

The
WESTERN SCHOOL JOURNAL

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— INCORPORATING —

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

THE DAWN OF PEACE

Have ye not heard it, far and nigh,
The voice of France across the dark,
And all the Atlantic with one cry
Beating the shores of Europe? Hark!
Then—if ye will—uplift your word
Of cynic wisdom! Once again
Tell us He came to bring a sword,
Tell us He lived and died in vain.

It is the Dawn of Peace! The nations
From East and West have heard the cry,—
“Though all earth’s blood red generations
By hate and slaughter climbed thus high,
Here—on this height—still to aspire,
One only path remains untrod,
One path of love and peace climbs higher!
Make straight that highway for our God.”

—Alfred Noyes.

Winnipeg, Man.

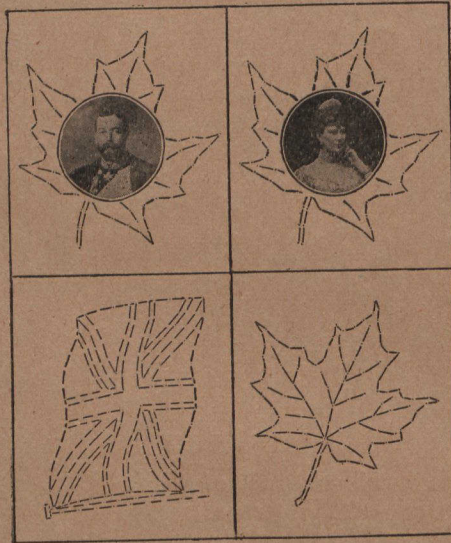
December, 1918

Vol. XIII—No. 10

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December Calendar, No. 603.....	"Night Before Xmas"
January Calendar, No. 604.....	"The Snow Man"

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

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The Western School Journal

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

VOL. XIII

WINNIPEG, DECEMBER, 1918

No. 10

Editorial

Supremacy of Character

There are parents in this province who send their children to school not with the view of having their lives enriched in knowledge, wisdom and behavior, nor with a view of having them become good and loyal citizens, helpful and happy neighbors, but merely in order that they may be more productive in the narrow mercenary sense. If a boy by going to school can double his earning capacity, the school is worthy of support. Education as development of habit, taste, ideals and character counts for nothing.

This thing must be fought. In the interests of childhood it must be fought. It must be fought, too, in the interests of national life. The one thing needed above all others today is moral character—character that compels a man to love his neighbor as himself, to discharge public and private duties honestly and faithfully, to Fear God and Honor the King. We all want school education to be practical, to have direct relation to the affairs of life,—but the biggest thing in life must not be overlooked. The biggest thing is not a dollar bill. The true measure of worth for any man is what he is, rather than what he has. So whatever else we emphasize in the teaching of today and tomorrow, we must keep conduct first.

Now conduct in the days of our childhood was bounded on the north, south, east and west by certain lines of propriety established by custom and prejudice. First, the line of card-playing; second, the line of dancing; third, the line of smoking, and, fourth, the line of theatre-going. With regard to all of these we have only this to say: "Honi soit qui mal y pense." There are other things that are fundamental—honesty

in trade, politics, religion; love to God and men; loyalty to truth and to the flag. And those who possess these qualities may be depended upon to succeed, as men of the world measure success. For it is true in education, as in religion, that if one seeks and finds in his own life the Kingdom of God—which is character—all things else will be added.

The Flu

This has been a hard winter for our schools. The loss in time will be severely felt, especially by the senior classes. There is but one way to counterbalance the loss of time—intensive study during the rest of the year. It has already been announced that the Christmas and Easter vacations will be cancelled, and that the High Schools will keep running till the last day of June. Perhaps, after all, the loss will not be so great as was feared. The action of so many teachers in taking upon themselves the duty of nurses cannot be too highly commended. Never did the teaching staff of Manitoba show to better advantage than during this period of stress and suffering. The sympathies of The Journal go out to the hundreds of families bereaved by this great visitation. May there be some compensating gains—a deeper feeling of brotherhood, new friendships, greater belief in the goodness and kindness of our neighbors.

An Experiment in Supervised Home Study

Shortly after the closing of the schools on account of the epidemic, it became evident that the period of vacation was likely to be an extended one.

In a number of cases arrangements were made to direct and supervise home study. The Inspector of High Schools sent out a circular letter to High School Principals pointing out some of the ways in which this work might be carried on, and has received a number of interesting reports upon the matter. It is too soon, of course, to estimate results, but in the meantime the good work goes on and results can be measured later. It is safe to say, however, that the present experiment will prove valuable from the standpoint of educational theory as well as in practical result.

In some cases, printed or typewritten sheets have been sent out to every pupil, and in other instances the local newspaper has printed weekly outlines of work for the several grades. The telephone has been freely used by the pupils in consulting with their teachers upon special difficulties. Arrangements have been made and carried out to supply instruction to individuals and quite small groups while strictly observing all the health regulations. The home work, of course, includes occasional examination tests which are gathered and examined by the teachers.

The foregoing refers chiefly to high school grades, but in many cases the elementary grades, five to eight, were included. In most schools, pupils, parents, and all co-operate heartily in this good work.

The Annual Report

The annual report of the Trustees' Association is a very creditable production. It contains all the papers in extended form and is beautifully illus-

trated throughout. It is just such a report that makes people proud of the schools. If trustees are right then everything is right in education.

Consolidation In Manitoba

The pamphlet on Consolidation of Schools, issued as a special report of the Department of Education, is exceedingly interesting. There are 74 such schools in the province. The first was organized in 1905. The greatest activity was in 1912 and 1913, the number organized in those years being 10 and 19. Last year there were organized four. The total area under organization is 55 square miles. The average size of a district is $41\frac{1}{2}$ sections of land.

The first benefit of the system has been increased enrolment. In ungraded rural schools the average attendance is 55.6 per cent. of enrolment. In ungraded consolidated schools it is 56.8 per cent. In graded consolidated school it is from 63.9 to 71.9 per cent., depending on the number of teachers employed.

Transportation is a great element in increasing attendance. On the average the transported pupil has from 15 to 20 days more schooling than the pupil who walks. A country pupil averages from 27 to 39 more days by attending a consolidated school than if he attended the ordinary rural school.

The cost of transportation is considerable. The average cost per pupil in consolidated schools is \$88.68 and in ungraded rural schools is \$55.61.

The report gives full information as to formation of consolidated schools, vans, grants, and is just such a report as school boards should have.

Whatever increases the child's facility in movement, imaging, remembering, attending, prepares the way for his voluntary control of these processes, increases his confidence in himself and adds to his will power, hence all physical and mental training is a means of developing the will. Experience in choosing and directing action in accordance with choices is needed to develop freedom of voluntary control.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

ALGEBRA—GRADE X

Grade X students will be expected to cover the work as given in chapters 1 to 13 inclusive of the Crawford text.

DECEMBER EXAMINATIONS

The examinations in subjects of Grades IX and X, for Grade XI students carrying conditions from these grades, will be held on January 6th to 10th inclusive. It has been considered advisable to defer this examination owing to the closing of so many of the schools for such a long period and the uncertainty of all schools being in operation by December 9th.

The Grade XI examination for students prevented from writing in June last on account of being engaged in farm work will be held in December as originally planned, the number of candidates being very small.

ESSAY COMPETITIONS

The attention of teachers is called to the following circular issued by the Royal Colonial Institute. The Department would like to see students from Manitoba entering these competitions.

NORMAL SESSIONS

The following Normal sessions will open January 7th, 1919, as planned:

Second Class Normal School, Winnipeg.	Second Class Normal School, St. Boniface.
	Third Class Normal School, Brandon.
	Third Class Normal School, Manitou.

The doctrine of interest properly understood does not mean that a child shall never do anything except what he wishes to do, in the sense of leaving it to chance as to what wishes shall be excited in his mind. The teacher should bring to the child, in actual or representative form, any sort of environment that she sees fit and in this way excite the desire to reach ends and stimulate him to devise means for reaching them. On the negative side she should shield the child from any kind of environment that will surely be injurious to him at the time, while on the positive side she should present a great variety of environment, especially that which she thinks will be of the most use to him. According to the doctrine of interest, the environment that is best suited to develop the child's nature will excite the feeling of need leading to active, interesting effort. Activity thus excited is likely to produce a more normal development of the individual than any that can be produced under the authoritative direction of another person, without regard to the interest felt by the individual.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

MANITOBA SCHOOL TRUSTEES' ASSOCIATION

Resolutions discussed at the Twelfth Annual Convention held in Winnipeg on February, 26, 27 and 28, 1918, and referred to the Executive.

1. That this convention ask the Provincial Government to take such steps as will provide medical and surgical treatment for all children of school age requiring the same at the expense of the Province.

2. That where the school nurses report the condition of a child has not been acted on by the parent owing to their being financially unable to do so, that some provision be made by the State to have the child receive proper attention.

3. In view of the fact that many of our children in both rural and urban districts are being allowed to grow up to manhood and womanhood in a sub-normal physical condition, thus placing them under a terrible handicap, and which tends materially to the degeneration of our race. Be it resolved that this association request that the Act be amended to secure legislation that will make it compulsory for every district to provide a suitable system of medical instruction, and that where necessary treatment may be provided.

4. Whereas owing to war conditions a great number of 8th grade boys and girls on the farm will be unable to enter High School in the fall; Resolved that the Department of Education be asked to provide a place where such pupils can, while the war lasts, attend High School during the winter months from November 1st to April 1st for the purpose of covering the year's High School work in two years.

5. That whereas we believe moving pictures to have in them the possibility of great educational value, and whereas most of our village communities the community and even the moving pic-

ture operator have little power in determining the type of picture shown, therefore be it resolved that we respectfully urge the Department of Education to give rural communities help in this matter by establishing a bureau where films of attested educational value and clean humor may be obtained.

6. The Executive of this association be instructed to co-operate with the committee of which Mr. Henders and the Deputy-Minister of Agriculture are the heads to further the production and conservation of food, and to assist in the relief campaign for Brother Farmers in the devastated regions of Belgium and France.

7. That the Department of Education should make a survey of the Province in view of the fact of future consolidation so that all lands would be taken in under a proper system.

Resolutions discussed at the Twelfth Annual Convention held in Winnipeg on February 26, 27 and 28, 1918, and laid over for another year.

1. That we endorse the principle of the Teachers Retirement Fund.

2. That it is expedient for the general good of the community, and especially the children attending school, that the study of the Bible become a part of the public school education, and that definite portions be set for examinations in which it will be necessary for each student to secure a pass.

3. That this association believes that it would be in the best interests of Education in this Province to have the administration of school affairs in the hands of boards of school trustees elected for larger units than the school district, preferably for a municipality.

4. That in the opinion of this convention the efficiency and general useful-

ness of the Manitoba Agricultural College would be vastly improved by having the affairs of the College administered by the Department of Education rather than under the Department of Agriculture, both in regard to the College work proper, but more especially in the College extension work.

Notice of Motions for Next Year

Notice of motions for next year:

1. By Rev. J. L. Brown: That article

4 of the constitution be amended so that the representation be one delegate from each school district entitled to send delegates, instead of two as at present, to the Provincial Convention.

2. By Mr. C. Weichman, of South Norfolk Association: That article 5 of the constitution be amended so that the representation to the Provincial Convention be through the municipal association rather than through the individual school districts.

MEN AS TEACHERS

I have not the slightest doubt but that a good many people will be annoyed because of the opinion I am going to express. This, however, does not matter, since people may differ in opinion and yet be good friends. It is the duty of people to exchange opinions on matters of public welfare.

There is a general feeling, based on experience, that teachers, during the first two years of service, fail at a good many points. This is not true of all, but it is true of many. It takes time to secure a mastery of any art, and the most difficult of all arts is that of managing pupils and directing their activities.

One of the greatest needs today is that of securing some degree of continuity in the service of teachers. It is impossible to expect such continuity when over ninety per cent. are young ladies. This is no reflection whatever upon ladies as teachers, nor upon the abilities of those who are teaching. They are, taking them all in all, the finest people in our midst today. Yet the average length of service is perhaps a little less than three years. Just as our teachers become most useful they leave for, let us say, a higher service. We are talking now in general terms.

What then is required? One suggestion only, in so far as this article is concerned. It is that plans be laid to induce some more men to give themselves to the work. It is not that men would do better work than women. In many schools they would not begin to take

the place of women. But in other schools they are absolutely necessary if the highest results are to be obtained. There are districts—and anyone can name some of these—where community leaders are absolutely necessary. The natural leader in such work as we have in mind is a teacher—not one who comes for a year and then leaves to take charge of another school—but a man who, with his wife and family, comes to live in the community, to direct its activities on the spiritual side. Such a man should have a home and a plot of ground of his own. He should be as secure of his tenure of office as any farmer is secure in the possession of his land. It is impossible to officer schools successfully with vagrants—and that is what teachers are today.

A live school board would buy say ten or twenty or fifty acres of land, erect a house on it, get a teacher who would come and settle permanently as educational leader, and the salary given should put the teacher in the same financial position as the rest of the community. A school teacher cannot succeed if he has the standing of a "hired man." And I am not using this term disrespectfully. There are many hired men who are far more worthy than their employers.

Now, such a scheme will never be carried out by the average local school board, but some day we shall have boards elected in a better way, and big enough for the work of directing the education of children. It takes men

with vision, men who perceive education to be more necessary than anything else for the individual and the nation to act as school administrators. Which community in Manitoba will be first to make this departure?

And let me say, now that you have

read this and have expressed your dissent, that it is not my own opinion, but that of one of the most experienced educators in Western Canada. Is it all nonsense, or does it contain a worthy thought?

A WORD TO TRUSTEES

I would like to draw the attention of the trustees to the resolutions printed in this issue of *The Western School Journal* which were laid over from the provincial convention last February, and will be for further discussion at the local association meetings this winter and at our next provincial convention.

The resolutions referred to the executive, they will report on at the next convention.

I wish especially to mention the resolution in regard to municipal school boards. This question is being discussed very generally throughout the province. The county or municipal school board has already proved its superiority over the individual school trustee board. So successful have these boards proved themselves to be that at the present time in the United States twenty of these states have adopted the county or municipality the legal unit for school administration, and in British Columbia on the formation of a new municipality, the administration of the schools in that territory came automatically under a municipal school board. This question is worthy of the most serious consideration of the school trustees of the province at the present time.

The Department of Education has recently issued a Special Report on the Consolidation of Rural Schools in Manitoba. Trustees and others who are interested in the consolidated schools of today should obtain a copy of this report. As the report states, consolidation has passed the experimental stage in this province and has come to stay, and the sooner we realize this the better will be the prospects of the children getting the education that they have a right to receive.

