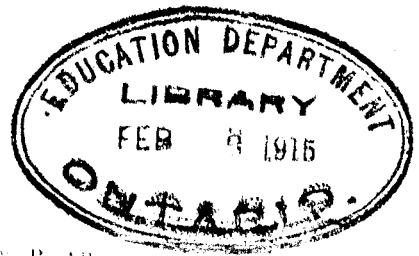


**Pages Missing**

# The Western School Journal



Henry, P. Alley,  
Librarian,  
Educational Library,  
Normal School Building,  
TORONTO, Ont.

## CONTENTMENT

My mind to me a kingdom is ;  
Such present joys therein I find,  
That it excels all other bliss  
That earth affords or grows by kind :  
Though much I want which most would have  
Yet still my mind forbids to crave.

Some have too much, yet still do crave ;  
I little have, and seek no more.  
They are but poor though much they have,  
And I am rich with little store ;  
They poor, I rich ; They beg, I give ;  
They lack, I leave ; They pine, I live.

I laugh not at another's loss,  
I grudge not at another's gain ;  
No worldly woes my mind can toss ;  
My state at one doth still remain :  
I fear no foe, I faun no friend :  
I loath not life, nor dread my end.

—*Sir E. Dyer*

Winnipeg  
February, 1915

Vol. X  
No. 2

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ESTABLISHED 1867

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Reserve Fund \$13,500,000

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# The Western School Journal

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

VOL. X

WINNIPEG, FEB., 1915

No. 2

## Editorial

### The Middle Ground

On one side of the school is the home; on the other side the great complex of social institutions, such as the vocation, the state, the church and polite society. In going through the school pupils should lose none of the graces and virtues bequeathed to them by the home, and they should acquire no habits, tastes, nor dispositions that would have to be cast aside as useless in the worthy callings of life. It is not beneath the school to test its work by the two standards here suggested. Whether it does so or not, the other institutions are continually making the test, and their verdict is sometimes flattering and sometimes the reverse.

The home sometimes tells us that the children soon after going to school lose their faith and innocence, and that there is a great falling away in language and behavior. Probably the charge on the first two counts would be admitted. It is evident that as children are introduced to the world of hard, cold fact they must be influenced by human sin, callousness and unreliability. There is no reason, however, why there should be a deterioration in language and conduct. Yet, parents are emphatic in saying there is deterioration. They tell us that the children on coming to school are pure in speech and angelic in disposition—indeed, beyond reproach. They tell us that the school corrupts, brutalizes, makes for coarseness and rudeness. Is it true?

All that parents say cannot be accepted at full value. They are just as critical of the street and its associations as

they are of the school. I do not suppose there ever was a normal city child who, according to the word of the parents, was not contaminated by street association. I feel sure that I have never yet heard a parent confess that her own child was responsible for the contamination. And this is a very strange thing. In the matter of bad language and bad conduct all children seem to be in the passive voice—they are ready to be acted upon; they are never active. Individually they are perfect; collectively they develop all forms of iniquity. The whole is very different from the sum of its parts. This surely is a great anomaly. Truly, it makes us feel that parents do not always report all the facts with regard to their offspring. Perhaps it would be more just to say they do not know all the facts. Nor would it be surprising if, when the children are old enough to come to school, they possess powers and habits of which their parents are in complete ignorance.

Nevertheless, teachers themselves will admit that school association frequently tends to develop in pupils qualities that the unlovely, and that in most schools there is in use a vocabulary which is scarcely in harmony with approved standards. This change in the temper and language of pupils should be attributed in most cases, not to carelessness and lack of supervision by the school, but to the fact that normal development demands new activities, new modes of expression. Growing children should not be expected to retain the attitudes, the habits and the language of infancy.

Although this is true, it is not necessary that every change incident to growth be a change for the worse. If a boy must assert himself it is not necessary that he become a bully; if he must express himself in speech, his language need not become vulgar nor impure. The home has a right to expect that children will lose in school nothing of their sweetness, their purity, their reverence for all that is worthy.

But this is not all. The institutions beyond the school have certain expectations which should be fulfilled. The vocations should not expect the elementary schools to send to them those who possess knowledge and skill necessary to the trades and the professions, but they might reasonably hope that every applicant for a position should be rich in those fundamental habits, tastes and ideals which everyone should possess. If a boy at school learns to be careless, thoughtless, irresponsible, dependent—he is not educated at all. He is uneducated. The same can be said if he has a liking for the low, the base, the trivial; it can be said even more emphatically if he is selfish, unscrupulous, and lacking in chivalry. The vocations have a right to expect something from the school. If it can not give direct training for trades and callings, it can give the indirect training of character, which is far more important.

And what applies to the vocation applies to the church, the state and polite society. These all should be the better for the work of the school. It is for teachers to examine their work from this point of view. To develop children in the abstract is not enough. Their training must lead somewhere. It must have relation to service in a world of men.

### At War; Yet at Peace

To be at war and yet to be celebrating peace is our peculiar situation this month. The peace that we are to celebrate this February is the one hundred years of friendliness with our next door neighbor. From 1812 to 1815 we were

engaged in war with the United States. The war was closed by the Treaty of Ghent, signed Dec. 24th, 1814, and ratified by the government of the United States on Feb. 17th, 1815. Since then there has been no thought of war between these two nations. There are no forts along the boundary line, and there are no war vessels searching for their prey in the boundary waters.

Now, on February the 14th all the churches of Canada will fittingly celebrate the hundred years of peace, and it is expected that in all the schools reference will be made to the services, and such instruction given as will make these services of more value to the pupils. On another page will be found a brief historical summary which may help the teachers in the instruction. This summary is taken from the programme provided by the Canadian Peace Centenary Association.

### Notes

An article on the Gary School System given in last issue was credited to Geraldine S. Bell. This was an error. The writer was Mr. Gerald S. Bell, principal at Cartwright, Manitoba.

The Great-West Life Assurance Company reports exceedingly satisfactory business for 1914. The applications received during the year totalled \$27,436,327, showing a substantial increase over the 1913 total. The business in force at the end of the year was approximately \$108,000,000. The Official Report of the year's business will be issued shortly after the Annual Meeting of the Company on Feb. 2nd.

Business, New, 1914.....	\$24,412,261.00
Income, 1914 .....	4,392,484.00
Assets .....	16,736,444.00
Increase for year.....	2,353,787.00
Surplus earned, 1914....	892,951.00

(Largest in history of Company)

Business in force, Dec.	
31, 1914 .....	108,221,932.00
Increase for year.....	11,173,218.00
Gross rate increase.....	7.93%

# Special Articles

## DRAWING, DESIGN AND CONSTRUCTION

Lesson VI. A Series of Normal Art Lessons for Teachers.

By BONNIE E. SNOW, formerly Supervisor of Art in Minneapolis, Minn.

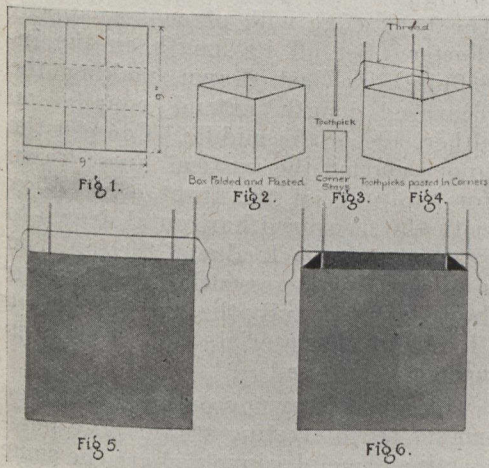
### The Perspective of Rectangular Objects

Various devices are employed by different teachers in the effort to present perspective principles in ways that shall be interesting and intelligible to children. The device of the pasteboard disc and the hatpin is probably the best means for demonstrating the foreshortening of circular faces. This was illustrated and explained in our last lesson. For the demonstration of foreshortening in rectangular faces, which involves also the apparent direction of retreating horizontal edges, there is probably no device that is better than the cubical

construction and bookbinding exercises there is no paste equal to the Prang "Stixit," which is composed partly of glue, and which does not warp or wrinkle the paper.) Cut four corner "stays," each about 1 by 3 inches. (Fig. 3.) Crease these stays in the middle and cover the entire outside of each with paste. Fit the stays into the corners of the box, on the inside, at the top. While the paste is still wet, slip a wooden toothpick in each corner, between the stay and the box. Now set the box aside to dry. Then tie a stout thread or small string around two opposite toothpicks, pulling it tight so that it does not sag. (Fig. 4.) Now hold the box straight out before you, so that the centre of the front face is opposite your eyes. You will see that the two farther toothpicks appear respectively to the right and to the left of the two nearer toothpicks, and that they appear nearer together, although we know that in reality they are exactly the same distance apart, being at opposite corners of an exactly square box. (See Fig. 5.) If, now, you lower the box so that the string hides from view the farther edge of the top, you will see that the top appears foreshortened, just as the circular face appeared foreshortened when held a little below the eye level. When the box is held in this position, the vertical distance between the string and the upper edge of the front face of the box will measure the apparent width of the top of the box, from front to back. (Fig. 6.) You can slip the string up and down on the toothpicks, measuring the varying apparent widths of the top as the box is held at different levels.

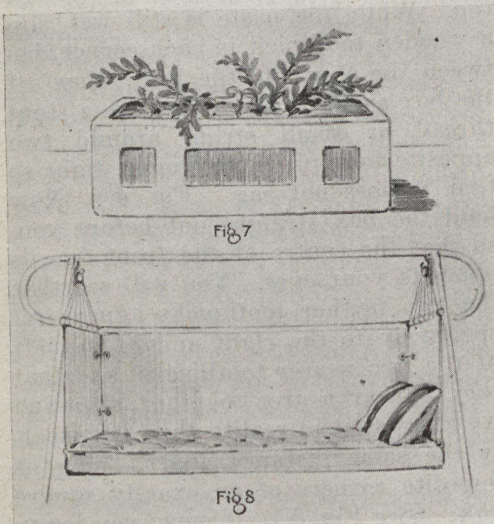
box, with its arrangement of upright corner posts (wooden toothpicks) and the tightly stretched coarse thread or small string. (See Figs. 5 and 6.)

From a nine-inch square of construction paper, fold, cut and paste an open box, following the steps indicated in Figs. 1 and 2. A ruler should be used in laying off the square into nine small squares, and the folding and cutting should be accurately done. In Fig. 1 the dashed lines indicate folds, and the full lines indicate cuts. (For all paper



You will observe in Fig. 6 another important perspective fact. The hori-

zontal edges running from the front of the box are seen to converge. Such edges are known as "retreating" edges, because they retreat or "run away" from the observer. They are lines that reach back into the distance, as railroad tracks or long level stretches of sidewalks seem to retreat until they are lost in a point on the horizon. The fact that these parallel, retreating horizontal edges seem to converge until they meet in a point opposite the eye might be demonstrated with our box and string device, if we left long ends on the strings, and pushed the taut part of the string down on the toothpicks as far as it would go. The ends of the strings could then be held so as to cover



the retreating edges, and the strings would be seen to cross or meet opposite the eye-level.

#### Larger Objects Seen in Perspective

It is much easier to measure foreshortening on large surfaces. A window-box would be a good study (Fig. 7). Sit directly in front of one so that

the top of the box is seen a little below the eye level. Make a drawing, a simple rectangle, that shows the true shape and proportion of the front. Now estimate carefully the apparent width from front to back of the top of the box. A pencil held vertically is usually employed for this test. Compare this apparent width, measured on the pencil, with the actual height of the box. You will probably find the foreshortened surface to be about a quarter or a third of the height, although this will depend on the distance below the eye at which you see the box. Draw a horizontal line to indicate the farther edge of the top of the box. Make this line indefinite in length. Now measure with your pencil held horizontally (unsharpened and toward the left) the apparent width from left to right of the back edge of the top. Compare this measurement with the apparent width from left to right of the front edge of the top. The back edge will, of course, appear shorter. Set off its length on the indefinite line last drawn, making the measured length extend equally on either side of the middle. Connect the upper end of the vertical lines drawn for the ends of the front of the box with the measured horizontal drawn to represent the back edge of the top. You now have all the essential lines of your box. Draw carefully the lines indicating thickness of material, etc. Finish in accented outline.

A hammock swung on an iron frame makes an interesting study. The perspective principles involved are the same as those just described. The tops of the vertical wind-shields are seen slightly above the level of the eye. Hence the direction of the tops of the ends is slanting downward, to meet the eye level. See Fig. 8.

