters like trees but they only like trees because they add to the happiness and comfort of men and women. If cutting down and burning up all the trees in Canada would make the people of Canada happier, richer, more able to enjoy life and to fight for the right, then every forester would urge that a big bonfire be lighted to burn down every tree.

Trees Necessary to Life

But foresters know that trees not only make men happier and richer but also that without trees it would be impossible to live in some parts of Canada while all parts of it would suffer.

Some time ago a poet in one of the western states wrote a poem beginning:

"Woodman, woodman, spare that tree,
Cut not a single bough."

This poem has been recited again and again and the people who recited it imagined they were doing some good to forestry.

Nothing could be further from the case, so far as commercial forestry is concerned. The farmer, who should refuse to cut down a field of wheat or corn when it was ripe, on the excuse that he wanted to conserve it, would be rightly esteemed crazy.

If a forest of trees is ripe it should be cut down and turned as soon as possible into houses and ships and things which men need. To refuse to cut down a ripe forest, when there are people needing the timber, is not to save it but to lose it. The farmer's ripe wheat, if not cut, is shelled out by the wind and beaten down by the storms till it is all lost. In the same way the ripe forest trees decay, are blown down and eaten by worms without doing good to anyone.

The Hope of the Forest
The point is, that when a forest is

cut down it should be cut in such a manner that the young growth is injured as little as possible. Then, if the land is not fit for farms, the young growth should be so protected (chiefly from fire) that as soon as possible it will grow up into a forest of big trees. The successful farmer, when he cuts down a field of wheat, proceeds to get the ground ready for a new and better crop of wheat. In the same way when a forest is harvested the owner of the land ought to get the land ready for a new and better crop of trees. The farmer kills weeds that are crowding out his grain, and the forester cuts down weed trees that prevent young pines or spruces or other trees from growing.

The Man with the Axe

The forester is the man with the axe, not the man with the spade. If we cut down our forests aright in Canada there would never be any need to plant, except to bring in new and better kinds of trees, and, badly as we have managed things in the past, we should endeavor to get on with as little planting as possible.

The Conquering Forest

The trees are no decaying race that must be spoon-fed to keep them from disappearing like the dodo and the passenger pigeon. Dr. Fernow in his lecture, "The Battle of the Forest," states that the forest is a mighty army, always advancing, and that if it were not for Man and Fire the forest would in a few score years cover every part of the whole earth, except the absolute deserts and snow-capped mountain tops. Here then is a mighty force. Our forefathers in pioneer days in Canada used to consider it a relentless enemy, ever endeavoring to overrun their farms. We know it is a steadfast, unbreakable friend which, unless we drive it away with fire, will cover our sandy plains, our rocky hillsides and our steep mountains making them produce ever-repeated

crops of valuable timber, keeping our streams in even flow, sheltering our insectivorous birds, protecting us against hot winds in summer and cold blasts in winter, helping the farmer, the manufacturer, the merchant, the railways, the mechanic and the laborer, and in fact every person in Canada.

Is not this a friend worth knowing and should we not all do what we can to stop the onslaughts of the enemy that does him the greatest damage—Fire?

The Use of Shade Trees

The foregoing applies to the forest trees. They are crops which ought to be harvested for the use of man and to make way for new crops. Trees in parks, gardens and on streets are in a different class. These are not lumber trees and would not serve any very useful purpose if cut down. They are too short, have too many limbs and too many knots. But they are very useful while living. They purify the air—your teacher will tell you how—they give grateful shade, help to keep the air cooler, they rest the eyes and by their beauty make us all happier. If the poet had written:

"Lineman, lineman, spare that tree." we would all agree with him. There are laws against the cutting down and mutilating of such trees and we should all do all we can to prevent their destruction. An ignorant, careless telephone or telegraph lineman may destroy in an hour a tree which took one hundred years to grow and which might go on growing for two hundred years more. It may be impossible because of sewers and pavements to get another tree to grow in its place, so we should fight to preserve it. But take care to see that it is a worthy tree, not a short-lived, dirty tree unsuited to streets and parks before we make our protests.

A tree is no good in itself but only in so far as it does good to men, women and children.

"It is the wholesome human passion which makes the simple sensuous life beautiful. It is the absence of this passion which makes work drudgery and all life dull and stupid."

AN OPPORTUNITY FOR SCHOOL CHILDREN

Editor School Journal:

I would like very much to secure the assistance of any of the teachers or pupils of Manitoba.

Mr. Norman Criddle and myself are gathering records for a list of the species of beetles known to occur in the province, and we are of course anxious that this should be as complete as possible, both as to the number of species and the localities in which they are found.

In our schools, both primary and secondary, there must be many specimens of beetles in collections. I would be pleased to get lists of the names of these and the localities in which they were taken.

Specimens which have not been au-

thoritatively identified could be sent to me and by me if necessary to specialists in the various groups.