The children and the best means of fitting them for the duties of life when they grow up to manhood and womanhood must be the first and foremost duty of the trustees, and now that we may give thanks that the great war is over and peace in sight, it brings to the trustees more than ever the challenge to grasp the opportunity and rise to the responsibility so that we may guarantee that the child will be provided with the best means of obtaining the best education that the province can offer.

At our next provincial convention we are planning to devote practically the whole of one session to the consolidated school question. Those who have the privilege of living in a consolidated school district come prepared to give freely of your experiences, and those who are anxious for information come prepared to ask for the information that you need.

To the secretaries and members of the Local Trustees' Associations I would like to say that on account of the "Flu" epidemic it has been impossible to make any arrangements for local association meetings up to the present time.

The situation throughout the province will in all probability be greatly improved and the ban lifted in a number of places by the time this appears in *The Journal*. I would be glad if the secretaries of those local associations who have not yet replied to my circular of September 18th last, will kindly do so as soon as possible, and when writing let me know the place at which you purpose holding your meeting.

H. W. Cox Smith,
Secretary.

CYPRESS RIVER COMMUNITY BOYS' AND GIRLS' CLUB AND SCHOOL FAIR

The Annual Fair of the above club was held at Cypress River Intermediate School grounds on Thursday, October 10th. It was an unqualified success.

Before the hour of commencement

The school display of raffia, paper-cutting, map-drawing, and writing was also highly admired.

The judges for the Boys' and Girls' Club section were Mr. Bewell, Lieut.



the school children had a parade through the town. A large banner headed the procession and patriotic songs were sung.

The entries in the different sections—vegetables, poultry, calf and pig raising—were large, while the display of sewing, garment-making, etc., reflected great credit on the pupils.

Clements and Mrs. S. Smith, of the Agricultural College.

The fair was brought to a close with an auction sale, when the children's vegetables, etc., were sold—each pupil marking such as he desired sold. There is every prospect for a greater success next year.

PORTAGE LA PRAIRIE RURAL SCHOOL FAIR, 1918

By Miss Myrtle Wallace, Nairn School, Portage la Prairie

October the fourth, the day of our School Fair, was very warm and bright, an ideal day for a fair.

At half-past two o'clock I arrived at the Island Park, to which the people were coming continually. I went into the hall and there I met some friends from our school. We looked at our own work and then went upstairs.

After that we went to the grandstand

and saw the drill, which was splendid. Old High Bluff school was awarded the first prize, while East Prospect received second. Then the children of the Ridge Road school sang. There were all kinds of races; three-legged, coat and relay races, all of which were very interesting.

The work of the rural schools, which was on the main floor of the building,

was better than it had ever been before; while upstairs the city school's exhibits were worthy of much praise.

West Prospect won the Maguire Shield, which they keep now, having won it three times. East Prospect received second prize. This school work contained so many interesting things that much time would be required to look at them all. The sewing, knitting and fancy work exhibits were admired by many people. I think that the smaller children's plasticene work was very good indeed.

That boys and girls can grow vegetables to compare with any others was proven by the table covered with fine vegetables of all kinds. The poultry and livestock were splendid and many prizes were given out.

In the middle of the hall was the table on which were rows and rows of work-books. Among these were business and social letters, along with the compositions on "Fire Prevention" and "A Year's Life On the Farm." The former prize was won by a pupil of Rob

Roy school. Although the raffia exhibits were not as numerous as on previous years, they made a very pretty display.

On one side of the building were the noxious weed collections. There were only about six exhibits in this line. The wall was covered with maps of Manitoba and the Municipality of Portage la Prairie. These maps were good, but the map of the municipality, which took first prize, was splendid.

House plants covered one table, and although there were not very many, they were all lovely. Bouquets of cut flowers filled up the spaces and made the table look very pretty. Another table held the baking, which looked very appetizing, and the little cooks had reason to be proud of their cakes.

The one refreshment stand was kept very busy all afternoon, and in the evening the Home Economic Society served lunch. The rain just allowed the fair to end happily, then it finished the day with a heavy shower.

Special Articles

THE END OF THE WAR

It goes without saying that in every school in Manitoba reference will be made to the closing of the war. As a result of the talks and discussions, pupils should feel something like this: that God watches over the world, that right is greater than might, that it is a precious privilege for the strong to help the weak, that getting ready for war is the surest way to promote war, that a league of nations is the only way to prevent war, that in great national tribulations all have a part to bear, that there are no heroes greater than our own men, that there is nothing lovelier than the sacrifice made by our own women, that the burdens of empire must fall on the shoulders of the young, that sacrifice must still be made until

the balance of the world is fully restored.

It will be necessary for the teacher to begin by pointing out the cause of the war—German ambition. Then she will picture the lining up of the nations in self-defence. Next will come a sketch of the seizure of Belgium and the raid of France, the great retreat from Mons, and the first great battle of the Marne. After that, picture by picture may be unfolded, according to the abilities of the pupils to understand—the atrocities in Belgium and Armenia, the Russian advance and retreat, the battles on the seas, the loss of Kitchener, the disaster of Gallipoli, the Canadians at Ypres, the siege of Verdun, the collapse of Russia, the entry of the United

States, the submarine war, and so on up until the latter days when Bulgaria surrendered, then Austria, and then the arch-conspirator.

Finally will come the story of the last days—waiting for the envoys to come, waiting to hear the result, and then the rejoicing when the result was announced.

There will arise, of course, such questions as: What will the world gain by Germany's defeat? What bearing had the result of the war upon the destinies of Canada? What was essentially

wrong in the Prussian attitude? What war problems yet remain to be settled? Have we any duty in the matter? What has Canada really gained by the war?

Running through the whole discussion, there should be this thought: There is only one thing for people to do—to stand by Right and trust in God. The lessons on the war should not be full of boasting, but should be rich in thanksgiving.

The Journal would be glad to know how the schools have observed national thanksgiving.

WHICH SHALL IT BE?

Lulu Andrews

"I wouldn't be a school teacher for anything." Everyone has heard this saying. Why do people so despise school teachers? It is because there are a few who aren't fitted for teachers, who teach for the money, or for the sake of the social standing which a teacher so often enjoys.

In thinking of the High School days, there are two teachers who remain in my thoughts for two distinct reasons. One was the French teacher. For the first few weeks we made splendid progress in French. This, however, was not due to the teacher; it was simply due to the fact that we had just entered High School, and we were too "scared" to do anything but good work.

As the novelty wore off, however, we began to "try out" the different teachers. The very first encounter with the French teacher brought us a fearful scolding, one that was much more harsh than necessary. It was the nasty, bitter, sarcastic kind that nearly every school girl has experienced. As a result we didn't think much of the French teacher. We soon found out that she couldn't take a joke, although she enjoyed playing mean jokes on the class. Every little thing that happened was sure to be ridiculous or despicable in her sight.

She scolded so much that by Christmas we were quite used to it. By Easter we didn't give a "rip" what she said to us, and by the summer holidays we

were sure that not one of us would pass. The majority of the class failed in French. A few copied and got through that way, and one or two actually did get through honestly.

The other teacher I have in mind was the Latin teacher. She was an elderly lady and had been teaching for at least twenty-five years. She was a woman who commanded respect at first sight. She was very clever, very refined, and very jolly. She would put up with a certain amount of levity, but there was a limit and we knew it.

This lady had our interests at heart. She gave the class plenty of encouragement, and gave the slow pupils extra lessons after four. Her lessons were a pleasure to every one. Not one pupil failed at examination time, and every one got through honestly. She took us for a hike at the end of the term, and she provided all the refreshments. We were the envy of the whole school because she was our class-teacher. Even today (and it is three years since we had her), this teacher sets one day aside every month for the purpose of seeing all her old pupils. I don't know of one girl who does not love and respect this teacher.

Now these teachers are still teaching, each by a different method, each with a different motive, and each with a marked difference in results. The one hadn't enough sense to see that the continual nag, nag, nag only served to take

the pupils and the teacher farther and farther apart, while the other had found out that will power, unselfishness and love are the true secrets of success.

We young teachers who are just starting our career will have to work hard to finally reach success. We will have to train our will power in every little thing, for every day brings its battles. If we cannot overcome the small everyday temptations, how can we hope to win out in the greater battles of life? If we cannot subdue our-

selves, how can we hope to conquer others? We must also be unselfish to live this saying: "Put yourself in the other fellow's place." Love will come hand in hand with unselfishness. If one is unselfish, one soon learns to love, while if one loves, it is very easy to be unselfish. When all teachers gain these qualities there will be no nags, and instead of hearing "I'd hate to be a school teacher," we will hear "I'm going to be a school teacher."

METHOD IN ARITHMETIC—II.

When pupils have studied the numbers as far as 20, they should know (1) the addition facts, (2) the facts of multiplication, and all that is implied in this. They should also be able to apply their knowledge in quick drills, and in the solution of practical problems. These problems may be suggested by school, games, and occupations, by home activities, or may be proposed by the teacher, who will naturally be careful that varying types are presented for solution. As a guide to the teacher the following scheme is suggested:

One-Step Problems

A. (Addition). There are 11 boys and 18 girls in a class. How many pupils are there in all?

S. (Subtraction). There are 26 school days in a month. If Mary was absent 3 days, how many days was she present?

M. (Multiplication). The largest potatoes in the pile weighed 3 pounds each. What would 6 of such potatoes weigh?

D. (Division). How many five-cent pieces in twenty cents?

P. (Partition). Divide twenty cents equally among five boys.

Two-Step Problems

A.A. A boy delivers 5 parcels on one street, 6 on the next and 7 on the next. How many does he deliver in all?

A.S. A man earns \$6 on Monday and \$5 on Tuesday and spends \$4 for board

and keep. How much money has he left?

A.M. We attend school 3 hours each morning and 2 hours each afternoon for a week. How many hours do we spend in school each week?

A.D. There are 9 horses in one field and 7 horses in another. When they are all put together how many teams will they make?

A.P. On one plate there are 8 apples and on another 7 apples. If they were all divided equally among 3 boys, how many apples would each receive?

(There are in all twenty-five questions of this type, the most important being M.D., M.P., D.M. and D.P. It will be a fine exercise for any teacher to compose problems of the different types.)

Now, in both the drill and number, and in the making of problems, the teacher will do well to watch very closely, in order to find out just where each pupil fails. Some may fail on $9+7$ and others on $8+5$. Some may fail on M.S. problems and others on M.D. problems. The good teacher does not try to get results by proposing problems indiscriminately. She gives nothing that is useless. She knows just what mental action is necessary in the case of each pupil, and her problems are constructed accordingly.

One of the greatest difficulties of pupils in the study of arithmetic is that of grasping the meaning of problems. They are not able to get through

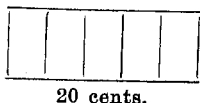
the words to the thought. They appear helpless and dazed, often repeating the phrases, or, in desperation, adding numbers or multiplying them in hope of deliverance. In senior grades this is very common, and there is much truth in the saying that "Pupils fail in arithmetic not because they cannot think, but because they cannot read." A good exercise for the teacher is to vary the wording of problems, and to ask pupils to re-word them before attempting a solution. It is also a good exercise to ask pupils, especially in the junior grades, to diagram problems.

For instance, the problem A. given above may be diagrammed thus:

boys and girls

children	and	children	=	children
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The problem P. may be diagrammed thus:



If a pupil can understand words or read; if he can calculate freely and accurately; if he can express himself clearly, he has learned about all there is to be learned in arithmetic. If he has really mastered numbers up to twenty, the rest of the work in the study is comparatively easy.

Numbers 20 to 100

The next step is to teach numbers 20 to 100. Several methods have been proposed, and it is possible there is little to choose among them.

A.1. Additions and subtractions may be taught by endings. Here everything is referred to numbers under 20. For instance, after pupils have received $3+4=7$ and $13+4=17$ they are drilled on $23+4$, $63+4$, $73+4$ and $37-3$, $37-4$, $67-3$, etc. It is, of course, unnecessary to say that counting from 20 to 100 and the grouping of numbers by tens should precede this work.

A.2. While this work is being done the multiplications and divisions may also be taught, the numbers being considered in order of magnitude. Thus when 21 is taught the relation to 7 and 3 is noted; when 24 is taught the rela-

tion to 12, 6, 8, 4 and 2 is considered. It is evident that some numbers may be passed over without consideration, except that it will be in order to ask the divisions, e.g. it will be in order to ask, "How many sixes in 37?"

B.1. The numbers may be considered in order of magnitude, just as numbers below 20. In this case discretion will be used, the chief emphasis being placed on the numbers that may be factored. For instance, 24, 27, 32, 36, 54 deserve careful study, but 23, 37, 41, 53 do not require to be dwelt upon. They contain no multiplication facts.

Whatever order is followed in presenting numbers 20 to 100 there are some cautions that should be carefully observed.

1. The endings should be thoroughly known.
2. The multiplication table should be completely mastered.
3. The teacher should use judgment in drilling, singling out for special drill the combinations that present difficulty.
4. Competitive devices are of value during this stage. Pupils like to measure their progress by comparing themselves with their companions. They also like tests against time. Every teacher should be familiar with standard tests.
5. Number should be applied to measurements of all kinds. The tables of money, weight, value and measure should be learned incidentally, but they should be known thoroughly.

6. Written work, especially figure work, should receive more attention. An attempt should be made at logical expression. For instance, question **A.D.** given above might take such form as this:

There are in all 16 horses.

Each team consists of two horses.

There are 8 twos in 16.

Therefore there are 8 teams in all.

Or

In the two fields are $9+7$ or 16 horses.

In a team are two horses.

Therefore, the number of teams is $16 \div 2$, or 8.

7. Pupils should re-word problems

before attempting to solve them, and should continue the practice of making diagrams where the problems seem to have no definite meaning.

8. The teacher must avoid "social interference," that is, she should refrain from breaking in upon the pupil's train of thought with discouraging or encouraging words, and, above all, she should not ask a second and third question if the pupil is struggling with the first. If a pupil is really trying to think, the teacher should keep quiet. The pupil was irreverent, but he spoke the truth when he said to his teacher, "If you leave me alone, I'll get it, but I can't do anything if you keep butting in!"

By the time a pupil has mastered numbers to 100 he is well on his way in arithmetical study. He can understand the language of arithmetic so that he

can grasp the meaning of a problem when it is propounded by the teacher or a class mate; he can calculate readily and accurately; he knows the addition and multiplication table, and the most important facts of the reduction table; he can express himself clearly and logically, and can present a page of written work in good form. With this knowledge and power he is ready to go on the next study—the work of grade III senior and grade IV.