Teachers are official bearers of the torch of civilization to the generations which are to follow. No one doubts the value of their social contribution, or that the school is the most far-reaching and fundamental of our public institutions.

## SCHOOL GARDENING

By E. MIHAYCHUK

This is an age of cultivated tastes. To be socially efficient, the school must not only teach the three R's, but it must instil and cultivate the love for the true and the beautiful in the minds and in the hearts of the young generation. This may be as easily done as not, for school is an education in itself, and although beauty is a thing hard to describe, it is most readily enjoyed and loved if once established.

The subject in this paper will be discussed from the teacher's standpoint. At first it seems that similar papers may be more properly read at trustees' than teachers' convention. But looking into it more closely, there is much that a teacher can do along a line of school gardening. In fact, the teacher, in many cases, is the only pebble in the sand. He or she is the only one to whom more was given, and from whom more is expected. Speaking of the schools and school trustees of our esteemed community, I do not wish to be pessimistic, but let me be frank enough to say that our school trustees are rather slow in attending to their convention, and consequently they are unmindful of the importance of school gardening. Then if the teacher is not going to do it, who else will do it? There are many good reasons why it should be conducted, and also, if conducted properly, there are still a good many reasons to expect good results, of which every teacher should know, and no doubt he does know. However, school gardening must be carried on, for, according to the regulations of the Department of Education, it is no longer optional but compulsory. Now the question is, how best to go about it, how to convince a school board of its importance, and how to persuade them to make preliminary preparations? Certainly the teacher is not expected to eradicate stumps, pick stones or dig the hard virgin soil. Well, even so, there is still much that a teacher can do, and that justifies the reading of this paper.

Coming to the real thing, there are a few items that a careful business man would jot down in his notebook after examining a school ground east of Emerson. They are:

1. Fences and gates to be built or replaced.
2. Stumps, stones, scattered sticks, weeds and dirt to be removed.
3. Garden to be introduced.
4. Trees to be planted.
5. The above to be done at once, in order that our schoolhouse be made attractive and inspiring.

The order will be executed promptly and carefully. This is what a good business man would do, and I believe teachers are supposed to be good business men, too. Why, then, should they not begin by making items? True enough, teachers lack the power and money, and it is a little different proposition. But it would not take much to make items, and if to end were as easy as to begin, there would be no difficulty. It is a good thing to begin by making items.

When we are talking about school gardens we must not forget about school fences. Fence is the first thing, and of course there must be a gate in it. It gives a building a dignified appearance to be enclosed by a good fence. An unfenced place suggests neglect, and does not command respect. A schoolhouse without a fence is a temptation to all farm animals, inviting such vices as untidiness, disrespect for public property. And it would not do to have a public school thus disgracefully exposed. There is injustice and lack of common sense, for how can a boy be made to think in the right way by words, if the facts about him teach him in the wrong?

Stumps and stones may be excused their stubborn presence by a new schoolhouse, but they become an old nuisance when they remain in their positions for four or five years, apparently not being much thought of. With



little effort stumps can be eradicated and stones picked out, or, if too large, they can be sunk in the holes dug by their sides. But there is this about it. If you admit that the teacher is not expected to do the labor, then let him or her not be pleased to walk over them in silence. There is danger they would soon speak about him if he would not say anything about them to his trustees. Same thing applies to dirt, weeds and scattered sticks. Also those unsightly outhouses can be screened by shrubs or removed from the front into the back corner of the plot, and there hidden behind trees and shrubs. Something must be done in this respect, as also there should be two separate houses, for it is hard to see how the teachers can preserve cleanliness of thought and habit and morality in children confided to their care with those unfavorable conditions prevailing.

How stripped of proper clothing our schoolhouses are can be only seen when we compare them with the schools properly fenced and treed. Almost every school in our community is in position of falling among thieves, and perchance we come in that way and pass on the other side. If it were not for the fair British flag, it would be difficult to tell a school from other buildings. Just think of a roof seen over the tops of shrubs among many other roofs, and how will you know it is the place where citizens of tomorrow get their education? How will you know the place, if on coming nearer you see weeds round the four walls? Perhaps a scattered wood-pile or the outhouse would serve for identification, were it not for the British flag.

Now, think of the impression you receive on seeing such school. Then what impression does it produce on the delicate senses of the child who is there five days out of every week? No wonder teachers have difficulty in enforcing discipline. It cannot be otherwise. A boy who sees disorder, untidiness is unconsciously taught to be disorderly because physical surroundings influence

his mental attitudes, and consequently we cannot manage him.

It is said that western visitors, when viewing in the galleries of Chicago Art Institute, reverently take off their hats before the beautiful masterpieces. Some stand gazing for many minutes, while tears of joy appear in their eyes.

The rough nature of men in lumber and construction camps reaches its climax in their camps, but in places having a dignified appearance their toughness disappears and they become gentle and meek in spirit.

This goes to show that pleasing surroundings ennoble man's soul, and, eliciting his best qualities, make him the paragon of animals; and on the other hand, displeasing appearances dishearten, degrade and are partly responsible for many evil thoughts and deeds.

Therefore it is necessary to think of the boy, who is the father of man, when difficulty confronts us in our efforts to beautify the school grounds. The results cannot be marked in dollars and cents. But there are higher things in life. Above all, it is necessary to think of the boy—of his eyes that see, of his ears that hear, of his mind that thinks, and of his heart that feels. What is a man without love for beauty, without respect for life? High German culture is overshadowed and fades from the sight of civilized world, when we think of thousands of lives killed and butchered. And we can imagine the Kaiser reading that horrid news of death with, perhaps, satisfaction. Oh, it is necessary to think of the boy of today who is the citizen of tomorrow, and teach him to love beauty, to respect life, which is beauty.

Boys and girls like to have a garden by their school, and a garden is one of the most beautiful things for the school ground. It is said, What is home without a mother? But it might be equally forceful to say, What is school without a garden? It was said before that school gardening is compulsory. (Now I lack audacity to say that we

should be compelled to love beauty. I believe in free education.)

There seems to be so much fuss made about school gardening. So much that the innocent words are apt to suffer on account of wear-and-tear. There is danger of them becoming a platitude. How many teachers love to do the work without compulsion? No doubt there are many who do, and there are some who hate to be compelled to love, and there remain few by whom a man that talks flowers and gardens is overlooked. This kind of beauty does not appeal to them. It reminds me of two ladies who studied, most diligently, their hats as a convention man read a paper about birds and flowers. Of course, they had birds and flowers in their heads, too, but they could not be talked to love the real kind of birds and flowers. Occasionally we meet a perverted taste, and if that is the case, compulsion may prove a good remedy. Artificial blossoms make artificial fruits. Finally, we are apt to become artificial ourselves, missing the real joy and happiness. Therefore artificial beauty is not always good. This justifies compulsory school gardening. But I prefer to be conquered by love.

It would be unnecessary to go into detail how a school garden may be started. The literature treating with the subject is plentiful, and is obtainable for those who desire. It might be suggested that the thing must originate from the teacher. Begin your school gardening by talking about it, remembering how by sowing a thought one gradually reaps a destiny. There is generally some prejudice and opposition to school gardening on the part of some ratepayers, but most of the work can be done with the pupils independently of school board. More real difficulty will be met in getting the fence. Here tact is best. Words of sound praise do very well; timely visits and frequent reference to it will be beneficial. The teacher must know the art of convincing and persuading. But whatever is done, it should be remem-

bered that the aim of school gardening is to make the boys and girls love to live with the true and the beautiful things of the world.

A few words may yet be said about the play on the school ground, for above all it is the prettiest thing to have children play right. A good play is half of the child's good education. It gives us pleasure to see children busy at good play. Therefore games and play apparatus, such as swings, sliding boards, etc., should be seen on our school grounds. It is easy to get sand or sawdust, and four boards, and make a large sand box, which can be placed in the tree shade where little boys will rejoice making houses, roads and ditches. Even swings and other apparatus can be got, but the law of habit should be remembered, and repeated suggestions made to trustees. It is the case of an Irishman who said he believed anything if you fell it to him often enough. Remember also that all the time you are doing this you are conducting a finer gardening than the finest you could dig yourself for yourself. While making suggestion, the teachers should be active. As winter is coming, older boys will be coming to school. They may be a "rough bunch" to handle. The teacher should be beautiful enough to speak to those boys, and organize a football game. If there be twenty boys, together with small fellows, they will be glad to make a collection, and buy a football themselves. A football game will prevent much trouble and complaints about fights, and scraps will be reduced to a minimum.

Many beautiful places are indebted to trees for their pleasing and inspiring appearances. It would be impossible to produce this decorative effect without trees. Imagine a world without trees, and a country without schools, and country schools without trees, and you have a sad picture. How desolate would our cities be without trees and parks! But what value is set upon a tree by a man who never

planted one in his life? I believe it is a crime that school boys should grow up without ever having a pleasure to plant a tree, and watch it grow from year to year.

Trees by the school are a decoration, protection and education.

There is not a picture more dignified than a good building surrounded by stately trees. A building, no matter how artistic in its architectural features, without trees, is but an artificial piece of work made by man, and its beauty is doubled by a green lawn and a few trees. Again, a building worth putting up is worth protecting, and how many country schools are protected from heat, cold, wind and snow by trees? A school ground without a tree shade is a hot desert in summer. There is no place for little ones to play and refresh their minds in shady nooks that nature provides if the trees are planted. In winter, when the cold winds blow, it is hard to keep a frame school-house warm. Were the shrubs and trees planted they would serve as a wind-break, thus saving much in fuel, and preventing snowdrifts from forming beside a school.

Trees are also educative means. A boy will be a better boy when he knows something about the energy that nature expends in growing a tree. By planting trees, school boys are being taught the lesson of economy and reverence,

for they see that it takes so much longer to build than to destroy. Much experience is acquired by simply planting a tree. If it grows, a boy has the joy of his success; if it dies, it gives cause for investigation, and much knowledge is gathered there. But there is still one important effect of a treed school-house. A good deal of education is got through the sense of right. By helping the boys to see beautiful things, we educate them to love order and cleanliness in doing and thinking. Pleasing things make a pleasing impression on the child's mind, and gradually the finer things of life are being mingled into his life, loftier ideals are being imbued in his inner self, and the boy leaves the school ground entering upon a new ground of self-reliance, filled with these wonderful jewels which he carries with him. Thus the ideals from the school are being transferred to the home, to the workshop, etc.—in fact, they are scattered broadcast, that the world might be a better world.

This can be done, these ideals can be realized, if the boys and girls are regarded as men and women of the future. It is a bad pedagogy to treat them as something inferior to ourselves. It is wiser to deal with them as with individuals that see, think and reason. They should rather be taught to see our superiority by our own superior love to them, and to all that is true and beautiful.

### CORRELATION

By B. HODKINSON, Principal, Selkirk Central

The wisdom of the ages has divided and arranged the whole extent of knowledge in distinct sections, in order that each branch may be learnt in its own natural order of development.

Strict correlation can only be effected by making one subject the handmaid of another.

Each subject will be acquired with most ease and clearness of mind, if it be treated orderly and separately in its logical sequence, but, the aid of other subjects should be freely called in

wherever these subjects will provide additional associations from knowledge already gained.

These associations will render the instruction more impressive, and bind together in a firmer mental hold, the whole of the knowledge possessed by the pupils.

Further, these sidelights offer an opportunity, not sufficient in itself, and yet extremely effective, for the incidental revision of the knowledge presented in other lessons.

## For the Season

### SPECIAL STUDY FOR THE MONTH-- LONGFELLOW

Henry Wadsworth Longfellow, the Children's Poet, was born on the 27th February, 1807, in Portland, Maine. He was always a quiet, studious boy, not fond of rough games or sports, but always to be found with a book, of which there were many of the best in his home. His mother encouraged him to read the best poetry of the day, and he was particularly fond of Irving's "Sketch Book." When he was quite a little boy he wrote several short poems. During his college years he contributed articles and poems to some of the American magazines, but this did not interfere with his studies, and in 1825 he stood so well in his class that he was offered the post of Professor of Modern Languages. In order to fit himself for this position he spent some time in Europe, studying the life and romance of the Old World. Longfellow was married in 1831, and a few years after this he was invited to become Professor of Modern Languages at Harvard University. While travelling in Europe before making his home in Cambridge, Longfellow lost his wife. After her death he settled in Heidelberg, where he made a study of German literature in its various phases. In 1836 he returned to Cambridge, where he was shortly established in the famous Craigie House. This was a beautiful old colonial house, with hospitable verandahs on either side and quaint green shutters against its white walls. The house stood in the centre of terraced lawns, and was surrounded by beautiful old elm trees. George Washington once made this house his headquarters, and slept in the room afterwards used by Longfellow as his study, and about which he wrote a poem in which these lines appear:

Up and down these echoing stairs,  
Heavy with the weight of cares,  
Sounded his majestic tread;

Yes, within this very room,  
Sat he in those hours of gloom,  
Weary both in heart and head.