I might say further that I would be glad to give assistance to anyone who desires information about other families than Coleoptera, and specimens sent to me for identification will be returned. Science teachers who are not acquainted with our local fauna might find this a good opportunity for getting the school collection into shape.

With this I send a few notes on collecting beetles and hope they may prove of some use. I shall be pleased to hear from anyone who is interested. Thanking your for your space, I am, yours sincerely,

J. B. Wallis.

265 Langside Street, Winnipeg.

BIRD HOUSE EXHIBITION

This interesting exhibition is to be held in the Lecture Room of the Industrial Bureau on Friday and Saturday, April 28th and 29th. Entries will be received in four classes:

Class I., pupils under the age of eleven.

Class II., pupils between the ages of eleven and thirteen.

Class III., pupils between the ages of thirteen and fifteen.

Class IV., pupils over fifteen.

Three splendid prizes will be awarded in each class, with one or more special trophies. No entry fee will be charged. Each house must be the work of the exhibitor, but more than one entry may be made by an exhibitor. The only qualifications required are those of age and school attendance.

A programme of music and an illustrated lecture will be given each evening, with an admission fee of 10 cents for children and 15 cents for adults.

NOTES ON COLLECTING BEETLES

The order Coleoptera or beetles is an exceedingly interesting one from many standpoints. Specimens are easily collected and are much less liable to damage than butterflies, flies, wasps and others. Many species are of great beauty, both of color and form. Among beetles may be found some of our worst enemies and of our best friends. To the young collector the ease with which they can be taken and the number in which they occur are added attractions.

For collecting Coleoptera one re-

quires a killing bottle. This may be the ordinary cyanide bottle used for butterflies, or a small bottle containing alcohol or even gasoline. Many species can be simply picked off the ground or plants, but for others a net is desirable. This should be of stronger material than a butterfly net and with a stronger ring, as it may be used for "sweeping" the herbage and shrubs, or for raking among the weeds of ponds or streams in search of water beetles.

The larger beetles should be mounted

by pinning through the right wing cover about one quarter the length of the cover from its shoulder, and pushing the insect up to about three-eighths of an inch from the top of the pin.

Smaller ones are best mounted on tiny triangles of cardboard, about one-quarter of an inch long with a base of about one-sixteenth. Put a pin through the end of the triangle and run it up to near the top.

I usually bend the tip of the triangle over and cut off the point, leaving a shoulder that will fit against the side of the underneath of the beetle. Place the insect on its back on a large cork with the specimen's head to the left. Put a very small quantity of cement—secotine is excellent—on the shoulder of the triangle, and turning the pin point up press the shoulder firmly against the underside of the beetle, below the legs and about half way along the body.

Each pin should have on it a small label showing locality and date of capture of the specimen. Without such a label the specimen is devoid of scientific value. It is customary to put name of collector on the label.

If it is not desired to mount the specimens immediately, they may be put when killed into small triangular envelopes, which may be easily made from almost any paper. On the outside, in pencil, should be written the locality and date of capture, and the name of collector.

Care should be taken when sending pinned insects through the mail. A medium depth cigar box may be used. A strip of wood should be nailed at each

end on the inside so as to support the cover, and the box should be floored with sheet cork or cork linoleum, over which should be laid a thin oblong of cotton batting. The insects should then be pinned in securely.

After wrapping the box in paper and tying securely, it should be placed in a wrapping of excelsior, hay, or even cotton batting, then put in strong paper and well tied. If this be well done damage is rare. I have had in one winter as many as forty boxes go and return with practically no loss.

Beetles may be found in almost every conceivable locality.

On bare spots in the prairie, along roads and in the ditches, in the sand hills, on the river banks and lake edges, you may find the beautiful tiger beetles. They are rapid runners and fly swiftly and readily, so that a net is necessary for their capture.

The ground-beetles love to hide under stones, boards or in fact cover of any kind, especially in more or less damp localities.

Every shrub, tree or flower harbors beetles of several different families, some of them of great beauty, others interesting because of their relation to man.

Other species may be found under bark of trees, boring in wood or twigs, under carrion, in fungus—even in bird or animal nests.

The order has not been well worked in the Province, and collecting, especially in the extreme east, north and northwest will certainly bring to light many species not hitherto recorded.

VISUAL INSTRUCTION IN SCHOOLS

By PROF. V. W. JACKSON, Agricultural College

It would seem that we are entering an age of pictures. The Movies are fast replacing fiction and story telling, and even the Classics are being acceptably presented by the film.

The problem of the educationist now is—"How far, should or can the picture

or visual representation be used in the school?" While in many American schools the moving picture has been introduced, yet, owing to the cost of the film, operation, and apparatus the moving picture can not yet be introduced generally throughout our schools, and

we shall have to look to some simpler method of satisfying this inherent hunger of the eyes. It is now generally recognized that some 87 per cent. of our knowledge comes through the picture, the thing, or its representation, rather than by language translation and description. Book knowledge seems "Second-hand," or, as Carlyle puts it, "Not knowledge at all."