Nothing has been said so far about written arithmetic. A limited amount of this may be done. Pupils should write numbers to twenty, may write columns and add them, may have drills in which figures are used instead of spoken words. There is, however, great waste when pupils copy out endless columns such as $7 \times 5 = ?$; $18 \div ? = 6$; $? \div 4 = 5$, etc.

GRAMMAR IN THE ELEMENTARY SCHOOL

By Mrs. Birch, Winnipeg

I shall endeavor to place before you the grammar suitable for grades VI, VII and VIII.

Grade VI

1. **The Sentence**—what it is—the division into two parts: Complete Subject and Complete Predicate. Give numerous examples, but keep them simple and have them include inverted and interrogative sentences. Indeed, the classification of sentences according to meaning might, with advantage, be taught at this stage.

2. **Parts of Speech**.—From complete subject and complete predicate the next step would be simple subject and simple predicate, and here many exercises should be given embracing both complete subject and predicate and simple subject and predicate. This gives **noun**, **pronoun** and **verb**.

Examine subject and from the enlargement of the subject teach **adjective**—similarly, **adverb**. Then teach **connections**.

3. **Rules of Grammar**.—Some very necessary work in correcting of common errors may be done by teaching and applying the following rules:

(a) Agreement of verb with subject in number.

(b) Agreement of pronoun with antecedent in number.

(c) Correct forms of pronoun used as subject and object of the verb.

(d) Correct forms of pronoun used as object of preposition. This can be accomplished without using the terms nominative or objective.

Note.—The phrase may be taught before presenting the object of the preposition. A good working definition of a phrase is: A group of words having the force of a single word.

Continue by work on the proper uses of such verbs as saw, seen; did, done; lie, lay; come, came; don't, doesn't; shall, will; but it is hardly advisable to risk confusing the pupil by the use of the names of the principal parts of the verb.

In concluding the work of Grade VI I would like to emphasize the necessity of numerous exercises on all parts of the work, particularly division of the sentence, as this is the foundation for the future work in analysis.

Grade VII

The chief work of grade VII is the classification of sentences: (a) according to meaning; (b) according to form; the notation and relation of clauses and formal analysis.

To make a profitable beginning one would review: the division of the sentence; classification of sentences according to meaning and the parts of speech.

Teach the auxiliary and have the sentences contain verb phrases.

Transitive and Intransitive Verbs.—

At this stage can be taught transitive and intransitive verbs—active and passive forms—complement and object.

A very satisfactory method is to be found in Buehler's Modern English Grammar. He treats the action of the transitive verb as involving two persons or things, and the action of the intransitive verb involving the subject only.

Verbs not expressing action: Verbs like 'have,' 'own,' 'possess,' etc., although they do not express action, can readily be understood to be transitive, as they involve two things.

Example.—The ship has a sail. The city owns the cars.

Give examples of verbs that express action, state and being, and from these many examples of intransitive verbs can be obtained in which the subject

refer you to Buehler and can recommend the clear method he has given.

Simple Sentence.—The sentence is now divided: Subject, Predicate, Complement, Object.

Modifiers.—After the single modifiers have been dealt with, which in grade VI we learned from the enlargement of subject and predicate, the sentence is ready to be analyzed with attributes of the subject and enlargements of predicate, including complement, object and adverbial modifiers. A very special lesson should now be given on how to distinguish the enlargements of the predicate.

Review the phrase and from it develop the subordinate clause used as enlargements of both subject and predicate.

Now, as the **Complex Sentence** is formed, place strong emphasis on the relation of the clauses and give the form of notation A, a¹, a², a³, etc.

A profitable review on the preposition can be worked in with the review on phrase, and brushing up on the conjunction in the forming of the **Compound Sentence**. Give examples to show that the conjunction not only joins words, but groups of words, viz.: phrases and clauses (principal and subordinate). A diagram for the complete work in analysis would now include columns for clauses and connectives as follows:

Clauses	Connections	Atl. of Subject	Subject	Pred.	Complement and Modifiers	Object and Modifiers	Adverbial Modifiers
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only is involved. Example: Birds sing. The child sleeps, etc.

Active and Passive Forms.—Teach the active and passive forms developing from the class that only transitive verbs can have these forms. (Since using this method of teaching transitive and intransitive verbs much of the difficulty of active and passive forms has disappeared.)

Complement and Object.—Enlarge on 'lie' and its forms and teach complement and object together. Again I

This grade's work would be quite incomplete without the continuation of the correcting of common errors.

Grade VIII

The special work of this grade embraces classification of parts of speech, inflection and parsing.

To make a really good beginning, take nothing for granted, but review especially the two classifications of sentences; phrases and clauses; notation and relation of clauses; enlargements

of the predicate, to be sure that complement and object as completions of the predicate and adverbial modifiers as adding to the meaning of the predicate are well understood.

Classification of nouns and pronouns should now be taught, followed by first lesson on inflection. Develop the short definition that inflection is the change in the form of the word.

It seems quite unnecessary in a paper of this kind to go further into detail, so I shall pass on to **Case**, which I anticipate is one of the chief difficulties in the parsing of nouns and pronouns.

Pronouns.—Analyze such sentences as: I saw him. He saw me.

Notice the form of the pronoun used as subject and the form used as object. This gives the subject relation or Nominative Case and the object relation or Objective Case. In going through the personal pronouns in this way the change in the form is a clue to the case.

Deal in a similar way with the possessive forms.

Nouns.—Proceed by analyzing, for example: The man saw the child. The child saw the man.

Inflection does not assist here, but as the subject relation gives Nominative Case and the object relation Objective Case, we learn to rely on relation only.

Introduce the possessive case of nouns by illustrating in short sentences and thus the pupil will soon see another use of inflection and can deduce the following:

Pronouns are inflected for Nominative, Possessive and Objective Cases, while **Nouns** are inflected for Possessive Case only.

Deduce, also, a definition for **Case**.

Parse nouns and pronouns until pupils are very familiar with: Nominative case subject of the verb; Objective case object of the verb; and Possessive case, before presenting Predicate Nominative, Noun in Apposition, Nominative of Address, Nominative Absolute.

Object of the preposition. Indirect object of the verb.

(Adverbial Object.)

Verbs.—Your class is coming on well

now; considerable thought has been put on case, and the majority, at least, are ready for something even more difficult—you have it for them. By the time you guide them slowly and carefully through classification and inflections of adjectives and adverbs; the classification of verbs is reached and another difficult zone is entered.

Teach at this stage the **Principal Parts** of the verb and lead up to **Tense** by illustrating 'be' and its forms in short sentences for the purpose of distinguishing present, past and future time. Explain the meaning of the term **Tense**.

Now take some verb of action, say: 'draw,' and develop the three **Imperfect Tenses**: I am drawing, etc.

These show more than time; they show the incomplete or imperfect state of the action. As soon as the pupil grasps the idea that tense is time and state of the action, he has the whole problem before him.

Illustrate in short sentences the forms of 'have' until there is no doubt which is present, etc., and build up the **Perfect Tenses**.

Examine carefully these six tenses until the use of the auxiliaries and principal verb form (participle) is quite clear, and the meaning of each of these six tenses is understood.

The auxiliaries give the time.

The participle gives the state.

As to meaning, 'am drawing,' for example means: the action expressed by the verb is incomplete in the present time. 'Have drawn,' the action expressed by the verb is complete in the present time.

Submit this example: 'I draw well,' or 'He draws well,' and by questions to get at the time and state of the action the **Indefinite Tenses** can be formed.

Call attention to the formation of the nine primary tenses as follows:

1. Imperfect tenses—auxiliary 'be' and its forms with Imperfect Par.
2. Perfect tenses—auxiliary 'have' its forms with Perfect Par.
3. Indefinite tenses by inflection.
4. Future tenses by additional aux-

iliary: shall in first person, will in second and third.

These tenses are, of course, all in the Active Form.

Review active and passive forms and change these tenses already formed to the passive and notice the verb form. This will have to be done many, many times, and the forms carefully compared. Teach also the formation of the passive voice—the verb be and past participle.

The nine primary tenses, active and passive forms, are as many as the average grade VIII can handle. The ability of the class will help decide further work on the Progressive Tenses.

As this work has been along the line

of participles, teach the other uses of the participle and distinguish between the participle and the infinitive.

Frequent work in analysis must be given and the help a good analysis is to parsing emphasized; also keep up the good missionary work of correcting common errors.

I shall bring this partial survey of the subject to a close by remarking in the words of one of Charles Dickens' characters that our task also is "Never to leave of conjugating the Imperative Mood, Present Tense, of the verb 'To keep always at it'. Keep thou always at it. Let him keep always at it. Let them keep always at it."

DRAMATIZATION IN THE INTERMEDIATE GRADES

After attending second class normal recently, I came home to begin work in my old room, imbued with fresh ideas. There was one thing I had made up my mind to try out directly, and that was the dramatizing of literature in my grade. Reading lesson period to me, in spite of many schemes that I have tried, has seemed bound to lapse into a sort of monotony, both for myself and the pupils. The lessons in the Fifth Reader were old to me and I seemed "fed up," as it were, on going over them in the same manner as before. So I began something along the lines of dramatization, and, in this short paper and by means of the demonstration class, I am going to give you an idea how the experiment worked out, and also give a few advantages which I find the work possesses.

As to procedure, I found, first, that only about ten selections from the Fifth Reader were capable of being dramatized. We chose "Copperfield and the Waiter" first. It went slowly, but in a few days the class could manage it fairly well without their books. I first allow the pupils to choose a part and they read the lesson over, picking out their speeches and changing the indirect into direct quotations. Later on they try it without their books and rely on their memory and powers of oral

composition. In time each member of the class is prepared to take any part without a book.

Now, the purpose of dramatization is mainly as an aid to oral reading, so the actual reading lesson comes after.

The advantages which I have, in the last two months, proven dramatization to have and which I take from experience and class-room observations are: First, from the standpoint of the pupil.

(1) It puts life into the reading lesson and, in fact, enlivens the whole school day.

(2) It has solved the "Big Boy, Poor Reader" problem for me. A self-conscious older boy, who simply would not express his reading well if he could, will be pleased to take part in one of these plays. He will thus become a partaker of the joys of the other members of his class.

(3) It develops the power of expression and the oral reading improves.

(4) It gives the child the joy of the Creator and the actor. The home should be a happier place because of dramatization. How much more interesting the ordinary institutions of life might become if people only were able to express themselves through acting!

(5) It develops in the child the power of the social spirit and requires him to stand on his own feet. He should

be more fit for service in the world because good, plain gumption is being manufactured when he is dramatizing.

(6) It is a thought-getting, a thought-giving and a thought-assimilating exercise. Pupils cannot dramatize intelligently without first assimilating the thought.

(7) Pupils take a more natural position of the body when reading.

(8) They carry the idea of an audience, and this is a big factor in successful oral reading.

(9) It is an exercise in oral composition, pronunciation and articulation, and would, I think, be very beneficial in a school of mixed nationalities.

(10) It does away with a good deal of this direct imitation so often found in class-rooms. Lastly, the pupil is participating in actual life when he is dramatizing. He can, as it were, do over again the acts of the great. Imagine the delight of the boy taking the part of Sir Walter Raleigh in the story of Queen Elizabeth and the Cloak!

I find that this work is valuable to the teacher as follows:

It brings her into closer touch with her pupils and provides a splendid opportunity for the study of the individual.

It keeps her alive—she cannot sleep in dramatization period at least.

It brings her into closer touch with literature, for she must search for suitable selections and will bring only the best into use.

It helps her to maintain a happy, free discipline, and surely in these days anything which produces happiness and good-feeling is not amiss, if for that alone. We must have a discipline which will finally produce free men and which will be a source of continual pleasant experiences to the boy and girl.

I might go on and show how this work may indirectly influence the community, but will close, leaving that to your own consideration. In the demonstrating class kindly bear with any imperfections, as we are all beginners only at the work.

Beatrice McPhail,
Miami, Oct. 10, 1918.

THIRD GRADE DRAMATIZATION OF "THE SLEEPING BEAUTY"

Ethel Quinlan

"In the 'Merchant of Venice' Shakespeare makes Portia say, 'It is a god divine that follows his own instructions', and I presume the same rule holds good for the teacher. So in discussing the method of developing this line of dramatization I use as a practical illustration a little play written and presented by a class of my Third Grade pupils last year.

"The story selected upon which to base our play was the charming fairy story so familiar to all children, 'The Sleeping Beauty.' This was chosen for two reasons; first, that it lends free play to the imagination and abounds in situations conducive to good language, and secondly, that it afforded an opportunity for each member of the school to take part, an important element in sustaining interest. The story was then reproduced orally so that each child

should have the main points well in mind. The children were familiar enough with plays to know that they were divided into various acts and scenes, each containing some important event. Suggestions as to what they thought the various acts should be resolved itself into the following:

"Act I. The Feast at the Castle.

"Act II. The Departure of King and Queen for Battlefield and the Fulfillment of Prophecy of Wicked Fairy,—in other words, the Fifteenth Birthday of the Princess.

"Act III. The Return of King and Queen and Arrival of Fairy who Puts Court to Sleep.

"Act IV. The Awakening of the Princess by the Prince.

"By way of awakening interest, the characters necessary to produce the play were enumerated and the stage

settings necessary for the various acts were determined. The motive of the children in writing the play was to present it to an audience composed of their parents and such of the school authorities as they might wish to invite.

"The feast was then discussed from the standpoint of parties which they had attended. The question as to what they do at such parties brought out many forms of entertainment which were discussed as to the likelihood of their use at this particular party. The consensus of opinion inclined to conversation as the type of entertainment most suitable to the dignity of this occasion. The question naturally arose as to who should speak first, which was easily settled by reference to the relative duties of host and guests. From the point of rank and as host this duty was the king's. What would the king say to his fairies? What feeling would he express? Various children came forward representing the king and the feelings they thought he would express. From the simple statement of the king, 'I am glad to see you,' was evolved the idea of bidding his guests welcome, which sentiment being voiced by the children in various ways was finally developed as follows: 'We bid you a hearty welcome to our palace.' The pronoun 'I' was first used but was changed to 'we' on criticism of the school that the king was speaking for the queen as well as himself so that it was more polite to say 'we'. The emotion felt by both the king and queen was plainly great joy over the birth of a daughter, and the children were led to see that while any parents might wish for a child, the rulers of a country were specially desirous for an heir to rule their kingdom after their death. The joy of the king and queen was finally expressed in the following manner: 'For long we have been wishing for a child. At last God has granted our prayer, and a little daughter has been born to us. That is why we give this feast.' The question, 'Why did the king invite the fairies?' brought out the fact that he wished them to act as the child's godmothers, while the question of why

he asked the fairies in preference to the lords and ladies of his court brought out the idea of the supernatural powers supposed to be possessed by fairies, and the fact that they were able by virtue of these powers to do more for the baby and give her gifts that no mortal power could. All of this naturally led to a discussion of the duties of godmothers towards their godchildren. This was expressed in many ways such as help when in trouble or danger, watch over, keep from harm or evil, guard and protect. All of these various expressions were developed by asking the school to match the words or expressions suggested with words and expressions of like meaning, in this way increasing the children's vocabulary and working for variety of expression, showing them that the same thought may be expressed in many various ways. The sentence as finally decided upon reads, 'We wish you to be her godmothers and to love, bless, and protect her.' One of the children having the king express the hope that the princess would grow up to be a good child, aroused a discussion of the qualities necessary for the future ruler, thus bringing out the ideas of wisdom and justice, finally expressed thus: 'We trust she will grow up to be good, wise, and kind, and rule justly over the kingdom when we are dead.'