In 1842 Longfellow paid his third visit to Europe, and it was while there that he received the inspiration for some of his best known poems. On his return he was married to a Miss Appleton, of Boston. She was the mother of the children "grave Alice and laughing Allegra, and Edith with golden hair." Longfellow had always loved children, and his own five seem to have been an intense delight and an inspiration to him always. After eighteen years of happy married life, Longfellow's wife lost her life in a tragic manner, her dress catching fire from a match on the floor. The tender-hearted poet was almost crushed by this terrible bereavement, and he sought solace in the translation of Dante's great poem.

During the remainder of his life Longfellow devoted himself exclusively to his writing, having resigned his professorship some time before his wife's death.

It is hardly necessary to enumerate his work. Who has not been touched by the musical pathos of "Evangeline," interested and amused by "Miles Standish"? Who has not swayed to the rhythm of "Hiawatha" his happiness and sorrow, his work and play?

Longfellow died on the 24th March, 1882, truly mourned by his country, and by thousands of readers the world over. In his death his country lost an influence for all that is best, sweetest and most wholesome, and the world lost a sweet singer of songs, whose memory will remain with children yet unborn.

The international genius of Longfellow was acknowledged at his death by the placing of a bust to his memory in the Poet's Corner of Westminster Abbey.

**Afternoon in February**

The day is ending,  
 The night is descending;  
 The marsh is frozen,  
 The river dead.

Through clouds like ashes  
 The red sun flashes  
 On village windows  
 That glimmer red.

The snow recommences;  
 The buried fences  
 Mark no longer  
 The road o'er the plain;

While through the meadows,  
 Like fearful shadows,  
 Slowly passes  
 A funeral train.

The bell is pealing,  
 And every feeling  
 Within me responds  
 To the dismal knell;

Shadows are trailing,  
 My heart is bewailing  
 And tolling within  
 Like a funeral bell.

**Hymn to the Night**

I heard the trailing garments of the Night  
 Sweep through her marble halls!  
 I saw her sable skirts all fringed with light  
 From the celestial walls.

I felt her presence, by its spell of might,  
 Stoop o'er me from above;  
 The calm, majestic presence of the Night,  
 As of the one I love.

I heard the sounds of sorrow and delight,  
 The manifold, soft chimes,  
 That fill the haunted chambers of the Night,  
 Like some old poet's rhymes.

From the cool cisterns of the midnight air  
 My spirit drank repose;  
 The fountain of perpetual peace flows there,—  
 From those deep cisterns flows.

O holy Night! from thee I learn to bear  
 What man has borne before:  
 Thou layest thy finger on the lips of Care,  
 And they complain no more.

Peace! Peace! Orestes-like I breathe this prayer:  
 Descend with broad-winged flight,  
 The welcome, the thrice-prayed for, the most fair,  
 The best beloved Night!

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### Children

Come to me, O ye children!  
 For I hear you at your play,  
 And the questions that perplexed me  
 Have vanished quite away.

Ye open the eastern windows,  
 That look towards the sun,  
 Where thoughts are singing swallows,  
 And the brooks of morning run.

In your hearts are the birds and the sunshine,  
 In your thoughts the brooklet's flow,  
 But in mine is the wind of Autumn,  
 And the first fall of the snow.

Ah! what would the world be to us,  
 If the children were no more?  
 We should dread the desert behind us  
 Worse than the dark before.

What the leaves are to the forest,  
 With light and air for food,  
 Ere their sweet and tender juices  
 Have been hardened into wood,—

That to the world are children;  
 Through them it feels the glow  
 Of a brighter and sunnier climate  
 Than reaches the trunks below.

Come to me, O ye children!  
 And whisper in my ear  
 What the birds and the winds are singing  
 In your sunny atmosphere.

For what are all our contrivings,  
 And the wisdom of our books,  
 When compared with your caresses,  
 And the gladness of your looks?

Ye are better than all the ballads  
 That ever were sung or said;  
 For ye are living poems,  
 And all the rest are dead.

# School Room Aids

## THE SECOND READER

So many subscribers have referred to the article in last issue dealing with the method of presenting lessons in the Second Reader, that the Journal is pleased to add another section this month.

Before going into details, two statements require to be made: (1) That the study of each lesson should be followed by much oral reading. Pupils grasp thought as they strive to express it. In the senior grades of a school there are other texts than the Reader which might be used as material for oral reading, but in junior classes the ordinary reading book is everything. (2) The reading lesson should be more than a mere reading lesson. It should be a centre of suggestion.

### Work and Play

This should serve as a lesson in thought-getting and in expression. It should lead children to observe the habits of the creatures of the field and woods. It should leave the impression that laziness is unworthy. The lesson might begin with conversation as to the activities of wild animals, such as birds, insects, worms, the friends in fur, etc. Then the children could be told to get the thought for themselves. Then would come the listing of their work and the oral reading. This would be followed by creative work—in description or narration. The lesson in the reader or those prepared by the pupils might be dramatized.

E. W.

### Winter

This lesson will be taken up in the same manner as the lesson on Autumn, page 18. The lesson is full of suggestions for handwork and for play. Every reference in the lesson should

be amplified by illustration, e.g., the reference to fairy tales, to the migration of birds, to the flowers under the snow, to the making of things at Christmas. Indeed, the lesson has no end.

S.

### Chickadee

This should be preceded by a talk on the chickadee and on winter birds in general. There is no difficulty in the teaching. Can not every school boast of having a few birds that it supplies with food through the long winter?

P. S.

### Birds in Summer

The method of teaching this is given in "Poetry for the Grades," published by Houghton, Mifflin. Every teacher should have a copy.

### The Land of Counterpane

Ask the children if, when they have been ill in bed, they have ever played games. Dwell a little on this, getting the children to tell little incidents of their own.

The purpose of teaching this lesson is to give play for the imagination in the getting of pictures.

First set the children to read over the selection. Then let them read verse by verse and tell what pictures they see. After the verses have been taken individually they may be treated as a whole again. Let a child stand and give all the pictures. Included in this work they may take up the difficult words.

For afterwork the children may read aloud, and then probably tell the story orally.

V. H.

### A Christmas Letter

In teaching this selection, the purpose would be to show how we may love others and think of them. It

would be well to teach the selection about Christmas time. The first step in introducing it would be to have a talk with the children about their own little brothers and sisters, and also about the approach of Christmas. Ask them if they were going to write to Santa Claus, what they would probably say. The children's interest will be keen, and then they will be in a proper attitude to read about the letter. After the selection is read and known, the children could make out a list of the things they and each of their brothers and sisters would like for Christmas, and a letter might be written by the teacher on the blackboard.

D. F.

#### Pussy-willows

Aim—To have the children fully appreciate the selection as a study of the pussy-willow.

Introduction—I should precede this by a study of the pussy-willow, having children gather, decorate with them or draw pictures of them. Short talk about where they grow, when, and their structure should immediately precede the study.

Presentation—I should have the children read the lesson silently first. They will be able to appreciate what is said about location, season, fur coats and little brown houses. This is necessarily a spring selection.

Afterwork—This may easily be dramatized by adding such questions and expressions as "Who are you?" "Where do you grow?" "What wakened you?" "What did you do then?" "What was the weather like?" "Yes."

The two verses after the lesson might be memorized or treated as a memory gem.

O. A. W.

#### Putting the World to Bed

At an introduction to this lesson, have the children tell how they go to bed, what they put on, who puts them to bed. Tell them that this lesson is about some little people who put the world to bed, and that they have seen them working.

The teacher should read the selection, then have the pupils read it and give the pictures. Tell how the snow keeps the ground and plants and seed babies warm in winter. If skilfully managed, the lesson might develop appreciation for figurative language.

For afterwork pupils might memorize the selection. Read to them the "Silent Weaver."

J. D. S.

#### The Shoemaker

This suggests a whole series of conversations on occupations of people. In as many cases as possible visits should be made to shops and factories. Before the lesson is assigned there should be a preparatory talk on leather, boot-making, the use of boots, boots in various lands. Then will come the reading of the lesson silently, followed by much oral reading.

#### The Eskimo

Teachers would do well to have copies of *Children of the Cold*, Schwatka; *Children of the Snow*, Mueller; or *Seven Little Sisters*, Andrews. After the conversation and reading, children may tell in their own way stories of the little boy in the city or country; the child in England or France. Where there are many nationalities, each can contribute something. Every lesson of this kind should be illustrated objectively, or picture post-cards should be obtained.

I. B. ,

#### The Little Seed

This lesson should follow experiments in germination. By the time the lesson has been studied and read it will be committed to memory. There are scores of other lessons that will be suggested by this. See such books as "Plant Babies," "Mother Nature's Diary."

M. R.

#### The Secret

The only caution necessary is to urge that oral expression be not overlooked.



There are few lessons that present such fine opportunities for training children how to express themselves freely and naturally.

### Blue Eyes and Gray Eyes

Here is a lesson that should promote the feeling of kindness to animals. Naturally it will be preceded or follow-

ed by talks on household pets, and every opportunity will be afforded children to narrate personal experience. This particular lesson lends itself to oral expression, and the opportunity should not be lost. Children's magazines have many stories of this nature. The school scrap-book should contain many of them.

## SOUTH AMERICA, No. 1

By ELIZA H. MORTON

The class is supposed to have taken a primary preparatory course of lessons on the earth as a whole and to have received special instruction on North America. They are supplied with textbooks by standard authors, a uniformity not being absolutely necessary. This lesson is recited without previous study, as it is supposed to be the first exercise of the kind at the beginning of a new term of school. The teacher displays a wall map of the hemispheres, a globe and a portable blackboard on which is represented the coast line of South America.

Teacher—"Notice this wall map of the hemispheres and tell me where South America is situated."

Pupil—"South America is situated in the southern part of the Western Hemisphere."

Teacher—"What is its position in regard to North America?"

Pupil—"It is south of North America and united to it by the Isthmus of Panama."

Teacher—"Here is a cardboard form of North America and one of South America on the same scale. Which is the larger continent?"

Pupil—"North America is the larger continent."

Teacher—"South America is only about three-fourths the size of North America. You may draw a square to represent the size of North America. Divide your square into four equal parts. How many of those parts represent the size of South America?"

Pupil—"Three of the parts represent the size of South America."

Teacher—"You may open your books at the map of South America, notice the scale and ascertain by measurement the greatest length and breadth of the continent."

Pupil—"South America is about three thousand miles wide and about four thousand eight hundred miles long."

Teacher—"You may compare its length and width with the greatest length and width of North America."

Pupil—"North America is about two hundred miles longer and about two hundred wider than South America."

Teacher—"Travelling at the rate of forty-eight miles a day, how long would it take you to travel the length of South America?"

Pupil—"It would take me one hundred days. I would not want to go alone."

Teacher—"When you learn more about the continent you will be able to judge whether you would enjoy a journey of the kind. Represent the form of South America with straight lines."

Pupil—"I have made a triangle."

Teacher—"What figure did straight line boundaries of North America make?"

Pupil—"They made a triangle."

Teacher—"Does the shape of South America as shown on this dark shaded map (Nile's Geography) resemble any object you have seen?"

Pupil—"It looks just like the side view of an ugly giant's head. The corners of his mouth turn down and he has a very large nose. His forehead

recedes like that of an idiot. The painted map looks almost the same."

Teacher—"The shaded map gives the countenance more expression. We have its outline on the blackboard."

Pupil—"I have seen pictures in fairy books that look like that."

Teacher—"Are the coasts of South America regular or broken?"

Pupil—"They are quite regular."

Teacher—"Which coast has the most indentations?"

Pupil—"The Atlantic coast."

Teacher—"Which is the longer coast?"

Pupil—"The Pacific coast."

Teacher—"The entire length of the coast line, measuring all the indentations, is about 16,000 miles. I will write this number on the blackboard. What did you learn about the length of the coast line of North America?"

Pupil—"We learned that it is longer than the entire distance around the world. It is 25,000 miles around the world. The coast line of North America, I think, is about 30,000 miles."

Teacher—"That is true. You may represent the coast line of North America with a straight line; also that of South America. How do they compare in length?"