We are beginning to appreciate Wordsworth's admonition,

"INTELLIGENT GRASPS" AS REVEALED IN EXAMS

"Judging from results, as revealed by, say, entrance examinations, our children fail to get an intelligent grasp of even the outstanding events of history."—Supt. White in Journal for January.

The following are some answers in history actually copied, word for word, from the papers submitted, not in entrance, but third class final examinations, and marked by the writer at a departmental examination in Western Canada last July:

"The Indian mutiny was because the Boers would not eat pig's fat."

"The Indian mutiny was because so many gold claims were staked there in 102."

"The Hindoos refused to bite the end off a bullet and broke into rebellion."

"Louis Riel led the British in the Indian mutiny."

"The Indyans rebelled because they found out it was lard from a cow on the bullets."

"Alfred the Great invented the Ten Commandments."

"Alfred the Great abolish the Ten Commandments and made ones to suit him better."

"Alfred the Great took the seven

"Close up those barren leaves
Come out and bring with you a
heart

That watches and receives."

Nature study, manual training, teaching by experiment and observation, the laboratory method, and other modern innovations into our educational system, have done much to correct the mistakes of book learning and we are now concerned with howsofar the picture should enter into our methods of instruction.

commandments and added ones he thought necessary."

"Alfred the Great took the twelve commandments and enforced them."

"In the monasteries women were taught to leave their husbands."

"The Puritans went into battle singing spasms."

"The missionaries were sculptured by the Indians."

"The missionaries had many hardships. They were swerd at because they could not speak Indian proper."

"The Jesuits cristianised the Algonkins. The smoke escaped through a hole in the roof."

"Robert Peel was a Swig."

"After the Norman conquest the people called lamb, venison."

"If the Germans would only give in the war would quit."

"Austria declared war because the Servians killed the Austrian prince, and proper gander." (possibly propaganda?).

And a friend handed in this one he had copied from a previous year:

"The Wars of the Roses were fought in Egypt, the purpose being to take the Ark of God from the Scotch."

Some "intelligent grasp" eh?

An Examiner.

To make the most of dull hours, to make the best of dull people, to like a poor jest better than none, to wear the threadbare coat like a gentleman, to be outvoted with a smile, to hitch your wagon to the old horse if no star is handy—that is wholesome philosophy.—Bliss Perry.

The Children's Page

Fairy and Child

Oh, listen, little Dear-My-Soul,
 To the fairy voices calling.
 For the moon is high in the misty sky,
 And the honey dew is falling;
 To the midnight feast in the clover
 bloom,
 The blue-bells are a-ringing,
 And it's "Come away to the land of
 fay"
 That the Katydid is singing.

Oh, slumber, little Dear-My-Soul,
 And hand in hand we'll wander—
 Hand in hand to the beautiful land
 Of Balow, away off yonder;
 Or we'll sail along in a lily leaf
 Into the white moon's halo—
 Over a stream of mist and dream
 Into the land of Balow.

Or you shall have two beautiful wings—
 Two gossamer wings and airy,
 And all the while shall the old moon
 smile
 And think you a little Fairy;
 And you shall dance in the velvet sky,
 And the silvery stars shall twinkle,
 And dream sweet dreams as over their
 beams
 Your footfalls softly tinkle.

Eugene Field.

EDITOR'S CHAT

My Dear Boys, and Girls:

Last month, with a rattle of icicles, a whistling of winds, and a waving of naked branches, we welcomed March into the 1916 calendar. That blustering giant certainly came in like the fabled lion, with a roar of cold and snow, and we will all, I think, look forward with pleasure to the day when gentle, showery, timid April peeps over the eastern horizon. Can you not picture the beautiful elf? She has such a sweet face, where dimples come and go, and tears of joy. Her hair is fair

and full of sunshine, and ripples out behind in the warm breezes that come from the south. Of course, her gown is long and green, and wreathed on her head and cradled in her arms are buttercups, anemones, daffodils and tulips. Around her head, with many a chirp and twitter, fly robins and the other cheery little spring birds. The grass turns green where she steps. She smiles, and the tender little catkins quiver and leaf buds appear. She frowns and the rain trickles down and the rivers and lakes are released from

their winter bondage. The air no longer blustery, eddies in warm waves around her, and all nature knows that the elfin Princess Spring has come to reign.