"The interest aroused in this work caused the children to be constantly on the alert for words which they felt expressed the thought in a better way, and this spirit frequently manifested itself in criticism of expressions used and suggestions of words which they thought better. Thus, in the sentence just quoted, the word first suggested was 'gone' which was speedily objected to as sounding as if the king and queen had simply gone away on a journey, so the word 'dead' was suggested as a substitute.

"One is frequently surprised at the originality of thought displayed in this work, as in the latter part of the king's speech where a child voiced the presentiment of evil in this way, 'There is one old fairy whom I cannot find, and I think she must be either dead or en-

chanted. I have not seen nor heard of her for fifty years, and if we do not find her, I fear she will try to do some evil to our little princess.' By allowing various children to play the parts after careful questioning had brought clearly to mind the feelings or emotions to be expressed, accepting the somewhat inadequate words offered and asking the school to suggest others which they thought would better express the situation, variety of expression and increase of vocabulary were secured, the words emanating from different children, but becoming part of the vocabulary of all by the time this work was completed.

"Who should reply to the king? It was very clear that the speech of the king demanded a reply on the part of the fairies. The sentiment to be expressed on behalf of the fairies was determined by reference to what they did on receiving an invitation to a party. The children, of course, knew that it was an act of politeness on their part to thank the one tendering the invitation, so it was decided that one of the fairies, speaking in behalf of herself and sisters, should express to the king their thanks for the invitation to the feast and also for being asked to officiate as godmothers. An understanding of the difference in rank existing between the king and his guests, gave the thought that the persons present considered it a great honor to be invited, so these thoughts were incorporated in the following:

"We humbly thank your gracious majesty for inviting us to your grand and beautiful castle and for asking us to be the princess's godmothers. That is the greatest honor that was ever bestowed upon us. We will always watch over her and be near her in time of need.' In this speech, as in all the others, there was constant matching of words and suggestions of adjectives that would best describe the person or thing in question. Thus, the word 'palace' was first offered, but was criticized on the ground that it had been used in the king's speech, the children readily catching the idea that repetitions were tiresome and could be

avoided by using words of similar meaning which expressed the same thought, so the word 'castle' was here suggested as a substitute for 'palace.'

"The question of what the guests would do when they beheld the baby brought forth the fact that the presence of the infant called for admiring speeches on the parts of the guests, and in no place in the whole play did the crudity of the children's language so manifest itself. Their remarks were the ones they had always heard used on similar occasions, such as, 'Isn't she cute, isn't she dear, isn't she sweet', etc. Being reminded that this was no ordinary baby and that if they were to please the king and queen the fairies would have to make the most beautiful and flowery speeches they could think of, by comparison to objects of beauty, the following speeches were developed:

"Look at her eyes, blue as the sky, and her hair the color of gold.'

"Of course, in this speech, it was first decided what color of hair and eyes we should imagine the child to have, which facts being determined, the school were asked to think of the most beautiful objects they could call to mind which were similar in color to the hair and eyes of the baby. A number of comparisons were given such as yellow as the silks of the corn, as the waving goldenrod of the hillside, as the maple leaves in autumn, while the color of her eyes was likened to the violets, the bluebells, the sky, the sea, and many others. Children are naturally poetic if only they are given an opportunity to exercise their imagination, and one will be surprised how the dull-est child will respond to the stimulus of his poetic and imaginative nature.

"One child remarked, 'What little fingers she has,' another child supplemented the idea 'little' with the expression 'tiny', and another suggested the idea that when the baby was a queen she would hold a scepter in her fingers, so by combining these thoughts the sentence when rendered, 'To think those tiny fingers will some day hold a scepter.'

"It is interesting to note as this work

goes on how the imaginative nature of the child expands, and how readily it responds to the thinking of comparisons that lend beauty to language, and how alert they are to apply expressions previously heard or read. Thus from a song learned during the year the comparison 'her cheeks are as soft as the petals of a rose' was suggested. The baby's lips were described as 'red as blood, red as ripe cherries, red as coral', etc., which later comparison was enlarged by telling where the coral came from, and developing adjectives to describe the sea, and, by combining the various thoughts it was finally rendered:

"Her cheeks are as soft as the petals of the rose, and her lips as red as the coral from the deep blue sea."

"It was very amusing to note how the individual tastes and characteristics of the children manifested themselves in the speeches suggested, and also how the children often admired the things which they themselves most lacked. Thus the most mischievous boy in the room admired the princess's dimples, probably through being the owner of some himself. Asked to use a word to describe the dimples brought forth the word 'dainty', and, reference to the little story of how dimples came being suggested, this child finished his speech in the following manner:

"Her dainty dimples, look as though while sleeping she had been kissed by some fairy."

"The most troublesome and sullen boy in the room applied his knowledge of the twenty-third psalm by expressing the pious hope that the child's tender feet would always walk in the paths of righteousness.

"The same thought being developed from the negative side was rendered:

"O may those tender feet never stray from the paths of righteousness."

"The giving of the gifts involved a recognition of the best gifts at the disposal of the fairies, this being determined by deciding upon the gifts most conducive to human happiness and their arrangement in order of their relative importance. Those finally de-

cidied upon were health, sweet temper, wisdom, beauty, wealth, grace, sweet voice, and musical ability. The question as to why health is necessary to happiness brought forth the answer that without health there is no capability of enjoyment, that if one is suffering he does not enjoy life nor beauties of the world about him. The first fairy then gave her gift in the following words:

"I give her health that she may enjoy the beautiful things in life and be kind to all living creatures. Health is the best gift God can give any mortal.' The word 'person' was first used, and I here gave the children the word 'mortal', explaining that the ancient Greeks and Romans used to call the dwellers of Mt. Olympus immortals because they never grew old nor died, and the dwellers upon earth mortals for the opposite reason.

"The question of why each particular gift was bestowed brought out the value of the gift to the recipient and also the dominant thought to be explained in the speech. By a process similar to that indicated above, the language to be employed in bestowing the gifts of wisdom, sweet temper, beauty, wealth, and a sweet voice was developed.

"The development of the speech of the wicked fairy involved many difficulties. In this speech, as in the rest, the emotion to be expressed was first established, and from this as a basis the speech was developed. The emotion of the wicked fairy was plainly great anger at not being invited to the christening as well as jealousy of her more highly favored sisters. Here the boys volunteered the information that the wicked fairy should show her anger and spite by laughing very wickedly when she came in because that was the way they did in real shows. Then follows the sentence in which the old fairy notes the plates of pure gold set before her sisters and that none had been placed for her, her anger and jealousy breaking forth in question, 'But where is mine, O King and Queen?' and continued in the sentence, 'I know that age

has wrinkled my face and bent my back and that I am not so beautiful as they, but had I been invited here today, I would have bestowed as sweet a gift as any fairy here,' her wrath again bursting forth in the last sentence, 'But I am here, Ha! Ha! Ha! and I will give my gifts.'

"The king endeavors to mollify the fairy by explaining that the slight was not intentional and that diligent search had been made for her, but in vain, while the mother begs the fairy not to harm her child. The efforts of both king and queen are powerless to avert the anger of the fairy who, hobbling in great wrath to the cradle of the princess, gives her terrible gift, 'And for my gift I say that when the princess is fifteen years of age, she shall prick her finger with a spindle and die of the wound.'

"The fairy who has hidden behind the curtain, now comes forth to comfort the sorrowing parents and guests, and gives as her gift that instead of dying, the princess shall only fall into a deep sleep which shall last a hundred years, at the end of which time a king's son shall come and awaken her with a kiss.

"In this work, upon the completion

of a speech, it was placed upon the board and then copied, as the children were very desirous of having a copy of the play as finally evolved. It is in the copying of the play that the opportunity to develop the technical language work is given. From this work the children may be taught the various forms of sentences, punctuation, paragraphing, the use of the possessive, and many other technical language points at a time when they realize and feel the need of such knowledge. The knowledge obtained when interest and enthusiasm are at a high pitch cannot help but be more lasting in effect than when obtained from work in which the children feel no vital interest. Lastly, as before stated, this work stimulates originality and develops language power in children. It forms an outlet for the emotional nature of the child, and increases his ability to interpret the emotions and thoughts of others and to express them adequately. Finally, this power of entering into the thoughts and feelings of others cannot but react upon the child's own life, giving keener sympathy with their fellow beings and deeper insight into their life."

TEACHING ENGLISH TO THE NON-ENGLISH SPEAKING PUPIL

Miss Brooke

In these days when the question of nationality and language is playing an important part in the life of this country, it may be of help to others who are engaged in this particular phase of teaching to hear another teacher's experiences. When I left England three years ago, I did not imagine that I should soon be teaching my own language to foreign-speaking children. I well remember my feelings when I arrived at my first school and learned that my pupils-to-be spoke Flemish. I consoled myself with the thought that they would probably understand French, and that I could translate my orders to them. This delusion was quickly shattered, as not one of them understood French. The district was a homesteading one, the

school was newly built, and everything, including the teacher, painfully new. I taught there for eighteen happy months, and in that time the children, who ranged from six to twelve, became sufficiently conversant with English to re-tell well-known myths and fairy stories, the girls of eight and nine could write a simple letter to their English-speaking school mates, and they had covered the regular work of the grades corresponding with respective ages.

My next school was in my home district, and was attended by over twenty half-breed children who lived near the lake. In addition, I had a number of English-speaking children. The former were very shy and yet high-spirited, and had evidently been unaccustomed to restraint. Moreover, they were used

to a life remote from real civilization until the approach of the homesteader six years ago. They knew a few words and phrases of English taught to them by the teacher who opened the school and taught for the first three weeks.

In both schools I adopted the same mode of teaching, and, in brief, it amounted to a modification of the kindergarten method in which I am a firm believer. The number work presented the greatest difficulty, but this was largely overcome by the use of the numeral frame, illustrated number work on paper, and considerable practical application of the four rules. The latter calls for much language-using, and this should never be divorced from any one lesson. Make every lesson a language lesson. I taught the numbers from one to ten in the form of "pictures," and associated the names of the numbers with their respective mental picture, thus: 5 :-:, 10 :-: :-:. By combining picture 10 with any of the pictures 1 to 9, this system of visualized arithmetic may be continued. In teaching non-English speaking children I tried always to keep the arithmetical examples based on ideas with which they were familiar, using objects of which the names were already known. Directions were made comprehensible by a great deal of pantomime in addition to oral orders. Reading I taught just as if all my pupils were English-speaking. I had pupils of both kinds, and separation of English speakers from non-English would have entailed too many classes, nor do I advise it in any case as the children feel conspicuous and self-confidence is thus largely destroyed. Again, I made use of kindergarten methods, and every possible word I illustrated by drawings and actions, letting the children repeat the word distinctly. The next step was to have the children use the new words in sentences, and this step I consider an indispensable factor in language teaching. Though at first it may be the teacher's lot to do the greater portion of the sentence making, it will be found valuable in providing models for future attempts by the pupils. My method of teaching reading was that commonly

used in the province—memory, phonics, and, in a slight degree, inference. Once the phonic values were mastered I found that the children showed much eagerness in puzzling out the remainder of the reading lessons, and even in reading advertisements on grocery packages and farm implements. Thus began their spirit of inquisitiveness. Simultaneously the formal lessons outlined so well in Mr. Sisler's book were being carried on. I do not need to go into details on the method of teaching individual words, except to say that I taught most in contrasting pairs, as up and down, remember and forget, inside and outside, etc. This part of the work I supplemented with talks about war pictures, illustrated journals, crayon sketches of natural objects, pictures of nursery rhymes, Eaton's catalogue, Agricultural College bulletins, in fact anything that served as a topic for conversation or that added to the pupils' interest. At first there existed in me the peculiar feeling of talking to a blank wall, but it passed away in time and my moments of discouragement went with it. Memorizing and repetition of selected poems I strongly recommend, as it increases self-confidence, and here I would suggest that even a poem like Wordsworth's "Daffodils" is not so much out of place as it would seem—even if the meaning is not understood, the rhythm will appeal to the child's sense of beauty. This applies equally well to choice of songs—teach only the best right from the start. I may say that I taught "Where the Bee Sucks," written by Shakespeare and set to music by Dr. Arne, to my Belgian pupils. Paper-folding, paper-modeling, folk-dancing, sewing and domestic science will be of great help. Each of these subjects demands a different vocabulary, and thus the children become familiar with different sets of words and ideas. My list of aids may seem rather formidable, but if true education is to be the widening and deepening of the child's experience, then surely an acquaintance with these subjects will help very much, particularly where the pupils are of peasant origin and have parents who are not familiar

with ideals of education and the finer things of life. I also found that kindergarten games were especially useful in enlarging my pupils' vocabulary of verbs such as skip, jump, leap, bow, etc. The teaching of writing I carried on hand in hand with the reading; every new word was written by the pupils, and every object in the school has, at some time, borne a tag bearing the name in both script and printed form. It is surprising how quickly the children picked this up. As far as possible I explained the meanings of new words in terms of those already learned. Transcription of the reading lessons was of great help, as was the drawing of pictures and attaching written names to the objects therein, never losing sight of the importance of the oral equivalents. Story-telling by the teacher, using as far as possible the simplest words, is another aid, and I suggest that the re-telling be left until after six months or even longer. In fact, I believe that the teacher should do practically all the talking during that period. Understanding the language should come first, in my opinion, and too many difficulties at one time are apt to discourage. I must not forget to mention a special difficulty I encountered with the older half-breed girls, who were from thirteen to eighteen years old. They are, in their way, more mature than an ordinary girl of corresponding years, and are therefore more conscious of their shortcomings. To overcome this I encouraged them to make waists and cotton dresses at school for their own use, and, I imagine, it increased their self-respect. It also provided ideas for conversation for the younger children. To sum up my method, talk to the children, draw on the board with colored chalks, give plenty of varied hand-work—but especially talk, even if it does make one's throat ache sometimes.