Pupil—"One is nearly twice as long as the other. I think I know why that is so."

Teacher—"Why?"

Pupil—"North America is the larger continent, and has many more indentations."

Teacher—"That answer gives evidence of thought. I have here a blackboard representation showing the development of coast line relative to area. The area of this inner circle, two inches in diameter, represents the smallest possible coast line of North America, supposing that it could be pressed into a round shape, thus filling all the indentations. This outer circle six inches in diameter represents the existing coast line. The space between the two circles shows the difference between the smallest possible coast line and the existing one. Here is a similar representation of the coast line of South America. The inner circle being one and one-half

inches in diameter and the outer circle at a glance, the comparative difference in the amount of coast line of the two continents."

A large chart can be easily made by enlarging the circles in due proportion. Manilla paper and a marking pen are all the tools necessary. Common ink can be used, or thin black paint. Reclus gives a similar representation of each continent in his celebrated work named, "The Earth."

Pupil—"Can we copy those diagrams into our blank books?"

Teacher—"Certainly I will be glad to have you do so after the recitation. We will suppose we have a patent electric flying-machine that will take us through the air as fast as we care to go. We will journey along the coasts and learn the names of some of the most prominent projections and indentations."

Pupil—"From what place shall we start?"

Teacher—"We will start from Cape Horn. This cape, as you see, projects from an island of the same name. It is a huge, black, naked rock rising many hundred feet from the sea. (The teacher displays a picture of the cape.) As we fly along the eastern coast of Argentine Republic we see armies of birds on the seashore, and they all look as if clothed in heavy overcoats."

Pupil—"They are penguins."

Teacher—"Yes. Some kinds of penguins are called rockhoppers and some kinds carry their eggs in a pouch between their feet, so you see they not only wear overcoats, but have pockets in them as well. We shall have to make a very rapid journey and notice only a few places. Make a note of St. George Bay, St. Mathias Gulf and Cape Frio. Cape Frio is another huge mass of rock."

Pupil—"Is it as high as Cape Horn?"

Teacher—"No, it is not. Just before we came to this cape we passed the mouth of a large river which freshens the ocean for some miles."

Pupil—"The Rio de la Plata River."

Teacher—"Yes, and as we fly along we pass some good harbors. Rio Janiero harbor is one of the best in the world."

Bahia is also a noted port. There are some 'frying pans' on this coast."

Pupil—"What are they?"

Teacher—"Banks of sand just below the sea-level are called by sailors 'frying pans.' They are dangerous to navigation and much dreaded by those who traverse the ocean. We are now in the tropics. The sea blends so softly with the sky that it is very hard to distinguish the dividing line. We have just passed Cape St. Roque. It is well that we are in the air when we pass the mouth of the Amazon River."

Pupil—"Why?"

Teacher—"Because at certain times a high, upright wave of water from the sea rushes up the river, and is sure destruction to small vessels. This is called the Bore. You may be able to find an account of it in some of your books. We find much flat, muddy land along the northern coast. British Guiana is often called 'the land of mud,' owing to its extensive alluvial formation."

(This journey may be continued around the continent, noticing the most striking peculiarities of the coast, and showing as many pictures as possible.)

Teacher—"You may now find on the blackboard outline the most prominent projections and indentations. Print the name of each in its proper place."

Pupil—"Can we make an outline like that in our blank books?"

Teacher—"You may, and represent on it all the capes, gulfs and bays, the location of which you can remember. We have not noticed the islands yet. They properly belong to the coast. Which has the more islands, North America or this continent?"

Pupil—"North America."

Teacher—"Which South American coast has the largest number of islands?"

Pupil—"The northern coast."

Teacher—"What is the largest island?"

Pupil—"Tierra del Fuego."

Teacher—"I think you know the meaning of that name?"

Pupil—"It means 'Land of Fire'."

Teacher—"Travelling in a straight line from Tierra del Fuego to the north-

ern coast, what island will we reach?"

Pupil—"Trinidad Island."

Teacher—"On that island grows a curious tree called the picture tree because its leaves seem to be covered with maps and pictures. Some people call it the geographical tree. Its leaves are green and have yellow and white markings which are in strange forms, and one can imagine they form all sorts of pictures."

Pupil—"As we did the map of South America."

Teacher—"Yes, there are many other curious things to be seen on that island."

Pupil—"We learned about Pitch Lake when we were in the primary class."

Teacher—"I am glad you remember so well. The ants on that island are funny creatures. Some of them carry parasols. If we were to land we would see processions of them, each carrying a portion of a leaf over his head as if to keep off the sun, but really it is their way of carrying building material from one place to another."

(The other most important islands are noticed and named.)

Teacher—"You may copy these three inches in diameter. You can see topics:

#### South America

1. Position.
2. Form.
3. Size.
4. Coasts.
5. Projections.
6. Indentations.
7. Islands.
8. Comparisons (N. A.).

Teacher—"For the next lesson you may think over what we have learned in the class. Begin a progressive map, draw the diagrams we have made on the board, and learn all the additional facts you can concerning these topics. For an advance lesson you may learn all you can about the following topics:

#### South America

1. General slope of continent.
2. Western highland.
3. Length of Andes.
4. Width of Andes.

5. Highest mountain.
6. Eastern highland.
7. Mountain land of Guiana.
8. Comparisons with North American highlands.

There are differences of opinion as to the order in which the main features of the continents should be taken up. Some teachers prefer to teach the relief before the coast lines. Whatever method is pursued the teacher should seek to

adapt her instruction to the learners' comprehension and not make a mistake similar to that made by the old lady who bought her son an unabridged dictionary and undertook to teach him its entire contents page by page.

Seek to develop independent thought and original research. Put life and fire into your teaching, and you cannot fail to awaken a healthy ambition in the hearts of your pupils.

## THE FIRST TEN NUMBERS

By W. A. M.

There is nothing mysterious about the method of presenting the first ten numbers.

The facts to be presented are of two classes. First, one number may be more or less than another. Hence arise addition and subtraction. Then one number may be a multiple of another. Hence arise multiplication and division. Thus  $4+2=6$  is a fact of the first kind, and  $3 \times 2=6$  is a fact of the second kind.

There are three or four ways in which children can ascertain facts of number. First, they may be told by the teacher and forced to remember. Evidently this is a wrong method. Second, they may be given objects to count. They employed this method before coming to school. It is quite clear however that this method must have its limits as the numbers become larger. Third, there is a process of arriving at the truth by thought. For instance a child reasons that because  $3+3=6$ , then  $3+4$  must be one more, or 7. If the truth of number be presented in a systematic fashion pupils can reason out all results for themselves. They should be taught to do this. Before coming to school they have had a wide experience in applying number. They have been counting objects in the home and in the field,—adding, subtracting and probably dividing. A child is very unfortunate indeed who has not had some such experience as this. It is almost necessary in order that the idea of number and the language of number should have some

meaning. Many a child seems dull and stupid in number work because he has never had this practical experience in manipulating objects before reaching school. The teacher, however, will keep it fixed in her mind that this is only preparatory to number work. In the systematic study that is pursued when children come to school the pupils should think relations whenever that is possible.

One of the best things a teacher can do when she receives a little class is to be sure that they can count up to ten, twenty, one hundred. Be sure that they know the meanings of such words as add, subtract, times, into, or whatever terms may be necessary in the formal study.

Then she will present the numbers in order. With most children it will not be necessary to spend very long over the first four numbers. The number 5 will lead to asking such questions as  $5-1$ ;  $5-4$ ;  $5-3$ ; and such further questions as the 2's in 5. How much do you put with 2 and 2 to make 5? It is not necessary that all work should be carried on with the teacher as questioner. A pupil can often do much better work by telling all he can about the number 5. For instance he may say that 5 can be made up of 4 and 1; or 2 and 3; it is two 2's and 1; or it is  $1 \times 3 + 2$ . If the number 5 is well known the pupil can proceed to number 6, which in its very nature will require and deserve more study. In the same way the numbers 8 and 9

will deserve a great deal of study; but 7, having fewer multiple relations with the small numbers will require less attention.

It is possible to outline an order of presentation for each number, in detail. To become a slave to even the most logical order would be foolish. Problems of life do not come before any two minds in exactly the same order. It is possible for logic to defeat its own ends. This has been the case in number work repeatedly. What the teacher should aim at is to cover the work, and to drill on it until everything is thoroughly known.

The nature of the drill is worth considering. No one has made a finer statement than Dr. McLellan when he said, "All drill should be a repetition of thought, rather than of sensuous association." In other words children will be drilled on the fact that  $3+4=7$  by using their own knowledge in solving problems rather than by repeating  $3+4=7$  a great number of times, or by writing out the same figures a great number of times. If a child discovers a truth one day and forgets it the next, his time has not been altogether wasted.

He will probably be able to discover the truth in less time the second day. At the same time the teacher should look for the day when no time at all will be lost in discovering the truth. For that reason there should be much drill from day to day in securing speed. One thing that works against speed is the practice of giving problems and then waiting until every child finds an answer. The whole period perhaps slips by and only three or four problems have been solved. The little device of putting one number in the centre of a dial and the others around the circumference, the pupils competing against one another as to the time to perform all the additions, or multiplications, develops an alertness which is necessary to speed.

It is not necessary with children who are 7 years of age to spend very long over the first ten numbers. If nothing at all is done in the first year, 50 numbers can easily be covered in the second year. The only object in spending time on the first ten numbers with children who are 7 years of age is to get them familiar with the language and the fundamental operations of arithmetic.

## CORRELATION OF ARITHMETIC AND AGRICULTURAL OPERATIONS

By J. P. MELLORS

It is often difficult to find suitable problems closely connected with actual business operations to secure the live interest of a class of Grade VIII. pupils. The following have the advantage of being new, original and are from practical work during this Christmas vacation.

Two horses work a hay-baler, travelling two rounds per minute. The outside horse walks in a circle of ten feet radius, and the near horse a circle of seven feet radius.

1. At what rate does each horse walk?

The machine gives two presses per round and a bale requires 16 presses from the machine.

2. How many bales are made per hour?

There are 20 bales per ton.

3. How many tons of hay are baled per day of 8 hours?

1. (a) Circumference of circle travelled by near horse =  $2 \times 7 \times 2.2 = 44$  ft.

Distance travelled per minute = 88 ft.

Time to travel 1 mile =  $\frac{1760 \times 3}{88} = 60$  min., or 1 mile per hour.

(b) Circumference of circle travelled by outside horse =  $2 \times 10 \times 2.2 = 44$  ft.

Distance travelled per min. =  $125\frac{2}{7}$  ft.

Time per mile  $\frac{1760 \times 3 \times 7}{88} = 42$  min.

Rate =  $\frac{60}{42} = \frac{10}{7} = 1\frac{3}{7}$  miles per hour.

2. 2 presses per round

4 presses per minute

240 presses per hour

No. of bales =  $\frac{240}{15}$  15 bales per hour.

3. No. of bales per ton = 20.

No. of tons per hour =  $\frac{15}{20} = \frac{3}{4}$ .

No. of tons per day of 8 hours =  $\frac{3}{4} \times 8 = 6$  tons.

4. At what rates should each horse walk to bale 8 tons per day of 8 hours? of 10 hours?

5. Find the distance travelled by each horse during the day.

6. How many revolutions do the horses make for each bale?

7. If the feeder, by putting larger forkfuls into the machine, gets a bale from 12 presses, how many tons will be baled in a day of 8 hours? of 10 hours?

8. If the speed of the horses be increased to half as much again, how many more tons will be baled in a day of 8 hours?

J. P. Mellors.

## The Children's Page

### Valentine's Day

Oh! I wish I were a tiny, brown bird from out the South,  
Settled among the alder-holts, and twittering by the stream;  
I would put my tiny tail down, and put up my tiny mouth,  
And sing my tiny life away in one melodious dream.

I would sing about the blossoms, and the sunshine and the sky,  
And the tiny wife I mean to have in such a cosy nest;  
And if some one came and shot me dead, why then I could but die  
With my tiny life and tiny song just ended at their best.

—Charles Kingsley.

### EDITOR'S CHAT

Dear Boys and Girls—Here we are in the midst of winter and saying, "How do you do?" to the shortest, smallest month of the whole twelve. What a short, bobbed-off little month it is, this February!—only 28 days in it, until 1916, and then there will be 29 for a change. Aren't you glad you weren't born on the 29th of February? You would have so very few birthdays—only one in every four years.