The warm sun that makes the sap flow in the trees and the grass turn green, makes the blood in the veins of boys and girls dance afresh. The schoolroom seems close and stuffy, the house is unbearable. Winter coats and caps seem weighted with lead. Feet will dance, almost against our wills, and nothing in life seems good or bearable but just the great outdoors, with its roof of arching blue sky, its growing grass and trees, its enticing mud puddles, its fur-coated, half-hidden anemones, its bird playmates, and its fresh rain-washed, wind-cleansed air. How

good it seems, to be out in the early morning! How early bed time comes—Lucky country boys and girls, with your long walks home through the fields, watching the wonderful wakening of nature. Think of the city children when you pull from its muddy home the first crocus bud, or find a tiny field violet hiding so close to the ground. The Editor does hope so very much that you appreciate all the wonderful things that are yours. As you walk along on your way to school, think of these things, and then write us a little story about them; the great gifts of Nature; the wonderful blessing of a peaceful land; the power of the British army and navy; and all the other great blessings that we alike in city and country share in this Canada of ours.

SOMETHING ABOUT BIRDS

Do you remember last Fall we had several talks about birds and the Audubon Society? Well, once again, "the time has come," the walrus says, "to talk of many things," and among the many, surely the most important just now is our little brother of the fields and woods—Citizen Bird. Last Fall a number of our schools joined the National Audubon Society and as we think many others might like to join this year, we will tell you about it once more. Every child in the school may become a member of the society by paying ten cents. When the money has been collected it should be forwarded to the National Audubon Society, 1974

Broadway, New York City, and each pupil will then receive a bird-button, and a number of interesting leaflets about birds and your teacher will get a splendid little magazine called "Bird Lore." Also you might write to the Manitoba Agricultural College, St. Vital, and ask for copies of all their bird leaflets. Study these and see what you can do to help our happiest little friends, the Birds.

In April the Audubon Society of Winnipeg is holding a Bird Competition in the Industrial Bureau, particulars of which you will find on another page of the Journal. Your names should be among the prize winners!

THE SPRING HOLIDAY

Why, what lucky people we are to be sure with all these holidays and happy days every month! Last month there was St. Patrick's Day and its celebration, and the month before that the odd little 29th day, and in January New Year's Day, and so it goes, every month with some special day of its own, but here is lucky April, as if she had not enough glory, having the most

beautiful holiday of all—the Queen of Festivals—Easter. The name comes from the ancient name for the Goddess of Spring, but the reason for the festival as you all know is contained in that old salutation "Christ Is Risen." Forth from the tomb that first Easter morning twenty centuries ago, came the Christ who had died for our sins on Good Friday. His wonderful resurrec-

tion from the dead is the great foundation stone on which the Christian religion is built, and when you are older you will realize that it is this great thing that has made possible all that is best and noblest in the world. The ideals of honor, of freedom and humanity that the civilized world are fighting for today have all risen as the result of what happened on that first Easter morning. Our brave men have gone into exile and battle and terrible death; our brave women have given up all that is most dear to them in order to defend the beautiful things of life, ideals that we, like the Knights of the

Holy Grail, follow at a distance, trying always to reach them.

We think that while we are talking about that first Easter and the great rock hewn tomb that we have read about we would like to give you a little poem that was written by a young Englishman, a university man, Rupert Brooke. He was a brave lad who joined the army and fought in the dreadful Dardanelles, and there lost his life. Before he left England he wrote this very beautiful poem which all the teachers and older girls and boys will appreciate:

The Soldier

If I should die, think only this of me—
That there's some corner of a foreign field
That is forever England. There shall be
In that rich earth a richer dust concealed;
A dust who England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's breathing English air,
Washed by the rivers, blest by suns of home.
And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Rupert Brooke.

THE ROBIN

To enter into a detailed description of the "pious bird with the scarlet breast" would be the veriest pedantry. For is it not

"The bird which, by some name or other,
All men know and call him brother"?

From our earliest nursery days he has been before us, as a special favorite of the Deity and mankind in general. Probably no other bird has such a halo of romance and legendary lore woven around it as the Ruddock, as Shakespeare calls him. In verse and legend

the emblem of all the virtues, to hurt or destroy him, or rob his nest, is to bring just retribution, if not eternal punishment, upon the unfortunate head of the culprit. He is another avian minister to the Man of Sorrows, which fanciful fable saith derived his red breast as a reward for his sympathetic efforts to extract the nails from the Cross of Calvary. One of the most beautiful Welsh legends concerning it is thus happily expressed by Whittier in relating how an old dame chides her grandson for throwing stones at the "holy bird."

“Have you not heard,
My poor, bad boy, of the fiery pit,
And how, drop by drop, this merciful
bird

Carries the water that quenches it?
He brings the cool dew in his little bill,
And lets it fall on the souls in sin;
You can see the mark on his red breast
still

Of fires that scorch as he drops it in.”

His Autumnal lay has been well described as sweet, melancholy sadness, for through all the merry and bright trill there is a distinctly sad and melancholy strain. The bird seems to lament the passing of the fine, bright, and sunny days, and to be filled with concern for the hard times that may come upon him in the dull, dark, dreary days of Winter. And this sadness seems all the more poignant when the song is poured forth so late in the evening that the little singer is barely discerned through the grey, misty Autumn haze. He sings early and late—early to rise and late to retire is the keynote of his movements, and he will

frequently be observed coolly taking a bath so late in the evening that many other species are already retiring for the night.