As regards the achievements of these children in speaking English, I ought to say that their natural shyness is preventing a free use of conversation, but I find that sentence writing based on every-day topics is perfectly easy to them. They also understand the mean-

ing of all the reading lessons in the first two readers. The sentence writing requires much supervision and correction on the part of the teacher, but I am using it as a stepping-stone to greater ends. All my half-breed pupils began in grade I, and after just one year a dozen or so are almost ready for grade III. They can tell me of objects seen on the road to school, and of farm operations carried on by their parents and neighbors; they can give short sentences describing food, clothing and nearby buildings, etc. In the case of my Belgian pupils there was a more marked desire to use conversation, and after eighteen months I found they were using English almost as fluently and correctly as the other pupils.

The effect on the parents and home life of these pupils must exist in some degree, though it is not always apparent. But sure instruction in more sanitary habits in school will lead to the adoption of the same in the home. This, at least, is what I am striving for at the present time. The three R's, after all, are not the only branch of true education. Some few of the children are deliberately teaching their mothers a number of English words, and are even teaching them phonics and the reading lessons.

As I have previously mentioned, I intended, when setting out to teach my first Canadian school, to use the translation method. It was my salvation, and the children's also, that they could not speak French. After two experiences I am fully convinced that the direct method is the only one to yield the right kind of results. This, combined with a dramatic manner, stores of patience, a sense of humor, and, above all, a knowledge of kindergarten principles, of which the greatest is correlation, will give a teacher a wonderful base on which to work. Once the English language is mastered untold knowledge is opened up to the child, and thus in turn will, I hope, bring about the physical improvement and mental progress which we desire to see in the citizens of our glorious Empire. Let us look upon language-teaching as an important step in citizen-making.

THE POWER OF HABIT

B. Hodkinson, Gretna

Habits are growths—not mushroom growths either—but strong, firmly rooted ones in the character or actions of every individual.

These habits may be good or vicious according to their development under the gradual processes of either cultivation or neglect, and will ultimately tend towards the good or evil of their owners either in the social world or the community.

The successful footballer pleases his fellows by a lucky shot or goal and gains their cheers and approbation. How did he do it? Well, he hardly knew himself, but his eyes and feet have had continuous practice, and have learned to obey his brain with lightning rapidity. Running, dodging, looking and kicking have become almost an instinct, and to do the right thing at the right time in the right way has become a habit.

The cricketer, the swimmer, the boy scout, the successful business man, the men who have risen in art, in science, in literature and the professions to the first rank, all know that the habit of doing thorough work is invaluable, and carries its own reward.

Some men never seem able to tackle a difficulty, they soon tire of even looking at one, simply because it was their habit when they were boys. Other men take on the work and succeed because habit drives them successfully and cheerfully through life.

The habit of lying seems to be to some as easy as talking. They are, in fact, born liars. There are others who lie occasionally, and others who do so but rarely and under great stress. The only safe habit is truthful speaking; it makes life so open and simple. Where the habit of truth-speaking has been acquired no stress or temptation or result will change their determination, once formed. They just speak the truth; the thrust of habit sends the word forth and people trust them.

The same reasoning applies to the speaking of bad language and slang expressions.

Courtesy is more than good manners or politeness, and so is the habit of thinking of others and considering their comfort. The boy or man who has not acquired the habit watches an old woman, or probably one with a baby in arms, standing in a street car. He looks round to see if anyone will give her a seat. He knows he ought to stand, but delays as long as he can. With a big effort he gives up his seat. Another seat is wanted, and another boy is up in a moment. The act of courtesy has cost him nothing; it is simply his habit. He was brought up to think of others, and he just does it before he knows it.

The following story well illustrates the force and value of habit: A famous law suit was before the courts in which great interests were involved. A famous lawyer happened to be in the town and the local lawyer asked him to argue the case for him next morning. The brief and evidence were supplied, and the case was heard. The argument impressed both judge and jury and the case was won. Asked to explain how he mastered the case and marshalled the points with such little preparation, he confessed that a former small case in which he had been engaged involved the same principles and that he recognized the same problems. The habit of thorough work, even when small issues were at stake, was the background of his success. Thoroughness in preparation, thoroughness in carrying out details, are emphasized by Nelson's famous signal, "England expects that every man this day will do his duty."

Many men have become heroes almost without knowing it. Courage, patriotism, pluck, quickness, loyalty to their fellows, and the forceful power of habit have placed them on the pedestal of the heroic. A sense of duty impels some to posts of supreme danger, but also to places of honor. Many such instances might be recalled from the annals of the late world war. But they were boys like other boys, no brighter, cleverer or stronger than others, but

were imbued with the habit of promptly and cheerfully responding to the call of duty, disdaining half-hearted attempts, but doggedly persevering till victory was won, as Burgess, the great swimmer, in face of great drawbacks persevered until his efforts to swim the Channel were crowned with success. General Gordon, impelled by the intensest patriotism, bravely gave his life for his country.

Nelson, in the hour of danger, saw clearly the path of duty and placed the telescope to his blind eye.

Livingstone and Stanley, bold and intrepid in the face of obstacles and dangers in the depths of "Darkest

Africa," persevered in their search and discoveries that the world might be enriched by a fuller knowledge. To this habit of perseverance, too, may be ascribed the success of Wolfe in the taking of Quebec.

The Atlantic cable was laid under the greatest of obstacles, but again all were overcome by the most dogged perseverance of the engineers concerned, and looking round on the pages of history we may see that

"Lives of great men all remind us
We may make our lives sublime,
And departing leave behind us
Foot-prints on the sands of time."

DIRECT AND INDIRECT PREPARATION FOR LIFE

The Vice-Chancellor of Cambridge University, speaking recently in Toronto, gave his opinion that general culture as given in a university is perhaps of more value than direct vocational training to the man who is going into a vocation. We quote in full from an editorial in the Toronto Globe:

"In the course of a previous visit to the United States, he said, he was greatly surprised to learn that most of the successful financial operators on Wall Street were university graduates. This state of affairs was so different from the one he was accustomed to that he, acting with others, began to induce Cambridge graduates to accept business appointments to positions found for and offered to them without prejudice. The plan proved a great success; the number of appointees was at first quite small, but it rapidly increased until many Cambridge graduates are now filling important business positions, some of them at large salaries.

"Their training for these positions was not at all technical; they were ordinary graduates, such as Cambridge has been for generations turning out. Dr. Shipley did not parade his educational dictum as a new discovery; he simply stated it as an axiomatic matter of fact, and that is precisely what it is. Put in another form of words it amounts to this: it matters little what

course of study a student is required to take; it matters a great deal how he is forced to go through it. In still other words: the subject selected for study is comparatively a matter of indifference; the method of dealing with it is all important.

"The enormous significance of this dictum cannot be realized when it is applied solely to university students; it is just as true for the child in the kindergarten as it is for the graduate student in the university. It is a compact summing up of the whole work of academic education by instruction. The tragic ineffectiveness of most of our scholastic toil and discipline is due mainly, almost exclusively, to the use of erroneous methods, and comparatively little to the line of subjects that make up the prescribed school programme.

"A university professor, who carefully prepares lectures and delivers them ex cathedra to his students, is not earning his salary, however miserable his pittance may be. By what he has done he profits, if he has really practised research, and has not plagiarized his matter; he does less than nothing for his students unless he constrains them to practise research for the purposes of making their own discoveries. All 'culture' is conditioned on 'research'; and this is just as true for the

university scholar as for the pupil in a primary school. Until all our educationists from the minister down through the whole formidable array of superintendents, inspectors, teachers,

supervisors, and kindergarteners, become thoroughly seized of this truth, a very large proportion of the public funds spent on education will continue to be wasted, or worse."

SOME NOTES ON THE FRENCH VERB

By S. E. Lang

Professor Muller's treatment of the French verb in the authorized text has shown how the labour of learning the verb may be greatly reduced. In the following table I have attempted to bring together in one view the chief similarities and differences in the behaviour of verbal stems as set forth in detail in that work.

Of the 81 verbs given in the list as type forms, 26 have vowel stems and 55 consonant stems, and full details are given (pp. 22-45) regarding the changes which occur to the stem when the several endings are added.

The 26 verbs with vowel stems may be gathered together in four groups, one large group containing 14 examples, one containing 7, one 3, and one 2.

Those with consonant stems seem to fall into seven groups of various sizes ranging from 2 to 13.

On this basis counting certain subdivisions into which these groups are divided, it is necessary to become acquainted with some 13 types in the first and 14 in the second series in order to reach a working knowledge of the whole number of verbs given in the text.

It is usual in grammatical texts when dealing with the variations of the verb to refer in a casual way to the loss, addition, or substitution of letters here and there. There is something to be

said in favour of giving the student a reasonably accurate account of these changes. 1° In order to effect a junction between vowel stems and vowel endings the letter s is employed in many instances, and the letters i, v, and y in several. 2° In order to connect consonant stems with consonant endings the letter t when final is nearly always dropped; when d is the final letter of the stem it is frequently dropped before a consonant ending; occasionally it is retained and the ending itself disappears. 3° In certain cases oi or i is added as a connective. 4° Changes of final consonants before vowel endings occur in two series of verbs and in other two or three the final consonant is doubled. 5° In two important classes consonant stem and vowel ending are linked together by the addition of oy and iss respectively. 6° Vowel changes within the stem itself occur in four of the groups.

The foregoing summary includes the chief, if not all, the changes which befall the stems of verbs before the several kinds of endings. It is hoped that the table which is appended may be of some assistance to the working teacher in the task of clearing up what students in the past have regarded as an unprincipled labyrinth. A knowledge of the general table of endings on pp. 12 and 13 of the text is, of course, necessary in making use of the summary and table.

EXPLANATION OF REFERENCE MARKS USED THROUGHOUT TABLE ON FOLLOWING PAGE.

*Vouloir, valoir, pouvoir, use x instead of s; veux, vaux, peux; 3rd pl. pr. ind. of valoir is valent and of savoir, savent; assied, bat, met, connaît, naît, coud, moud, prend, vainc, perd, vend, vêt in 3rd sing; aller has vais, vas, va, vont; 2d pl. of dire, vous dites, of faire, vous faites, 3rd pl. of faire, ils font; (ils ont, sont, font, vont); savoir has sach—before pres. part., pr. subj., and imper.; savoir, faire, pouvoir, que je sache, fasse, puisse; before a and o commencer has commenc and manger has mange; for bouillir use bou—before cons. endings.

†Fut. and cond. not formed from full infinitive: mouv—, devr—, recevr—, pleuvr—, courr—, acquerr—, mourr—, pourr—, verr—, vaudr—, voudr—, faudr—, tiendr—, assier— or assever—, and assoir—; aller has irai, irais; appellerai, cueillera, jettera, mènera, gènera are explained in the text.

IRREGULAR VERBS

VOWEL STEMS	before	CONSONANT ENDINGS	MUTE "E" ENDINGS	VOWEL ENDINGS	ADDITIONAL VOWEL ENDINGS	Additional Vowel	Past Participle
I. "S" Group							
(a) conduire, construire, cuire, luire, nuire	condui-re	(Use stem unchanged where blanks occur.)	Add s conduis	Add s conduis	Add s conduis	(i)	conduit
(b) taire, faire, plaire, lire	taï-re		Add s tais	Add s tais	Drop Vowel sound f t	(i) (u)	fait tu
(c) confire, suffire, dire	confi-re		Add s confis	Add s confis	Vowels merge confi	(i)	confit
(d) maudire	maudi-re		Add ss maudiss	Add ss maudiss	Vowels merge maudi	(i)	maudit
(e) haïr	haïr	Add i haï	Add lss haïss	Add lss haïss	Vowels merge haï	(i)	haï
II. "V" Group							
(a) écrire	écri-re		Add v écriv	Add v écriv	Add v écriv	(i)	écrit
(b) boire	boi-re		Add v boiv	Add v and change vowel buv	Drop last vowel sound b	(u)	bu
III. "I-Y" Group							
(a) croire, traire	croi-re			I becomes y croy	Drop last vowel sound cr	(u)	cru
(b) fuir	fu-ir	Add i fui	Add i fui	Add y fuy		(i)	fui
(c) payer, employer, appuyer	pay-er	Do not use Cons. endings	y becomes i pai			(a, è, é)	payé
*fasseoir 1.	asse-oir	e becomes ied assied	Add y assey	Add y assey	Drop e ass	(i)	assis
fasseoir 2.	asse-oir	e becomes oi assoï	e becomes oi assoï	e becomes oy assoï	Drop e ass	(i)	assis
IV.							
(a) inclure, conclure	inclu-re				Vowels merge inclu	(u)	inclus
(b) rire	ri-re				Vowels merge ri	(i)	ri

CONSONANT STEMS

I.							
partir, sentir, sortir, mentir, repentir, dormir, *bouillir	part-ir	Drop Cons. par				(i)	parti
II.							
(a) *mettre, suivre, *battre, *vivre	mett-re	Drop Cons. met			batt (i) (u) (m) (suiv) (i) (véc) (i)		battu mis, suiv, vécu
(b) craindre, peindre, joindre; resoudre, dissoudre, etc.;	craind-re	crain	Change Cons peign	Change Cons joign	Change Cons. craign	(i)	craint
resoud-re	resou	dissolv	absolv	resol	(u)	resolu	
*naître, *connaître croître	croît-re	croï	croïss	croïss	Drop Vowel sound [naqu (i)] conn. cr	(u)	né crû, connu,
(c) coudre, moudre, prendre, vaincre	coud-re		cous, moul, prenn, vainq	cous, moul, pren, vainq	Change Cons. cous, vainq i u pr (i) moul (u)		cousu moulu, prit, vaincu
III.							
*perdre, *vendre, vêtir	perd-re					(i) (u)	perdu, vêtu
IV.							
(a) *mouvoir, *pouvoir, *savoir, *devoir, *recevoir	mouv-oir	Drop Cons. change vowel meu	Change Vowel meuv		Drop last Vowel sound m	(u)	mu
(b) *vouloir, *falloir, *falloir	voul-oir	Drop Cons. change vowel veu	Double Cons. change vowel veuill			(u)	voulu
V.							
(a) *voir, etc.	v-oir	Add oi voi	Add oi voi	Add oy voy		(i) (u)	vu
(b) finir, etc.	fin-ir	Add i fini	Add lss finiss	Add lss finiss		(i)	fini
VI.							
(a) venir, tenir acquérir	ven-ir	Change Vowel acquér vien	Change Vow acquér and double Cons. vienn		Change syllable acqu	(i)	acquis
(b) mourir	mour-ir	Change Vowel meur	Change Vowel meur		Change Vow (i) vin	(u)	venu
VII.							
(a) *appeler, *jeter	appel-er	Do not use Cons. endings	Double Cons. appell			(a, è, é)	appelé
(b) *mener, *geler *facheter	men-er	Do not use Cons. endings	Add accent mèn			(a, è, é)	mené
(c) ouvrir, souffrir, offrir, assaillir, cueillir	ouvr-ir assaill-ir	Do not use Cons. endings				(i)	ouvert assailli

School News

THE WINNIPEG WOMEN'S TEACHERS' CLUB

The Winnipeg Women's Teachers' Club has issued a most attractive report of the splendid work accomplished by their organization in the last year. It is unfortunately impossible to give the report in detail, but the following is a brief summary:—

Officers for the year 1918-19:—

President, Miss N. Hallen; first vice-president, Miss M. Bradshaw; second vice-president, Miss E. Moore; recording secretary, Miss L. Mackenzie; corresponding secretary, Miss C. Mitchell; Treasurer, Miss E. M. Hamilton; press correspondent, Miss F. Ingram.