Last year, at this time, if you can remember so far back, we had a little talk about the good old Saint Valentine, whose birthday we celebrate on the 14th of the month. You will find it quite interesting learning all you can about this gentle old man who lived so many years ago.

This year we are going to have a little talk on Patriots and Patriotism. Suppose we begin by asking you, What is

Patriotism? A dozen hands are waving, a dozen pairs of eyes sparkling with knowledge. Well, here is some one to answer. "Patriotism is love of country." Yes, that is right, as far as the dictionary can tell us. And yet there is so much more to know. In the first place, the word comes from the Latin word *pater*—father, and therefore means the father-feeling or father-love. Now, we all know that love is something that cannot be seen or touched, but it can be felt, because of the deeds that result from it. It is a feeling only, and patriotism is the same, but from that feeling comes all the greatest deeds of the world. We think back in our histories and some names come quickly to our minds—Alfred the Great, Thomas a Becket, Joan of Arc, Drake, Christopher Columbus, Nelson, Wellington, Wolfe, Abraham Lincoln,

George Washington, Florence Nightingale. These are a few names of some of the patriots of different countries of the world—people who would see their own land victorious over other nations, over ignorance, disease and misery. There are thousands of names on this honor roll. No, not thousands! Millions! There is every brave soldier who has died fighting for the land and home he loves. There is every brave doctor and nurse who had given themselves to help others; there is every missionary who has gone to spread the light of his land in heathen countries. There are brave men who against opposition have repealed old, wicked laws and made new ones; men who have invented machinery, or discovered new medicines; men who have written great books, painted beautiful pictures, composed lovely music; men who have taught us how to live better, cleaner, healthier lives; men who have risked

life and reason discovering new lands. All these and many more have, by adding fresh glory to the name of their own land, been true patriots. Whatever is done to help others and to make life in our country better is true patriotism. We must all remember this in these days when our men are crossing the seas to uphold our country's honor in the terrible war. Every man who goes determined to do his best is a true patriot, but also every man who stays at home and keeps things right in his own land and looks after the soldiers' families is a true patriot. And so, you see, your patriotism means many things, but more than anything else it means to do all you can for every one else, and to show your love for your country by making your own little corner a pretty good place to live.

Breathes there a man with soul so dead  
Who never to himself hath said:  
This is my own, my native land.

## PRIZE STORY

This month we are going to introduce you to our youngest prize winner, Master Freddie McDowell, age 8, of Woodlawn School. Freddie has written a first-class composition about the Germans. He gives us a very good idea of these people, and his story is neatly and

clearly written. All those to receive honorable mention this month are also pupils of the Woodlawn School. Some of our other competitors will have to work hard unless they want Woodlawn School to carry off all the prizes and honors.

### The Germans

Freddie McDowell, age 8, Grade III, Woodlawn School, Grandvital, Man.

The Germans are a big, square shouldered deep chested race. They do not talk much but look as though they thought. Like all big things they are easy going and good tempered when not aroused but like elephants are a dangerous foe when fully driven to anger.

They believe in having a good time no matter what other people say about them. They enjoy life and never stop to say, "is it wicked?" They always like smoking their huge pipes and having a whiff from their beer mug which is filled as soon as it is emptied. They are great eaters but unlike the French

are not fussy people or hard to please over their food. They do not need any mustard pickles to sharpen their appetites.

The German is a simple, earnest, homely man. When he laughs, he means it. He does not believe in going half way with anything. He tries to find out the best ways of doing old and new things. He is a lover of music and people come from all parts to listen to him. We are sorry that the German is fighting against us.

There are eight millions of trained soldiers and between sixty five and

eighty millions of a population. It will take a long time to defeat them but the Kaiser and his troop must go to the winds. The Germans are too greedy in this war and forgot to keep their word with the Belgians who were badly used by them.

### Honorable Mention

Hon. Mention—Marion Tod, Wilfred Davis, Edna Usher, Aleta King, Nora Tod.

Edward Adams, George Wonnecott, Jacob Adams, Elsie Fines, Beatrice King, Ridgeway School, Balmoral, Man.

### PERFUME-MAKING OUTFIT

The real perfume from the flowers is not always contained in the liquid purchased for perfume. The



most expensive perfume can be made at home for less than 10 cents an ounce. The outfit necessary is a large bottle or glass jar with a smaller bottle to fit snugly into the open mouth of the large one. Secure a small piece of very fine sponge and wash it clean to thor-

oughly remove all grit and sand. Saturate the sponge with pure olive oil, do not use strong oil, and place it inside the smaller bottle.

Fill the large bottle or jar with flowers, such as roses, carnations, pansies, honeysuckles or any flower having a strong and sweet odor. Place the small bottle containing the sponge upside down in the larger one, as shown in the illustration.

The bottle is now placed in the sun and kept there for a day and then the flowers are removed and fresh ones put in. Change the flowers each day as long as they bloom. Remove the sponge and squeeze out the oil. For each drop of oil add 2 oz. of grain alcohol. If stronger perfume is desired add only 1 oz. alcohol to each drop of oil.

### A MINIATURE WAR DANCE

A piece of paper, 3 or 4 in. long, is folded several times, and the first fold marked out to represent one-half of an Indian. Cut out all the folds at one time and you will have as many men joined together as there were folds in the paper. Join the hands of the two end men with a little paste so as to form a circle of Indians holding hands.

The next thing to do is to punch holes in heavy cardboard that is large

enough to cover a pot or stew pan, and partially fill the vessel with water. Set this covered vessel over a heat and bring the water to a boiling point and then set the miniature Indians on the perforated cover. The dance will begin.

If the Indians are decked out with small feathers to represent the headgear and trailing plumes, a great effect will be introduced.

I wish I were the china cup  
From which you take your tea,  
For every time you took a sip  
You'd give a kiss to me.



## ST. VALENTINE'S GARDEN

BY ALICE E. ALLEN

For a little St. Valentine's game, turn the room into a garden, called St. Valentine's Garden. Let as many children as desired make themselves into Valentines—they may wear large colored hearts, or strings of hearts, or bow-knots in any attractive fashion. Some of the boys may carry little bows and arrows. All may wear wings, if desired. Then let them stand as flowers in heart-shaped beds, "with winding paths between," down which St. Valentine wanders.  
St. Valentine (as he walks about his garden)

Now, must I seek my garden  
To gather from its plots  
My golden darts and rosy hearts  
And blue forget-me-nots.

Valentines (swaying daintily, in soft chorus)

Slip through a sunbeam gate,  
Follow a bow-knot trail.  
Stop where the Valentines wait.  
Like blossoms pretty and frail.  
Full of a thousand wiles,  
One day in a year is ours—  
To trim a world with smiles,  
To bring a winter with flowers!

St. Valentine (going from bed to bed, gathering Valentines—they hold out their hands coaxingly toward him. After they are gathered, they flit airily about him)

The flowers of my garden  
Of gold, of blue, of white,  
Have woven wings—such rainbow things—  
On which to take their flight.

(Valentines as above)

St. Valentine (as he picks the last Valentine, takes them to the gate of the garden, and gracefully sends them out. They go, blowing kisses back to him.)

Now, from my happy garden,  
Glad as the skies above,  
Fly forth, fly forth, east, west, south, north,  
And fill all hearts with love!

(Valentines as above. They flit up and down aisles and shower children with hearts, darts, bow-knots, flowers, or, if preferred, with real valentines. If desired, repeat the whole game that other children may be the Valentines.)

# General Articles

## WHAT WE KNOW ABOUT THE MOON

Millions of years ago, just how many we cannot even roughly determine, the earth was not the land-bound, sea-swept globe so familiar to us, but a liquid mass on which floated a crust some thirty-five miles thick. At that inconceivably remote period it turned on its axis, not once in our present day of twenty-four hours, but at a constantly increasing speed that finally shortened the day to three hours. When that terrific velocity was attained—a velocity over sixteen times faster than the flight of the fastest rifle bullet—a cataclysm of stupendous magnitude occurred. Five thousand cubic million miles of matter were hurled off by the enormous centrifugal force of the earth, to leave it forever. In that terrestrial convulsion our moon was born.

The cleaving of so large a body as the earth must have left some scar on its surface. It has accordingly been suggested that perhaps the great basin now occupied by the Pacific Ocean was once filled by the moon; but the theory, although incapable of either proof or refutation, is at best a splendid piece of scientific speculation.

Unique as was its origin, the moon presents other singularities. It has the distinction of being the largest of all planetary satellites; so large, indeed, that to the inhabitants of Mars it must appear with the earth as a wonderfully beautiful twin planet.

Because the moon rotates on its axis in exactly the same time that it revolves around the earth, we are destined to see little more than one hemisphere; and that little we see because of a peculiar swaying motion, called libration, that enables us to catch just a glimpse of the other side. Much as astronomers would like to study the face that is forever turned from us, it is reasonable to infer that it differs in no important respect from that which we see each month. So slow is the

moon's rotation on its axis that the lunar day is equal to fifteen of our days. For half a month the moon is exposed to the fierce heat of the sun; for half a month it spins through space in the densest gloom.

Smaller in mass than the earth as it is, the moon's attraction for bodies must be correspondingly less. That circumstance has a most important bearing on the physical condition of the moon; for it explains to a certain extent the enormity of its craters and the loftiness of its mountain peaks. A good terrestrial athlete could cover about one hundred and twenty feet on the moon in a running broad jump. Indeed, leaping over a barn would be a very commonplace feat. A man in the moon could carry six times as much and run six times as fast as he could on the earth—all because the moon attracts bodies with but one-sixth of the force of the earth. Thus it happens that lunar volcanic upheavals piled up mountains that tower considerably higher than those of the Alps.

Although separated from us by a distance that at times reaches 253,000 miles, and is never less than 222,000 miles, we know more of the physical formation of the single pallid face that the moon ever turns toward us than we know of certain parts of Asia and the heart of Africa. Powerful telescopes have brought our satellite within a distance of forty miles of the earth. Physicists have mathematically weighed it and fixed its mass at one-eightieth of the earth's, or seventy-three trillion tons. Astronomers have studied, photographed and mapped its great, dark plains, to which the name of maria, or seas, was inappropriately given centuries ago when their true nature was misunderstood; its scores of lofty mountain chains; its straight, trough-like valleys and silver-fringed abysses; its thousands of extinct craters; its hun-

dreds of so-called "rills," or narrow linear depressions; and its curious radiant bright streaks. Some of these features have been named after great astronomers, and after terrestrial landmarks of similar character. The more prominent formations were christened in the early days of astronomy with picturesquely inaccurate Latin names, which still cling with traditional tenacity. The great black patches, at that time mistaken for vast bodies of water, to this day bear such suggestive designations as the Sea of Conflicts, the Sea of Clouds, the Sea of Nectar, the Sea of Showers; while other expanses are still called, with poetic unfitness, the Lake of Death, the Lake of Dreams, the Marsh of Sleep, the Bay of Rainbows, and the Bay of Dew. Great astronomers have been remembered in the craters, Tycho, Copernicus, Kepler, Ptolmaeus, and others. The highest of all lunar eminences, towering 23,800 feet above the plain below, is appropriately called Newton. When illuminated by the first rays of the rising sun, its shadow seems like a great black finger pointing inward from its base. The mountain ranges of our earth find their counterparts in lunar Appennines and Alps, a more or less continuous chain in which a good telescope will show thousands of mountains clustered together. So familiar is the wrinkled and pitted face of the moon that none of its lineaments may be considered astronomically unexplored.

Twin planet of the earth though it may be, and therefore like the earth in many ways, the moon presents aspects without any terrestrial parallel. Rent by fires long since dead, its honey-combed crust seems like a great globe of chilled slag. Craters are not uncommon in the earth; but in number, in size, and in structure, they bear for the most part little resemblance to those of the moon. A lunar crater is not the mouth of a volcano having a diameter of a few hundred feet, but a great circular plain twenty, fifty, even one hundred miles in diameter, surrounded by a precipice rising to a height of five thousand or ten thousand feet, with a central hill or two about half as high. A man

standing in the middle of one of the large lunar craters would never see the lofty encircling rampart; it would be completely lost beneath the horizon. Enormous as many of the moon's volcanoes are, it must not be supposed that they are all of gigantic size. Thousands of them are of more modest dimensions. The smallest object that can be discerned by a great modern telescope at the distance of the moon is about as large as an ocean steamer. Craters less than five hundred feet in diameter cannot, therefore, be seen. There must be many such if one may judge by the varied size of those that have been photographed and mapped. It is probable that the total number of craters and craterlets visible on the moon under the most favorable conditions exceeds two hundred thousand, and may fall little short of a million. Galileo, who seems to have had something of a poet's aptness of description, prettily likens the innumerable craters near the South Pole to the eyes of a peacock's tail. Perhaps the most magnificent of all the many lunar craters, even though it may not be the largest, is Copernicus. Its huge mouth, forty-six miles in diameter, is enclosed by a wall rising precipitously to a height of twelve thousand feet above the level of the plateau below. In the centre stands an impressive group of cones twenty-four hundred feet high. Landslips occurred in the encircling wall, evidenced by gaps. The entire crater is the product of a mighty, overwhelming, volcanic disturbance, which has left its mark round about for a hundred miles in numerous chasms and rents.