The nest is placed in a great variety of situations. Any old hat, pot, or kettle lying under a hedge is often selected as the nesting site, but it is also built in holes, under ivy, in the bottom of hedges, and on weed-grown ditches. It is a large and rather slovenly made affair of dead leaves, moss, and grass, lined with fine roots, hair, and feathers. From five to seven eggs are laid, and these are of a ruddy white, freckled with light red. The sexes are very similar, the female being a little paler in all her colours, and the red not spreading so far round the eyes and beak. It is a great mistake to suppose the female is a “plain brown body,” as a would-be critic once tried to convince us. But the young, prior to their first moult, are very plainly coloured, brown birds, with spotted breasts, showing their near relationship to the Thrush family—indeed, they are frequently mistaken for young Thrushes.

PRIZE STORY

The Editor offers most humble apologies to the readers of the Children's Page for unintentionally omitting the Prize Story Competition this month.

For May our competition will be a story of “What We Have To Be Grate-

ful For in Canada.” Now here is a very big subject. Do your best. Send in your stories between April 20th and May 1st (make it the earliest date you can), and let us have stories from every-

ESSAY ON GOOD ROADS

Roads are places where vehicles may travel. They should be the shortest distance possible between two points to be connected. But in hilly country straightness must often be sacrificed, to avoid labor and expense and to secure best results.

Country roads are usually left in care of men, many of whom are ignorant of how road work ought to be done, many of the roads are therefore sadly neglected, though in some localities where materials are readily obtainable, well

constructed roads are to be found.

Good roads are a necessity. Not only can a vehicle travel much faster on a good road than on a poor one, but the wear and tear caused on the vehicles make a poor road more expensive than a good one.

A road to be durable must be constructed of the best materials, and carefully laid. The thickness and material to be given to a road will depend upon the traffic, gravel laid to the thickness of six inches will make a good road, and

some authorities claim ten inches of well consolidated material with the sub-soil well drained will support the heaviest traffic. In recent years, however, concrete has largely taken the place of other materials, where a heavy traffic is intended. Concrete when laid to a thickness of six inches, and overlaid with asphalt, forms an excellent pavement. The only drawback with asphalt is that it is slippery when moist and when getting dry, though it affords firm footing when dry and wet. Asphalt wears well and is the pleasantest to travel on. Its wearing qualities are due to its elasticity. The asphalt loses thickness by compression under the traffic. Repairs are easily made by adding new material. In larger towns streets must be cleaned daily, because of

sanitary causes, this is accomplished either by hand sweeping and hand scraping or by machines, which either sweep the mud or dust directly into the cart or scrape it to one side to be gathered up by hand. Cleanliness is highly important, especially on asphalt pavements, where a film of dust often makes it extremely slippery when beginning to get wet or when getting dry, though sand is sometimes strewn over the surface to remedy this, sand tends to wear the asphalt, and great cleanliness is therefore the best preventive.

Since a road is what we make it, we must therefore make it in the best manner possible, and keep it in repair.—Eddie Sundt, Grade VIII., Cartwright, Man.

School News

Manitoba Educational Association

Eleventh annual convention, Kelvin Technical High School, April 25th, 26th and 27th, 1916. 9 a.m. executive meeting.

General sessions, Tuesday, April 25th, 2 p.m.—Music, school pupils; civic welcome, Mayor Waugh; President's address, Dr. W. A. McIntyre; address, Dr. R. S. Thornton, Minister of Education. "O Canada."

Wednesday, April 26th, 2 p.m.—Music, school pupils; Greetings from Trustees' Association, Mr. Ira Stratton; address, "The School as a Factor in Life" (a business man's view), Mr. R. T. Riley. 4 p.m.—Visit to Agricultural College (1) inspection of buildings; (2) lunch; (3) address, President Reynolds.

Thursday, April 27th, 1.30 p.m.—Business meeting; music, school pupils; address, "The Trend of Modern Education," Mr. Chas. K. Newcombe, Supt. of Education; address, "Echoes from the War," Dr. Fortin, Canadian Expeditionary Force. National anthem.

Elementary Division, chairman, Bro.

Joseph Fink, Wednesday, April 26th, 9.30 a.m.—Demonstration of physical drill, A class of Teachers; "Manitoba Birds" (illustrated by lantern views), Prof. V. W. Jackson, Manitoba Agricultural College; "Tuberculosis, a Community Disease," Dr. D. A. Stewart, Supt. Ninette Sanatorium.

Departmental meetings, Thursday, April 27th, 9.30 a.m.

I. Grades I, II. and III., chairman, Miss Palk.—Phonics—class demonstration, Miss McIntosh; Number work—class demonstration, Miss Bishop; Drawing—class demonstration, Miss Barber.