District representatives: — North-east, Miss J. B. Carter; north-west, Miss L. Salter; central, Miss B. Stewart; west, Miss L. Greenfield; south, Miss E. Colwell; south-west, Miss G. Stratton.

The secretary's very comprehensive report showed that there was an increase for the year of 164 members. Under the club auspices 31 school concerts were held and some sales of work and teas, from which the splendid sum of \$8,297.21 was realized.

Under the Teachers' Interest Branch of the work great things have been accomplished. Such strong representations were made to the School Board during the year that an increase to grade teachers approximating 20% was made. Meetings of great value to the teachers and the schools were arranged when the supervisors and Dr. D. McIntyre were present. Twelve meetings and ten executive meetings were held during the year. Lectures under the club auspices were given by Mrs. St. Clair Stobart, Lieut. Finlayson, and R. D. Farley of the Civic Research League.

Donations were made from the club funds during the year as follows:—

Red Cross Society, \$1,271.88; St. Johns Ambulance, \$1,390.22; Prisoners of War Fund, \$100.00; Winnifred Copeland Memorial, \$76.75; and donations of articles were made as follows:—To the Red Cross, 7,526; to St. Johns Ambulance, 430; to Queen Mary's Guild, 96; direct to the trenches, 4,227; total, 12,279.

DOMINION EDUCATIONAL ASSOCIATION

There was held at Ottawa on November 20-23 a meeting of the Dominion Educational Association. There is no attempt any longer to make this a great gathering of teachers. It is rather a meeting of administrative heads of Departments of Education, Normal Schools, Universities, Inspectors, etc., and the chief purpose is conference and interchange of experience. The chief event this year was reorganization with these ends in view.

The president for the year was Dr. Carter, of New Brunswick, and he conducted the meetings throughout. In his opening address he naturally referred to the changes brought about by the war and to the need of adaptation of educational procedure to meet new conditions.

There followed three addresses on recent and prospective school legislation. Dr. Merchant, of Toronto, gave a resume of the new Fisher Bill of England, comparing the provisions with those in our own provinces. Mr. Cowly, inspector of schools of Toronto, spoke on recent legislation in Ontario in so far as it affected adolescents, and Dr. J. H. Putnam, of Ottawa, gave an excellent address on necessary reorganization of rural school education, urging particularly the claims of the larger unit in administration. In short, he advocated the municipal school board, and the Association was clearly in full sympathy with the idea.

A lively discussion followed the reading of the papers, the chief emphasis being placed on the importance of voca-

tional, industrial, or technical education. This subject, indeed, received more consideration than any other during the deliberations of the convention, for the executive committee had introduced a resolution on the subject which urged the Federal Government to make liberal grants to the provinces for this fund. It is understood that the government and the governments of the several provinces are very favorable to this idea, and no doubt action will soon be taken. The sum of \$20,000,000 is mentioned as an initial grant. The president-elect and the secretary will shortly bring the matter before the government for consideration.

The subject of uniform texts was discussed and the advantages and dangers pointed out. Dr. Robinson, of Victoria, told of what was being done in the western provinces.

A paper by Dr. J. N. Stephenson, of Montreal, on "The Relation of Technical to Complete Education," followed by an address by Dr. Goodwin, of Kingston, on the same topic, emphasized still further the need of vocational schools in Canada. Dr. Goodwin, as a sterling advocate of such schools, either as independent of the regular schools or as part of the system, was insistent that character was the first thing in education. The greatest mistake possible would be to elevate the vocational at the expense of the spiritual.

Perhaps the most interesting address of the meeting was that given by Dr. Nichol, of Toronto, on "The Education of the Returned Soldier." The Journal hopes to be able to publish this in extenso later on.

Action was taken during the meeting of the Association on two important questions. It was decided to give hearty

support to the "Thrift Campaign" now being undertaken by the Federal authorities. This campaign urges all people of the country to buy thrift stamps and savings certificates—which bear interest at 5%. It is hoped that \$50,000,000 will be raised in this way in 1919. It is hoped, indeed, that in future Canada will borrow chiefly from its own people. The second decision of the Association was to ask the Department of Statistics of Canada to add to its staff a competent educationist to prepare statistics relating to education. The matter of a Federal Bureau of Education was mentioned, but not action was taken.

The most interesting session of the convention was that given to exchange of opinions, each province outlining the happenings of the past year. The following speakers took part: British Columbia, Dr. Alex. Robinson; Alberta, Mr. J. M. Nally, of Camrose; Saskatchewan, Supt. D. P. McColl, of Regina; Manitoba, Dr. W. A. McIntyre, of Winnipeg; Ontario, Dr. J. Waugh, Chief Inspector; Quebec, D. Miller; Nova Scotia, Dr. McKay, of Halifax; New Brunswick, Supt. Carter; Prince Edward Island, Dr. Shaw.

The western delegates dealt very fully with school attendance, consolidation, work in non-English schools, school libraries, practical activities such as hand-work, sewing, school gardening, boys' and girls' clubs, hot lunch ideas, and the like. Particular interest was manifested in consolidation, the work among the non-English, and the work in the technical high schools.

Next year the president is Dr. Merchant. The representatives on the council from Manitoba are Mr. R. Fletcher and Major D. M. Duncan.

The importance of play and amusement is increasing with civilization because the hours of necessary labor are becoming shorter and specialization in industries gives exercise to only a few powers. Hence playful exercises are needed both as a means of recreation and as a means of more complete development.

Children's Page

INTRODUCTION

I have always thought of Christmas time as a good time; a kind, forgiving, generous, pleasant time; a time when men and women and little children seem by one consent to open their hearts freely; and so I say, "God Bless Christmas."—Charles Dickens.
(Slightly altered.)

"While Stars of Christmas Shine"

While stars of Christmas shine
Lighting the skies,
Let only loving looks
Beam from our eyes.

While bells of Christmas ring
Joyous and clear,
Speak only happy words,
All love and cheer.

Give only loving gifts,
And in love take;
Gladden the poor and sad
For love's dear sake.
—Emilie Poulsson.

EDITOR'S CHAT

Dear Boys and Girls:

Once more the long year has rolled away, and right across the snowy threshold, sparkling and bright as ever, stands the day of days for boys and girls—Christmas! What a sad time Christmas was last year! Over in France our splendid armies huddled in their trenches, while across from them crouched the dreadful enemy. At sea our ships were being sunk; in England food was so scarce that grown-up people and often little children were hungry; at night terrible Zeppelins dropped their messages of death on cities and towns; all over the world hung the black and dreadful cloud of war. We tried to hear the Christmas bells, but we only heard the great booming of guns, and the only happiness we could find was the pleasure of sending off boxes to the men we loved, and trying to help our friends at home. Ahead of us all was darkness, but we knew that somewhere there was a great

Christmas star shining, and we were right,—for think now of what has happened. Instead of long lines of trenches filled with men "holding the line" in France, the towns and cities where German soldiers have lived and unhappy French and Belgians have hidden for four years are filled with the Allies' victorious armies. Miles back behind the Rhine River, far behind the great forts they built, cower the German armies. The Emperor, who has boasted of his might, is a prisoner in Holland,—the most hated and despised man in all the world. The seas are freed of the horrible submarines; the cities of England may light their streets, and the people go to bed and to sleep with no dread of air raids; the ships may carry food to all the hungry with no fear; the skies are cleared of death-dealing aeroplanes; the guns are silent, and in the sky, over the graves of our mighty dead, shines the Christmas star, and in the silence the bells peal out their old

message: "Peace on Earth, Goodwill to Men."

But in the great happiness of this Christmas of 1918, let us not forget the lessons that our four war Christmases have taught us—the lessons of kindness, unselfishness and love. Think of all the people you helped to make happy last year, and do more this year

because you are happy yourselves. Especially think of the mothers and boys and girls whose husbands, fathers and brothers have given their lives that we may hear the Christmas message. And now the Editor wishes you all, big and little, the happiest of Christmases and the brightest and most peaceful of New Years.

OUR COMPETITORS

Well, what do you think? Our competitors have the Spanish Influenza! At least we think something like that must have happened, we have received so few stories this month, but we suppose that now school is closed you are forgetting the Children's Page and its stories. The prize this month is won by: Mabel Murray, Stonewall, Man.

Honorable mention is given to: June Stubbs, Violet Franklin, Carol Gorsline, Alice Nelson and Willie Stewart.

Since this month's competition was arranged for, the Hero Airman of whom

all our competitors write, Flight-Lieut. Alan McLeod, V.C., has joined the great army of heroes who have "Gone West." He was a victim of Spanish Influenza complicated by his weak condition. He was accorded a military funeral with every honor that could be bestowed by the people of his province.

January Story:—An original Christmas poem.

February Story:—What Has Germany Lost in the War?

THE SHADOW OF LIFE

A young soldier had been wounded, and had suffered severely. He was a boy of 20. He was lying in a hospital in France, and his eyes were bandaged. The nurse begged the chaplain to tell the boy the terrible news. "I can't," she said; "he has been so patient." The chaplain sat down by the bed and told the boy that he would never see again. There was a long silence after he had spoken, and no movement from the bed, only the boy's lips twitched uneasily. At last he spoke. "Will you come back tomorrow, please?" he said. The next day the chaplain returned. "I'll tell

you how I am," the boy said, "if I may alter one word in the Bible." He felt for his friend's hand, and found it after his fingers had travelled down the chaplain's coat-sleeve. And then he said, "Though I walk through the Valley of the Shadow of Life, I will fear no evil, for Thou art with me."

Perhaps it is harder for many to walk fearlessly in the Shadow of Life, where they must steer their way, than in the Shadow of Death, where they perforce must go; but we need have no fear if certain of the Guide.

A CHRISTMAS DREAM, AND HOW IT CAME TRUE

Louisa M. Alcott

"I'm so tired of Christmas I wish there never would be another one!" exclaimed a discontented-looking little girl, as she sat idly watching her mother arrange a pile of gifts two days before they were to be given.

"Why, Effie, what a dreadful thing to say! You are as bad as old Scrooge; and I'm afraid something will happen to you, as it did to him, if you don't care for dear Christmas," answered mamma, almost dropping the silver

horn she was filling with delicious candies.

"Who was Scrooge? What happened to him?" asked Effie, with a glimmer of interest in her listless face, as she picked out the sourest lemon-drop she could find; for nothing sweet suited her just then.

"He was one of Dickens's best people, and you can read the charming story some day. He hated Christmas until a strange dream showed him how dear and beautiful it was, and made a better man of him."

"I shall read it; for I like dreams, and have a great many curious ones myself. But they don't keep me from being tired of Christmas," said Effie, poking discontentedly among the sweeties for something worth eating.

"Why are you tired of what should be the happiest time of all the year?" asked mamma, anxiously.

"Perhaps I shouldn't be if I had something new. But it is always the same, and there isn't any more surprise about it. I always find heaps of goodies in my stocking. Don't like some of them, and soon get tired of those I do like. We always have a great dinner, and I eat too much, and feel ill next day. Then there is a Christmas tree somewhere, with a doll on top, or a stupid old Santa Claus, and children dancing and screaming over bonbons and toys that break, and shiny things that are of no use. Really, mamma, I've had so many Christmases all alike that I don't think I can bear another one." And Effie laid herself flat on the sofa, as if the mere idea were too much for her.

Her mother laughed at her despair, but was sorry to see her little girl so discontented, when she had everything to make her happy, and had known but ten Christmas days.

"Suppose we don't give you any presents at all,—how would that suit you?" asked mamma, anxious to please her spoiled child.

"I should like one large and splendid one, and one dear little one, to remember some very nice person by," said Effie, who was a fanciful little body, full of odd whims and notions, which

her friends loved to gratify regardless of time, trouble, or money; for she was the last of three little girls, and very dear to all the family.

"Well, my darling, I will see what I can do to please you, and not say a word until all is ready. If I could only get a new idea to start with!" And mamma went on tying up her pretty bundles with a thoughtful face, while Effie strolled to the window to watch the rain that kept her in-doors and made her dismal.

"Seems to me poor children have better times than rich ones. I can't go out, and there is a girl about my age splashing along, without any maid to fuss about goloshes and cloaks and umbrellas and colds. I wish I were a beggar-girl."

"Would you like to be hungry, cold, and ragged, to beg all day, and sleep on an ash-heap at night?" asked mamma, wondering what would come next.

"Cinderella did, and had a nice time in the end. This girl out here has a basket of scraps on her arm, and a big old shawl all round her, and doesn't seem to care a bit, though the water runs out of the toes of her boots. She goes paddling along, laughing at the rain, and eating a cold potato as if it tasted nicer than the chicken and ice-cream I had for dinner. Yes, I do think poor children are happier than rich ones."

"So do I, sometimes. At the Orphan Asylum today I saw two dozen merry little souls who have no parents, no home, and no hope of Christmas beyond a stick of candy or a cake. I wish you had been there to see how happy they were, playing with the old toys some richer children had sent them."

"You may give them all mine; I'm so tired of them I never want to see them again," said Effie, turning from the window to the pretty baby-house full of everything a child's heart could desire.

"I will, and let you begin again with something you will not tire of, if I can only find it." And mamma knit her brows trying to discover some grand

surprise for this child who didn't care for Christmas.

Nothing more was said then; and wandering off to the library, Effie found "A Christmas Carol," and curling herself up in the sofa corner, read it all before tea. Some of it she did not understand; but she laughed and cried over many parts of the charming story, and felt better without knowing why.