Ever since the days of Galileo, the first astronomer who ever saw the moon through a telescope and the first man who recognized its mountainous character, these craters have given rise to endless discussion. Indeed, all theories of the moon's evolution may be said to begin with them. Whether they are the results of the impact of countless meteorites, as some astronomers hold; whether they are the products of giant bubbles that have burst; or whether they are simply volcanoes—will, in all likelihood, never be known. Volcanic

agitations of some sort did occur—this much is certain. That most of the craters are extinct is also certain. But whether some of them may not be still active is a question that has of late years given rise to an intensely interesting scientific debate.

The astronomers of the old school, the men who have given us what may be called the old moon—a lifeless, cold, desolate orb—taught that all the craters were dead, that the moon had no atmosphere at all, and that therefore it could not have water and could not sustain life. The astronomers of the new school, the men who have given us the new moon, teach that the moon's craters are not all extinct, that there is photographic proof of an exceedingly rare lunar atmosphere, that great expanses of snow and ice cover certain portions, and that there is evidence of regularly occurring changes, explained most simply and satisfactorily by the growth and decay of vegetation.

Perhaps the most assiduous and most convincing of the many investigators who have sought to overthrow the notions of the moon's pitiful desolation— notions that have prevailed for decades—is Professor William H. Pickering of Harvard University. In the course of many years' study he has gathered an overwhelming mass of data that bid fair to dethrone the theories of the past and to illuminate many a dark spot in our knowledge of the moon.

To prove the persistence of lunar volcanic activity reliance is placed chiefly on a little crater called Linne, after the famous naturalist Linnaeus. Ever since we have known anything about it at all Linne has been undergoing remarkable changes. On the old maps one observer notes it as a crater of moderate size; another, a century later, describes it as a "very small, round, brilliant spot." Measured in the days of modern instruments, it appears sometimes as a crater four miles in diameter, sometimes six miles in diameter, and then shrinks to its present size of about three-quarters of a mile. Surely a dead volcano cannot alter its shape so decidedly! Still another proof of eruptions

is afforded by a splendid crater sixty miles in diameter, called Plato, and by dense clouds of white vapor rising from a tortuous cleft known as Schroeter's Valley. So minute have been the observations of these startling phenomena that their accuracy cannot be seriously called into question; and the activity of at least a few craters may be safely proclaimed.

If there be craters on the moon that are anything but extinct, they must expel something. Judged by the discharges of our earthly volcanoes, that something must be water and carbonic acid gas. Water cannot possibly exist as a liquid; for the temperature of the moon's surface during the long lunar night is probably not far from 460 degrees below the zero mark of a Fahrenheit thermometer. Ice and snow are the forms, then, which lunar water must assume. Is there any evidence of it? Hundreds of "craterlets" are lined with a silvery coating that gleams dazzlingly when the sun shines full upon them. Capping the loftier peaks the same silver glow may be seen. On the slopes of the greater mountain chains, on the ramparts of huge craters the silvery sheen casts its halo, fading away strangely as the sun rises higher and higher, and reappearing at sunset just before the long, cold lunar night sets in. From many of the craters, notably from Tycho, long white rays spread out for hundreds of miles—enigmas in the old moon of a generation ago, but in the new moon of today deep crevices illuminated only when the sun is high in the lunar heavens. What is this silvery substance that caps the Appenines of the moon, gleams on the slopes, and radiates from the craters? According to the new school it is simply ice and snow, collecting at the poles, on summits, and in the very places where it ought to collect. Moreover, it partly explains the curious changes that occur at different times of the lunar day in the size of the crater Linne, the "very small, round, brilliant spot," previously mentioned; it explains the illumination of deep, snow-bottomed pits and abysses that are inky black at sunrise and sunset, and brilliantly white when the

sun shines directly into them; and it explains the fading away and reappearance of white stains at different periods in the lunar day. The melting and falling of snow, the disappearance and reappearance of hoar frost, alone can account for these changes. In old descriptions they are said to be due to variations in illumination; in the philosophy of the new moon they are attributed with beautiful simplicity to the alternate evaporation and freezing of water expelled from craters in eruption.

It has been said that carbonic acid may be vomited from the moon's craters, besides water vapor. So slight is the attraction of the moon for other bodies that oxygen must escape from its surface with much the same rapidity as hydrogen escapes from the earth. By reason of its heaviness carbonic acid gas, however, must cling to the moon with greater tenacity—a circumstance that is of the utmost importance to the astronomers who have given us the new moon. Carbonic acid gas is the food of plants on the earth. Is it possible that it may nurture vegetation on the moon?

It happens that at times there may be observed on the moon areas that Professor Pickering—by whom they have been most closely studied—has termed “variable spots,” because they darken very rapidly after sunrise and gradually disappear toward sunset. They cannot be caused by shadows; for shadows would be least visible when the sun is directly overhead. They appear most quickly at the equator, and invade the higher altitudes after a lapse of a few days. In the polar regions they have never been seen. What are they? Organic life resembling vegetation, answer Professor Pickering and his adherents—vegetation that flourishes luxuriantly when the sun shines and withers when night falls. Given a planet on which the temperature probably never rises above the melting point of ice, on which water vapor and carbonic acid gas are discharged by volcanoes, is there anything in the nature of things why vegetation should not exist? It has been pointed out that certain lichens grow in regions of the earth where the temperature never rises above the freez-

ing point. The intense cold of the moon is, therefore, not a conclusive objection against the flourishing of plant life. A single day, it may be urged, is not sufficiently long for the development and decay of vegetation; but sixteen hours on the moon are little more than half an hour on the earth; a day lasts half a month, and may well be regarded as a miniature season. The absence of storms on the moon and the fact that a branch would be urged upward with but one-sixth the effort required on the earth, are inestimable advantages of this mooted lunar vegetation over terrestrial plant life.

That there may have been water on the moon eras ago few astronomers are prepared to deny. To account for the manner of its very rapid disappearance—for there are no marks of water erosion on the moon—is a problem which they have not succeeded in solving with general unanimity. Evaporation no doubt played its part; and may perhaps account for the drying up of smaller lakes, but not of whole oceans.

Some theories have been advanced that outdo anything the most vivid imagination of a sensational journalist has conceived—reinforced, however, by scholarly if unconvincing mathematical testimony. One astronomer published an elaborate argument in which he ingeniously sought to prove that all the water of the moon must have slipped somehow around to the unseen side, basing his conclusions on a supposed and ungranted difference of thirty-three miles in the moon's centre of gravity and centre of figure. Another theorist suggested, with considerable force, that because the moon is much smaller than the earth it must have cooled with greater rapidity, and that the consequent contraction must have produced yawning caverns in the interior into which the lunar oceans poured. No absolutely faultless speculation has been advanced. And even if it were faultless, it would lack the saving grace of scientific proof.

Water there must have been on the moon at some remote period. Winding canyons that resemble dried river beds have been discovered by Professor Pick-

ering. If streams ever flowed over these beds they differed hugely from our terrestrial water-courses; for instead of running into a lake or sea, as our rivers do, the lake or sea flowed into the river.

Because of the present paucity of water the moon's atmosphere is so exceedingly rare that startling effects are produced. Perhaps the most striking phenomenon due to this atmospheric rarity is the rising of the sun. Dawn and the soft golden glow that usher in a terrestrial day there can not be. The sun leaps from the horizon a flaming sickle, and the loftier peaks immediately flash into light. There is no azure sky to relieve the monotonous effects of inky black shadows and dazzling white expanses. The sun gleams in fierce splendor, with no clouds to diffuse its blinding light. All day long it is accompanied by the weird zodiacal light that we behold only at rare intervals. Even in mid-day the heavens are pitch-black, so that, despite the sunlight, the stars and planets gleam with a bright-

ness that they never exhibit to us even on the clearest of moonless nights at sea. They shine steadily, too; for it is the earth's atmosphere that causes them to twinkle to our eyes. In the line of sight it is impossible to estimate distances, for there is no such phenomenon as aerial perspective. Objects are seen only when the rays of the sun strike them.

Wonderful as are the strides that have been made in increasing the known facts about our satellite, we have still much to learn. Our best map of its visible surface, a marvel of accuracy, represents it only on a scale of 1 to 1,780,000—quite insufficient to show even the changes that are occurring on the earth.

It may be said that if all the knowledge of the earth possessed by a man on the moon were of the kind we possess relating to the moon, he might agree with the astronomers of the old moon in picturing our earth as an arid and dreary sphere.

## FIVE YEARS' EXPERIENCE WITH TARDINESS

By F. M. W.

I had tried one plan after another and succeeded in impressing upon the minds of many pupils the importance of being prompt. Yet my record each month was disheartening. I took my January report to the principal and was ashamed to have him see there had been nine cases of tardiness.

I made a remark to that effect, and he replied, "Yes, the condition is deplorable, but your record is no worse than many others. I have never found a plan that would satisfactorily solve the difficulty."

"I don't know just what I am going to do about it," I said, "but I am determined to use every effort to lessen this evil, in my own room, at least. This is decidedly the last report of this kind I am going to make."

I think from his queer smile that he had little faith in my success.

At home that evening while I was writing out my plans for my next day's work, my mind constantly reverted to the harassing question and to my blind resolve to do something,—to "think up something."

The first logical point to consider was the usual causes of tardiness.

John Gray had been late because the clock was slow; Mary Boe's mother had to iron a clean dress for her at the last minute; James Nickerson's mother overslept and so did he; Emma didn't get up in time; Florence had an errand to do.

I remembered that in almost every instance the mother was to blame. It would seem that the children of mis-managed households were more frequently the tardy ones.

"But how can we get at the mothers and make them all see their duty in this

respect? Oh, what is the use?" said I, and went to bed with the problem unsolved, and with the question, "Isn't it a better plan to thrust the entire responsibility upon the children?"

The inspiration came at a time when the best inspirations come to a teacher, —when she is face to face with her pupils.

"Boys and girls, I am going to tell you about my experience last evening. I handed my monthly report to Mr. — with nine cases of tardiness charged against us." I waited for this intelligence to take root, and for the innocent to dart accusing glances toward the guilty.

"Now, I notice in your excuses, your mother says that it was her fault. She did not know that the clock was slow, or she did not call you in time, and so on. And you bring the excuse to me with an air as if to say, 'You see I'm not to blame. My mother says our clock was slow.'

"That poor mother of yours! She gets up early, gets your father off to work, cooks a good breakfast for you, gets you off to school, clears up the house you helped to make untidy, washes the dishes you soiled, and then made. If you had all those things to do blames herself for the tardiness you and remember, would you always think of the clock? I am sorry for that poor mother who blames herself because you were too lacking in energy to get up without being called, and to get off to school without being sent.

"When you are grown up shall you expect your mother to wake you and push you wherever you want to go?

You are big enough to tell the time. You ought to know how to regulate a clock. Why do you not regulate the o'clock or see that it is regulated? Six o'clock in the evening would be an excellent time for performing that duty. You are usually at home at six o'clock. Your hungry stomach usually leads you home at six. When you hear the six o'clock whistle blow, look at the clock, see if the hands are straight up and

down as they should be. If not, change them, and if you are not allowed to touch the clock then insist upon somebody's fixing that clock. Your reason is a good one. You must not be late, and so you may insist upon that being done.

"When you go home, tell your mother all I have been saying and ask her to help you by reminding you now and then of your resolution to be prompt every day. She will help you gladly. Tell her if you are not up at a certain time and you do not get up when she calls you first, that you want her to pull the covers off to make you get up.

"Then when you do get up, do not take an hour to put on one stocking. I know a little girl that never gets completely dressed in less than an hour. She puts on a shoe and stops to play with the kitty, or to get a drink. Keep saying to yourself, I must not be late. I wonder how quickly I can dress. Then before you know it you are ready for school.