II. Grades IV., V. and VI., chairman, Mr. H. H. McIntosh.—Music—class demonstration, Miss McCleery; The Social Development of Children in School, Mrs. Duncan; Reading, Speaking and Dramatization — class demonstration, Miss Aaron.

III. Grades VII. and VIII., chairman, Inspector Gordon. — History, Miss Craig; The Gary School System, Mr. W. E. Grant.

IV. Rural Schools, chairman, Inspec-

tor Woods. A round table conference. Adaptation of the programme of studies to the grades of a rural school, Mr. Geo. Garrett, Langruth. School Gardening, Miss L. Green, Hilton; Miss M. Gutzke, Morden; Mr. J. W. Richardson, Edrans; Mr. W. J. Mihaychuk, Arabakka. The School a Social Centre, Mr. Gerald Stewart, Two Creeks. The Christmas Entertainment, Miss B. McPhail, Somerset; Miss Jean McBean, Carlowrie; Miss Myrtle Sinclair, Greenway. The Annual Fair, Mrs. Jackson, Dugald. The School Library, Mr. A. E. Harris, Altamont; Mr. Mackie, Lac du Bonnet. Regularity of Attendance, Mr. J. M. Carmichael, Arnaud; Mr. R. E. Brown, Winnipeg. The Teacher on the Playground, Mr. Geo. Garrett, Langruth; Mr. R. R. Malloch, Carberry; Mr. H. Beirsto, Mr. W. G. E. Pulleybank, Dominion City. The Hot Lunch, Miss Margaret E. Wood, Emerson; Miss McManus, Headingly. The Rural School Skating Rink, Miss E. Smartwood, Haslington. The Lunch Hour, Mr. Roy Stewart, Neepawa.

Secondary Division, chairman, Dr. C. F. Gillen, Tuesday, April 25th, 9.30 a.m. —Report of committee on programme of studies. Discussion of report. Address, "The Advantages and Disadvantages of Specialization in the High School," Mr. A. C. Campbell.

Departmental meetings, Wednesday, April 26th, 9.30 a.m.

I. Classics, chairman, Mr. P. C. Dobson. Address, Dr. F. W. Clarke, University of Manitoba. Report of the committee in charge of Matriculation Latin Texts. Discussion of Report.

II. Science, chairman, Mr. E. A. Garratt. Content of Science Course. 1. Elementary Science for Grade IX., Mr. H. D. Cumming; 2. Correlation of Elementary Science of Grade IX. with the more formal work of Grade XI., Mr. Huntley. 3. Curriculum for Grade XI. 4. Completion of the Contribution which the Secondary School is to make towards the Scientific Education of its Students, Mr. E. W. Jefferson.

III. English, chairman, Mr. A. M. Shields. The Suitability of the Liter-

ary Texts and Selections for 1915-16, Miss Colwell. The Nature of Examination Papers, Dr. C. F. Gillen.

IV. Moderns, chairman, Prof. A. D. Baker. Phonetics, Miss C. M. Robinson. What Shall We Do With the Authors' Class? Prof. J. H. Heinzelmann. The Place of Grammar in Language Teaching, Miss S. L. Macmorine. L'Enseignement des Verbes Irreguliers, Mr. Chas. E. Muller.

V. History, chairman, Mr. W. D. Bayley. My Most Successful Lesson, Lesson outlines by Six Teachers.

VI. Agriculture and Manual Training. Agriculture in the Public and High School, Prof. J. B. Reynolds, M.A., President, Agricultural College. Training Boys and Girls to Do Things, Mr. J. W. Gordon, Normal School, Manitou, Man. The Short Course in Relation to Vocational Education, Mr. Nelson Smith, B.S.A., District Representative, Killarney. Vocational Education and Labor Problem, Mr. Arthur Beach. The Forward Movement in Education, Mr. S. T. Newton.

VII. Home Economics, chairman, Miss Stewart. Review of Household Science Books, Miss Patriek. Review of Household Art Books, Miss Haliday. Introduction of Household Art and Science in Rural Schools, Mr. R. Fletcher, Deputy Minister of Education. Correlation of Household Arts and Science with Other Subjects on the Curriculum, Dr. Daniel McIntyre, Supt. of Schools, Winnipeg. General Discussion of Difficulties in Teaching Home Economics.

Thursday, April 27th, 9.30 a.m.—Round Table Conference on the Problem of the Smaller High School. Business.

Classes of Instruction

On Wednesday morning and afternoon and on Thursday morning there will be classes for instruction in Handwork. The morning session will begin at 9.30 and the afternoon session at 1.30.

Teachers intending to take one of the courses should notify the secretary before the convention. Teachers taking the full work of the three sessions will be given certificate of attendance.

Courses and instructors are as follows:

Paper folding and cutting, Miss Reid, Normal School, Brandon.