All the evening she thought of poor Tiny Tim, Mrs. Cratchit with the pudding, and the stout old gentleman who danced so gaily that "his legs twinkled in the air." Presently bed-time arrived.

"Come, now, and toast your feet," said Effie's nurse, "while I do your pretty hair and tell stories."

"I'll have a fairy tale tonight, a very interesting one," commanded Effie, as she put on her blue silk wrapper and little fur-lined slippers to sit before the fire and have her long curls brushed.

So Nursey told her best tales; and when at last the child lay down under her lace curtains, her head was full of a curious jumble of Christmas elves, poor children, snow-storms, sugar-plums, and surprises. So it is no wonder that she dreamed all night; and this was the dream, which she never quite forgot.

(To be continued.)

PRIZE STORY

Alan A. McLeod left for the front a year ago last spring. Alan was just 18 when he left.

When he joined the Flying Corps he became Flight-Lieut. Alan A. McLeod.

A while ago Alan won the V.C. He had been about five thousand feet in the air when eight German aeroplanes attacked him.

His observer shot down three planes and had been wounded six times, and Alan five times. Then when they were still five thousand feet up in the air, a bullet struck the oil tank and caused an explosion. The two edged out to the side, Alan carefully steering all the time so he could get down faster, and the observer shooting. They had to jump when they were still quite a distance from the ground.

When they reached the ground the observer fainted from loss of blood and pain.

Then Alan was wounded again, but, seeing the plane falling on the place where the observer lay, he dragged him away to a British trench, where Alan, too, fainted.

They were in this trench two days, from whence they were taken to a British hospital.

Alan's father went over to him. The King's private physician visited him.

When he was well enough he was

taken to Buckingham Palace, where he was awarded the V.C. and was invited to dine with the King, but he was not well enough.

Alan is now at home in Stonewall on a four-month furlough. He says the happiest part of his life was in France, and he will be glad to get back.

Mabel Murray, age 12,
Grade VIII, Stonewall, Man.

There have been many heroes in this present war, both in air and in battle field. We have one great hero in Manitoba in person of Lieut. A. McLeod, a young man 18 years of age. He won his Victoria Cross by rescuing his comrade, although wounded twice himself. He brought down a number of foe planes. While doing so his own aeroplane took fire. He crawled out on the wing of the machine to keep it balanced, bringing it safely to earth. Lieut. Alan A. McLeod was severely wounded and was some time recovering. His father went to take care of him, as he is a doctor. After all danger was over he returned. His mother went part of the way to meet him and his father. His friends gave him a reception when he got home to Stonewall.

June Stubbs, age 10, Grade V,
Willow View S.D. No. 1616.

Selected Articles

The Bell of 1918

Oh bell whose burden for the long years
Has been but a toll or a knell,
Ring out for Peace and Victory,
Ring Peace on Earth oh bell!

Bell that has clashed for sorrow,
Bell that has warned of fear,
Ring out for joy of Victory,
Ring in a Bright New Year.

Bell that with hurried ringing
Warned of the awful raid,
Ring out with joyous quickening
To a world that is unafraid.

Unafraid, tho' sorrow's darkening
Has shadowed our Victory joy;
Unafraid—tho' wife and mother
Mourns each her soldier boy.

Unafraid—because Right has triumphed,
Through darkness and despair;
Unafraid, for our Empire's glory
Has grown more wondrous fair.

And so, oh bell, ring louder;
Peal, happy joyous bell—
For Peace, Goodwill and Righteousness
Have come on Earth to dwell.

H. H.

SACRIFICE—THE PRICE OF VICTORY

Such is the title given one of the most soul-stirring addresses ever delivered to an English-speaking audience, when Captain Frank Edwards, of the Royal Fusiliers, addressed the convention of the Minnesota Bankers' Association in Minneapolis on June 28th, 1918. The Stovel Co., Ltd., of Winnipeg, has issued this speech in pamphlet form, and the editor would strongly advise every teacher to try and obtain a copy. Even Canadians who have sacrificed and suffered with the rest of the British Empire for four long years, even Cana-

dians whose own flesh and blood have performed the most gallant feats on land, on sea and in the air, that have ever been sung in song or story—even Canadians, I say, need to read this address, filled as it is with the spirit that has withstood the onslaughts of our unspeakable enemy, to realize what our men have endured, what the people of England have endured, and what, with stout hearts, we must all still endure before complete victory, bringing peace with it, comes to the allied lands.

READING AND ARITHMETIC

The difficulties which pupils have in arithmetic centre very largely in language. Many fail to solve problems not because they cannot reason, but because they cannot read. It is the teacher's duty to help children to read. Here is a problem given in 28 different ways. In some of its forms it will be readily solved by pupils. In other forms it will not. Does not this show that the chief difficulty with children is the interpretation of language? The rewording of a problem by a pupil in his own language should precede attempts at solution.

1. How many yards of silk at \$1.50 per yard can be bought for \$7.50?

2. The silk for a dress cost \$7.50. How many yards were purchased at \$1.50 per yard?

3. At \$1.50 per yard, how many yards of silk does a woman get if the amount of the purchase is \$7.50?

4. At the rate of \$1.50 per yard my bill for silk was \$7.50. How many yards were purchased?

5. How many yards of silk at \$1.50 a yard does a bill of \$7.50 represent?

6. When silk is \$1.50 a yard, a piece of silk costs \$7.50. How many yards in the piece?

7. At \$1.50 a yard how many yards of silk does a merchant sell if he receives \$7.50 for the piece?

8. Mrs. Jones purchased silk at \$1.50 a yard. The entire amount paid was \$7.50. How many yards were bought?

9. Silk was sold at \$1.50 per yard. A check for \$7.50 was given in settlement. Find the number of yards bought.

10. At \$1.50 per yard, how many yards can be bought for \$7.50?

11. A merchant sells a number of yards of silk for \$7.50. The price being \$1.50 for each yard, how many does he sell?

12. I invested \$7.50 in silk at \$1.50 per yard. How many yards did I buy?

13. When silk is \$1.50 per yard, how many yards can be bought for \$7.50?

14. When silk is sold for \$1.50 for each yard, what quantity can be bought for \$7.50?

15. At the rate of \$1.50 per yard, how many yards can be bought for \$7.50?

16. Silk is selling for \$1.50 per yard, how many yards should be sold for \$7.50.

17. At a cost of \$1.50 a yard, how many yards can be bought for \$7.50?

18. Silk was bought at a cost of \$1.50 per yard. At that rate, how many yards can be bought for \$7.50?

19. At \$1.50 a yard a piece of silk cost \$7.50. How many yards in the piece?

20. How many yards of silk at \$1.50 can I buy for \$7.50.

21. \$7.50 was paid for silk at \$1.50 per yard. How many yards were bought?

22. Find the number of yards; cost \$7.50. Price per yard \$1.50.

23. The cost of a piece of cloth is \$7.50 and the cost per yard is \$1.50. How many yards in the piece?

24. A woman paid \$7.50 for a piece of silk that cost her \$1.50 per yard. How many yards did she buy?

25. A woman had \$7.50 and bought silk at \$1.50 a yard. How many yards did she buy?

26. A quantity of silk at \$1.50 per yard cost \$7.50. What was the quantity?

27. Silk is \$1.50 a yard and I bought \$7.50 worth today. How many yards did I buy?

28. A woman's bill for silk was \$7.50. If each yard cost \$1.50, how many yards were bought?

DRAWING OUTLINE

Grades VII and VIII

Problem.—Color Scheme and Application.—Make 2 sheets 9"x12", each showing: (a) on the left side, one color scheme in an oblong 5"x4", with well arranged spaces for colors; (b) on the

right side, one unit, colored according to that scheme.

Grade VI

Use 6"x9" paper except where otherwise specified. See that each sheet

bears pupil's name, school and grade at left-hand corner.

Problem.—Upon the upper third of 6"x9" paper (placed horizontally upon desk), show three different units variously colored. (Use hues and their complementaries.) Upon the lower two-thirds work out a border using one of the units previously planned.

Problem. — **Telephone Pad.** — Construct a telephone pad according to the instructions given on page 36, Graphic Drawing Book 5, using 6"x9" manilla (previously tinted), and card 5"x8" for a foundation. Decorate with one of the units previously planned.

Grade V

Use 6"x9" manilla paper except where otherwise specified. See that each sheet bears pupil's name, school and grade at lower left-hand corner.

Practice. — **Color Harmony.** — Upon 6"x9" manilla paper, placed vertically, arrange three horizontal oblongs, 3"1½", towards the left side. On the same sheet make three small oblongs 1"x½", each small oblong to be placed to the right of the larger one. In the large oblongs show a tint, a standard, and a shade of the same color. In the smaller ones show corresponding tones in pencil shading. Repeat the exercise using another color.

Practice.—Preparatory exercise for booklet. Upon 4½"x6" manilla paper rule an all-round border with double lines about ⅛" apart. Emphasize corners by various modifications, such as breaks, added shapes, etc. Practise making a small geometric unit (not more than 1" in size).

Problem.—Construct a booklet. (See page 11, Graphic Drawing Book No. 4.) Use portfolio card 4½"x7" and 6"x9" manilla paper (tinted). Decorate with an all-round border as practised, and geometric unit. Place unit slightly above centre of booklet.

Grade IV

Use 6"x9" or 4½"x6" manilla paper as specified. All work should show pupil's name, school and grade in lower left-hand corner.

1. (a) **Purse.**—Tint 6"x9" manilla paper. On colored side rule lines half

an inch from the edge of both long sides. With colored side placed face downward on desk, turn half-inch folds inwards. Measure 3½" from end of paper on each long side. Crease paper across at these points to make body of purse (envelope style). Turn down the two inches remaining to form a flap. Fasten sides of purse together by pasting on the turnings. Paste turnings down like a hem on edges of flap. Decorate with simple ruled line border (in color). (b) Review. (c) Review.

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

3. (a) **Calendar.**—On one-third sheet cross-section paper placed vertically, practise making a border decoration with color or pencil. See page 30, Drawing Book No. 3. (b) Review above in color for final work. (c) Decorate the upper part with a Christmas symbol and paste small calendar pad in lower portion.

Grade III

Use 4½"x6" manilla paper unless otherwise directed. All work should bear pupil's name, school and grade at lower left-hand corner. Each child should have a ruler.

1. (a) **Box or Basket.**—Rule and prepare 6"x6" manilla paper for a box or basket to be constructed after the method described on pages, 32, 34, in Graphic Drawing Book No. 2. (This need not be woven.) (b) Construct. (c) Decorate.

2. (a) **Booklet with Christmas Tree Decoration.**—Fold a 4½"x6" manilla paper crosswise. Half an inch from the top rule two horizontal lines, half an inch apart. One inch from the bottom rule two horizontal lines half an inch apart. Rule two vertical lines one inch from either side (one inch apart). In the middle of the oblong formed in the centre draw a vertical line 1½" long, taking care not to let either extremity touch the horizontal lines. (b) Tint the whole cover. (c) Decorate the space at top and bottom with a simple brush work pattern. (See page 38, Graphic

Drawing Book No. 2.) Use the standard of the tint already used. Color centre line for stem of tree. Paint branches with brush strokes. See page 13 in Graphic Drawing Book No. 2. Demonstrate method on blackboard.

Grade II

Use $4\frac{1}{2}$ "x6" manilla paper unless otherwise directed. All work should bear pupil's name, school and grade upon **back** of paper.

1. (a) **Card.**—Upon manilla paper practise painting Christmas symbols, bells, trees, holly, etc. See page 30, Graphic Drawing Book No. 1. Let children work from drawings on black-

board. (b) Make simple booklet with $4\frac{1}{2}$ "x6" grey cross-section paper and construct envelope from manilla paper. See Drawing Book, page 30. (c) Review.

2. (a) **Box.**—Tint a horizontal strip of manilla paper, 12"x3". (b) Crease lengthwise once, and crosswise twice. See page 28, Graphic Drawing Book No. 1. Decorate three of the upper oblongs with Christmas symbols. Construct. (c) Review.

3. (a) **Place-Card.** — Tint $4\frac{1}{2}$ " x 6" manilla paper. (b) Fold lengthwise and cut to make two place-cards. Decorate. See Graphic Drawing Book, page 26. (c) Review.

INTEREST AND CHARACTER

Now naturally the advocate of interest is not blind to the difficulties and hardships of life or to the necessity of the ability to overcome obstacles, "to pull against the stream," "to fight and conquer," and all the rest of the philosophy of the iron will and the battle of life. His position is that the naive disciplinarian simply misconceives the facts in the case and goes about it in quite the wrong way to obtain the result he desires. Difficulties, hardships and their like, he holds, are always obstructions to the satisfactory completion of definite concrete activities. Only a fool attacks difficulties in the abstract or struggles with them as difficulties merely. Anybody with sense undertakes to do worth while things because they are felt as worth while to him. Difficulties have to be overcome simply because they stand in the way of the worth while result. Endurance, patience, courage and the manly virtues are inevitably involved in having worth while things to do, because if they are regarded as worth while they will be completed at whatever cost. The advocate of interest points to the fact that the world's successes have been achieved by men who became devoted to concrete undertakings and habituated to whatever the achieving demanded, not because they had been inured to toil as such or because they fell in love with the manly virtues and sought some

means of exercising them. He notes, similarly, that the historic exemplars of the iron will did not first consciously evolve a philosophy of the strenuous life and then proceed to embody it somehow, but rather discovered the need of such a will and the habits it designates in the pursuit of achievements valued for their own sake.

The advocate of interest in the field of training is therefore vastly more concerned to discover undertakings and activities that appeal to youth as worth while than to finding subjects that are "hard" merely because they demand that things be done whether one likes them or not. He is thus concerned in behalf of the manly virtues themselves, apart from other valid considerations. For in his view the disregard of interest, of the student's own sense of worth in his own undertakings, amounts to a disregard of the most fruitful source of stimulation for these same virtues, not to speak of dangers of positively cultivating slipshod, insincere, and circuitous habits by the use of repellent activities. It is undoubtedly this conviction that lies back of the statement that interest is the most direct path to moral salvation. It accounts, too, for the fact that one may read descriptions of the modern school where little is directly said about the manly virtues, for the school that has the proper "content," that is to say,

activities of an appealing and stimulating kind, will have made far and away the most important provision for the cultivation of these virtues.