"Try it for a month. Watch the clock yourself. Do not let anything interfere with your getting to school on time. Do not wait until the last moment, girls, to see if your dress is ironed and ready. Do not wait until the last minute to get in the wood or do the errands, boys. If there comes a time when you forget to keep up the plan, your mother will remind you, and you must remember that it is just what you asked her to do. And you will form a habit to be proud of when you are grown.

"Now, we are going to keep a daily record, and I hope that no one will break it."

I placed on the board:—

20 days in the school month.

1 day past. No tardiness.

19 days to come.

"Tomorrow afternoon there will be two days past, leaving eighteen to come. Friday there will be only fifteen days to come. And on the last day of the month I hope our record will read like this."

I went to the board and wrote:—  
 20 days in the school month.  
 20 days past. No tardiness.

0 days to come.

I have given the substance of my talk on that morning, but for the sake of space I have left out the responses and discussions by the children. The talk met with great enthusiasm. The children seriously realized that they should make themselves responsible for being always on time.

I made them see how necessary it was to have an excuse written for absence, so that no one could say we stayed at home for fear of being late. I explained that in order to be prompt a pupil should be in the classroom a few minutes before the opening of school at each session.

"Perhaps sometime Mr. —, the principal, will borrow you on your way upstairs. If so, come to me and report that you are needed for a few minutes. Perhaps in the same way your mother will need to borrow you for an errand or something at just nine o'clock, or before. In such a case, report to the classroom as early as you wish. If I am not here, leave a note saying that you have reported for the day, but your mother has borrowed you for a few minutes."

With that understanding, we began the month. Each day the interest grew. It was like watching a plant grow to see the "days past" increase in number. When the month ended I carried a report to the principal with the item, "Tardiness 0."

It was such an unusual thing he wanted to give us a quarter-holiday to show his appreciation, but I would not

take it. I wanted the children to feel that there was a pleasure in working for a record without a quarter holiday in view each month.

As the months passed the interest grew rather than decreased. Still there was no tardiness. I kept a constant watch for a possible absence due to a wish not to come tardy, but there was none. Every absence was accounted for in a legitimate way.

No incentive had been used except the record. No holidays had been given as a reward. But we had become conscious of a fame throughout the building as a room with no tardiness. The children left me with a resolve to ask the sixth grade teacher to keep the same record during the next year. She did this, and they went through the year with only two or three cases of tardiness, due to outside pupils whom the class somehow could not enthruse. But the record was good compared with other years.

The next year the pupils who came to me had heard of what we did the year before, and seemed in the beginning to accept the condition that "no one is tardy in room Number —." That year we made a record of one tardy case throughout the year, a case of a little girl who was sick and whose mother waited until the last minute to call her.

The year after there was a record of no tardiness, with a decided increase in the per cent. of attendance. The year following there were three cases. Last year there were two, and so far this year there has been one. Not any holidays have been given as a reward, and no one has been scolded or punished by teacher or principal for being tardy.

"Reform in education must be slow. It must be a compromise between past and present. New types of schools want the prestige and distinction that invest older schools. All honor to those who in faith make trial of new movements, and face the future without a craven shrinking before risk, and do not take timid refuge in the shelter of the imposing and magnificent, but attenuated and moth-eaten garments of the past."—Rooper.



## IT'S THE LITTLE THINGS THAT COUNT

By GRACE EVELYN STARKS

As Miss Novice looked into the faces of her little pupils the first morning of school, one bright January day, her thoughts went back to Training School and again she heard sweet child voices piping:

"When God does make a lovely thing,  
the dearest and completest,  
He makes it little, for don't you know  
that little things are sweetest?  
Little flowers, little birds, little dia-  
monds, little pearls,  
But the dearest things on earth are lit-  
tle boys and little girls."

Somehow Miss Novice's heart had gone out to this little song more surely than to all the beautiful talks on Child Life she had heard while at Training School, and she had resolved in her own school, to realize always the preciousness of "little boys and girls."

First of all, the school should make make them happy, and so Room 1 had a party the very first school month. The delight of that Friday afternoon! Each small person made at the seat work period on Thursday a green box to hold the treat, and little round plates from the water color paper, decorated with much care, for they were really to hold something; and although the "something" proved to be only powdered sugar, and the "treat" poured into the baskets was only plums, everyone was blissfully happy—and how they worked! Moreover Miss Novice had delicately hinted that other parties were apt to come—undoubtedly some to which parents would be invited, and everyone started out that new year with a splendid idea of being happy together and working together.

Even critic teachers are not infallible, and Miss Novice, in the clutch of her big plans for little things, profited by the one careless point of her recent favorite instructor. "Anything" was not "good enough for school" wear after all, and the pretty bows and collars of vacation were brought out to delight many a

critical small eye, to which love of color never failed to make its appeal.

One of the very little things that added to the comfort of the room was the arrangement of the small kindergarten chairs. For years little folks in Room I had sat patiently in two rows, only to stumble over someone's toes in going to the board. Now, by leaving a space in the center of the front row the width of three chairs, only comfort and convenience resulted—and such a little thing!

As is the case with most beginners, Miss Novice, when expounding to the room, had always taken up a central position in the front, when the room was in the midst of a picture language lesson. By accident, she held her recitation from the side front and found that the pupils could not only hear but see much better from that vantage point. Seeing the good that grew out of that little thing, Miss Novice took care, when at the board, to stand at one side, and always to hold her pointer in her right hand.

When the chart class went into the primer another time saving device was the use of book marks, which were slipped under each sentence as it was read, and were just the width of the book. Besides the making had afforded the pleasantest of seat occupation! Although the books were not furnished by the school board, each child left his book with the teacher to be put away in the cupboard until another reading period and books at the end of the term certainly presented a better appearance. Paste, too, had never been furnished by the board. Hitherto each small person had supplied his or her own bottle, and what a grubby time there was of it! Miss Novice had each child bring ten cents to contribute toward his paste supply for the year. One large bottle of paste was purchased and paste was passed to each child as needed. Scissors, too were paid for in a like manner,

and were no longer kept at the pupils' seats, but in a box in the cupboard. These two very little things helped materially toward a quiet and neater school.

A little thing—school decoration! Many educators hold that any woman with the intellect to teach can care for that branch of the work. Those educators ought to visit some schoolrooms and see how many teachers really have an artistic sense of fitness. Cleanliness is a first requisite of beauty, and no room can be clean and neat in appearance when work is allowed to remain upon the boards from day to day. Miss Novice appointed a monitor whose term of office was one week, and whose duty it was to wipe the boards with a cloth. Another monitor saw that the erasers were properly spaced and that chalk was at each place. All this took but a few moments and told largely in peace of mind and saving of time. To many it appears a wrong to have children do the manual work of the schoolroom, but is not the training in the community interest and helpfulness an offset to any possible drudgery?

And where duties are assigned for good deportment, behavior always improves, which goes to show the interest the child has in responsibility.

All schoolrooms should contain some growing things. All may have flowers. If not fortunate enough to possess window boxes, the mothers of almost every community will give the children potted plants which may be set in raffia holders of the pupils' make. Lily bulbs cost but little, and at Easter give a satisfaction out of all proportion to the expenditure, furnishing, too, in their lovely bloom not only lessons for the drawing and painting period, but beautiful lessons for Nature Study. Even the air plants, hung in baskets of the pupils' making, give a greenness in winter time most thoroughly refreshing. All schoolrooms cannot have an aquarium, but all that can should certainly take advan-

tage of this delightful means to study nature work throughout the year. The sand table is as decorative as instructive, and teachers of even rural schools can at least have a sand box—merely by procuring a large box and having the sides sawed down and filling with sand.

Children always enjoy seeing their work displayed, and are encouraged by it. By screwing hooks at regular intervals into the chalk rail about the room and allowing each child to have a hook upon which his best work is placed, to be taken home at the end of the month, two helpful purposes are served—the procuring of neat work, for children will work especially hard upon anything like a great butterfly, of white and bringing of school and home together.

Burlap is cheap but most effective. Where bulletin boards covered with it are not to be had, strips of it, either in green or brown, placed at the front of the room and between the windows are especially attractive for the mounting of good work. Borders appropriate to each month not only add to the attractiveness of the room but furnish a seat occupation that develops artistic taste and community interest.

Other "little things" that make a big whole in the happiness and strength of Room I were the observing of birthdays, when each birthday child was allowed to place a gold star upon "his day" on the weather calendar and to do all those things he loved best to do on that day; the thanking of monitors by the pupils, when work or implements were passed or collected; the sending out of invitations to parents and friends naming Friday as an "at home," at which time the work of the week was reviewed, best loved stories told, and favorite plays dramatized; and the establishing of a supervised play-time. (In too many schools play-time undoes half that work-time has accomplished.) Indeed, Miss Novice and her pupils became so interested in the "little things" that big things resulted.

## BRIEF HISTORICAL SUMMARY

The War of 1812 was declared by the United States on June 18th, 1812. The last engagement was at New Orleans on January 8th, 1815.

**The Treaty of Ghent** was signed in the Carthusian Monastery at Ghent, Belgium, on December 24th, 1814. It was ratified by the Government of the United States on February 17th, 1815. The British representatives were Admiral Lord Gambier, Henry Goulburn, and William Adams. The American representatives were John Quincy Adams, J. A. Bayard, Henry Clay, Jonathan Russell, and Albert Gallatin. At a banquet tendered to the signatories by the Municipality of Ghent, a few days after the signing of the treaty, Mr. John Quincy Adams made use of these memorable words: "May the gates of the temple of Janus, closed here, never be opened during the century." The Treaty of Ghent did not refer to any of the causes of the war, but it brought peace. It provided for the appointment of commissions to settle some outstanding boundary disputes which took many years to arrange.

**The Rush-Bagot Agreement** of 1817 is perhaps the most striking international document on record. It was felt on both sides that if ships of war were allowed to patrol the Great Lakes, collision would be inevitable. After considerable negotiation, an agreement was entered into, the brevity of which is remarkable. It provided for the withdrawal of all ships of war from the Great Lakes, with the exception of one vessel for each country on Lake Champlain, one each on Lake Ontario, and two each on the Upper Lakes, or four ships for Great Britain and four for the United States, none of which should exceed one hundred tons burden, nor carry more than one cannon of eighteen pounds. The term "Upper Lakes" has been interpreted to cover Lakes Erie, Huron, Michigan and Superior. Six months' notice in writing by either party could conclude this arrangement.

While the agreement has not been kept to the letter, it has in spirit, and there is now no prospect that it will ever be abrogated.

**The Ashburton Treaty** of 1842 was concluded between Lord Ashburton, representing the British side, and Daniel Webster, the American. It settled the boundary between the Province of New Brunswick and the State of Maine. Prior to this Treaty, the tension between the peoples of Canada and the United States was very acute. A considerable area was in dispute and repeated attempts at arbitration had failed. The settlement arranged by Lord Ashburton has been regarded by Canadians as unfair; on the other hand, the same charge has been made by Americans against Webster. Recent historical research seems to prove that the arrangement was eminently fair to both sides.

**The Oregon Boundary Settlement, 1846.**—With the trend of migration towards the Pacific Ocean a delimitation of the Canadian-American western boundary became imperative. The American claim was that their territory extended northwards to the parallel of 54 deg. 40 min. So intent were they that the democratic candidate for the Presidency, J. K. Polk, was swept into power by the slogan, "Fifty-four-forty-or-fight." On the other hand, the British claim went south to the mouth of the Columbia River. In the end it was agreed to continue the boundary along the 49th parallel of latitude.

**Reciprocity Agreement.**—A reciprocity agreement was entered into with the Government of the United States in 1854, by which certain natural products were given reciprocal rights of entry into both countries, and certain fishery privileges were granted to the United States. This agreement, which was mutually beneficial, was abrogated by the United States in 1866, as a result of the bad feeling engendered during the American Civil War.