Basketry, Miss Mackenzie, Norquay School, Winnipeg.

Color work and drawing, Miss Hewett, Supervisor of Drawing, Winnipeg.

Wednesday morning—Color theory.

Wednesday afternoon—Principles of perspective, with a demonstration of class work from Grade V.

Thursday morning—Application of the principles of perspective, with a demonstration of class work from Grade VII.

Sewing, Miss Haliday, Supervisor of Household Arts, Winnipeg.

Exhibit of Work

There will be an exhibit of work from Rural and Graded Schools outside of Winnipeg. There will also be special exhibits from Brandon, Dauphin and Winnipeg.

Exhibitors are reminded that work should not be sent in later than April 20th.

The Model Rural School

A room will be fitted up as a fully equipped Rural School.

General Information

Membership.—Anyone interested in education may become a member of the M.E.A. by the payment of the membership fee of \$1.00.

Transportation.—Delegates from outside points should purchase single fare tickets to Winnipeg, and obtain at the same time from the agent a standard certificate. If travelling over more than one line of railway, a certificate should be secured for each line. This certificate, when signed by the secretary, will entitle the holder to a return ticket free of charge—if 100 Delegates or more attend the convention. Certificates must be presented to the agent at Winnipeg at least ten (10) minutes before the time the train is advertised to leave. Certificates may be obtained April 21st, and will be valid until May 1st.

Registration.—For the convenience of teachers, arrangements are being made for registration at the Industrial Bu-

reau, corner of Main and Water Streets, as well as at the Kelvin School. Registration hours will be 8.30 to 12 a.m. and 1 to 4.30 p.m., each day of the convention.

Resolutions.—All resolutions must be in the hands of the secretary by April 22nd, so as to be referred to the Committee on Resolutions.

Place of Meeting.—The Kelvin Technical High School is situated in the Crescentwood district of Fort Rouge. Corydon and William Avenue cars pass within one block of the school.

Board and Rooms.—The secretary has a list of suitable places which will be available to any delegates on application.

Sessions will begin on time. Be punctual.

Winnipeg

1. That Mr. W. Martin, Mr. W. H. Clipperton, Lieut.-Col. Billman and Mr. F. A. Alden, Assistant-Secretary of the School Board, be granted leave of absence without salary for military service until further notice.

2. That the resignations of Miss M. Kelly, Miss J. Wilkie, Miss E. Tupper, Mrs. O. Square and Mrs. M. McCague be accented, to take effect on the date specified in their several letters of withdrawal.

3. That, as the "School Attendance Act" passed at the recent session of the Manitoba Legislature requires provision to be made by the Board for the proper administration and carrying out of the duties placed upon the Board by the said Act, Mr. G. A. Lister be appointed Chief Attendance Officer and combine with his duties in this respect those of Supervisor of Caretakers at a salary of \$2,000 per annum, duties to begin on the 15th inst., and further that the chairman of the Board, the Chairman of the School Management Committee and Mr. R. T. Craig be a committee to define the duties of this officer and to make regulations to become effective on the approval of the School Management Committee.

A PLANT'S TEACHING

A pupil had brought in a geranium in a pot as a gift; it was of the horse-shoe variety. It was a healthy, vigorous plant; there were evidences of coming buds, and the teacher was pleased to have this green thing to look at when she was tired of the bustle and noise of her school-room. It was placed in the window for the sunlight to fall upon it.

In the course of two or three weeks the plant had greatly changed; the upper surface of the leaves that had been so green now had a coating of dust; the under surfaces instead of the light green, now had a whitish look; the buds had dropped off; the leaf stems had changed; in fact, the whole plant was undergoing a change for the worse.

The teacher was not a florist and therefore applied to the donor of the plant for advice; he reported the matter to his mother who diagnosed the case by saying "the school ain't a good place for it." The plant was taken away and in two weeks returned looking about as well as at first. The word from the pupil's mother was, "It won't blossom for a long time now; it must have better care."

The teacher really wanted the plant in her school-room, and tried to give it attention; she set it in the window again; she watered it regularly; now and then she picked off a withering leaf. But do as she would the plant showed there was something wanting and reluctantly at last she asked the donor to take it back home again. But in passing the little plain house on the corner where this plant with others looked out of a window at her as she passed, the question often came in her mind, "Why did I have such poor success with the geranium?"

The reading of a little book entitled "Unconscious Influence" brought her thoughts back to the geranium and the suggestion would come up that there was a strong likeness between the child and the plant. Both were growing beings; both were built on a plan fixed

by the Creator; both must follow that plan or there would be failure; the teacher must make her object. This Creator's plan.

The remark too of the mother concerning the plant would come up, "The school ain't a good place for it." She remembered her father once took her out of school saying, "You can go too much to school as well as too little." That was an occasion when she had grown listless and careless; she remembered that her parents watched her and conversed about her together and finally took her out of school. She concluded she was in the condition of the geranium, and that her parents saw she would do better at home than at school.