The Doctrine of Hardship

The upshot of the matter is that subjects or studies as such have no moral appeal apart from the attitudes that are assumed toward them. If they are objects of interest in that they represent activities to which worth is assigned they call upon manly qualities because manly qualities are necessarily involved in their successful completion. It is in this sense that studies may become sources of origin for the manly virtues. Once originated and existent as means to the successful pursuit of concrete undertakings, these virtues may be noted, objectified, abstracted, and generalized as admirable and even precious qualities, to be attached to the self in all its operations so far as may be and used upon any difficulties that may confront the self whether it likes them or not. Manly qualities must have worth to be manly, else they are but maxims and mottoes, sounds in the ear. They get their manliness by being found worthy. They are found worthy because they render benefits. These benefits are discovered in the pursuit of concrete undertakings. This is the natural history of a manly quality as the advocate of the doctrine of interest sees it. By what corresponding course of reasoning does the disciplinarian evolve his many virtues? Just how does the hardness of a subject, the mere fact that one is told that it has to be done, of itself constitute an appeal to manliness or set up an ideal or the sense of duty? Pain and hardships in themselves are unmitigated evils and have been justly so regarded since the beginning. The saints themselves valued their tortures not as such but as tests of their saintliness. They did not find in their tortures their ideal of saintliness. They but exercised their saintliness upon them.

That virtue does not emanate from hard studies as such is evident. But perhaps the disciplinarian does not mean to imply that it does. Hard

studies may be valued by him as the saint values his tortures, as invaluable methods of exercise or practise. As certain studies are regarded as peculiarly disciplinary because they give rise to general habits more economically and effectively than do others, so, it may be, hard studies are peculiarly serviceable in that they offer in unique fashion an abundance of what must be done whether one likes it or not. One can but reiterate that any such peculiar service in certain studies over and above that rendered by any, must be shown by an appeal to the facts. So far as manliness is concerned it would seem altogether plausible and probable that any study or pursuit carried to an approved standard of excellence offers a surfeit even of what must be done whether one likes it or not, more than enough indeed for all the exercise the manly qualities require, whether the pursuit be Latin or cooking. "Hardness" of a subject that is due to the embodiment of broad and general concepts is another matter, one of capacity in part, and more particularly one concerning intellectual values not here in question. We are dealing with the single contention of the disciplinarian that manliness requires consistent practise and exercise in overcoming difficulties as disagreeable things that must be done whether one likes them or not. One is forced to the conclusion that it has not been shown that studies must be chosen because they are disciplinary either intellectually or morally, and that the reformist is right in urging that all needful discipline of either sort may be had abundantly from the proper use of studies selected for the values that obviously lie in them as differentiated bodies of experience and knowledge relating to the varied aspects of life and environment. Discipline is not a matter of studies as such, but of the right pedagogical employment of any. More than this the advocate of interest has the advantage with him of showing how studies and pursuits of an appealing and stimulating kind may be used to engender the very qualities the disciplinarian so greatly emphasizes.

When Thomas Takes His Pen

Young Thomas Jones came home from school with sad and solemn air;
He did not kiss his mother's cheek nor pull his sister's hair;
He hungered not for apples, and he spoke in dismal tones;
'T was very clear misfortune drear had happened Thomas Jones.

"My precious child," his mother cried, "what, what is troubling you?
You 're hurt—you 're ill—you 've failed in school! Oh, tell us what to do!"
Then Thomas Jones made answer in a dull, despairing way:
"I 've got to write an essay on 'The Indian Today.'"

His tallest sister ran to him, compassion in her eye;
His smallest sister pitied him—nor knew the reason why;
And all that happy family forsook its work and play
To hunt up information on "The Indian Today."

They read of Hiawatha and of sad Ramona's woe—
You found encyclopedias where'er they chanced to go.
They bought a set of Cooper, and they searched it through and through,
While Thomas Jones sat mournfully and told them what to do.

For three whole days the library was like a moving-van.
"Is Mr. Jones," each caller asked, "a literary man?"
And day by day more pitiful became young Thomas' plight,
Because, alas! the more he read, the more he could not write.

"Write what you know," his mother begged (she stirred not from his side).
"I do not know one single thing!" that wretched child replied.
"Oh, help me, won't you? Don't you care?" Then when assistance came,
"Don't tell me—don't! It isn't fair!" he pleaded just the same.

The night before the fateful day was quite the worst of all.
Black care upon the house of Jones descended like a pall.
All pleasure paled, all comfort failed, and laughter seemed a sin;
For "Oh, tomorrow," Thomas wailed, "It must be handed in!"

When, lo! the voice of Great-aunt Jones came sternly through the door:
"I cannot stand this state of things one single minute more!
The training of a fractious child is plainly not my mission;
But—Thomas Jones, go straight upstairs and write that composition!"

And Thomas Jones went straight upstairs, and sat him down alone,
And—though I grant a stranger thing was surely never known—
In two short hours he returned serenely to display
Six neatly written pages on "The Indian Today"!

His teacher read them to the class, and smiled a well-pleased smile;
She praised the simple language and the calmly flowing style;
"For while," she said, "he does not rise to any lofty height,
'Tis wonderful how easily young Thomas Jones can write."

"CLEARING UP A POINT"

"There appears to exist in the minds of many people a total misconception of what vocational re-education is, as applied to disabled soldiers and sailors. The Federal Board for Vocational Education, which is charged with the duty of re-educating the injured men, is constantly receiving communications from people who have this, that, or the other supposed art or craft which is offered as being just the thing to teach the poor dear wounded soldiers. These suggestions run all the way from making arcraft out of seal-

ing wax, making paper flowers, and gilding pine cones, to constructing alleged ornaments out of putty.

"The Federal Board does not propose to teach any such rubbish. The education to be given will, in the main, be in highly specialized occupations which are good paying, recognized, and manly callings which have a definite, useful place in the business world, and a steady demand for such work or the products thereof.

"The difficulty appears to be that many of these well-intentioned advocates of gilded peanut hulls and gimcrack nicknack making are mentally confused, and do not know either what occupational therapeutics and vocational education are, or the part they play. The former is given to divert the patient's mind, to exercise some particular set of muscles or a limb, or perhaps merely to relieve the tedium of convalescence. Occasionally these activities have little if any practical value beyond the immediate purpose they serve, nor are they intended to have any other value.

"But even in occupational therapy the idea now is to give that sort which will be preliminary to, and dovetail in

with, the real vocational education which is to begin as soon as the patient is able to go further along. If, for instance, the patient was formerly a sheet-metal worker, and is now debarred from the use of physical strength, he is started, perhaps, as a designer or architectural expert in cornice, sheet metal, and architectural work. His practical knowledge is thus built upon and focused in a specialty suited to his capabilities.

"Instead of making futile little baskets or weaving mats that would have no sale except as a camouflage for downright charity, he is furnished with a set of instruments, a bed drawing board, some text-books, and given able instruction. The weeks in bed or in wheel chair are utilized practically. When he is able to go into the shops, he is well along as a technician, and ready for further intensive training.

"So it is with all other lines. The business of re-education is, first of all, common sense and practical. The idea is to turn out thoroughly trained men for men's jobs at men's pay, despite any physical handicap which may have rendered the men useless in their former callings."

LET THE PUPILS MEMORIZE

We can all recite a little poetry. When did we learn it? Chiefly when we went to school. We love to repeat the verses and never grow tired of them. Why? Because they contain something in thought or feeling that appeals to us, or because they recall the happy days of childhood, or perhaps because we are pleased to know that we possess something that is really beautiful. A little poem is like a little jewel. It is treasured for its own sake. And so we love to recite what we learned long ago at school.

There are poems and, for that matter, little prose selections that appeal to children of the primary grades. There are others that are appreciated by pupils from nine to twelve, and still others that are suitable for the higher grades. Every teacher should make out a list and carefully follow it—modify-

ing the course from year to year to suit conditions. The following list, prepared by Misses Haliburton and Smith for "Poetry in the Grades," is a good foundation to build upon:

First Grade

Mother Goose Rhymes

Baa, Baa, Black Sheep; Hey! Diddle, Diddle; Ding, Dong, Bell; Bobby Shafto; Hark, Hark; Sing a Song of Sixpence; Hickory, Dickory, Dock; Humpty Dumpty; Jack and Jill; Little Bo-peep; Little Jack Horner; Little Girl, Little Girl; Little Miss Muffet; Little Tommy Tucker; Mistress Mary; Old King Cole; Once I Saw a Little Bird; Ride a Cock-Horse to Banbury Cross; Simple Simon; There was a Crooked Man; Tom, Tom, the Piper's Son; There was a Little Boy; There was a Man of our Town; Who Killed Cock Robin? ;Alexander, All Things Beauti-

ful; Field, Rock-a-By Lady; Peabody, Making a House; Rossetti, The Wind; Rossetti, O Lady Moon; Rossetti, What Does the Bee Do?; Poulsson, The Sunbeams; Stevenson, The Wind; Stevenson, Foreign Children.

Second Grade

Bunner, "One, Two, Three"; Field, Wynken, Blynken, and Nod; Larecom, The Brown Thrush; Houghton, Lady Moon; Peabody, The Journey; Rands, The Wonderful World; Houghton, Good-Night and Good-Morning; Rossetti, How Many Seconds in a Minute?; Smith, America; Stevenson, My Shadow; Stevenson, The Swing.

Third Grade

Brooks, O Little Town of Bethlehem; Cary, November; Coleridge, Praying and Loving; Edwards, A Child's Prayer; Larecom, The Violet; Moore, A Visit from St. Nicholas; Scollard, Bobolink; Scollard, Fraidie-Cat; Vandergrift, The Sandman.

Fourth Grade

Allingham, Fairy Folk; Field, The Night Wind; Gould, Jack Frost; Jackson, September; Longfellow, The Children's Hour; Miller, The Bluebird; Maedonald, The Wind and the Moon; Scollard, The Crow; Whittier, The Barefoot Boy; Wordsworth, Lucy Gray.

Fifth Grade

Tennyson, The Brook; Bryant, Robert of Lincoln; Bjornson, The Tree; Carlyle, Today; Longfellow, The Ship of State; Payne, Home, Sweet Home!; Shakespeare, Lullaby for Titania; Swett, The Blue Jay.

Sixth Grade

Aldrich, Before the Rain; Lowell, The First Snow-Fall; Perry, The Coming of Spring; Read, Sheridan's Ride; Shakespeare, Puck and the Fairy; Sherman, May; Swett, July; Wolfe, The Burial of Sir John Moore at Coruna.

Seventh Grade

Carroll, A Song of Love; Lang, Seythe Song; Longfellow, The Arrow and the Song; Lowell, The Finding of the Lyre; Miller, Columbus; Jackson, A Song of Clover; Stevenson, A Visit from the Sea; Shakespeare, Farewell! A Long Farewell to all my Greatness!; Shakespeare, Jog on, Jog on.

Eighth Grade

Kipling, Reccessional; Sill, Opportunity; Scott, Breathes there the Man with Soul so Dead; Shakespeare, Hark, Hark! The Lark!; Taylor, The Song of the Camp; Van Dyke, The Angler's Reville; Whitman, O Captain! My Captain; Kipling, L'Envoi (When Earth's last Picture is painted).

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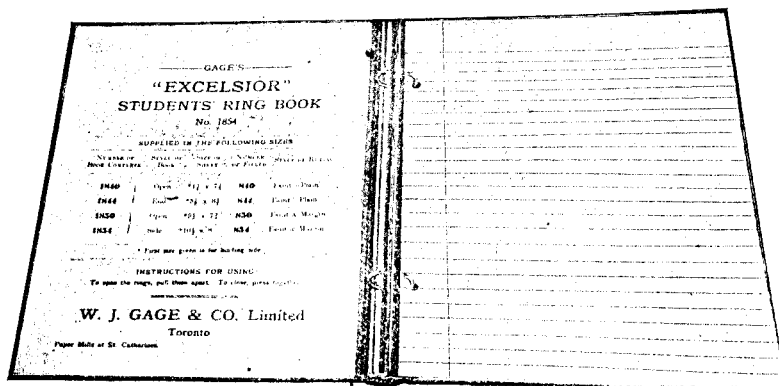
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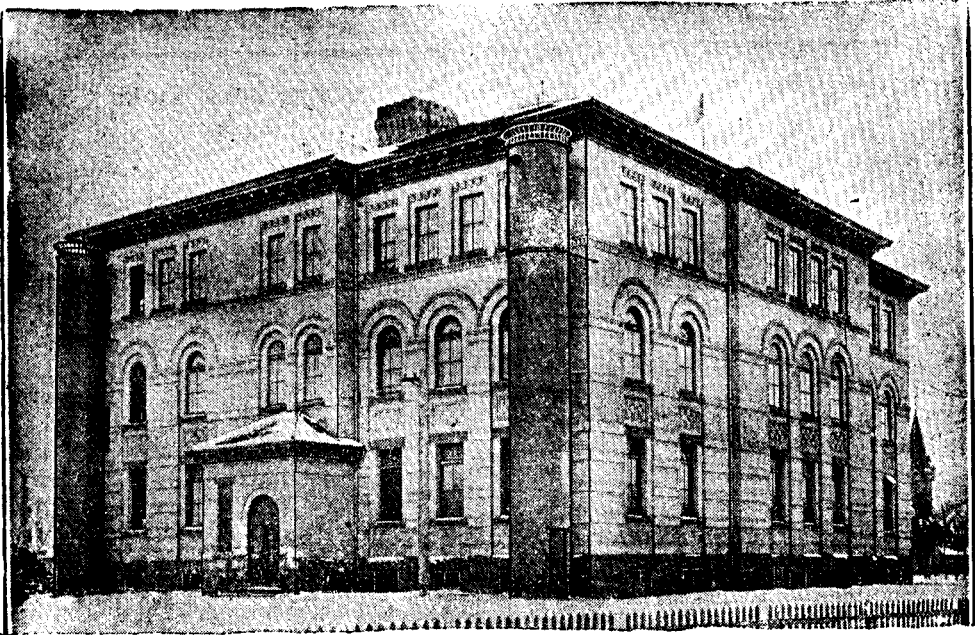
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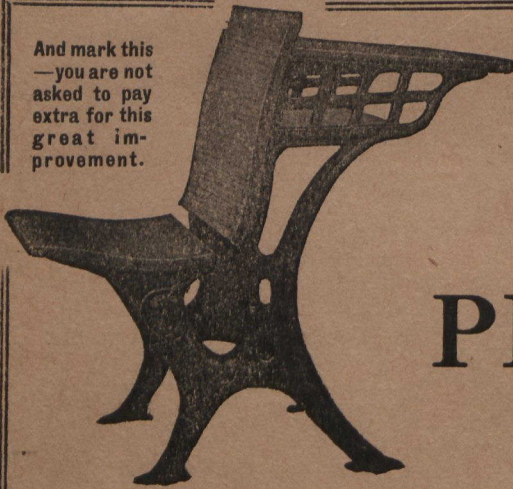
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