**The Treaty of Washington, 1871.—**

Several disputed matters between Canada and the United States called for settlement. Among them were the coast fisheries, the use of the Canadian canals and of the St. Lawrence, the boundary line on the Pacific Coast, and compensation to Canada for the Fenian raids. There was also a claim made by the United States against Great Britain for damages done to her commerce during the Civil War by the Southern cruiser, "Alabama." To settle these questions, a Joint High Commission of British and American delegates met at Washington. The Right Hon. Sir John A. Macdonald represented Canada. It was agreed that for twelve years the fishermen of each nation should have free use of the coast waters of the other, and that fish and fish oil should be admitted from each country to the other free of duty. But as the fisheries in Canadian waters were the more valuable, it was agreed that the United States should pay Canada such sum of money as would make up the difference. This sum was fixed by the Halifax Award of 1878 at \$5,500,000, of which \$1,000,000 went to Newfoundland and the remainder to Canada. When the money was paid over, the Canadian share was invested by the Canadian Government, and the interest is still paid yearly to the Quebec and Maritime Provinces fishermen. The use of Canada's canals and the St. Lawrence was given to Americans on the same terms as to Canadians. Free navigation on Lake Michigan, the Yukon River and other American waters, was allowed to our people. The ownership of the Island of San Juan, left to arbitration, was finally settled in favor of the United States. The "Alabama" claims, also left to arbitration, were settled in Geneva, in 1872, by the payment of \$15,500,000 by Great Britain to the United States. At the request of Great Britain, Canada's claim for damages done by the Fenians was withdrawn, and in recompense, certain other favors were given to Canada by the Mother Country.

**The Alaska Boundary Settlement, 1903.—**

In 1825, a Treaty was made between Great Britain and Russia, who owned the great territory of Alaska, by which Russia was confirmed in the possession of a strip along the Pacific Coast, reaching down as far south as 54 deg. 40 min. In 1867, the United States bought Alaska from Russia for the sum of \$7,200,000. In 1895 gold was discovered in the Yukon Territory, which is inaccessible from the sea except through the strip given to Russia in 1825. This now belonged to the United States. No attempt had been made to delimit the frontier between this and the Yukon; so after considerable negotiation, the matter was submitted to the Arbitration of three American and three British jurists. Mr., afterwards Sir Allen Aylesworth, and Sir Louis Jette were the two Canadians on this Board. The decision was substantially in favor of the American claim. A good deal of feeling was aroused in Canada through the action of Lord Alverstone, the only English member of the Board, in agreeing to relinquish two small islands—Sitklan and Kannaghunutt—without the knowledge of his Canadian confreres. These islands were really of no value, and their relinquishment did not in any way affect the general decision, which was based entirely on documentary evidence. It has been thought by many, who are not familiar with the facts, that but for the action of Lord Alverstone, Canada would have owned the whole of the "Panhandle." His decision, however, merely settled the ownership of these islands.

**The More Excellent Way**

There have been several other Agreements and Treaties between Great Britain and the United States, which did not concern Canada directly; and, again, others of a minor nature, in which we were interested. The awards under those referred to have not always been received with enthusiasm, either in Canada or in the United States, especially when the decisions have apparently

been adverse. Regarding the Geneva Award, which mulcted Great Britain in heavy damages in respect of the "Alabama" claims, the Right Hon. W. E. Gladstone, the then Prime Minister of Great Britain, made use of these noble words in the British House of Commons:—

"Although we may think the sentence was harsh in its extent and unjust in its basis, we regard the fine imposed on this country as dust in the balance, compared with the moral value of the example set when these two great nations of England and America, which are amongst the most fiery and most jealous in the world, with regard to anything that touches national honor, went in peace and concord before a

judicial tribunal to dispose of these painful differences rather than resort to the arbitrament of the sword."

The celebration of a hundred years of peace with the United States is remarkable because there has been by no means a hundred years of amity. On many occasions, but for diplomacy and the exercise of common sense, there would have been war. It is this fact which lends especial significance to the present cordial relations between the two nations. Canada's greatest achievement and the greatest achievement of the United States, in the eyes of the world today, is the boundary of 3,840 miles, stretching from ocean to ocean, garrisoned only by the sentiment and goodwill of two sovereign peoples.

### Three Words of Strength

There are three lessons I would write,  
 Three words, as with a burning pen,  
 In tracings of eternal light,  
 Upon the hearts of men.

Have Hope. Though clouds environ round,  
 And gladness hides her face in scorn,  
 Put off the shadow from thy brow:  
 No night but hath its morn.

Have Faith. Where'er thy bark is driven—  
 The calm's disport, the tempest's mirth—  
 Know this: God rules the hosts of heaven,  
 The inhabitants of earth.

Have Love. Not love alone for one,  
 But man, as man, thy brother call;  
 And scatter, like a circling sun,  
 Thy charities on all.

—Schiller.

# School News

## A New School at Tyndall

"Has anybody here seen Tyndall?" The question evoked no response. Most of us had heard of it. Most of us knew it as the village of the quarry, the place where the gray limestone, which has been used in so many of the best buildings of the west, is torn from the bosom of old mother earth.

The village itself is a small hamlet situate about 30 miles east of Winnipeg on the main line of the C.P.R. The quarry is about 1½ miles from the village. The community is a cosmopolitan one, embracing folk of divers tongues and races. English, Norse and Slav are all represented, and all are anxious to do their duty as Canadian citizens.

So Tyndall is by way of becoming an educational centre. It has not reached its present position without severe growing pains. A one-roomed school was built in 1890, which met the needs of the district for nine years. In 1899 a two-roomed building was erected. The growth of the district continued, and two rooms were found inadequate to house the increasing school population.

In 1914 the ratepayers voted to raise \$16,000.00 to build and equip a four-roomed school, which was formally opened on Thursday, January 5th. The new school is a credit to the community. It contains four commodious classrooms, each capable of seating forty pupils. The rooms are all lighted from the left, the only proper method for lighting a school room and the building is heated by steam.

The school is equipped with a full sized basement, where there is plenty of room for class work in manual training and domestic science as soon as the school board decides to take up these branches.

The building has a frontage of 80 feet. It is built of limestone from the

quarries and has a very pleasing appearance. The site comprises two acres, and is beautifully treed. Altogether it is to be doubted if any community of its size in Western Canada possesses an educational plant more fully up-to-date than does the village of Tyndall. Great credit is due to the members of the school board, Jacob Winkler, Dr. Goulden and S. Riley, as well as to E. S. Nixon, the secretary-treasurer, for the work which they have done.

There were doings in Tyndall on Tuesday. From one o'clock in the afternoon Mr. Gillespie, Miss Clark and Miss Cathers were busy receiving the ratepayers who thronged the school. At two o'clock the visitors assembled and listened to a programme composed of songs by the children and addresses by Mr. C. K. Newcombe, Superintendent of Education for the Province, Mr. A. L. Young, Inspector of Schools for the Division, and Mr. John Hazell, a trustee from the adjoining district of Prosperity.

Mr. Newcombe spoke on "The Teacher in His Relation to the Community," and exhorted those present to support teachers and trustees in their efforts to make a thoroughly efficient school. Mr. Young pointed out the need for and the value of the teacher's residence—a live question in Tyndall, and Mr. Hazell, after congratulating the people of Tyndall upon their beautiful school building, expressed the hope that before very long his own district would be holding a similar function. The ratepayers very generally expressed their hearty satisfaction at the forward movement in the cause of education.

There is nothing too good for the children and the movement in Tyndall is typical of the general interest in educational matters which is being felt throughout the whole Province.

### The Easter Convention

The executive of the Manitoba Educational Association met in Winnipeg, Dec. 29th, 1914, to plan for the Easter Convention. Nearly all the members were present and undertook the work with great enthusiasm. A new departure this year will be the dividing of the Elementary Section into grade sections, the suggested divisions being Primary, Grades II to VI, Grades VII and VIII. Besides the exhibit of work from outside schools, there will be a special exhibit of work from Winnipeg schools. This latter will be for exhibit purposes only and will not be in the competition.

In the Secondary Section the report of the committee appointed last year to deal with the High School programme will be brought up for presentation and discussion. It is probable that the discussion of this report will occupy a large part of the time of the Secondary Section.

Efforts are being made to secure Prof. Dale of McGill, University, Montreal, to deliver addresses before the general meetings of the convention.

The executive hope to be able to publish a complete programme by the first of March.

The usual arrangements will be made with the railroad companies regarding transportation. Let every Manitoba teacher hold April 6th, 7th and 8th in mind as the convention date.

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The Report of the Winnipeg Teachers' Retirement Fund, recently presented, is full of interest. The amount to the credit of the Fund at the close of 1913 was \$40,304.35, an increase of \$11,639.25 over that of the previous year. The funds are in excellent shape, the interest earned on the investments being more than sufficient to meet the payment of all retirement annuities. The amount transferred to permanent account is now approximately \$52,000. The fund invested yields a rate of 8%.

There are now five annuitants who receive the retirement allowance of \$400 per annum. There are now contributing to the fund 232 teachers on a basis of \$5, 247 teachers on a basis of \$10, and 100 teachers on a basis of \$20. Fifty-one teachers have withdrawn from the fund during the year, some having retired permanently, some temporarily. Mr. A. C. Campbell was appointed a member of the Trustee Board of this fund, to represent the teachers.

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The following teachers have been appointed to the regular staff in Winnipeg: Isabel Bowman, Florence Carson, Mary Dixon, Isabel Douglas, Violet Fejeldst, Mary French, Rachel Hill, Jean Mitchell, Bertha Wilson.

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The William White School is now partially completed. Twelve rooms are now occupied.

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Leave of absence was granted to the following, who have joined the colors:

H. Urquhart, from Sept. 1st, 1914.  
 R. Palmer, from Nov. 1st, 1914.  
 J. Norris, from Sept. 1st, 1914.  
 E. Rayfield, from Sept. 1st, 1914.  
 W. Stubbington, from Sept. 1st, 1914.  
 E. W. Howells, from Sept. 1st, 1914.  
 R. Guest, from Sept. 1st, 1914.  
 J. Lynch, from Sept. 1st, 1914.  
 E. J. Bryan, from Sept. 1st, 1914.  
 R. T. Lowe, from Jan. 1st, 1915.

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The members of the Second Contingent now quartered at the Exhibition Grounds have recreation rooms in the new King Edward School. Officers have sleeping quarters on the second floor. Classes occupy the first floor. The Women's Canadian Club have charge of the reading rooms in the school.

Teachers will be glad to learn that there is in course of preparation, and now almost ready, a handbook to the Manitoba Readers. This is being published by the MacMillan Co. of Canada, Toronto.

I find the Journal a great help, and would not try to get along without it.  
Eunice A. Mullin,  
Miami.

The Winnipeg School Board has arranged for a series of public lectures illustrated by stereopticon views. These will be given in the schools of the city. In addition to this, money will be expended on films for a moving picture machine. These films will be carefully selected.

"We all look forward to the coming of the Journal each month, and I think the Children's Page will make the pupils take more interest in their written work. During my three years at Hazeldean School, near Deloraine, my pupils were delighted when they could send in some of their work, especially when two of them won a prize."

### School News

The Provincial Normal School opened this year with an attendance of over 130. This necessitated the division of the class into two sections. The men comprise the usual 10 per cent. of the total enrolled. The usual Literary Society was organized, with Mr. Kay as president.

"I find the Journal a great help in my work, as I am just a beginner at teaching."—Virginia McGowan, Pilot Mound.

Leave of absence was granted to Miss Minnie Lease and Miss E. Polson. Miss Agnes Alward resigned from the staff.

"I always look forward with pleasure when about to receive my Journal. I like it very much, and would not want to do without it."—Gertrude Mason, Elva, Man.

### WHAT THEY SAY ABOUT US

Mayfield Station, Man.,  
Dec. 28, 1914.

I find the Journal very helpful, especially the articles on drawing.

Yours sincerely,  
Miss B. McEachern.

Meskanaw P.O., Sask.,  
Jan. 1, 1915.

I like your Journal very much indeed, and I look forward to receiving it every month, for it is full of interesting articles.

Margaret R. Livingstone,  
Marshall, Sask.



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# Department of Education

## COMPOSITION

Among the topics from which candidates may select for their essays in the papers in Composition for all grades at the June examinations, there will be a number relating to the present war. All the children in the schools should be encouraged to inform themselves well concerning the causes of this war and the progress of the war from week to week.

## REPORTS UNDER THE TRUANCY ACT

Teachers are reminded that they must forward promptly at the beginning of each month certain information concerning those children who were irregular in their attendance for the preceding month. Forms for this purpose may be had on application to the Department of Education, if the supply previously sent to any school is exhausted.

Where the attendance of all pupils for the month has been regular, or where the irregular attendance has been due to illness, it is not necessary to prepare a special report, but in such cases the teacher should send a brief note to the Department to say that there is nothing to report from her school for the month.

## THE BLUE BOOK RELATING TO THE WAR

The Department will forward to each teacher at an early date a copy of the Blue Book, containing official diplomatic correspondence immediately prior to the declaration of war. Along with it will be sent a circular containing instructions for the use of the book in the schools.

The Department is also making provision for pamphlets to be distributed to the children in the schools, to enable them and their parents to form a clear judgment on the issues involved.

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