The incident of the plant caused her a good deal of thought. It was plain from her own remembrance that children might not do well at school. Why they did well with one teacher and did not do well with another had never troubled her before. A geranium would do well with any florist, but a child would not do well with every teacher. Could a teacher imitate the method pursued with the geranium? Would that be teaching? How would it differ from the kind of teaching she was now doing? Mrs. M., the one sending the geranium, knew plants thoroughly, that was evident. Could it be said by the people in that little village that the teacher knew children thoroughly?

To know children, then, is what the teacher must make her object. This must come before she can undertake teaching. How could the knowledge be gained? Should it come from books? She had seen a book, "The First Three Years of Childhood" that she must own. But she determined to study the children before her day by day.

A beginning had been made; a starting point made in a career that was to be far different from what it had been. Reading and numbers were to be means now of developing the child, as the sunshine and the water should develop the plant.

The Houston Tutorial School

(JAMES HOUSTON, B.A., Principal)

CORRESPONDENCE DEPARTMENT
WHOLE OR PART COURSES IN VARIOUS SUBJECTS FOR MATRICULATION,
TEACHERS' CERTIFICATES, ETC.
SOLUTIONS OF PROBLEMS IN ARITHMETIC, ALGEBRA, GEOMETRY,
TRIGONOMETRY, PHYSICS, ETC.
LET US KNOW YOUR NEEDS AND WE WILL QUOTE YOU TERMS

398 VICTOR STREET, WINNIPEG

Telephone Sherbrooke 440

Established 1906

R. LAWSON & CO.

Insurance and Financial Agents

101 Farmer Building

WINNIPEG

C. H. Enderton & Co.

Real Estate Investments
Mortgage Loans
Fire Insurance

228 Portage Ave.

Winnipeg

Phones: Main 4138-4139.

ALLAN, KILLAM & McKAY

INSURANCE
BONDS
AND
MORTGAGE LOANS

WINNIPEG

MAN.

DAY, MARTIN & PETTIGREW INSURANCE AGENCY

Insurance, Loans and
Investments

300 Sterling Bank Bldg.

WINNIPEG

Ryan Agency, Limited

FIRE - ACCIDENT - LIABILITY

INSURANCE

Fidelity Bonds

603-606 Confederation Life Bldg.

Phone M. 6138

WINNIPEG MAN.

BRYDGES & WAUGH, LTD. KEEWAYDEN BLOCK, PORTAGE AVE. EAST FIRE

Atlas Assurance Co. Calumet Insurance Co.
Commercial Union Assurance Co.
Guardian Assurance Co.

ACCIDENT

Canada Accident Assurance Co.
Guardian Accident and Guarantee Co.

PLATE GLASS

Canada Accident Assurance Co.
Guardian Accident and Guarantee Co.

Agreements of Sale Purchased Real Estate
PHONES M. 5004 and M. 5005

Change of Address

Advise us promptly of any change in your mailing address. In notifying us of your new address, we would appreciate being advised of the name of the teacher succeeding you.

WESTERN SCHOOL JOURNAL CO.

HAVE HENDRY'S CATALOGS

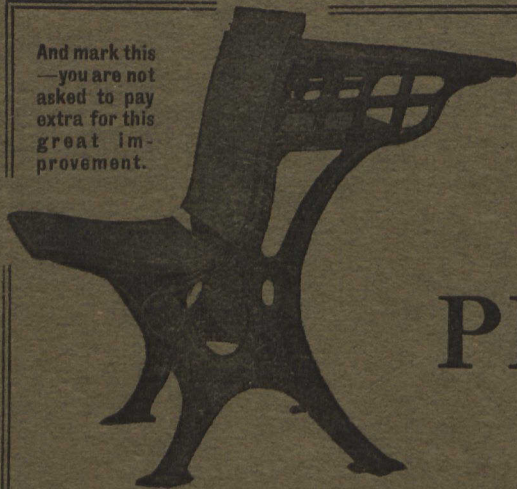
BEFORE YOU TO SELECT THE

Right School Supplies

We have special catalogs on Educational Equipment, Drawing and Art Materials, Kindergarten Supplies and Science Equipment. Ask us to send you the ones of interest to you

The GEO. M. HENDRY CO., Limited
Educational Equipment - 215-219 Victoria Street, Toronto, Ont.

And mark this
— you are not
asked to pay
extra for this
great im-
provement.



NOTE THE NEW
Sanitary Standard

— of the —

PRESTON DESK

This is the most important innovation of recent years in connection with school desks and does away with the fancy dust-catching and unsanitary standards of the old style. It places the Preston Desk on an equality with any sanitary school desk made, with the added advantage of considerably lower price. Write us, stating your requirements and we will gladly furnish a quotation.

The Canadian Office and School Furniture Co., Ltd. - Preston, Ont.